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**Efforts to Increase Elementary Students' Interest
in Learning through the Implementation of
Role Playing Strategies in Learning Indonesian at SD/MI**

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Abstract

Boredom in the learning process is not something that is rarely encountered in class. It is hoped that with the right learning strategy it can attract students' attention and increase students' enthusiasm and interest in learning, therefore the right strategy is needed so that students are not bored and bored when learning is in progress. This paper aims that learning strategies, especially learning strategies for Role Playing can minimize student boredom and create an exciting classroom atmosphere. The type of this research is qualitative using data collection techniques in the form of observation and documentation. From this study it can be found that: (1) students participate actively and focus on playing a role, (2) students seem happy when playing a character/role in the fictional story.

Keywords: Interest in Learning, Role Playing, Learning Strategies.

PRELIMINARY

Indonesian has a very important role for the life of society, nation and state. Indonesian also has an important role in the world of education. This is implemented in the learning process or teaching and learning activities. Indonesian language learning aims to improve students' ability to use Indonesian in everyday life, both in the school environment and in their home environment. Indonesian language learning is directed at increasing students' ability to use Indonesian properly and correctly which includes four aspects of skills, namely listening, speaking, reading, and writing. The four types of skills are of course interrelated with one another (Hasibuan, 2018).

The learning process is one of the important elements to achieve success in education. It is in the learning process that there is a transfer of knowledge and values. When the learning process takes place, there is interaction between the teacher and students which makes it possible for the teacher to be able to recognize the characteristics and potential of students. To be able to recognize and develop students' potential, of course, positive classroom conditions are needed (Fiteriani, 2015).

One of the important efforts that can be made by the teacher to arouse enthusiasm for learning is to design learning to be a pleasant atmosphere. Learning is said to be fun if there is an atmosphere that is relaxed, free from pressure, safe, interesting, awakens interest in learning, full involvement, students' attention is devoted, learning environment is interesting, enthusiastic, feelings of joy, high concentration. Therefore, to be able to create such a learning atmosphere, the teacher can use the Role Playing learning strategy.

The Role Playing learning model is a method that involves interaction between two or more students about a topic or situation. Students perform roles according to their respective characters. They interact with each other by carrying out open roles. This method can be used in practicing the new lesson content. Students are given the opportunity to demonstrate a role so as to find possible problems that will be encountered in actual implementation. This method requires the teacher to examine the shortcomings of the role played by students.

This method involves a lot of students to talk through conversational activities and activities in a drama activity, so that students enjoy learning. This method has added value, namely: (1) can guarantee the participation of all students and provide equal opportunities to demonstrate their ability to work together to succeed and, (2) the game is a fun experience for students (Mabruri & Aristya, 2017).

Based on the explanation above, it can be seen that to create a pleasant classroom atmosphere, it is necessary to have an idea from the teacher in the form of a learning strategy that can attract students' focus so as to increase students' enthusiasm and interest in the material that will be delivered by the teacher.

METHOD

This study used qualitative research, using observation, documentation and interview methods, which was carried out at Bandar Khalipah Jalan Pasar 11 Gang Amal Public Health Center, on March 9 2023. The subjects of this study were fifth grade elementary school students, totaling 2 female students. This activity is an implementation or application of the Role Playing learning strategy, during the implementation the researcher also makes observations of students based on what the researcher will achieve, in the form of students' interest in the material presented and the enthusiasm of students in implementing the Role Playing strategy.

FINDINGS AND DISCUSSION

Role playing is a method that puts internalization between two or more students about a topic or situation. Students carry out their respective roles in accordance with the main points they believe in. They interact with other roles openly (Yamin, 2007). Role Playing Strategy can also be interpreted as a way of mastering materials through the development and appreciation of students. The development of imagination and appreciation is carried out by students by playing them as living figures or inanimate objects. With this role-playing activity, it will make students more absorbed in their acquisition. Some things that need to be considered in implementing this Role Playing strategy are determining the topic, determining the cast members, making worksheets, and carrying out role playing (Djamarah, 2005).

Role playing is a learning method that aims to help students find themselves (identity) in the social world and solve dilemmas with the help of groups. This role-playing process can provide life examples of human behavior that are useful as a means for students to: (a) explore their feelings, (b) gain inspiration and understanding that affect their attitudes, values and perceptions, (c) develop skills and attitudes in solving problems, (d) explore subjects in various ways (Junaidah, 2022).

The steps that must be taken are to create learning scenarios using the Role Playing strategy which includes the steps that will be carried out by the teacher and what will be done by students by first analyzing the learning material (Kartini, 2007). The technical procedures for Role Playing are as follows: (a) preparation/warm-up (b) selecting roles, (c) arranging classrooms, (d) preparing observers, (e) playing roles, (f) discussion and evaluation, (g) share experiences and conclude (Silberman, 2007).

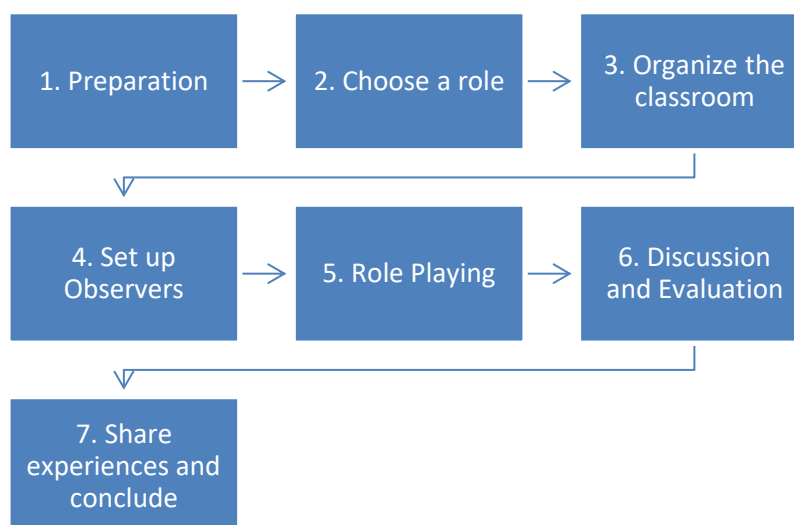


Figure 1. Schematic of the Role Playing Learning Strategy Steps.

Based on the above scheme, the following is an explanation based on the steps in using role playing learning strategies: (1) preparation, the teacher explains to students about the material types of fictional stories and their elements, then the teacher gives a story packaged in the form of a scenario or dialogue text used for role playing, (2) choosing roles, the teacher assigns students to divide the roles in the dialogue text and the teacher explains the rules of role playing, and at this stage the teacher gives examples of role playing based on existing scenarios, then the teacher invites students to practice and understand the contents of the story being played, (3) organize the classroom, the teacher and students organize the classroom so that it is always tidy and looks conducive so as not to disturb other classes, (4) prepare observers, the teacher asks some students to observe and pay attention to friends who are playing a role, (5) playing a role, the teacher calls students randomly to play a role based on a predetermined story, (6) discussion and evaluation, the teacher gives praise and rewards to groups that have shown their performance, (7) share experiences and concluding, finally the teacher asks students to conclude what they know from the results of the role playing.



Figure 2. Learners are playing a role.

There are several supporting factors in the Role Playing strategy, including: (a) simple props, while the tools used for role playing are props that are in accordance with the theme that will be conveyed by the teacher, thus helping the teacher to carry out the Role Playing strategy this well, (b) a conducive place to play a role (Sulistawati & Putra, 2019), (c) the ability of teachers, teachers should have several abilities

that can support success in carrying out teaching and learning activities. A teacher is required to be able to master the subject matter content that will be delivered in teaching. Teachers must be able to manage students well, develop teaching strategies that are applied, conduct evaluations and guide their students well (Arifin, 2017), (d) positive enthusiasm from the students themselves in participating in learning (Diarini, 2021). Then the inhibiting factors in the role playing strategy, including: (a) the attitude of students who are still shy when appearing in front (Hafiyah, 2020), (b) the material submitted must be in accordance with the time available (Sagala, 2003), (c) classrooms that are relatively narrow and inadequate, (d) difficulties in choosing material that is suitable for students (Suardi, 2022).

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the Role playing learning strategy is very effectively used to increase the enthusiasm and interest in learning of students and is able to attract students' full attention to the material that will be delivered by the teacher. Because actually children will prefer to learn while playing, therefore this role playing strategy is very suitable for use at the MI / SD level.

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