IMPROVING STUDENT LEARNING OUTCOMES IN PKN SUBJECTS THROUGH ROLE PLAYING METHOD

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ABSTRACT
The problem in this study is the low student learning outcomes. The formulation of the problem posed is whether using the role playing method can improve student learning outcomes. This type of research is classroom action research which is carried out in 2 cycles using the research design of the Kemis and Mc Taggart models. The stages in this study include the planning, implementation of actions, observation, and reflection. The data obtained in this study include the results of observations of teacher activities, and student activity observation sheets. The subjects of this study were students of class IV, totaling 23 people. The test results of the first cycle of action obtained the percentage of completeness   classical is 56.52%, the percentage of classical absorption is 62.39%. In the second cycle, the results of the action test increased. Cycle II obtained the percentage of classical completeness of 91.30%, the percentage of classical absorption of 80.21%. Based on the test results, it can be concluded that using the role playing method can improve student learning outcomes.

Keywords: Learning Outcomes, Role Playing Method

INTRODUCTION
The teacher is the spearhead in the intellectual life of the nation and the teacher, so it is required to make students able to understand the lessons taught, both easy and difficult lessons. For this reason, a teacher is required to be able to apply a model that is considered to be able to provide added value and can easily improve student learning outcomes in each subject, especially in Civics lessons. Civic education is one of the subjects taught at the MI education level. As MI teachers in every lesson, they are required to use approaches, strategies and learning methods that can make it easier for students to understand the material they teach, but there are still complaints from teachers in the field about too many Civics subject matter and complaints of lack of time to teach all the material.

According to the author's observations in the implementation of Civics learning, especially in class IV MIN, the use of varied learning models is still not maximally applied and teachers still tend to use conventional methods in every lesson they do. This may be due to the teacher's lack of mastery of existing learning models. Another situation seen in the classroom during the teaching and learning process is that some students who have difficulties in learning do not want to open up and do not dare to express difficulties to the teacher for fear of being considered stupid. So that students are less active in participating in learning activities. This marked the student did not collect homework and did not answer the initial test questions correctly. According to students who did not do their homework, the assignments given by the teacher were too difficult. Because he has difficulty in completing the homework given, he feels reluctant to study and is not motivated to study. This will have an impact on student learning outcomes that are not optimal as expected.

Based on the description above, it is clear that the unpreparedness of students in learning is caused by the lack of motivation of students starting and their inability to complete test questions, both tests given at the end of learning and homework assignments given by the teacher. This illustrates that the average grade IV MIN students, it turns out that there are still many students who have difficulty in following the material being taught and more specifically on the learning conditions of Civics subjects. Therefore, the authors conclude that Civics learning is still very far from successful, therefore the authors choose one learning method, namely the role playing method, which is expected to improve student learning outcomes in Civics subjects.

According to Hulgard and Bower (in Purwanto 1998: 17) it is stated that "learning is related to changes in a person's behavior towards a certain situation caused by repeated experiences in that situation, where the behavior change cannot be explained or based on innate response tendencies. , maturity, or momentary states of a person (eg fatigue, drug effects, etc.)". According to Witherington in the book Educational Psychology

cited by Purwanto (1998: 84) it is stated that "learning is a change in personality that reveals itself as a new pattern rather than a reaction in the form of skills, attitudes, habits, intelligence, or an understanding". Furthermore, according to Slameto (2003: 2) learning is a business process carried out by a person to obtain a new behavior change as a whole as a result of his own experience in interaction with the environment. From the definition of learning it can be concluded that learning is a process attempts person to obtain a change in behavior caused by experience repeated - again in interaction with the environment so that there is a change related to various aspects of the personality of either physical or psychological, such as: changes in understanding, problem solving / thinking, skills, skills, habits, or attitudes.

There are several factors that need to be considered in the learning process, these factors determine the level of achievement of student learning outcomes, teachers must recognize the factors that influence learning so that in the learning process teachers are able to use various techniques for learning to improve student learning outcomes. Physical exhaustion is seen with the weakness of the body and a tendency to lie down. Physical fatigue occurs because there is a residual substance from burning in the body, so that the blood is not smooth in certain parts. While spiritual fatigue can be continuous because of thinking about meaningful problems without rest, doing something out of necessity, not in accordance with interest and attention. External factors. External factors that affect learning achievement can be grouped into three factors, namely: (Oemar Hamalik, 2001: 34).

From the description above, physical and spiritual fatigue can affect learning achievement and so that students learn well, they must avoid fatigue in learning such as weakness in the body. So it is necessary to strive for conditions that are free from spiritual fatigue such as thinking about meaningful problems without rest, doing things because they are forced to not in accordance with interests and concerns. All of these have a huge impact on student achievement. In order for students as students to do well, there must be no physical and psychological fatigue.

According to Benjamin S. Bloom et al (in Purwanto 1998: 91) divides the learning area into three parts, namely cognitive, effective and psychomotor. The learning outcome test in this research is a cognitive measurement area learning outcome test in written form. Learning outcomes are abilities achieved, worked on, carried out. Learning outcomes are abilities achieved by students in subjects, both quality and number of student lessons during a given period as measured by using standardized tests. In relation to learning outcomes, learning outcomes are abilities achieved from the learning process which can be seen from the achievements when working on a series of learning outcomes tests.

According to Slameto (2003: 4) learning outcomes are changes in abilities that include cognitive, affective, psychomotor abilities. Woodworth and DG. Marquis (in Slameto 2003: 12) defines learning outcomes as actual abilities that can be measured directly with tests. From these understandings, it can be concluded that learning outcomes are changes in actual abilities which include cognitive, affective, psychomotor abilities, which can be measured directly by using measuring tools in the form of tests.

According to Soemantri (1967) State Citizenship Education (PKN) is a social subject that aims to form or foster good citizens, namely citizens who know, are willing and able to do good. While Civics is civic education, namely education concerning the formal status of citizens which was originally regulated in Law no. 2 yrs. 1949. This law contains self-citizenship, and regulations regarding naturalization or obtaining status as Indonesian citizens.

The purpose of Civics is to form the character or characteristics of good citizens.

Based on the above objectives, the material in Civics learning needs to be clarified. Therefore, the scope of Civics in general includes the following aspects. (1) Unity and Unity, (2) Legal and Regulatory Norms, (3) Human Rights, (4) Citizen Needs, (5) State Constitution, (6) Political Power, (7) Position of Pancasila, and (8) Globalization. The role-playing method assumes that emotions and ideas can be raised to a conscious level and then improved through a group process. Solutions do not always come from a particular person, but may arise from the observer's reaction to the problem at hand. Thus, students can learn from the experiences of others on how to solve problems which in turn can be utilized to develop themselves optimally. Thus, students can learn from the experiences of others on how to solve problems which in turn can be utilized to develop themselves optimally. Therefore, this method seeks to reduce the role of the teacher who dominates learning in the traditional approach.

Role playing will be successful if students are interested and pay attention to the problems posed by the teacher. Choosing a role in learning, at this stage students and teachers describe various characters or characters, what they like, how they feel, and what they have to do, then students are given the opportunity to volunteer to be actors. If the students do not accept the offer, the teacher can appoint a student who is suitable and able to play a certain position.

The role-playing method is playing a role or playing a role in dramatizing social or psychological problems. Role playing is a form of educational game that is used to explain feelings, attitudes, behavior and values, with the aim of experiencing the feelings, points of view and ways of thinking of others (Depdikbud, 1964:171). Through the role playing method, students are invited to learn to solve personal problems, with the help of social groups whose members are their own friends. In other words, this method seeks to help individuals through the process of social groups. Through role playing, students try to exploit human relations problems by demonstrating them. The results are discussed in class. According to Shaftel (1967) suggests nine stages of role playing that can be used as guidelines in learning: (1) warm the atmosphere and motivate students, (2) select participants / roles, (3) arrange the stages of the role, (4) prepare observers, (5) characterization, (6) discussion and evaluation, (7) reenactment, (8) stage two discussion and evaluation, (9) sharing experiences and drawing conclusions.

RESEARCH METHODS

The implementation of this classroom action research follows a cyclical action stage. This research model refers to the spiral modification listed by Kemmis and Mc Taggart (Depdiknas, 2005:6). Each cycle is carried out in several stages, namely 1) Action planning, 2) Action implementation, 3) Observation, and 4) Reflection. The types of data in this study are quantitative data and qualitative data: Quantitative data is in the form of students' ability to solve questions about the material being taught which consists of the results of student assignments, results of initial tests and final tests. Quantitative data were obtained from the final test. The data is then processed and expressed in the form of a percentage which is calculated using a formula. A class is declared to have completed classical learning if > 80% of students have completed.

Qualitative data, namely data on the results of teacher and student activities in Civics lessons as well as data on student difficulties in understanding the material. Management of qualitative data is taken from data on the results of teacher and student activities obtained through observation sheets, analyzed and expressed in percentage form (Depdiknas, 2004: 37).

RESEARCH RESULT

Cycle I

In the first cycle, the action plan taken to improve student learning outcomes is the teacher prepares a lesson plan for Civics subjects, the teacher observes the activities of teachers and students during the lesson, the teacher prepares an observation sheet for teacher and student activities, the teacher prepares a student worksheet. material through the application of the Role Playing method, the teacher prepares a final evaluation.

Observations on student and teacher activities are carried out during learning activities. The teacher who is appointed as a partner acts as an observer to observe the activities of students and teachers using the observation sheet that has been provided

The results obtained show that in general the observed aspects indicate that student activity in learning has been included in the sufficient category with a score of 33 out of a maximum score of 48 and the percentage obtained is 68.7%, so the results are included in the sufficient criteria. This is because students are still in the adjustment phase with their friends. However, there are some students who represent their friends to answer questions from the teacher and from their own friends quite well. The teacher's observations showed that in the first cycle, the score obtained was 29 from a maximum score of 40, with an average of 72.5%. Thus, the results of observing teacher activities at the first meeting are in the sufficient category. This shows that the teacher's assignment in applying the role-playing method to Civics in Class IV is good.

After the implementation of the first cycle of action which was carried out with an allocation of 2 x 35 minutes, the next activity was to give a final test. This test is in the form of a written test. The test results obtained in

the first cycle, the average value of student learning outcomes obtained was 62.39%. Of the 23 students, only 13 obtained individual completeness so that the percentage of classical completeness reached 56.52%.

In the first cycle of action it is considered not successful because there are still weaknesses that need to be corrected, including students who have not been able to understand and study the material well, students have not been able to do the assignments from the teacher properly so that the learning outcomes obtained are very low. In addition, the teacher conveys the material too hastily so that students feel they do not understand and the teacher does not give appreciation to students.

Based on the results of the data analysis, it can be concluded that the implementation of classroom action by applying the Role Playing method has not been successful so it is necessary to re-do the research in cycle II.

Cycle II

Based on the results of the class action in the first cycle, an action plan for the second cycle is drawn up by taking into account what happened in the first cycle. The action plan taken to improve student learning outcomes in the second cycle is the teacher prepares a lesson plan for Civics subjects, the teacher prepares an observation sheet students and teachers who will be used during classroom learning activities, and the teacher makes a final evaluation test of the action

The results of observations for students in cycle II, showed an increase in student activity with a total of 42 with a maximum score of 36 so that a percentage of 91.6% was achieved with very good criteria. Learning in the second cycle students are able to understand the material discussed. There has also been a very good improvement in Role Playing Activities in the classroom. In the second cycle of action, there was a very good improvement in almost all aspects observed, especially regarding the activeness of students in conducting discussions and students' enthusiasm in doing role playing. The results of observing teacher activities in cycle II, there was a fairly good improvement in several aspects observed, such as aspects in presenting information to students how to pass reading materials, teachers explaining to students how to do assignments, teachers providing opportunities for each student to ask and answer questions from the teacher and from his friends and aspects of the teacher in giving rewards to students who are active in role playing. The results of observations obtained a score of 35 with a maximum score of 35 so that a percentage of 87.5% was achieved. Thus the criteria set in the classroom action research have been achieved, namely 75% < NR 100% which is included in the very good criteria.

Based on the test results, it is known that the test results obtained in cycle II are the highest score of 100, the lowest score of 45 and the average score obtained is 80.21%. Of the 23 students who took the test who had completed learning, 21 students with a mastery percentage of 91.30%. Based on the results of the data analysis, it can be concluded that the provision of classroom action by applying the role playing method effectively and efficiently does not need to be continued to the next cycle. Thus, learning by applying the role-playing method is declared complete and reaches the set target, which is at least 80%.

DISCUSSION

Student learning outcomes are the value of the cognitive domain obtained by students in the form of test results with the Grade IV MIN students. The evaluation value is obtained after the implementation of learning by applying the role playing method effectively and efficiently. The lowest score in class IV in a row, namely the students who got the lowest score were 2 people in the first cycle with a value of 30. And the highest score in class IV MIN cycle I amounted to 1 person with a value of 100 and in the second cycle the highest score was 3 people with a score 100. Even though there are students who get a score of 6.5 it is because there is still material that they have not understood, and based on observations during the role-playing method in class, students still have difficulty practicing it. This is because they are not used to role-playing activities effectively and efficiently, even though role-playing is a good opportunity for students to ask questions about something they do not understand. As a result, when doing the test, the student cannot answer well. However, many students have succeeded in achieving individual learning outcomes. The performance indicator used to determine the success rate of achieving basic competencies in this study is if students achieve individual cognitive learning outcomes 75% of students have achieved individual learning mastery. So that students are considered to have improved learning mastery and the desired basic competencies are achieved and teacher performance in learning activities increases.

Student learning outcomes in cycle II have reached performance indicators. Class averages and classical learning outcomes in Class IV have been as expected. A pleasant learning experience can be embedded in students' memory for a longer period of time, so that students will more easily improve when playing roles and be able to work on test questions even though the evaluation is not carried out directly according to the learning time.

CONCLUSION

The results of the first cycle of action showed the average value of student learning outcomes was 62.39% and classical learning completeness reached 56.52%. The results of the second cycle of action showed the average value of student learning outcomes was 80.21% and classical learning completeness was 91.30%. Based on the results above, each action shows an increase in learning outcomes and in the second cycle of action has achieved performance indicators, namely a minimum of 65 for the average value of learning outcomes and a minimum of 80 for classical learning completeness so that it can be concluded that efforts to improve learning by using the role-playing method can improve learning outcomes. student learning outcomes in Civics subjects in grade IV MIN.

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