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Application of the Role Playing Method to Increase Students' Learning Motivation

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Article Info

Abstract

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Role playing is a learning method used as a learning model in the classroom in order to increase students' motivation towards social studies learning in the classroom. This method is used so that students do not feel bored when learning social studies, by using this learning model it can attract students' motivational enthusiasm for learning social studies. Learning motivation is something that is instilled in a person to always be enthusiastic about participating in learning in the classroom. This motivation can arise with encouragement from other people to move forward to achieve success. The results of the study showed that: the application of the role playing method can increase student learning motivation can be seen from the results of the group assessment, namely in cycle I, namely 70 and in cycle II, namely 89, while in the record the results of increasing learning motivation are shown from the percentage of student completeness in cycle I is 66% while in cycle II is 84%. Based on the results of this study it can be concluded that students' learning motivation in social studies subjects can be increased through the role playing learning method.

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Introduction

In Education is a conscious effort made to develop the personal potential of each individual student. This education can be done anywhere and at any time according to the student's wishes and comfort in carrying out the learning process. Education here is believed to be a strategic tool for improving human life standards. Through education, humans become intelligent and have abilities or skills and have a good personality so they can get along well in society.

The aim of education is an effort to educate and develop the potential within students. By growing in intelligence and personal potential, every student can have knowledge, creativity, be physically and spiritually healthy, have a good personality, be independent, and become a responsible member of society. As science, technology and information progress rapidly, the learning process must always be aligned with all current developments, so that educational goals can be realized or achieved well.

Law Number 20 of 2003 concerning the National Education system states that: "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. Education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens."

The achievement of educational goals really depends on the leadership pattern of the school principal. The school principal here has an important role in achieving educational and learning goals. In leading a school principal must have professionalism in order to achieve educational goals, therefore the principal must play an active role in the planning, implementation, supervision and evaluation process. Increasing the quality of schools is the main goal to be achieved, so the principal's role here is to lead and direct teachers to work professionally in order to improve the quality of students who excel and achieve.

Learning motivation is something that is instilled in students to always be enthusiastic about learning in class. The role of the teacher here in increasing enthusiasm for learning is very influential because the teacher is a reflection of

students moving forward towards their future. According to Zamrat, learning motivation is very important in learning activities, because it exists enthusiasm encourages students to improve learning achievement and vice versa Excitement will weaken learning achievement. Passion is a requirement absolute in learning, a student who studies without enthusiasm (lacking motivation) will not succeed optimally.

Increasing students' learning motivation in social studies subjects in the classroom is still a very big challenge for teachers. Due to the low enthusiasm for student learning in social studies lessons, this occurs because many teachers in the teaching and learning process still use the lecture method in explaining to their students. Therefore, students tend to get bored and sleepy when social studies learning begins so that student learning outcomes in the classroom are less than optimal.

Another factor why students' motivation to learn is very low in social studies subjects is because many of us think that social studies subjects are not very important. Because we don't understand the importance of social studies learning itself. Social studies learning has a very important position in students' lives, because in social studies learning we are taught how we interact with society, the environment, and relate to God.

One learning method that is considered fun and can make students active in the teaching and learning process is through role-playing learning methods (role playing). This role playing learning method is a learning method that provides students with the opportunity to play roles according to the material being taught. By playing roles, students are expected to be able to directly understand the material presented by the teacher and be more active in the learning process and can think critically.

Role playing learning method is a method that can make students active, independent, enjoyable in the learning process and able to form good cooperation between teachers and students, between students and other students. In this case, the role playing learning method makes it easier for students to discover and understand difficult concepts by discussing them with other students. Because the role playing learning method itself will give rise to group activity and collaboration which has

great benefits for creating an atmosphere of togetherness in learning, especially in the classroom.

The aim of applying this role playing method in learning process activities is that students can more easily accept lessons and appreciate their roles, so that the subject matter studied by role playing will be remembered continuously, so learning will become meaningful. When students have embraced their role, students' motivation to learn will arise and increase.

Educational problems have a close relationship with the ongoing teaching and learning process in schools. Learning that takes place in class is able to hone and develop students' abilities, especially in terms of academics, so that students have a broad perspective in their knowledge. Therefore, learning will not run effectively if the learning method still uses the lecture method which tends to make students appear bored and lazy in learning.

Based on the results of observations or pre-research conducted by researchers on August 9 2022 at Nurul Hikmah Blumbungan Larangan Pamekasan Middle School, it was found that there were several problems that frequently occurred and still occur today at this institution, namely the lack of motivation to learn when social studies learning takes place. Such as often taking permission when social studies learning is taking place, often not coming in during social studies learning, many students don't answer when asked , many feel sleepy in class, bored, and many don't pay attention during the learning process. This is because there are still many students who think that social studies lessons are very difficult to learn and understand.

According to Hamzah in Elmirawati, indicators of motivation to learn are the desire and desire to succeed, the encouragement and need for learning, the hope and aspirations for the future, the appreciation for learning, the existence of interesting activities in learning, the existence of a conducive environment that allows a student to study well.

Teachers tend to use the lecture method in class, and teachers only give assignments to their students without paying attention to whether the students understand the material given by the teacher or not. Therefore, there is no response or reciprocity from students towards the teacher. Therefore, with this evidence,

researchers are interested in conducting research with the title "Application of the Role Playing Method to Increase Student Learning Motivation in Class VIII Social Sciences Subjects at SMP Nurul Hikmah Blumbungan Ban Pamekasan".

Method

In conducting this research, researchers used a qualitative approach with the type of Classroom Action Research (CAR). This research method uses the classroom action research (CAR) method, in this research there are cycles that will be used, starting from the planning, action, observation and reflection stages. In general, this research is able to solve problems in increasing students' enthusiasm for learning.

Classroom Action Research (CAR) according to Kemmis & Taggart states that classroom action research refers to each cycle in this research consisting of four stages, namely planning, action, observation (observer), reflection. These four stages constitute one cycle or round, meaning that after the 4th stage it returns to the first stage and so on.

Classroom Action Research (CAR) is closely related to the problems of daily learning practices faced by teachers. Classroom Action Research (CAR) is a form of research that is reflective in nature by carrying out certain actions in order to improve or increase learning practices in the classroom in a more professional manner.

In its implementation, this research was carried out in collaboration between researchers and subject teachers. In this case, researchers collaborate with teachers with the aim of making research easier. This research aims to solve problems and improve learning that occurs in the classroom.

Result and Discussion

This Classroom Action Research (CAR) was carried out at Nurul Hikmah Blumbungan Larangan Pamekasan Middle School, with a total of 38 students, 17 boys and 21 girls. The research was conducted over 4 meetings or 2 weeks. This research aims to obtain the results of classroom action research which seeks to understand the increase in students' level of learning motivation through the use of

the *Role Playing learning method* in class VIII social studies at SMP Nurul Hikmah Blumbungan Larangan Pamekasan.

The pre-action stage is carried out before the research action, the aim of this stage is to find out problems in social studies learning. This stage consists of observing and observing the social studies learning process for class VIII at Nurul Hikmah Blumbungan Larangan Pamekasan Middle School.

1. Pre-Action Stage

The pre-action stage is carried out before the research is carried out. The purpose of this pre-action holding is to find out problems in social studies learning. This stage consisted of initial observations by conducting an interview with the social studies teacher and several students as a sample from class VIII of SMP Nurul Hikmah Blumbungan Larangan Pamekasan and observing the learning process carried out by the teacher in the classroom. Interviews were conducted with teachers regarding the following matters:

a. Can the learning models and methods used by teachers increase student motivation in social studies subjects?

b. What media does the teacher use when the learning process takes place?

c. What is the behavior or attitude of students when social studies learning takes place?

d. What obstacles do teachers encounter in the learning process in class VIII?

The interviews conducted with students were as follows:

a. How do students feel when taking social studies lessons in class?

b. How do teachers teach when in class?

c. What are the obstacles for students in learning social studies lessons?

d. What kind of learning do students expect when studying social studies?

Interview activities and class observations began on Tuesday, October 18 2022. Based on a series of observation activities, the following problems were identified:

a. The methods used by teachers tend to use assignments and lecture methods. So students seem bored when participating in social studies learning in the classroom.

b. There are still many students who are afraid to ask questions and express their opinions about the material taught by the teacher.

c. When completing an assignment given by the teacher, students tend to copy.

d. Of the 38 students, only 6 students really paid attention and understood the teacher's explanation.

e. Students' facial expressions tend to show boredom and confusion regarding the explanation of social studies material that the teacher provides.

On October 18 2022, Tuesday, researchers conducted interviews with social studies subject teachers to determine the level of student motivation in social studies subjects. After conducting observations and interviews with social studies teachers, the researcher socialized social studies learning using the *Role Playing learning model* and the learning steps that the researcher would carry out to students.

The results of the researcher's interview with the social studies subject teacher were that the teacher said that he had used the lecture method in classroom learning, but there were still many students who found it difficult to understand the teacher's explanation of the material being taught. The researcher took material about the Plurality of Indonesian Society, because this material was material proposed by the school for researchers. This material is suitable to be taught using the *Role Playing learning method* , it will be easier for students to understand and practice it well because this material concerns everyday life. By using the *Role Playing method* , students will be happier and less bored because this method involves playing roles such as drama in front of the class according to their respective groups and developing their creativity.

2. **Cycle I Implementation Stage**

a. **Planning Stage**

Action planning is carried out before taking action in class. The things carried out at this stage include:

1) Create a Learning Implementation Plan (RPP), which is implemented in cycle I according to the material to be taught.

2) Create research instruments consisting of questionnaire sheets about learning motivation and role playing methods, documentation tools.

3) Prepare teaching materials about the plurality of Indonesian society using the *role playing method*

b. Implementation stage (Action)

The implementation of the first cycle of action was held in two meetings on Wednesday, 19 October 2022 and on Monday, 24 October 2022 with the material "Plurality of Indonesian Society". The following are details of implementing actions in cycle I:

1) First meeting of cycle I

a) Preliminary activities

1. Researchers said greetings and good morning then prayed together.

2. Researchers check student attendance.

3. Researchers carry out apperception to remember previous material.

b) Core activities

1. The researcher started the lesson by asking students to open a book about the plurality of Indonesian society.

2. The researcher explains to students in basic terms the plurality of Indonesian society and provides examples of how to practice the *role playing method* in this material.

3. Researchers asked students to form groups consisting of 6 groups (with a lottery system).

c) Closing

1. Researchers asked students to reflect on the learning process related to mastery of the material

2. Researchers provide information to students about planned activities at the next meeting.

3. The first meeting in cycle I closed with prayer.

2) Second Meeting of Cycle II

In order to find out the level of students' learning motivation during the learning process at the first meeting in cycle I, at this second meeting the students were asked to practice their work with groups and the researcher gave a *reward* to the group that performed well. Then students were given questionnaire questions by the researcher and also given a group assessment form. After everything was finished, the researcher ended the lesson by reading a prayer together and greetings.

c. Observation Stage (Observation)

These observations are carried out during learning activities. There are several observations made in this research, namely observations of students' learning motivation when practicing their assignments using the *role playing method* .

From the results of observations carried out during the implementation of social studies learning actions using the *Role Playing approach,* it was obtained that each group's presentation gave rise to Role playing indicators.

Table 4.1 Standards for assessing student learning motivation in cycle I

No	Rated aspect	Assessment of the 2nd meeting		Total	Note
		I	II		
1	Students feel happy and follow the lesson	2	3	5	Good
2	Students are active in participating in learning	2	3	5	Good
3	Students are enthusiastic in participating in learning	2	2	4	Enough
4	Students do not postpone assignments from the teacher	2	3	5	Good
5	Students listen to the teacher's explanation	2	3	5	Good
6	Students take notes on the material that has been presented	2	3	5	Good
	Amount	1 1	17	28	

Note: p = meeting
Score criteria: Total score scale:
1=bad   1 – 2 = Not good
2=moderate   3 - 4 = Fair
3=good   5 – 6 = Good
4=very good   7 – 8 = Very good

Table 4.2 Student observation sheet (group)

No	*Role Playing* Stages	Group 1 %	2 %	3 %	4 %	5 %	6 %	Average %	Category
1	Developing students' thinking, learning means constructing their own knowledge	70	70	70	70	70	70	70	Good
2	*role playing* activities	70	70	70	70	70	70	70	Good
3	Develop an attitude of curiosity by asking questions	75	67	6 9	67	6 7	69	69	Enough
4	Creating learning motivation	75	69	69	69	69	69	70	Good
5	Reflect	81	6 9	75	81	6 3	63	72	Good
6	Carrying out an Assessment	6 3	62	63	63	88	88	71	Good
	Cycle Percentage							70	Good

The values in the observation sheet above were obtained by the researcher from the results of the teacher's assessment when the researcher was taking action on students in the classroom by applying the *role playing method* .

Table 4.3 Observation Sheet Notes on Student Learning Motivation Based on Questionnaire

No	Name	Total Score	Percentage
1.	Ahmad Firdaus	43	72%
2.	Andreyanto	42	70%
3.	Anisatul Badriyah	43	72%
4.	Anis Sholehah	42	70%
5.	Aulia Ramadani	43	72%
6.	Bahtiar Lubies	30	50%
7.	Badrul Komar	21	35%
8.	Dita Fara Saras Wati	43	72%
9.	Elya Shofa Azkia	47	78%
10.	Erina Istiqfaroh	40	67%
11.	Ferdian Aldo D.	33	55%
12.	Habbal Iflah Hamdani	42	70%
13.	Hafidatur Rahmah	42	70%
14.	Hoirul Korimah	37	62%
15.	Holifatun Nisak	36	60%
16.	Ina Albina	42	70%
17.	Imroatul Hasanah	41	68%
18.	Izatin Nabila	51	85%
19.	Jihan Norhidayanti	44	73%
20.	Khoiriyatus S.	41	72%

21.	Kholifatus Sholihah	48	75%
22.	Misyadi	42	70%
23.	Mohammad Fajar K.	38	63%
24.	Naila Kamila	45	75%
25,	Natasya Aulia	43	72%
26.	Nisar Akbar	22	37%
27.	Nor Kholis	43	72%
28.	Nurul Kanita Amelia	40	67%
29.	Dani's achievement	42	70%
30.	Ririn Kurniawati	43	72%
31.	Risky Ainur Rahman	51	85%
32.	Riva Ardi Firansyah	47	78%
33.	Syamsul Arifin	37	62%
34.	Siyada Navilia	42	70%
35.	Suwaibah	48	75%
36.	Umar Faruq	43	72%
37.	Wiwid Indahwati	21	35%
38.	Yulia Agustina	19	31%
Average		39.9	66%

From the results of the student learning motivation questionnaire in cycle I in the table above, it shows that 25 students have high motivation in learning. However, there are still students who are classified as low in motivation, namely 13 students. Obtaining student learning motivation scores at the end of cycle I shows that the percentage of student completion is 66%.

d. Reflection

Based on the evaluation results in the implementation of action cycle 1, the observation stage took place together with the implementation of the action. Researchers made direct observations of students' practical implementation of pluralism in Indonesian society. The lack of achievement of student activity indicators during the learning process in cycle 1 included three groups who had not completed their assignments which they wanted to present and a lack of attention to other groups.

The good category is seen in students practicing *role playing* and answering questions from researchers and other groups. The results of reflection from the implementation of cycle I actions become the basis for implementing cycle II actions so that they are better than before. It is hoped that the implementation of cycle II actions can increase students' learning motivation towards social studies subjects.

The results of the reflection from the implementation of cycle I actions will later become the basis for planning the implementation of cycle II actions so that they are better and more perfect than before. In implementing the second cycle of action, it is hoped that it will improve students' learning motivation abilities, as well as students being able to think critically and achieve the criteria for success in the action. Following are some of the advantages and disadvantages of the results of teaching and learning activities in cycle I.

1) Lack
    a) Students are still not used to using learning using the *role playing learning model* . We can see this from several groups who do not understand what *role playing techniques* are like, so that during the presentation there are several groups who are seen just reading the text without acting out the characters in the script. And there were also three groups of students who did not complete the assignments from the researchers, and had not completed their manuscript assignments.

b) Lack of response from students in class, not active in asking questions or expressing their opinions. Most people tend to only be active and smart students who are able to answer questions in class and give their opinions.

c) The lack of mastery of researchers in the classroom means that some students are less enthusiastic and tend to joke around during the learning process.

2) The solution

a) Students are guided by researchers and given examples of how to present their assignments using this *role playing method* . Then, after the researcher has finished giving examples of how to play this role, the researcher will ask the students again to what extent the students understood the researcher's explanation, whether they can understand it or whether there are still difficulties. If it is felt that there are no more obstacles, the researcher continues to give assignments to the students to be presented with their respective groups at the next meeting.

b) One of the ways used by researchers to raise the enthusiasm of students in the classroom is to give direction to students, and also inform students that a good presentation will be given by the researcher as a form of appreciation for students who have been serious in carrying out the assignment. has been provided by researchers.

c) Researchers are more firm in giving *punishment* to students who are not serious in class.

3) Excess

a) The teacher uses a new learning method, namely *role playing* , which has never been applied by previous subject teachers.

b) Teachers must patiently guide their students in the learning process.

c) The steps in the RPP have generally been implemented.

3. Cycle II Implementation Stage

a) Planning Stage

1. Create a Learning Implementation Plan (RPP), which is implemented in cycle I according to the material to be taught.

2. Create research instruments consisting of questionnaire sheets about learning motivation and role playing methods, documentation tools.

3. Prepare teaching materials about the plurality of Indonesian society using the *role playing method*

b) Implementation Stage (Action

The implementation of the first cycle of action was held in two meetings on Wednesday, 26 October 2022 and on Monday, 31 October 2022 with the material "Social Mobility". The following are details of implementing actions in cycle I:

2) First Meeting of Cycle II

a) Preliminary activities

1. Researchers said greetings and good morning then prayed together.

2. Researchers check student attendance.

3. Researchers carry out apperception to remember previous material.

b) Core activities

1. The researcher started the lesson by asking students to open a book about Social Mobility material.

2. The researcher explains to students the basics of Social Mobility material and provides examples of how to practice the *role playing method* in this material.

3. The researcher asked students to sit with their respective groups.

c) Closing

1. Researchers asked students to reflect on the learning process related to mastery of the material

2. Researchers provide information to students about planned activities at the next meeting.

3. The first meeting in cycle I closed with prayer.

3) Second meeting of cycle II

In order to determine the level of students' learning motivation during the learning process at the first meeting in cycle I, at this second meeting the students were asked to practice their work with the group and the researcher gave an applause of appreciation. to groups that perform well. Then students were given questionnaire questions by the researcher and also given a group assessment form. After everything was finished, the researcher ended the lesson by reading a prayer together and greetings.

c) Observation Stage (Observation)

The observation or observer stage is carried out during the learning process. Several observations made in this research include observations of teacher activities in implementing the *role playing learning method* , and observations of students in carrying out social studies learning using *role playing* to increase students' learning motivation towards social studies subjects.

Table 4. 4 Standards for assessing student learning motivation in cycle II

No	Rated aspect	Assessment of the 2nd meeting		Total	Note
		I	II		
1	Students feel happy and follow the lesson	3	5	8	Very good
2	Students are active in participating in learning	4	4	8	Very good
3	Students are enthusiastic in participating in learning	3	5	8	Very good
4	Students do not postpone assignments from the teacher	3	4	7	Very good
5	Students listen to the teacher's explanation	4	4	8	Very good
6	Students take notes on the material that has been presented	3	5	8	Good
	Amount	20	2 7	47	

Note: p = meeting

Score criteria: Total score scale:
1=bad   1 – 2 = Not good
2=moderate   3 - 4 = Fair
3=good   5 – 6 = Good
4=very good   7 – 8 = Very good

Table 4.5 Student Observation Sheet (group)

No	*Role Playing* Stages	Group						Average	Category
		1	2	3	4	5	6		
		%	%	%	%	%	%	%	
1	Develop students' thinking	92	83	83	92	83	83	86	Very good
2	*role playing* activities	100	92	96	88	83	100	93	Very good
3	Develop an attitude of curiosity by asking questions	88	88	88	88	88	88	88	Very good
4	Creating motivation to learn	88	81	81	8 8	8 1	81	83	Very good
5	Reflect	88	100	100	100	88	88	94	Very good
6	Carrying out an Assessment	100	75	88	88	88	100	90	Very good
	Cycle Percentage							89	Very good

Table 4.6 Notes on cycle II student learning outcomes based on questionnaire

No	Name	Total Score	Percentage
1.	Ahmad Firdaus	54	90%
2.	Andreyanto	54	90%
3.	Anisatul Badriyah	54	90%
4.	Anis Sholehah	54	90%
5.	Aulia Ramadani	54	90%
6.	Bahtiar Lubies	54	90%
7.	Badrul Komar	33	55%
8.	Dita Fara Saras Wati	54	90%
9.	Elya Shofa Azkia	54	90%

10.	Erina Istiqfaroh	54	90%
11.	Ferdian Aldo D.	33	55%
12.	Habbal Iflah Hamdani	54	90%
13.	Hafidatur Rahmah	54	90%
14.	Hoirul Korimah	54	90%
15.	Holifatun Nisak	33	55%
16.	Ina Albina	54	90%
17.	Imroatul Hasanah	54	90%
18.	Izatin Nabila	54	90%
19.	Jihan Norhidayanti	54	90%
20.	Khoiriyatus S.	54	90%
21.	Kholifatus Sholihah	54	90%
22.	Misyadi	54	90%
23.	Mohammad Fajar K.	54	90%
24.	Naila Kamila	54	90%
25,	Natasya Aulia	54	90%
26.	Nisar Akbar	33	55%
27.	Nor Kholis	54	90%
28.	Nurul Kanita Amelia	54	90%
29.	Dani's achievement	54	90%
30.	Ririn Kurniawati	54	90%
31.	Risky Ainur Rahman	54	90%
32.	Riva Ardi Firansyah	54	90%
33.	Syamsul Arifin	54	90%
34.	Siyada Navilia	54	90%
35.	Suwaibah	54	90%
36.	Umar Faruq	54	90%
37.	Wiwid Indahwati	33	55%
38.	Yulia Agustina	33	55%

	50.7	84%

From the results of the student learning motivation questionnaire in cycle II in the table above, it shows that 32 students have high motivation in learning. However, there are still students who are classified as low in motivation, namely 6 students. Obtaining student learning motivation scores at the end of cycle II shows that the percentage of student completion is 84%,

d) Reflection

Based on the results of the evaluation and analysis of the implementation of the actions in cycle II, the learning actions in cycle II can be said to be better than before, because during the learning process at the last meeting there were no longer any students joking around during the social studies learning process, it was even visible. It is clear from the looks on the students' faces that they are starting to be happy and have high enthusiasm for learning social studies.

This observation stage is carried out during the action implementation process. Researchers here carry out direct observations of the implementation of learning using the *role playing* learning method to increase students' learning motivation in social studies subjects.

Based on the results of the evaluation and analysis of the implementation of actions in cycle II, it can be seen that there is progress from the implementation of previous actions, namely in cycle I, the implementation of the learning process carried out by teachers can generally be said to be better than before. The following are the teacher's strengths and weaknesses in the second cycle learning process as a result of reflection.

1) advantages in the learning process

   a) The teacher uses a more interesting learning technique or method, namely using the *role playing method* so that it does not only refer to lecture and discussion methods.

   b) Students are more motivated and enthusiastic, and more active in the social studies learning process.

c) *role playing* learning method is optimal.

d) The presentations given by student groups are regular and can be said to be able to appreciate the characters played by all groups.

e) The average percentage value of student learning outcomes in cycle II shows an increase compared to cycle I due to using the role *playing learning method* .

f) The teacher patiently guides students in the social studies learning process.

g) The steps in the RPP have been implemented well.

role playing method learning process are that there are still some students who talk to their friends.

In this sub- chapter , the application of the role playing method is explained to increase the learning motivation of class VIII d students at Nurul Hikmah Blumbungan Larangan Pamekasan Middle School.

1. ***Role Playing* Method to Increase Learning Motivation for Class VIII Students at Nurul Hikmah Blumbungan Prohibition Pamekasan Middle School**

    By applying the *role playing method* in this social studies subject, it starts with a teacher learning model which is applied through role playing so that it is able to break the silence in the classroom.

    It is hoped that this kind of learning model can make students more active and more creative in social studies subjects. Because in carrying out a task, students must be able to understand what this *role playing method* is like so that when students are given an assignment by the teacher, the student will be able to present their assignment well.

    During the implementation of the first cycle of actions in conditioning the research class, it did not go well, there were still some students talking and joking in class, and there were some students who often asked permission to go in and out of the bathroom. We can see that there are still students who don't like social studies learning who are considered bored because previous teachers still used the lecture method in delivering

learning. In the implementation of cycle I, there were still some students who were reluctant to ask questions and express their opinions.

In cycle II, the researcher will improve actions based on the reflection results obtained in cycle I. So, with cycle II, it is hoped that students will be accustomed to and able to complete assignments in social studies subjects. The increase in student learning motivation can be seen from the standard student assessment instrument, namely in cycle I the total score scale was 28, while in cycle II it was 47 and from the results of the average student learning outcomes which experienced this increase from cycle I was 66% to 84% in cycle II.

2. *Role Playing* **Method Can Increase the Learning Motivation of Class VIII Students at Nurul Hikmah Blumbungan Prohibition Pamekasan Middle School**

The learning results in cycle II using the *role playing method* show that students' learning motivation for social studies subjects is good. Students respond to the learning provided by the researcher by paying attention to the researcher's explanations and carrying out group assignments given by the researcher. Students have also started to be active in providing responses or rebuttals from other groups, not feeling embarrassed to ask questions if there is something they do not understand.

One of the things that is interesting and makes a difference in learning according to students is that the method used by the researcher is not just watching the explanation, but rather practicing by playing roles which must be explored in depth according to each character. This *role playing* method makes students more active and less bored when social studies learning takes place in the classroom.

Students' interest in group learning has a big influence on students' thinking and creative abilities. With group learning, students can practice cooperation to exchange each other's thoughts and ideas regarding the assignments given by the teacher. Based on data obtained from the

assessment of group learning outcomes, there was an increase shown in cycle I by 70 to 89 in cycle II.

Conclusion

Based on the previous chapter, researchers can draw the following conclusions: Role playing method is applied to make students more active and more creative in social studies subjects. The researcher instructed the students to gather with their groups, then the researcher gave the opportunity to one of the groups who was ready to come forward to practice the tasks that had been given by the previous researcher. The other group listened and prepared a question for the group that was practicing, and the group that was practicing answered the question from the questioner. By carrying out this assignment, we can see an increase in students' learning motivation from the enthusiasm and enthusiasm of students in participating in social studies learning through the application of role playing learning methods in the classroom.

Role playing method can increase student learning motivation, which can be seen from the results of the group assessment, namely in cycle I, namely 70 and in cycle II, namely 89, while in the notes the results of increasing student learning motivation as shown by the percentage of student completion in cycle I were 66%, whereas in cycle II, namely 84%. It can be concluded that students' learning motivation in social studies subjects can be increased through the role playing learning method . This can also be seen from students' enthusiasm in participating in social studies learning.

Suggestion

For school principals, giving direction to apply the *Role Playing method* to increase student motivation is very important and necessary to make students enthusiastic and happy in the learning that will be taught. Teachers are expected to be more creative in implementing good learning methods in order to foster students' interest in learning so that students' motivation is high. IAIN Madura, the results of this research can later be used as a basis for students in developing this research and as very important reference material for the IAIN Madura library so that the results of this research can be followed up by other researchers for scientific development.

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