

The implementation of role play in education of pre-service vocational teacher

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Abstract. This article aims to: 1) explain the enhancement of students' understanding about models of learning through role-play approach, and 2) find out the students' response to the implementation of role-playing. Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. This is a Classroom Action Research consisting 2 cycles, held in the Apparel Pre-service Teacher Education Programs, Universitas Negeri Surabaya in 2016, in the subject of Teaching and Learning Strategy. The number of research subject is 54 students. Data collected by giving test and questionnaire. The data analyzed by descriptive analysis. The result states that: 1) Role-play succeeds to improve student understanding of learning models; 2) The student's response shows that the role-play is an exciting activity, provide an opportunity for students to be creative, and easy to be applied. Role-play has flexibility for implemented at the university level, accelerates the student's understanding of learning materials, trains the students' independence, responsibility, awareness to others as important provisions to become a teacher.

1. Introduction

The teacher is the most important variable in school effectiveness [1] and also the most important factor in student learning [2,3]. Future teacher, described as pure water, which clarifies [4]. The main goal of achieving a successful education is the role of teachers and educational institutions in education [5]. Teacher education plays an important role in teaching preparation, not only improving their understanding and skills, but also increasing their chances of surviving in their profession. [6]. Teaching and learning activities should be recognized as a process of continuous reconstruction of experience [7]. Teaching and learning activities conducted at the universities. The universities tend to focus on pedagogical strategies based on learning outcomes of the students. The learning outcomes that are highly valued by the students included creativity, problem-solving skills, decision-making skills, communication skills, team building, and leadership skills [8]. Universities are expected to design and offer courses that can nurture the aforementioned attributes in students. Pedagogical strategies used in university identify a number of essential components that can facilitate the desired learning outcomes. Most of these active learning techniques require the enhanced involvement of the students in comparison to the traditional approaches.



Pre-service teacher education programs aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession [9]. A vocational education and training (VET) teacher should have (1) cross-linked pedagogical context knowledge; (2) prior theoretical knowledge, which he/she uses to analyze pedagogical situations and to implement appropriate strategies, (3) methods to apply theoretical knowledge and (4) pedagogical competence [3].

Based on the author's 16 year-teaching experience in pre-service teacher education program, some of the following issues are found in the subject of learning strategies: (1) As a prospective teacher, students must understand well with the characteristics of various approaches and models of learning, but in the reality, they have less enthusiastic about educational subjects; (2) The condition is probably caused by teaching materials on learning methods delivered with tutorials by lecturers as well as material presentations by students; (3) The process of understanding teaching materials about learning methods occurs abstractly; and (4) Students are given challenges in small portion. To solve the problem so that the teaching-learning becomes better, the role-play strategy is selected to implement in the subject of the learning strategy. The selection of role-playing as a solution is not without consideration. Based on the study of theory and research results, it proved that role play has many benefits towards the learning process in universities, particularly in pre-service teacher education programs.

Role-play is a pedagogy used in a wide variety of contexts and content areas [10]. The guidelines for the role-play are usually modeled on realistic criteria, so the students can get as close to the real thing as possible. Research on role-play's effectiveness and best practices exist as far back as the 1970s; recently, however, role-play has been touted as a better-suited tool for the needs of today's college student than more traditional teaching methods [11,12].

Role-play has been shown to be effective in reaching learning outcomes in three major learning domains: affective, cognitive, and behavioral [10,13]. By making students take on the role of another person, they practice empathy and perspective taking. It can lead to more self-reflection and awareness on the part of the student [14,15]. When students take the skills, they have learned the theory and put them in practice. It creates a deeper cognitive link to the material, making it easier for students to learn [16]. This pedagogical tool has been used in various fields [14]. Numerous studies have reported that role-play has positive effects for students' learning; for example, the method provided the opportunity to get a deeper understanding of an issue and stimulated further interest in the subject [10,17]. Aspegren's literature review on how medical student best learning communication skills revealed that an experiential training produced much better results than a simple one-way instruction [18]. The use of role-playing has been shown to be better preparation for teachers and construction managers [19]. Not only increasing student engagement, it also increases their knowledge retention [14]. Acting role-plays allow students to practice newly-developed skills by simulating a scenario where that skill may be required. 'Almost Real Life' is a role-play which is as close to the real experience as possible. This type of role-playing enables students applying all their skills in a real situation [10]. The use of role-playing as a learning strategy in higher education has been used in problem-based learning [20]. It is also considered to be a useful strategy in teacher education. The value of role-playing in teacher education lies in a pedagogical-based scenario that results in specific learning designed to create a realistic learning experience for participants [13]. The use of role-playing also facilitates a more comprehensive learning experience for teacher education students compared to more traditional cognitive focus approaches.

2. Method

This study is a Classroom Action Research which is consisting of 2 cycles. Each cycle consists of 4 steps: planning, acting, observing; and reflection. The subject of this research is 54 students of apparel pre-service teacher education programs of Surabaya State University in 2016, in the subject of

teaching and learning strategy. The data are collected by testing and giving questionnaire. The data are analyzed by descriptive analysis.

3. Results and Discussion

The role-playing model used in the study consists of nine steps: warm up the group, select participants, set the stage, prepare the observers, enact, discuss and evaluate, reenact, discuss and evaluate, and share experiences and generalize [21]. A unique model was in the fourth stage – preparing the observers. Students who did not participate in the role-playing scenario observed one of the players so that all members of the class became directly involved in the learning process. Then, during the sixth stage - discuss and evaluate - non-participating students were asked to report out on their reaction to the role that was played. In large university classes, students were more likely to become and remain engaged in the role-play if they have been given a direct assignment to observe and to critique one particular player than if they were simply present in the classroom when other students were demonstrating the role-playing activity.

Figure 1 and 2 below showed the students' learning achievement on learning models through role-playing in cycle I and cycle II. The improvement of learning outcomes here including the cognitive level of students in understanding the material about learning strategies, measured by the formative test.

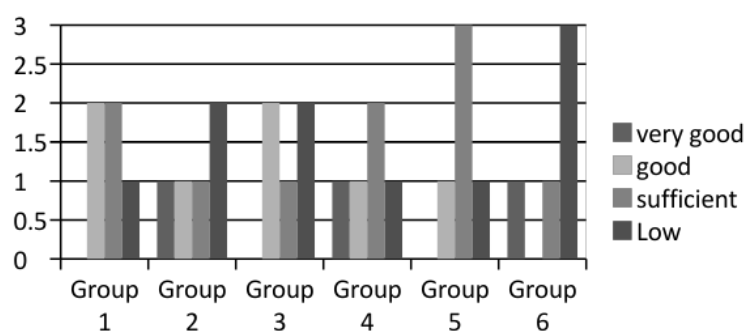


Figure 1. Students' learning achievement through role-playing in cycle I

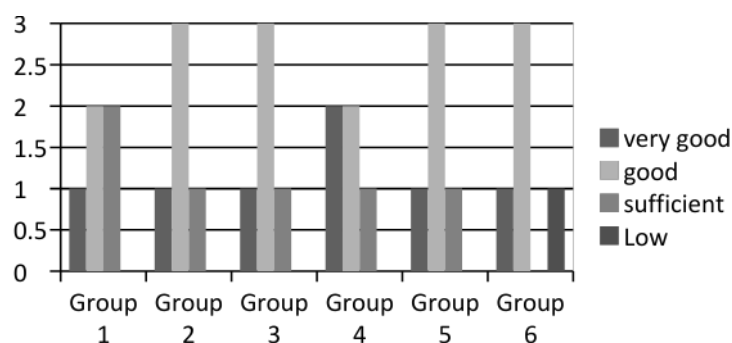


Figure 2. Students' learning achievement through role-playing in cycle II

The comparison of the result from the two cycles identified that there was an enhancement of students' learning achievement in the mastery of learning models through role play. It can be seen in each group that there were changes in the number of low-ability students to be better, from the first cycle to the second cycle. The number of students with excellent qualifications was increased from 10% to 24%. Good qualifications increased from 24% to 53%, or in general, there was an increase from 34% to 77%. Although this enhancement has not been completely able to increase the ability of all students to enter in the category of good and very good, at least it has exceeded the minimum mastery learning standards. In other words, by performing 2 cycles, role-playing succeeded to increase

student learning achievement of the learning models. To deal with a number of students who did not achieve mastery learning, it became necessary to follow up in the next cycle.

The result of the student's response to role-playing showed that the learning model: (1) made students easier in understanding learning material than learning by themselves (100%); (2) being able to cultivate the attitude and to train the student's responsibility (90%); (3) was easy to implement in university level (90%); (4) cultivated the attitude and trained student's awareness (100%); (5) being able to cultivate the attitude and to train the student's independence (75%); (6) trained the students as a prospective teacher (100%).

The students stated that during the process of implementing the role-playing: (1) they have responsibility in acting as the scenario requirement (100%); (2) they provided to support their fellow players in the team during role-playing process (80%); (3) they contributed in bringing success to the group (100%); (4) The time available was sufficient to prepare and to perform the role-playing (75%).

Besides its advantages, during the implementation of role play, students encountered some disadvantages. Disadvantages were as follow: (1) Role-play required hard work of all parties; (2) Preparation for the implementation of role-playing would require a relatively more time allocation than any other strategies.

4. Conclusion

The role-playing pedagogy succeeded to improve student learning achievement in the learning models. The students' response to the implementation of role-playing was that it was easy to understand and to be applied in the learning process. It has flexibility for implemented in the university level, It accelerated the student's understanding of learning materials, It trained the students' independence and responsibility as an agent of learning, it trained awareness to others and it trained the students as a prospective teacher.

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