The Use Of Learning Role Playing Methods To Video-Assisted In The Concept Comprehension Of Learning The Social Sciences Students Of Grade V Elementary School

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Abstract: The purpose of this research to describe the enhancement of the concept of social sciences students of Grade V Elementary School Sidotopo I/48 Surabaya, using role-playing methods. The research was conducted using the method of research action Class (PTK) with the design of the research model Kemmis and Mc. Taggart. The study was implemented in 3 cycles. The subject of his research was a grade V student of Sidotopo I/48 Elementary School totaling 32 students. Data collection using observation techniques, study results (understanding concept) and documentation. Data on observation result is an observation of teacher activity using role-playing method and observation of student activity in learning. The concept of the understanding test is the study result test of the cognitive aspect is comprised of the final evaluation of each cycle to measure the success of IPS learning by applying the role-playing method of video-assisted. The results showed that the use of video-assisted role-playing methods could improve the understanding of the student concept, demonstrated by the acquisition of average grades and the classical submission percentage from cycle I to cycle III. The understanding of the student concept in the I cycle shows an average value of 62.50, a classifying percentage of classical 21.80% with fewer categories. It increased to 70.94 in cycle II with a classical percentage of 53.13%, with sufficient categories. The average III cycle of the student's value increased 76.56 percentage of the classic 81.25%, with very good categories.

Keywords: Role Playing, Video, Concept Comprehension

I.   INTRODUCTION

The education of social sciences in primary schools is expected to provide knowledge and understanding to students in preparing for the real and objective social world and making them a good citizen. The teaching of social sciences in elementary school should be able to provide experience, instill meaningful concepts and a strong foundation in the child as a provision in his life later. Thus, the significance of the learning of social sciences is very important.

The fact that occurs in the field, based on the results of the learning of the social sciences in elementary school especially the elementary School of Sidotopo I/48 in the delivery of social sciences materials is still informative and demanding cognitive aspects (memorization) dominated Teachers and less involve students in the teaching and learning process. This makes students lazy to understand the information and concepts both in the book and delivered by the teacher, social sciences are considered difficult subjects, many memorizations,

boring. Students lack the courage to convey their opinions in front of the class so that students are less able to explore the ability to communicate to the fullest. Making students passive in learning. Students ' enthusiasm in learning is also low. This is evidenced by the students ' repeated results in the subjects of social sciences, only 6 students are able to reach the limit of maximum submission criteria. The average value of the social learning outcomes is 62, far below the maximum submission criteria of the 73. Low learning outcomes due to lack of understanding of students ' concept of material due to less meaningful learning.

One alternative learning method that can be used to improve the meaningfulness of learning is a video-assisted role-playing method. The Video in this learning serves as a learning medium that assists students in understanding the situation, assisting in shaping and directing roles (Huda, 2013, p. 119). The method of role-playing is often also called by the method of Sociodrama (Suhanadji, 2003, p. 178). According to Hamalik (2004, p. 214), It explains that the role-playing method is a learning method in the process done by giving learners a certain role to dramatize in a stage. The learning method of play with the way students play a role and it involves a happy element especially for elementary school students who are still at the time of play and concrete operations. The excitement here means the rise of student interest so that there are full involvement and the creation of the material that is learned. Through learning, methods play the role of the material learned will be effective and durable in memory because students play directly, explore the subject of problems based on the role that is played (Suprijono, 2016, p. 84). With the learning methods of role-playing students can describe the understanding (concepts) in the form of practice and fun examples.

Based on the problem, the objectives of this research are as follows: (1) Describing students ' activities when learning to play a video-assisted role in social science class V Elementary School Sidotopo I/48 Surabaya, (2) Describing teacher activity at the time of learning to play a video-assisted role in social science class V in elementary School Sidotopo I/48 Surabaya, and (3) describe the understanding of the concept of students after learning Learning role-playing video-assisted in social science subjects V Class elementary School Sidotopo I/48 Surabaya.

In this study, researchers presented several reviews of relevant research libraries among others. First, research on Dedi Rizkia Saputra (2015). Application of Role-Playing method to improve social science results in students of Class V Elementary School State 2 Kecemen, Manisrenggo, Klaten. The results of the study demonstrate the role-playing method can increase the activity and learning outcomes of the second graders ' social sciences, research by Rika Evalia Ariyanti (2010). Role-Playing application to improve the understanding of folklore text in Indonesian language learning students in the Grade V Elementary School of Tegalweru, Malang regency. The results showed an increase in students ' understanding of folklore through role-playing methods.

The differing research differences above with research that will researchers do lies in the location of research, subjects of research, materials, and media used. In this research site research is the primary school of Sidotopo I/48 Surabaya, the subject of research is a grade V student as much as 32 students. The subjects used in this study were social sciences with the national event material about the proclamation of independence, while the media used in this study was a video of the proclamation of independence.

The field of study that is wanted to be examined in this study is about activity and understanding the concept of students seen from the results of students learning cognitive aspects during the study of social sciences with the role of playing video-assisted roles. Through the application of the method of playing assisted video role play is expected to increase activity and understanding of social science concept of Class V elementary School Sidotopo I/48 Surabaya.

II. METHOD

The research method used is Classroom action research, a form of action research that is applied to the use of a video-assisted role-playing method in classroom learning. This is because class action research is able to offer approaches and procedures that have a direct impact on the improvement and professionalism of teachers in managing the learning process in the classroom (Wardani, 2016, p. 3).

This research was conducted in Sidotopo I/48 Surabaya Elementary School. The classes used in the research subject are V-Class learners, a class of 32 students consisting of 16 male and 16 female-sex learners. This class action research uses a Kemmis class action research model & McTaggart, with 3 cycles. The stages used are planning, action, observation (are), and reflection (reflecting).

The data collection techniques in this study are: observation, concept comprehension test (cognitive learning test result) and documentation. Data analysis is performed using quantitative analysis techniques with percentages. Observation Data includes observation of the teacher's activity and observation of student activity. Analysis of observation data is obtained by giving scores on every aspect observed during the learning process at each cycle. Analyze the observation data of teacher and student activity using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Description:

P   = Frequency percentage of an event appears

f   = The number of teacher/student activities that arise

N   = Total activity

The test results of the concept understanding at each cycle in the study were analyzed individually and classify through the student's cognitive ability test results. Determination of the level of learning in the individual study is measured based on the maximum submission criteria of social science subjects ≥ 73. The classical learning submission is achieved if ≥ 80% of the number of all students in the class is complete. To determine the test scores of understanding student concepts using the equation:

$$Value = \frac{Number\ of\ Score}{Maximum\ score\ Amount} x100$$

After the calculation of the value of understanding the concept and the average result of understanding the concept of social sciences one class, the next step is to find a percentage of the classical submission of the students to the learning process. For the analysis of the guidance of the student's classical study of the learning process expressed in percentages with the equation:

$$P = \frac{\sum Students\ who\ complete\ learning}{\sum student} x100\%$$

To facilitate the level of success, the range of assessment criteria used for teacher activities, student activities and the results of understanding the concept of students is as follows:

Table 1. Student Activity Criteria And Learning Outcomes (Arikunto, 2008: 128)

80% - 100%	= Excellent
61% - 80%	= Good
41% - 60%	= Enough
21% - 40%	= Less

The performance indicators in this research are based on the limit on the minimum criteria of the Social Sciences (KKM), which is 73 and the target of minimum mastery of the student concept is 65. Performance indicators are said to be achieved and the mastery of the national event concept about the proclamation of Indonesian independence increased if at the end of the student cycle which earned the value ≥ 73 to 80% of the student number (classical-proof percentage Reaching 80%) And students who get a value of ≥ 73 more than 75%. The results of the observation percentage of teacher activity and students reached 80%.

III.   RESULT AND DISCUSSION

In this section are displayed the results of the study of the role-playing method of video-assisted roles to increase activity and understanding the concept of students seen from the outcome of learning cognitive aspect in the subjects of social science of national event About the proclamation of Indonesian independence. This class action study was conducted through 3 cycles with a 3x35 minute allocation time per meeting.

The first cycle activity was held on 6 May 2019, the second cycle was held on 9 May 2019, the third cycle on 13 May 2019. Learning using role-playing methods is implemented through nine phases. The first phase is warming. In this phase, the teacher introduces students to the problem that they are aware of as a matter of

study. The second phase selects the player (participant). Teachers and students discuss the character of each player and determine who will play it and how the role will be played. The third phase set the stage. Teachers and students discuss where and how the role setting will be played and what needs are needed. The fourth phase, preparing observers. The fifth phase plays (role-playing begins). Role-playing is done based on predefined scenarios and role divisions. Sixth phase, discussion, and evaluation of the role. The seventh phase plays again based on evaluation results. Eighth phase, discussion, and final evaluation. Ninth phase, sharing of experience and generalization make conclusions.

Observation is carried out during the learning activities with the following data:

Table 2. Recapitulation of the results of teacher and student activity

No	Cycle	Percentage of teacher activity	Percentage of student activity
1	Cycle I	70,90%	67,65%
2	Cycle II	77,10%	74,40%
3	Cycle III	84,25%	80,90%

From the observation of the cycle, I obtained a percentage of the implementation of the teacher activity 70,90%, so it needs to continue in the next cycle. In the cycle, II earns a percentage of 77.10%. Indicates an increase of 6.2% from activity cycle I. In the III cycle it gains a percentage of 84.25% increase by 7.15%. This percentage has already fulfilled the indicator of success in research of 80%. The achievement of the student activity is 67.65% in cycle I. The percentage has not yet reached the specified success indicator. This is because students are not accustomed to role-playing methods, so they are still passive. In cycle II the percentage of activity achievement of 74.40% showed an increase of 6.75% in the "good" criteria. On cycle III to 80.90% entered in "very good" criteria experienced an increase of 6.50%. The percentage of success achieved in this cycle III has reached the indicator of success specified in this study of 80%.

The test of understanding the concept in this study was the test results of the student's cognitive outcomes conducted by delivering tests at each end of learning from the activity cycle I to cycle III. Recapitulation of student learning results from cycle I to cycle III can be seen in the following table:

Table 3. Recapitulation Of Student Learning Outcomes

No	Cycle	The average value of learning results	The percentage of classical
1	Cycle I	62,50	21,80%
2	Cycle II	70,94	53,13%
3	Cycle III	76,56	81,25%

From the table, it is known that in Sisklus I the average value in the classical is only 62.50, as many as 7 students from 32 students are completed in the learning percentage of submission 21.80%. Students who got a value of ≥ 65 new 12 students 37.5%. These results are still far from the success criteria of 80%, so the research

continues to cycle II. One of the causes of the low achievement criteria is not yet usually used by students to use the role learning method, they still feel shy in the learning process so that the mastery of concepts still And students are still struggling to work on evaluation questions.

In cycle II as many as 17 students from 32 students complete study and 28 (87.5%) Students of the value of ≥ 65. The average value of learning results in cycle II amounted to 70.94 with a classic percentage of the classification of 53.13%. The average value in this II cycle has not reached the minimum submission criteria of 73 and the indicator of success, but we can see there has been a significant increase of more than 80% of students already getting a value of ≥ 65. In this II cycle students are already getting used to the role-playing method. Because it has not fulfilled all the success indicators specified in this study then the study continued on the III cycle.

Cycle III as many as 26 students completed in learning 6 students are not completed, 32 students have been awarded the value ≥ 65. On average the value is 76.56, the percentage of classifying the classification of 81.25% with this percentage means that the success indicator has been reached in cycle III, because it has reached the indicator of success specified in this study is ≥ 80%, and students who get a value of ≥ 65 more than 80%. Based on the results of the study and the explanation above can be said that the application of the role-playing method of video-assisted can improve the understanding of social science concept of grade V students of the elementary school Sidotopo I/48 Surabaya.

IV.   CONCLUSION

Based on data analysis, research results on increased activity and understanding of the concept of students using the learning method of playing video-assisted role in the elementary School of Sidotopo I/48 then obtained conclusions: 1) Percentage The implementation of the teacher's activity on cycles of I-cycle of 70.90% in the "good" category, increasing to 77.10% in cycle II and 84.25% in cycle III with the "excellent" category, 2) student learning activities in the I cycle gets a percentage of 67.65% In the category of "good" rose to 74.40% in the cycle II category of "good" and 80.90% in cycle III in the category "excellent", 3) Student learning results in Cycle I obtained an average value of 62.50 with a proof of compensation of 21.80% criteria " Students who have a value of ≥ 65 for 37.5%. In the cycle II student learning results have an average value of 70.94 with a compensation percentage of 53.13% criteria "enough", students who get a value of ≥ 65 of 87.50%. The III cycle of student learning results in an average value of 76.56 with a submission of an 81.25% criterion for "excellent" criteria, students who get a value of ≥ 65 for 100%. 4) The learning method of playing a video-assisted role is one of the methods of learning that can improve the concept of social science students of elementary school V grade.

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