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A COMPARATIVE STUDY OF ROLE PLAYING AND VIDEO-BASED LEARNING METHODS ON CIVICS EDUCATION LEARNING OUTCOMES OF FIRST GRADE STUDENTS AT SD NEGERI 181 PEKANBARU

Desnelti Desnelti[1], Nurfaisal Nurfaisal[2], Firdaus Firdaus[3]
[1] Universitas lancang Kuning; desnelti2019@gmail.com
[2] Universitas Lancang Kuning; nurfaisalfaisal11@gmail.com
[3] Universitas Lancang Kuning; firdaus@unilak.ac.id

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ABSTRACT

This study aims to compare the effectiveness of the Role Playing and Video-Based Learning (VBL) methods on the learning outcomes of Civics Education (PPKn) among first-grade students at SD Negeri 181 Pekanbaru. The background of this research is based on the low achievement of the Minimum Mastery Criteria (KKM) in Civics Education, as well as the dominant use of conventional, less interactive teaching methods. The research employed a quasi-experimental method with a pretest–posttest design in two treatment groups. The instrument used was a learning achievement test in the form of multiple-choice and short-answer items, which had been tested for validity and reliability. Data were analyzed using mean difference tests (t-tests) and regression analysis. The results showed that both Role Playing and Video-Based Learning significantly improved student learning outcomes. However, there was a difference in effectiveness between the two methods: Role Playing proved superior in fostering conceptual understanding and social skills, while Video-Based Learning was more effective in enhancing information retention through visual and auditory media. The study concludes that combining both methods holds great potential in creating a more active, contextual, and meaningful learning experience. These findings are expected to serve as a reference for teachers in developing adaptive Civics Education strategies that align with the characteristics of elementary school students.

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Corresponding Author:
Desnelti Desnelti
[1] Lancang Kuning University; desnelti2019@gmail.com

1. INTRODUCTION

The main objective of Civics Education (PPKn) in elementary schools is to shape intelligent, skilled, and well-characterized citizens in accordance with the values of Pancasila and the 1945 Constitution (Suhaida & Syarifah, 2019). However, this subject is

often perceived as monotonous and difficult by students (Julkifli, 2022). To overcome this challenge, teachers are required to employ creative variations of teaching methods and models to increase learning interest (Julkifli, 2022; Suhaida & Syarifah, 2019). The scientific approach can support students in constructing knowledge independently (Kusumawati, 2019). Furthermore, Civics Education plays a vital role in preparing young generations to face the challenges of the Industrial Revolution 4.0 era by instilling knowledge, attitudes, and skills as democratic and law-abiding citizens (Ikhtiarti et al., 2019).

At the elementary level, Civics Education also aims to internalize the values of Pancasila and the moral culture of the nation into students' daily behavior (Ambarwati et al., 2022). In practice, however, this subject is often considered uninteresting due to students' low reading interest and the use of less varied teaching methods (Julkifli, 2022). To address this, teachers may employ diverse instructional designs such as visual media, question-and-answer techniques, multimedia, and active learning strategies (Wandini et al., 2021). The scientific approach can also be applied through the stages of observing, questioning, gathering information, associating, and communicating, enabling students to construct knowledge on their own (Kusumawati, 2019). For example, research has shown that the use of audiovisual media in Civics Education is effective, with 60% of students achieving "good" and 40% "fair" categories (Ambarwati et al., 2022).

Teachers play a central role in achieving learning objectives. As professionals, they are not only responsible for teaching, but also for educating, guiding, training, and serving as role models for students (Juhji, 2016). In curriculum development, teachers act as implementers, adapters, developers, and researchers (Fatmawati, 2021). Professional teachers are expected to design varied and enjoyable learning processes, while selecting appropriate models, methods, strategies, and media so that students become more active and motivated (Carollina, 2018).

Nevertheless, field observations indicate that many classrooms still rely on conventional methods such as lectures, Q&A, and assignments. Such teacher-centered patterns make students passive, less enthusiastic, and merely listeners. This one-way communication results in low student engagement, making Civics Education less appealing. Discussions with first-grade teachers at SDN 181 Pekanbaru also revealed that conventional methods remain frequently used.

Given this phenomenon, more interactive learning innovations are required to foster interest and improve learning outcomes. One method that can be applied is Role Playing, which emphasizes active participation, creativity, and social interaction, helping students develop communication, critical thinking, problem-solving, and empathy skills (Zagal & Deterding, 2018; Párraga et al., 2024). Several studies have shown that Role Playing is effective in improving speaking skills, participation, and learning outcomes at both elementary and higher education levels (Putra, 2016; Junaidah, 2022; Anggraeni, 2018).

In addition, Video-Based Learning has also proven effective in enhancing student understanding. Videos present information both visually and auditorily, making it easier to comprehend and remember. Research has shown that classes using video in instruction achieved higher average learning outcomes (80.1) compared to classes using conventional methods (74.9) (Rini & Hanesman, 2020; Pamungkas & Koeswanti, 2021). This demonstrates the real contribution of video in improving comprehension and achievement.

Based on classroom observations, the success rate of Civics Education learning in Grade 1 remains low, with only 30% of students meeting the mastery criteria out of a target of 80%. Therefore, this study intends to combine Role Playing and Video-Based Learning in

Civics Education, particularly in the topic of Pancasila values. Previous studies have confirmed the effectiveness of Role Playing in improving Civics Education outcomes. Lestari (2023) found that applying this method in Grade 3 increased learning outcomes to the point where 100% of students passed after two cycles. Similarly, Maulidiyah et al. (2022) reported significant effects on Grade 4 students, with statistical analysis showing t-count > t-table (5.350 > 2.179). Meanwhile, Milasari et al. (2021) documented an increase in the average score from 45 to 85, with 96% of students achieving mastery using role play with sound card media. These findings highlight the strong effectiveness of Role Playing, though studies combining it with Video-Based Learning remain scarce.

This research, entitled "The Effect of Role Playing and Video-Based Learning on Civics Education Learning Outcomes of Grade 1 Students", offers novelty by combining these two innovative methods. The approach not only emphasizes theoretical aspects but also practical applications that allow students to be more active, creative, and engaged in the learning process. Through Role Playing, students can experience social situations relevant to Pancasila values, while Video-Based Learning reinforces comprehension with engaging content. This study is expected to contribute to improving the effectiveness of Civics Education and help first graders better understand the application of Pancasila values in everyday life.

2. METHOD

This study employed a quantitative approach with a quasi-experimental design, specifically a pretest–posttest design in two treatment groups. This design was chosen because full randomization was not feasible in the real classroom setting. The research subjects were two first-grade classes at SD Negeri 181 Pekanbaru in the 2024/2025 academic year, with a total sample of 53 students (28 students in the Role Playing class and 25 students in the Video-Based Learning class). The sample was selected using a purposive sampling technique based on the suitability of class characteristics with the research objectives.

The instruments used included: (1) a learning achievement test in the form of multiple-choice and short-answer items, which had been validated by experts and tested for reliability using Cronbach's Alpha, yielding a coefficient of 0.931 (high reliability); and (2) observation sheets and performance assessment rubrics to evaluate student engagement during the learning process.

The research procedure was carried out in several stages: (1) preparation of lesson plans, instruments, and media; (2) administration of the pretest to both groups; (3) implementation of the Role Playing method in Class IA and the Video-Based Learning method in Class IB; (4) administration of the posttest; and (5) data collection and analysis.

Data were analyzed both descriptively and inferentially. Descriptive statistics were used to present score distributions (mean, median, minimum, maximum, and standard deviation). Hypothesis testing was conducted using paired-sample t-tests to determine differences in learning outcomes before and after treatment within each group, and independent-sample t-tests to compare learning outcomes between groups. Prior to hypothesis testing, normality (Shapiro–Wilk) and homogeneity of variance (Levene's Test) were performed.

Through these procedures, the study was systematically designed to empirically examine the effectiveness of Role Playing and Video-Based Learning methods in improving Civics Education learning outcomes among elementary school students.

3. FINDINGS

The results of the study indicate that both the Role Playing and Video-Based Learning methods had a significant effect on improving Civics Education (PPKn) learning outcomes among first-grade students at SD Negeri 181 Pekanbaru. The paired-sample t-test analysis showed a significant difference between the pretest and posttest scores in both groups. In the Role Playing class, the average score increased from 61.32 in the pretest to 82.14 in the posttest, with a p-value < 0.05. Meanwhile, in the Video-Based Learning class, the average score increased from 62.08 in the pretest to 78.56 in the posttest, also with a p-value < 0.05. These findings confirm the first and second hypotheses, namely that both teaching methods significantly improved student learning outcomes.

Furthermore, the independent-sample t-test on posttest scores revealed a significant difference between the two treatment groups. The average learning outcome of the Role Playing group was higher than that of the Video-Based Learning group, with a mean difference of 3.58 points (p-value < 0.05). Thus, the third hypothesis of this study is also supported, indicating that there is a difference in effectiveness between the two methods: Role Playing proved more effective in enhancing conceptual understanding and social skills, whereas Video-Based Learning was more effective in strengthening information retention through visual and auditory media.

4. DISCUSSION

The findings of this study demonstrate that both Role Playing and Video-Based Learning methods are effective in improving Civics Education (PPKn) learning outcomes among first-grade students at SD Negeri 181 Pekanbaru. The significant increase in pretest and posttest scores in both groups aligns with Mayer's (2009) Cognitive Theory of Multimedia Learning, which emphasizes the importance of combining visual and auditory channels to strengthen cognitive processes. This was evident in the Video-Based Learning group, where the use of video media helped students understand abstract concepts more concretely.

However, the comparative test results revealed that Role Playing outperformed Video-Based Learning. This finding supports Vygotsky's (1978) sociocultural theory, which asserts that learning becomes more effective when it occurs through social interaction in meaningful contexts. Role Playing allows students to internalize Civics Education values through direct experiences, such as cooperating, respecting differences, and practicing simple social roles. Thus, the improvement in learning outcomes occurs not only in the cognitive domain but also in the affective domain and social skills.

These findings are consistent with studies by Lestari (2023) and Maulidiyah et al. (2022), which reported that the Role Playing method significantly improved student learning outcomes, even achieving 100% mastery after repeated learning cycles. Conversely, this research also confirms the findings of Rini & Hanesman (2020) and Pamungkas & Koeswanti (2021), which emphasized that video-based learning is more effective than conventional methods because it integrates both visual and auditory aspects.

Therefore, this study provides an important contribution by showing that combining Role Playing and Video-Based Learning has the potential to create more comprehensive learning. Role Playing strengthens social interaction, communication, and critical thinking skills, while Video-Based Learning supports memory retention and conceptual understanding through visualization. Integrating these two methods may serve as an

adaptive instructional strategy relevant to the characteristics of elementary school students and aligned with the spirit of the Kurikulum Merdeka (Independent Curriculum).

5. CONCLUSIONS

This study demonstrates that both the Role Playing and Video-Based Learning methods are effective in improving Civics Education (PPKn) learning outcomes among first-grade students at SD Negeri 181 Pekanbaru. The paired-sample t-test results showed a significant improvement in both groups, while the independent-sample t-test revealed that Role Playing was superior to Video-Based Learning. Therefore, the research hypothesis is accepted, namely that both methods have a significant effect on improving learning outcomes, with Role Playing showing a relative advantage.

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