



Applying Role-Playing Learning Model to Improve Motivation and Social Studies Learning Outcomes of Elementary School Students

Dea Ananda^{1✉} & Firosalia Kristin²

^{1✉}Universitas Kristen Satya Wacana, 292019028@student.uksw.edu, Orcid ID: [0009-0007-3527-8060](https://orcid.org/0009-0007-3527-8060)

²Universitas Kristen Satya Wacana, firosalia.kristin@uksw.edu, Orcid ID: [0009-0003-6914-8011](https://orcid.org/0009-0003-6914-8011)

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Abstract

Applying the role-playing model is important to improve elementary school students' motivation and learning outcomes. This study, thus, aims to develop a syntax of role-playing learning model in improving motivation and social studies learning outcomes of fifth-grade elementary school students. Classroom action research was the method used, and it involved both qualitative and descriptive-quantitative techniques. The data were obtained through tests to measure learning outcomes, observation sheets to see teacher and student activities in applying the role-playing model, questionnaires to gather learning motivation data, and documentation to record learning activities in the classroom. The subjects in this study were fifth grade students of the State of Elementary School of Senakin 05, totaling 20 students. Based on the data analysis results, only 31.33% of the pre-cycle participants reported increased motivation, placing them in the high category. In cycle I, it rose to 77.60% in the high category; in cycle II, it reached 96.52% in the high category. The percentage of minimum completeness criteria (KKM) also improved. Starting from pre-cycle, 100% of students failed to achieve $KKM \geq 70$, averaging 54.25. Afterward, it rose in the first cycle, where 51.24% reached $KKM \geq 70$, averaging 63.33. In cycle II, 83.80% attained $KKM \geq 70$, averaging 90.35. The study findings have implications that the role-playing learning model can enhance learning motivation and social studies learning outcomes of fifth-grade elementary school students.

Keywords:

Learning Motivation, Role Playing, Social Studies Learning

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Abstrak

Penerapan model role playing penting untuk meningkatkan motivasi dan hasil belajar siswa sekolah dasar. Penelitian ini bertujuan untuk mengembangkan sintaksis model pembelajaran role playing dalam meningkatkan motivasi dan hasil belajar IPS siswa kelas V sekolah dasar. Jenis penelitian yang digunakan adalah penelitian tindakan kelas yang melibatkan teknik deskriptif-kuantitatif dan kualitatif yang diperoleh melalui tes untuk melihat hasil belajar, lembar observasi untuk melihat aktivitas guru dan siswa dalam menerapkan model role playing, angket untuk mengumpulkan data motivasi belajar dan dokumentasi untuk mengumpulkan data terkait kegiatan belajar di kelas. Subjek dalam penelitian ini adalah siswa kelas V SD Negeri 05 Senakin dengan jumlah siswa sebanyak 20 siswa. Berdasarkan hasil analisis data ditemukan bahwa terjadi peningkatan motivasi pada pra siklus hanya sebesar 31,33% kategori tinggi, meningkat pada siklus I menjadi 77,60% kategori tinggi, kemudian pada siklus II sebesar 96,52% kategori tinggi. Persentase ketuntasan hasil belajar juga mengalami peningkatan. Mulai dari pra siklus 100% siswa tidak mencapai $KKM \geq 70$ dengan rata-rata 54,25. Meningkat pada siklus I dimana 51,24% mencapai $KKM \geq 70$ dengan rata-rata 63,33. Siklus II dimana 83,80% mencapai $KKM \geq 70$ dengan rata-rata 90,35. Hasil penelitian memberikan implikasi bahwa penerapan model pembelajaran Role Playing dapat meningkatkan motivasi belajar dan hasil belajar IPS siswa kelas V sekolah dasar.

Kata Kunci:

Motivasi Belajar, Bermain Peran, Pembelajaran IPS

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INTRODUCTION

Education is a very meaningful thing for humans who have the goal of humanizing humans to make the abilities and qualities possessed by humans superior to educate the nation's life. This education is a conscious effort planned to obtain the process of teaching and learning activities that aim to enable students to develop their potential to be more active and have spiritual energy, self-control, character, intelligence, noble morals, and skills needed by themselves, society, nation, and state. To improve education for the better, it is necessary to have continuous improvement. Undoubtedly, superior quality is expected as education is improved. To attain the intended educational goals, teachers must establish a positive learning environment by choosing approaches, models, and techniques to be used and by modifying the environment, conditions, needs, and traits of experienced learners. Thus, to avoid making it harder for students to enhance their learning outcomes, teachers must accurately identify techniques, models, and procedures comparable to those of their students.

Audie (2019) stated that learning outcomes are the growth of cognitive, emotional, and psychomotor components that lead to behavioral changes in people, from those who are incompetent to those who are capable and from those who do not understand to those who do. Students will obtain high learning outcomes if, in learning activities, teachers and students can work together to achieve learning goals (Mutiaranses et al., 2021). In line with Dakhi's (2020) opinion, learning outcomes are achievements taken by students academically by taking exams, doing assignments, and actively asking and answering questions that can support the acquisition of these learning outcomes. The better the students' learning efforts, the better the learning outcomes they will achieve (Yandi et al., 2023). Therefore, achieving these learning objectives determines the success of teaching and learning (Adan, 2023).

In education, learning continuity and success are influenced not only by intellectual factors but also by other non-intellectual factors that play a role in determining student learning outcomes, such as students' ability to

motivate themselves (Suharni, 2021). This aligns with what Adan (2023) stated that learning motivation must be increased from within students to be motivated in learning. Hence, they will get the best possible learning outcomes if they are motivated to learn. Therefore, creative teachers are expected to increase this motivation (Hapsari et al., 2021).

Additionally, Mulyadi (2021) asserts that motivation is an effort that impacts individuals or groups who conduct expectations to achieve desired goals or obtain satisfaction through their actions. Under the opinion of Adan (2023), motivation is a person's energy that can grow the level of desire either from within oneself or from outside. A person's motivational power will determine the quality of behavior he displays, both in learning situations, work, and others. This supports the opinion of Palittin et al. (2019), stating that the role of motivation is to provide enthusiasm and pleasure in the learning process that can foster the spirit of learning. If someone has enthusiasm in the learning process, it will affect the learning activities carried out to affect learning outcomes ultimately.

From observations made at the State Elementary School of Senakin 05, the researchers saw that student motivation in learning activities at the State Elementary School of Senakin 05, especially class V, was far from good. Students appeared disinterested in the learning activities carried out. When study hours were still in place, they appeared less enthusiastic and were constantly eager to get home.

Based on the end-of-semester assessment, no students met the minimum completeness criteria (KKM). To address the lack of student learning outcomes, teachers have made several efforts, one of which was by holding quizzes after the learning process was carried out. However, student learning outcomes remained low, especially in social studies subjects. The final semester assessment results in the even semester proved that the average fifth-grade social studies score had only reached 45.00, with a maximum score of ≤ 70.00 and a minimum score of ≥ 25.00 . From these data, it can be concluded that student learning outcomes in social studies subjects were still in the low category and did not attain

the predetermined minimum completeness criteria.

This low student learning outcome occurred due to a lack of creativity in learning activities. In teacher-centered learning activities, especially in social studies subjects, students were less active and only silent, listening and taking notes. They also lacked confidence when voicing their thoughts. Learning became monotonous as a result. Also, students tended to get bored easily and were not interested in social studies subjects.

Meanwhile, social studies is a particularly important subject taught to students to equip them to become citizens who care about social problems in the surrounding community and have good communication skills to continue higher education (Putri et al., 2019). In line with the opinion of Mardiana et al. (2021), social studies learning in elementary schools is an especially important subject for students since it teaches them how people interact with their surroundings.

Suharno (2023) described social studies as a course that examines events, concepts, and generalizations in society by examining various aspects of life, including various social sciences and education. It corroborates with the opinion of Putri et al. (2019) that social studies lessons in elementary schools' study events, as well as various social studies concepts, instill students to be good citizens, care about societal issues, and communicate well. Therefore, social studies lessons should be a subject preferred by students.

In this case, for students to like social studies lessons, teachers play a key role in fostering student learning motivation when social studies learning is carried out. To improve student learning outcomes, teachers are advised to provide engaging and enjoyable learning activities for students rather than teacher-centered ones by giving them opportunities to play an active role in learning activities (Bera, 2022).

Given the above facts, selecting a learning model capable of resolving these issues is imperative. The researchers chose the role-playing learning model since it can make students actively involved and motivated in the learning process.

Rahmi et al. (2020) expressed that the role-playing learning model is a learning

model that makes students actively involved in learning activities by acting out dramas that occur in people's lives related to the material studied. In addition, the role-playing model is the right model to train students' memory (Kasanah et al., 2019). This supports Bera's (2022) assertion that role-playing is a learning model that involves students in developing imagination by acting out characters that can make students happy to learn. It also has the added benefit of encouraging participation from all students and giving them equal opportunity to demonstrate their collaborative potential (Dewi, 2021). The purpose of implementing role-playing is for students to explore the roles performed so that the material learned by playing this role will always be remembered. This makes teaching and learning activities meaningful until student motivation and learning outcomes increase (Yenti et al., 2020). This model can motivate students to actively participate in learning activities by role-playing, increasing student learning outcomes. Hence, based on the explanation above, it can be inferred that the role-playing learning model can enhance student motivation and learning outcomes.

Based on previous research conducted by Yenti et al. (2020), learning activities by applying role-playing models are a learning approach that could solve the problems of the State Elementary School of Mampir Cileungsi students. Using this model could increase student learning motivation to make students do activities with a sense of happiness and do good deeds repeatedly. Meanwhile, a study by Suryani et al. (2022) on classroom action research revealed that the role-playing model could improve student outcomes in social studies learning. Their study stated that the role-playing model could make it easier for students to understand the material better because, in the role-playing method, students are asked to be more aware of a role, ultimately making students more aware of the material provided.

Nevertheless, in addressing this issue, the two previous studies above only focused on one dependent variable (Y), for example, concentrating solely on increasing student learning motivation without observing an increase in learning outcomes, even though student learning outcomes also play a

significant role in seeing the achievement of the desired learning goals, and vice versa. Therefore, because various problems exist, the researchers are interested in conducting classroom action research to determine whether the role-playing learning model can increase student motivation and learning outcomes. Hopefully, the results of this study can be a reference for teachers to choose the appropriate learning model.

METHODS

The type of research used was the type of classroom action research. The research design in this study employed the Kemis and McTaggart developed by Sutiawan et al. (2023), where each cycle comprises components of planning, action, observation, and reflection.

The subjects in this study were all fifth-grade students of the State Elementary School of Senakin 05 for the 2023/2024 academic year, with a total of 20 students, consisting of seven girls and 13 boys. Meanwhile, the objects of research were the motivation and learning outcomes of students in social studies subjects.

The data collection method employed was in the form of tests and non-tests. The test method was carried out to obtain data on learning outcomes. The instrument in this method was in the form of a test of learning outcomes in each cycle. In comparison, the non-test method was utilized in questionnaires, observations, and documentation to determine how motivated students were to learn in social studies classes before and after using the role-playing learning model. The observers made observations by assessing teacher and student teaching activities by evaluating student activities in learning. In comparison, documentation was performed on teachers and students related to the application of the role-playing learning model, the results of which were used as data to strengthen and realize data gathered through other data collection methods.

Additionally, this study included both quantitative and qualitative descriptive data analysis methods. While the data obtained from multiple-choice test results and student learning motivation questionnaires were quantitatively provided in numbers, qualitative

data were collected from observation sheets of teacher and student activities in the form of statements. Validity and reliability tests were conducted on the multiple-choice instruments and questionnaires used in this study. The study instrument's validity and reliability test findings are listed below.

The validity test results on the questionnaire sheet on student learning motivation revealed that, with sig. values of ≤ 0.05 , 14 out of 25 items were deemed valid. The valid item numbers were 2, 3, 4, 7, 8, 9, 11, 14, 15, 16, 17, 22, 24 and 25. On the other hand, invalid items had a sig. value of > 0.05 , and the invalid questions were numbers 1, 5, 6, 10, 12, 13, 18, 19, 20, 21, and 23. A total of 11 invalid items were removed and not used in the study.

The reliability test results of the questionnaire sheet on student learning motivation are mentioned in Table 1.

Table 1. Questionnaire Reliability Test Results

Cronbach's Alpha	N of Items
0.692	26

The validity test results on the first cycle question sheet uncovered that 12 out of 20 questions were declared valid since their sig. values were ≤ 0.05 . The numbers 3, 5, 6, 7, 8, 10, 11, 12, 16, 17, 18, and 19 were valid questions. At the same time, the invalid questions (numbers 1, 2, 4, 9, 13, 14, 15, and 20) had a significance value greater than 0.05. After that, eight invalid questions were eliminated and not used in the study.

Table 2 shows the reliability results of the cycle I question sheet.

Table 2. Reliability Test Results of Cycle I Questions

Cronbach's Alpha	N of Items
0.703	21

Based on the validity test results on the cycle II question sheet, 13 out of 20 questions were declared valid, as they had sig. values of ≤ 0.05 . The following were the numbers of the valid questions: 1, 2, 3, 4, 6, 8, 10, 11, 12, 17, 18, and 19. Meanwhile, the invalid questions

had a sig. value > 0.05 , including question numbers 5, 7, 9, 13, 15, 16, and 20. Since there were seven invalid questions, they were eliminated and not used in the study.

Table 3 shows the reliability results of the cycle II question sheet.

Table 3. Results of Reliability Test of Cycle II Questions

Cronbach's Alpha	N of Items
0.700	21

Moreover, the evaluation questions used in the study and motivation questionnaires should be qualified, valid, and reliable. Because the data collection instruments changed every cycle of this classroom action research, validity tests were conducted after each cycle. Validity tests were designed to ensure the information collected was consistently correct and relevant, allowing the study's conclusions to offer more useful recommendations for enhancing learning.

RESULTS AND DISCUSSION

Pre-Cycle

Before taking action in cycle I and II, the researchers first made observations and discussions with the State Elementary School of Senakin 05 fifth-grade teachers to ascertain students' condition in learning activities and pay attention to how teachers manage classes. This observation and discussion made researchers know the initial conditions of learning activities in class before action was conducted using the role-playing learning model. The observations exhibited that the learning activities carried out were still passive. Learning became monotonous because students, particularly in social studies classes, were less engaged and merely listened while taking notes. They also lacked the courage to voice their ideas. Students also tended to get bored easily and were not interested in social studies subjects, causing low student learning outcomes.

Cycle I

Planning Stage

Prior to learning, the researchers compiled lesson plans using role-playing

learning models related to the material, assessment instruments, and learning media to be used. Before its implementation was carried out, the researchers consulted with teachers regarding the implementation of learning activities to be carried out. In this study, researchers and the teachers worked together, where the researchers acted as observers, and the class teacher carried out learning activities.

Implementation of Action and Observation

Three rounds of actions and observations were made during the first cycle by applying the role-playing learning model in social studies subjects. The first cycle's material covered the forms of human interaction with the environment and their influence on the social development of Indonesian society, as well as rights, obligations, and responsibilities as citizens in everyday life. Using the role-playing learning model in social studies subjects in the first, second, and third meetings, the next section describes putting cycle I actions and observations into practice.

Meeting 1

At the first meeting of the cycle I, the teacher began to act by providing social studies lesson material by applying the role-play learning model, which started with a warm-up step. A video on "Social Interaction in Society" and "Rights, Obligations, and Responsibilities" was shown by the teacher. Students were welcome to observe the video provided. Through observation, students were given a problem with several questions provided through Student Worksheet (LKPD) 1 and Student Worksheet (LKPD) 2. After working on the Student Worksheet, students were given reinforcement about the videos they had watched, followed by a discussion of rights, obligations, and responsibilities. Before the teaching and learning activities came to a close, teachers and students scheduled the next meeting to carry out learning activities by role-playing. Before role-playing, the steps taken by teachers and students were to select players by forming students into four groups. Then, teachers and students closed teaching and learning activities by praying. The Figure 1 and Figure 2 are pictures of the activities carried out at the first meeting of the cycle I.



Figure 1. Warm-up activity at cycle I



Figure 3. Setting the stage of the cycle I



Figure 2. Selecting cycle I players



Figure 4. Selecting a cycle I observer

Meeting 2

At meeting two, cycle I, the teacher invited students to sit in groups distributed in the previous meeting. Teachers and students set the stage to be used during the role play. Before the learning activities were carried out, the teacher arranged the scenario to be exhibited, and students in each group were then given scenarios based on their respective roles. In groups, students might role-play (in turns) the given situation. Before role-playing, the teacher selected observers by pointing at other students in their respective groups as they watched the group in action. Following the role-playing and observation stages, the first stage of discussion and evaluation was performed, where students with teacher guidance were welcome to discuss and evaluate student performance in role-playing. Group representatives were asked to present the discussion results, and an evaluation occurred. Afterward, teachers and students planning activities at the next meeting would return to role-play according to the given scenario, and students were welcome to role-play well. The activities from the second meeting of cycle I are depicted in Figure 3 to Figure 6.



Figure 5. Role-playing cycle I



Figure 6. First discussion and evaluation of cycle I

Meeting 3

During the third meeting of the cycle I, the teacher let students sit back according to their respective groups, and then the group that got the turn was welcome to role-play again. Meanwhile, the rest of the students remained in their respective groups as they played a role. After re-role playing, the teacher and students made sure to have the second discussion and evaluation. Students were welcome to discuss again the role play performed with teacher guidance. After that, teachers gave students feedback and gave them reinforcement. Then, the teacher associated all scenarios with rights, obligations, and responsibilities. After the question-and-answer stage, the teachers and students jointly wrapped up the teaching and learning activities carried out.

Furthermore, students received an assessment according to the content they had studied and were encouraged to complete a reflection card. Following evaluation and reflection, students were handed multiple instruments that should be filled in. Teachers and students then concluded their lessons by praying. Here are some pictures from the third meeting of cycle I, depicting the various activities.



Figure 7. Re-role playing cycle I



Figure 8. Discussion and evaluation of cycle I



Figure 9. Conclusion of cycle I



Figure 10. Reflection and assessment of cycle I

Cycle II

Planning Stage

Using role-playing learning models related to the material, assessment instruments, and learning media to be used, the teacher compiled lesson plans. Before they were put into practice, the researchers consulted with teachers regarding the execution of learning activities to be carried out.

Action and Observation

The material covered in cycle II included various aspects of social interaction in the socio-cultural development of Indonesian society and the responsibility of citizens in making decisions. The implementation of observations and actions in cycle II while using the role-playing learning model in social studies subjects at the first, second, and third meetings is discussed in the following meetings.

Meeting 1

The teacher started the next action at meeting one of cycle II by providing social studies lesson materials using the *role-playing* learning model, beginning with a *warm-up* step. In this activity, the teacher only gave one video about "Social Interaction in Socio-

Cultural Development." Students are welcome to observe the videos provided in the observation activity, and students were given problems with some questions provided through the Student Worksheet. The warm-up stage in cycle II action differed from cycle I action, where before working on the Student Worksheet, the teacher invited students together to comprehend the various questions provided. Once students had a clear understanding of the meaning of the questions, they were welcome to respond to the questions. After they had solved the problem by answering the Student Worksheet, the teacher allowed students to discuss the various questions in the Student Worksheet by replaying the video and discussing one by one the content of the video, then relating it to rights, obligations, and responsibilities. This was done so that students understood much more about how social interaction forms in cultural development and rights, obligations, and responsibilities in social interaction in cultural development. Next, the teacher and students planned the next meeting to invite students to role-play.

Before role-playing, the teacher *selected players* by reshaping students into five groups. Following forming five groups, the teacher presented the prepared scenario to the class and outlined the activities during the following meeting. The purpose of dividing groups and scenarios carried out at this meeting was so that students could learn and understand the roles in their respective homes so that they could practice and display them well. The following pictures illustrate the activities at meeting one of cycle II.



Figure 11. Warm up at cycle II



Figure 12. Selecting cycle II players

Meeting 2

Before the role-playing activity, the teacher reorganized the stage and distributed a name tag to the students so they could easily recognize each other's roles. Based on the scenario, students could role-play in groups (turns). The teacher chose an observer before role-playing by designating other students to stay in their groups and watch the group in action. In this regard, cycle II activities differed from cycle I in the observer selection stage. Before the role-playing group acts, the teacher asked the group in charge—not yet role-playing—to prepare a paper outlining the positives and negatives of the participant group's performance and suggestions for improvement. After one group completed a role-playing action, the other group was free to observe, assess, and write the observation results on a prepared sheet of paper. Following role-playing and observation, the first stage of *discussion and evaluation was carried out*.

Cycle II's first discussion and evaluation phase differed from cycle I's, in which every student in the group was invited to discuss and present their role-playing performance evaluation findings under teacher guidance. Every student was free to voice their thoughts regarding the group that performed the role in evaluation outcomes. Following that, the teacher and the students organized activities for their subsequent meeting and decided to resume role-playing following the provided scenario. Additionally, the teacher made sure that the students understood the need for self-correction, allowing them to role-play as much as possible during the following meeting without fixating on the text. These are the pictures from cycle II's second meeting.



Figure 13. Setting the stage for cycle II



Figure 14. Selecting observer at cycle II



Figure 15. Role-playing at cycle II



Figure 16. Discussion and first evaluation of cycle II

Meeting 3

Meeting three of cycle II differed from cycle I, where students were asked to role-play without overly focusing on the text/scenario but still focused on their respective roles to enjoy the role played. While other students remained in their respective groups while observing the group playing a role, the teacher still asked students to evaluate and write on paper about the shortcomings and advantages of the group's performance. After role-playing, teachers and students did not forget to conduct a second discussion and evaluation. Students with teacher guidance were encouraged to discuss and re-evaluate the role-playing activities carried out. The teacher evaluated student performance and reinforced it to students by associating all scenarios with rights, obligations, and responsibilities. Throughout the discussion, the teacher did not forget to invite students to ask questions about things that were not understood. After the question and answer, the teacher and students concluded the teaching and learning activities that had been carried out from meeting 1 to meeting 3.

Furthermore, students were given an evaluation pertaining to the material learned. After conducting the evaluation, students were given several instruments that should be completed. The teacher and students ended teaching and learning activities by praying. Figure 17 to Figure 20 are pictures of the activities at the third meeting of cycle II.



Figure 17. Re-role playing cycle II



Figure 18. Discussion and second evaluation of cycle II



Figure 19. Conclusion of cycle II



Figure 20. Cycle II assessment

Action Results

Cycle I and Cycle II

According to the results of observations, discussions, and research that the researchers have conducted, the increased value of motivation and social studies learning outcomes of the State of Elementary School of Senakin 05 fifth grade students can be seen in Table 4 and Table 5.

Table 4. Increased Social Studies Learning Motivation

Category	Pre- Cycle	Cycle I	Cycle II
High	31.33%	77.60%	96.52%
Medium	65.10%	22.39%	3.48%
Low	3.57%	-	-
Percentage	100%	100%	100%

According to Table 4, before action was done (pre-cycle), social studies learning motivation was seen to be 31.33% in the high category, 65.10% in the medium category, and 3.57% in the low category. Furthermore, it increased after action by applying the role-playing learning model in cycle I, to 77.60% in the high category and 22.39% in the medium category. Also, it rose again in the second cycle, reaching 96.52% in the high category and 3.48% in the medium category. This demonstrates that when the role-playing learning model was used to carry out learning activities, students' motivation to study in social studies classes rose.

Table 5. Improved Social Studies Learning Outcomes

Value	Pre-Cycle		Cycle I		Cycle II		Description
	f	%	f	%	f	%	
≥ 70	-	-	11	51.24	17	83.80	Complete
< 70	20	100	9	48.76	3	16.20	Incomplete
Sum	20	100	20	100	20	100	
Med	54.25		63.33		90.35		
Max	65		100		100		
Min	35		16		61		

Table 5 illustrates that prior to the action, 20 students at the State Elementary School of Senakin 05 in fifth grade had social studies learning outcomes that were 100% incomplete and reached KKM < 70. Then, there was an increase in the first cycle: 11 students, or 51.24% of the total, completed and achieved KKM ≥ 70. In comparison, nine students—or 48.76%—did not complete, scoring less than 70. Also, it increased again in the second cycle, with as many as 17 students,

with a percentage of 83.80% completed, reaching $KKM \geq 70$. Meanwhile, three students, with a percentage of 16.2%, failed to complete < 70 .

Along with the rising number of students who completed, the average student score improved dramatically. From the initial condition (pre-cycle), before taking action, it only obtained 55.25, improved to 63.33 in cycle I, and increased again to 90.35 in cycle II. This can also be seen through the number of values, where the lowest value was from 35 in pre-cycle to 16 in cycle I and increased again to 61 in cycle II. The highest value also increased from 65 in pre-cycle to 100 in cycle I to the end of cycle II. This shows that student learning outcomes increase after applying the role-playing learning model.

Table 6. Comparison of Teacher and Student Activities

	Cycle I			Cycle II		
	Meeting					
	1	2	3	1	2	3
Teacher Activities (%)	57.69	76.92	84.61	65.39	84.61	96.15
Student Activities (%)	60.19	70.80	87.11	79.61	86.13	90.96

Table 6 compares the percentage of teacher and student activity. It shows that teacher activity in learning activities using the role-playing model in the first cycle of meeting 1 reached 57.69% in the medium category, increased in meeting 2, reaching 76.92% in the high category, and increased again in meeting 3, reaching 84.61% in the high category. Afterward, in meeting 1 of the second cycle, it reached 65.39% in the medium group; it rose in meeting 2 to 84.61% in the high category, and in meeting 3, it reached 96.15% in the high category.

This is consistent with student learning activities using the role-playing model in the first cycle of meeting one, which was worth 60.19%. Of the students, 7.30% fell into the high category, 90.77% into the medium category, and 1.92% into the low category. The learning activities used the role-playing model. In meeting two, it increased to 73.80%,

with 77.91% of students falling into the high category and 22.08% in the medium. At meeting three, it grew even more to 87.11%, with 3.26% of students in the medium group and 96.74% in the high category. Afterward, it was measured at 79.51% in the first meeting of the second cycle, with 86.74% of students falling into the high category and 13.26% in the medium category. At meeting two, the number rose to 86.13%, with all students falling into the high group. At meeting three, the proportion went even further to 90.96%, meaning that all 100 students were in the high category. This indicates that following the implementation of the role-playing learning model in a learning activity, there was an improvement in student motivation and learning outcomes.

Discussion

Learning Motivation

According to the results of the data analysis, the role-playing model could boost student learning motivation. Significantly, student learning motivation toward social studies subjects by applying the role-playing learning model was better than student learning motivation by applying conventional learning models. This may be demonstrated by looking at Table 4, which displays an increase in students' learning motivation for social studies subjects following the implementation of the role-playing learning model.

Supiyah (2020) mentioned that the reason for employing the role-playing method is that it can draw students' attention to their lessons; they can easily comprehend social issues. Additionally, through role-playing as others, students can demonstrate other people's dispositions and can feel how others feel about fostering mutual attention. Thus, using the role-playing model, students can enhance their social skills, problem-solving abilities, creativity, conceptual knowledge, and motivation to learn (Anwar et al., 2018). Following Putri's (2019) opinion, this role-playing model is expected to attract student learning rigor so that it is easy to understand the material provided by the teacher. It can also result in meaningful and enjoyable learning activities for the students, boosting their motivation and producing learning outcomes

consistent with minimum completeness criteria values.

Learning Outcomes

The role-playing learning model has been proven to increase student learning motivation, affecting their learning outcomes in social studies subjects. This can be confirmed through the improvement of student social studies learning outcomes in Table 5, which shows that student learning outcomes increased after learning by applying the role-playing learning model. It corroborates with Yusnarti and Suryaningsih's (2021) assertion that role-playing is an effective learning model to improve student learning outcomes as it offers several advantages, including as a tool for delivering learning materials. Besides, this learning model can create a pleasant learning atmosphere for students. This will certainly foster students' enthusiasm to participate in teaching and learning activities well and fully understand the learning material delivered to improve student learning outcomes (Ambarwati et al., 2023).

This aligns with the benefits of role-playing stated by Girsang (2023) as follows. (1) It can foster passion and optimistic spirit in students and foster high togetherness; (2) it can create learning experiences, such as the ability to cooperate, communicate, and understand an event; (3) in role-playing, students try to examine relationships between people by practicing and discussing them so that they can examine various feelings, values, and problem-solving strategies; (4) it can make students more interested and involved in learning activities; in its application, students not only learn about a concept but also integrate knowledge of behavior through grouping various problems, exploring alternatives and finding creative solutions; (5) it can conduct negotiations to solve the problems encountered and finally reach a joint decision.

The discovery that the application of role-playing can increase motivation and learning outcomes contributes to the syntax of role-playing learning. This aligns with Mulyadi's (2021) opinion that role-playing is a model that aims to create and master materials and learning materials by developing students' imagination and passion through role

techniques. This supports what Mustikawati et al. (2022) expressed regarding the benefits of the role-playing learning model, which include engaging students in participation and providing learning opportunities through the ability to work with group members in the classroom.

According to the justification given above, it can be said that the role-playing learning model could increase motivation and social studies learning outcomes of fifth-grade students of the State Elementary School of Senakin 05. This research aligns with previous research conducted by Mulyadi (2021), which reported that role-playing learning methods could increase social studies learning motivation in the State Elementary School of 170/IX Marga fourth-grade students for the 2018/2019 academic year. The results demonstrated an increase in student learning motivation because of the use of role-playing methods. In addition, a study by Bera (2022) asserted that student learning outcomes change for the better after using role-playing models in social studies subjects buying and selling materials—student learning outcomes increase since students are enthusiastic about using role-playing models.

Compared with previous studies, this study has advantages, leading to the emergence of novelties. First, the variables studied were not only one but two variables, namely student learning motivation and social studies learning outcomes. Prior studies concentrated exclusively on raising student learning motivation without observing a corresponding rise in learning outcomes, despite the fact that learning outcomes for students are crucial to accomplishing expected learning objectives and vice versa. Consequently, the advantage of this study is that it can conduct classroom action research using the role-playing model, which focuses on improving two variables, i.e., increasing student learning motivation and student learning outcomes. Thus, it can be stated that the role-playing learning model can increase motivation and social studies learning outcomes of fifth-grade students of the State Elementary School of Senakin 05.

Second, in the application of the role-playing learning model, the stages were arranged in such a way as to determine the role

to be played by students in role-playing. Scenarios that illustrated the situation students in the play would face were prepared. Students were guided until they understood their roles, playing objectives, and applicable rules. Role-playing facilities were also provided by ensuring the play ran smoothly, reminding the rules, and providing guidance. Afterward, what have been learned, what worked, and what could be improved were discussed. Opportunities were provided for students to share their experiences and invite students to reflect on how this role relates to learning. This made the classroom atmosphere different and memorable for students.

Third, to help them comprehend the role's significance, students involved in this research might contribute by openly expressing their roles.

CONCLUSION

Based on classroom action research conducted on fifth-grade students of the State Elementary School of Senakin 05, there was an increase in each cycle. From this study's findings, it can be concluded that applying the role-play learning model could improve motivation and social studies learning outcomes of fifth-grade students of the State Elementary School of Senakin 05. The following steps were undertaken: warm-up, role selection, stage setting, observer selection, role play, evaluation, role play replaying, discussion, evaluation, and conclusion. The discussion of the study's findings still requires much input and suggestions, including recommendations for future research on the broader use of role-playing learning methods to improve students' motivation and learning outcomes of fifth-grade elementary school students.

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