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### Application of Role Playing Techniques to Increase Students' Learning Motivation in the New Normal Period

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#### Abstrak

Penelitian ini adalah “Penerapan Teknik Bermain Peran untuk Meningkatkan Motivasi Belajar Peserta didik di Masa *New Normal* di Kelas V SDN 89 Uru”. Populasi penelitian ini semua peserta didik kelas V SDN 89 Uru. Rendahnya motivasi belajar terlihat ketika diberikan tugas peserta didik cenderung cuek dan hanya beberapa yang tepat waktu mengerjakan tugas tersebut. Tujuan dari penelitian ini untuk mengetahui apakah penerapan teknik bermain peran dapat meningkatkan motivasi belajar peserta didik. Penelitian ini dilakukan dengan menggunakan metode pra-eksperimental. Analisis data dalam penelitian ini adalah statistic deskriptif dan statistic inferensial. Penelitian ini difokuskan pada kelas V yang berjumlah 19 peserta didik. Teknik pengumpulan data yang digunakan dengan melakukan observasi dan menyebar angket kemudian menarik kesimpulan. Adapun hasil dari penelitian dapat disimpulkan bahwa motivasi belajar di kelas V SDN 89 Uru berada pada kategori tinggi karena memiliki skor rata-rata 84,65 dengan standar deviasi 7,03 dan skor ideal 200, artinya skor motivasi belajar peserta didik setelah diberi perlakuan berupa teknik bermain peran lebih tinggi dibandingkan sebelum diberi perlakuan teknik bermain peran.

**Kata Kunci:** Bermain Peran, Motivasi Belajar.

#### Abstract

*The title of this study is "Application of Role Playing Techniques to Increase Students' Learning Motivation in Class V SDN 89 Uru in the New Normal Period." The pupils in this research were all in fifth grade at SDN 89 Uru. When provided to pupils, little learning motivation is shown, and just a few repetitions are appropriate to complete the job. The goal of this research was to see if using role-playing strategies may help pupils become more motivated to learn. A pre-experimental approach was used to perform this study. In this study, descriptive and inferential statistics were used to analyze the data. This is a class V research project involving 19 pupils. To make observations and distribute surveys, and subsequently draw conclusions, data gathering techniques were utilized. Learning motivation in class V SDN 89 Uru is in the high group, according to the research findings, with an average score of 84.65, a standard deviation of 7.03, and an ideal score of 200. The use of role playing tactics is now more common than it was previously.*

**Keywords:** Role Playing Technique, Learning Motivation.

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## PRELIMINARY

The term new normal refers to changes in behavior that allow people to live their daily lives while adhering to health standards to avoid the spread of Covid-19 (Mulyani, 2021). Preparing for the new normal in education has its advantages and disadvantages for parents, students, and teachers (Muhsin, 2021). People will start doing outdoor activities in this new life, and some offices will reopen, just as schools continue to make people hesitant to stay at home or follow this new normal. However, with this new normal, children will continue to study as usual, but anxiety will always be on their minds. Like it or not, children have to adjust to the new normal. Mental and physical preparation must be done to face the present, and most importantly (Alfansuri et al., 2021).

The advantages and disadvantages of implementing the new normal in the field of education among students can be caused by the level of learning motivation, because in the current situation students need motivation to learn, and students with high learning motivation will be able to rise. Students with poor learning motivation will find it difficult to survive with the Covid-19 outbreak in carrying out the learning process, and vice versa (Bani et al., 2021). Learning is an endless process that will continue as long as humans exist on this planet; There will never be an individual who achieves achievement without going through the learning process first (Suharyat, 2009). Student learning process can be influenced by two types of factors: internal and external. External variables (factors from outside), namely environmental conditions around students (at home, at school and in the community).

landari et al., (2014) argues that "Learning is one of the business processes carried out by individuals to achieve new behavior modification as a whole, as a result of their own experiences with respect to their environment. According to Silalahi (2018) argues that students need motivation when carrying out learning activities so that their learning activities produce learning outcomes that meet the goals that have been set. This encouragement in learning is called learning motivation, it is very important for students to improve and obtain higher learning outcomes. Motivation is very important in learning because the results of learning activities are determined by student motivation (Maryanto et al., 2013). Motivation is the desire to achieve something in order to achieve a goal that comes from within a person (Durrotunnisa & Hanita, 2022; AMK Putri et al., 2021). Students' efforts to learn and achieve are assisted by motivation, motivation serves to increase students' efforts to learn and achieve (Ulandari et al., 2014). Good motivation is to be able to develop activities, initiative and perseverance of students in learning (Komsu et al., 2018; Puspita Dewi & Dibyoy Wiyono, 2018).

Based on initial observations, researchers found problems in the learning process, namely the majority of fifth grade students at SD Negeri 89 Uru were less enthusiastic in learning. When given assignments, students appear apathetic and few are on time to complete work, indicating a lack of drive to learn. This is because children's study habits during the COVID-19 pandemic tend to prefer playing games rather than doing homework (Nurhasanah, 2020). As a result, it is clear that his drive to learn is insufficient, and efforts to increase student motivation are needed. Learning strategies other than motivation is one aspect that must be considered in order to create a good learning process. A learning process will not be successful and efficient if it does not use the right approach. Teachers are required to use appropriate strategies when teaching to ensure that learning objectives are met. Therefore, we need a strategy that can present a realistic picture while allowing students to participate in it so that they can capture it, namely the role playing approach.

Role playing is a fun activity (Siska, 2011). In addition, role playing is one of the activities that people do for pleasure. Role playing is a mindful therapeutic approach that involves group conversations about roles (Herlina, 2016). Santrock (2021) Role playing helps pupils deal with irritation and allows the therapist to evaluate disputes and how they were resolved. As a result, the role-playing approach can broaden perspectives as well as involve students in developing their creativity by allowing all students to play an active role with

their imagination or knowledge. Because students will understand better if they participate in the learning process on their own, the knowledge they acquire will last longer in their memory.

The role playing approach is one way for students to learn instructional content by developing their creativity and appreciation. Students' imagination and appreciation are developed through role playing as living or inanimate individuals. This game is usually played by more than one person, and still follows the rules. Role cards are given to students to learn and practice in a role-playing environment under certain conditions. According to Nurhasanah (2020) it is necessary to teach students so that they are able to overcome social psychological difficulties and train students to get along, as well as provide understanding to students because it will be clearer and assimilated.

The role playing technique has been chosen as a teaching and learning tool for students. If the lesson is about their daily life in society, students are very enthusiastic or pay attention to the lecture. The advantages of the role playing approach. According to (Silalahi, 2018) is to use the role playing method. One of the benefits of the role playing approach is that students are educated to understand and maintain dramatized content regarding educational materials. According to Mahyuddin (2016) One way to include children's experiences is to make children feel new things, which will arouse children's interest in role-playing activities. Herlina (2016) explains how role-playing can help children increase their creativity and appreciation by asking them to play real or inanimate objects. Players and characters for this section are selected based on the age of the students and their difficulty. As a result, children will be interested, excited, and happy because they can learn while having fun.

It can be concluded that the role playing approach is a learning strategy in which students' pretend behavior is observed or historical individual situations are imitated in this way. Consequently, one strategy that involves students pretending to play a role in the historical process is role acting. Playing students as life or death characters helps improve their imagination and appreciation (SNJ Putri et al., 2021).

Motivation is defined as a person's desire or need to engage in certain activities. Consequently, motivation can also be described as a force that directs and determines activity towards a particular goal. Motivation is a certain activity that begins with encouragement (Cleopatra, 2015). Motivation comes from the term motive, which refers to a person's internal drive to engage in certain activities and achieve certain goals. Correspondingly, according to Suryaningtyas (2014) Motivation is a driving force, a deliberate effort to influence a person's behavior so that he can be compelled to act in order to achieve certain goals or objectives.

Based on the perspective of many experts, motivation can be defined as an internal drive or driving force that drives students to make new adjustments in their overall behavior, as well as the individual's personal experience with his environment. Motivation and learning are two interrelated concepts. Learning is the process of changing one's behavior as a result of experience and practice. Motivation is the individual's desire to engage in activities to achieve certain goals. Learning activities can be carried out because of the encouragement from within a person, especially learning motivation.

The process of providing encouragement, guidance, and persistence of behavior is known as learning motivation. That is, motivated activities are high-energy, well-directed, and long-lasting behaviors. Learning motivation is the process of giving encouragement, direction, and persistence of behavior. Which means, motivated behavior is behavior that is full of energy, directed and lasts a long time (Santrouk, 2021). Learning motivation refers to the tendency of students to engage in learning activities that are motivated by the desire to achieve the highest potential level of success or learning outcomes. Learning motivation, based on the above definition, can be defined as a driving force within students or an external drive that can cause learning activities to make behavioral changes to achieve the desired results.

## RESEARCH METHODS

Pre-experimental research with one group pretest-posttest design pattern is used in this study (Sugiyono, 2014). This study is intended to analyze how the role playing technique attempts to increase the motivation of students during the new normal period by using a quantitative approach, because it is considered in accordance with the problem formulation. Done in one group of subjects. The subject was first given a pretest (O1), then given treatment (X), then a posttest (O2) was given, the difference in the results obtained from the pretest and posttest was the effect of the treatment given. The population in this study were 19 students with 9 men and 10 women, who were taken from class V SD Negeri 89 Uru. The samples used in this study were all the fifth grade population of SD Negeri 89 Uru. Data collection techniques in this study are questionnaires and observation sheets.

## RESULTS AND DISCUSSION

Based on the results of inferential statistical analysis Role playing techniques have an influence on students' learning motivation during the New Normal period in class V at SDN 89 Uru. Pre-test Normality Test Based on the data in Table 1.1, the results of the normality test of the data through SPSS 21 can be obtained as follows:

**Tabel 1 Tests of Normality**

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
,157	19	,200	,927	19	,150

Normality testing was carried out using the Shapiro-Wilk method, where the test was carried out at a significant level of 0.05. The results of the pretest calculation obtained that the data variance was 137.953 and Sig 0.150 > 0.05, the data can be said to be normally distributed. The Post-test Normality Test based on the data from Table 1.2, the results of the normality test of the data through SPSS 21 using the Shapiro Wilk method can be obtained as follows:

**Tabel 2 Tests of Normality**

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
,161	19	,200*	,942	19	,286

Normality testing was carried out using the Shapiro-Wilk method where the test was carried out at a significant level of 0.05. Posttest results obtained data variance of 49.316 Sig. 0.286 > 0.05 then the data is normally distributed. Based on the results of the homogeneity in table 1.3, it is known that the significant value is 0.054 > 0.05. So it can be concluded that the data variants of the pre-test and post-test motivational learning questionnaires are the same or homogeneous.

**Tabel 3 Uji homogenitas  
 Test of Homogeneity of Variances**

Motivasi Belajar			
Levene Statistic	df1	df2	Sig.
3,973	1	36	,054

Based on the data above, the results obtained, if the value of sig (2-tailed) < then Ho is rejected and Ha is accepted and vice versa if the value of sig (2-tailed) > 0.05 then Ho is accepted and Ha is rejected. Where the value of sig (2-tailed) = 0.00. So that the value of sig(2-tailed) < 0.05 or 0.00 < 0.05, then Ho is rejected and Ha is accepted. So it can be concluded that there is an average difference between the pre-test and post-test learning motivation questionnaires, meaning that there is an influence of role-playing techniques on the learning motivation of students in class V SDN 89 Uru. Based on these data, it can be said that the use of role playing techniques has an effect on students' learning motivation compared to without using role playing techniques.

If you look at the results of the overall data obtained by the researcher, it can be seen that there are differences in the results of students' learning motivation before using the role-playing technique and the results of learning motivation after using the role-playing technique. Namely, the data from the questionnaire on the learning motivation of students using role-playing techniques is higher than the data from the results of learning motivation without using role-playing techniques. Based on the findings of research on students' learning motivation, it was found that the atmosphere in the class was more fun, not boring, made students more familiar with other friends, could foster students' self-confidence and make students more enthusiastic in learning. This proves that the role playing technique can increase students' learning motivation.

Then it can be seen from the results of students' learning motivation before and after being given treatment. From these results, it can be seen that there are differences in learning motivation before and after being given treatment. Judging from testing the hypothesis test using the t-test formula, the results obtained, if sig(2-tailed) < then Ho is rejected and Ha is accepted and vice versa if the value of sig(2-tailed) > 0.05 then Ho is accepted and Ha is rejected. Where the value of sig(2-tailed) = 0.00. So that the value of sig(2-tailed) < 0.05 or 0.00 < 0.05, then Ho is rejected and Ha is accepted. These results indicate that there is a difference between the pre-test and post-test learning motivation questionnaires, meaning that there is an influence of role-playing techniques on the learning motivation of students in class V SDN 89 Uru. This is in accordance with the results of the study Maryanto et al., (2013) found that students' learning motivation increased after being given treatment in the form of content mastery services with role playing techniques. Students' learning motivation before and after treatment increased by a percentage of 15%.

## CONCLUSION

Based on the results of research conducted on participantsstudents at SDN 89 Uru in the new normal period, it was concluded that role playing techniques were effective in increasing the learning motivation of students at SDN 89 Uru after being treated with significance in the high category because they had an average score of 84.65 with a standard deviation of 7.03 and ideal score 200.

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