

Improving Student's Study Result Using Role Playing Methods and Animation Media on Arabic Courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara

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Abstract - This study generally has a purpose, which is to improve student's study result and influence students' mindset to enjoy learning in groups, which is expected to foster social attitudes, confidence, fostering enthusiasm, creative and innovative thinking. While specifically the purpose of this study was to find out how student's study result after using the role play method and animation media on Arabic Courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara. Then, this study also aims to determine students' responses to the use of role play methods and animation media in Arabic courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara. This type of research is classroom action research (CAR), which is done by several procedures: 1). Preparing the research to be carried out; 2). Planning actions to be taken during the research process; 3). Carry out actions in the classroom while making observations or direct observations; 4). Reflection. Then the results of the reflection will make the basis for implementing or not implementing the next cycle, and so on until there are results that are in line with what is expected by the researcher. Research results obtained: First, Student's study result in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara by using the role play method and animation media, namely in the first cycle, 32 students scored completely or reached 86.49%. When compared with the pre-action, only 21 students scored completely or reached 56,76%. Second, Student responses showed positive results when using the role play method and animation media were: in the first cycle students gave a very positive response reaching 87.09%. This research is fulfilled in the first cycle, because study result are in line with expectations. Key words: Study Result, Role Play Methods, Animation Media

1. Introduction

Arabic is one of the courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara. For some students who have a general education background (high school / vocational high school), this course is very difficult. The reason is because Arabic has never been taught in public schools (high school / vocational high school), then Arabic is also a foreign language and not the language of conversation carried out in daily life in Indonesian society.

In Arabic courses students are required to be able to communicate in Arabic, and are able to understand the principles in Arabic. However, in practice lectures only charge students to memorize vocabulary in Arabic, so the lecture is less interesting and varied. Many factors support the success of the learning process, including lecturers, students, environment, curriculum, strategies, methods and effective learning media that can help students to learn optimally and be able to improve student's study result.

In creating interesting learning, the lecturer must be able to use the right learning methods and media in accordance with the learning material taught, and

can collaborate the use of these methods and media. Lecturers must also understand the diversity of students in the class. In fact, many lecturers in learning activities are able to master the learning material, but sometimes they always collide in presenting the learning material.

For a lecturer it is important to have good professional competencies and abilities, so as to be able to realize a quality dimension of life in students. Nasution (1992) said that, if the lecturer does not have professional skills in conducting teaching and learning activities, then students will feel bored following the learning activities. Complaints that arise are usually like: difficult to understand the material presented by the lecturer, boring, lecture activities feel tiring, growing sleepy feeling and some even complain because the explanation is too quickly given so it cannot be followed.

Learning is said to be successful when students can master the learning material taught. Students are said to be able to master learning material, if the student's study result achieve good grades, which is a minimum of 75 or "B". This means that in Arabic students are said to be successful if they individually get a score of 75 or "B". And the lecturer is said to have successfully taught Arabic courses if 80% of the students in the class get a score of 75 or "B".

Implementation of learning in Arabic courses, according to information from an Arabic lecturer, Zulkarnain Lubis, MA. Students find it difficult to understand Arabic courses. Students also showed boredom behavior, low learning interest and low activity in the learning activities. Then from the results of the learning done, the average student gets a score 55 or "D". This can be seen from the value of student Arabic courses at Academic Year 2016-2017. In table 1:

Table 1. Student's Study Result In Arabic Courses At Academic Year 2016-2017

No	Score	Value	F	%
1	100-85	A	0	0.00
2	84-80	B+	5	13.51
3	79-75	B	9	24.32
4	74-70	C+	3	8.11
5	69-65	C	2	5.41
6	64-60	D+	8	21.62
7	59-55	D	5	13.51
8	54-0	E	5	13.51
Total			37	100

In the table above, shows At Academic Year 2016-2017 student's study result in Arabic courses. 14 students got good grades with presentations 37.84. While 23 students received poor grades, with presentations 62.16. Based on the conditions experienced by students in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara, the results of learning in Arabic courses tend to be less than optimal. One of the main causes of boredom is learning Arabic, not because of the lack of material being conveyed, but many are caused by lecturers' failure in using methods, learning media or approaches used.

In teaching, the lecturers only focus on using the lecture method so that it is less interesting in delivering the material, the lecturers also do not use the right media to help facilitate the students in receiving the material taught by the lecturers

in the classroom. In overcoming this, lecturers are expected to make learning innovations by using methods, learning media or approaches that are appropriate and meaningful for students.

Based on this, the authors chose the solution to the problem of the low student's study result in the Arabic language course by using the role play method and animation media. In overcoming the problem of low student's Study Result in Arabic courses, Classroom Action Research (CAR) is used. Therefore, researchers will conduct research through a study with the title: *"Improving student's Study Result Using Role Playing Methods and Animation Media on Arabic Courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara."*

The purpose of this study was to find out, how student's study result before using the role play method and animation media at Arabic courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara, how the student's study result after using the role play method and animation media at Arabic courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara, and to find out how students respond to the use of role play methods at Arabic courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara.

2. Methods

This research will be conducted in the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara. This research was conducted in January 2017 until May 2017. The subject of this research is the students in Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara. Totaling 37 students, consisting of 11 men and 26 women. The type of this research is Classroom Action Research (CAR) which is consisted of four stages, namely planning, action, observation and reflection (Iskandar, 2009). The research procedure can be seen in Figure 1.1:

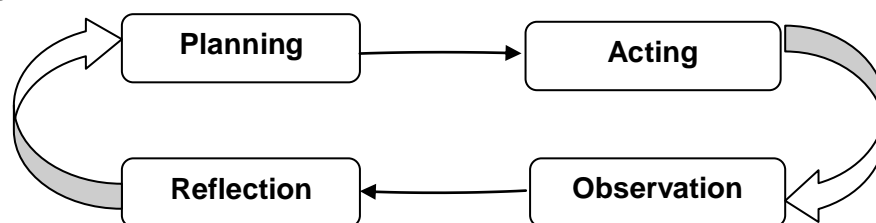


Figure 1. Classroom Action Research Cycle (CAR)

Data collection instruments in this study are:

- 1) Tests, used to obtain data about student's study result.
- 2) Documentation, used in this study is the value of the Arabic students' test subjects in the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara. The documentation method in this study is used to find out the initial conditions of students.
- 3) Questionnaire, in this study was used to determine the attitudes and responses of students in following Arabic courses, using the role play method and animation media.

2.1. Data Analysis Techniques

The data that obtained will be in form of qualitative and quantitative. The technique of data analysis that will be used this study are:

- 1) Data Reduction
Data obtained from tests and questionnaires are classified into several categories and then organized to obtain meaningful information.
- 2) Data Presentation
Data presentation done after the data reduction has done first. The results of data reduction will be analyzed based on the minimum completeness criteria namely 75 or "B" set by faculty of Islamic Religious University of Muhammadiyah Sumatera Utara. A student is declared to have achieved competence when obtaining a score of 75 and the class is declared complete if 80% of the total number of students reached minimum completeness criteria set by faculty of Islamic Religious. Quantitative data analysis was calculated using two types of assessment, namely assessment of averages. Then student's study result, analyzed using the five conversion principle, namely: 100-93 (Very High), 92-84 (Height), 83-75 (Medium), 74-70 (Enough), and 69-0 (Low).
The results of students' responses to the use of role play methods and animation media will be assessed from the average score of students. Then the total score obtained by each indicator is shared with the number of students.
- 3) Making the conclusion. The final stage is making the conclusion based on results of data analysis.

3. Result

3.1. Student's Study Result in Pre-action

After conducting lectures on Arabic courses on hiwar material in the Faculty of Islamic Religious UMSU, in pre-action activities. So to test students' initial knowledge, a test is made by testing 10 multiple choice questions for students. Then to know skills of students in Arabic, the lecturer made a practice test. As for the results of pre-action activities, can be seen in table 2:

Table 2. Student's Study Result Pre-Action Stage

No	Score	Value	F	%
1	100-85	A	2	5.41
2	84-80	B+	7	18.92
3	79-75	B	12	32.43
4	74-70	C+	3	8.11
5	69-65	C	2	5.41
6	64-60	D+	4	10.81
7	59-55	D	4	10.81
8	54-0	E	3	8.11
Total			37	100

The table above shows student's study result in the pre-action stage are only 21 students who are complete or (56.76%), with a minimum completeness criterion of 75. that means them do not have classical completeness, because a new classical completeness is achieved when 80% reaches a value of 75.

Thus, students who have grades in the very high category (100-85) dan students who have high value categories (84-80) are only 9 students, 12 students

have a moderate value category (79-75), and 16 students have enough value categories (74-70) and low (69-0). To solve the problem, the low student's study result in the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara, then attempted by using the role play method.

3.2. Student's Study Result Cycle I

After the role play method and animation media were applied in Arabic courses at the Faculty of Islamic Religion University of Muhammadiyah Sumatera Utara. In cycle I, student's study result have increased compared to the pre-action stage. this can be seen in table 3:

Table 3. Student's Study Result Cycle I

No	Score	Value	F	%
1	100-85	A	10	27.03
2	84-80	B+	11	29.73
3	79-75	B	11	29.73
4	74-70	C+	3	8.11
5	69-65	C	1	2.70
6	64-60	D+	1	2.70
7	59-55	D	0	0.00
8	54-0	E	0	0.00
Total			37	100

The table above shows, in the first cycle Student's Study Result have increased compared to the pre-action stage. Found that out of 37 students, there were 32 students who got complete grades or (86.49%). While 5 students or (13.51%) did not get complete grades.

In the cycle I, students who have grades in the very high category (100-85) dan students who have high value categories (84-80) are 21 students, 11 students have a moderate value category (79-75), and only 5 students have enough value categories (74-70) and low (69-0).

3.3. Student Response Use of the Role Play Method and Animation Media

Student responses in cycle I were obtained through questionnaires, which are descriptions of student responses to Arabic learning using the Role Play method and animation media. Questionnaire consisting of 10 questions with criteria consisting of, strongly agree, agree, disagree, strongly disagree. Student responses can be seen in table 4:

Table 4. Student Response in Cycle I

Question Number	Strongly Agree	Score	Agree	Score	Disagree	Score	Strongly disagree	Score	Count	Average
1	15	60	15	45	5	8	2	2	115	3.19
2	17	68	14	42	3	4	3	3	117	3.25
3	16	64	15	45	4	6	2	2	117	3.25

Question Number	Strongly Agree	Score	Agree	Score	Disagree	Score	Strongly disagree	Score	Count	Average
4	15	60	14	42	5	10	3	2	114	3.17
5	18	72	11	33	6	10	2	2	117	3.25
6	18	72	11	30	6	12	2	2	116	3.22
7	17	68	14	39	4	8	2	2	117	3.25
8	18	72	12	33	5	10	2	2	117	3.25
9	16	64	14	42	6	12	1	1	115	3.19
10	16	64	14	42	4	6	3	3	115	3.19
Count	166	664	134	393	48	86	22	21	1160	32.222
Percentage										87.09

Based on these data, in the first cycle student responses to the application of role play and animation media showed a very positive response with a score of 87.09%. In this study, student's study result in Arabic subjects using role play and animation media have increased and reached the specified criteria. For that it is fulfilled only in the first cycle.

4. Conclusion

Research results obtained:

1. Student's study result in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara by using the role play method and animation media, namely in the first cycle, 32 students scored completely or reached 86.49%. When compared with the pre-action, only 21 students scored completely or reached 56, 76%.
2. Student responses showed positive results when using the role play method and animation media were: in the first cycle students gave a very positive response reaching 87.09%.

There is an increase in study result by using the role play method and animation media in Arabic courses in the Faculty of Islamic Religion University of Muhammadiyah Sumatra Utara and also students gave a positive response to the application of role play methods and learning animation media.

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