

# The effect of role playing method on student learning outcomes in drama material

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## Abstract

This study aims to determine student learning outcomes on the understanding of drama material in Indonesian subjects. The purpose of this study was to describe and obtain information about efforts to influence the role playing method on student learning outcomes in Indonesian subjects. research procedures in this study include planning, action, observation and reflection. This study consisted of four meetings. Quantitative research methods, data collection is done through tests, observations, and documentation. The subjects of this study were students of class XI SMK Ma'arif Nu Mantup who collected 15 students, to obtain data the authors used test and non-test techniques. The results of this study indicate that the learning process using the role playing method has a significant effect on learning outcomes for students in class XI drama material. the influence of the learning process with significance on student learning outcomes pre-test results with a value of 55.07. on student learning outcomes from the post-test test with a significance value of 83.13. The student learning process has a significant effect on student learning outcomes in class XI SMK Ma'arif Nu Mantup by 30.06.

**Keywords:** role playing method; learning outcomes; dramatic material

## Introduction

Learning is a skill or learning activity whose purpose is to determine student learning success. Especially in learning Indonesian which is a compulsory subject for students from elementary school to high school level. The concept of learning according to Corley (Suryanto, Degeng, Djatmika, & Kuswandi, 2020; Suryanto, Warring, Kartikowati, Rorimpandey, & Gunawan, 2021) is a process in which a person's environment is intentionally managed to enable him to participate in certain behaviors under special conditions or produce responses to certain situations, learning is a special subset of education. In the teaching and learning process, it is expected that the learning objectives can be achieved. The teaching and learning process that can be achieved is the teaching and learning process that leads to increasing the efficiency and effectiveness of an educational innovation, as well as the teaching and learning process that trains students both individually and in groups to actively seek, explore, and find their own various concepts studied horizontally, meaningful, authentic, and active.

Role playing is a form of learning in which students are actively involved in playing certain roles. In this role playing method, students are actively involved in the learning process because the game is a fun learning experience for students and involves them widely. The method in role playing is categorized as a learning method that has the characteristics of a tendency to solve learning tasks in a number of sequential, concrete and observable behaviors

According to Sudjana (2009) learning outcomes are essentially changes in behavior as a wider learning outcome covering the cognitive, affective, and psychomotor fields. Meanwhile,

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according to Maulidah & Sukiyanto (2019), learning outcomes are changes that occur in a person that are obtained as a result of an activity carried out by someone. Therefore, learning outcomes are changes in the behavior of a person obtained from the cognitive, affective, and psychomotor shutters.

Drama is a literary genre that describes the reality of life, characters, and human behavior through staged participation and dialogue. Drama is also taught in schools, especially on the material contained in Indonesian language subjects. Waluyo (2006) reveals that drama is an imitation of human life projected on the stage. Meanwhile, according to Hasanuddin (2009) the notion of drama is drama is a story or imitation of human behavior that is staged which is more focused on performing arts which is more dominant than literature. One of the Indonesian language subjects in class XI is drama. Drama can be used as a means to grow and develop language skills in elementary school students, for example working together, conversing and imitating scenes. Drama learning is a place to express and instill a social sense in students. Through drama learning, it is expected that students can develop communication skills, high social sensitivity and can play drama characters according to their character.

In learning Indonesian on drama material, efforts are needed to improve student learning outcomes on drama material, so there needs to be an appropriate learning strategy. This research is a case study on the subject of drama, this material is considered important for students to remember and memorize terms that exist in drama elements or types of drama. Based on the description above, the title of this research is "The Influence of the Learning Process on Dramatic Materials on the Learning Outcomes of Class XI Students" in this research conducted at the Ma'arif Nu Mantup vocational school.

### **Methods**

This research approach uses a quantitative research approach. This research is called quantitative research because the research data is in the form of numbers and analysis using statistical methods. The purpose of quantitative research is used to test a theory and in the end it is supported or rejected, to develop and use a systematic model, theory or hypothesis related to a phenomenon and to determine the relationship between variables in a population.

Morissan (2012:19) states that the population is a subject, group, actor, or an event. The population has certain quantities and characteristics determined by the researcher to be studied and concluded. The population that is the object of this research is the students of SMK Ma'arif NU Mantup, totaling 15 students.

Data collection techniques are systematic and standard procedures to obtain the required data. Data collection techniques are the most important step in research. Sugiyono (2011) states that data collection techniques are the first step in conducting research, because data acquisition is the goal of a study.

Analysis of the data used in this study is a t-test with the first t-test technique, namely normality and homogeneity. This normality test aims to determine whether the sample taken is from a population that is normally distributed or not. The second series of data analysis is the homogeneity test. The homogeneity test aims to determine whether the object under study has the same variance (homogeneous) or not. After the normality and homogeneity tests, the third series of data analysis is the t-test. This stage is used to determine whether or not there are differences in learning outcomes in the two classes. After the t-test, the next series is hypothesis testing.

### **Results**

This research data is in the form of the Indonesian language learning process on drama material at Ma'arif Nu Mantup Vocational School for class XI semester II students, which was carried out for one month in June of the 2020/2021 academic year. Therefore, it is necessary to carry out Indonesian language learning using a new learning strategy. so as to get student learning outcomes.

The indicators used as benchmarks for achieving the level of students' understanding of drama material include aspects: (1) characters in dramas, (2) character traits in dramas, (3) story

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settings in dramas, and (4) trust in dramas. . Based on the pretest conducted by the researcher, the students' scores were obtained from 15 students. The following are the pretest scores of class XI students:

Table 1: learning outcomes before treatment (*pre-test*)

<b>Pretest experimental group</b>	
<b>N</b>	15
<b>Valid</b>	15
	55.07
<b>Missing</b>	55.00
<b>Mean</b>	53
<b>Median</b>	3.990
<b>mode</b>	50
<b>Std. deviation</b>	63
<b>Minimum</b>	
<b>Maxsimum</b>	

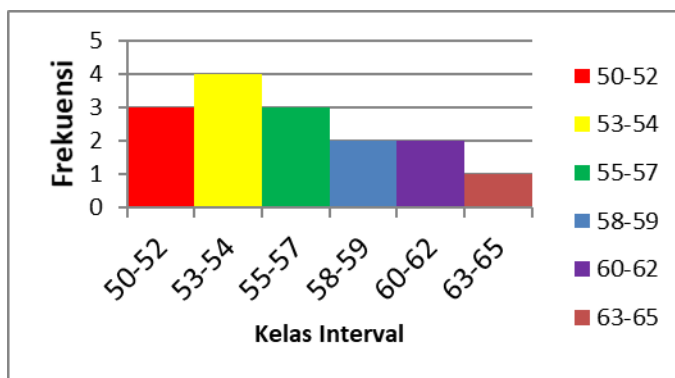
The results of calculations using SPSS 24 on data before treatment (pre-test) in class XI students obtained a valid sample of 15, mean score = 55.07, mean = 55, standard deviation = 3.99, minimum value = 50 and maximum value = 22.

Table 2 Pre-test frequency distribution

<b>No.</b>	<b>Interval Class</b>	<b>Frequency</b>	<b>Relative Frequency</b>
1.	50 – 52	3	20%
2.	53 – 54	4	27%
3.	55 – 57	3	20%
4.	58 – 59	2	13%
5.	60 – 62	2	13%
6.	63 – 65	1	7%
	<b>Amount</b>	15	100%

Based on the pre-test frequency distribution table for the experimental class, it can be depicted in the histogram below:

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Gambar 1. Hasil frekuensi pre-test kelas eksperimen

Based on the table and histogram above, the pre-test frequency of the class XI students is mostly in the interval 53-54 as many as 4 students (27%).

Table 3 Student learning outcomes of class XI after treatment (post-test)

	Pretest exsperimental group
<b>N Valid</b>	15
<b>Missing</b>	15
<b>Mean</b>	85.13
<b>Median</b>	85.00
<b>mode</b>	83
<b>Std. deviation</b>	2.326
<b>Minimum</b>	83
<b>Maximum</b>	90

The results of calculations with SPSS 24 after treatment of class XI students obtained valid samples = 15, mean score = 85.13, mean = 85, standard deviation = 2,326, minimum value = 83 and maximum value = 90. Distribution of post-test scores frequency class XI students can be seen from the following table:

Table 4 Distribution of post-test frequencies for class XI . students

No.	Interval Class	Frequency	Relative Frequency
1.	83 - 84	6	40%
2.	85 - 87	5	33%
3.	88 - 89	3	20%
4.	90 - 91	1	7%
	<b>Amount</b>	15	100%

Based on the post-test frequency distribution table for class XI students, it can be depicted in the histogram below:

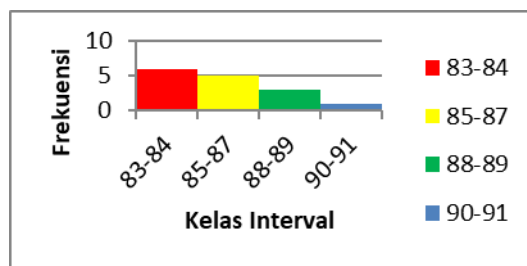


Figure 2. Frequency distribution of experimental class student learning outcomes after treatment (post-test)

Based on the table and histogram above, the majority of the post-test frequencies for class XI students are in the interval class 83-84 with 6 students (40%).

*Normality test*

Based on the results of the Kolmogrov-Smirnov Test, the value for the pretest variable is 0.0244 and the post-test value is 0.007. The student learning outcomes of class XI pretest and posttest have a sig value > 0.05, so it can be concluded that the data group is normally distributed.

*Homogeneity test*

Based on the results of the homogeneity test of the research variables, it is known that the pre-test calculated F value is 4.361 with a significance value of 0.237 while the post-test F count is 153.557 with a significance value of 0.953. From the calculation results, the significance of the pre-test or post-test data is greater than 0.05 (sig > 0.05), it can be concluded that the data in this study has a homogeneous variance.

*Hypothesis test*

Based on hypothesis testing, the average pre-test score of class XI students was 55.07 and the average post-test score was 85.13 so that it increased by 30.06. It was also found that t count > t table at a significance level of 5% (26,277 > 1.76131) and had a p value of < 0.05, which means that it can be concluded that there is a significant increase in the learning outcomes scores of class XI students.

**Discussion**

Based on the pre-test t test, it is known that the learning outcomes of class XI students have an average value of 55.07 and learning outcomes based on the post-test t test have an average value of 83.13, so that it is known that the average increase in student learning outcomes in class XI that is equal to 30.06. And it is known that the t-count value is 26,277 with a significance of 0.000. t table 1.76131 at a significance level of 5% so the value of t count > t table (26.277 > 1.76131 and the significance value is less than 0.05 (p = 0.000 < 0.005). And it can be concluded that there are differences from the results of the pre-test scores and post-test scores on student learning outcomes. Based on the data analysis above, it has been proven that there is a significant difference between the pre-test and post-test scores on the learning outcomes of class XI students in Indonesian drama lessons at SMK Ma'arif Nu Mantup.

**Conclusion**

Based on the results of research related to the research objective, namely wanting to know student learning outcomes at SMK Ma'arif Nu Mantup in learning drama material, it can be concluded that:

The learning process affects student learning outcomes on drama material at Ma'arif Nu Mantup Vocational School. based on the post-test t-test the average value is 83.13, so it is known that the average increase in student learning outcomes in class XI is 30.06. So that there is a significant effect on student learning outcomes in class XI. On the effect of the learning process on drama material on student learning outcomes at SMK Ma'arif Nu Mantup, it is known that the t value is 26,277 with a significance of 0.000. t table 1.76131 at a significance

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level of 5% so the value of t count > t table ( $26.277 > 1.76131$  and the significance value is less than 0.05 ( $p = 0.000 < 0.005$ ) So the hypothesis is accepted that the learning process of drama material affects the results students of SMK Ma'arif Nu Mantup.

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