

**Improving History Learning Outcomes for Class VII B Students at SMP Negeri 3 Trucuk, Klaten Through the Role Playing Learning Model in 2012/2013**Fendy Yon Prihantoro<sup>1</sup>**Abstract**

This study aimed to determine whether the role-playing learning model improves the learning outcomes of students of class VII B in SMP Negeri 3 Trucuk, Klaten, academic year 2012/2013. The approach used in this study is action research. Working procedures in this classroom action research consist of four main components: planning, implementation, observation, and reflection. The subjects were students of class VII B, amounting to 34 students with data analysis using descriptive analysis percentage. Learning outcomes in the second cycle have increased; it can be seen from the average value of 73.13, which increased by 4.24% from the average value of the first cycle, which is equal to 70.15. classical completeness percentage also increased from 69.69% in the first cycle to 90.9% with an increase of 30.43%.

**Keywords:** *Role Playing, Learning Outcomes, History Learning*

**Pendahuluan**

Learning is at the heart of all formal education processes because, through the learning process, there is a transfer of knowledge from teacher to student, which contains various educational goals. Educational goals can be achieved if quality learning is created. Teachers are fully responsible for interactive and quality learning at the micro level. At the macro level, an educational institution is responsible for forming quality teaching staff; that is, they can contribute to the creation of the learning process later.

The learning process plays a vital role; learning is guiding learning activities and teaching activities, which will be meaningful if learning activities occur for students. The elements that determine success in the learning process are as follows: educators (teachers), students (students), curriculum, teaching, tests, and environment. Students as subjects in this process also play a vital role in the success of these learning activities (Sudjana, 2001, p. 2). One of the fundamental problems in education is improving the quality of teaching and learning processes so that effective learning results are obtained. Therefore, to improve the quality of education in Indonesia, the government constantly revises the curriculum and the learning model that is currently implemented.

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Which is constantly developing. The learning model is part of the instructional strategy and functions to present, explain, give examples, and provide exercises for students to achieve specific goals. Based on observations from 9 July 2012 to 17 July 2012 and the results of the researcher's initial discussions with the history teacher who taught in class VII B of SMP N 3 Trucuk, Klaten, results were obtained regarding the conditions of history learning. The learning carried out by history teachers in class VII, especially class VII B, still predominantly uses the lecture model. However, sometimes it is interspersed with other learning models as variations in learning, for example, the discussion and Jig Saw models in history learning. Even though the condition of learning resources and media at SMP Negeri 3 Trucuk, Klaten still needs to be improved; history subject teachers try to use learning media such as maps, pictures, or various articles from the internet.

### **Method**

Location and research object of SMP N 3 Trucuk, Klaten, Palar Village, Trucuk District, Klaten Regency. The subjects in this research were students in class VII B of SMP Negeri 3 Trucuk, Klaten, for the 2012/2013 academic year. The total number of students was 34, of which 20 were female and 14 were male. Researchers use quantitative methods—data obtained from test and non-test results. Tests are used to get data from grades and student learning outcomes. Non-test techniques are carried out using observation, documentation, and interviews.

### **Results and Discussion**

The discussion in this classroom action research is based on observations followed by evaluation and reflection activities in each cycle. The research results in cycles I and II indicate that history learning using the Role-playing model has improved student learning outcomes, student participation, and teacher performance during the learning process. Evaluation and reflection at the end of the cycle indicate that the actions taken have improved learning outcomes, student activity, and teacher performance using the role-playing learning model. However, the results obtained have yet to achieve the predetermined assessment indicators.

The role-playing learning model is a teaching strategy that maximizes student activity levels through role-playing or drama by imitating the surrounding situation (state of affairs). In this Role-playing model, students join a group where each group is assigned a task to play the drama as well as possible so that students watching can understand and draw their

conclusions from the material presented in the drama performed by their classmates in front of the class. During the drama performance by the groups, interaction among students and the level of student activity in learning through speaking activities increases. The material presented to students is more efficiently absorbed throughout the role-playing process because students experience the learning event directly. Students are required to formulate and draw their hypotheses (conclusions) regarding the problems posed by the teacher.

Overall, the learning process in cycles I and II went well. This is supported by increased student activity and teacher performance, which enhances learning outcomes and student participation. Based on the evaluation test results in cycle I, there was an increase in the class's average score from before the implementation of the Role Playing learning model, which rose from 67.73 to 70.15. This was also accompanied by an increase in the percentage of learning completeness from 52.94% to 69.69%.

The results of the evaluation test in cycle I showed an improvement compared to before the implementation of the Role Playing learning model, but the learning completeness of 69.69% in cycle I did not meet the criteria for the classical completeness indicator set at 70% of students completing their learning, thus requiring improvement in the next cycle. The evaluation test results in cycle II showed an improvement, as seen in the class's average score, which increased slightly from 70.15 in cycle I to 73.13 in cycle II. The percentage of learning completeness also increased from 69.69% in cycle I to 90.9% in cycle II.

Based on the above description, it can be concluded that the History learning process through the Role Playing learning model can improve students' learning outcomes in class VII BSMP N 3 Trucuk, Klaten. The Role-Playing model is chosen here because it has several advantages compared to other learning models for various reasons, including (1) gaining an understanding of a concept or principle, as students experience the learning process directly by activating students' experiences with existing material, (2) practicing problem-solving during the Role Playing process, (3) increasing student learning activity, especially group interaction, (4) providing learning motivation to students. After all, the teacher is directly involved in guiding and supervising the role-playing process, (5) training students to collaborate in group situations, (6) fostering students' creative abilities, especially in improvisation, and (7) training students to develop tolerance. From all the above criteria, it can be summarized that all aspects cover three goals in learning: increasing students' knowledge or cognitive aspects, fostering tolerance (affective), and honing students' skills (psychomotor). Students also dare to express opinions, ask questions, and directly assess the progressed group. Therefore, this research can provide an alternative to history learning.

### Conclusion

Before implementing the Role Playing learning model, students' learning outcomes in history subjects during the pre-cycle period were obtained with an average class score of 67.73 and a classical completeness percentage of 52.94%. In cycle I, after conducting classroom action research using the Role-playing model, the average score obtained was 70.15, with a classical completeness percentage of 69.69%. In cycle I, the average score and classical learning completeness had increased but had not reached the success indicator. Subsequently, in cycle II, data was obtained with an average class score of 73.13 and a classical completeness of 90.9%. There was an improvement in cycle II, which already met the success indicator of classical learning completeness >70%.

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