




Psychocentrum Review

ISSN 2656-8454 (Electronic) | ISSN 2656-1069 (Print)
Editor:  Yuda SyahputraPublication details, including author guidelines
URL: <http://journal.unindra.ac.id/index.php/pcr/about/submissions#authorGuidelines>

Role Playing in an Effort to Reduce Academic Procrastination for College Students

Reizki Maharani¹, Neviyarni S², Z. Mawardi Effendi³
Universitas Negeri Padang

Article History

Received : 07 September 2020

Revised : 15 September 2020

Accepted : 18 September 2020

How to cite this article (APA 6th)

Maharani, R., S, N., & Effendi, Z. M. (2020). Role Playing in an Effort to Reduce Academic Procrastination for College Students. *Psychocentrum Review*, 2(2), 77–86. DOI: 10.26539/pcr.22386The readers can link to article via <https://doi.org/10.26539/pcr.22386>

Correspondence regarding this article should be addressed to:

Reizki Mharani, Universitas Negeri Padang, Sumatera Barat, Indonesia, E-Mail: reizkimaharani@gmail.com

SCROLL DOWN TO READ THIS ARTICLE



Universitas Indraprasta PGRI (as Publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Universitas Indraprasta PGRI. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information.

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Copyright by Maharani, R., S, N., & Effendi, Z. M. (2020)

The authors whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Original Article


Role Playing in an Effort to Reduce Academic Procrastination for College Students

Reizki Maharani¹, Neviyarni S², Z. Mawardi Effendi³
Universitas Negeri Padang

Abstract. Academic procrastination can be defined as a person's tendency to delay activities related to academics. We can find procrastination at every level of education, especially in college. One of the causes of procrastination in students because college students have greater responsibilities and demands than before. This research analyzed the effectiveness of role playing in information services to reduce student academic procrastination by uses a quantitative methods. The type of this research is Quasi Experiment with The Non Equivalent Control Group Design. The sample of this study were students majoring in Curriculum and Educational Technology, with 32 students in experimental group of and 32 students in control group. The research instrument used was a Likert Scale model, then it was analyzed using the Wilcoxon Signed Ranks Test and Rasch model. The results of this study generally indicate that information services using role playing are effective to reducing academic procrastination for students.

Keywords: Student Academic Procrastination; Information Services; Role Playing

Correspondence author: **Reizki Mharani**, Universitas Negeri Padang, Sumatera Barat, Indonesia, E-Mail: reizkimaharani@gmail.com

 This work is licensed under a CC-BY-NC

Introduction

Students are said to be able to adapt to new social roles if they are able to organize themselves, especially in the academic field when dealing with lecture assignments (Fauziah, 2015). Students in higher education are always faced with various responsibilities, especially in the academic field (Kreniske, 2017). Students are required to be able to participate and undergo lecture activities effectively, one of them is by attending classically scheduled face-to-face activities and having the obligation to complete all lecture assignments given by the lecturer (Zahri, Yusuf, & Neviyarni, 2017). Students are also required to be able to face demands and pressures such as reading literature, making material presentations or submitting lecture assignments. But in reality many students delay work until they are close to the time of assignment, or until they get a warning about their inaction (Tjundjing, 2006). This delaying behavior is what we usually know by the term academic procrastination (Kagan, Çak, Ilhan, & Kandemir, 2010; Shahram & Vahedi, 2011).

Academic procrastination can be defined as a person's tendency to delay starting, implementing and ending an activity that occurs in the academic environment (Handayani & Abdullah, 2016; Hussain & Sultan, 2010). Procrastination has certain characteristics. Tjundjing states that academic procrastination is indicated by characteristics such as: (1) a person's failure to fulfill perceived time, (2) incompatibility between desires and emerging

behaviors, unable completing lecture assignments even though there are strong desire who want to do the task (intention-action gap), (3) the existence of emotional distress, (4) procrastination has nothing to do with each individual's abilities but rather with the individual's hesitation with perceived ability (Risdiantoro & Hasanati, 2016).

Based on the results of research at the Widya Husada Medan School of Health for the 2014-2015 academic year data found several student behaviors that lead to academic procrastination, among them are being late to class, not wearing complete uniforms, late collecting assignments, being late in the simulation laboratory, there are even students who often do not attend lectures (Misnita, Lubis, & Azis, 2015).

The five highest reasons cause students of the Faculty of Education to conduct academic procrastination are for reasons of laziness, fear of taking risks, lack of assertiveness, influence of friends, and anxiety about evaluation (Jannah & Muis, 2014). In addition, the results of interviews at one of the well-known state universities in Surabaya showed that students postponed the completion of their tasks to near deadlines. Although not all students in study program X did procrastination, some of the students indicated indications of procrastination (W & Mastuti, 2016).

In line with the two studies above, based on the observations of the authors and colleagues who were carrying out internship practices from August-December 2017, in some departments in the Faculty of Education it was found that there were some behaviors shown by 2017 students that led to academic procrastination such as, not completing the task on time, the task done is not optimal, copy-pasting the assignment from the internet, working on the assignments in the last seconds before the lecture begins, there are even some students who are still working on the assignment when the lecture begins, not ready for the exam midterm and do not master lecture material. This phenomenon is evidenced by the existence of several students who have low assignment scores and there are even some students who repeat the lecture assignments due to proven copy-paste. This of course must be a concern, because if it is not followed up it will have a bad impact on some parties, especially universities as educational institutions. One of the negative impacts that can be generated from procrastination is to cause dishonest behavior in students, especially in the academic field which will lead to plagiarism behavior (Indah & Shofiah, 2012), such as buying a thesis (Tondok, Ristyadi, & Kartika, n.d.).

The negative impact of academic procrastination on students is evidenced by decreased learning motivation, irregular learning schedules, and often absent lectures, so that if it continues to be done and becomes a habit in students, it will adversely affect students such as decreasing academic achievement, late in completing studies and ultimately threatened to be expelled (Handayani & Abdullah, 2016). In addition, academic procrastination also has an impact on individual psychological vulnerability (Kiamarsi & Abolghasemi, 2014).

If a student has a good concept of learning, a student will not make a delay in conducting his studies (Darmawan, 2017). Based on what is learned, students need: (1) varied learning strategies, (2) varied learning paths, (3) various activities that enable them to read, describe, hear, say, and do, (4) learning guides that leads to independence, (5) the ability to work alone with suitable assessment methods, (6) equipment and technology suitable for independent and guided learning (Effendi, Effendi, & Effendi, 2015).

One effort that can be done so that students can avoid academic procrastination is by providing information relating to studying in college. Information relating to facilities, self-ability, and attitudes and learning habits are the three main elements in the overall learning conditions that students undergo (Prayitno, 2007).

The information service provided in this study uses role playing techniques, where role playing techniques aim to provide a broader view of something new (Puspitaningrum & Indrawati, 2016). Role playing techniques can be used in an effort to improve learning outcomes (Iskandar & Rachmadtullah, 2017; Sari & Rustiana, 2013; Zuraidah, 2017), responsibility in learning (Sartono, 2014), self-concept (Rosidah, 2017), and self confidence (Andriati, 2015).

Role playing techniques are also effective in increasing knowledge and changing student behavior, this is evidenced by one of the studies conducted in the UNIMUS FIKKES Diploma III Study Program where health education with role playing is effective in increasing student knowledge in free sex prevention efforts (Puspitaningrum & Indrawati, 2016). This is because in the role playing technique students are required to be able to actively apply their knowledge, skills, and use their imagination so that students can act well from a different perspective given to them, in other words role playing techniques aim to improve cognitive abilities so that they are able behave well (Barkley, Cross, & Major, 2014). Therefore, information services using role playing techniques are considered to be able to prevent student academic procrastination because one of the efforts that can be done to prevent student academic procrastination is by providing services that can improve students' cognitive influence on student behavior (Ferrari, Johnson, & McGown, 1995; Rozental, Forsström, & Carlbring, 2015; Rozental, Forsström, Nilsson, Rizzo, & Carlbring, 2014). By providing information services using the role playing technique students are not only given information, but also trained to be able to apply the knowledge, understanding, and acquired skills related to academic procrastination and to feel emotionally from the environment created so that they can be prevented from academic procrastination. This is in line with one study that found that increasing emotional regulation skills (ERS) can reduce procrastination for students (Eckert, Ebert, Lehr, Sieland, & Berking, 2016). The purpose of this study is to see the effectiveness of information services by using role playing in reducing student academic procrastination.

Method

This study used one group pretest-posttest design. The subjects in this study were 32 students at Padang State University, which were obtained through cluster random sampling. The instrument of this study uses the grand theory of Tuckman (1990) with three aspects, namely: (1) the tendency to procrastinate on doing things that want to be done, (2) the tendency to do things that are fun when experiencing difficulties and even avoid discomfort about the tasks done, and (3) the tendency to blame. The questionnaire uses a Likert scale with alternative answers: very appropriate, appropriate, inappropriate, inappropriate, very inappropriate. To test the validity of the researcher using Product Moment analysis techniques, so that the results obtained from 55 items there are 42 items that are declared valid and 13 items are declared invalid. To see the reliability of the instrument, it was done by comparing the price of the Cronbach Minimum Alpha with the Cronbach Alpha instrument, with a minimum Cronbach Alpha value of 0.70. Based on the results of data processing that has been done, Cronbach Alpha value is 0.922, which means $0.07 < 0.922$ so it can be concluded that the instrument is reliable or has a high level of reliability. The data processing in this study uses the SPSS program assistance (Statistical Product and Service Solution) for Windows Release 20.00.

Results

Discussion of the results of this study is about the effectiveness of information services by using role playing in reducing student academic procrastination. Based on the results of pretest and posttest data processing using the Wilcoxon Signed Ranks Test, the calculation results are as follows.

Table 1. Results of Wilcoxon Analysis Signed Ranks of Student Academic Procrastination Test (Pretest and Posttest)

	<i>Posttest - Pretest</i>
Z	-4,937 ^b
Asymp. Sig. (2-tailed)	, 000

Based on the above results it can be seen that the probability number Asymp. Sig. (2-tailed) student academic procrastination is 0,000, or probability is smaller than alpha 0.05 ($0,000 \leq 0.05$). From these results it can be said that there are differences between academic procrastination before being given information services by using role playing with after being given information services by using role playing. This difference can be seen from the decrease in the average score of student academic procrastination, where the posttest score is lower than the pretest score, with an average score of 98.3 versus 148. Furthermore, researchers clarify with Figure 1 about the effectiveness of role playing information services to reduce student procrastination.

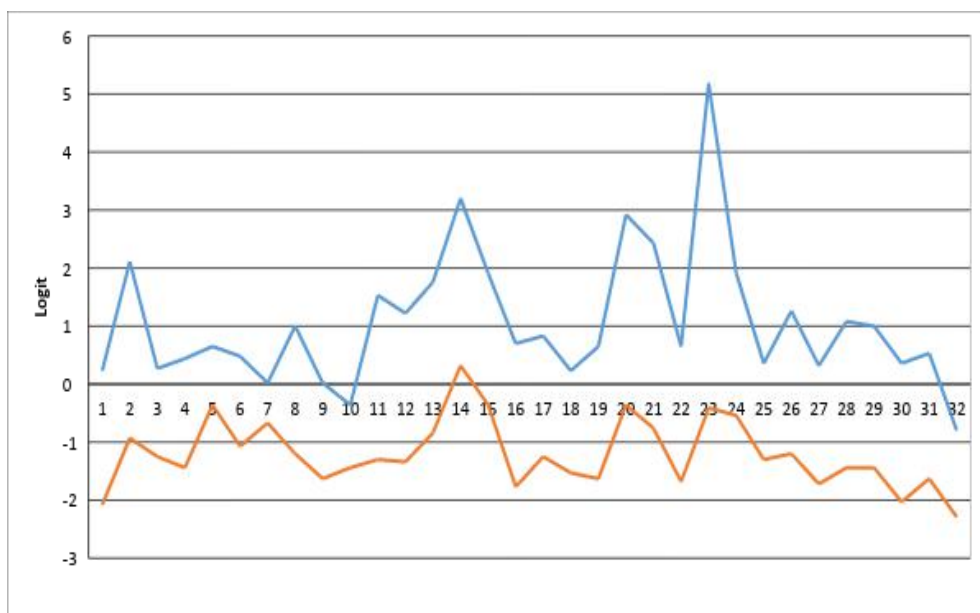


Figure 1. Differences in Procrastination Before and After Treatment of Information Services with Role Playing

In Figure 1 shows the differences in student academic procrastination after being given information service treatment with role playing, where the tendency of the red line (posttest) is lower than the blue line (pretest) indicating the effects of role playing information services affect academic procrastination. The effect of role playing provided through information services has reduced academic procrastination.

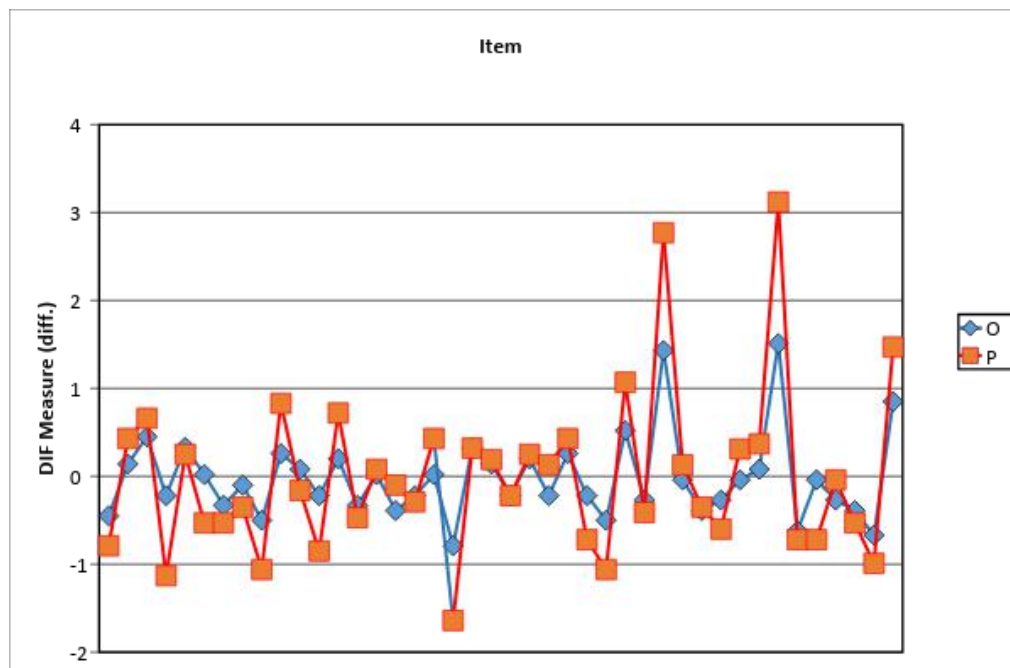


Figure 2. Effects of Role Playing Before and After Treatment (Instr Answering Ability umen)

Figure 2 shows the ability of student procrastination before and after treatment of information services with role playing. Before being given the treatment of information services with role playing the ability of students to respond to instruments is still very low, this is due to high procrastination and low understanding of procrastination. However, different after being given information service treatment with role playing for students who behave procrastination, this is indicated by the blue line (posttest) which starts to increase rather than the red line (pretest). Based on the results above, it was stated that the effects of role playing information services affect student procrastination at Padang State University. Information services with role playing affect students' discipline behavior to achieve academic achievement. To be clearer, the decline in student academic procrastination can be seen in the map variable below.

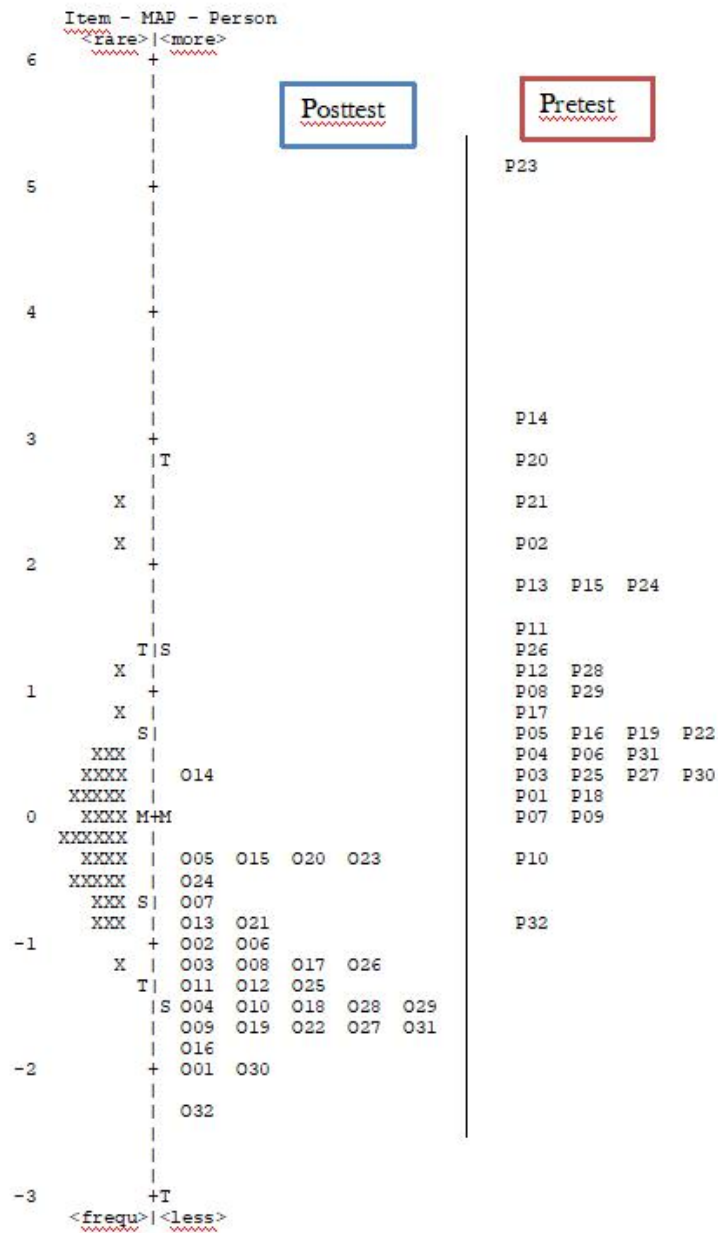


Figure 3. Differences of Role Playing Before and After Treatment

From the map variable we can also see clearly the decline in student academic procrastination. Therefore, information services using role playing techniques are considered to be able to prevent student academic procrastination because one of the efforts that can be done to prevent student academic procrastination is by providing services that can improve students' cognitive influence on student behavior (Rozenal, Forsström, & Carlbring, 2015; Rozenal, Forsström, Nilsson, Rizzo, & Carlbring, 2014; Ferrari, Johnson, & McGown, 1995)

Discussion

Based on the results of the study, it is known that information services using role playing are effective in reducing academic procrastination in students. Of the 32 students who were given information services by using role playing, all of them experienced a decrease in the level of academic procrastination. This is because role playing can not only increase student knowledge and understanding, but also can train students to be able to change and control behavior related to the conditions faced. In line with this study, research conducted in one university in Semarang found that health education by using role playing was effective in increasing knowledge and changing student behavior in efforts to prevent free sex among students (Puspitaningrum & Indrawati, 2016).

One effort to reduce academic procrastination is by providing a knowledge that can improve students' cognitive so that students can learn a new behavior, such as no longer delaying academic activities, being able to manage time, discipline and eliminating maladaptive behavior namely academic procrastination, strengthening and maintain positive behavior, and form behavioral patterns by giving reinforcement or *reinforcement as soon as desired behavior appears* (Puswanti, 2014).

In its implementation, activities *role playing* will require students to be able to observe, practice, imitate (conceptualize) and share experiences during role playing activities (Puswanti, 2014). By playing a role, students can immediately find out and practice behavior that they should appear in facing a certain condition and practice directly how to solve a problem. In addition, students can also to see directly the role playing performed by their colleagues and relate it to themselves and the actual conditions, so that they can be discussed together related to what they think, what they feel, how they will behave, how they will act, and how they will be responsible (BMB3) after they observe or play a role in these *role playing* activities .

This is of course very different from the implementation of activities in the control group, where in the control group only information services are provided with lecture and question and answer methods, where information services can only improve cognitive without any effort to manage behavior. Therefore, based on the results of the *pretest* and *posttest* in the control group, change only occurs in the average score, while in terms of the category there is no change, which is still in the moderate category even though information services have been provided. In contrast to the experimental group that experienced a considerable decline, where academic procrastination in the experimental group experienced a decrease in the average score of 50.2 and the categorization experienced a change from the medium category to the low category.

Based on the results *posttest* between the experimental group and the control group, it was also known that there was a very significant difference between academic procrastination between the experimental groups after being given information services using *role playing* with the control group provided information services without using *role playing*. In line with this study, research conducted in one university in Semarang found that health education by using *role playing* was effective in increasing knowledge and changing student behavior in efforts to prevent free sex among students (Puspitaningrum & Indrawati, 2016). This proves that *role playing* can not only increase students' knowledge and understanding, but also can train students to be able to change and control behavior related to the conditions it faces.

Based on the previous discussion, the provision of information services using *role playing* is more effective in reducing academic procrastination in students compared to information services without using *role playing*. This is because the provision of information services without using *role playing* is merely improving cognitive. In the

experimental group, using *role playing* students were not only given material, but also invited to play an active role by playing roles and seeing firsthand the role play played by their colleagues, so that providing information services using *role playing* not only improved students' cognitive, but also can train students to control their behavior in dealing with situations in daily life, especially in terms of procrastinating tasks. Therefore, information services using *role playing* are considered as one of the suitable methods given to students in an effort to reduce academic procrastination in students, where in the process of activities, students are not only given material in the form of lectures and questions and answers, but also invited to play an active role in portraying scenes that have been adapted to the material given previously.

Furthermore, several research findings have found that techniques *role playing* can also be given in an effort to increase self-confidence (Andriati, 2015), improve learning (Djariyo, Mudzanatun, & Wijaya, 2012; Iskandar & Rachmadtullah, 2017; Sari & Rustiana, 2013; Zuraidah, 2017), increasing learning responsibilities (Sartono, 2014), improving self-concept (Rosidah, 2017), and preventing free sex behavior for students (Puspitaningrum & Indrawati, 2016).

Conclusion

Based on the results of this study, information services using role playing are known to be effective in reducing student academic procrastination. The results showed that the level of student academic procrastination had decreased after being given information services with role playing. This is because, information services with role playing are not only providing information to students, but also can change student behavior. This research is also supported by the results of the research conducted by Puspitaningrum & Indrawati (2016) and Barkley, Cross, & Major (2014) regarding one of the goals of role playing, namely to improve cognition so that it can behave well. In the world of education, especially for students it is necessary to provide guidance and counseling services in an effort to prevent and reduce academic procrastination, especially for students, who have greater academic responsibilities and have begun to take actions that lead to plagiarism. This, of course, needs to be a concern, especially for the university itself.

Acknowledgements

Thank you to all the parties who contributed to this research. To expert lecturers who have contributed in weighing research instruments, as well as students of the Faculty of Education, Padang State University who have taken the time to participate in this research.

References

- Andriati, N. (2015). Pengembangan Model Bimbingan Klasikal dengan Teknik Role Playing untuk Meningkatkan Kepercayaan Diri. *Jurnal Bimbingan Konseling*, 4(1), 36–42.
- Barkley, E. E., Cross, K. P., & Major, C. H. (2014). *Collaborative Learning Techniques*. Bandung: Nusa Media.
- Darmawan, G. P. N. (2017). No Title. *E-Journal Jurusan Pendidikan Ekonomi*, 10(2), 1–10.

- Djariyo, Mudzanatun, & Wijaya, E. B. (2012). Penerapan Model Pembelajaran Role Playing Pada Mata Pelajaran IPA untuk Meningkatkan Hasil Belajar Siswa Kelas IV Semester I SD N Wonokerto 1 Karangtengah Demak Tahun Ajaran 2011/2012. *Malih Peddas*, 2(1), 12–22. <https://doi.org/10.26877/malihpeddas.v2i1.496>
- Eckert, M., Ebert, D. D., Lehr, D., Sieland, B., & Berking, M. (2016). Overcome procrastination: Enhancing emotion regulation skills reduce procrastination. *Learning and Individual Differences*, 52, 10–18. <https://doi.org/10.1016/j.lindif.2016.10.001>
- Effendi, Z. M., Effendi, H., & Effendi, H. (2015). Implikasi Gaya Belajar Dalam Desain Blended Learning. *Jurnal Teknologi Informasi & Pendidikan*, 8(1), 72–80.
- Ferrari, J. R., Johnson, J. L., & McGown, W. . (1995). *Procrastination and Task Avoidance*. New York: Plenum Press.
- Handayani, S. W. R. I., & Abdullah, A. (2016). Hubungan Stres Dengan Prokrastinasi pada Mahasiswa. *Psikovidya*, 20(1), 32–39.
- Hussain, I., & Sultan, S. (2010). Analysis of procrastination among university students, 5(2), 1897–1904. <https://doi.org/10.1016/j.sbspro.2010.07.385>
- Indah, P. S., & Shofiah, V. (2012). Hubungan Prokrastinasi Akademik dengan Ketidakhujuran Akademik pada Mahasiswa Psikologi UIN Suska Riau. *Jurnal Psikologi*, 8(1), 29–36.
- Iskandar, R., & Rachmadtullah, R. (2017). Meningkatkan Hasil Belajar Pendidikan Pancasila dan Kewarganegaraan Melalui Metode Role Playing di Kelas IV Sekolah Dasar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 1(2), 135–144.
- Jannah, M., & Muis, T. (2014). Prokrastinasi Akademik (Perilaku Penundaan Akademik) Mahasiswa Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. *Jurnal BK UNESA*, 4(3), 1–8.
- Kagan, M., Çak, O., Ilhan, T., & Kandemir, M. (2010). The explanation of the academic procrastination behaviour of university students with perfectionism , obsessive – compulsive and five factor personality traits. *Procedia - Social and Behavioral Sciences*, 2, 2121–2125. <https://doi.org/10.1016/j.sbspro.2010.03.292>
- Kiamarsi, A., & Abolghasemi, A. (2014). The relationship of procrastination and self-efficacy with Psychological vulnerability in students. *Procedia - Social and Behavioral Sciences*, 114, 858–862. <https://doi.org/10.1016/j.sbspro.2013.12.797>
- Kreniske, P. (2017). How First-year Students Expressed Their Transition to College Experiences Differently Depending on the Affordances of Two Writing Contexts. *Computers and Composition*, 45, 1–20. <https://doi.org/10.1016/j.compcom.2017.07.001>
- Misnita, H., Lubis, L., & Azis, A. (2015). Hubungan keyakinan diri dan dukungan sosial dengan penyesuaian diri mahasiswa. *Jurnal Analitika UMa*, 7(1), 31–38.
- Prayitno. (2007). *Peningkatan Potensi Mahasiswa*. Padang: UNP Press.
- Puspitaningrum, D., & Indrawati, N. D. (2016). Efektivitas Pendidikan Kesehatan dengan Role Playing Terhadap Pengetahuan, Sikap dan Perilaku Pencegahan Seks Bebas Mahasiswa Prodi D-III Kebidanan. *Jurnal Kebidanan Dan Kesehatan*, 7(2), 111–126.
- Puswanti. (2014). Upaya Mereduksi Prokrastinasi Akademik Melalui Konseling

- Kelompok Melalui Pendekatan Behavioristik Pada Siswa SMK. *PSIKOPEDAGOGIA*, 3(1), 11–19.
- Risdiantoro, R., & Hasanati, N. (2016). Hubungan Prokrastinasi Akademik , Stres Akademik dan Kepuasan Hidup Mahasiswa, 19–20.
- Rosidah, A. (2017). Layanan Bimbingan Klasikal untuk Meningkatkan Konsep Diri Siswa Underachiver. *Jurnal Fokus Konseling*, 3(2), 154–162. <https://doi.org/10.26638/jfk.53.2099>
- Rozental, A., Forsström, D., & Carlbring, P. (2015). Experiences of undergoing Internet-based cognitive behavior therapy for procrastination : A qualitative study, 2, 314–322. <https://doi.org/10.1016/j.invent.2015.05.001>
- Rozental, A., Forsström, D., Nilsson, S., Rizzo, A., & Carlbring, P. (2014). Group versus Internet-based cognitive-behavioral therapy for procrastination : Study protocol for a randomized controlled trial ☆ . *INVENT*, 1(2), 84–89. <https://doi.org/10.1016/j.invent.2014.05.005>
- Sari, L., & Rustiana, A. (2013). Model Bermain Peran dalam Meningkatkan Hasil Belajar Pada Kompetensi Dasar Menerapkan Prinsip-Prinsip Pelayanan Prima. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, VIII(2), 101–110.
- Sartono, Y. (2014). Peningkatkan Tanggungjawab Belajar Melalui Layanan Penguasaan Konten dengan Teknik Role Playing. *Jurnal Penelitian Tindakan Kelas*, 16(2), 32–37.
- Shahram, & Vahedi. (2011). Canonical Correlation Analysis Of Procrastination, Learning Strategies And Statistics Anxiety Among Iranian Female College Students. *Procedia - Social and Behavioral Sciences*, 30, 1620–1624. <https://doi.org/10.1016/j.sbspro.2011.10.314>
- Tjundjing, S. (2006). Apakah Prokrastinasi Menurunkan Prestasi ? Sebuah Meta-Analisis. *Indonesian Psychological Journal*, 22(1), 17–27.
- Tondok, M. S., Ristyadi, H., & Kartika, A. (n.d.). Prokrastinasi Akademik dan Niat Membeli Skripsi, 811.
- Tuckman, B. W. (1990). Measuring Procrastination Attitudinally and Behaviorally. *Journal Procrastination Scale*, 1–12.
- W, N. N. Y., & Mastuti, E. (2016). Perbedaan Prokrastinasi Akademik Ditinjau dari Motivasi Berprestasi dan Kontrol Diri pada Mahasiswa. *Jurnal Psikologi Pendidikan Dan Perkembangan*, 5(1), 1–9.
- Zahri, T. N., Yusuf, A. M., & Neviyarni, S. (2017). Hubungan Gaya Belajar dan Keterampilan Belajar dengan Hasil Belajar Mahasiswa. *Jurnal Konselor*, 6(1), 18–23. <https://doi.org/10.24036/02017615734-0-00>
- Zuraidah. (2017). Penerapan Metode Role Playing untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPS. *Jurnal Antropologi Sosial Dan Budaya*, 3(1), 37–42.