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The Effect of Role Playing Learning Methods on Students' Social Sensitivity

Khosrumiya, Nurul Hidayati[1*], Santoso[2] & Ismaya, Erik Aditia[3]

[1,2,3]Faculty of Teacher Training and Education, Universitas Muria Kudus, Indonesia

*Corresponding author email: nurulhidayati85.nh@gmail.com

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Abstract: The aims of this study were to analyze the effect of Role Playing on Social Sensitivity in Grade IV Elementary School. The approach used in this research is quantitative, with data collection techniques being tests, questionnaires and interviews. The population of this study was 208 elementary school fourth-grade students, which then obtained a sample of 150 students. The hypothesis test results indicate an effect of the Role-Playing method on the Social Sensitivity of the Fourth Grade Elementary School students. This is based on the t-test value = 21.942 > 1.681 and the Sig (2-tailed) value obtained = 0.000 <0.05. In conclusion, there is an influence of Role Playing on Social Sensitivity in Grade IV Elementary School.

Keywords: Role-Playing, Critical Thinking, Social Sensitivity

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Setiawan, 2020). Many obstacles hinder the achievement of these goals. These problems include incompetent human resources as educators, limited educational facilities and issues in various fields of life that affect education in our beloved country (Zulfikar, 2010).

Current technological developments make teachers more dominant as facilitators and motivators in learning. In addition, students can easily find learning resources from the surrounding environment through Information and Communication Technology (ICT) devices. However, behind these technological developments, new problems arise, especially regarding social attitudes and student activity. Attitudes that seem to be fading in the current generation include Social Sensitivity. To change this situation, educators must take the initiative of educators to create meaningful and fun learning so that students can cultivate social sensitivity and improve their critical thinking skills, especially social sensitivity. These efforts include using cooperative learning methods so that students will interact and work with their friends. The appropriate way of which is Role-Playing.

Role Playing is a way of mastering subject matter by developing the imagination and appreciation of students. Students carry out the development of creativity and gratitude by playing them as living or dead characters. More than one person generally plays this game (Ratheeswari, 2018). The given problem is used as a stimulus for students to work together to solve the problem before students learn the material related to the problem. Based on the description above, the researcher sees that it is essential to find out how much influence the Role-Playing method has on the Social Sensitivity of students to overcome the problems above. This study aimed to analyze how much influence the Role-Playing method had on the students' social sensitivity. Through the results of this study, it is hoped that teachers will get alternative solutions to improve the quality of their learning, especially regarding aspects of the social sensitivity of students.

2. Literature Review

According to Tusaroh & Juhji (2020), the role-playing method is a learning method that asks students to carry out a role according to the scenario that has been prepared. The goal is to achieve the competencies needed in learning. The application of the Role-Playing method in learning aims that students can appreciate what role they play and put themselves in the situation of the other person they are playing (Greco, 2009). According to Bhattacharjee (2014), the purpose of role-playing is so that students can understand the feelings of others, place themselves in other people's situations, and understand and respect differences of opinion.

*Corresponding author: nurulhidayati85.nh@gmail.com
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Based on the description above, it can be concluded that Role Playing is a learning method that prioritizes aspects such as motor, cognitive, affective, and social skills, as well as other aspects that are packaged through role-playing activities by transforming them into real-life situations of students. As a result, it is hoped that students will be able to become independent, skilled, and creative individuals and solve problems in their lives in the future (Daskova et al., 2020). Humans are social creatures who cannot live alone and must interact with other creatures. According to Na'im (2015), Social Sensitivity is behaviour, actions that individuals do to interact with other people and can adjust to the group to provide comfort for those around them.

According to Bender et al., research, social sensitivity is how the relationship between peers in childhood as individuals with adults at school is not the primary lesson value, but their behaviour in the classroom at that time and the quality of their social relationships with children-child (Bender et al., 2012). Social sensitivity depends on each individual. The more open a person is, the easier it is to understand other people's feelings. According to Boyatzis, Gaskin, & Wei (2015), the dimensions of social sensitivity consist of three competencies, namely 1) Empathy: Understanding the feelings of others and being able to give active attention to the problems experienced by others by helping to solve them, 2) Organizational Awareness: Reading the emotional state of the group and the strength of the relationship between others, 3) Service Orientation: Anticipating, recognizing, and meeting customer needs.

Another opinion, according to Budyartati (2016), regarding aspects of children's social sensitivity is divided into 7, namely 1) Children's sensitivity to the feelings experienced by others, 2) Children's ability to distinguish problem structures, 3) Ability to analyze problems, 4) Ability to solve problems and logical thinking, 5) The ability to build creativity, 6) The ability to express thoughts, feelings, and ideas to others and 7) The ability to communicate and cooperate with others. It can be concluded that the notion of social sensitivity is the ability of a person to react quickly and precisely to specific situations or objects around him. Therefore, this study hypothesis that the role-playing method has an effect on the Social Sensitivity of Students.

3. Methodology

The research design used in this research is quantitative research with experimental methods. This research approach is used to determine the effect of Role Playing on the Social Sensitivity of Fourth Grade Elementary School Students. The population in this study was the fourth-grade elementary school students in the Karang Kusuma Mranggen Cluster, Demak Regency, which amounted to 208 students, which were used in this study, were 150 students. The independent variable (X) is the role-playing method, and the dependent variable (Y) is the students' social sensitivity. Data collection techniques in this study used the methods of tests, questionnaires and interviews. Data analysis includes instrument testing (validity and reliability test), data description, analysis prerequisite test (normality and homogeneity test), hypothesis testing t-test, and N-gain.

4. Results

The classical assumption test was carried out as an initial requirement before testing the research hypothesis. In addition, two prerequisite tests will be used, namely normality and homogeneity tests.

Table 1: One-Sample Kolmogorov-Smirnov Test Normality Test for Role-Playing Variables (X) and Student Sensitivity (Y)

Score	Class	Tests of Normality					
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Role Playing- Social sensitivity	.182	19	.098	.903	19	.055
Post-test	Role Playing- Social sensitivity	.132	19	.200*	.957	19	.507

Based on Table 1, it can be seen that the value of Sig. (2-tailed) is 0.055 > 0.05 for the Pre-test and 0.507 > 0.05 for Post-test according to the basis of decision making on the Kolmogorov-Smirnov normality test. It can be concluded that the role-playing variable data (X) on Social Sensitivity (Y) is normally distributed. In Table 2, it can be seen the significance value (Sig.) of SPSS Version 25 output with a Sig. value. 0.109 >0.05. From these results, it can be concluded that the observed data have the same variance or are homogeneous.

Table 2: Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	2.172	3	99	.096

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Results	Based on Median	1.768	3	99	.158
	Based on Median and with adjusted df	1.768	3	90.909	.159
	Based on trimmed mean	2.073	3	99	.109

Table 3 shows that the average score obtained in the pre-test was 18.45, while the post-test result was 40.00. Therefore, it can be concluded that there is an average difference between the two observations.

Table 3: Statistic Group

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Pre-Test	22	18.45	3.851	.821
	Post-Test	22	40.00	2.526	.539

Based on Table 4, it can be seen that the value of sig (2-tailed) = 0.000 <0.05, and t arithmetic > t-table is 21.942 >2.01808 (df = 42) so that the hypothesis (Ha) is accepted and (H0) is rejected. This means that there is an influence of the role-playing method on the Social Sensitivity of fourth-grade elementary school students.

Table 4: SPSS Result of the Hypothesis Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	4.073	.050	21.942	42	.000	21.545	.982	19.564	23.527
	Equal variances not assumed			21.942	36.248	.000	21.545	.982	19.554	23.536

Based on Table 5, it can be described that the average value of N-Gain for the Experiment class is 0.6842 with moderate criteria. N-Gain % for Experiment class is 68 with quite effective interpretation. It can be concluded that role-playing increases the Social Sensitivity of Class IV Elementary School Students with moderate criteria.

Tabel 5: N-Gain Test Result

Score	Class	
	Experiment	Control
Mean	68.4219	6.1136
Minimum	55.88	-4.55
Maximum	80.65	25.00
N-Gain	0.6842	0.0611
Criteria	Moderate	Low
N-Gain%	68	6
Interpretation	Effective enough	Ineffective

5. Discussion

The research data shows an increase in the average value of Social Sensitivity of students from 18.45 in the pre-test to 40.00 in the post-test after the implementation of Role Playing. The results of the t-test test also show the value of Sig. (2-tailed) = 0.000 <0.05, meaning that role playing influences the Social Sensitivity of Class IV Elementary School students. The N-Gain test shows that Role-Playing effectively increases social sensitivity in the moderate criteria. These results are supported by the opinion of several experts and similar research done previously. In line with the opinion of

Bhattacharjee & Ghosh (2013), role-playing is dramatizing and expressing one's behaviour, expressions, and movements in social relations between humans. According to Craciun (2010), the purpose of Role-Playing is so that students can understand the feelings of others, place themselves in other people's situations, and understand and respect differences of opinion. The results of this study are also in line with the statement of Burenkova et al. (2015) that the role-playing model is a teaching method in which students are assigned the task of the teacher to dramatize a social situation that contains a problem so that students can solve a problem that arises from a social situation. This study's results follow research conducted by Nuraeni, Soepriyanto, & Husna (2020) that shows that the attitudes of students in the experimental class have increased after the implementation of Role-Playing. Based on the results of the research, the opinions of experts and relevant research, it can be concluded that there is a relatively effective influence of the role-playing method on the Social Sensitivity of the fourth-grade elementary school students in the medium category.

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Conflict of Interest

The authors declare no conflicts of interest.

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