

Influence of Role Playing Methods and Cooperation Skill for Student's Study in Theme 8 "My Home Environment" for Fourth Class of MI Ar Rahman Sidoarjo

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Abstract: Oemar (2003: 57) defines learning as a combination of human, material, facilities, equipment, and procedures that influence each other to achieve what is the purpose of the teaching and learning process. This Learning involves humans consists of student and teacher. This study discuss how the influence of the role playing method and cooperation skill on student learning outcomes. In teaching and learning process, a method is needed for educators and how to use it is adjusted according to the objectives of teaching and learning process. According to tandingiling reviews (2008) that the Role Playing method are able to be referred to as sociodrama. Tangdilinting equalizes the method of drama to sociodrama to be very related because it is equally good in terms of steps, procedures, lines, hopes and weaknesses. The method of role playing or sociodrama is a game method which, according to Anita Lie (2007) in his book "Cooperative Learning", that cooperative learning methods are different from only group learning, However there are aspects that distinguish it from the division of groups conducted carelessly. Consequently each group has balanced members indeed there is no distrust between groups. Each group have to trust each other and be responsible for the role of the assignment. From the results of the test using anova with $df = 5$ and significant level $\alpha = 0.05$, the value of $F = 7.542$ and the number $Sig. = 0.004$ very far from 0.05. Therefore the results of the testing of the third hypothesis are able to be conclude that H_0 is rejected and H_a is accepted. Hence, the results of this study there is a significant influence on student learning outcomes between the lessons using the lecture method with learning using the role playing method and cooperation skills. Based on the Student Posttest results are increasing potential with the application of role playing methods and cooperative skills. While the student posttest results when learning took place using only the lecture method have not a significant difference with the posttest results.

Keywords: Role Playing, Cooperation Skill, Learning

1. Preliminary

Education is a series of processes to grow, maintain and develop the potential of human resources to be qualified according to the needs of civilization. The quality of human resources depends on the quality of education of a country. The Law of the Republic of Indonesia number 20 of 2003 explains that the purpose of education is to achieve mutual hope, that is to form character, dignity and develop capabilities to educate the nation's life, develop educational potential so that students become faithful and devoted to God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen.

The method in conveying learning can be interpreted as a pattern or a unique way of using it. The problem of methods in the world of education is a problem that really needs to be of particular concern especially for educators, because by choosing the right method can determine the success of the students in the learning process, on the contrary if in the selection of methods that are inappropriate or less effective will lead monotonous. According to Gross (1991), as a result of unfavorable, undemocratic learning practices, limiting creativity, and not optimally developing students' potential, Gross has identified six learning myths, namely (1) boring learning, (2) material and skills only related to learning in school, (3) passive learning, (4) students under the rules and orders of the teacher in the learning process, (5) learning

must be systematic and logical, (6) learning only follows all specified programs.

Based on the above problems, it is suspected because the teacher still uses the old thinking that the source of learning is only centered on him. In addition, teachers are also not used to using relevant and innovative methods, especially those that can be used for group learning activities to practice cooperative skills. One of the problems that must be addressed immediately is about students' abilities in cooperative skills in learning. In the skills of working together it needs an effective learning method so that it can support social interaction between students. The application of the Role Playing method is a method that is related to the social relations between students who are very relevant regarding cooperation skills to be developed in the implementation of Indonesian language learning. Where affective learning is learning centered on students who are actively involved in learning activities so that the material delivered can be understood by students well. In the Role Playing method, students are asked to play a drama, to demonstrate the role in interacting. The role that can be carried out can relate to heresy, community leaders, or those related to life in the community.

The method comes from the Greek "methodology" which means the way or way of travel. It can be interpreted that the method is the method used to achieve the stated goals. In the teaching and learning process, a method is needed for educators and how to use it must vary because it can be

adjusted according to the objectives of the teaching and learning process. According to Sudjana (2005: 76) learning method is a process of ways used by educators in holding relationships with students during the teaching and learning process. Role playing is a planned teaching and learning activity designed to achieve specific educational goals As one of the learning methods that can be applied by the teacher to students. According to Young in Nursalam (2008) states that the Role Playing method, known as role playing, is one form of drama. In the Role Playing method, students are asked to play a drama, to demonstrate the role in interacting. Roles can be related to heroism, community leaders, or related to life in the community.

Hamalik (2006), explains that the Role Playing method is an action outside of a predetermined role, because the purpose is the reappearance of the historical picture of the past, events will probably occur if in the future, the present event means the shadow of the situation at a certain time and place. The student acts to re-describe the actions of others, so that he gets a better understanding of the person and motivation that is able to encourage behavior. Perdana (2010) states that the role playing method is a learning method where students are asked to pretend to be someone with a particular profession that the person plays. In addition, students are asked to think like the person or role played, so students can learn about how to become someone in the profession they are playing. According to Tangdilintin (2008) that the Role Playing method can also be referred to as sociodrama. Tangdilinting stated that this method can show the impact of the pressure we give to others, be able to show a real life condition, and stop the drama properly to reflect the feelings shown by that role. Fatmawati (2015) states that role playing is a learning method that asks students to carry out roles according to the scenario that has been prepared. Aim to achieve the competencies needed in learning.

Kartini (2007) states that the method of role playing is a method used to imitate someone's behavior in drama. The behavior emphasized in the role playing method is related to social relations. Santoso (2010) states that the role playing method utilizes kinesthetic or movement influences, because the subject is asked to perform a certain role. This method is used to develop interpersonal skills or the ability of individuals to interact with others. According to Zainal Aqib, the role playing method is a method in which the interaction must involve two or more students about what is the topic or situation. According to Roestiyah, the method of role playing is where students can play a role or play a role in dramatizing social / psychological problems. According to Wina Sanjaya (2014), the Role Playing method is a learning method wherein the teaching and learning process students are required to simulate past activities, create actual events, or some events that are predicted to appear in the future.

Collaboration learning is rooted in Vygotsky's view that there is a social trait inherent in learning, which is reflected in his theory of the zone of proximal development. (Anwar, 2008). Cooperative learning method is a learning method that suppresses joint behavior in helping among others, regular cooperation structures in groups, which consist of at least two or more people. Cooperative learning is one form

of learning based on social ideology. Cooperative learning is a learning method with a number of students as members of small groups with different levels of ability. In completing their group assignments, each student group member must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be unfinished if one of the friends in the group has not mastered the lesson material. According to Anita Lie (2007) in his book "Cooperative Learning", cooperative learning methods are different from only group learning, but there are aspects that distinguish it from the division of groups carried out carelessly. So that each group has balanced members so that there is no jealousy between groups.

In the Indonesian Dictionary Large edition V (KBBI V) means that cooperation is an effort or effort or activity carried out by several people (institutions, governments, groups) to achieve a common goal. The other opinion according to Lewis in Suprijono (2013) cooperation is grouping that occurs between living beings who know each other. One reason for interaction that occurs in cooperation is one of them is because of mutual recognition. Collaboration in joint learning is a group process (team) where each member supports and relies on each other to achieve a consensus result. It can be concluded that cooperation is a job that is done together with a minimum of two people in order to achieve the goals or targets previously planned and agreed upon. Or cooperation can be interpreted as actions in work carried out by two or more people to achieve the same goal. Teamwork will be an encouragement as an energy and motivation for each individual who is part of a team. If teamwork can work well, the smoothness of communication and sense of responsibility for each individual will be formed very well. Cooperation is one part of developing life habits and as a medium for learners to actively learn. The Ministry of Education and Culture emphasizes that one of the 21st century learning paradigms is collaboration and collaboration in solving problems (Murti, 2015).

According to Suprijono (2013: 7) learning outcomes are changes in behavior as a whole not just one of the potential aspects. What is meant is that learning outcomes are changes in student behavior and overall abilities after learning activities take place that produce cognitive, psychomotor, and affective abilities not only one of the potential aspects caused by experience. can also be interpreted as an achievement or prolehan students with the existence of a business or mind which is expressed in the form of mastery, skills and basic knowledge contained in various aspects of life. Learning outcomes have an important role in the learning process, where the main goals to be achieved in learning activities are optimal learning outcomes. Learning outcomes are used to determine the extent to which students understand and understand the material that has been taught or that has been delivered. The other opinion according to Jihad (2012: 14) learning outcomes is the achievement of forms of behavior change that tend to settle from the cognitive, affective, and psychomotor domains of the learning process carried out in a certain time.

Hamalik (2006: 31) defines that learning outcomes are patterns of actions, knowledge, attitudes, values,

appreciation, abilities, and skills. Another hamalik explanation is learning outcomes as the level of mastery achieved by students in participating in the teaching and learning process in accordance with established educational goals. Winkel (2009) suggests that learning outcomes are evidence of the success achieved by someone. Learning outcomes are abilities possessed by students after receiving their learning experience. Dimiyati and Mudjiono (2013: 3) state that learning outcomes are the result of an interaction between learning and teaching. From the teaching action or the teacher ends with the process of evaluating learning outcomes, while the student learning outcomes end and the peak of the learning process. According to Susanto (2013: 5) changes that occur in students, both involving cognitive, affective, and psychomotor aspects as a result of learning. Engraving learning outcomes can be measured through the assessment of learning activities or learning processes that can be expressed in the form of symbols, letters or sentences that tell the results that have been achieved each of the children. Explanations that support the importance of subsequent learning outcomes from Nawawi (in Susanto, 2014: 5) explain learning outcomes as the level of success of students in each learning material obtained at school, expressed in scores obtained from the test results to know and understand certain subject matter. Sudjana (2009: 3) suggests that student learning outcomes in essence are changes in behavior as a result of learning in a broader sense covering three fields, namely: the fields of cognitive, affective and psychomotor. Can be concluded from based on an explanation of the above sources, learning outcomes are the results obtained from the acquisition of students after the material delivery and a series of learning activities take place, accompanied by evidence of success achieved by involving cognitive, affective and psychomotor aspects expressed in symbols, letters and sentences as evidence achievement of student learning outcomes.

2. Research Methods

In this study, researchers used experimental research. Research experiment is systematic research that aims to reveal causal phenomena between variables and effects or effects. In experimental research researchers compose variables and hypotheses that state causal relationships. The variables studied included the independent variable and the dependent variable that had been explicitly determined by the researcher since the beginning of the study. According to Sugiyono (2008: 107) experimental research can be interpreted as applied research to look for the influence of certain treatments on others in controlled activities. Based on the research, this type of research is Quasy Eksperiment with Nonequivalent Cotrol Group Design. Menurut Creswell (2015: 607) Quasy Experiment research involves placing participants into groups but not random placements. In this design, both experimental and control groups were compared, even though the group was chosen and determined without going through randomization, meaning group selection was not done randomly (Emzir, 2017: 102). Furthermore, the design of this study was the study subjects consisting of experimental groups and control groups. Before the treatment, the two groups were then pretested then the application of the research subject group in accordance with existing conditions and limitations. In

research design there are group experiments called experimental groups, namely groups that are intentionally influenced by certain variables for example given training. While the control group is a group that is not influenced by variables that have been determined. This study uses a quantitative approach, where the work process that takes place in a concise, limited and determines the problem is a part that can be measured and expressed in nominal or numerical form. To provide an explanation of the relationship between the variables studied. The design of the research design is a factorial 2×2 design with two-way variable analysis techniques.

Tabel 3.1: Research Design

Learning Method	Role Playing (A1)	Ceramah (A2)
Collaboration skills	A1B1	A2B1
High Collaboration skill (B1)	A1B2	A2B2
Low Collaboration skill (B2)		

Sumber: Cristensen dkk (2011:246)

Keterangan:

A : Learning method

A1: Role Playing

A2: Conventional learning method

B: Collaboration skills

B1: High collaboration skills

B2: Low collaboration skills

3. Results

Tabel 4.6: Normality Result

One-Sample Kolmogorov-Smirnov Test		
		Posts
	N	50
Normal Parameters ^{a,b}	Mean	82,80
	Std. Deviation	12,129
Most Extreme Differences	Absolute	,171
	Positive	,171
	Negative	-,149
Kolmogorov-Smirnov Z		1,211
Asymp. Sig. (2-tailed)		,106
a. Test distribution is Normal.		
b. Calculated from data.		

Tabel 4.7: Homogeneity result

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: postes			
F	df1	df2	Sig.
1,368	11	38	,228
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			

Hypothesis testing is done by analyzing learning outcomes data as (Y), the use of independent variable Role Playing (X1) and cooperative skills (X2) as moderator variables. Data analysis techniques using ANOVA (analysis of variance) to look for differences in influence. In this study using variant analysis techniques will test three kinds of statistical hypotheses, namely hypotheses 1,2 and 3 stated in the statistical hypothesis formula, namely zero (Ho) and alternative hypothesis (Ha). Then the data needed for analysis are as follows: (1). Hypothesis 1 test, the data analyzed is data about learning by using the Role Playing method with data on learning outcomes. (2) Hypothesis 2

test, the data to be analyzed are related to student cooperation skills with data about student learning outcomes. (3) Hypothesis 3 test, the data to be analyzed are related to data about how much interaction the Role Playing method and collaboration skills and learning outcomes data interact.

The hypothesis of the statistic is in accordance with the order of analysis in ANOVA, namely the analysis of differences between groups together and analysis of individual variables (mean effect). The hypothesis test of this study was determined by the significance level (Sig.) = 0.05. The hypothesis that will be tested is as follows:

Hypothesis 1: Ho = accepted if F count < Ftable

Ho = rejected if F count > Ftable

Hypothesis 2: Ho = accepted if F count < Ftable

Ho = rejected if F count > Ftable

Hypothesis 3: Ho = accepted if F count < Ftable

Ho = rejected if F count > Ftable

Data analysis using ANOVA technique to test the three hypotheses mentioned above. The null hypothesis (Ho) is rejected if (Sig.) $A < 0.05$. Results SPSS program output calculations using ANOVA are presented in table 4.8 below.

Tabel 4.8: Anova Result

Tests of Between-Subjects Effects					
Dependent Variable: postes					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5790,976 ^a	11	526,452	14,118	,000
Intercept	225306,698	1	225306,698	6041,998	,000
Kelompok	487,013	1	487,013	13,060	,001
Postes	4511,392	5	902,278	24,196	,000
kelompok*postes	100,980	5	20,196	7,542	,004
Error	1417,024	38	37,290		
Total	350000,000	50			
Corrected Total	7208,000	49			

a. R Squared = ,803 (Adjusted R Squared = ,747)

Based on table 4.8 above, the results of hypothesis testing can be described as follows:

1. Hypothesis 1

Ho: there is no influence on the Role Playing method on the learning outcomes of the fourth grade students in the theme of the 8 areas where I live.

Ha: there is the influence of the Role Playing method on the learning outcomes of the fourth grade students in the theme of the eight areas where I live.

From the test results using anava technique with $df = 1$ and the significance level $\alpha = 0.05$, obtained the value of $F = 13.060$ and the number Sig. = 0,001 very far below 0.05. Thus the test results for the 1st hypothesis can be concluded that Ho is rejected and Ha is accepted. So in this study it can be stated that there is an effect of using the Role Playing method on the learning outcomes of MI fourth grade students in the theme of the 8 areas where I live.

2. Hypothesis 2

Ho: there is no influence of cooperative skills on the learning outcomes of fourth grade students on theme 8 of my residence area.

Ha: there is the influence of cooperation skills on the learning outcomes of fourth grade students in the theme of the 8 areas where I live.

From the results of the test using anova with $df = 5$ and a significant level $\alpha = 0.05$, the value of $F = 24,196$ and the number Sig. = 0,000 very far from 0.05. Thus the results of testing of the second hypothesis can be concluded that Ho is rejected and Ha is accepted. So in this study it can be said that there is the influence of the implementation of cooperative skills on the learning outcomes of MI fourth grade students in the theme of the 8 areas where I live.

3. Hypothesis 3

Ho: there is no influence on the Role Playing method and the cooperation skills towards the learning outcomes of the fourth grade students in the theme of the eight areas where I live.

Ha: there is the influence of the Role Playing method and the cooperation skills towards the learning outcomes of the fourth grade students in the theme of the 8 areas where I live.

From the results of the test using anova with $df = 5$ and a significant level $\alpha = 0.05$, the value of $F = 7.542$ and the number Sig. = 0.004 very far from 0.05. Thus the results of the testing of the third hypothesis can be concluded that Ho is rejected and Ha is accepted. so that in this study it can be said that there is a joint effect of the use of the Role Playing method and cooperation skills on the learning outcomes of MI fourth grade students in the theme of the 8 areas where I live. In other words student learning outcomes are influenced by the interaction between learning using the Role Playing method and cooperation skills.

4. Discussion

The test results on the hypothesis can be concluded that Ho is rejected and Ha is accepted. So in this study it can be stated that there is an effect of using the Role Playing method on the learning outcomes of MI fourth grade students in the theme of the 8 areas where I live. Thus it can be concluded that the use of the Role Playing method in the sub-themes of 8 areas where I live in influential learning activities to improve student learning outcomes. Based on the homogeneity table obtained the value of the test results using anova with $df = 5$ and a significant level $\alpha = 0.05$, obtained the value of $F = 24,196$ and the number Sig. = 0,000 very far from 0.05. Then it can be concluded that the semper variant is homogeneous. Collaborative skills can help students in completing the tasks obtained. Completing tasks by working together can ease the task of students and students can learn with their peers directly. This has a positive impact on students, especially to improve student learning outcomes. So in this study it can be said that there is the influence of the implementation of cooperative skills on the learning outcomes of MI fourth grade students in the theme of the 8 areas where I live.

Based on the results of table 4.8 of the test results using anava with $df = 5$ and a significant level of $\alpha = 0.05$, the value of $F = 7.542$ and the number Sig. = 0.004 very far from 0.05 can be concluded that Ho is rejected and Ha is

accepted. There are differences from the results of the mean postes of student learning outcomes, groups that use the lecture method when learning activities amounted to 78.40 results when compared with groups of students who use the Role Playing method and cooperation skills when learning takes place get a mean of 87.20. Based on the posttest results of students there are differences in learning outcomes from group variants. So that in this study it can be said that there is a joint effect of the use of the Role Playing method and cooperation skills on the learning outcomes of MI IV grade students in the 8 regions where I live. In other words student learning outcomes are influenced by the interaction between learning using the Role Playing method and cooperation skills.

5. Conclusion

Based on the discussion of the results of the research conducted by researchers, conclusions can be drawn from each hypothesis, that: (1) There is a significant influence on the use of the Role Playing method in learning activities towards the learning outcomes of fourth grade students in the eight areas where I live. this can be seen from the differences in student learning outcomes using the Role Playing method with student learning outcomes using the lecture method. (2) There is a significant influence of students who can work together well with peers or teams on the learning outcomes of students in the theme of the 8 areas where I live, compared to students who are not able to work together on the team. This can be seen from the learning outcomes of students who are able to have cooperative skills have better learning outcomes than students who do not have cooperative skills. (3). There is an interaction together with the Role Playing method and cooperation skills towards the learning outcomes of the fourth grade students in the theme of the 8 areas where I live. Can be seen from the results of analysis of research that has been done by researchers. With the use of the Role Playing method and cooperation skills, students have the ability to work together high in group activities especially in completing tasks properly and correctly so that the achievement of learning objectives is achieved well. If compared with the control class where learning activities only use the lecture method, students only listen to the teacher's explanation then work on the assignment given by the teacher.

The use of the Role Playing method and cooperation skills have a major influence on student learning outcomes. Improving student learning outcomes based on pretest results that have low scores after using the Role Playing method and assisting with cooperative skills has a very large increase in learning outcomes. This can be seen from the results of posttest that achieve mastery learning. In contrast to the debriefing by using the lecture method the results of the pretest and the results of the posttest do not have a significant difference. It can be concluded that learning using the Role Playing method and job skills are equally influential on student learning outcomes compared to learning, using the lecture method.

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