

Learning Achievement: Trial of Role Playing Methods for Active and Innovative Students

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ARTICLE INFO	ABSTRACT
Article history: Received Jan 9, 2023 Revised Jan 20, 2023 Accepted Jan 30, 2023 Keywords: Role Playing, Learning Achievement.	This research aims to increase achievement study student use role playing method on eye SK I lessons at Miftahul Ulum for the 2022/2023 academic year. The population in this study were all MTs students. Miftahul ulum for the 2022/2023 Academic Year, taking class VII as the sample. Research in this case was also carried out through group and experimental designs. Treatment was given only to subjects in the experimental group within a certain period of time, after which the learning outcomes of the two groups were measured. The average difference between the pre-test and post-test for each group is calculated, then the score of this average difference is compared to ascertain whether the experimental treatment given to the experimental group has caused a greater change in the control group. The data analysis used is t-test or t-statistic. The t-statistical analysis technique devoted to differences in two separate populations. The data normality test technique is intended to test whether the scores in the changes studied have approached the normal distribution or not. Furthermore, the data that has been processed can be concluded. The results obtained are that in the teaching and learning process by using the role playing strategy students have played an active role, have good enthusiasm and get good achievements. Furthermore, in terms of the ability of educators to implement role-playing strategies in the learning process, where from the results of observations made, many important things are often forgotten by educators in implementing role-playing strategies so that they do not function actively, namely educators pay less attention to the purpose of using role-playing when the learning process in the classroom takes place. The consequences are: students sometimes pay less attention to messages conveyed by educators and students often ignore educators' orders. <i>This is an open access article under the CC BY-NC license.</i>



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1. INTRODUCTION

Education is the business of adult humans who are aware of their humanity, in guiding, training, teaching and instilling values and basic outlooks on life to the younger generation so that they become human beings who are aware and responsible in accordance with the nature and characteristics of humanity (Milner, 2009).

In the implementation of education in schools, of course, it will involve educators and students, which is manifested by the interaction of teaching and learning or the learning process (Winfred F.Hill, 2012). In implementing learning, educators consciously plan their teaching activities

systematically and are guided by a set of rules and plans regarding education which are packaged in the form of a curriculum in order to achieve national education goals (Crosby, 1995).

Based on field observations conducted on SKI MTs Miftahul ulum teachers, the average score obtained is still low. The difficulties experienced by students in these subjects were based on information from the supporting teacher, namely the lack of creativity in learning methods, limited learning books, and lack of learning media. In addition, the learning process also still uses conventional learning models, where activities in the teaching and learning process are still at the level of taking notes, listening to and paying attention to the educator's explanation (Benson et al., 2016). With this learning model students do not play an active role in the teaching and learning process and students will become bored quickly so that motivation in learning also becomes less, the interest and willingness of students also decreases (Novi Rasanti et al., 2023).

One of the factors that influence student learning achievement is the teaching method (Imam Tabroni, Alvioni Nadea Fikriah, et al., 2022). The teaching method is a way which in its function is a tool to achieve goals (Thut et al., 1964). While teaching itself is presenting learning material by one person to another so that the other person can accept, master and consider it. Educators who usually teach only with the lecture method will result in students becoming bored, sleepy, passive, and only taking notes (Crosby, 1995). So that students can learn well, the teaching methods used by educators must be sought to be precise, effective and efficient (Schunk, 2015).

The selection and determination of teaching methods is caused by several factors, namely students, objectives, situations, facilities and educators (Imam Tabroni, Husniyah, et al., 2022). So that the subject matter delivered can be absorbed optimally, teaching educators must be in accordance with the goals to be achieved from a basic competency (Rina Febriana, 2021). One of the teaching methods that can be used in teaching economics is the role playing method which places more emphasis on experience, in which students play characters, feelings and other ideas (Tabroni, 2019).

Role playing learning is also useful for interaction between students in class, so that students will find it easier to discuss and identify a problem they are experiencing (Sulastrri & Fahmi, 2019). Role playing has advantages - advantages Among them , students can act and express feelings and opinions without sanctions. Role playing allows students to identify real world situations and other ideas. Because the social dimension of the role playing model allows individuals to work together in analyzing social situations (Tabroni & Suarni, 2022).

The application of learning to play this role can help students express opinions, ideas or ideas as a manifestation of students who have creativity, so that this either directly or indirectly will have a positive impact on increasing learning achievement (Wibawanto, 2020). With the role playing learning strategy students can be introduced to problems that they are aware of as something that everyone needs to learn and master by describing the problem clearly and accompanied by examples.

The problems that arise above presumably research on "The Effectiveness of Role Playing Learning Strategies on learning achievement needs to be carried out in MTs. Miftahul ulum class VII TP 2022/2023, with the aim of knowing the role of role-playing learning strategies whether they can improve student achievement in SKI learning outcomes.

Literature Review, The Role Playing Method Playing method was developed in an effort to assist individuals in living up to the prevailing values and overcoming problems encountered in social life. Role playing learning is fostered to face problems by placing them in situations of help containing the problem. Students must play a role and after that discuss it (Maier et al., 1975).

The benefits of using learning Role Playing , namely: (1) Students can act and express their feelings and opinions without sanction; (2) students can repeat and discuss personal human problems (issues) without feeling anxious; (3) enable and allow students to identify real-world situations and other ideas (Training and Development Methods, 2011).

The results of this identification are meaningful for changes in behavior and attitudes of students to live up to the character of others (Tabroni & Purnamasari, 2022). The existence of role-playing learning, students are in a relatively safe and constrained atmosphere to explore and point out problems among students, so that students will be more free and creative in expressing or

conveying these arguments (Baek, 2010). Furthermore, the technique of implementing role playing learning is carried out in three stages of activity, namely:

Preparation and instructions. At this stage the following activities are carried out: The role playing situation is chosen by the educator and the whole situation must be explained by the educator including the circumstances of the individuals involved in their position. At the beginning of role playing, students should be trained as active participants and observers. The teacher gives special instructions to the role playing participants after presenting an explanation first. Action drama and discussion. At this stage activities are carried out where the actors must progress through the role-playing situation, and role-playing must stop at important points or if there is certain behavior that demands the stop of the game (Straczynski & Sprange, 2006). Then the whole class must participate in a discussion centered on a role playing (Hanington & Martin, 2019). Each group is given the same opportunity to express their reactions.

Assessment. At this stage activities are carried out where students must write or carry out oral discussions about the success or results of role playing, then the teacher assesses the effectiveness and success of role playing according to his observations in the form of further notes and for improvement (Experts, 2020).

Achievement Learn Student. Learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of learning activities. Learning outcomes achieved by students through an optimal teaching and learning process tend to show results with the following characteristics: 1) satisfaction and pride that can foster intrinsic learning motivation in students; 2) increase confidence in his abilities; 3) the learning outcomes he achieves are meaningful to him such as they will be remembered for a long time, shape his behavior and are useful for learning other aspects; 4) learning outcomes are obtained as a whole (comprehensive); 5) the ability of students to control or assess and control themselves, especially in assessing the results they achieve in learning, and in this study what is meant is the results or level of ability achieved by each student in SKI subjects in class VII MTs students. Miftahul ulum TP 2022/2023

Furthermore, there are also several factors that influence learning achievement both internally and externally. The internal factors are factors contained within the individual, such as motives where motives are the power within a person that encourages him to do something (Ikhwannul Haq et al., 2022). Based on this opinion, motive means a power or force contained in a person that encourages him to carry out an activity in order to achieve a goal. This means that if a child has a strong learning motive, then he will try his best. People will study more seriously if they are driven by certain motives, for example wanting to succeed in studies (Ryckman, 2012).

In addition, these internal factors include interest and attention. Someone who has a great interest in the subject matter will study the lesson well so as to achieve good performance as well. Conversely, if someone studies a subject matter without interest or with little interest, he will achieve low achievement (Matthes & Stoeger, 2018).

Then the state of the five senses and maturity are also factors that determine capacity in the learning process. The sense organs are vital tools for the inclusion of the material being studied. The sense organs are the gateway to all knowledge. Normal or not the five senses or sensory organs of a person will affect the inclusion of head stimulation of the sensory organs (Skinner, 2019). Whether or not the stimuli that enter and are received by the senses will affect the individual's way of learning (B. F. Skinner, 1938). In other words, it can be said, if the five senses of an individual who learns are good enough, then the way of learning will be better and of course the learning outcomes will be better when compared to individuals whose five senses are less normal (Pavlov, 1928).

As for maturity, each child has their own growth rhythm. At certain times when the maturity of students arises, it will help educators to find out about maturity or the most appropriate time to teach something (Viona et al., 2022). This opinion says that the maturity to learn something is not the same for every individual (Ariani, 2013). Meanwhile, other opinions say that actions can take place well, if the functions needed for learning are ripe or ready to be used. This expert argues that maturity in individuals towards a particular subject plays a very large role in learning (Imam Tabroni, Ade Heni Maryani, 2022). Before maturity arises for a particular subject, good learning outcomes are not expected. Knowledge about the maturity of students really needs to be owned by

educators so that educators can know that the right time to teach a particular lesson to students. Thus students are expected to receive well. Lessons that are well received by students will certainly produce good learning outcomes as well. Likewise, physical condition is a factor that influences student achievement in each student.

While external factors that influence are educators who teach. It is very important for educators who teach in schools, how an educator teaches both his attitudes and teaching methods will also determine student learning outcomes. Next is the family, each individual has a different family background different. For example, in terms of education, there are those whose parents are educated and there are those whose parents have never known education. Because the family is the first and foremost educational institution, the family also influences student achievement, and the last is the environment. The role of a bad environment and other negative factors that occur outside will also affect student learning outcomes.

2. RESEARCH METHOD

2.1 Research design

Miftahul students Ulum 2022/2023 Academic Year, taking class VII as the sample. Research in this case was also carried out through group and experimental designs, as according to Furchan⁸, through a paired pretest-posttest control group design, in this design the subjects were put into the experimental group and the control group intentionally with various considerations and were given pre-test and post-test. test. Treatment was given only to subjects in the experimental group within a certain period of time, after which the learning outcomes of the two groups were measured. The average difference between the pre-test and post-test for each group is calculated, then the score of this average difference is compared to ascertain whether the experimental treatment given to the experimental group has caused a greater change in the control group.

Table 1 Paired pretest-posttest control group design

Group	Pre-test	Treatment	Post-test
(Experiment)	O1	Role playing	O2
(Control)	O1	Lecture	O2

Information:

O1 = administration of pre-test experimental group and control group

O2 = administration of post-test experimental group and control group

In this regard, this chapter will discuss sequentially research design, population and sample, research instruments, data collection techniques, and data analysis techniques.

2.2 Data Types and Sources

The type of data used in this study is quantitative data, while the data sources used are (1) primary data: data obtained directly from the subject as a source of information sought in MTs. Miftahul Ulum ; (2) secondary: documentation or report data that is already available. While data collection techniques use instruments in the form of tests that are arranged based on the applicable curriculum with material appropriate to the subjects to be delivered. Then the observation technique, this is used in focusing attention on all data regarding reports on the implementation of SKI learning in Class VII in particular.

2.3 Data analysis

The data analysis used is t-test or t-statistic. The t-statistical analysis technique is intended for differences in two separate populations. The use of this analysis must be balanced with the requirements that must be met, namely the requirements for data normality and data homogeneity in the sample. The data normality test technique is intended to test whether the scores in the changes studied have approached the normal distribution or not. Furthermore, the data that has been processed can be concluded. Because this research is an experimental research. Then the data analysis used is:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Information:

Md = Mean of difference between pre test and post test

Xd = Deviation of each subject

$\sum x^2 d$ = Sum of squared deviations

N = Subjects in the sample

db = specified with N-1

While the criteria used are: (1) If t count is greater than t table (confidence level 0.05) then H_0 is rejected. This means that the average value of students in economics subjects using the role-playing method on economics subject matter is higher than the average value of students before using the role-playing method 2). If t count is smaller than t table (confidence level 0.05), H_0 is accepted. This means that the average value of students in economics subjects with the role playing method is lower than the average value of students before using the role playing method.

3. RESULTS AND DISCUSSIONS

To determine the level of influence of role playing strategies on the learning achievement of SKI participants in class VII MTs. Miftahul ulu m TP 2022/2023. From the value of the test results distributed to students. The data about student achievement can be seen in the following table:

Table 2. Data on test results in the control group without using a role playing strategy

No	Participant Name educate	Value (X)	X ²
1	Abdul Malik	4	16
2	Ade Kusmala	6	36
3	Alwi Ahmad Dairobbi	5	25
4	Anggi Maulana	4	16
5	Anisa Sifaurohman	4	16
6	Aryanti Hidayat	6	36
7	Den Muhdan	5	25
8	Entang Samrotul	6	36
9	Ervi Putri Azhari	8	64
10	Fikri Yahya Hambali	5	25
11	Hilma Rahma Sakinah	6	36
12	Ira Darjatul Husna	6	36
13	Jujun Junaedi	7	49
14	Khaifa Fahrurnisa	5	25
15	M Nabil Nazwar	5	25
N = 15		$\sum X = 82$ $\bar{X} = 5,46$	$\sum X^2 = 466$

Table 3 Data on test results in the XA control class using the role playing strategy

No	Participant Name educate	Value (Y)	Y ²
1	M RIZKY ADITYA	7	49
2	M RIZKI RAMDANI	6	36
3	MAYA SRI NURMALA	8	64
4	MUHAMMAD IQBAL M	7	49
5	MUHAMMAD RIVALDHI	7	49
6	NELY NURMILAH	7	49
7	NURAJIJAH	8	64
8	SITI ANISA	6	36
9	SITI ISMAWATI	9	81
10	SITI MAESAROH	8	64
11	SITI NURLAELA	8	64
12	SYIFA RAHMATUL JANNAH	9	81
13	WULANDA FROM JANUARY	8	64
14	ZAHRA NAFISA	7	49

15 ZIDNI NURAENI

N = 15

$$\begin{aligned} 7 \\ \Sigma Y = 112 \\ Y = 7,46 \end{aligned}$$

$$\begin{aligned} 49 \\ \Sigma Y^2 = 848 \end{aligned}$$

3.1 Data analysis and Hypothesis Test t (test)

The test procedure is carried out with the following steps: Formulating Hypotheses
 $H_0 : B_i = 0$ This means: the application of role playing strategies in SKI subjects has no effect significant effect on the learning achievement of class VII MTs students. Miftahul ulum

$H_a : B_i \neq 0$ This means: the application of role playing strategies to SKI subjects has a significant effect on the learning achievement of class VII MTs students. Miftahul ulum.

Create test criteria

H_0 is accepted if $t_{table} > t_{count}$ or $t_{count} < t_{table}$

H_0 is rejected if $t_{count} > t_{table}$ or $t_{table} < t_{count}$.

Create auxiliary tables to calculate statistical numbers. Compile Work Table

Table 4: About using without strategy role play with role playing strategy

No	Without Strategy PlayedRole	$(X_1 - X)$	$(X_1 - X)^2$	With Strategy playedrole	$(Y_1 - Y)$	$(Y_1 - Y)^2$
1	4	-1.46	2,13	7	-0.46	0.21
2	6	0.54	0.29	6	-1.46	2,13
3	5	-0.46	0.21	8	0.54	0.29
4	4	-1.46	2,13	7	-0.46	0.21
5	4	-1.46	2,13	7	-0.46	0.21
6	6	0.54	0.29	7	-0.46	0.21
7	5	-0.46	0.21	8	0.54	0.29
8	6	0.54	0.29	6	-1.46	2,13
9	8	2.54	6,45	9	1.54	2.37
10	5	-0.46	0.21	8	0.54	0.29
11	6	0.54	0.29	8	0.54	0.29
12	6	0.54	0.29	9	1.54	2.37
13	7	1.54	2.37	8	0.54	0.29
14	5	-0.46	0.21	7	-0.46	0.21
15	5	-0.46	0.21	7	-0.46	0.21
$\Sigma X = 82$		$\Sigma (X_1 - X)^2 = 17,73$		$\Sigma Y = 112$		$\Sigma (Y_1 - Y)^2 = 11.52$
$X = 5,46$		$S_2^2 = 1.27$		$Y = 7,46$		$S_1^2 = 0.82$
		$S_2 = 1.13$				$S_1 = 0.91$

3.2 Entering Data into Formulas

Based on the calculation of the work table, the following results are obtained:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \\
 t &= \frac{7,46 - 5,46}{\sqrt{\frac{0,82}{15} + \frac{1,27}{15}}} \\
 t &= \frac{3}{\sqrt{0,054 + 0,084}} \\
 &= \frac{3}{\sqrt{0,138}} \\
 &= \frac{3}{0,371} \\
 &= 8,08
 \end{aligned}$$

From the test results on the learning achievement of class VII students who used the role-playing learning strategy, scores were obtained that were much different from the learning achievement scores of class VII students who did not use role-playing learning strategies. This is

evident from the average grade VII group that uses role-playing learning strategies. Much higher than the average value of class VII.

From the results of the calculations performed, it can be seen that "t" count = 8.08 and $dk = n_1 + n_2 - 2 = 15 + 15 - 2 = 30 - 2 = 28$ at a significance level of 0.05, the "t" table is 1, 70. Thus if the "t" count is consulted with the "t" table, it can be said that the "t" count obtained from the results of data analysis is greater than the "t" table. Or in other words, the value ($t \text{ count} > t \text{ table}$) is ($8.08 > 1.70$) which means the results of this study are "significant".

Based on the results of the analysis above, it shows that the null hypothesis (H_0) is rejected, thus it can be said that the use of role playing strategies will have a positive effect on student achievement in SKI lessons, class VII students at MTs. Miftahul Ulum tp 2021/2022. This is consistent with the results of the analysis showing that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

3.3 Discussion

Based on the results of the research and data analysis that has been carried out, it can be seen the effectiveness of implementing role playing strategies on student learning achievement (Supriyono, 1991). The results showed that the application of role playing strategies in economics lessons had an influence on student achievement. This can be seen from the results of the analysis using the t-test with a calculated t value of 8.08 and a t table of 1.70 at a significant level of 5%. Based on the price of this t-test, it can be concluded that there is an effect of using role playing strategies on student achievement in SKI subjects at MTs. Muftahul ulum.

Based on the results of observations of activities in the teaching and learning process there are deficiencies such as students experiencing difficulties in working on questions due to a lack of books, answers to friends without wanting to try on their own (Stern & Dixon, 2003). To overcome these deficiencies educators make improvements such as giving apperceptions or question and answer to expedite the teaching and learning process, besides that educators must also teach with various strategies so that students do not get bored (Trilling & Fadel, 2009).

When giving assignments the teacher must control and ensure that all students work on the questions in an orderly manner and no one is noisy, after that the educators make improvements because the deficiencies that existed during the teaching and learning process by using role playing strategies are no longer visible (Rianti, 2016).

Thus it can be concluded that in the teaching and learning process using the role playing strategy students have played an active role, have good enthusiasm and get good achievements. Furthermore, in terms of the ability of educators to implement role-playing strategies in the learning process, where from the results of observations made, many important things are often forgotten by educators in implementing role-playing strategies so that they do not function actively, namely educators pay less attention to the purpose of using role-playing when the learning process in the classroom takes place. The consequences are: students sometimes pay less attention to messages conveyed by educators and students often ignore educators' orders.

4. CONCLUSION

Based on the research and data analysis, the researchers can conclude as follows: There is an increase good related with role playing method in improve the learning achievement of class VII MTs students. Miftahul ulum TP 2022/2023 This effect can be seen from the calculated t value of = 8.08 . Educators and prospective educators or SKI teachers should be creative in determining learning methods so that students don't get bored quickly. To other researchers who are interested in studying more deeply about a similar problem in this study, or conducting more in-depth and comparative further research on factors that have not been touched on in this study due to various obstacles.

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