

**The Application of Role Playing Method and Its Impact in Learning History for Class XI Students of SMA N 1 Ulakan Tapakis Pariaman**

Nurul Kalidah<sup>1\*</sup>, Herman<sup>2</sup>, dan Suryadi Fajri<sup>3</sup>

<sup>1,2,3</sup> **Program Studi Ilmu Pengetahuan Sosial (Konsentrasi Sejarah), UIN Imam Bonjol Padang**

\*Corresponding author: [kalidahnurul@gmail.com](mailto:kalidahnurul@gmail.com)

**ABSTRACT**

This research is motivated by the results of learning history which are still low and are under the KKM. This is because the ongoing learning process still uses conventional learning methods such as lecture and discussion methods. This factor is one of the causes of students feeling bored and lazy when learning takes place so that student learning outcomes, especially in history subjects, have decreased. The purpose of this : a) To find out the application of the role playing method in learning history for grade XI at SMAN 1 Ulakan Tapakis Pariaman, b) To find out the impact of using the role playing method on learning outcomes in history learning for grade XI at SMAN 1 Ulakan Tapakis Pariaman. The research method used was a quasi-experimental (Quasy Experimental) research design with Prettest Posttest Control Group Design. The population in this study were all students of grade XI SMA N 1 Ulakan Tapakis in the 2021/2022 academic year. Sampling in this study is random sampling, the class chosen as the experimental class are class XI IPS 2 and control class XI IPS 1. The results showed that the average test score for Indonesian History learning outcomes test pretest for the experimental class was 71.55, and the posttest experimental class was 86.53 and the average test scores for Indonesian History learning outcomes test pretest for the control class was 69,33, and the posttest control class was 78.66. Based on the hypothesis test or t test with SPSS Version 26, it was obtained that there was a significant on both sides (2-tailed) of  $= 0.000$ , so it can be concluded that  $(0.000 < 0.05)$ . Therefore, it can be said that  $H_0$ : there is no difference, then  $H_0$  is rejected and  $H_a$ : there is a difference, then  $H_a$  is accepted, meaning that there are differences in learning outcomes of History using the role-playing method for class XI IPS Negeri 1 Ulakan Tapakis Pariaman.

**Keywords:** Role Playing Method, History Learning, History Learning Outcomes

**A. INTRODUCTION**

Education represents a collection of experiences that individuals did not previously understand, and it occurs through the interaction between individuals or groups and their environment. This interaction is what triggers the process of change (learning) in individuals, and subsequently, this process of change results in development for individuals or groups within their environment (Educational Development Team, 2007).

In practice, history education still encounters several obstacles. History lessons often appear dull, despite the fact that history is a rich source of knowledge. Many history educators tend to focus solely on textbooks and deliver lectures excessively. As a result,

the theories learned by students are often not applied in their daily lives, leading to a limited understanding of the subject matter. Hence, the presence of an educator is highly anticipated in the teaching and learning process. An educator can help unlock students' potential and creativity, providing them with practical knowledge that goes beyond theory, preparing them for the evolving times (Tenni Nurrita, 2018: 171). Learning within the "among" system is an integral part of the learning process, where it explains how a teacher or mentor places students in an active role as learners (Suryadi Fajri, et al., 2021: 23).

Based on initial observations and interviews conducted by the author on April 11, 2022, at SMA N 1 Ulakan Tapakis, with Ms. Emilia Kontesta, S.Pd as the teacher of Indonesian History, it was revealed that in history education, students often do not actively engage in class. They tend to passively listen to the teacher's explanations, leading to a lack of mastery of the material provided by the teacher, which, in turn, affects their learning outcomes. History education is often considered boring due to its reliance on memorization, which further reduces students' attention and active participation during lessons. However, students prefer learning through play, group activities, practical applications, and interactive methods. They have a high curiosity in learning, especially in history, a subject typically associated with rote memorization (Emilia Kontesta, 2022).

The second observation, conducted on April 18, 2022, with a history subject educator, revealed that the learning process still heavily relies on conventional teaching methods such as lectures and discussions. This factor is one of the reasons why students feel bored and become unmotivated during the learning process, leading to a decline in the academic performance of students, particularly in the history subject. This can be observed from the students' Daily Tests (Ulangan Harian or UH) results, as shown in Table 1.1 below:

**Table 1.1: Student Learning Outcomes Data in History Subject Daily Tests for 11th Grade Students at SMA N 1 Ulakan Tapakis in the Year 2022/2023.**

KKM	Class	Number of Students	Number of Students		Passed Percentage %	Not Passed Percentage %
			Passed Percentage	Not Passed Percentage		
79	XI IPS 1	30	16	13	53,3 %	43,3 %
	XI IPS 2	29	4	25	13,7 %	86,2 %
	XI IPS 3	30	4	23	13,3 %	76,6 %
	XI IPA 1	30	7	23	23,3 %	76,6 %
	XI IPA 2	29	12	17	41,3 %	58,6 %
	XI IPA 3	29	9	20	31 %	68,9 %
	XI IPA 4	30	12	18	40 %	60 %

*Source: Data of Indonesian History Teacher's Assessments at SMA N 1 Ulakan Tapakis.*

Based on the table above, it can be observed that the history learning outcomes of 11th-grade students at SMA N 1 Ulakan Tapakis are still low. In class XI IPS 1, there are 16 students who achieved scores above the passing grade (KKM) of 79, which accounts for 53.3% of the total number of students, while 13 students, or 43.3% of the total, did not reach the KKM threshold. In class IPS 2, 4 students achieved KKM, representing 13.7%, while 25 students, or 86.2%, did not reach the KKM threshold. In class IPS 3, 4 students achieved KKM, representing 13.3%, while 23 students, or 76.6%, did not reach the KKM threshold. In class IPA 1, 7 students achieved the KKM, representing 23.3%, while 23 students, or 76.6%, did not reach the KKM threshold. In class IPA 2, 12 students achieved KKM, representing 41.3%, while 17 students, or 58.6%, did not reach the KKM threshold. In class IPA 3, 9 students achieved KKM, representing 31%, while 20 students, or 68.9%, did not reach the KKM threshold. In class IPA 4, 12 students achieved KKM, representing 40%, while 18 students, or 60%, did not reach the KKM threshold.

In relation to the above issues, efforts to improve learning are necessary to enhance students' abilities in studying, one of which is by changing the teaching method. Educators must be able to choose and determine the appropriate method. Furthermore, the method used must be tailored to the material to be learned by students. One of the teaching methods that can be used is role-playing.

Role-playing is one of the methods that can be applied in history education. Role-playing is a learning method that is part of simulation aimed at recreating historical events or events that may occur in the future. The connection between role-playing and history education is that through this method, students will be enthusiastic and interested in learning history. Role-playing also makes it easier for students to remember every detail of past events and then practice them again. In the case of history education, which is often considered boring, it would be more enjoyable to use the role-playing method because students can directly experience the atmosphere of a historical event through the roles they play. Therefore, the author is interested in trying out the role-playing method in history education.

## **B. METHODS**

The research conducted is a quasi-experimental study with a Pretest-Posttest Control Group Design research design. The population in this study consists of all 11th-grade students in SMA N 1 Ulakan Tapakis for the 2021/2022 academic year, second semester. The sampling method used in this research is Random Sampling, with class XI IPS 2 selected as the experimental group and class XI IPS 1 as the control group. This research will utilize tests as the data collection technique. Tests are tools used to collect data about the research subjects' abilities through measurement. In this study, data collection involves using test questions administered to class XI IPS 1 and class XI IPS 2. The test instrument will be used during both the pretest and posttest stages, with the questions for the pretest and posttest being relatively similar. The initial test (Pretest) is used as a

baseline to measure the students' achievement and understanding of concepts before any treatment is administered. Meanwhile, the final test (Posttest) is used to assess and measure the students' learning outcomes after they have undergone the treatment.

### Data Analysis Techniques

#### a. Normality Test

**Table 3.10: Results of Normality Test Analysis for the Experimental Class and Control Class**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Student Learning Outcomes	PreTest Eksperimen	.144	29	.127	.959	29	.305
	PostTest Eksperimen	.132	29	.200*	.900	29	.010
	PreTest Kontrol	.125	30	.200*	.961	30	.329
	PostTest Kontrol	.152	30	.075	.953	30	.198

\*. This is a lower bound of the true significance.

#### a. Lilliefors Significance Correction

Based on the data above, it is found that the sample classes have a normal distribution because  $\text{Sig } \alpha > 0.05$ , which is  $0.127 > 0.05$ , meaning that the data is normally distributed on both sides.

#### b. Homogeneity Test

**Table 3.11: Results of Homogeneity Test Analysis for the Experimental Class and Control Class**

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.011	1	57	.917
	Based on Median	.001	1	57	.978
	Based on Median and with adjusted df	.001	1	56.584	.978

Based on trimmed mean	.027	1	57	.870
-----------------------	------	---	----	------

Based on the table above, it is obtained that both class groups have the same or homogeneous variance with a significance value of  $0.917 > 0.05$ . In a two-sided test, this means the data is homogeneous. Based on the results above, the conclusion is that the post-test data for the experimental class and the control class have normal and homogeneous data.

### **c. Hypothesis Testing**

After conducting normality and homogeneity tests on the sample groups, hypothesis testing can be performed. The purpose of hypothesis testing is to determine whether the research hypothesis is accepted or rejected. The decision criteria are if the p-value (2-tailed)  $< 0.025$ . Then, testing  $H_0$  is accepted if  $t\text{-value} < t\text{-table}$ , which can be seen in the t-distribution table with degrees of freedom  $df = n_1 + n_2 - 2$  and probability  $(1-\alpha)$ .  $H_0$  is rejected if t-value is greater than the critical value, which can be found in the t-distribution table with degrees of freedom  $df = n_1 + n_2 - 2$  at a significance level of 0.025. The t-test is used to determine the validity of statements or assumptions hypothesized by the researcher (Syofian Siregar, 2014: 194).

## **C. RESULTS AND DISCUSSION**

### **Students' Learning Outcomes Before Using Role-Playing Method**

#### **Pre-Test Data for the Experimental Class**

**Table 4.2: Frequency Distribution of Pre-Test Learning Outcomes for Class XI IPS 2 at SMA N 1 Ulakan Tapakis**

<b>Klasifikasi</b>	<b>Interval</b>	<b>Frekuensi</b>	<b>Persentase %</b>
Very high	94-100	0	0
High	87-93	1	3,44
Low	80-86	9	31,03
Very low	0-79	19	65,51
<b>Total</b>		<b>29</b>	<b>100,00</b>

Based on the data presented in Table 4.2 above, the classification of pre-test results is as follows: no students achieved a very high classification, 1 student achieved a high classification, accounting for 3.44%, 9 students achieved a low classification, representing 31.03%, and 19 students achieved a very low classification, accounting for 65.51%. When

the scores are summed, the mean (average) is 71.55. If we classify this result according to the pre-test for the experimental class, it can be said that the overall pre-test results for the Indonesian History subject in class XI IPS 2 at SMA N 1 Ulakan Tapakis are very low, falling within the range of 0-79.

**Pre-Test Data for the Control Class**

**Table 4.4: Frequency Distribution of Pre-Test Learning Outcomes for Class XI IPS 1 at SMA N 1 Ulakan Tapakis**

Klasifikasi	Interval	Frekuensi	Persentase
Very high	94-100	0	-
High	87-93	1	3,3
Low	80-86	7	23,3
Very low	0-79	22	73,3
<b>Total</b>		30	100,00

Based on the data presented in Table 4.4 above, the classification of pre-test results is as follows: no subjects achieved a very high classification, 1 subject achieved a high classification, accounting for 3.3%, 7 subjects achieved a low classification, representing 23.3%, and 22 subjects achieved a very low classification, accounting for 73.3%. When the scores are summed, the mean (average) is 69.33. If we classify this result according to the pre-test for the control class, it can be said that the overall pre-test results for the Indonesian History subject in class XI IPS 1 at SMA N 1 Ulakan Tapakis are very low, falling within the range of 0-79.

**Students' Learning Outcomes After Using the Role-Playing Method**

**Post-Test Data for the Experimental Class**

**Table 4.5: Frequency Distribution of Post-Test Learning Outcomes for Class XI IPS 2 at SMA N 1 Ulakan Tapakis**

Klasifikasi	Interval	Frekuensi	Persentase
Very high	94-100	8	27,58
High	87-93	9	31,03
Low	80-86	8	27,58
Very low	0-79	4	13,79

<b>Total</b>	29	100,00
--------------	----	--------

Based on the data presented in the table, it can be observed that the subjects achieving a very high classification are 8 individuals, accounting for 27.58%, those achieving a high classification are 9 individuals, representing 31.03%, those achieving a low classification are 8 individuals, accounting for 27.58%, and those achieving a very low classification are 4 individuals, representing 13.79%. When the scores are summed, the mean (average) is 86.53. If we classify this result according to the post-test for the experimental class, it can be said that the overall post-test results for the Indonesian History subject in class XI IPS 2 at SMA N 1 Ulakan Tapakis are high, falling within the range of 87-93.

#### **Post-Test Data for the Control Class**

**Table 4.6: Frequency Distribution of Post-Test Learning Outcomes for Class XI IPS 1 at SMA N 1 Ulakan Tapakis**

<b>Klasifikasi</b>	<b>Interval</b>	<b>Frekuensi</b>	<b>Persentase</b>
Very high	94-100	2	6,6
High	87-93	3	10
Low	80-86	13	43,3
Very low	0-79	12	40
<b>Jumlah</b>		30	100,00

Based on the data presented in Table 4.6 above, the subjects achieving a very high classification are 2 individuals, accounting for 6.6%, those achieving a high classification are 3 individuals, representing 10%, those achieving a low classification are 13 individuals, accounting for 43.3%, and those achieving a very low classification are 12 individuals, representing 40%. When the scores are summed, the mean (average) is 78.63. If we classify this result according to the post-test for the control class, it can be said that the overall post-test results for the Indonesian History subject in class XI IPS 1 at SMA N 1 Ulakan Tapakis are low, falling within the range of 80-86.

#### **Hypothesis Testing Results**

**Tabel 4.7 : One Sample Test**

One-Sample Test

Test Value = 0

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Hasil Belajar	48.37	57	.000	79.0345	75.763	82.306

Based on Table 4.11 above, the mean value indicating the sample mean  $\bar{X}$  is 79.0345. The calculated t-value is 48.377, and the p-value (t) is 0.000, with a Confidence Interval (CI) Difference Lower of 75.763 and Upper of 82.306. Therefore, the calculated t-value ( $79.0345 > (2.00247)$ ), leading to the rejection of  $H_0$  and the acceptance of  $H_a$ .

## **D. CONCLUSION**

### **a. Conclusion**

The application of the role-playing method and its impact on history learning in class XI at SMA N 1 Ulakan Tapakis Pariaman has indeed produced positive effects. This means that there is an improvement in history learning outcomes, as evident from the results before and after the implementation of the role-playing method.

#### **1. Overview of Pre-Test Learning Outcomes in the Experimental Class and Pre-Test in the Control Class before Using the Role-Playing Method.**

The pre-test results for learning outcomes in the experimental class show that there were no students classified as having a very high pre-test result. However, one student achieved a high classification, accounting for 3.44%, nine students achieved a low classification, representing 31.03%, and nineteen students achieved a very low classification, accounting for 65.51%. When the scores are summed, the mean (average) is 71.55. Meanwhile, the pre-test results for learning outcomes in the control class indicate that no students were classified as having a very high pre-test result. However, one student achieved a high classification, accounting for 3.3%, seven students achieved a low classification, representing 23.3%, and twenty-two students achieved a very low classification, accounting for 73.3%. When the scores are summed, the mean (average) is 69.33.

#### **2. Overview of Post-Test Learning Outcomes in the Experimental Class and Control Class After Using the Role-Playing Method for the Rengasdengklok Event and the Formulation of the Proclamation Text.**

The post-test results for learning outcomes in the experimental class show that the number of students classified as having a very high post-test result is 8 individuals, accounting for 27.58%. Additionally, 9 students achieved a high classification, representing 31.03%, 8 students achieved a low classification, accounting for 27.58%, and there were no students classified as having a very low post-test result. When the scores are summed, the mean (average) is 86.53.

On the other hand, the post-test results for learning outcomes in the control class indicate that the number of students classified as having a very high post-test result is 2 individuals, accounting for 6.6%. Furthermore, 3 students achieved a high classification, representing 10%, 13 students achieved a low classification, accounting for 43.3%, and 12 students achieved a very low classification, representing 40%. When the scores are summed, the mean (average) is 78.66.

3. The Application of the Role-Playing Method and Its Impact on History Learning for 11th-grade Students at SMA N 1 Ulakan Tapakis Pariaman. Differences in learning outcomes between the experimental and control classes after conducting research on 11th-grade students at SMA N 1 Ulakan Tapakis Pariaman were based on hypothesis testing or t-tests using SPSS version 26. The significance level  $\alpha$  for a two-tailed test was found to be = 0.000, which leads to the conclusion that ( $0.000 < 0.05$ ). Therefore, it can be stated that the null hypothesis ( $H_0$ ) stating no difference is rejected, and the alternative hypothesis ( $H_a$ ) is accepted, indicating a difference in learning outcomes between using the Role-Playing Method and the conventional method. Thus, it can be concluded that the learning outcomes of students in the Indonesian History subject for class XI at SMA N 1 Ulakan Tapakis Pariaman are better when using the Role-Playing Method compared to conventional teaching methods.

#### **b. Recommendations**

Based on the conclusions drawn from this research, the following recommendations are suggested:

1. To the Head of the Madrasah, especially SMA N 1 Ulakan Tapakis Pariaman, it is recommended to assist and guide educators in using appropriate teaching methods. One of these methods is Role-Playing, which can enhance students' learning outcomes.
2. For educators, especially those in the field of Indonesian History at SMA N 1 Ulakan Tapakis Pariaman, it is advised to implement the Role-Playing method as an alternative to improve students' learning outcomes.
3. For readers, it is hoped that the results of this research can be used as a resource to enrich their knowledge.
4. It is also encouraged for prospective educators/education students to conduct further research on alternative teaching methods.

#### **E. ACKNOWLEDGMENTS .**

No words can be uttered except for words of gratitude for the presence of Allah SWT. Thanks to His blessings and grace, I was able to complete my thesis titled "The Application of the Role-Playing Method and Its Impact on History Learning for 11th-grade Students at SMA N 1 Ulakan Tapakis Pariaman" successfully. I would like to express my gratitude

to all those who provided guidance, direction, advice, and thoughts during the writing of this thesis.

## **F. Reference**

- Emilia, Kontesta. (2022). di SMA N 1 Ulakan Tapakis
- Suryadi, Fajri. dkk. (2021). *Gagasan Sistem Among Ki Hajar Dewantara Dalam Membangun Pendidikan Di Indonesia Sejak 1922 sampai dengan 2021*, Tarikhuna, Journal of History and History Education, Volume 3, No.1
- Tenni, Nurrita. (2018). *Media Pembelajaran dan Hasil Belajar Siswa*, Dalam Jurnal Misykat, Volume 03 Nomor 01
- Tim Pengembang Ilmu Pendidikan (2007). *Ilmu dan Aplikasi Pendidikan bagian dua Ilmu Pendidikan Praktis*, PT Imperial Bhakti Utama
- Syofian, Siregar. (2014). *Statistik Parametrik untuk penelitian kuantitatif*, (Jakarta: Remaja Rosdakarya