

The Effect of Role Playing Method On Students' Learning Creativity In Islamic Studies Course

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Abstract

This research is motivated by the low creativity of students' learning in Islamic education subjects at SMP IT Bunayya Pekanbaru. This can be seen from, there are students who are less brave in expressing opinions, students do not have curiosity, students are not active in the learning process, students are not brave enough to ask questions and there are also students who do not have ideas or suggestions for a problem. A student should have high learning creativity, because learning creativity is very important to be considered in the learning process. The formulation of the problem in this study is whether there is an effect of the role playing method on learning creativity in Islamic education subjects at SMP IT Bunayya Pekanbaru. The purpose of this study was to determine the effect of the role playing method on student learning creativity in Islamic education subjects at SMP IT Bunayya Pekanbaru. This type of research is quantitative with a correlation approach. The population includes all students at SMP IT Bunayya Pekanbaru totaling 115, with a sample of 90 students. For data retrieval using a questionnaire and documentation. The results of this study indicate that the hypothesis of the influence of the role playing method on student learning creativity is accepted with a significance value of 0.000. The magnitude of the effect is quite strong (0.520 or 52%). It can be predicted that if the role playing method is improved it will contribute to increasing students' learning creativity by 0.869 or 86.9%. Vice versa, if the role playing method decreases, students' learning creativity will also decrease by 0.869 or 86.9%. So it can be concluded from the results of this study that there is a fairly strong influence between the role playing method on student learning creativity in Islamic education subjects at SMP IT Bunayya Pekanbaru.

Keywords: Role Playing Method, Student Creativity, Islamic Studies, Student Learning.

1. Introduction

Learning creativity is a very important thing to consider in the learning process. Creativity is also one of the assets that students must have to achieve learning achievement[1], [2]. Learning creativity can train students not to depend on others. If the student has high creativity, the student tends to be more creative and produce something positive[3]. Creativity is creativity in the broadest sense that combines thoughts, imagination, ideas, and satisfying feelings. Creativity is also interpreted as the ability of a person or individual to create or produce new creations, find new ways of doing things to make things easier, more efficient, and effective[4], [5]. Creativity is the ability to create new ones, as the ability to provide new ideas that can be applied in problem solving, or as the ability to see new relationships between pre-existing elements[6]. A person's creativity can be seen from his behavior or creative activities. The creativity of a student in learning will greatly influence the student to obtain a success[7], [8].

So far there are several studies that examine the creativity of learning in Indonesia. Previous researchers examine the application of the make a match strategy to increase learning creativity in social studies subjects for fourth grade students of SDN 3 Keprabon Polanharjo Klaten in 2012/2013 with a classroom action approach. This study aims to increase the creativity of social studies learning by applying the make a match strategy. This study sees that students tend to pay less attention and understand the material because the learning carried out tends to lecture on every teaching and learning activity while students only listen and take notes. Research on learning creativity was also carried out by [9] examining the influence of achievement motivation and study habits on the creativity of STAIN Kendari students with a quantitative approach. This study aims to reveal the description of achievement motivation, study habits and learning creativity of STAIN Kendari students. This study sees that students have a tendency to study habits, both study habits in groups, and some have the habit of independent study, learning by memorizing, taking notes or reading[10]–[12].

Although many researchers have researched learning creativity, it is still found that learning creativity is less than optimal and low. This can be seen at SMP IT Bunayya Pekanbaru, there are students whose first learning creativity is low, students who are less brave in expressing their opinions. Second, students do not have curiosity. Third, students are not active in the learning process. Fourth, students are less daring in asking questions. Fifth, students do not have ideas or suggestions for a

problem. From the various symptoms that have been stated above, it was obtained from the results of interviews between the author and teachers of Islamic education subjects at SMP IT Bunayya Pekanbaru via telephone because during the covid-19 pandemic that hit the whole world, especially in Indonesia, the city of Pekanbaru also experienced its impact, and its impact This is also felt by the author because during a pandemic like now SMP IT Bunayya Pekanbaru limits people who go to school. The problem of low learning creativity can be assumed and given a solution using the role playing method[12], [13]. Role playing model is a model that involves interaction between two or more students about a topic or situation[14]. The role-playing model allows students to understand the material better, because students make their own observations, communicate learning objectives, play directly, the lessons become more real, provide opportunities to further explore the subject matter after discussing and acting it out[15]–[17]. In addition, the role playing method also provides a pleasant atmosphere in the learning process, so that students are more enthusiastic in participating in class learning[18], [19]. The role playing method can also make students more interested and involved not only in learning about a concept but also integrating knowledge into behavior through classifying problems, exploring alternatives and looking for creative solutions so that to be creative you must go through the teaching and learning process[17], [20].

2. Methodology

Research is a systematic effort to provide answers to problems or phenomena encountered. This type of research is quantitative with a correlation approach. Correlation research is a research conducted by collecting a number of data to determine and determine whether there is a relationship between the two variables being measured. This research was conducted at SMP IT Bunayya Jl. Putra Panca Sei Mintan, Simpang Tiga, Bukit Raya District, Pekanbaru City, Riau. The subjects of this study were students at SMP IT Bunayya Pekanbaru. Meanwhile, the object of this research is learning creativity and role playing method. The population of this research is all students at SMP IT Bunayya Pekanbaru totaling 115 people. The sampling technique is proportionate stratified random sampling, namely the determination of the sample taking into account the strata (levels) that exist in the population. Because the population is very large, the researchers took samples using the Slovin formula with a margin of error of 5% is 90 respondents.

3. Result & Discussion

Data from research on the Effect of Role Playing Method on Student Creativity in Islamic Religious Education Subjects at SMP IT Bunayya Pekanbaru is data collected from the field, which is distributed using a questionnaire. The results of the data obtained are based on a questionnaire that the author distributed to 90 respondents who became the sample in the study.

Based on the recapitulation table of the variable X questionnaire scores (Role Playing Method), it can be concluded that the answers of students who stated "Strongly Agree" on the questionnaire were 881 (39.1%), while those who stated "Agreed" were 1306 (60.4%) , then those who stated "Disagree" were 57 (2.5%), then those who stated "Disagreed" were 6 (0.2%) and students who stated "Disagreed" were 0 (0%). Thus, the results of the answers that were chosen by the most respondents were "Agree" which was 60.4% and the answers of respondents who answered the least were "Disagree" namely 0%. Thus, it can be seen that in testing the Role Playing Method using a questionnaire technique that has been carried out and is in accordance with the indicators in the perception of students, almost half of them stated that it was very good, namely 89.4%. Then the results of the questionnaire variable X (Role Playing Method) at SMP IT Bunayya Pekanbaru were 2250 or 89.4%

Based on the recapitulation table of the variable Y (Learning Creativity) questionnaire scores, it can be concluded that the answers of students who stated "Strongly Agree" on the questionnaire were 621 (31.3%), while those who stated "Agreed" were 1124 (56.7%), then those who stated "Disagree" were 220 (11.1%), then those who stated "Disagreed" were 9 (0.4%) and students who stated "Disagreed" 2 (0.1%). Thus, the answer that most respondents chose was "Agree" which was 56.7% and the answer of the respondent who answered the least was "Disagree" which was 0.1%.

Hypothesis test

Hypothesis testing is carried out to determine whether the data that has been collected has an influence or not. In this study, hypothesis testing was carried out using the SPSS 22 program with linearity. For decision making whether there is an effect or not, it is enough to look at the linearity significance value. If the significance is less than 0.05 then the conclusion is that there is an effect. If the significance is greater than 0.05 then there is no effect.

Table 1 : Hypothesis Testing
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4115.563	1	4115.563	95.387	.000 ^b
	Residual	3796.837	88	43.146		
	Total	7912.400	89			

- a. Dependent variable : variable y (role playing method)
- b. Predictors : (Constant). Variable x (learning creativity)

By using Anova data analysis, it was found that the significant value was 0.000. Because the significance is less than 0.05, it can be concluded that the hypothesis in this study can be accepted, namely that there is an influence of the role playing method on students' learning creativity in Islamic education subjects at SMP IT Bunayya Pekanbaru.

Table 2 : Summary Model
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.520	.515	6.569

- a. Dependent variable : variable y (role playing method)
- b. Predictors : (Constant). Variable x (learning creativity)

In the table above, it is explained that the influence of the role playing method (X) on learning creativity (Y) is seen from the value (R Square) which is 0.520 or 52% which is in the range 0.40-0.599 with a fairly strong category. While the remaining 48% are influenced by factors outside of learning creativity. Then the model summary above also explains the value of the coefficient of 0.721, the magnitude of the relationship between the role playing method and learning creativity is 0.721 or 72.1%, the R value (0.721) which is in the range 0.60-0.799 belongs to the strong category. So the relationship between the role playing method and learning creativity is strong. the value of the coefficient of determination (R Square) of 0.520 in the coefficient interval lies in the range of 0.400 - 0.599 with the criterion of a strong enough level of influence, this means that the level of influence of the Role Playing Method on Student Creativity is quite strong.

Table 2 : Summary Model

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.488	9.720		-.256	.799
	variabel x	.869	.089	.721	9.767	.000

a. Dependent variable : variable y (Learning Activity)

From the explanation of the Coefficients table above, it shows the value (Constants) = -2.488 and the value (B) is 0.869 (X) and the significant level of 0.000 (X) is positive. From the Coefficients table, a simple linear regression equation is obtained, namely: $=a+bX = -2.488 + 0.869 X$, then constant (a) is -2.488, meaning that students' creativity in learning is -2.488 before getting the role playing method. As for the coefficient value of 0.869 (X). It can be explained that each improved role playing method is predicted to contribute to increasing learning creativity (Y) by 0.869 or 86.9%. On the other hand, if the role playing method decreases, students' learning creativity is predicted to decrease by 0.869 or 86.9%.

Data Interpretation

The interpretation of this data is carried out in order to relate the findings made in the field with existing theories. Based on the findings in the field that have been collected, the results in this study explain that there is an effect of the role playing method on student learning creativity in Islamic education subjects at SMP IT Bunayya Pekanbaru. This can be seen from the hypothesis test which states that if the significance value is 0.000 or ($0.000 < 0.05$).

The influence of the role playing method on student learning creativity is 0.520 or 52%, while the remaining 48% is influenced by other factors. While the level of the relationship between the role playing method on student learning creativity is between 0.721 or 72.1%, meaning that there is a strong relationship between the role playing method and student learning creativity in Islamic education subjects at SMP IT Bunayya Pekanbaru.

The results of this study are 0.520 or 52% of learning creativity is influenced by the role playing method, while the remaining 48% is influenced by other factors. In other studies, there are also several factors that can affect learning creativity apart from the role playing method. So, the role playing method is enough to contribute in increasing student learning creativity, but there are still many other factors that can be explored by students to increase learning creativity.

4. Conclusions

Based on the data analysis described in the previous chapter, it can be concluded that there is an effect of variable X (Role Playing Method) on variable Y (Learning Creativity) at SMP IT Bunayya Pekanbaru. This is seen by using Anova data analysis found that the significant value is 0.000. Because the significance is less than 0.05, it can be concluded that the hypothesis in this study can be accepted, namely that there is an effect of the role playing method on student learning creativity in Islamic education subjects at SMP IT Bunayya Pekanbaru. The level of influence between the variable X (Role Playing Method) and variable Y (Learning Creativity) is 0.520 or 52% located at the level of the value of 0.400-0.599, which is a fairly strong criterion. While 48% is influenced by other factors. This means that the influence of the Role Playing Method on Student Creativity in Islamic Education Subjects at SMP IT Bunayya Pekanbaru is categorized as quite strong.

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