Implementation and Learning Outcomes: the Increasing of Students Learning Activity Through the Role Playing Method Based on Visual Media

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Abstract: This study aims to increase student activity and complete student learning outcomes through role playing method in primary school. This research is a classroom action research conducted in three cycles. Each cycle consists of four stages: Planning, execution and observation, reflection and revision. This research uses a qualitative approach without any statistical calculations. Data obtained through observation, interviews and tests. The results showed classical completeness in the student's learning outcomes in the cognitive domain, in the early preliminary study (39%), high cycle 1 (66%), cycle 2 was very high (89%) and in cycle 3 also very high (100% the affective sphere of the students at the initial study was moderate (42%) in the high cycle I (74%) and increased at very high cycle 2 and 3 to 100%. And the psychomotor domain was moderate (37%). In cycle 1 is high (76%), cycle 2 is very high (92%) and increase in cycle 3 with very high category (100%). It can be concluded that the activity and student learning outcomes increase after learning through role playing method based on visual media.

INTRODUCTION

Social learning includes material about human beings in all aspects of life and their interactions in society. Social learning is able to introduce students to the knowledge of human life systematically to develop knowledge, attitude and skills in order to take part in active in life later as a member of good society and citizens. Education aims to create a competent young people in their field to answer the needs of 21st century competence.

Schools as education implementers are very interested in providing a means for all parties toward the goal of education. Teachers are the determinants of success in the implementation of the learning process in schools. Therefore the efforts of the educational process should start from improving the ability of teachers in teaching. Teachers should not only have a high level of education but teachers are also required to create creative and innovative learning. Teachers must have the ability to design appropriate learning methods in accordance with the goals and competencies to be achieved.

Learning methods are designed according to the steps of learning activities including the choice of how the assessment will be carried out (Suyono and Hariyanto, 2011). Learning method can improve student's imagination, make students more creative and innovative and good impact on mastery of student learning outcomes.

Students are deemed thoroughly studied if they are able to complete, master competence or achieve the learning objectives of at least 75% of all learning objectives.

Selection of the right method will get the right results as well. Learning methods should be able to involve students. One of the appropriate and appropriate learning methods that is expected is the role playing method. Role-playing method helps students in solving personal problems with the help of social groups whose members are friends of their own. Collaborative drama and role playing learning environment provides reflection, negotiation, discussion and team work skills (Cerkez *et al.*, 2012). In other words, this method seeks to help the individual through the process of his social group.

Using activities and games in class encourages active learning as well as collaboration and interactivity (Kumar and Lightner, 2007). Games get people involved and clearly enhance their learning (Kumar and Lightner, 2007). Visual methods have tremendous potential both inside and outside of the classroom. Student learning outcomes after the learning process by using the media images on learning can increase with marked diminished students who do not reach the criteria and the increase of students who can reach the criteria mastery (Taufiqillah, 2013).

The formulation of the problem in this study focused on the use of classroom learning model. In detail the problem formulation is as follows how is the application of visual media-based role playing method in grade 6 primary school students? What are student learning activities during the application of visual media-based role playing methods? and how to improve student learning outcomes after the application of role-playing method based on visual media? Based on the research focus above, the aim of this research is to know the improvement of the application of role playing method, visual media usage, student activity in learning and student learning outcomes. In general, the results of this study are expected to provide information about the application of visual media-based role playing method to the results of student learning in grade 4 of elementary school.

Conceptual framework

Role playing: Role playing is acting in accordance with a pre-determined role. The role playing method is a way of teaching by dramatizing the form of behavior in social relations (Sudjana, 2009). Role playing is a way of mastery of learning materials through the development and appreciation of students (Bahri and Aswin, 2006 2000). Role plays have positive effects on improving the speaking performance of the students at various language proficiency levels (Shen and Suwanthep, 2011). The role playing method is the application of experiential learning.

This method is useful for studying social problems and fostering interpersonal communication among students in the classroom. Through this method can be developed the skills to observe, draw conclusions, apply and communicate (Bahri, 2000).

By playing the students will feel happy because the play is the world of students. Go into the world of students while we take our world. Students must be active because in the absence of activity, the learning process is impossible.

Visual media: Broadly speaking the media are human, material or events that build conditions that enable students to acquire knowledge, skills or attitudes.

On the other hand the media are described as forms of both printed and audio-visual communication and equipment. In this sense teachers, textbooks and school environments are the media. Some opinions express the meaning of the media. Media is a messenger technology that can be utilized for learning purposes. Images can usually be obtained through newspapers, books, newspapers, internet. According to paivio (Ariani and Haryanto, 2010), states that information or teaching materials through text can be well remembered if accompanied by images in 2013).

Learning process is a process of communication in which the process of delivering messages from a person/source message to a person or group of people/recipients of the message.

Student learning activities: Student activity is student involvement in the form of attitude, mind, attention and activity of learning activity to support the success of learning process and get benefit from the activity. Student activity in learning is one of the most important elements in determining the effectiveness of a Learning Model (Slameto, 2005) states that student learning activities in the classroom include asking questions, asking opinions, discussing with teachers and experimenting. Variety of activities, categorized as follows:

- Visual activities such as: reading, watching images, demonstrating, experimenting, other people's work
- Oral activities such as: stating, formulating, asking, advising, issuing opinions, conducting interviews, discussions, interruptions and so on
- Listening activities such as: listening, description, conversation, discussion, music, speech and so on
- Writing activities such as: writing stories, essays, reports, tests, questionnaires, copying and so on
- Drawing activities such as: drawing, graphs, chart maps, patterns and so on
- Motor activities such as: experimenting, constructing, refit models, role-playing, gardening, animal-raising and so on

- Mental activities such as: responding, remembering, solving problems, analyzing, looking at relationships, making decisions and so on
- Emotional action such as: interest, bored, excited, passionate, passionate, brave, calm, nervous and so on

MATERIALS AND METHODS

Research design: The type of research used in this study is classroom action research to improve student learning outcomes. The cycle consists of 4 stages: planning, action, observation, reflection and revision. The four stages in the classroom action research are the elements to form the cycle, successive activities after that return to the original step (Pidarta, 2008).

Classroom action research is a research activity undertaken by teachers to obtain learning experience that is cycle or sustainable (Iskandar, 2012). In this study, the subject of research is the 6th grade students of primary school with the number of students as much as 38 students. All students will receive equal treatment and action.

Data analysis techniques
Observation: Observation is a data collection technique that has specific characteristics compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people then the observations are not limited by people but also other natural objects.

Observation of the process can be divided into participant observation and non participant observation (Sugiyono, 2014). In this study, researchers used data collection techniques of participant observation type.

Interview: A interview can be interpreted as a conversation and a questionnaire directed to achieve a particular goal, namely to complement the triangulation of data from the principal and teacher/home room teacher.

Documentation: In this research, there are 2 kinds of documentation, namely pre-research documentation in the form of child biography, RPP, research instruments, tools and materials and media provided then post-research documentation in the form of photograph/video during activity observation, field note, result Interviews and documentation.

Test: The test is used to measure the success of students in achieving competence. The test has two criteria, namely the criteria of validity and reliability. The test is said to have a degree of validity if it can measure what it wants to measure and say reliability if the test can produce consistent information. The test is done at the end of each cycle. The test conducted in this research is post test with multiple choice test and description at each end of cycle. The test instrument of the learning result is the test sheet of the student's learning result and the value of the student's test result.

RESULTS AND DISCUSSION

Planning: To improve the activity and learning outcomes of students implemented learning by using the role playing method. In the learning activities arranged the implementation of instructional plan according to the method of role playing. There are several actions that become a concern or a priority in implementing the role playing method as follows:

Application of role playing method:
- Students and their friends determine the player characters to play
- The teacher teaches students how to imagine and live in role playing activities
- The teacher gives direction to the audience or other students who have not appeared to not make a fuss in the classroom as another group performs
- Working in groups, students present their dream business alternately in front of the class

Use of picture media:
- The teacher presents entrepreneurial drawings taken from the internet and displayed on screen
- Students bring the woven craft as a form of entrepreneurship to be used when playing the role
- Each group shows photos of entrepreneurial activities around their residence

Increase student activity in learning:
- Direct teachers start learning, students who are late given advice
- Frequently asked questions about the previous material
- Discusses the material to be used in role play
- Form a group to play a role (role playing)
- Group learning activities (discussion)
- Designated groups play role according to scenario
- Question and answer of the role playing result
- Praise student's questions and responses
- Giving individual assignments to students (assignment)
- Make a conclusion together
- Reflections on learning activities

Improving student learning outcomes: In implementing the role playing method there are actions to improve student learning outcomes, so that, it is implemented in one action in the method of playing. To get better learning outcomes then the agreed action is as follows:

- Displays an image related to the learning material
- Appoint some students to play role (playing role) about the material
- When role play students are expected not to be crowded but observe the role play shown
- Give students a chance to ask or respond
- Allows students to use other sources besides the package book, so that, it does not depend on the package book
- In group activities students are guided by the teacher
- Presenting media-assisted image material to attract student's interest

All the plans and learning tools that have been discussed with the observer, to be studied and understood before being implemented. The classroom teacher must learn to make the execution work smoothly in accordance with the plan.

Implementation and observation: In the first cycle, the initial activity of the learning activity shows that almost all students pay attention to what is delivered by the teacher. Student's views are on the explanation picture presented by the teacher. No students are browsing books or reading books. No one is joking and chatting with friends. The student looks focused on the screen in front of the class.

The result of interview to some students who pay attention to the explanation of the teacher stated that the students are happy to pay attention to the teacher's explanation and how the teacher is different with the teacher and the teacher also uses an interesting drawing media.

After playing role playing students are given the opportunity to ask questions and respond to questions from the teacher about the things that are displayed through role playing. Some students raised their hands to ask. As more than half the students just quietly and whispered with their stews. They were afraid of wrong with the question.

Learning activities continue with group discussions. The group discusses role playing played by other groups. Then discuss the student worksheet given by the teacher. Each group of four to five students. Groups are formed according to absentees. Students conduct discussions according to their respective groups.

The result of the observation on the group discussion was that there were only two groups that discussed well. They looked for answers and asked questions to get the best results. While the other group is still a lot of individuals and seek answers according to the assigned by the group. There are also only good students who work on it.

The result of observation on this cycle II where at the time of the teacher explain the learning materials, many students who raised hands and want to ask. After finished role playing, the teacher also gives students the opportunity to answer various questions given by the teacher. Students also remain enthusiastic to answer. The teacher keeps asking only a few students.

The results of observations on group discussion activities cycle 2 group members have changed because there is a request to be re-arranged so that in each group there are clever students who will be able to arrange the course of the discussion. Students then form a group and one of the designated groups to read scenarios to play role. While other groups listen and pay attention. Students then discuss with each group to fill in the student worksheet presented by the teacher. The teacher guides group discussions in turns from one group to another as needed.

The result of the observation on the group discussion turned out that all the students had already discussed well. Students question each other in groups and then seek each other's information or other resource books and argue with each other. In the group discussion also seen a chairman who is able to control the course of group discussion. But do not dominate the group answers. Just ask another friend to give his opinion. So that, later on really get the best answer. All students look actively express opinion in the group.

In this third cycle, teachers still form groups to be evenly according to their intelligence. But the teacher does not provide a copy of the text of the conversation. Each group makes its own text of the conversation in accordance with the media of the work of the business that has been made. Each group selects its own players without being appointed by the teacher according to the ability of each individual to recognize the role he/she will carry while the other group is prepared to be a spectator. When role playing activities are carried out through teacher explanations, the players are not like reading similar texts when students read the books in the textbook in turn. They have been able to portray the role and become the character that matches the role.

In the implementation of learning, after the teacher divides the students into groups to perform role play activities. Student participation in the group is good for mutual cooperation and preparing for performance in front of the class.

The active role of each individual in the group is evenly distributed to each other to enliven the atmosphere like reality. As audiences also have participated in behaving, especially when listening and praise the other groups who come up front. Based on observations related to the role of the audience in the role play. There are not some students who do not pay attention, speak for themselves, even denounce with negative words to the appearance of his friend is wrong. The task of the teacher in conveying the rules in role play and submitted before the activity has been implemented and run by the students. So that, activities will be done can run in orderly and

Table 1: Students cognitive learning outcomes

Mastery	Total of students (cycle)			Cycle (%)		
	1	2	3	1	2	3
Mastered	25	33	38	66	89	100
Not Mastered	13	5	0	34	11	-

smooth. The results of the evaluation in cycle 1, the students who complete in the learning outcomes reached 25 students or 66%. In cycle 1 students who are not complete 13 students or 34%. Evaluation results in cycle 2, students who complete in the learning achievement reached 33 students or 89% while unfinished students are 5 students or 11%. The results of the evaluation in cycle 3, the students are thoroughly complete in the learning achievement reached 38 students or 100%. The success of students in the learning cycle 1-3 can be seen in the Table 1.

Reflection: Reflection is done together between class teacher and observer. In learning cycle 3, the teacher has applied the method of role playing very well. Students listen to rules and ordinances in role play so that students easily understand the material being taught. The use of media images in cycle 2 is already very good. The picture is more interesting and clearer. Photos and handicrafts brought by students have been better than the previous cycle.

Student activity in learning during cycle 3 has increased compared to learning in cycle 1 and cycle 2, where all student activity have been run in accordance with expected condition of learning even very good.

Student learning outcomes in cycle 3 has reached 100% mastered students. Therefore, steadiness is done in the third cycle stated that the success of students can not only be in coincidence but really students are able and complete in the learning result. On this third cycle all the research focus has been increased to reach the predetermined success criteria. To that research is discharged in cycle 3.

Based on the results of research conducted by researchers during the three cycles performed, the activities and learning outcomes obtained by learners are increasing. This is supported by teacher activity in applying a lesson. In this study, teachers apply a method of role playing with visual aided media with subthemes let's learn entrepreneurship.

In applying this role playing method the teacher applies steps such as: preparing by choosing problems especially in entrepreneurship, choosing players by forming groups, preparing the players and the audience, then carrying out role playing activities and follow up the discussion on the problems has been discussed through role play. As stated by Suhanadji and Subroto (2003) that in the implementation of the role playing method the teacher usually introduces a problem then appoints some students to portray certain characters in relation to the problem solving. The role is done for a while witnessed by other students. Each scene can be stopped or continued until the scene is considered finished which means the problem is considered to be solved.

At the time of execution of teacher learning first convey a problem to student. Where student given a problem about entrepreneurial activity in environment around and then learners solve it through role playing activity and group discussion. This is in line with the opinion of Zuhaerini (1983) that the purpose of learning role playing is used to:

- Explain an event in which it concerns the crowd and on the basis of better judgment is dramatized than told because it will be more clear and comprehensible to the students
- Train students to enable them to solve psychological social problems
- Train students so they can socialize and allow for understanding of others and their problems

Furthermore, the teacher guides the students in playing the role. In this case the teacher always monitor the activities undertaken each group and give insert about the shortcomings that are done during the role play. And provide an opportunity if anyone asks about things that have not been understood by students. After the execution of the role play finished the students together with the other group responded to the results of the appearance of the group that appeared. And end by analyzing and evaluating the problem-solving process that has been discussed.

Learning by using the role playing method performed by teachers assisted visual media in the form of images, photos and handicrafts of students. And the media is widely used by people at the time of presentation. In accordance with Paivio (Ariani and Haryanto, 2010) that information or teaching material through text can be well remembered if accompanied by a picture. Media images is one of the media used in learning to convey messages in the subject matter that the teacher delivered as an effort to encourage students to be active and creative. This medium is considered suitable in applying a role playing method that is played by the students.

Presentation of media images and craft results of students at the time of role play can also increase student enthusiasm. Learning and activity results increased after teachers implement learning with role playing method aided visual media. Students also do not want to be left behind during the learning process ie students no one talks and talks themselves. All students listened and paid attention to other groups in role play and teacher explanations.

Some of the activities of students who experience improvement during the three-cycle learning are carried

out by teachers such as: student attendance, attention when explained, asking or responding to questions, discussing or questioning groups, trying to find references, trying to complete tasks on time, not complaining while attending lessons and not doing other activities outside of learning. This is in accordance with the opinion of Slameto (2005) that the learning activities of students in the class include, ask, propose opinions, discuss with teachers and conduct experiments.

The success in improving student activity in accordance with the opinion of Kunandar (2010) that student activity is the involvement of students in the form of attitude, mind, attention and activity of learning activities to support the success of teaching and learning process and benefit from the activity. Visual media-assisted coupling has attracted the attention of students to notice when described.

In addition, to the things that have been described in the theory above other activities that have increased is during the learning in the discussion group of students have tried to find answers with a variety of references and more proven to increase is the task of individuals or groups done by students worked on time given by the teacher. Even during the third cycle, most students complete the task before the specified time runs out.

In addition, to improving student activity, learning by using role playing method with visual media also improves student learning outcomes. This is already explained in the previous chapter accompanied by a graph of mastery. Improved learning outcomes consist of three domains: cognitive, affective and psychomotor.

Based on some of the above explanation, learning by using role playing method aided by visual media presented by teacher which is related to some existing theory stated that the theory written by some experts is suitable and suitable to the instruction presented by the teacher. The four focuses presented by the researcher include: the application of role playing method, the use of visual media, student activity in learning and learning outcomes associated with the above theory is appropriate and suitable to the learning presented by the teacher.

CONCLUSION

In the initial study the teacher has not used this method of learning. In the first cycle of teacher activity when explaining the stages in performing teacher role playing too quickly when explaining so that some students have not understood and less clear to the teacher's explanation. In cycle II the explanation submitted by the teacher is good, even at the time of cycle III is very good so that in the role play activities are according to the rules. In the early studies visual media not yet used. Research on the use of the media in the form of photo learning activities in the initial study has not used the media in cycle 1 only a few groups have brought pictures of

entrepreneurial activities. In cycle 2 enthusiast group to bring the photo is good and complete while in cycle 3 the enthusiasm of the group was excellent with accompanying explanations. In the initial study of students discussion or question and answer in the group is still low. Once developed in the first cycle began to have an increase where started there are students who want to discuss or question and answer in the group on the second cycle all students discussed or questioned the group but the atmosphere is still noisy and in cycle 3 students discuss or question and answer in groups already very good. Implementation of role playing methods based on visual media can improve student's cognitive learning outcomes. The improvement of student's cognitive learning outcomes was marked by the initial study of 39% complete students, after being developed in cycle 1-66%, the second cycle increased again to 89% and in the third cycle to 100% complete students.

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