

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan *Role Playing* berbantuan media *audiovisual* terhadap kreativitas dan hasil belajar siswa pada mata pelajaran *Housekeeping*. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *Pre-Experimental Design* melalui desain *One Group Pretest-Posttest Design*. Sampel penelitian berjumlah 26 siswa. Instrumen yang digunakan berupa tes hasil belajar dan lembar observasi kreativitas yang telah diuji validitas dan reliabilitasnya. Hasil uji reliabilitas menunjukkan nilai *Cronbach's Alpha* sebesar 0,984 untuk hasil belajar dan 0,969 untuk kreativitas, sehingga instrumen dinyatakan sangat reliabel. Analisis data dilakukan melalui uji normalitas dan uji hipotesis menggunakan *Wilcoxon Signed Rank Test* karena data tidak berdistribusi normal. Hasil penelitian menunjukkan bahwa rata-rata hasil belajar siswa meningkat dari 81,07 pada *pretest* menjadi 93,38 pada *posttest*. Rata-rata kreativitas siswa juga meningkat dari 123,58 pada *pretest* menjadi 129,23 pada *posttest*. Hasil uji *Wilcoxon* pada variabel hasil belajar memperoleh nilai *Asymp. Sig. (2-tailed)* sebesar $0,000 < 0,05$. Pada variabel kreativitas diperoleh nilai *Asymp. Sig. (2-tailed)* sebesar $0,000 < 0,05$. Hasil tersebut menunjukkan adanya perbedaan yang signifikan antara nilai *pretest* dan *posttest* pada kedua variabel penelitian. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan *Role Playing* berbantuan media *audiovisual* berpengaruh signifikan terhadap peningkatan kreativitas dan hasil belajar siswa pada mata pelajaran *Housekeeping*.

Kata Kunci: *Role Playing*, media *audiovisual*, kreativitas, hasil belajar, *Housekeeping*.

ABSTRACT

This study aimed to determine the effect of implementing the Role-Playing learning method, assisted by audiovisual media, on students' creativity and learning outcomes in the Housekeeping subject. This research employed a quantitative approach using a Pre-Experimental Design with a One-Group Pretest–Posttest Design. The research sample consisted of 26 students. The research instruments included a learning outcomes test and a creativity observation sheet, both of which had been tested for validity and reliability. The reliability test results showed Cronbach's Alpha values of 0.984 for the learning outcomes instrument and 0.969 for the creativity instrument, indicating that both instruments were highly reliable. Data analysis was conducted using a normality test and hypothesis testing through the Wilcoxon Signed Rank Test because the data were not normally distributed. The results revealed that the mean score of students' learning outcomes increased from 81.07 in the pretest to 93.38 in the posttest. Similarly, the mean creativity score increased from 123.58 in the pretest to 129.23 in the posttest. The Wilcoxon Signed Rank Test for the learning outcomes variable yielded an Asymp. Sig. (2-tailed) value of 0.000 (< 0.05). Likewise, the creativity variable produced an Asymp. Sig. (2-tailed) value of 0.000 (< 0.05). These findings indicate a statistically significant difference between the pretest and posttest scores for both research variables. Based on the findings, it can be concluded that the implementation of the Role Playing learning method assisted by audiovisual media has a significant positive effect on improving students' creativity and learning outcomes in the Housekeeping subject.

Keywords: *role playing, audiovisual media, creativity, learning outcomes, housekeeping.*