

THE EFFECT OF ROLE PLAY METHOD WITH GAMIFICATION APPROACH TO IMPROVE STUDENT LEARNING OUTCOMES IN HIWAR LEARNING

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ABSTRACT

This study describes the effect of the Role Play Method with the Gamification Approach to improve student learning outcomes in hiwar learning at Madrasah Tsanawiyah Danul Falah. The use of this method is to overcome learning obstacles in students, such as difficulty in understanding the material and lack of motivation to learn. This study uses a quantitative research approach with a quasi-experimental design, because this study has a control class and an experimental class. The data analysis technique used in this study is an independent t test which was previously tested for prerequisites, namely normality test and homogeneity test. The results of the data analysis showed that the experimental and control class data met the prerequisite test, which was then carried out the independent t test. The results of the Independent t test show that the significance value of 0.002 is smaller than 0.05, from these results there is a significant effect on student learning outcomes. The results of this study indicate an increase in student learning outcomes in hiwar learning after using the Role Play method with the Gamification Approach. Thus, this study can prove that the Role Play method can be an effective alternative way to improve student learning outcomes in Arabic, one of which is hiwar learning.

Keywords: *Gamification Approach, Hiwar, Role Play* INTRODUCTION

Language learning is actually intended to hone language proficiency skills. This proficiency will later be used applicatively to communicate in everyday life, both oral and written communication (Burns & Siegel, 2018; Darancik, 2018). The ability to communicate through oral communication requires in-depth proficiency in the aspects of listening and conversation skills. And to be able to communicate in writing requires in-depth ability in the aspects of reading and writing skills (Mann, 1984; Uno et al., 2009). For this reason, the four language skills have a very important place in language teaching, so they become the accentuation point for assessing a person's language skills. But in fact, learning to hone foreign language skills, especially Arabic, is often found to be a problem and learning obstacles (Rahmawati & Febriani, 2021). In learning Arabic, students often

encounter quite acute obstacles, one of the factors is the assumption that learning Arabic is too difficult and less interesting so that it can affect students' learning outcomes (Rohma & Fawaid, 2023). In addition, students' learning motivation is still lacking towards learning Arabic. learning motivation is a very important factor in the success of students' learning to achieve learning goals. Lack of motivation can have an impact on low learning outcomes. The low learning outcomes of students are caused by difficulties in understanding the material and lack of motivation in learning due to poor learning habits (Nabillah & Abadi, 2019). Based on the results of observations made, researchers found learning problems in Madrasah Tsanawiyah Danul Falah. Among them are low learning outcomes and learning motivation. this is caused by the lack of the teacher's role in learning Arabic, as well as the assumption of students that Arabic lessons are too difficult and less interesting. Based on the results of interviews obtained information that when learning takes place teachers at Madrasah Tsanawiyah Danul Falah use conventional learning models without any learning methods so that learning success has not been achieved properly. The low learning outcomes of students can be seen from the results of the PAS test in 2023/2024 in class VII of Madrasah Tsanawiyah Danul Falah which shows that the determination value has not reached the KKM criteria.

To overcome this problem, researchers try to provide a solution by applying the role play method in hiwar learning in order to improve student learning outcomes. based on previous studies, this role play method has a significant effect on improving muhadasah skills and learning outcomes (Baile & Blatner, 2014; Nabillah & Abadi, 2019; Nur et al., 2024). However, in other studies and in some cases, this method has some shortcomings, including the lack of compatibility of the role played with the personal reality of the learners playing the role. So this can be an obstacle for them to be able to adjust the role play method in learning (Kobriniskii, 2022). To cover the shortcomings of this method, Aliyah (2022) suggests combining and collaborating with other methods and approaches. Thus. The researcher tried to collaborate with another approach, namely the gamification approach. This approach is one of the learning strategies used to increase learning engagement by incorporating game elements into the learning environment (Khuluq et al., 2023). Therefore, Gamification in learning has the concept of implementing teaching and learning activities that minimize lectures by teachers about material that emphasizes learning with games that involve physical and feelings that are expected to create an interesting learning atmosphere. Some research that has relevance to the study of the Role Play method with the Gamification approach to learning outcomes, the results of which are carried out (Fadilla & Nurfadhilah, 2022). Which concluded that the application of the Gamification learning model can increase students' motivation in learning during the implementation of learning. Thus, the utilization of the Gamification approach in learning can build interactive between students and teachers (Buckley & Doyle, 2016). In addition, the use of the Role Play method in learning Arabic takes place well. Role play with Gamification approach is able to increase the motivation of learners' learning engagement. And Gamification elements have a role in motivating learning (Khuluq et al., 2023).

With this gap, the development of the Role Play method with a Gamification approach can fill the void of previous literature so that this method can improve student learning outcomes.

A. RESEARCH METHODOLOGY

This research uses a quantitative research approach. This research approach focuses on data collection, numerical data interpretation, and data analysis that aims to obtain objective and accurate results (Sugiono, 2019). The numerical data collection in this study was carried out through validated measurements. These measurement uses posttest and pretest conducted by the researcher to test the hypothesis that has been established.

In this study used an experimental research method. The use of this method is to find out how much the role play method with the gamification approach affects students' learning interests in hiwar lesson.

This type of research is a quasi experiment design. According to Sugiyono (2019), a quasi experiment design is a research design that has a control group, but cannot fully control external variables that can affect the implementation of the experiment. Quasi experiment design is used because of population limitations that can affect hypothesis testing. In this situation, quasi-experiments can be an alternative for researchers to test hypotheses without violating ethics. The design of this study is a control group pretest-posttest design. In this design, the researcher used two classes, namely the control class and the experimental class. The control class is the class that is not treated, while the experimental class is the class that is treated with the role playing learning method with the gamification approach. For clarity, the design of the study is presented in the following table:

Table 2.1 Research Design

<i>Group</i>	Pretest	Treatment	posttest
<i>Experiment</i>	X ₁	O ₁	Y ₁
<i>Control</i>	X ₂	O ₂	Y ₂

Information:

X₁= (pretest) experimental class

X₂= (pretest) control class

O₁= treatment using the role play method

O₂= treatment using conventional methods

Y₁= (posttest) experimental class

Y₂= (posttest) kelas control

This research was conducted at the MTs Danul Falah school, Pangalengan. With a total population of 81 students from the total number of 7 classes as many as 3 classes. Class 7a as many as 31 people, class 7b as many as 27 people, and class 7c as many as 23 people. From the population data, the researcher randomly sampled 58 students from classes 7a and 7b.

The data collection techniques used in this research are observation and tests. Observation according to Sutrisno Hadi in Sugiyono (2019) is a process of direct observation of an object that is objectively. This observation was made to observe the situation in the process of teaching and learning activities in the classroom related to the influence of the role play method with the gamification approach.

Meanwhile, according to Creswell (2018), a test is a technique or method used in order to carry out measurement activities in which there are various questions, statements or a series of tasks that must be answered by students to measure aspects of student behavior (Arifin, 2009). The tests used by the researcher in this study are in the form of pretest and posttest.

Pretest dilakukan sebelum kelas eksperimen dan kontrol mendapatkan *treatment*, sedangkan *posttest* dilakukan setelah kelas eksperimen mendapatkan *treatment*.

After the data source has been collected, the next step is to analyze the data. The data analysis technique used is using an independent T test with the help of the SPSS version 29 application. To arrive at an independent T test, a pre-requisite test is required, namely a normality test and a homogeneity test (Jackson, 2008)

B. RESEARCH RESULTS AND DISCUSSION

1. Research Results

The data obtained was analyzed using a quantitative approach with the help of the SPSS Version 29 application. In this approach, researchers try to test the statistical hypothesis regarding the effect of using the role play learning method by combining it with the gamification approach to see the improvement of student learning outcomes in Arabic language subjects.

To test the effect of using the role play method with a gamification approach on improving student learning outcomes, in this case, researchers used the Independent T test. This is based on two groups whose members are different (experimental class and control class).

As a prerequisite for the Independent T test, the data obtained from the pre-test and post-test results of both classes must be normal. Thus, the first step is the normality test which will be displayed in the following table;

Table 1 Data normality test

	CLASS	Shapiro-Wilk		
		Statistic	df	Sig.
RESULTS	PRE-EKS	.875	15	.210
	POST-EKS	.890	15	.068
	PRE-CON	.775	10	.168
	POST-CON	.851	10	.060

a. Lilliefors Significance Correction

From table 1 above, based on data analysis using SPSS version 29, it is known that the Significance value in the pre-test and post-test groups of both classes is greater than 0.05 ($\text{Sig} > 0.05$). pre-test for the experimental class shows a significance value of 0.210. Post- Test for the same class, namely the experimental class, shows a significance value of 0.068. and for the control class, the table above shows that the pre-test value shows a significance value of 0.168 and for the post-test it is 0.060. All of these significance values indicate that the data obtained from the pre-test and post-test results of the experimental class and control class, the data is normal. This is in line with the normality test hypothesis, that the null hypothesis (H_0) is accepted if the significance value displayed in the SPSS analysis table has a value greater than 0.05.

Furthermore, when the pre-test and post-test data from both class groups were normally distributed, the next step was to determine the homogeneity of the data. The data homogeneity test is intended to see if a data is homogeneous. And this test is also a prerequisite test for the Independent T test. The results of the homogeneity test analysis using SPSS version 29 are as follows;

Table 2 Data Homogeneity Test					
	Levene Statistic	df1	df2	Sig.	
Based on Mean	.108	1	23	.745	
Based on Median	.086	1	23	.772	
Based on Median and with adjusted df	.086	1	22.847	.772	
Based on trimmed mean	.095	1	23	.761	

Based on table 2 above, that the significance value of the homogeneity test is 0.745. it indicates that the significance value obtained is greater than 0.05. so that the sig value of $0.745 > 0.05$, determines that the pre-test and post-test data from both class groups, namely the experimental class and the experimental class, show that the data comes from homogeneous variants.

The data obtained from the pre-test and post-test results of the two class groups, both experimental and control classes, have met the parametric criteria. Because the data is normally distributed and from homogeneous variants.

Table 3 Independent T-Test

	F	Sig.	t	df	Sig 2 tailed
Equal variances assumed	.108	.745	3.496	23	.002

Table 3 of the independent t test through the help of the SPSS version 29 application shows that the 2 tailed significance gets a value of 0.002. this value as a reference which will later be compared with the t table value of 0.05. from the table above shows that the Signification value of 0.002 is smaller than 0.05 (Sig. 2 tailed 0.002 < 0.05), thus that H0 is accepted. In other words, that there is a significant effect of using the role play method with a gimification approach on improving student learning outcomes in Arabic language subjects compared to the use of conventional learning methods.

2. Study

Metode Role Play dengan Pendekatan Gamification Approach

The Role Play method can be called the role play method is an extension method in the form of a motion game in which there is a system, purpose and contains elements of fun (Najib & Supriadi, 2022). In using the Role Play method, there is a way of mastering learning materials through the development of students' imagination and appreciation. The development of imagination and appreciation is carried out by students by playing as living or dead characters, in general Role Play is carried out by more than one person, depending on the number of characters being played.

Role play is a learning method that invites students to be directly involved in learning, mastery of the subject matter based on the creativity and expression of students in expressing their imagination related to the subject matter experienced without the limitations of words and movements but not out of the teaching material (Nurhasanah et al., 2016). This learning model will later be known to increase students' knowledge and understanding of a subject which will improve students' learning outcomes and increase students' activeness and creativity in participating in class learning (Setiawati, 2016). Thus, the Role Play learning method will be more effective in mastering interpersonal-related skills by observing various ways of solving the specified problem (Handayani & Asrofi, t.t.). The learning process using the Role Play method that should be created in the learning process is how students who learn really play an active role in a learning process.

Meanwhile, gamification is the use of game elements to solve problems other than games that aim to improve the performance of the system being solved by increasing motivation (AlMarshedi et al., 2017; Marisa et al., 2020; Seaborn & Fels, 2015). Gamification in learning has the concept of implementing teaching and learning activities that minimize conventional methods by the

teacher about the material and emphasize learning with games that involve physical and feelings that will create an interesting learning atmosphere.

The steps for implementing gamification in learning include:

1. Recognize the learning objective
2. Define the big idea
3. Create a game scenario
4. Design the learning activity
5. Build groups
6. Apply game dynamics

To get the results of increasing student learning motivation in this study, first learning is carried out using the Role Play method with a gamification approach. The stages in this research include:

1. Determine the topic of discussion.
2. Develop a scenario.
3. Determining gamification.
4. The researcher writes Hiwar material on the blackboard.
5. The researcher explains the material, the learners listen.
6. The researcher reads the dialog with good reading, while the learners listen while looking at the dialog text.
7. The researcher divides the group of learners.
8. The researcher told the group representatives to play the role and read the dialog text.
9. Learners pay attention to their friends who play the role.
10. The researcher prepares random dialog text media.
11. Each group composes the dialog text.
12. There are several groups that can compose the text, get one point.
13. Conduct discussion and evaluation.

C. CONCLUSIONS AND RECOMMENDATION.

1. Conclusions

Based on research conducted at Madrasah Tsanawiyah Danul Falah and data analysis using SPSS version 29, it can be concluded that there are results of the Independent sample t test which shows the calculation value of sig 2 tailed <0.05 , namely 0.002. Thus, it can be concluded that H_0 is rejected and H_a is accepted. So that in this study, the role play method with a gamification approach has an effect on improving student learning outcomes in hiwar learning at MTs Danul Falah Pangalengan District.

2. Recommendations

This study aims to determine the effect of using the role play method with a gamification approach on student learning outcomes in hiwar learning at MTs Danul Falah. From the study, there were significant results in improving student learning outcomes. Therefore, the use of this method can be an alternative in improving student learning outcomes in hiwar learning.

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