

The Influence of the Role Playing Learning Model in Improving PPKn Learning Outcomes at UPT SDN 3 Tarowang, Jeneponto Regency

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Abstrak

The main problem in this study is that learning activities are still focused on teachers, students are less focused on learning and often complain of boredom in participating in learning, resulting in low PPKn learning outcomes. This study aims to determine the results of PPKn learning before and after the Role Playing learning model in class V UPT SDN 3 Tarowang, Jeneponto Regency and the effect of the Role Playing learning model on PPKn learning outcomes in class V students of UPT SDN 3 Tarowang, Jeneponto Regency. This type of research is Quasi Experimental Design research and is a type of quantitative research. The sample in this study was 25 students. Data collection techniques were carried out using learning outcome tests and observation sheets. Data analysis techniques in this study were descriptive data analysis techniques and T-Test tests. The results showed that PPKn learning outcomes before the implementation of the Role Playing learning model in the pretest with an average value of 63.2. While in the posttest increased with an average value of 92.8. The results of the t-test analysis on the influence of the Role Playing learning model on student learning outcomes show that the significance value obtained is good, namely the influence of the Role Playing learning model on PPKn learning outcomes (Sig = 0.001) is smaller than the specified alpha value of 0.05 (0.001 < 0.05). Based on the results obtained, it can be concluded that H0 is rejected and H1 is accepted, which states that there is an influence of the Role Playing learning model on PPKn learning outcomes of class V students at UPT SDN 3 Tarowang, Jeneponto Regency.

Keywords

PPKn learning outcomes, Role Playing Learning Model



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INTRODUCTION

Pancasila and citizenship education is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become intelligent, skilled and characterful Indonesian citizens as mandated by

Pancasila and the 1945 Constitution. In detail, the objectives of Citizenship Education are so that students have the following abilities:[1] (1) participate actively and responsibly, and act intelligently in community, national and state activities, as well as anti-corruption, (2) develop positively and democratically to form themselves based on the characters of Indonesian society so that they can live together with other nations, (3) interact with other nations in world affairs directly or indirectly by utilizing information and communication technology.

Education plays a very important role in the development of a nation, because education is a vehicle for improving and developing the quality of human resources, which will later determine the character and progress of the nation itself.[2] Civics is a field of study that provides guidance on how humans should act and behave in social interactions.[3], [4] Humans create norms or rules which are then used as guidelines in socializing, this is because humans as social beings always have reciprocal relationships or interact in an effort to fulfill their needs and survival.[5]

The goal of Pancasila education is to make humans intelligent and worthy citizens.[6] Pancasila education contributes to the development of students' abilities in realizing their socio-academic mission, especially in the fields of critical thinking, analysis, reflection, and problem solving.[7] In order for PPKn learning to be maximized and of interest to students, the implementation of learning must be fun and challenging. For this reason, teachers must be able to raise students' enthusiasm and make students feel like they are experiencing what the teacher is conveying themselves, so that students feel challenged to explore their experiences. Thus, it is hoped that every student will feel happy taking PPKn lessons.

Moreover, nowadays, the development of educational science has an effect on the change of learning system from "teacher teaches" to "student learns" format, which is formulated through active learning approach. However, the reality shows otherwise, where in PPKn learning at UPT SDN 3 Tarowang, Jenepono Regency, teachers generally complain about the low learning outcomes of students towards a number of PPKn learning achievement indicators as stated in the learning implementation plan. In addition, the reality shows that there are still teachers who organize learning with a teacher-centered model, monotonous lectures, less varied, thus causing student passivity in the learning process.[8]

Therefore, teachers need to realize that students are human beings whose actions are difficult to predict because their personalities are very complex, so it is not justified if teachers deliver material to students using only one type of model whose reason is only based on their own experience or assume that they have

succeeded in teaching using the model they use when facing a particular group of students.[9] Teachers understand that the abilities, challenges and learning dynamics of each student are different from each other in every time and place. Learning models are one of the components of learning that can help students understand various concepts to be achieved in accordance with learning objectives.[10] The concepts to be delivered are in all lessons related to everyday life. One example is the subject of PPKn.

Based on the results of initial observations, it shows that the problem of low PPKn learning outcomes of class V students at UPT SDN 3 Tarowang, Jeneponto Regency. The average value of PPKn learning outcomes for class V students on the daily test for the even semester of the 2024/2024 academic year was 50.3, where the number of students who achieved KKM was 5 students (20%) and the number of students who had not achieved KKM was 20 students (80%) from the minimum completion criteria standard (KKM) of 70. The low learning outcomes of students are influenced by several things, including: (1) teachers are often still fixated on books, (2) learning in the classroom is still teacher-centered (centered on the teacher) so that it can make the class monotonous and boring, (3) students are less active in the learning process including paying attention to teacher explanations and expressing opinions, and (4) Lack of variation in learning models used by teachers, especially the Role Playing learning model, so that the learning process seems less interesting for students. As one solution, a teacher is required to have the ability to use learning models appropriately. There are many good models in learning, but not all models are appropriate for achieving certain learning objectives. A learning model is a method used by teachers to create a teaching and learning process in relation to the strategies used by the teacher. Teaching and learning activities in the classroom require the use of the right learning model to create pleasant learning conditions for students and the material is delivered effectively so that the expected learning objectives can be achieved optimally.[11] One form of model that can be applied appropriately and involves students actively to improve PPKn learning outcomes and foster a caring character in elementary school students is the Role Playing learning model.

Role Playing is a very simple drama performance. The roles are taken from everyday life (not imaginative).[12] Role Playing is the first step in teaching drama. From Role Playing, aspects of feelings, attitudes, values, perceptions, problem-solving skills, and understanding of the main problem can be achieved. Mulyani Sumantri & Johar Permana (2020:56) argue that the Role Playing model is included in

the group of social interaction models.[13] Role playing is students examining human relationship problems by acting out problem situations and then discussing them. Students can explore and examine feelings, attitudes, values, and problem-solving strategies. Yamin, Martinis (2020:76) stated that the role playing model is a model that involves interaction between two or more students about a topic or situation. Students play their respective roles according to the characters they play. They interact and play open roles. Students are given the widest possible opportunity to play roles so that they find problems that will be faced in actual implementation.[14]

METHODS

This type of research is Quasi Experimental Design research and is a quantitative type of research. The sample in this study was 25 students. Data collection techniques were carried out using learning outcome tests and observation sheets. Data analysis techniques in this study were descriptive data analysis techniques and T-Test tests.

RESEARCH RESULTS AND DISCUSSION

Research result

Learning Outcomes Before Treatment (*Pretest*)

A depiction of students' initial learning outcomes in Civics subjects is obtained based on the results of working on questions *pretest* done by students. The frequency distribution of learning outcome data *pretest* Student Civics can be seen in the following table:

Table 1 Learning Outcome Data *Pretest* PPKn

No	Mark	Category	Frequency	Percentage
1	85 – 100	Very high	-	0
2	70 – 84	High	11	44
3	55 – 69	Currently	5	20
4	46 – 54	Low	5	20
5	0 – 45	Very Low	4	16
Amount			25	100

Source: 2024 Research Data

From Table 1 above it shows that the percentage of students at *pretest* are 4 students or 16% are in the very low category, 5 students or 20% are in the low category, 5 students or 20% are in the medium category, 11 students or 44% are in the high category, and there are no students or 0% is in the very high category.

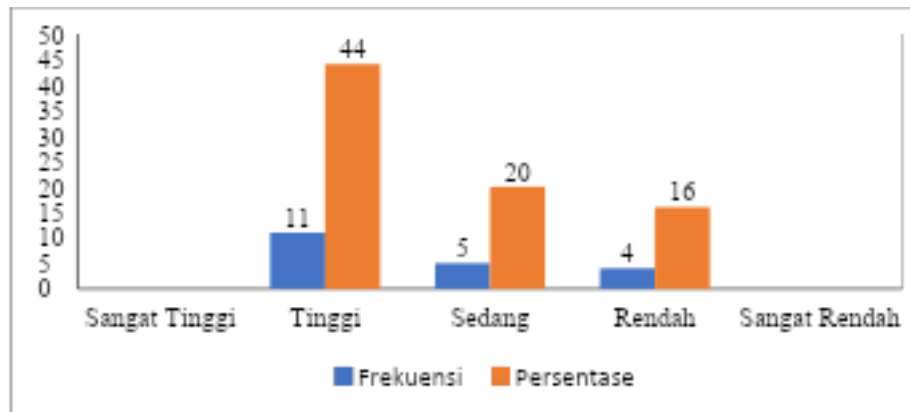


Figure 1: Bar Chart of Results Pretest

The percentage of completeness of PPKn learning outcomes obtained from students' PPKn learning outcomes in *pretest* shown in the following table:

Table 2 Percentage of Completion Pretest

No	Mark	Category	Frequency	Percentage (%)
1	0 – 69	Not Completed	14	56
2	70 – 100	Complete	11	44
Amount			25	100

Source: 2024 Research Data

Based on Table 2 above, the PPKn learning outcomes obtained by students with average scores and the completeness of PPKn learning outcomes obtained were 56% categorized as incomplete and 44% complete. From the results obtained, it can be stated that there was no completeness in the teaching and learning process because only 10 students out of 25 students achieved completeness.

Thus, from obtaining data on students' PPKn learning outcomes as results *pretest* can be classified as a Civics learning outcome with a "very low" assessment qualification which is caused by the large number of students obtaining learning outcome test scores with a mastery level of 0 to 69 if before the learning process they are given treatment in the form of implementing a learning model *Role Playing*.

Learning Outcomes After Treatment (Posttest)

A depiction of students' initial learning outcomes in Civics subjects is obtained based on the results of working on questions *posttest* done by students. The frequency distribution of learning outcome data *posttest* Student Civics can be seen in the following table:

Table 3 Learning Outcome Data Posttest PPKn

No	Mark	Category	Frequency	Percentage
1	85 – 100	Very high	20	80

2	70 – 84	High	5	20
3	55 – 69	Currently		0
4	46 – 54	Low	-	0
5	0 – 45	Very Low	-	0
Amount			25	100

Source: 2024 Research Data

As the data in Table 3 above shows a depiction of learning outcomes *posttest* PPKn students that there are no students or 0% are in the very low category, there are no students or 0% are in the low category, there are no students or 0% are in the medium category, 5 students or 20% are in the high category and 20 people students or 80% are in the very high category.

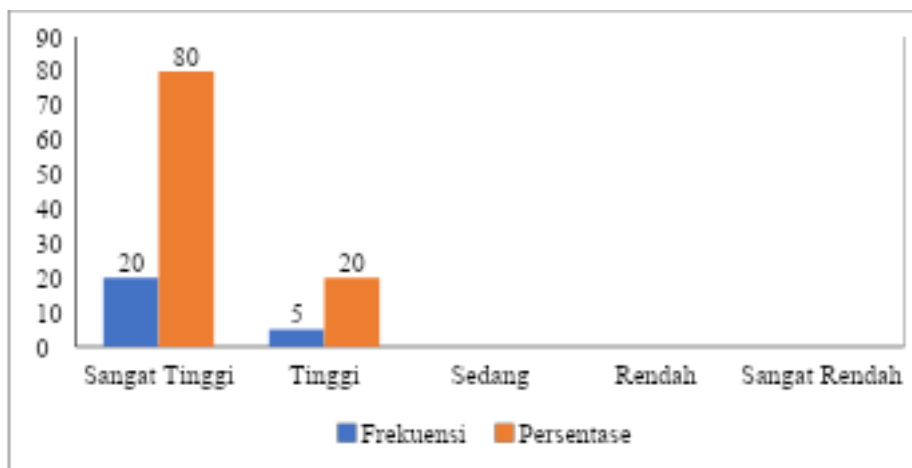


Figure 2: Bar Chart of Results *Posttest*

The percentage of completeness of PPKn learning outcomes obtained from students' PPKn learning outcomes in *posttest* shown in the following table:

Table 4 Percentage of Completeness in *Posttest*

No	Mark	Category	Frequency	Percentage (%)
1	0 – 69	Not finished	0	0
2	70 - 100	Complete	25	100
Amount			25	100

Source: 2024 Research Data

Based on Table 4 above, the average value of PPKn learning outcomes obtained by students and the completeness of learning outcomes is 0% categorized as incomplete and 100% complete. From the results obtained, it can be stated that there was completeness in the teaching and learning process because 25 students achieved completeness.

Description of Student Activity Observation Results

Student observation sheets are created to obtain data that supports learning. This instrument contains instructions and eight indicators that show observed student activity. Observations were made by observing student activities during four meetings.

The percentage of students paying attention to the material taught during four meetings was 100%, the percentage of students who studied the scenario in an orderly manner was 87.2%, the percentage of students who acted out the scenario according to the drama script well was 90%, the percentage of students asking questions was 87.2%, percentage of students participating in their group. as much as 90%, and the percentage of students who submitted responses/comments to other groups when presenting the results of their collaboration was 87.2%, the percentage of students concluding the lesson was 90%. From several activities observed during four meetings, the average percentage of student activity was 90.2% of students who were active in learning PPKn learning outcomes.

1. Inferential Analysis Data

1) Data normality test

The data normality test is carried out to determine whether the data obtained is normally distributed or not normally distributed. Data normality analysis using *Test of Normality Kolmogorov-Smirnov* with the help of *SPSS 29.0 for Windows* with a confidence level of 95% or $\alpha = 5\%$ while the test rule is set: if the value *sign. (1-tailed)* $\geq \alpha$, then the data is normally distributed and if the value *sign. (1-tailed)* $< \alpha$, then the data is not normally distributed. From all the data testing the data normality test, both data are significant *pretest* (0.069) nor *posttest* class (0.586), each of which has exceeded the level of significance value (α) required in the testing criteria is 5% or 0.05, so that from the results of the data normality test it can be concluded that all the data tested has a normal distribution.

2) Uji T

The research results are in the form of values *pretest* and value *posttest* analyzed using hypothesis testing with the help of *SPSS 29.00 for Windows*. To find out the influence of the implementation of the learning model *Role Playing* on students' Civics learning outcomes, hypothesis testing was carried out. Test the hypothesis in this research using *paired samples t-test*. Hypothesis testing is carried out with the condition if value *themselves. (2-tailed)* $> \alpha$ (0.05) is H_0 accepted (there is no influence of the learning model *Role Playing* on the PPKn learning outcomes of class V UPT SDN 3 Tarawang Jeneponto Regency students) and if the grades *themselves. (2-tailed)* $\leq \alpha$ (0.05) is H_0 rejected on condition of value *mean* after being

given treatment is higher than the value *mean* before being treated (there is an influence of the learning model *role playing* on the PPKn learning outcomes of class V students at UPT SDN 3 Tarowang, Jenepono Regency).

Results of t-test analysis of the effect of approach *Technological Pedagogical Content Knowledge* (TPACK) based *youtube* on students' fairy tale listening skills shows that the significance value (Sig = 0.001) is smaller than the alpha value set, namely 0.05 ($0.001 < 0.05$). Results of t-test analysis on the influence of learning models *Role Playing* on student PPKn learning outcomes showed that the significance value obtained was good, namely (Sig = 0.001) smaller than the alpha value set, namely 0.05 ($0.001 < 0.05$). Based on the results obtained, it can be concluded that H_0 is rejected and H_1 is accepted, which states that there is an influence of the learning model *Role Playing* on the PPKn learning outcomes of class V UPT SDN 3 Tarowang Jenepono Regency students were accepted.

Discussion

This research aims to see the effect of implementing PPKn learning outcomes by implementing the learning model *Role Playing* on the PPKn learning outcomes of class V students. This research data includes data on PPKn student learning outcomes consisting of data *pretest* And *posttest* obtained through the PPKn learning results test. In the learning process, media is very important to make it easier for children to understand the material presented by their teacher.

According to Yamin, Martinis (2020:76) states that the role playing model (*role playing*) is a model that involves interaction between two or more students about a topic or situation. Students play their respective roles according to the characters they play.[15] They interact and perform open roles. Students are given the widest opportunity to play a role so that they discover the problems they will face in actual implementation. Djumingin (2020:176) Apart from that, the advantages of this model are as follows: 1) Attracting students' attention because social issues are useful for them. 2) Students act like other people, so that they can feel other people's feelings, acknowledge other people's opinions, mutual understanding, tolerance, tolerance, and 3) Think and act creatively.[16]

On *pretest* has not achieved the expected results, because it has not been in accordance with the targets set. As the opinion presented Nana Sudjana (2020: 111) that Learning outcomes are the learning outcomes obtained by students as a result of the learning process carried out by students, the higher the learning outcomes obtained by students.[17] The learning process is a support for the learning outcomes achieved by students. At the beginning of the meeting, students faced many

obstacles in the learning process, including students who were still confused about solving questions or evaluations given by the teacher. Learning model *Role Playing* It is intended that students are able to complete PPKn learning outcomes evaluation questions.

By looking at the percentage of learning completion which has increased, it is clear that the learning outcomes of PPKn class V students at UPT SDN 3 Tarowang, Jeneponto Regency have reached completion. This proves that the learning outcomes of PPKn class V students at UPT SDN 3 Tarowang, Jeneponto Regency increased after the implementation of the learning model *Role Playing*. Based on the results of data analysis, it shows the average value of PPKn learning outcomes for class V students at UPT SDN 3 Tarowang, Jeneponto Regency which is taught through the application of learning models *Role Playing*. On *pretest* of 63.2 and *posttest* of 92.8. This average value shows that the learning outcomes of Civic Education students are taught through the application of the learning model *Role Playing* experienced an increase in value from *pretest* the *posttest*. On *pretest* Researchers encourage students to love their lessons first. During the learning activities, students who previously responded indifferently to the lessons, slowly some began to have a willingness to take part in the lessons. This is because there are tasks given at the end of each meeting until the end *pretest* It can be seen that students enjoy participating in this learning. As a result, if students' learning outcomes are included in the frequency distribution category of mastery of learning outcomes, they are in the medium category. This is done to arouse students' enthusiasm for learning so that it can improve student learning outcomes *posttest*.

On *posttest*, it can be seen that students' willingness to learn has increased, where students who previously were not able to answer the questions asked by researchers, have now started competing to answer questions. Students are also confident in expressing their opinions and are able to repeat the material they have studied, and explain and explain the answers to the questions given. After being given the final test *posttest*, the average score achieved is 92.8 and if included in the frequency distribution of learning completion it is in the high category compared to the final *pretest*.

This is in line with research from Rizki Ananda (2018) with research results showing that Civics learning occurs using the *role-playing* can improve the learning outcomes of class II students at SDN 003 Bangkinang Kota.[18] This can be seen from the average value obtained in cycle I, namely 65.3% and an increase in cycle II to 84.3%. This is evidence of the implementation of research that has been carried out at

SDN 003 Bangkinang Kotatif. Other research from Sukmawati (2022) with research results shows that role playing learning media in learning and teaching activities in this role playing learning media we can evaluate whether the delivery of the material we provide can be well received by students. Apart from that, this role playing learning media also can increase students' enthusiasm for learning because students are required to be able to remember what material has been given. Instructional Media *role playing* This can also train cooperation between students so that there will be communication not only between students and teachers but between students and students as well so that students will be active in the class.

The results of this research are that the influence is positive due to the principle of directionality which means that if the learning model is implemented *Role Playing* If implemented well, it will have an impact on students' PPKn learning outcomes for the better as well. And this directness was proven in this research activity after data interpretation was carried out *output* the results of statistical hypothesis testing one is that the implementation of the learning model *Role Playing* can influence students' PPKn learning outcomes for the better, with changes in improving learning outcomes proven to increase positively and significantly.

CONCLUSION

Based on the problem formulation and findings in the research, it was concluded that PPKn learning outcomes before implementing the learning model *Role Playing* on *pretest* with an average value of 63.2. Meanwhile on *posttest* increased with an average value of 92.8. Results of t-test analysis on the influence of learning models *Role Playing* on student learning outcomes shows that the significance value obtained is good, namely the influence of the learning model *Role Playing* on PPKn learning outcomes (Sig = 0.001) is smaller than the alpha value set, namely 0.05 (0.001 < 0.05).

Based on the results obtained, it can be concluded that H0 is rejected and H1 is accepted, which states that there is an influence of the learning model *Role Playing* on the PPKn learning outcomes of class V UPT SDN 3 Tarawang students, Jenepono Regency.

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