

IMPROVING LEARNING OUTCOMES OF ECONOMIC ROLE MATERIAL GRADE 5 MI MIFTAHUL FALAH USING THE ROLE PLAY METHOD

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ABSTRACT

The selection of learning methods, strategies, and media in teaching and learning activities is essential to produce maximum learning results. In social studies learning, many teachers still use the lecture method, which is no longer a favorite method for students because it seems boring, causing laziness in learning and significantly affecting student learning outcomes. Therefore, this study aims to determine the improvement of student learning outcomes if they use the role-play method in class 5 economic role material. The research method used is a type of classroom action research with descriptive analysis. The technique used for calculation is the sampling technique. The result of using the role-play method in class 5 economic role material is to increase the interest in learning students so that all students are enthusiastic about learning activities on the economic role material and have a good impact on their learning outcomes.

Keywords: *Role Play, Economic Roles, and Learning Outcomes*

ABSTRAK

Pemilihan metode, strategi, dan media pembelajaran dalam kegiatan belajar mengajar sangatlah penting untuk dapat membuahkan hasil belajar yang maksimal. Dalam pembelajaran IPS banyak guru yang masih menggunakan metode ceramah dimana metode tersebut saat ini bukan lagi menjadi metode yang digemari peserta didik karena terkesan membosankan sehingga menimbulkan rasa malas belajar dan sangat berpengaruh pada hasil belajar peserta didik. Maka dari itu tujuan dari penelitian ini untuk mengetahui peningkatan hasil belajar peserta didik jika menggunakan metode role play pada materi peran ekonomi kelas 5. Metode penelitian yang digunakan adalah jenis penelitian tindakan kelas dengan analisis deskriptif. Teknik yang digunakan untuk analisis adalah teknik sampling. Hasil dari penggunaan metode role play pada materi peran ekonomi kelas 5 yakni meningkatkan minat belajar peserta didik sehingga semua peserta didik berantusias dalam kegiatan belajar pada materi peran ekonomi dan berdampak baik pada hasil belajarnya.

Kata Kunci: *Role Play, Peran Ekonomi, dan Hasil Belajar*

INTRODUCTION

Education is at the heart of the progress of civilization. It contains a wide variety of humanitarian dynamics that have implications for formulating the latest works as a form of formulation to obtain the progress desired by humans. In education, all aspects of life are discussed, ranging from theological order, geology, economics, and other knowledge. And in line with that, it is not imaginary that humans have succeeded in finding various works that significantly change the current methods of human interaction. Let's call one example the invention of technology. With the invention of technology, human life is then considered to have transformed into a new era, namely the era of modernization. Various unique lifestyles have emerged, ranging from industrialization, manufacturing, and digitalization to color life in the modern era. Education is vital for the younger generation as the nation's successor, and they must get a decent education such as learning facilities.

However, the issue of education is still an endless point of discussion. Various problems arise, either caused by the subject of teaching (teacher or student) or the system contained in it. In addition, educational issues are also exacerbated by external factors, namely the outbreak of the Covid-19 pandemic in 2020. Although covid-19 is currently in a safe zone, the distance learning method that has previously been adopted and added to the new-normal policy further addresses the problems that arise in the world of education, especially in Indonesia. Students are forced to adapt to various learning methods and systems, as well as technological distractions that currently reduce learning competencies due to online learning. In addition, only a few schools have decent learning facilities. For schools located in villages where there are no computer lab facilities, LCDs, or even books available are still relatively minimal. In such situations, teachers must be creative, innovative, and skilled in choosing learning methods, strategies, and media.

Departing from this, education is an essential sector in life that must be taken seriously and sincerely. ("UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional [JDIH BPK RI]" n.d.) In this case, according to the SISDIKNAS Law No.20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual power, self-control, personality, intelligence, noble character, and the necessary skills for themselves and society. From this understanding, it can be understood that the output or results of education are to strive to improve the morality and ability of students in the form of skills and other competencies. Teaching and learning activities are expected to create a pleasant learning condition and direct students to carry out learning activities effectively and efficiently to get good and satisfactory learning results. Self-study has the meaning of creating a behavior change with a series of activities, for example, by reading, observing, listening, imitating, and so on (Sudirman, 2003: 20). Meanwhile, Slameto (2003: 2) defines learning as a process of effort made by a person to obtain a new change in behavior as a whole, as a

result of his own experience in interaction with his environment. So learning is an interaction between teachers and learners consciously and well-planned to improve learners' abilities.

Based on this, one of the most important things that educators must consider is the selection of the proper methods, strategies, and media in learning to get maximum results and realize the learning vision that has been planned without burdening students. In choosing the proper learning method, teachers must understand the situation and conditions of their students so that they can determine which method is suitable for use when teaching. The teacher's problem is choosing learning strategies and methods because choosing and determining learning strategies and methods should not be arbitrary. Methods can be interpreted as ways used by teachers to achieve learning objectives or can be construed by presenting material to students to achieve learning objectives. At the same time, strategy is an art or creativity of teachers in planning learning activities. Strategies include methods, models, and media used when conducting learning activities (Setiawati 2016). In choosing a method, several things must be considered and considered, including the following: Objectives to be achieved in learning.

- Students' abilities and background
- The state of the ongoing learning process.
- Available tools or means

In this context, one of the methods that can be used in the economic role material of class v sd / mi is to use the role play method because in general most teachers in teaching social studies subjects still use the lecture method so that young students are bored and not interested in the material being studied. Definitely, the role play method can be interpreted as an active learning method that emphasizes student behavior by role-playing as an effort to create joy based on planning certain goals and systems. According to Komalasari, Role playing is a learning method with the principle of emphasizing the principle of developing contemplative abilities and the imagination of students (Basri and Kecamatan Tambang 2017). Poorman (2002) mentioned that role playing learning methods can increase student interest to a subject and subject matter, so as to improve the understanding of the concepts that are being taught to them. Moreover, to prepare for learning with this learning method, they must first conduct a study of the character or character to be played or made a scenario. The output of this role play method is to increase student awareness through simulating the role played by individuals which is expected to increase the independence and leadership of other individuals played. There are 3 things that determine the effectiveness of role play as a learning method, namely: the quality of the cast, analysis in discussions, and students' views on the roles displayed compared to real-life situations. The syntax of role play according to Huda (2013:209-2010) is as follows:

1. The teacher compiles/prepares the scenario to be displayed.

2. The teacher appoints several learners to study the scenario within a few days before implementing the learning activity.
3. Teachers form several groups of 5 students each.
4. The teacher explains the competencies to be achieved.
5. The teacher calls the designated learners to do the prepared scenarios.
6. Learners not part of the role are assigned to analyze the activities by role players.
7. The teacher gives conclusions to role-playing activities.

Every learning method must have disadvantages and advantages, while the disadvantages of the role play method are:

1. It takes a lot of time and effort to prepare.
2. Difficulty assigning certain roles to learners if not properly trained.
3. The impossibility of applying a lesson plan if the classroom atmosphere is not conducive.
4. Not all subject matter can be presented through this strategy

In addition to the disadvantages, role play also has advantages, namely:

1. Can give a strong and long-lasting learning impression in the memory of students.
2. It can be a fun learning experience that's hard to forget.
3. Make the classroom atmosphere more dynamic and enthusiastic.
4. Arouse passion and a spirit of optimism in students and foster a sense of community.
5. Allows students to jump right into acting out something that will be discussed in the learning process

From the presentation above, the author is then interested in deepening educational studies, especially research on the use of role play methods in learning activities. In this case, the author raised the theme entitled "Improving Learning Outcomes of Economic Role Material using the Role Play Method (Case Study of MI Miftahul Falah Rembang-Pasuruan)".

METHOD

This research is a type of classroom action research (Classroom Action Research). According to Wardhani 2008, classroom action research is research conducted by teachers through self-reflection to improve their performance as teachers so that student learning outcomes are improved. Data analysis in this study is a descriptive analysis by comparing students' learning outcomes before and after using the role-play method. Marsalis (2008:26) suggests that "descriptive analysis is describing, recording, analyzing and interpreting the conditions that occur." Descriptive analysis this study uses qualitative descriptive analysis, which analyzes non-test data through observation, interviews, and journals (Sugiyono, 2014). The indicator of the success of this research is by applying the role-play method to the basic competence of understanding the role of economic activities of the Indonesian people in social studies subjects. Learning can be successful

if students are actively involved in the learning process. The research location is at MI Miftahul Falah, which is located on Jl. Pekoren, Rembang District, Pasuruan Regency. The time of study was carried out in the period from September to mid-November. The research subjects that the author determines include; Principal of MI Mifathul Falah, three teachers, and three students of grade 5 MI Miftahul Falah. The sampling technique used is to use purposive sampling (Moleong, 2018).

In carrying out the study, the authors classified into several stages, including:

- Licensing stage. Namely, the researcher formally, visited MI Miftahul Falah to ask for permission to conduct research, marked by giving a research application letter to the principal.
- Data collection stage. After being approved to conduct the study, the researcher determines the time and date to conduct the study. Research activities are carried out by observing the location, interviewing predetermined samples and documentation whose purpose is to collect the information needed.
- Data processing stage. After the data has been collected, then the researcher processes the data based on certain theories, especially the role play learning method, which will be concluded.
- Report and publication stage. After the conclusions are obtained, the next step is for the author to report the results of the research to the supervisor for revision.

RISULTS AND DISCUSSION

To produce maximum learning outcomes is to create fun and interesting learning situations so that later students are enthusiastic about participating in learning activities inside and outside the classroom. In terminology, learning outcomes embody learning behaviors usually seen in changes, habits, skills, attitudes, observations, and abilities. According to experts, there are several views(Hartati, Widiyanto, and Oktarina 2012), namely:

1. According to Sanjaya, learning outcomes are related to the results of student achievement;
2. According to Sudjana, the ability of students after receiving learning;
3. According to Winataputra, it is proof of the success or achievement of students after participating in learning activities

Some of the objectives of the learning outcomes identification process are the objectives and functions of the identification of learning outcomes;

1. For selection, namely to find out the quality and capacity of students;
2. To get a reference for whether the student can be upgraded to a class or not;
3. To carry out group and group placement of these students

As a measure / indicator of learning outcomes, it will generally be grouped into three aspects, namely:

a. Cognitive

Around the intelligence or brain abilities of learners, including:

1. Memory and knowledge.
2. Comprehension.
3. Application.
4. Analysis.
5. build (synthesis).
6. Evaluation

b. Affective Realm

Relating to emotional competence, which includes:

1. Reception (Receiving).
2. Attitude of appreciation (Appreciation).
3. Deepening (internalization).
4. Passion (Character).
5. Integrity.

c. Psychomotor realm

1. Related to applicable abilities, including:
2. Skills in moving and acting Verbal and non-verbal

Expression proficiency The 5th-grade social studies learning taken for research materials is about the role of economics. (Harian Haluan) The role of economics in this study is the functioning of several economic components. The role of the economy also explains economic actors, which in this case, are divided into two:

1. Microeconomic actors

These microeconomic actors are individuals or groups who act as subjects (walkers) of the economy on a small scale, namely regional to national, which implicitly only affects the internal welfare of the company. Microeconomic actors include families, small businesses, street vendors, etc;

2. Macroeconomic actors

Macroeconomic actors are government agencies whose duties and functions are to regulate the wheels of the national economy, carry out bilateral cooperation between countries, and make a global investment that implicitly affects the welfare and progress of a country. Macroeconomic actors are the state and state-owned enterprises (BUMN).

In addition, discussions around the role of the economy also discuss three main components of the economy (Murtadlo 2012), namely:

1. Production

Production is a component of the economy that contains activities in producing an item and products. Goods and services resulting from production activities are called products;

2. Distribution

Distribution is an economic activity that functions to distribute produced goods to potential consumers or customers. Distribution actors are called distributors;

3. Consumption

Consumption is an economic activity in the form of utilizing the function or value of a product resulting from production activities. Consumption is the last activity of economic activity. Consumption actors are commonly referred to as consumers or customers.

The economic role material can use other methods, but if you use the role-play method, students can participate directly. Students who are at the age of elementary school or madrasah ibtidaiyah still have a playing spirit or in the sense that they will be happy to learn if they use methods that directly involve students in learning activities. In an acronym for the word, the word role-play or role-playing comes from English, meaning role. Apart from this, in terminology, role-playing is a learning method that makes drama media or role-playing an instrument to achieve learning objectives. In this regard, experts differ in their views on defining the role-playing method, including:

1. Suarsana, Role Playing is a learning method in which students act as figures in history with customized characters;
2. Nurul Ramadhani Makarao, role play is a learning method where teachers create certain scenarios and students are facilitated to role-play;
3. Syaiful Bahri Djamarah and Aswan Zain, role play is a learning method where students become certain roles according to the topic that has been set.

In addition, there are several types of role playing that are generally used. In this case, (Romlah 2001) Tatiek Roemah explained that there are at least two kinds of role playing, namely:

1. Judging from the tujuan and the role played

There are two divisions of role playing when viewed from the purpose and role played:

- a) Socio-drama

Socio-drama is a role-playing method whose actors refer to historical actors or specific social figures. Sociodrama aims to enable students to understand and explore social reality and interact with it;

b) Psychodrama

Psychodrama is a role-playing method in which students play themselves so that others can know the representations and activities carried out daily. Generally, arena psychodrama aims to explore psychically related to the character and disposition of the learners.

2. Judging from the scenario rules

If reviewed based on the scenario rules, the role playing method is divided into two, namely:

a. Structured role playing.

That is, a pre-arranged cast with the topic and division of the role.

b. Role playing is unstructured.

That is, the cast is not pre-arranged so that it is spontaneous.

According to Nana Sudjana, the purpose of role playing is so that students can do several things, including:

- a. In order for learners to get morality lessons from others.
- b. Train learners' memory.
- c. Improve the ability to search for problem solving.
- d. Provide awareness of the surrounding reality

In addition, Nana Sudjana also explained that in general, the implementation of role playing is divided into several stages:

- a. Socialization and preparation stage At this stage, the teachers will determine whether the play is performed with a structured or unstructured scenario. Furthermore, the teacher also explains the topic of the selected cast and divides the cast or play to be displayed with predetermined character indicators.
- b. The deepening stage After the participants understand the topics and scenarios given by the students; then the participants are given an understanding and time to live the character to be played. In this stage, participants must begin to adapt to diverse characters;
- c. The stage of staging the play After the students understand the character being played, the next step is the acting action. At this stage, students compete in acting with the theme while exploring the roles that have been borne.
- d. Evaluation stage After the implementation of the cast is completed, the teacher will conduct an assessment and evaluation of the cast that has been carried out..

As material to test the originality of the study, the authors presented several studies that have continuity with this research research, including

No.	Title	Discussion	Equality	Difference
1.	Agus Yulianto, The Effect of the Role Playing Method on Trust Student Self in Middle School Mathematics Learning. Journal of Teacher Studies and Learning Vol. 3 No.1 (2020)	Research with quasi-experimental methods with This quantitative approach was implemented in class VII D and VII E of SMP Nusantara 1 with a sample of 25 students in class VII D and 29 students in class VII E. The independent variable in this study was the influence of the method of role-playing learning. In contrast, the dependent variable is student confidence with four indicators, then compiled in the form of a questionnaire instrument with a total of 32 items. The instrument has been tested for validity by an expert validator.	Discuss about the Role Playing method in fostering self-confidence in students, fostering skills and learning outcomes in students.	This research is more focused on "Increased Learning Outcomes Economic Role Material Using the Role Method Play (Study MI case Miftahul Falah Apex - Pasuruan.)
2.	Asep Priatna, Ghea Setyarini, The Influence of Role Playinh Learning Methods on the Speaking Skills of Grade IV Elementary School Students in Indonesian Learning.	Based on the results of field studies conducted by researchers, the quality of teaching and speaking of grade IV students of SDN Sukamaju is still less active in terms of speaking; they prefer to speak at the time of class, do not want to ask questions, do not say anything and if the teacher asks to speak, students still stammer, shy and doubtful. Based on this, class IV students still do not have speaking skills, and it is challenging to communicate the information obtained. Researchers study role-play	Both discuss the Role Playing method in cultivating self-confidence in students, Cultivating skills and learning outcomes in students	This research focuses more on "Improving Learning Outcomes of Economic Role Material using the Role Play Method (Case study of MI Miftahul Falah Rembang- Pasuruan)

	<p>Scientific Journal of Basic Education Vol.4 No.2 (2019)</p>	<p>learning methods for the learning of grade IV students in Indonesian learning and the understanding of grade IV students by applying role-playing learning methods to speaking learning in Indonesian. The method used in this study is a quantitative research type of pseudo-experiment conducted on grade IV students of SDN Sukamaju with a total of 42 students, consisting of class IV A 21 people and class IV B 21 people. This study used a Nonequivalent Control Group Design. Data: The study results were obtained from interviews, tests, questionnaires, observations, and documentation. The average post-test score of classes with conventional learning has an average score of 74.90. In contrast, the experimental class using the role-playing method had an average score of 80.19. This can facilitate learning by using role-learning methods that can help students in learning to read in learning Indonesian.</p>		
3.	<p>Firosalia Kristin, Meta-Analysis of the Effect of Role Playing Learning Methods on Social Studies Learning Outcomes. Vol 8, No 2 (2018)</p>	<p>Firosalia Kristin, Meta-Analysis of the Effect of Role Playing Learning Methods on Social Studies Learning Outcomes. Vol 8, No 2 (2018) This study aims to re-analyze the use of role-playing learning methods in improving social studies learning outcomes. The method used in this study is meta-analysis. Research begins with formulating research</p>	<p>Both discuss the Role Playing method in cultivating self-confidence in students, cultivating</p>	<p>This research focuses on "Improving Learning Outcomes of Economic Role Material using the Role Play Method (Case study of MI</p>

	<p>problems and tracing relevant research results for analysis. Data was collected by searching electronic journals through Google Scholar with the keywords "learning outcomes," "role-playing," and "elementary social studies learning ."The search obtained 86 articles but only 12 articles from the journal. The data were analyzed using qualitative descriptive analysis. Based on the results of the analysis of role-playing learning methods, it can improve student learning outcomes starting from the lowest 1.65% to the highest 64.32%, with an average of 23.32%</p>	<p>skills and learning outcomes in students.</p>	<p>Miftahul Falah Rembang-Pasuruan.)</p>
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This research was conducted by conducting interviews conducted by the principal, grade 5 teacher, and grade 5 accompanying teacher. The following is a table of research interview guidelines

No.	Question	Source Person	Aim
1.	Please explain, how was the early history of MI Miftahul Falah founded?	Headmaster	To collect historical information on the establishment of MI Miftahul Falah related to when, where, and the background of the establishment of MI Miftahul Falah
2.	At this time, how many students are in MI Miftahul Falah?	Headmaster	To find out the complete information of the current MI Mifathul Falah students.
3.	Especially for grade 5 (five), how many students are in total?	Headmaster	To find out the total information of class 5 (five) MI Miftahul Falah
4.	Are there any specific regulations related to the application of role play	Headmaster	To find out information whether the school has made a special policy regarding the application of

	learning methods?		role play learning methods
5.	During learning activities, does the teacher apply the role play method in grade 5 (five)?	The teacher (homeroom teacher), and the teaching teacher in grade 5 (five)	To find out information whether there is an application of the role-play method by the teacher to grade 5 (five) students of MI Miftahul Falah
6.	How role play methods are used to understand students about economic roles?	The teacher (homeroom teacher), and the teaching teacher in grade 5 (five)	To find out an example of a role play method used to understand students about the role of economics
7.	How do students respond to the role play method?	The teacher (homeroom teacher), and the teaching teacher in grade 5 (five)	To find out the response of students to the role play method applied by the teacher.
8.	So far, has there been a change in the behavior and character of students from the application of the role-play method, especially related to deepening the economic role?	The teacher (homeroom teacher), and the teaching teacher in grade 5 (five)	To find out whether there are changes in the behavior and character of students from the application of the role-play method in terms of deepening the economic role.

Based on the data collected, MI Miftahul Falah is one of the faith-based schools that applies the role-play method in its learning management. This is done not based on the obligations of the regulation but because of the effectiveness of using the role-play method. The role play method is also applied to improve student learning outcomes in understanding the role of economics. This was conveyed by several teachers and homeroom teachers in grade 5 (five)(Afandi, Dkk. 2013). In this context, one of the applications of role play that is carried out is to divide roles based on three economic components: production, distribution, and consumption.

In praxis, the role-play category applied by MI teacher Miftahul Falah when reviewed based on the role and purpose is categorized as a socio-drama role play(Memilih et al., 2018). This is because grade 5 (five) students are prepared to act as specific characters. In this case, for example, as a person, a poor person, and occasionally as a manufacturer, distributor, and consumer. On the other hand, the reason is a socio-drama category because the practice is played to stimulate

social awareness, such as increasing the generosity of the rich to the poor, as well as training leadership and management skills by acting as producers (Zangari, 2016).

In addition, if reviewed based on the regularity of the scenario, the role-playing method applied is unstructured. This is because the division of roles and topics is carried out spontaneously, and there is no specific guide that MI teacher Miftahul Falah indeed prepares.

If reviewed based on the application of the role-playing method in Nana Sudjana's theory (Nana Sudjana, 2006), it can be explained the phase of application of role-playing in grade 5 (five) MI Miftahul Falah as follows.:

a. The socialization and preparation of stage

The teacher determines the topic spontaneously, and randomly refers to 24 grade 5 (five) children as the cast and characters to be shown. In addition, students are also assigned to write several character indicators of each role to be played;

b. Deepening stage

After the participants take notes, the selected learners are then given time to ask questions and explore the role to be performed;

c. Stage of staging the play

After the deepening time is up, participants are then obliged to perform in front of their friends.

d. Evaluation stage

After the performance is completed, the teacher then gives time to discuss with students while evaluating and giving advice to their students.

Meanwhile, based on data collected by researchers, there are indications of improved learning outcomes, specifically in understanding the role of economics. (Uno 2014) The results of the indicator, if reviewed based on the division of learning outcome indicators, are as follows:

a. Cognitive

According to the teaching teacher and homeroom teacher, students become more understanding of the role-play topic material. In addition, students are also more active in asking about the material provided. For example, the cast of the production sector became more courageous and active in asking questions. Because the participants were serious about exploring their roles, they would need to realize they were also more extra learning. The teacher understands the learning outcomes indicators after the teacher follows up the role-play activities with endless questions that participants can answer.

b. Affective

According to the teacher, effectively, participants who participated in role-play method activities tended to be more careful and remind each other to carry out actions. In addition, participants are more confident and able to take responsibility for school tasks. Generally, students are more enthusiastic about learning because role-play is exciting. These indicators can be understood by the changing attitudes of students as conveyed by the teacher at the interview.

c. Psychomotor

The learners are more active and more courageous in asking the teacher. In this case, students can be more active verbally. Besides that, the homeroom teacher also states that students are more responsive if the teacher orders something. This is because the impression of the role played in role-play can be lived correctly by students.

THANK YOU (Optional)

Praise and gratitude I pray to Allah Almighty for His blessing and mercy. I was able to complete this task. Not to forget the sholawat and greetings to the prophet Muhammad SAW, who has brought Muslims from the age of ignorance (jahiliyyah) to the right path, adding Islam.

It was difficult for me to solve it without the help and guidance of various parties. Therefore I would like to thank:

1. The two parents are Lutfi's father and Juwariyah's mother.
2. Mr. Depict Pristine Adi, M.Pd, is a lecturer in the MI Social Studies Learning course.
3. Mrs. Khusnul Khotimah, S.Pd as the principal of MI Mifathul Falah Pekoren.
4. Mrs. Siti Maisaroh, S.Pd as the homeroom teacher or grade 5
5. Mrs. Fatimah, S.Pd, is the accompanying teacher of grade 5.
6. M. Sandi Adityas as motivator and supporter.

CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion of research that has been described in the previous chapter, it can be concluded in general that the learning outcomes of grade 5 students on the economic role material have increased knowledge and attitudes that cause students to participate directly and are very enthusiastic about learning economic role material. This can happen due to the selection of learning methods, strategies, and media that are appropriate and appropriate to the situation and conditions of students. The role-play method is implemented by the teacher preparing the material to be used; then, the teacher forms three groups of 4-5 students in each group. The first group got the role of producers, the second group played the role of consumers, and the last group

played the role of distributor. Students not part of the role will be tasked with observing and analyzing the activities played by the three groups. After role-playing, the teacher invites all students to conclude the material that has been playing together.

After conducting research, the author suggests using the role-play method on economic role materials to create a comfortable, fun, and not dull learning atmosphere so that it can help students obtain maximum learning outcomes.

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