

The Relationship Of The Role Playing Method To Learning Interest Of
Students In Communication And Counseling Lesson In Midwife
Practices at Poltekkes Kemenkes Medan

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Abstract. The purpose of this research is to find out how the relationship between the role playing method to the interests of college students in communication and counseling subjects in midwifery practice. This research is correlational, this correlation study is essentially a research or study of the relationship between two variables in a situation or group of subjects. This is done to see the relationship between one symptom with another symptom, or one variable with another variable. The population in this study were all first-level students in the Midwifery Academy of Poltekkes Kemenkes Medan, as many as 63 people. Result of the reasearch are: a) the application of role play learning methods in the Midwifery Academy of Poltekkes Kemenkes Medan 2012, good category (66.7%), b) the interest in studying Level I students in communication and counseling courses in midwifery practice at the Poltekkes Kemenkes Medan Midwifery Academy in 2012 is good (52.4%) and, c) there is a relationship between the role play learning method with the students' interest in learning communication and counseling courses in midwifery practice, where r count (0.639) $>$ r_{table} (0.254) with a Sig (2-sided) value of $0,000 < \text{Sig } \alpha$ (0.05) then these results prove that there is a significant relationship.

Keywords: role, playing, interest, communication, midwife

1. Introduction

The progress of science and technology (Science and Technology) is inseparable from changes in education because education is one vehicle to improve human resources. For this reason, the government always tries to improve the quality and quantity of education. To achieve success in the world of education, the integration of lecturer activities with student activities is needed. Therefore lecturers are expected to be able to organize, direct and create an atmosphere that is able to motivate students to learn. Because lecturers are key in improving the quality of education (Haikal, 2010). Efforts to improve the quality of education cannot be maximally successful without the support of an increase in the quality of learning.

The limited ability of lecturers will have an impact on the emergence of intuitive and speculative attitudes in using learning strategies. This condition results in the low quality of learning outcomes. One way that can be done with unfavorable conditions that are not sustainable and develops further is by providing a perception of learning methods that are considered conducive to increasing the effectiveness of learning (Haikal, 2010).

One of the learning methods which is considered conducive to increase the effectiveness of learning is the Role playing learning method. Through role playing activities, learners try to express relationships between people by demonstrating them, working together and discussing them, so that together learners can explore feelings, attitudes, values and various problem solving strategies (Haikal, 2010)

Playing a role (role playing) aims to get a broader view of a new behavior. Role playing can be done with two approaches, namely structured and spontaneity. The structured approach emphasizes the learning process by observing, practicing, imitating (conceptualizing), and sharing experiences during role playing (analysis). Spontaneous approach emphasizes more on conceptualization but minimizes analysis (Nursalam, 2012).

The role playing component follows: (1) interaction of actors (enactment), (2) photography of original behavior, (3) improvisation, (4) experimentation and practice until learning objectives are achieved, (5) sharing experiences and observations, both informally, and (6) diagnosis or information for further planning (Nursalam, 2012).

The method of teaching affects learning. Poor teaching methods of lecturers will influence student learning that is not good too (Slameto, 2010).

The selection of learning methods needs to be based on conformity with the tasks and learning objectives to be pursued by students. The selection of appropriate learning methods will help students achieve their stated learning goals (Personal, 2009).

In the D-III midwifery curriculum there are communication and counseling courses in midwifery practice with a credit load of 2 SKS, this course deals with counseling conducted by midwives to their clients. But not all students have a high interest in communication and counseling courses in midwifery practice. It is hoped that after completing this course students can apply midwifery counseling in their daily lives to their clients.

Based on the results of an initial survey conducted by researchers in June 2012 of Midwifery Academy students of Poltekkes Kemenkes Medan said they were more interested in learning counseling when using the role play learning method because it was considered not boring compared to just listening to lectures from lecturers, by using the role play learning method students were demanded to be more active

because must play the counseling that will be done by a midwife to their clients, so that students feel that they are the real midwives.

Based on the above problems the authors are interested in conducting research with the title Relationship of role play learning methods with students' interest in learning communication and counseling courses in midwifery practice at the Poltekkes Kemenkes Midwifery.

2. Literature Riview

2.1. Role Play Learning Method

Method is a way or path that must be passed to achieve a certain goal (Slameto, 2010).

Learning is a process that is deliberately designed to create the occurrence of learning activities in individuals. In other words, learning is something that is external and deliberately designed to support the occurrence of internal learning processes in individuals (Personal, 2009).

Learning methods are processes or procedures used by lecturers or instructors to achieve goals or competencies. The selection of appropriate learning methods can help students achieve learning goals or internalize the content or learning material.

This method, first, is based on the assumption that it is possible to create an authentic analogy into a real-life problem situation. Second, that role playing can encourage students to express their feelings and even let go. Third, that psychological processes involve our attitudes, values and beliefs and lead to awareness through spontaneous involvement accompanied by analysis (Uno, 2007).

This role playing process can provide a useful example of human behavior as a suggestion for students to: (1) explore their feelings, (2) obtain inspiration and understanding that affect their attitudes, values and perceptions, (3) develop skills and attitudes in problem solving , and (4) explore subjects in various ways.

2.2. Steps to the Method of Learning Role Playing or Role Playing

In order to prepare for a role playing situation in the classroom, the lecturer follows the following steps:

1) Preparation and Instructions

- Lecturers have situations / dilemmas of role playing.
- The problem situations chosen must be "sociodrama" which emphasizes the types of roles, problems and familiar situations, and their importance to students. Special actors are not based on real individuals in the class, avoid the same type when designing the cast so that there is no personal disruption of psychological rights and feel safe.
- Before implementing role playing, students must attend warm-up exercises, these exercises are followed by all students, both as active participation and as active observers.
- The lecturer gives special instructions to the participants playing the role after giving a preliminary explanation to the whole class. The explanation includes background and basic characters through written or oral explanations.
- The lecturer tells the roles that will be played as well as giving instructions related to each role to the audience. The audience strived to take part actively in playing that role. Group I acts as an observer whose task is to observe: (1) the character's individual feelings, (2) the special characters desired in the situation, and (3) why the characters respond to the way they do. Group II acts as a speculator who seeks to respond to that role playing from the objectives and analysis of opinions.

2) Dramatic Actions and Discussion

- Actors continue to perform their roles throughout the role playing situation, while the audience participates in the initial assignment of the cast.
- Role playing must stop at important points or if there are certain behaviors that demand the cessation of the game.
- The whole class then participates in discussions that focus on the role playing situation. Each audience group was given the opportunity to convey the results of their observations and reactions. Actors were also involved in the discussion.

3) Evaluation of role play

- Students provide information, both in writing and in discussion activities about successes and the results achieved in role playing.
- Lecturers assess the effectiveness and success of role playing. In conducting this evaluation, the lecturer can use evaluative comments from students, the notes made by the lecturer during the role play.
- The lecturer makes the role play that has been implemented and has been assessed in a school journal (if any), or in the lecturer notes (Hamalik, 2010).

The following are the advantages of role playing learning methods in learning activities:

- To teach students so that they can position themselves with others
- Lecturers can see the true reality of the ability of students
- Role playing and role playing lead to lively discussion
- Students will understand social psychologically
- The method of playing roles can attract students
- Train students to take the initiative and be creative (Istarani, 2011).
Interest is a constant tendency to pay attention to and remember some activities. Activities that are of interest to a person are given constant attention and are accompanied by pleasure (Slameto, 2010).

Counseling is the process of providing objective and complete information, carried out systematically with interpersonal communication guidelines, guidance techniques and mastery of clinical knowledge that aims to help someone recognize their current condition, problems being faced, and determine solutions or efforts to overcome these problems (Wulandari, 2009).

2.3. Function of Midwifery Counseling

The function of counseling is:

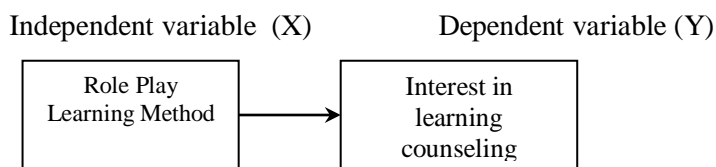
- Prevention: prevent health problems
- Adjustment: helps clients experience biological, psychological, cultural and environmental changes

- Improvement: improvement occurs when there is a deviation of client behavior
- Development: increase knowledge and abilities and increase health status.

3. Research Methods

This research is correlational, this correlation study is essentially a research or study of the relationship between two variables in a situation or group of subjects. This is done to see the relationship between one symptom with another symptom, or one variable with another variable

From the description above, it can be assumed that the role play learning method has a relationship with students' interest in learning, to see the interrelation of the two variables can be seen in the following research paradigm drawings:



The population in this study were all first-level students in the Midwifery Academy of Poltekkes Kemenkes Medan, as many as 63 people.

Data collection techniques were carried out using a questionnaire namely a number of written questions that were used to obtain information from respondents. Validity test using the Pearson Product Moment formula. The reliability testing formula with Spearman Brown is as follows:

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

Information:

r_{11} = internal reliability coefficient for all items

r_b = product moment correlation between hemispheres

4. Research Results And Discussion

The results of the research of the Relationship between Role Play Learning Methods and Student Learning Interest in Communication and Counseling in Midwifery Practices at the Midwifery Academy of Poltekkes Kemenkes Medan, conducted from June to August, are as follows:

4.2. Role Play Learning Method

Based on the results of research conducted at the Midwifery Poltekkes Kemenkes Medan it is known from 63 first-level student respondents it is known from respondents' answers that the application of role play learning methods in the Midwifery Academy of Poltekkes Kemenkes Medan is good as many as 42 respondents (66.7%), the application of the role play learning method is quite 18 respondents (28.6%) and the application of role play learning methods are less as many as 3 respondents (4.8%). Thus it can be concluded that the majority of the application of the role play learning method at the Poltekkes Kemenkes Medan is good (66.7%).

4.3. Student Learning Interests

Based on the results of research conducted at the Midwifery Poltekkes Kemenkes Medan, of the 63 respondents of first-level students known interest in learning in communication and counseling courses in midwifery practice that is good as many as 33 respondents (52.4%), have enough interest as many as 24 respondents (38, 1%) and have less interest as many as 6 respondents (9.5%). Thus it can be concluded that the majority of Level 1 students' interest in learning in communication and counseling courses in midwifery practice at the Munawarah Bireuen Midwifery Academy in 2012 is good (52.4%).

4.4. Relationship between Role Play Learning Method and Student Interest in Communication and Counseling Subjects at the Midwifery Academy Poltekkes Kemenkes Medan

Based on the results of the study the relationship of role play learning methods with learning interest above, it is known that of 42 respondents (66.6%), with good role play implementation, 29 respondents (46%) had good learning interest, 13 respondents (20.6 %) have enough interest in learning and none of the respondents have less interest in learning. Of 18 respondents (28.6%) with sufficient role play implementation, 4 respondents (6.3%) had good learning interest, 11 respondents (17.5%) had sufficient learning interest and 3 respondents (4.8%) lack of interest in learning. From 3 respondents (4.8%) with less role play implementation, all of them have less learning interest.

5. Conclusions

From the results of the study "The Relationship of Role play Learning Method With Student Interest in Communication and Counseling Subjects at the Midwifery Academy in Poltekkes Kemenkes Medan ". It can be concluded:

- The application of role play learning methods in the Midwifery Academy of Poltekkes Kemenkes Medan , good category (66.7%).
- The interest in studying Level I students in communication and counseling courses in midwifery practice at the Poltekkes Kemenkes Medan is good (52.4%).
- There is a relationship between the role play learning method with the students' interest in learning communication and counseling courses in midwifery practice, where $r_{count} (0.639) > r_{table} (0.254)$ with a Sig (2-sided) value of $0,000 < Sig \alpha (0.05)$ then these results prove that there is a significant relationship.

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