THE INFLUENCE OF ROLE PLAYING METHODS ON LEARNING INTERESTS MI AL ABROR PANDANSILI STUDENTS IN GRADES 5A AND 6A CULTURAL ARTS SUBJECTS

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ABSTRACT

The study used quantitative research design with the study subjects being 5Adan 6A graders totaling 23 students. The object of this research is a Cultural Arts subject that uses the Role Playing method. Data collection instruments use observation sheets and tests. The data analysis technique used is quantitative descriptive analysis. Research was conducted as many as 3 meetings, with each meeting consisting of planning, implementation, and evaluation.

The results showed that the use of role playing methods can increase interest in learning in Cultural Arts subjects in music, dance, and illustrated stories of students in grades 5A and 6A Madrasah Ibtidaiyah Al Abror Pandansili. This can be seen from the results of analysis of questionnaire data that has improved well in terms of role play.

Keywords: Student Learning Interest, Role Playing Methods, 5A and 6A graders.

Introduction

Education is a tool to improve the current situation, as well as to prepare for a better and more prosperous world tomorrow. To carry out this function, the government organizes a national education system as stated in Law No. 20 of 2003 concerning the National education system. In the Law, Education is a planned effort to realize the atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals, and the necessary skills of themselves, society, nation, and state.

Teachers must determine relevant learning strategies or methodologies so that students can be invited to think independently, creatively, and have a high curiosity. Improper positioning of strategies will be fatal to the learning process. A teacher who intends to cultivate students' creativity because the teacher does not master the methodology, instead the learning activity runs rigidly and authoritarianally. So it is not a counterproductive learning goal in vain and

meaningless. Therefore, it is very important for teachers to understand the nature of teaching.

In an educational institution, especially in the learning process, the right learning method must be used so that learning goals can be achieved properly and optimally. This applies to the learning of Cultural Arts, such as more leads to knowing how the role of oneself in the family and society, knowing the role of others. Therefore, role-playing activities for children will foster the child's potential and interests. One of the determinants in the success of a learning process is the use of role playing methods or role playing. Because this method helps learners find personal and social meaning. And with this method learners learn to use the concept of role. Be aware of different roles and think about the behavior of himself and others. This Role Playing method can also be memorable strong and durable in the memory of learners, so it is very interesting and possible to arouse the interest of learners' learning.

Cultural Arts Learning at MI Al Abror Pandansili there are many students who have not been able to appreciate the work of Cultural Arts well. Even though the obligation to preserve Indonesian culture should we-we feel as posterity of the heir to Indonesian culture. This is directly proportional to the situation of the students of MI Al Abror Pandansili who are less interested in regional songs. Many students do not memorize the names - names / songs - songs / kinds - of art in the archipelago area. The tools of school lessons are also still incomplete so as to make lessons that are less varied that cause students to get bored following cultural arts lessons. Another problem is that students are more interested in songs - songs today / kinds - as modern as well as regional songs / traditional arts. Students are less interested if invited to sing regional songs / memorize cultural arts materials during the lesson. This is shown by the behavior of students who do not pay attention to the lesson, and easily get bored. However, when students are invited to sing pop songs / modern knowledge students are very enthusiastic about following it, memorize it with pop songs. Based on this phenomenon, the author wanted to research about learning difficulties and learning interests of MI Students Al Abror Pandansili.

Research Methods

This research is descriptive quantitative research, descriptive quantitative research is research with the aim of describing or describing the object being studied through sample or population data as it is without conducting analysis and making conclusions. The approach used in this study is a survey approach with the form of quantitative data, because the data collected is in the form of the numbers described.

This research was conducted in February 2022 at MI Al Abror Pandansili which is addressed in Pandansili Hamlet, Wonorejo Village, Kec. Trowulan,

Mojokerto Regency, East Java. This study aims to find out the factors of difficulty and interest in learning Cultural Arts at MI Al Abror Pandansili class V A and VI A class 2021/2022. The study used the Likert scale how to obtain data researchers spread questionnaires to students who were respondents to the student's study interest research consisting of 15 statements with 4 alternative answers, namely Strongly Agree (SS), Agree (S), Disagree (KS), and Disagree (TS). Statements of each instrument item using the Likert scale consist of 2 categories, namely positive statements and negative statements.

Results And Discussions

During data research related to the learning of Cultural Arts in madrasahs during the implementation of learning policies at MI Al Abror Pandasili researchers obtained from observation results around February 17 to February 26, 2022 (before UTS even semester 2021-2022). As for the collection of this data, researchers are assisted by several people who help and 1 person carries out with research and one supervisor who always gives directions. The Observer collects research data using observation guidelines.

Based on the data from observations, researchers tried to measure or assess students' learning interest in Cultural Arts subjects by using the Role Playing method through the spread of questionnaires. The total question consists of 30 items consisting of 15 questions of student learning interest questionnaires and 15 questions of role playing method questionnaires that affect student learning interests and the number of respondents who entered the data processing as many as 23 students.

After spreading the questionnaire, the results obtained from each question item are entered into the frequency distribution table following the money in it there is a percentage using the formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage Number

F = Frequency of respondents' answers

N = Number of respondents

The results of the questionnaire obtained can be seen in the following table:

Table 1

List of results of student learning interest questionnaires before and after being :

No.	Nama	Kelas	Sebelum diberi perlakuan	Sesudah diberi perlakuan
1	Janeeta Kayla Najwa	V	46	55

2	Laila Ayu Ramadhani	V	51	56
3	Marcello Aditya Triansyah	V	45	60
4	Mochammad Mufaawild' Alallah	V	41	56
5	Mochammad Ghazi Al Giffary	V	44	59
6	Mochammad Yusuf Ramadhan	V	40	54
7	Mohammad Yanuar Amrullah	V	39	55
8	Muhammad Athallah Arshaffin A	V	39	55
9	Nadia Khabibah Annabila	V	42	55
10	Naila Luthfi Khumainiyah	V	41	56
11	Anik Nikmatul Ulfa	VI	43	57
12	Auril Maulana Sosa	VI	41	56
13	Azkya Zulfa Az Zahra	VI	40	55
14	Harby Yulian Alteleri	VI	43	57
15	Kelvin Adinta Bimantara	VI	41	54
16	Muhammad Tegar Putra Diana	VI	39	54
17	Muhammad Azzam Ilmi	VI	41	56
18	Muhammad Ajuan Syahril	VI	43	57

19	Muhammad Hafid Zuliandra	VI	42	55
20	Muhammad Iqbal Nur Akbar	VI	42	56
21	Muhammad Fahmi Ramadhani	VI	42	56
22	Olivia Bunga Natasya	VI	41	55
23	Riqa Rajwa Handayani	VI	38	55

Table 1 above shows that for the results of learning interest questionnaires before and after being given treatment increased after being treated through the Role Playing method. The lowest result at the time before being treated was that students had a questionnaire score of 38, while the highest result was 51. After the learners were treated, students obtained an increase with the lowest result of 54, and the highest result was 60.

In the observation stage, it will be explained the implementation of the use of role playing methods to understand the subjects of cultural arts (fine arts, music and dance arts) in grades V A and VI A at MI Al Abror Pandansili for 10 days divided into 3 meetings, namely:

1. First meeting
    - Class V A is held on February 21 on Monday from 09.00-09.35. Learn the Art of Music (tempo signs and low-pitch height)
    - Class VI A is held on February 21 on Monday from 09.35-10.00. Learn the Art of Music (tempo signs and low-pitch height)
2. Second meeting
    - Class V A is held on February 23 on Wednesday from 09.00-09.35. Learning Fine Arts (illustrated stories)
    - Class VI A is held on February 23 on Wednesday from 09.35-10.00. Learning Fine Arts (illustrated stories)
3. The third meeting
    - Class V A is held on February 25 on Friday from 09.00-09.35. Learning dance (floor patterns)
    - Class VI A is held on February 25 on Friday from 09.35-10.00. Learning dance (floor patterns).

At the interview stage, researchers have conducted interviews with MI principal Al Abror Pandansili. This activity is carried out by researchers by holding face-to-face between researchers to related parties to get the data needed.

Conclusion

Judging from the hypothesis test testing using the average formula, it shows that the average student's learning interest before using the Role Playing method is different from the average student's learning interest after using the Role Playing method. Results of hypothesis testing using the average formula, obtained price

μ_1 =65,43 (attachment). From the distribution table r at the level of significance 5% obtained μ2 = 38.56. Since μ1>μ2 is 65.43>38.56, it can be concluded that H0 was rejected and Ha was accepted, meaning that the student's learning interest score after being treated was higher than the student's learning interest score before being treated.

These results showed that students' average learning interest in Cultural Arts subjects using the Role Playing method was significantly different from the average student's learning interest in Cultural Arts subjects by not using the Role Playing method.

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