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The Role of the Socio-Drama Type Role Playing Learning Model in Social Studies Learning on Student Creativity at SMPN 1 South Tangerang City

Danang Seta Widjaya¹, Faqih Samlawi², Dina Siti Logayah³

¹ Pendidikan IPS, Fakultas Ilmu Pendidikan IPS, Universitas Pendidikan Indonesia, Bandung, Indonesia, danangswidjaya@upi.edu

² Pendidikan IPS, Fakultas Ilmu Pendidikan IPS, Universitas Pendidikan Indonesia, Bandung, Indonesia, faqihsamlawi@upi.edu

³ Pendidikan IPS, Fakultas Ilmu Pendidikan IPS, Universitas Pendidikan Indonesia, Bandung, Indonesia, dina.logayah@upi.edu

*Corresponding Author: danangswidjaya@upi.edu

Abstract: The role-playing learning model is a learning model that is known in the world of education to train students' skills. The aim of this research is to discuss the role of the role-playing learning process which creates a socio-drama performance in responding to students' creative achievements after learning takes place. This research method uses a quantitative descriptive approach. The sample for this research was taken from students in class VIII 6 of SMPN 1 South Tangerang City with a total of 38 students in that class. The results of this research obtained a positive influence from students in assessing the results of the scope of student creativity according to the indicators that were met, namely fluency, flexibility, originality and elaboration. This research obtained the percentage of implementation of the role-playing learning model at SMPN 1 South Tangerang City, namely variable X 45.79 and ranging in the range 37-48 in the medium category. This also makes the role-playing learning model a recommended learning model for social studies subjects. Student creativity also has a positive impact, such as students being able to interact with groups and students also being able to create drama scripts according to the ideas and ideas that students express. The conclusion of this research is that the role-playing learning model is a model that can be used in learning as a benefit in increasing students' creativity in completing tasks given by the teacher.

Keyword: Creativity Indicators, Student Creativity, Role Playing Learning Model.

INTRODUCTION

Education in the 21st century demands that individuals possess the 4C skills: Critical Thinking, Communication, Collaboration, and Creativity. Students can develop these skills if the qualities inherent in the term education are observed, recognizing the role of education in meeting these demands. This necessitates learning methods as guidelines for teachers to

provide appropriate instruction to be implemented in the learning process (Wakila 2021). Learning methods require appropriate indicators in their formulation to achieve educational goals, thereby maximizing the role and function of education for students (Pristiwanti et al. 2022). Similar to previous research discussing the role of appropriate learning methods in improving student achievement, learning methods serve as a medium of transformation in learning to achieve the desired competencies. Varied methods that align with the expected competencies will stimulate student interest and motivation. With strong motivation, learning achievement will increase (Khalijah et al. 2023). This role is consistent with previous research findings that a study conducted in Class XI Social Sciences at Saraswati Singaraja High School achieved an average score of 68.42%. After implementing an intervention in cycle 1, the students' average score increased to 73.26, an improvement of 4.84%. Then, in cycle 2, the students' average score further increased by 8.21%, reaching an average score of 81.47 (Andriani 2013).

The learning models have various types that can be adjusted to the classroom conditions. For instance, the application of the learning model in Grade VII at SMP Negeri 10 Kota Kupang uses a simulation learning model to replace the conventional learning model (Langgar 2021). Role-playing can be utilized in the current learning process by designing indicators of student activity in applying innovative learning models. According to the basic elements of the learning model, which are syntax, the operational steps of learning, social system, the atmosphere and norms that apply in learning, principles of reaction, describing how teachers should view, treat, and respond to students, support system, all means, materials, tools, or learning environments that support learning, and instructional and nurturant effects, the learning outcomes directly obtained based on targeted objectives (instructional effects) and the learning outcomes beyond the targeted objectives (nurturant effects) (Joyce, Weil, and Marsha 1980).

The role-playing learning process can be used by subjects that have a high degree of interaction, such as social studies, with an example activity being the study of humans and society (Soemantri and Numan 2001). This is in line with the indicators found in the role-playing model, which include positive interdependence in solving each problem where every member must have mutual trust to enhance the efforts of each member, individual accountability where each member has their own duties and functions, and each member must always give their best effort in the group. Furthermore, face-to-face interaction allows each member to engage in direct discussions aimed at appreciating differences, utilizing strengths, and addressing the weaknesses in the group. Communication among members is expected as the success of a group depends on the willingness of its members to listen to each other and their ability to express opinions. This activity is conducted to understand the benefits of the role-playing model process, and using or not using the role-playing model will yield different results, as each use of a learning model will achieve different outcomes based on the teacher's planning indicators (Afnan, Ikhsan, and Duskri 2020).

Role-playing is a learning model that involves acting out a situation in human life to achieve a common goal in order to find solutions to problems often faced by students in daily life. It can also be used to diagnose and understand individuals, as a teaching medium, and as a method for training specific skills (Husada, Untari, and Tsalatsa 2019). Role-playing is also known as pretend play, imagination, fantasy, make-believe, or symbolic play (Mirdad 2020). The application of the role-playing learning model involves describing each movement of the role and then improvising to create the uniqueness of each role. According to the book "Metodik di Taman Kanak-kanak" by Depdiknas, 2003 (as cited in Abnisa 2021), one of the goals of role-playing is to train children to speak fluently.

The implementation of the learning process using role-playing is easy to find in other subjects, as it involves teamwork and interaction, since this model must be carried out in

groups. However, role-playing also has its challenges, such as students not contributing and being more engrossed in their gadgets. According to the observations conducted by researchers in class VIII at SMPN 13 Kota Bandung, it was found that during the role-playing learning process, many students did not interact with their group mates, leading to delays in students' creativity in completing tasks assigned by the teacher. This highlights the need to focus on enhancing learning and fostering students' creativity.

Creativity is a complex field of study, eliciting various perspectives on its definition. Creativity reflects the ability to exhibit reasoning, flexibility, and originality in thinking, as well as the ability to collaborate on ideas (Ali and Asrori 2022). It is also the process through which individuals understand gaps or obstacles in their lives, address these issues, communicate their findings, and as much as possible, modify and test these problems for formulation (Asbari and Chiam 2023). Creativity has specific indicators to understand whether students are thinking creatively. Therefore, in thinking creatively, students must possess indicators such as fluency, the ability to provide many answers or ideas; flexibility, the ability to generate varied answers and solutions; originality, the ability to create unconventional and unique answers; and elaboration, the ability to expand on existing answers and ideas (Arnyana 2019). According to previous research using the mind mapping method, this approach emphasizes thinking from all directions and gaining perspectives from various angles, which can inherently foster critical thinking skills in social studies subjects (Ananda 2019).

The researcher can conclude that creativity is a concept that is crucial in human beings for freedom of thought to create various works. The researcher also concludes that education plays a role in creating an intelligent society and leads a nation into an era of enlightenment. Considering these issues, the researcher aims to focus on classroom management using the socio-drama role-playing learning model, which aims to enhance participants' experiences in creativity by generating ideas and concepts in Social Studies (IPS) learning. The researcher emphasizes how this socio-drama role-playing learning model can develop students' creativity, especially given that in 2024, during the second semester, students have just returned to normal learning life after experiencing the Covid-19 pandemic. This serves as the basis for the researcher's study on the Role of the Socio-Drama Role-Playing Learning Model in IPS Learning on Students' Creativity at SMPN 1 Kota Tangerang Selatan.

METHOD

This research was conducted at SMPN 1 Kota Tangerang, Serpong, South Tangerang, Banten. The researcher carried out the study at this school based on discussions with the Social Studies (IPS) subject teacher and found that the role-playing learning model had never been used before. This research uses a quantitative approach based on the use of statistics to answer the research questions and also uses descriptive methods to draw conclusions from the collected data. The researcher also formulated two variables: Socio-Drama Role-Playing (X) and Student Creativity (Y).

The sample taken in this study was class VIII 6 of SMPN 1 South Tangerang, consisting of 38 students. The researcher selected this class based on recommendations from the vice principal of SMPN 1 South Tangerang, who considered the students in this class as suitable samples for enhancing each student's talents. The researcher created a data collection tool in the form of a Likert scale questionnaire distributed to 8th-grade students who had participated in role-playing learning, with each variable containing 15 statements. The research instrument was self-developed by the researcher, using a questionnaire method to be administered to the students. The research instrument was used to obtain results regarding the influence of the socio-drama role-playing learning model on students' creativity in Social

Studies learning (Jayusman and Shavab 2020). The instrument used in this research was in the form of a questionnaire.

The data collection technique in this study involved systematically arranged questions in the form of questionnaires. Respondents were asked to provide measurable responses through predetermined answer options or by filling in the blanks (Jailani 2023). The questionnaire-based data collection technique was administered after the students had performed the drama to observe their creativity in implementing the socio-drama role-playing. The data sources used in this study were primary data obtained directly by the researcher through questionnaires regarding the role of the socio-drama role-playing learning model in Social Studies learning on the creativity of 8th-grade students at SMPN 1 South Tangerang and secondary data obtained from various sources such as journals.

As for the data analysis, descriptive statistics were employed. Descriptive statistics are used to analyze data by describing or depicting the collected data as they are, without intending to draw general conclusions or generalizations. The questionnaire distribution phase to the sample was conducted using Google Forms over a period of 3 days. The researcher then began data processing by sorting the students' responses to be processed using SPSS version 26. The researcher utilized SPSS version 26 to perform descriptive statistical calculations to elaborate on the existing data. Prior to distributing the questionnaire, the researcher conducted a validity test, which resulted in all instruments being deemed valid with a reliability score of 0.847 for variable X and 0.861 for variable Y. Therefore, it can be concluded that the instruments were valid and could be distributed to the respondents.

RESULTS AND DISCUSSION

Role-playing can be considered the same as socio-drama, which essentially dramatizes behavior in relation to social issues (Sumpana 2022). Based on the role-playing model, students are expected to learn to interact with others. The hope is that by using this learning model, students will become the main players in the classroom learning process and improve their learning outcomes. The main focus of this role-playing is to engage students in social life by pretending to be other characters to gain real experiences. This role-playing activity is called socio-drama, involving acting activities by eighth-grade students in social studies subjects. Students will perform group dramas discussing the topic of social mobility, which is useful for real-life learning. The learning indicators established by the research are attitudes, skills, knowledge, and actions, each of which has different components to prepare and develop different student characteristics as a means to enhance student creativity.

Researchers in the field found that the learning process conducted by the students was conducive, and during the discussion sessions to create academic scripts, all students contributed their ideas. The learning schedule also aligned with the teaching modules designed by the teacher. This aligns with the role-playing learning indicators of knowledge, skills, attitudes, and actions. Researchers also directly asked students about the impact after listening to the material and explanations for drafting the drama script. The students responded that they had a general understanding of the steps involved in writing a drama script.

The role-playing learning model used to enhance student creativity still has some challenges, such as students not participating in group discussions, which results in creativity within the group not reaching its full potential. The indicators of student creativity include fluency, which is the ability of students to provide numerous answers or ideas; flexibility, which is the ability of students to generate various answers and solutions; originality, which is the ability of students to create unconventional and unique answers; and elaboration, which is the ability of students to expand on existing answers and ideas (Arnyana 2019).

Table 1. Descriptive Statistics Results

Central Tendency	Role-Playing	Student Creativity
N	Valid	38
	Missing	0
Mean		42.58
Std. Deviation		5.825
Range		25
Minimum		31
Maximum		56
Total		42.57

Table 2. Categorization

Role-Playing	Student Creativity
Category	Interval
High	68 - 78
Medium	57 - 67
Low	46 - 56
Total	38

Based on the results in Table 2, the data processing of the role-playing learning model conducted by the researchers found that 19% of the students scored low with a frequency of 7 students, 68% were in the medium category with the highest percentage and a frequency of 26 students, while the high category accounted for 13% with a frequency of 5 students. The researchers concluded that the implementation of the role-playing learning model at SMPN 1 Kota Tangerang Selatan is in the medium category with a percentage of 68% and a frequency of 26 students, as the average score for variable Y is 45.79, which falls within the range of 37-48 for the medium category. From this category, it can also be concluded that the results of student creativity have been achieved accurately according to the established indicators. The students did not only create a drama but also produced new ideas and concepts in response to the tasks given by the teacher. This indicates that the students at SMPN 1 Kota Tangerang Selatan have implemented the student creativity indicators as designed by the researchers. Below is the distribution of responses from the questionnaire that was distributed.

Table 3. Questionnaire Distribution Table for Variable X

No Item	Strongly Agree	Agree	Disagree	Strongly Disagree
Knowledge	21	71	21	1
Skill	32	71	42	7
Attitude	27	84	36	5
Action	28	90	31	3
Frequency	108	316	130	16
Percentage	19%	55%	23%	3%

Based on Table 3, the data processing shows that for the role-playing indicators, students answered "agree" 55% of the time. Meanwhile, the students who answered "strongly agree," "disagree," and "strongly disagree" were relatively few, with percentages of 19%, 23%, and 3%, respectively, with totals of 108 for "strongly agree," 316 for "agree," 130 for "disagree," and 16 for "strongly disagree." The indicators designed by the researchers can be explained as follows: Knowledge, which indicates that in creating drama scripts, students can think critically to complete the tasks given by the teacher. For example, a question in the questionnaire was, "I can easily imagine the character I am playing." Skill, which indicates that students can memorize the script they have created and interact highly with their group mates. Attitude, which indicates that students can work together with their group mates for the success of the group in completing the tasks given by the teacher. Action, which indicates

that students can make decisions in completing the tasks given by the teacher, starting with preparing all the necessary preparations. An example question was, "I can easily schedule discussions with my group."

Table 4. Questionnaire Distribution Table for Variable Y

No Item	Strongly Agree	Agree	Disagree	Strongly Disagree
Fluency	39	97	16	0
Flexibility	32	96	23	1
Originality	24	71	17	2
Elaboration	22	80	41	9
Frequency	117	344	97	12
Percentage	21%	60%	17%	2%

Based on the data analysis from Table 4, the majority of students responded with "agree" 60% of the time to the role-playing indicators. Fewer students chose "strongly agree," "disagree," and "strongly disagree," with percentages of 21%, 17%, and 2% respectively. This resulted in totals of 117 for "strongly agree," 344 for "agree," 97 for "disagree," and 12 for "strongly disagree." These indicators were designed to assess various aspects of students' role-playing skills, detailed as follows Fluency, This measures students' ability to smoothly enact assigned roles in the drama script. For example, students were assessed on how well they followed their group mates' directions during performances. Flexibility, This evaluates how well students can adhere to plans established by their group. Questions may have focused on students' ability to follow group-set schedules punctually. Originality, This indicates students' capability to create drama scripts based on their own ideas and concepts. It may include assessing the extent to which the created drama script reflects the thoughts of group members. Elaboration, This assesses students' ability to effectively collaborate within their group, ensuring each member contributes according to their defined roles and responsibilities. For instance, evaluation could gauge how comfortable students feel working with their group mates on tasks assigned by the teacher.

The research is in line with comparative research, namely, "Effectiveness of Role-Playing Models on Elementary School Students' Storytelling Skills." The aim of this study is to determine whether the role-playing teaching model has a significant influence on students' storytelling skills in elementary schools in Salatiga. This research is experimental in nature. T-test results from pre-test data indicate that the average score for the experimental group is 18.94, while the average score for the control group is 18.500. This data shows a difference of 0.44 between the two groups. Furthermore, the data indicates that $t\text{-value} < t\text{-table}$ ($1.319 < 2.353$) (Jumrah, J., Hamdana, & Rahmayani, 2023).

The differences identified by the researchers yield significant results in socio-drama. Field research on role-playing learning at SMPN 1 Kota Tangerang Selatan involving socio-drama tasks adhered to the researchers' indicators and design, prioritizing students' creative achievements. In addition to completing tasks assigned by the teacher, students also enhance interaction within their group and engage in critical thinking when preparing a drama script. In this study, students' dramas addressed themes related to types of social mobility and received direct learning corresponding to the types identified within each group.

The completion of tasks assigned by the teacher, specifically socio-dramas by each group, has been shown to enhance students' creativity. Each group's execution of socio-dramas aligns with the indicators designed by the researchers, starting from task allocation and interactive discussions in script planning. According to the steps taken by each group, they begin with setting discussion times and determining the drama's requirements, such as props and costumes for the drama's presentation, in accordance with the views (Ali and Asrori 2022). Creativity is a complex field of study that sparks various perspectives on its

definition. Creativity involves the ability to reflect spontaneity, flexibility, and originality in thinking, as well as the ability to collaborate on an idea. The process of performing drama positively influences enhancing students' creativity, as per other studies on factors that boost student creativity by (Panjaitan) interpret that variable is subject to the closeness of its member or group. This is consistent with indicators of student creativity in drama performance that prioritize fluency, flexibility, originality, and elaboration.

CONCLUSION

Based on these findings, the researcher concludes that the socio-drama role-playing learning model has a positive impact on enhancing the creativity outcomes of 8th-grade students at SMPN 1 Kota Tangerang Selatan. In other words, implementing the role-playing learning model with the designed indicators yields positive results in students' creativity, as evidenced by their ability to effectively portray roles and create original scripts based on their own ideas and concepts. This is evident from the field research findings, which highlight the influence of the role-playing learning model, where students initiate discussions within their groups to create a drama script that is later performed in class.

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