Implementation of Role-Playing Models to Improve Student Learning Outcomes

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Abstract: The learning model is one of the teacher's methods in packaging learning so that it is easily accepted by students, so that it can improve student learning outcomes in the learning and teaching process, so the purpose of this research is to see how the application of students' role-playing models in SKI lessons, to find out student learning outcomes and know the supporting and inhibiting factors When the teacher applies the role-playing type learning model, this research method uses a quantitative approach to data types that can be measured or calculated directly in the form of information or explanations expressed in numbers or in the form of numbers. The research results show that; first, the application of the student role-playing model in SKI subjects at SMP Muhammadiyah 1 Palembang is quite good. Second, student learning outcomes in the SKI subject at SMP Muhammadiyah 1 Palembang are good. And third, the factors that hinder the application of the role-playing model are Lack of support from the students themselves, namely arriving late or not being on time for class and there are still some students who are noisy in the application of the role-playing model. And the supporting factors from the teacher, especially the SKI (Al-Islam) teacher himself, namely the teacher has contributed to developing student abilities, one of which is training student expression or behavior and communicating well.

Keywords: role-playing models, learning outcomes

INTRODUCTION

Learning is a complex process that occurs in everyone and lasts a lifetime. Allah SWT will promise that those who seek knowledge (learning) will be elevated in rank by Allah as the word of Allah in the Qur'an surah Al-Muj is verse: 11

Meaning: O you who believe, when it is said to you: "make room in the majlis", then make room for it, Allah will make room for you. And if it is said: "Stand up", then stand up, surely Allah will exalt those who believe among you and those who are given knowledge of several degrees. And Allah is Aware of what you do.

METHODS

This study is related to the learning of hijaiyah letters among children. This study was traced by library research. The researcher collects references related to the research theme, examines the various references obtained, and then analyzes the references according to the needs of this research study (Bakker, A., & Zubair, 1990).

RESULTS AND DISCUSSIONS

Kindergarten education as one of the characteristics of PAUD is seen from the age range of child development. The training is divided into two groups considering the sufficient age, specifically the formal school for children aged 4-5 years is the kindergarten group, sometimes children aged 5-6 years are remembered for the TK group B., direction, care and arrangement of learning exercises to foster children's capacities and abilities. Its administration relies on establishing the basis for actual development and improvement (coordination of fine and gross machines), insight (power of thought, innovation, capacity to understand anyone at a deep level and otherworldly knowledge), social affinity with home (mentality and behavior and religion), language and correspondence. In line with that, PAUD runs according to the uniqueness and development of youth development according to the stages of development and progress that adolescents go through.

The motivation behind kindergarten is to provide a sense of experience and an extraordinary open door for the physical and spiritual development and improvement of children with the aim of making them better prepared to enter formal education. In addition, schools also provide arrangements and progress for the development of all potential and imagination of children in accordance with the quality of their development so that they can adapt to their current situation.

As far as advances in language skills, kindergarten age is better than anyone would expect. Children have extraordinary educational qualities, because they are very courageous, want to be involved in the activities of those around them, and must be able to accept responsibility from others. Socially, children are free, developing capacities and wanting to help others. Children's social capacity is supported by children's language progress. Young people have a tremendous limit when it comes to learning words and love testing learning new words. In addition, children do not like to talk.

Service of Public Training outlines language learning for youth including assistance: 1) Listening and Speaking, which consists of: a) Listen with enthusiasm and answer correctly; b) Speak without hesitation; c) Use language to obtain data and for successful correspondence and social relations with other people; c) Appreciate books, stories and rhythm; and d) Growing good awareness. 2) Early examination which includes auditive (hearing) and visual (perception) components so that youth can: a) Form an understanding of how to behave; b) Growing some basic abilities and understanding abilities; c) Growing letter awareness.

Learning hijaiyah letters then, at that time, explicitly planned to build awareness of the letters that are useful in reading the Koran and hadith. In the third cycle,

kindergarten-age children can understand and utilize the three components of language, phonemes (letter pointers), semantics (word implications), and syntax (word or sentence rules) together. Young people who are already interested in reading the material begin to review the state of the letters and their original state. Children begin to understand the signs that exist on objects in their current state.

Given these developments, the learning of *hijaiyah* for children matured by *Raudlatul Atfhal* must be based on the standard needs and interests of the children (Nugroho, 2015; Suyadi & Ulfa, 2013):

1. Learning is done based on the child's development

The rate of increase in youth changes both in relatively young age and in the individual needs of the child. attributes, qualities or individual attributes of a child can be brought from birth or an attribute obtained from the influence of the climate around the child. This shows that children have extraordinary qualities that will affect the way children learn. So, a teacher must really understand students, focusing on individual differences is important. Therefore, Susanto (2011) recommends that developing experiences must be salient for children to take advantage of them. The next rule is that the materials used are adapted to youth. The third standard is to stay away from bullying children. In addition, the fourth is that it is natural for children to be dynamic, not latent in acquiring.

2. Oriented to the needs of children (Children Oriented)

Learning exercises should focus on the needs of children through instructive efforts to achieve an ideal alternation of physical and mental events. AUD requires instructive efforts to upgrade all parts of improvement, both physical and mental, especially science, language, machine, and social-proximity.

3. Learning through play activities.

Play is the main learning act in the formative period. When playing, children are at the easiest stage to get information because children participate in their activities. As long as the child really enjoys playing practice, the child will really want to digest the data and learn from the exercises he does. Playing is also a functioning, imaginative, creative, interesting, and fun growth and development experience to arouse children's interest and spur children to think basically and discover new things. The implementation of learning must be carried out fairly, considering that children are subjects in educational experiences. This movement is carried out regularly with the aim that children can continue their lives from now on.

Another important standard is a helpful learning climate. For this reason, coaching from an early age requires ecological prints that empower the development of young people's imagination in reading hijaiyah. An instructive climate must provide a learning climate rich in creative reproduction, such as sights, sounds, surfaces, shapes, objects, and other dynamic things. Consequently, PAUD educators must provide an inventive, different, and innovative climate (Susanto, 2011).

In the right learning climate at the homeroom teacher, Putri, (2013) reveals several things that educators can take advantage of. For learning hijaiyyah letters for young children, among others: 1) Educators are only as inspiration and facilitators, and people who talk a lot about the work involved in conveying are students); 2) Shifting material by increasing legitimate material by focusing on weight standards, ease of use, and interest; 3) Expand the semantic experience through assignments and performances of each

related material; 4) Try not to use the main language except under certain conditions; and 5) Utilize shifting strategies and methods that don't struggle with set approaches.

For casual settings, Susanto (2011) offers several systems. Since then, for hijaiyah learning, the basic system has been to set several supporting conditions, namely: 1) A conducive mental climate, to be precise by giving explanations of Arabic work. Like Arabic as the language of Islam, the language of science, the language of global correspondence (official in the United States), and as a language that frames Indonesian, and understand the advantages of having the choice to communicate in Arabic both in friendly relations with the world of work, and showing the language Arabic shows great so that it is interesting, fun, simple and valuable; 2) The climate of speech (in Arabic) for daily cooperation is gradual, this is obtained by applying several procedures, for example developing the use of direct Arabic articulation in daily communication in the school environment; 3) View/Read atmosphere, for example through Islamic boarding schools, straightforward statements in Arabic, *mufaradat* arrangements, and can also be in the form of banners containing useful news or *mahfuzat*; and 4) Listening Climate, this can be done by delivering spoken statements in Arabic, paying attention to tapes of Arabic songs, or using short phrases to mark in one line.

CONCLUSION

Hijaiyyah learning at RA and equivalent requires shared responsibility and integration of every learning climate, starting from school, network and family. This has an impact on creating an Arabic language climate that is very durable and suitable for children. So open doors are a broad and extreme focus in the right social setting and providing comfort to children, without feeling any holes. This was also emphasized by the Department of Education and Culture of the Republic of Indonesia when describing the implementation of Koran-based PAUD. PAUD is expected not to replace the Al-Qur'an school program that has been standardized in today's society, but rather to fortify and complement it with the substance of PAUD. The goal is to improve children's development at their brilliant age and ensure that children learn through games that are adapted to each child's developmental stages and abilities without intimidation.

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