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Application of Role Playing-Based E-Learning Learning Model to Improve Indonesian History Learning Outcomes in Senior High School

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Abstract

There are still obstacles in history learning, namely the lack of student interest in participating in history learning. History lessons are still considered boring and uninteresting. The purpose of this study was to determine the effectiveness of history learning with a role-playing learning model. This research is in the form of analysis results based on surveys conducted on students through questionnaires and at the same time library research as an effort to collect information and data by utilizing written sources in the library such as books, newspapers, magazines, documents relevant to the issues discussed. The role-playing learning model tries to explore the interactive relationship of teachers and students, students and teachers, as well as between students by demonstrating and discussing so that indirectly students can explore feelings, attitudes, values, and various problem-solving strategies.

Keywords: learning, Role-Playing, Student learning.

1. Introduction

In general, the history lesson curriculum in Indonesia is taught statically and conventionally. It is static in nature, it can be understood that there are no innovations or changes made by history teachers from time to time and are more likely to use conventional methods which can provide an interesting learning innovation, but the method applied can make it easier for students to understand the learning material presented by the teacher. Currently, there are still many teachers who teach material using conventional methods such as the lecture method which only reads or repeats where if the teacher always applies the lecture method, the students' thinking about learning history will be tired of always being boring and uninteresting. In these conditions students can only learn through listening, taking notes, and memorizing the subject matter given by the teacher without understanding what is being learned. Related to this, the problems faced by students reappear, from everything that has been studied, not all students can understand the meanings and values that are useful for students' lives so that it raises the perception from students that history lessons are boring, boring, less interesting, less important

to learn. Where the application of the role-playing learning method is presented and can be applied and developed properly and can be innovated with this learning method with interesting, fun, innovative, creative, and active learning innovations how this role-playing learning method can be applied by teachers in teaching where this can bring up things that can build students' interest in learning higher and maximize the results of learning Indonesian history to be more interesting, effective and easy to understand and understand by students.

In a study conducted by Alfian (2011) quoting from historical education experts about the phenomenon of history learning in Indonesia, he explained that starting from the elementary to high school level, history learning carried out tends to only use historical facts as the main material, so that education here feels dry, uninteresting and does not provide opportunities for students to learn to explore the meaning of a historical event. Learning history in schools in general is still monotonous. This can be indicated by the students' low understanding of the importance of studying history. Not many students really understand the nature of the importance of history lessons. Studying history is not just learning about events in the past. it is necessary to know that in every historical event there are character values that can be learned and imitated in everyday life, history learning can make people wise when the history learning process is carried out properly and correctly.

Along with the times, there is still an assumption from students that history lessons are boring and uninteresting. It is ironic indeed, that history subjects are considered unimportant because they only struggle with the past. In essence, all fields of science are important, including history. The view of history learning material needs to be straightened out, no history subject matter is not worth or no longer important to be studied, but elements in history learning that are not able to adapt to today's conditions. Currently, history lessons need innovation from related elements in history learning. One very influential element is the human element consisting of teachers and students. To be able to create a pleasant atmosphere, teachers must apply learning methods in the learning process to foster innovation in teaching and learning between teachers and students. Sanjaya stated, "method is a way to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally".

Where the development of teaching variations carried out by teachers is one of the benefits of the variety of learning aids which can provide an innovation and variety in the teaching and learning process where the relevance of the teaching and learning process provides an opportunity and possibility to foster a motivation to form attitudes. positive things that the teacher does to the students, the teacher can already apply the learning achievement. However, in achieving these learning objectives, the teacher must provide a strategy as well as a learning media that is interesting and easily understood by students wherein triggering this the application of role-playing learning can also be modified in providing learning video media that will be imitated and played by students in playing a role or prologue in the scene of

playing a story in history learning even though we know that playing a role is not only to play historical things but in the context of learning Indonesian history students can be as creative as possible to provide innovation or potential that is in them to be able to hone their skills. that is within him. Where there is Learning, it can classify some basic concepts in the application of teaching and learning strategies and can set the target of teaching and learning activities as a system to achieve the results of learning activities. teaching according to what the teacher does to his students.

1. Elements of Learning Strategy

In learning to achieve a good teaching and learning goal in addition to having a method of learning components and teaching and learning strategies, the teacher must also have the effectiveness of paying attention to how the elements of basic strategies are in the stages of applying learning strategies to students in the following ways:

- 1) Where there is a determination of specifications and qualifications in changing student behavior where this needs to be known for basic reference in designing learning and carrying out every teaching and learning activity, therefore learning objectives must be formulated specifically in the sense that it leads to change. behavior or operations in terms that can be measured and can be understood and understood made by teachers to students.
- 2) Where the teacher must also have a learning approach to students so that the teacher can design delivery of learning strategies to achieve a teaching and learning goal that can be done with the main approach that is considered the most powerful, fastest, and most effective used to achieve the goal. teaching and learning between teachers and students and easy to understand where this can be socialized through the role-playing learning method in the teaching and learning process carried out by teachers to their students.
- 3) Where the components or elements of the learning strategy must also be able to determine which learning methods, techniques, and procedures are the most appropriate. Where the method is the chosen way to deliver the material according to the purpose, then the technique is an implementation of the method with learning support facilities that have been determined by taking into account the effectiveness and accuracy of learning to achieve a goal of implementing teaching and learning.

Where these learning elements are very important to increase the effectiveness in the application of the learning that we use where it is seen that these learning elements can be developed and innovation can be better in the future and can add innovation in developing elements, and can carry out learning strategies - Innovative teaching is creative and can be understood and understood well by students.

2. History Learning Functio

Where we know that learning history at the high school level is a lesson that must be learned, but some students think that learning history is just learning that only repeats and describes events that smell like the past. Where the teacher lacks innovation in the classroom learning so that it triggers students not to be too active in the teaching and learning process where we know that the function of history learning is learning that is guided by a story and historical event where we have to learn from the many struggles of the previous heroes. to liberate the Indonesian nation.

Where this must be known by the younger generation as the nation's successors and from this history learning we learn a lot how we appreciate a struggle that must be willing to shed blood to achieve victory and independence. But the younger generation believes that history learning is boring and rarely interested by students in high school Because the younger generation now considers history learning to be boring and not fun, but with the teacher's linkage by implementing an innovative learning innovation such as applying for the role-playing learning method in the application of history learning, this learning will provide innovation and creativity in the teaching and learning process in the classroom very well.

According to Kartodirjo explaining the function of history learning is to develop the personality and students, especially in the following matters:

1. Generating an innovation related to events in history and being able to understand what the definition of learning history is can foster a sense of patriotism in studying history learning and can foster a sense of love for the homeland.
2. Get inspiration from historical stories, both from heroic stories and events that are national tragedies to create a better life.
3. Cultivating the habit of thinking contextually, especially in space and time, without losing the essence of changes that occur in socio-cultural processes.
4. It is not easy to get stuck in opinions, because in thinking, they prioritize a critical and rational attitude with the right support and facts.

A. Definition of Role-Playing Learning Method

The role-playing learning method is defined as role-playing which is a game method that plays a character in a story, or objects around children based on someone's imagination or experience that involves the ability to process knowledge, think and speak. Participants are given a script in a scenario in role-playing to be studied and practiced in a role-playing situation according to a scenario that has been designed where this method can be applied in the teaching and learning process carried out by the teacher (Tanjung Niwang, 2016:20). Role-playing is a way of presenting a lesson material or subject matter by showing, showing, or showing a situation or events experienced by a person, way or behavior in social relations.

So in other words, role-playing is a teaching method in which students get the task of dramatizing a social situation that contains a problem so that students can

solve a problem that arises from a social situation. The application of Robert's learning model also has a very good understanding and purpose when applied in the teaching and learning process because it can train and hone the abilities and creativity of students in playing a prologue where the product can be planned from a theme and a script in which the application This role-playing learning model can take themes such as stories of struggle, stories that describe happiness and sadness, Can play a role that can trigger intelligence in processing body movements, processing facial expressions, processing memory in the pronunciation of each prologue that is played where from this the application of the role-playing learning model both e-learning and offline can be applied according to the circumstances and learning situations during the teaching and learning process carried out between teachers and students in the classroom.

B. Learning Procedures for the Role-Playing Method

Role-playing procedures need to be applied and even implemented and maintained because by using the role-playing learning method procedure it will make it easier for teachers and students to play a role, there is an interaction prologue procedure. Implementation of Role-Playing learning as follows:

1. Warming up

Teachers try to introduce students to problems that they recognize as something that everyone needs to learn and master. The next part of the heating process is to describe the problem clearly with examples. This can arise from the imagination of students or deliberately prepared by the teacher.

2. Selecting participants

Students and teachers discuss the character of each player and determine who will play the role. In the selection of these players, the teacher can choose the appropriate students to play them or the students themselves who propose who will play and describe their roles.

3. The teacher appoints several students as observers.

However, it is important to note that the observer here must also be actively involved in the role play. So that even though they are assigned as observers, the teacher should give them role assignments so that they can be actively involved in the role play.

4. Setting the Stage When Learning Is Done Offline

The teacher discusses with students where and how the role will be played. Whatever needs are needed. This stage setting can be simple or complex, the simplest of which is simply to discuss a scenario (without complete dialogue) that describes the role-playing sequence. Meanwhile, a more complex stage arrangement includes other accessories such as costumes and others.

5. Playing the Role as Designed by the Story (gig)

Roleplay is carried out spontaneously. At first, there will be many students who are still confused about playing their roles or even not according to the roles that they should do. There may even be someone who plays a role that is not their role. If the

role-play has gone too far off track, the teacher can stop it to move on to the next step immediately.

6. Discussion and evaluation

The teacher and students discuss the game and evaluate the roles played. Suggestions for improvement will appear. There may be students who ask to change roles. Or even the storyline will change slightly. The results of the discussion and evaluation are not a problem.

7. Re-roll (replay)

This second role-playing game should have gone better. Students can play their roles more according to the scenario

8. Second discussion and evaluation

Discussion discussions and evaluations are more directed at reality. Because when role-playing is done, many roles go beyond the boundaries of reality. For example, a student plays the role of a buyer. He buys goods at unrealistic prices.

9. Sharing experiences and conclusions

Students are invited to share experiences about the theme of the role play that has been done and continue with making conclusions. For example, students will share experiences about how they were scolded by their father. Then the teacher discusses how the student should be, what kind of attitude should be done. In this way, students will learn about life.

The things above include delivering students to learning problems that need to be studied. This can be done by identifying the problem, explaining the problem, interpreting the story and exploring the issues, and explaining. role to be played. Problems can. raised from the lives of students, so that they can feel the problem is present in front of them, and have a desire to know how the problems are warm and actual, directly related to the lives of students, attract and stimulate the curiosity of students, and allow various alternative solutions. This stage is more intended to motivate students to be interested in problems because this stage is very important in role-playing and most determines success. Role-playing will be successful if students can actively participate and participate in learning activities and pay attention to the problems posed by the teacher. Re-enactment. carried out based on the results of the evaluation and discussion of alternative roles. There may be a required change in the role of the character. This change allows for new developments in problem-solving efforts, each role change will affect other roles.

3. Strengths and Disadvantages of the Role-Playing Learning Model

In all good things, there must be advantages and disadvantages of this, especially in the application of this role-playing learning method, which is an excellent innovative learning method, but there are also advantages and disadvantages of applying this role-playing learning method to be applied in improving learning outcomes and innovations from learning Indonesian history at the high school level as for the advantages and disadvantages of the role-playing method in learning as below:

1. Advantages of Role-Playing Method

In the role-playing method, there are several advantages as advantages of playing a role, including (Yanto Ari, 2015:56)

- a) Students train themselves to understand and remember the material to be dramatized or acted out. As a player, you must understand and appreciate the contents of the story as a whole, especially for the material that must be played. Thus the memory and skills of students will increase.
- b) Students will be kept for initiative and creativity. At playtime, students express their opinions according to the material and time available.
- c) The hidden talents in students can be nurtured so that a generation of artists from school will emerge. If their performing arts are nurtured well they are likely to become good performers someday.
- d) Cooperation between players can be grown and fostered as well as possible to educate students in appreciating the work or learning outcomes of other students.
- e) Students gain experience to accept and share responsibilities with others.
- f) The spoken language of students can be fostered into a good language so that it is easily accessible to others.

2. Disadvantages of Role-Playing Method

While the weaknesses or shortcomings of the role-playing method are as follows: (Yanto Ari, 2015:56)

- a) Most of the children who do not participate in their role-playing become less active.
- b) A lot of time, both preparation time in the context of understanding the subject matter and in the implementation of the show.
- c) Requires a large enough space, if the playing area is narrow it causes the player's movement to be less free.
- d) Other classes are often disturbed by the sound of the players and the audience clapping and so on.

2. Method

This research method uses qualitative and descriptive methods which consist of several stages which are usually called cycles where each cycle consists of four stages that must be passed, namely planning, implementation, observation, reflection. This study uses descriptive research methods in its implementation including analysis and interpretation of the meaning and data obtained from data collection through a questionnaire and discussion of questionnaires or questionnaires where the data collection technique is through Google containing questions posed in writing to or someone to get answers or responses and information needed by researchers.

3. Results and Discussion

3.1 Application of Role Playing-Based E-Learning Learning Model to Improve Indonesian History Learning Outcomes in High School

Based on the conditions during the covid-19 pandemic like this, they conducted a collaboration with several high school students to apply role-playing learning in Indonesian history subjects. Where the selection of the role-playing learning method was due to several analytical advantages, such as students being able to train themselves to understand and remember the learning materials that can be made in role playing. As a player, you must understand and appreciate the content of the story as a whole, especially for the material that must be played and can trigger very creative and innovative thinking. Thus, memory and skills will and students will learn to take the initiative and imagine in innovative learning and at the time students express their opinions according to the material and time available.

Where the role-playing learning method is a way of mastering sub-chapter material in learning through the development of creativity, imagination, knowledge, and appreciation of students. In this model the development of creativity, ideas, knowledge, intuition, imagination, and appreciation is carried out by students by playing them as characters who can be played in the application of a learning material applied by the teacher. Where in the development of strategies for implementing role-playing learning to improve high school history learning outcomes through understanding learning materials regarding the event of the ratification of the proclamation of independence of the Indonesian nation or known as the Rengasdengklok event in Indonesian history learning subjects where observing the role-playing learning method to be able to improve student learning outcomes.

As well as increasing student learning innovation in carrying out learning to meet the objectives of implementing this learning model so that students are not bored in understanding and applying this role-playing learning method can improve student innovation and learning outcomes in Indonesian history learning where learning methods like this are very much needed and very good for This method is applied because this method can foster a spirit of learning and students' imaginations only focus on learning material but are also interested in dialogue and play a role to test a student's creativity and imagination to increase absorption in practicing a role in learning taken from the learning materials used. students in an example picture like the one below.

Where the results of a survey through a questionnaire that apply several questions that explain how to apply a role playing-based e-learning learning model to improve Indonesian history learning outcomes in high school, this survey shows an adjustment for the application of this learning model as much as 80% which from 1- 100% of which 80% was chosen from the people and the results of various surveys conducted and for the other 20% some did not agree to apply for this role-playing learning model at the high school level. why is that 20% have a basic reason

where every child has the ability to do a different action and thought where this is what makes some children can't play a prologue or role in learning to practice it in a learning material where this is seen from several questionnaire surveys were conducted by researchers to see what percentage of the effectiveness of the application of e-learning based e-learning learning models to improve Indonesian history learning outcomes in high school the second reason in 20% agreed to the application of this Role-based e-learning learning model because it was not optimal if done boldly or online because in doing the prologue some students experienced network problems because the dimensions of the geographical location of each student were different, so 20% of the statements made by researchers only 80% agreed with the role-play-based e-learning learning model. Aims to improve the learning outcomes of Indonesian history at the high school level.

But when seen and seen from 80% who agree with the application of role playing-based e-learning learning models to improve history learning outcomes in high school, the first students can improve learning outcomes which can be seen from:

- 1) The enthusiasm of the students to want to participate in the implementation of role-playing-based learning is very and where this can grow and trigger students to be enthusiastic in doing the learning that is applied by the teacher through this role-playing method.
- 2) In the application of this role-playing learning model, the teacher helps students to be able to play a character that exists in students and train students' thinking skills and absorption capacity which is carried out in the prologue role in the application of this role-playing learning.
- 3) Then the application of this role-playing learning model can improve student learning outcomes through their knowledge in applying a theme and storyline in history learning materials and increase student creativity to increase and develop the potential possessed by students through a prologue in a lesson. Where in observing and applying this role-playing learning method the teacher can see the abilities of their students and can assess how they test their abilities.

Where some of the results of increased learning applied by teachers in the application of this role-playing learning model to students trigger enthusiasm to be active in learning where the application of this role-playing learning model is not only carried out by the teacher through the flow but the teacher can also trigger a dialogue between students and teachers and between students and teachers. students and students in throwing a learning material that the teacher does to students and playing roles or dialogues that are carried out by fellow students. In this case, 80% of the results from the survey stated that the application of this e-learning based learning model was very effective to be applied and carried out in developing an innovative teaching and learning strategy carried out by teachers to students and teachers can trigger interactions where this interaction can trigger triggers. an action that raises a question and answer which is very effective to be applied so that

students can understand and understand what is conveyed by the teacher interactively and actively take action in teaching and learning.

4. Conclusion

The application of this role-playing learning from the survey results from 80% of the application of the Role Playing-based e-learning learning model is very well used in interpreting a teaching-learning strategy to be applied to students so that it is easy to understand the learning process then conveyed by the teacher, some recommendations can be taken. The application of the role-playing learning model is as follows: The application of the role-playing learning model can be used as an alternative to improve student learning outcomes. This is because playing activities will stimulate students to understand the learning material. Teachers provide more guidance and motivation to students. In addition, teachers who want to apply for the Role Playing learning model must allocate the best possible time so that all stages of learning can be carried out properly. The results of this study can be used as a reference, input, and comparison for better further research. And some of the results of the statement on the application of this role playing-based learning model hopefully can be developed in the application of the learning model and hopefully the application of this learning model is not only done boldly but can be done directly so that it can be more efficient than 80% maybe the efficiency if done directly can be 95-100% and is very good to be used in improving an innovative learning strategy in applying the history learning method.

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