

Need Analysis for Development of a Role Playing Learning Model to Increase Student's Learning Motivation in Social Pathology Course

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ABSTRACT

This study aims to (1) determine the needs of students regarding learning media that can help students improve learning outcomes and motivation; (2) the implementation of Social Pathology learning. It is research and development that is being done here. The Borg Gall development model—which includes preliminary and development studies, expert validation, model updates, hypothetical models derived from validation results, and model testing—is the one that is employed. According to Borg and Gall, the two primary goals of research and development procedures are product development and feasibility testing. Nevertheless, the scope of this research is restricted to the analytical phase, specifically examining the necessity of developing a role-playing learning model in social pathology courses to enhance students' desire to learn. The participants in this research were third-semester social pathology students. Thirty-seven individuals made up the samples using the non-probability sampling method (saturated sample). A modified Likert scale was utilized to create the needs questionnaire, which had four response options: strongly agree, agree, disagree, and disagree strongly. Students and lecturers need a role-playing model. Students and lecturers in the Community Education Study Program need a role-playing model. This is demonstrated by the percentage that was found while examining the financial requirements of the student responses—90% of which were classified as strongly agreeing. Applying the role-playing learning paradigm can boost students' motivation and enhance their academic performance. This needs analysis can be used as the basis of learning innovations that will be applied to have an impact positive learning, which can improve learning motivation students significantly.

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1. INTRODUCTION

At the beginning of learning, there was dissatisfaction with the learning model implemented during the learning process even though several variations were carried out but had not shown changes in student learning behavior. The phenomenon of motivation and student learning behavior, which has not been adequately observed in social pathology courses, is the cause of discontent with traditional learning approaches. (Jas, Achmad, & Alvi, 2020). Student learning motivation becomes greater when dealing with learning models that demand an active teaching and learning process for students (Rosifah, Masruhim, & Sukartiningsih 2018). Students still conclude that the social pathology course is boring because it relies more on theory than practice, making it less attractive to students. Meanwhile, social pathology courses are very closely related to the real life of society, starting from understanding social symptoms and behavior of the community to solving social problems that require students to have the ability to think critically to respond to phenomena or cases that occur. This condition sufficiently influences students' motivation to learn during learning, hence a good learning model is required to combine fun learning with problem-solving skills.

Based on observations of the learning process dominated by lecturers, students only listen and record the main things from lecturer delivery, do not have creative ideas to develop learning materials and solve problems given by lecturers, and lack of responses or feedback given by students during the learning process. According to Taurina (2018), the learning model used by lecturers will impact improving student learning outcomes. High learning motivation does not entirely come from students, but the role of educators also greatly influences learning motivation. The lack of learning reasons possessed by students will impact their learning outcomes. The traditional learning paradigm, which has not changed to incorporate cooperative learning into teaching and learning, is the root source of this problem. In addition to causing low student motivation in achievement, it also results in passive learning.

Learning motivation typically looks for appropriate academic activities and achieves the intended outcomes. Some scholars view the foundation as a personality characteristic; yet, this perspective misses the fact that learners can become motivated at any time or in any situation (Barak, Watted, & Haick, 2016). The ability to learn through shared experiences is referred to as motivation to learn. It is mostly sparked by modeling, expectations being communicated, and direct instruction or socialization from important individuals (Koca, 2016). Learning motivation is a significant factor in determining learning outcomes; other factors affect student learning outcomes, namely environmental factors and the learning process carried out by lecturers (Taurina, 2018). Motivation to learn at the student level is no less important because students must have critical thinking, creative thinking, communication, and teamwork. This condition has a big impact on students' motivation to study in class, so we need a good model to integrate these skills with enjoyable learning.

Motivation is significant in elevating the learning process (Williams, 2011). Those with high motivation will result in good learning (Andartari, Susanti, & Andriani, 2013). The lecturer discovers that his function as a facilitator and mediator is crucial in assisting students in acquiring knowledge, concepts, abilities, values, and modes of thinking and self-expression (Fitriana, Ikhsan, & Munzir, 2016). The adoption rate of the role-playing learning paradigm in social pathology courses by students is 86% (Achmad, Alvi, Wilson, & Sinaga, 2021). Studying society requires an appropriate learning model involving students as optimally as possible, both intellectually and emotionally, because social pathology learning emphasizes the process. As a result, choosing an effective learning model can influence students' willingness to learn.

In order to improve students' knowledge, skills, values, attitudes, appreciation, logical thinking, communication, and creativity, lecturers must employ an appropriate learning model (Jas, Achmad, and Alvi, 2020). Redesigning learning from traditional models to constructivist learning designs—which place an emphasis on people actively creating information and understanding—is one tactic that can be utilized to improve learning behavior in social pathology learning.

The role-playing model of learning is one that is a little unusual and distinct from other learning models; it is not frequently used in the process of learning. The role-playing learning paradigm is employed in social pathology courses to boost student motivation. Ningsih conducted earlier study on

using the role-playing technique with students (Ningsih, 2019). After implementing role-playing, his research focuses on students' knowledge, skills, and abilities. The study's results found that role-playing can shape students to be active, creative, and confident, as well as increase interaction in learning. Another previous study was conducted by Pratiwi (2015) on developing a jigsaw role-playing collaborative model to improve students' collaborative skills. Role-playing can be a stand-alone activity, spanning several sessions or even throughout the course (Guthrie & Jenkins, 2018). How we use these tools can be best suited for different purposes. For example, in leadership education, role-playing can provide situations where learners can experience leadership manifesting and take an active role (Guthrie & Jenkins, 2018).

One model that can be used is the role-playing method. Even if learning is taking place in the classroom, the role-playing learning approach places students in specific scenarios outside of it (Rashid & Qaisar, 2017). Role-playing models can be used to improve student-teacher motivation and interaction as well as student-student interaction (Bhattacharjee, 2014; Krisdiana, Irawati, & Kadarisman, 2018).

This description suggests that further research is required to determine whether creating a role-playing learning paradigm is necessary to improve student motivation for learning, especially for students who face difficulties in understanding the material with the current learning model. This research is new since the role-playing learning model already exists but has to be developed at the various stages of role-playing learning.

2. METHODS

It is research and development that is being done here. The Borg Gall development model – which includes preliminary and development studies, expert validation, model updates, hypothetical models derived from validation results, and model testing – is the one that is employed. According to Borg and Gall, the two primary goals of research and development procedures are product development and feasibility testing. Nevertheless, the scope of this research is restricted to the analytical phase, specifically examining the necessity of developing a role-playing learning model in social pathology courses to boost students' willingness to learn.

The participants in this research were third-semester social pathology students. Using the non-probability sampling technique (saturated model), 37 individuals made up the samples. A requirements questionnaire with four response options – strongly agree, agree, disagree, and strongly disagree – was the instrument utilized in this study. The answers were statistically evaluated, and the findings were reported. The following criteria were applied when testing the validity and reliability of the questionnaire:

- Valid: if r_{count} is greater than r_{table} value ($r_{\text{count}} > r_{\text{table}}$)
- Invalid: if r_{count} is less than the value of r_{table} ($r_{\text{count}} < r_{\text{table}}$)
- Reliable if Cronbach's alpha value > 0.60
- Not reliable if Cronbach's alpha value < 0.60

(Budiwibowo & Nurhalim, 2016)

The study was conducted in Mei 2022. A modified Likert scale was utilized to create a needs questionnaire, which had four response options: strongly agree, agree, disagree, and disagree strongly. The following formula was used to perform a quantitative analysis of the questionnaire results:

$$p = \frac{n}{N} \times 100\%$$

- (1) where n is the assessment's overall score, N is the highest possible score, and P is the proportion of the questionnaire analysis results. Table 1 displays the score interpretation model for the Likert scale.

Table 1. Likert Scale Interpretation

| Percentage (%) | Category |
|----------------|-------------------|
| 0% - 25% | Strongly Disagree |
| 26% - 50% | Disagree |
| 51% - 75% | Agree |
| 76% - 100% | Strongly agree |

(Hayati, Budi, & Handoko, 2015)

Categories of data analysis results are presented in Table 2

Table 2. Student Learning Motivation Categories Using Role Playing

| Percentage | Categories |
|------------|------------|
| 86 – 100% | Very good |
| 76 – 85% | Good |
| 60 – 75% | Enough |
| 55-59 % | not enough |
| ≤ 54% | not much |

The results of the calculations above become the basis for analyzing depth and concluding how the need for role-playing learning models in increasing student learning motivation.

3. FINDINGS AND DISCUSSION

Based on the findings of the observations and the questionnaires that were distributed and conducted on students in 2019, there were 37 people regarding the need for role-playing learning models to increase student learning motivation.

Table 3. Results of the Questionnaire Analysis of Student Learning Motivation

| No | Indicator | % | Categories |
|----|-------------------------------------|-----|------------|
| 1 | Concentration | 58% | Enough |
| 2 | Curiosity | 60% | Good |
| 3 | Spirit | 61% | Good |
| 4 | Independence | 50% | Enough |
| 5 | Readiness | 60% | Enough |
| 6 | Enthusiasm or urge to never give up | 50% | Not good |
| 7 | Enough | 43% | Enough |

Table 3 provides information that the level of student learning motivation is in the unfavorable category, equal to 55%, meaning that student learning motivation must be increased. One factor influencing learning motivation is learning methods that still use conventional models without modification. Therefore, in order to maximize learning outcomes by implementing a modified role-playing learning model, a suitable learning model is required to improve learning motivation. Furthermore, based on the Likert scale interpretation table for data that has a percentage of 55%–59% in the negative category. Role-playing has been recognized as a pedagogical approach that shapes scenarios into experiential learning opportunities where students can apply their acquired knowledge. Participants act out or improvise a role inside a predefined scenario or an unstructured situation (McKeachie, 1986, Guthrie & Jenkins, 2018). Students with good learning motivation desire to get good grades, so to get these grades, students study well and diligently.

Table 4 provides further information about the requirements of the role-playing learning paradigm based on student replies.

Table 4. The findings of the examination of the role-playing learning model's requirements based on student replies are displayed

| No | Statement | % | Categories |
|----|---|-----|----------------|
| 1 | Social Pathology courses are challenging for students to understand | 75% | Agree |
| 2 | The average score for social pathology courses is B+/3.5 | 79% | Strongly Agree |
| 3 | In the implementation of learning, teachers tend to use the lecture model | 70% | Agree |
| 4 | The lecture learning method used makes students less understanding of the learning material | 67% | Agree |
| 5 | The desired learning method is a discussion method with engaging media | 80% | Strongly Agree |
| 6 | Inadequate facilities and infrastructure in the implementation of social pathology learning | 78% | Strongly Agree |
| 7 | Media commonly used by lecturers in education are printed books | 75% | Agree |
| 8 | Learning media used by lecturers in the learning process does not increase students' understanding and motivation to learning | 66% | Agree |
| 9 | The desired learning media to increase learning motivation is role-playing media | 89% | Strongly agree |
| 10 | Students agree with the creation and development of role-playing learning media in social pathology courses | 90% | Strongly Agree |

Source: processed research data, 2022

Table 4 demonstrates that 90% of students' opinions on the creation of the role-playing model fall into the extremely agree category. There 85% strongly agree that the desired learning method is a discussion method with an exciting learning model, namely the role-playing model, and an average of 73 % agreed that learning social pathology still uses conventional methods so that students have difficulty understanding the material and feel bored with the learning model used by lecturers. This means that from student responses, more study is therefore required to create role-playing learning models for social pathology courses that take into account the findings of this analysis.

One of the most popular learning techniques nowadays is role-playing, in which participants take on a role and engage with one another, considering an authentic context. According to Dary, T., Pickeral, T., Shumer, R., Williams (2016); role-playing has been shown to be an excellent option for enhancing student learning behavior in supportive environments. This is because it fosters group conversations, which are a key component of student involvement in a supportive setting. Active classroom engagement includes things like speaking up in class, offering ideas, and responding to peers' and the teacher's inquiries (Indriani, 2020).

Furthermore, based on the results, students get engaged when they are able to focus, express interest in the topic being discussed, and are given the chance to collaborate with others in order to engage in meaningful exchanges. It entails checking to see whether they have understood, providing clarification, and making sure the other person has received their meaning (Mafuraga & Moremi, 2017). Role-playing can spark student interest and passion, boost learning motivation, foster teamwork, and encourage involvement (Beidatsch & Broomhall, 2010).

Role-playing helps pupils learn about disasters and how to appreciate them when they happen. According to research by Fatonah, Safriani, Eka, Wiwin, Rose, & Fajariah (2018), role-playing had a big impact on students' understanding of seismic events. Role-playing is utilized in a variety of contexts, including leadership education classes, orientation training for first-year students, resident advisor training, and programs that prevent sexual assault. Facilitators frequently employ role-playing exercises in these kinds of settings, when participants act out a made-up situation and apply what they have

learned. But as was already said, one of the main problems with short, standalone role-playing exercises in the classroom is that they are typically linear and have no lasting effects.

The observations show that most of the time, participants will reach the desired result as working together is socially motivated and there is no reason not to. Whether or not students make sensible decisions is usually not related to what they do during the role-play. In most cases, participants will quickly make amends and come to a solution for the shared scenario. Because of this, the product is unrealistic when compared to real-life scenarios when tense moments are anticipated to arise during a conflict. This might rob students of excellent educational chances (Ruiz-Ezquerro, 2021).

Unlike traditional role-plays, the role-playing learning model places students as the primary *role*, establishes and depicts the environment in which players will engage in role-playing, develop storylines and narratives based on social phenomena (classification or introduction, introduction stage, diagnosis, and treatment), then play roles, and reflect together. This is also proven by other research (Gressick & Langston, 2017), RPGs give students the opportunity to reflect on and learn from their actions by putting them in fictitious scenarios where their choices have real-world repercussions. By using storytelling and narration as tools to co-create a story, role-playing games accomplish this effect. Narration and storytelling have the potential to change how learners interpret knowledge and encourage a deeper comprehension.

From the findings obtained from the results of data analysis, the authors found the need for changes in the learning process. The model of role-playing is suitable to be applied so that students' learning motivation is good. Enhancing the quality of instruction in social pathology courses at the Community Education Study Program is imperative. Since the role-playing method requires a lot of infrastructure and time to deploy, one area that needs improvement is the availability of facilities and infrastructure that can support it. This can be done by procuring facilities and infrastructure, such as labour in implementing the role-playing method and developing teaching materials using the role-playing model in each course.

4. CONCLUSION

Students and lecturers in the Community Education Study Program need a role-playing model. This is demonstrated by the percentage that was found while examining the financial requirements of the student responses—90% of which were classified as strongly agreeing. These results can guide further research on the development of role-playing models in the Community Education Study Program FKIP UNRI to increase student learning motivation. Because of their adaptability, role-playing systems can be employed anywhere role-play activities are permitted. These scenarios encompass, among other things, teaching assistant training, health counseling, student organization guidance, prostitution prevention programs, leadership education courses, social problems, and the phases of resolving social issues that arise in society, like prostitution, gambling, corruption, crime, child trafficking, prostitution, domestic violence, and so forth.

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