The Effect of Interactive Media-Based Role-Playing on Elementary School Students' Social Attitudes and Learning Outcomes

Pengaruh Role Playing Berbasis Media Interaktif Terhadap Sikap Sosial dan Hasil Belajar Siswa Sekolah Dasar

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Abstract

The research aims to analyze the effect of interactive media-based role-playing learning on students' social attitudes and learning outcomes. This study used a Quasi-Experimental Research with a Pretest Posttest Nonequivalent Control Group Design. The study involved 150 fifth-grade students as the population. The sample was randomly selected based on the B accreditation criteria, resulting in two schools selected as the experimental group consisting of 39 students and the control group consisting of 30 students. Data collection techniques used were observation, documentation, and tests. The tests were used to measure students' social attitudes and learning outcomes. The results showed that interactive media-based role-playing learning had a significant effect on students' social attitudes and learning outcomes. Role-playing learning provides students with opportunities to build knowledge, understand and express their ideas.
Keywords: role playing; social science; social attitude.

Abstrak

Penelitian bertujuan untuk menganalisis pembelajaran role playing berbasis media interaktif terhadap sikap sosial dan hasil belajar siswa. Penelitian ini menggunakan Quasi Experimental Research dengan desain Pretest Posttest Nonequivalent Control Group Design. Penelitian ini melibatkan 150 siswa kelas lima Sekolah sebagai Populasi. Sedangkan sampelnya dipilih secara acak berdasarkan kriteria akreditasi B sehingga terpilih 2 sekolah yaitu sebagai kelompok eksperimen yang terdiri dari 39 siswa dan kelompok kontrol yang terdiri dari 30 siswa. Teknik pengumpulan data yang digunakan observasi, dokumentasi, dan tes. Tes digunakan untuk mengukur sikap sosial dan hasil belajar siswa. Hasil penelitian menunjukkan bahwa pembelajaran role playing berbasis media interaktif berpengaruh signifikan terhadap sikap sosial dan hasil belajar siswa. Pembelajaran role playing memberikan siswa kesempatan untuk membangun pengetahuan, memahami dan mengungkapkan ide-ide mereka.
Kata kunci: role playing; ilmu pengetahuan sosial; sikap sosial.

Introduction

Humans are defined as creatures who have both individual and social aspects, which distinguish them from other creatures. The individual aspect reflects the unique characteristics of their own selves, while the social aspect reflects their role as members of a group or society (Allen et al., 2022). Interactions between individuals can influence their behavior, which can then be displayed in social contexts when interacting with others (Cai et al., 2019; Redcay & Schilbach, 2019). Therefore, individual social behavior emerges as a result of mutual influencing events between individuals involved in social interactions.

From birth to the end of their life, humans live as part of a society. Living in a society indicates the existence of social interactions with people around them, which in turn, influence and are influenced by other individuals. Social interaction is a crucial aspect in every society (Brooks et al., 2020). Education is essentially a deliberate effort to guide and direct the development of children to become quality human beings.

According to Piaget's theory, elementary school children, specifically those between the ages of 7 and 11, are in the concrete operational stage (Piaget, 1964). In this stage, children begin to think logically about concrete objects, reduce their ego, and exhibit social behavior. If a student's ego is still too high and they always feel they are right, then they tend to be avoided by other students. Students begin to consider socializing, choosing beneficial and comfortable friends, and avoiding friends who are harmful. Social studies education is expected to help develop the potential of students to be more sensitive to social issues that occur in society, have a positive mental attitude towards improving every inequality that occurs, be skilled in solving everyday problems, both those that affect themselves and those that affect the community, and teach students to have good social attitudes towards their environment.

In daily life, social attitudes are crucial in building good relationships with others. Attitude is an emotional response to an object or event that becomes the target of the attitude, such as other people, objects, or specific situations (Niedenthal et al., 2005). Matters related to relationships between people or groups are referred to as social. Social attitudes include behaviors performed by individuals in social life, such as helping, respecting, and interacting with others (Bialangi & Kundera, 2018). Social attitudes must be developed because they can create a peaceful, harmonious, comfortable, and safe living environment. Social attitudes include interactions, self-confidence, education

based on faith and noble morals, skills, nationalistic personalities, good attitudes towards others, and communication abilities (Muttaqin, 2022; Rahayu & Dong, 2023). Elementary school students tend to form groups and can avoid disliked students, so inadequate social interactions can lead to feelings of hatred and indifference towards other students. Therefore, social studies education can help develop students' social attitudes and teach them to live well in society.

There are several factors that influence students' social attitudes, namely respect, responsibility, communication, and rules (Maladerita et al., 2023). However, data shows that the values of students' social studies are always the lowest compared to the average values of mid-semester exams and other daily tests. Therefore, the social studies subject was chosen to be developed as an effort to improve students' social attitudes. Social studies has an important role in shaping good relationships among peers, introducing the history of the nation, honoring heroes, and helping students to deal with social issues (Nathir Ghafar et al., 2022; S, 2015). The role-playing learning method was chosen because it allows students to find concepts that are suitable for their needs and real situations, and the presented context is related to other concepts, so it is expected that students can understand the concepts thoroughly, including their application in social attitudes. The role-playing learning process consists of warm-up, role selection, preparing observers, setting the stage, playing roles, discussion, evaluation, and sharing experiences, which clearly show the stages of the role-playing method and focus on developing social attitudes.

In the context of social studies learning, learning outcomes play an important role as they reflect students' ability to apply their learning experiences. As stated by Pratiwi, learning outcomes can be divided into three categories, namely cognitive, affective, and psychomotor domains (Pratiwi et al., 2022). These categories are interrelated in achieving learning objectives. Given the importance of social attitudes and learning outcomes, the researcher was motivated to analyze the effect of using the role-playing learning method aided by media on students' social attitudes and learning outcomes in elementary school.

Method

This study utilizes a Quasi Experimental Research design with a Pretest Posttest Nonequivalent Control Group Design. The purpose of this study is to determine the

effect of interactive media-based role-playing learning on students' social attitudes and learning outcomes. This is achieved by comparing the social attitudes and learning outcomes of students in the experimental group with those in the control group. In the experimental group, the learning is conducted through interactive media-based role-playing, while in the control group, conventional learning is used. The design includes a pretest before the treatment is applied, as well as a posttest after the treatment is given to each group. This design is shown in Table 1.

Table 1 *Pretest Posttest Nonequivalent Control Group Design*

Group	Pretest	Perlakuan	Posttest
Experiment	O1	X1	O2
Control	O3	X2	O4

This study involves 150 fifth-grade students from elementary schools in Tanete Rilau District, Barru Regency, as the population. The sample was randomly selected based on B accreditation criteria, resulting in two schools being chosen as the experimental group consisting of 39 students and the control group consisting of 30 students. The data collection techniques used were observation, documentation, and testing. Tests were used to measure students' social attitudes and learning outcomes. The collected data will be analyzed using descriptive and inferential statistics.

Result

Descriptive statistics were conducted to describe and provide an overview of the social attitudes and learning outcomes of students who used the role-playing method with interactive media assistance and those who did not use it. Descriptive data on the social attitude variable in the experimental group and the control group can be seen in table 2.

Table 2 *Students' Social Attitudes*

	Experiment		Control	
	Pretest	*Posttest*	*Pretest*	*Posttest*
Mean	28,00	61,85	26,40	46,40
Median	30,00	59,00	24,00	46,00
Mode	30,00	58,00	20,00	30,00
Standar Deviation	12,52	12,87	10,65	14,42
Variance	156,80	165,74	113,33	208,00

Minimum	10,00	42,00	10,00	24,00
Maximum	54,00	84,00	54,00	78,00
Sum	728,00	1608,00	660,00	1160,00

Based on Table 2, the results of the pretest for social attitudes and learning outcomes for both the experimental and control groups showed that all students fell into the low category. This indicates that both groups were still classified as low and therefore needed treatment or guidance. However, in the posttest results, for the social attitude variable in the experimental group, there were 8 students or 30.8% who fell into the low category, 8 students or 30.8% in the moderate category, and 15 students or 38.5% in the high category. Meanwhile, for the control group, there were 18 students or 72% who fell into the low category, 8 students or 20% in the moderate category, and 4 students or 8% in the high category. This indicates that the percentage of high and moderate categories for the social attitude results of students in the experimental group is higher than the control group. Additionally, for the learning outcome results in the posttest for the experimental group, 17 students or 54% achieved the high category, 8 students or 27% were in the moderate category, and 6 students or 19% were in the low category. In contrast, for the control group, only 4 students or 12% achieved the high category, 6 students or 16% were in the moderate category, and 20 students or 72% were in the low category. This indicates that the percentage of high and moderate categories for the social studies learning ability results of students in the experimental group is higher than the control group. For a clearer comparison, it can be seen in the graph comparing the posttest results for social attitudes and learning outcomes for the experimental and control groups in Figures 1 and 2.
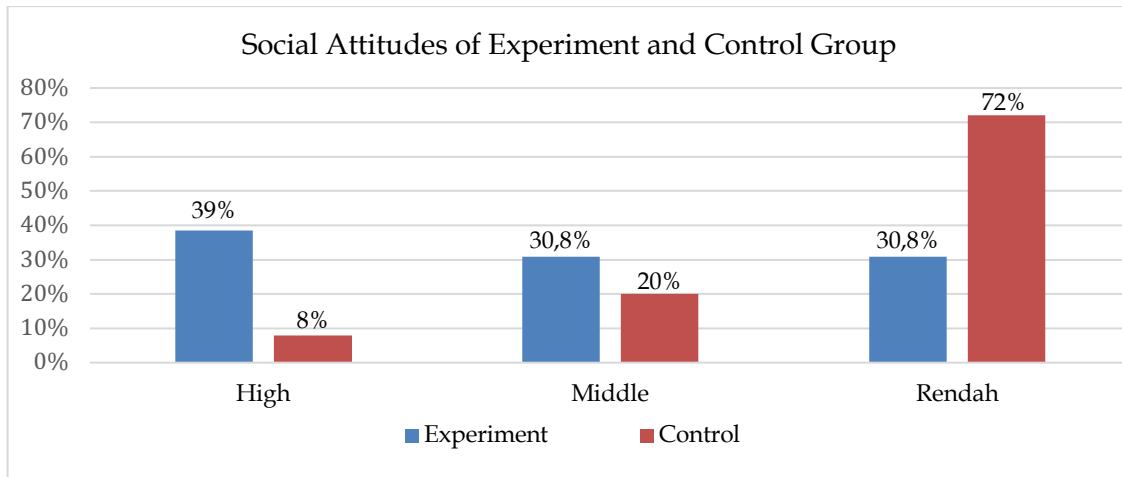
Figure 1 *Posttest Result of Social Attitudes of the Experiment Group and the Control Group*
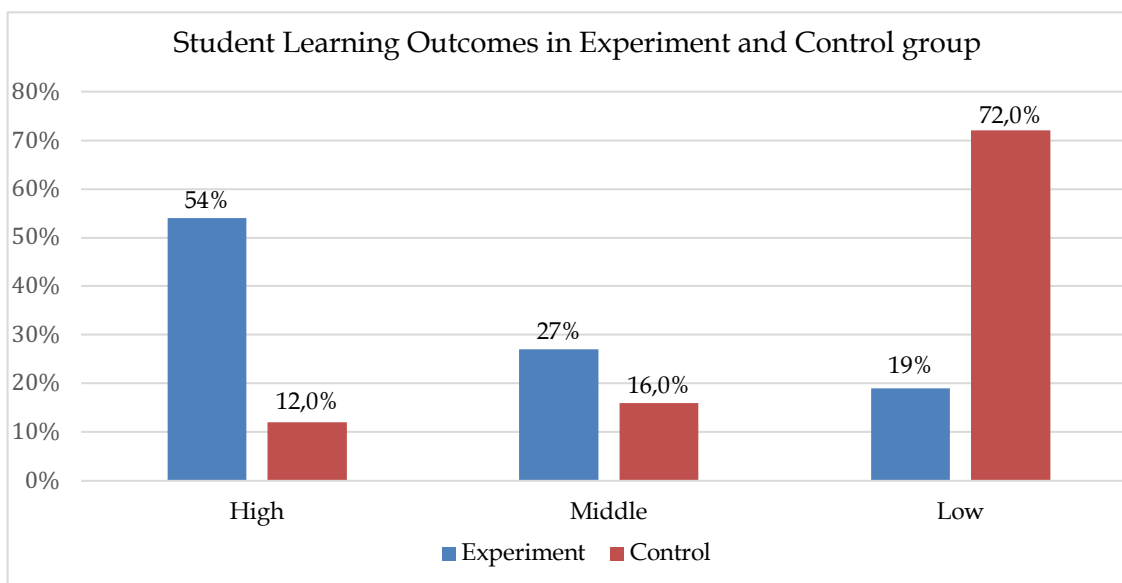

Figure 2 Posttest Learning Outcomes of the Experiment Group and the Control Group

Next, the data were analyzed inferentially using Normality Test, Homogeneity Test, and t-test. The results of the Normality Test using SPSS version 15.0 showed that the sig. values of the social attitude and learning outcomes for the pretest and posttest of the experimental and control groups were greater than the significance level of α=0.05 (sig. > 0.05), indicating that the pretest and posttest scores of the social attitude and learning outcomes for both groups were normally distributed. For the Homogeneity Test, the significance values were less than 0.05 for all tests in both groups, indicating that the social attitude and learning outcome data in the experimental and control groups came from homogeneous populations. The t-test result showed a sig. (2-tailed)

value of 0.000. This significance value is less than 0.05, indicating that there is an effect of role-playing learning method on students' social attitudes and learning outcomes.

Discussion

Descriptively, the results of the study regarding the improvement of students' social attitudes and learning outcomes given treatment using the role-playing learning method assisted by interactive media compared to students who did not receive treatment with the role-playing learning method can be seen in Table 2. Based on Table 2, the average score on social attitudes obtained by students in the experimental group is higher than the average score obtained by students in the control group. Furthermore, the results of the t-test analysis also showed that the social attitudes of the experimental group were higher than the control group. This was influenced by the application of the role-playing learning method in social science learning.

The stages that are carried out in learning social studies begin with presenting contextual problems, giving students the opportunity to individually or in groups understand the contextual problem. Then, the teacher provides instructions/guidance on the steps of social attitudes. Students are then asked to solve the contextual problem presented in their own way/strategy, according to the social attitude steps that have been explained beforehand, in a group. This is done with the aim of comparing and discussing the answers to the conversation questions presented. In conducting group discussions, students discuss and try to solve the reading conversation script using the knowledge they have acquired. After that, students are asked to carry out the predetermined steps. The steps of learning in the role-playing learning method assisted by interactive media have a significant influence on social attitudes and learning outcomes. This can be seen in the social attitude steps presented by (Kurnianingrum, 2018): (1) determining the attitudes to be developed in school referring to K1-1 and K1-2; (2) determining indicators in accordance with the competencies of the attitudes to be developed; and (3) applying these social attitudes in the school environment, such as showing honesty, following school rules which are discipline, being responsible for tasks, tolerance, caring for friends, behaving politely, being confident in interaction, and then writing the conclusion of the answers according to what has been done.

The main characteristic of this method is its student-centered approach, and role-playing is a human activity that must be connected to real life. Therefore, the main

principle of the role-playing learning method is that students must actively participate in the learning process. In this type of learning, students have the opportunity to build knowledge, understand, and express their ideas. This certainly affects the social attitudes of students. The characteristics of special education, especially the subject of Social Sciences, is a learning process that requires students to take an active role or be the main character in a learning process, while the teacher acts as a facilitator and guide for students. Learning Social Sciences can develop students' potential to be sensitive to social problems that occur in society, have a positive mental attitude towards improving any inequality that occurs, and be skilled in overcoming daily problems that affect themselves or the community. It also teaches students to have a good social attitude towards their environment. The concept of role-playing demands that teachers transform abstract things into things that are real and imaginable because they are related to the environment or the daily lives of students.

The Role Playing Learning Method with Interactive Media Assistance is a method that places students' reality and experiences as the starting point of learning, where students are given the opportunity to construct their own formal social science knowledge through existing real-life problems. The role-playing learning method is chosen because this method will guide students to discover their own concepts according to the actual situation, and the presented context is related to other concepts, so that students understand the concept as a whole, including its methods.

From the research results, it has been proven that there is indeed an influence of the role-playing learning method with interactive media assistance on students' social attitudes and learning outcomes, especially for fifth-grade elementary school students. This is also in line with research conducted by Rahmad, who stated that learning outcomes are very important to be highlighted so that students are actively involved in learning and to eliminate the impression that social studies are difficult and only require memorization (Rahmad, 2016). Learning outcomes are cognitive abilities that are always used in solving social studies concepts, starting from writing conversations of story characters and pictures. The importance of learning outcomes is also in line with research conducted by Kurnianingrum, who stated that social attitudes play a very important role in social studies learning because they contain students' excellence in being sensitive to their environment, being able to work together with classmates, respecting each other, and participating (Kurnianingrum, 2018). It can be concluded that

discussion activities between students and between teachers and students are very necessary to improve learning outcomes.

Conclusion

The research results show that the role-playing learning method with interactive media assistance has an effect on students' social attitudes and learning outcomes. The application of the role-playing method provides students with the opportunity to build knowledge, understand and express their ideas. This certainly has an impact on students' social attitudes and learning outcomes.

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