

The Implementation of The Role-Playing Learning Model to Improve the Indonesian Language Learning Activeness of Fifth-Grade Students at Sd Negeri 17 Singki, Enrekang Regency

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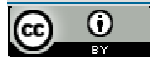
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ABSTRACT

This study was motivated by the low learning activeness of fifth-grade students in Indonesian language lessons at SD Negeri 17 Singki. Students showed low participation in asking questions, expressing opinions, discussing, and demonstrating self-confidence during learning. This study aimed to improve students' learning activeness through the implementation of the Role-Playing learning model. The subjects were one teacher and 15 fifth-grade students. The research employed classroom action research conducted in two cycles, each consisting of planning, implementation, observation, and reflection. Data were collected through observation, tests, and documentation. The results showed that students' learning activeness improved from the medium category in Cycle I to the high category in Cycle II. Therefore, the Role-Playing learning model is effective in improving Indonesian language learning activeness among fifth-grade students at SD Negeri 17 Singki, Enrekang Regency.

INTRODUCTION

Education is the cornerstone of human resource development because it plays a role in developing students' intellectual abilities, skills, character, and attitudes. In its implementation, the Merdeka Curriculum emphasizes student-centered learning, so students are expected to actively engage in every learning process through critical thinking, communication, collaboration, and problem-solving activities. Therefore, the success of learning is measured not only by the achievement of learning outcomes but also by the level of student engagement during the learning process. Learning engagement is a key indicator because it demonstrates students' physical, mental, and emotional involvement in building knowledge independently.

At the elementary school level, Indonesian language instruction plays a strategic role in developing students' literacy, communication, and critical thinking skills. Through this instruction, students are expected to develop both receptive and productive language skills that support their academic success across various subjects. However, achieving these goals depends heavily on creating active and interactive learning experiences. Teachers no longer serve as the sole source of information but rather as facilitators capable of creating learning experiences that fully engage students. Thus, selecting an appropriate instructional model is a key factor in improving the quality of Indonesian language instruction.

Observations in the classroom indicate that student engagement remains a challenge in the learning process. Based on preliminary observations in the fifth-grade class at SD Negeri 17 Singki in Enrekang Regency, it was found that most students remain passive during Indonesian language lessons. Activities such as asking questions, expressing opinions, engaging in discussions, and sharing ideas are still dominated by only a few students, while the majority of the others merely act as listeners. This situation is influenced by a learning process that does not yet fully provide opportunities for all students to actively participate, particularly during the stages of apperception, discussion, reflection, and drawing conclusions. If this situation persists, it will be difficult for the learning process to achieve the goals of the Merdeka Curriculum, which emphasizes the active involvement of students.

Various previous studies have shown that participatory learning models can increase student engagement. The role-playing model is one alternative considered suitable for elementary school students because it provides them with opportunities to learn through direct experience, role-playing, communication, collaboration, and contextual problem-solving. A study by Aggraini & Lutfi (2024) reported that the implementation of role-playing can increase student engagement in the learning process. Similar results were also found by Nurfitriani et al. (2025) who demonstrated that this model boosts students' confidence in asking questions, participating in discussions, and expressing their opinions during Indonesian language lessons. However, most previous studies have focused more on improving learning outcomes or were conducted on different subject matter and in different school contexts; consequently, there remains a limited body of research examining the implementation of role-playing

to enhance student engagement with the “Love for Indonesia” curriculum in fifth-grade elementary school classes that adopt the Merdeka Curriculum.

This study aims to bridge that gap by implementing the role-playing learning model in Indonesian language instruction in the fifth grade at SD Negeri 17 Singki in Enrekang Regency. The contribution of this study is not only to provide empirical evidence regarding the effectiveness of role-playing in increasing student engagement in the elementary school context but also to enrich the application of active learning models in the implementation of the Merdeka Curriculum. In addition to providing an overview of changes in student engagement during the learning process, this study is expected to serve as a practical reference for teachers in selecting learning models capable of creating a more interactive, enjoyable, and student-centered learning environment. Based on the above description, this study aims to describe the application of the Role-Playing learning model in enhancing the Indonesian language learning process and to analyze the increase in learning engagement among fifth-grade students at SD Negeri 17 Singki, Enrekang Regency, on the topic Love for Indonesia.

LITERATURE REVIEW

Learning Model

Etymologically, the terms “model” and “method” have different meanings from an etymological perspective, although they are often used interchangeably in educational contexts. The word *model* can serve as a noun, an adjective, or a verb. As a noun, it refers to a representation, pattern, or depiction of an object or concept. As an adjective, it describes something that is exemplary, ideal, or worthy of being imitated. As a verb, *model* means to demonstrate, illustrate, or present something as an example for others to follow. Within the context of development research Asyafah (2019) explains that a model is developed as an operational representation of an ideal research procedure, providing a systematic description of the research process while illustrating the sequence of activities and the relationships among its essential components. In contrast Sanjaya (Usman, 2022), a method is defined as an operational procedure undertaken to implement a formulated instructional design into actual practice so that instructional objectives can be optimally achieved. Furthermore Mirdad (Azizah et al., 2025) defines a model as a design created through systematic steps for the purpose of implementation. In other words, a model is a design crafted in such a way that it can be carried out and implemented.

Function of Learning Models

Learning models have several main functions, namely serving as a guide for teachers in designing instruction, helping determine the sequence of learning activities, facilitating students in acquiring knowledge, skills, values, and attitudes, and providing a reference for selecting appropriate learning media and resources. Therefore, learning models not only make teaching easier for teachers but also improve the quality of students' learning experiences (Asyafah, 2019). This is further supported by the opinion of Trianto (Wahyuni et al., 2024) who states that learning models function as guidelines for teachers in planning, implementing, and evaluating the learning process. The selection of a learning

model should be aligned with the learning objectives, the characteristics of the subject matter, the characteristics of the students, and the learning environment. By applying an appropriate learning model, teachers can more easily determine suitable instructional strategies, thereby ensuring that the learning process is carried out effectively.

Characteristics of Learning Models

Each learning model has distinctive characteristics that differentiate it from learning strategies, methods, and techniques. Joyce & Weil (Hendracipta, 2021) explain that the characteristics of a learning model include syntax, social system, principles of reaction, support system, instructional effects, and nurturant effects. Syntax describes the sequence of learning activities, the social system refers to the patterns of interaction during the learning process, the principles of reaction explain how teachers respond to students' activities, the support system encompasses the resources and facilities required, while the instructional and nurturant effects include both the intended learning outcomes and the indirect outcomes, such as the development of students' attitudes and social skills. In line with this view, Asyafah (2019) states that a learning model is characterized by a clear theoretical foundation, well-defined objectives, structured interaction patterns, and a supportive learning environment, enabling it to provide systematic guidance for the implementation of instruction.

Role Playing Learning Model

The Role-Playing learning model provides students with opportunities to act out specific characters or situations, allowing them to gain direct learning experiences. Tarigan (Naldi et al., 2024) argues that through role-playing activities, students can better understand concepts and social values while developing collaboration, communication, and problem-solving skills. Joyce & Weil (Hendracipta, 2021) explain that the Role-Playing model is grounded in Social Learning Theory, with the objective of helping students understand social conflicts, foster empathy, and enhance critical thinking through experiential role enactment. Similarly, Komalasari (Wirachman & Kurniawati, 2023) emphasizes that students' direct involvement in role-playing activities makes learning more meaningful because they not only understand the material conceptually but also experience and internalize the situations being studied.

Students' Learning Activeness

Learning activeness is an important indicator of successful instruction because it reflects the level of students' engagement throughout the learning process. Putri & Firmansyah (Sari et al., 2022) explain that learning activeness is demonstrated through students' physical and mental participation in various learning activities, such as asking and answering questions, engaging in discussions, expressing opinions, and completing assignments individually or collaboratively. Such participation indicates that students play an active role in constructing knowledge during the learning process.

Consistent with this perspective, Wahyuningsih (2020) states that the higher the level of students' engagement in learning activities, the greater the

likelihood of achieving the intended learning objectives. Furthermore Anggriani & Ishartiwi (2018) argue that learning activeness encompasses not only physical and intellectual activities but also emotional aspects, including enthusiasm, curiosity, motivation, and students' willingness to participate in learning. Therefore, learning activeness should be fostered through instructional approaches that encourage active student participation so that learning objectives can be achieved optimally.

Patriotism

Patriotism is one of the fundamental character values that should be instilled in students from an early age to foster a sense of pride, belonging, responsibility, and commitment toward their nation and country. Developing this value is essential because it helps students appreciate their national identity, respect cultural diversity, and actively contribute to the well-being of society. According to Hanifa et al. (2022) patriotism refers to the attitude of possessing, preserving, appreciating, and serving one's nation, as reflected through concern for national culture, language, the environment, and the interests of the country. These attitudes encourage students to recognize the importance of maintaining national unity while respecting the values and traditions that shape their country's identity. Furthermore, patriotism provides a strong foundation for character development by fostering discipline, social responsibility, respect for national symbols, and a willingness to participate in activities that benefit the community. Through the cultivation of patriotic values, students are expected to develop a stronger sense of nationalism, become responsible citizens, and demonstrate positive behaviors that contribute to the progress and sustainability of their nation.

Frame of Mind

The low level of learning activeness among fifth-grade students at SD Negeri 17 Singki is influenced by several factors. Teachers have not yet optimized the learning process by providing sufficient opportunities for students to participate in discussions, evaluation, and reflection, nor have they consistently implemented instructional models that encourage active student engagement. As a result, classroom activities remain largely teacher-centered. In addition, many students demonstrate low learning motivation, lack confidence in asking questions and expressing their opinions, are afraid of making mistakes, and tend to remain passive during the learning process. These conditions reduce students' participation and limit the achievement of effective learning outcomes.

To address these problems, this study implements the Role-Playing learning model. The instructional process consists of several stages, including creating role-playing situations, selecting participants, arranging the stage, assigning observers, performing the roles, conducting discussions and evaluations, repeating the role-play, and sharing experiences while drawing conclusions. Through these activities, students are encouraged to participate actively, communicate with their peers, collaborate in groups, and express their ideas and opinions throughout the learning process. Therefore, the implementation of the Role-Playing learning model is expected to create a more

interactive learning environment and improve the learning activeness of fifth-grade students in Indonesian language classes at SD Negeri 17 Singki.

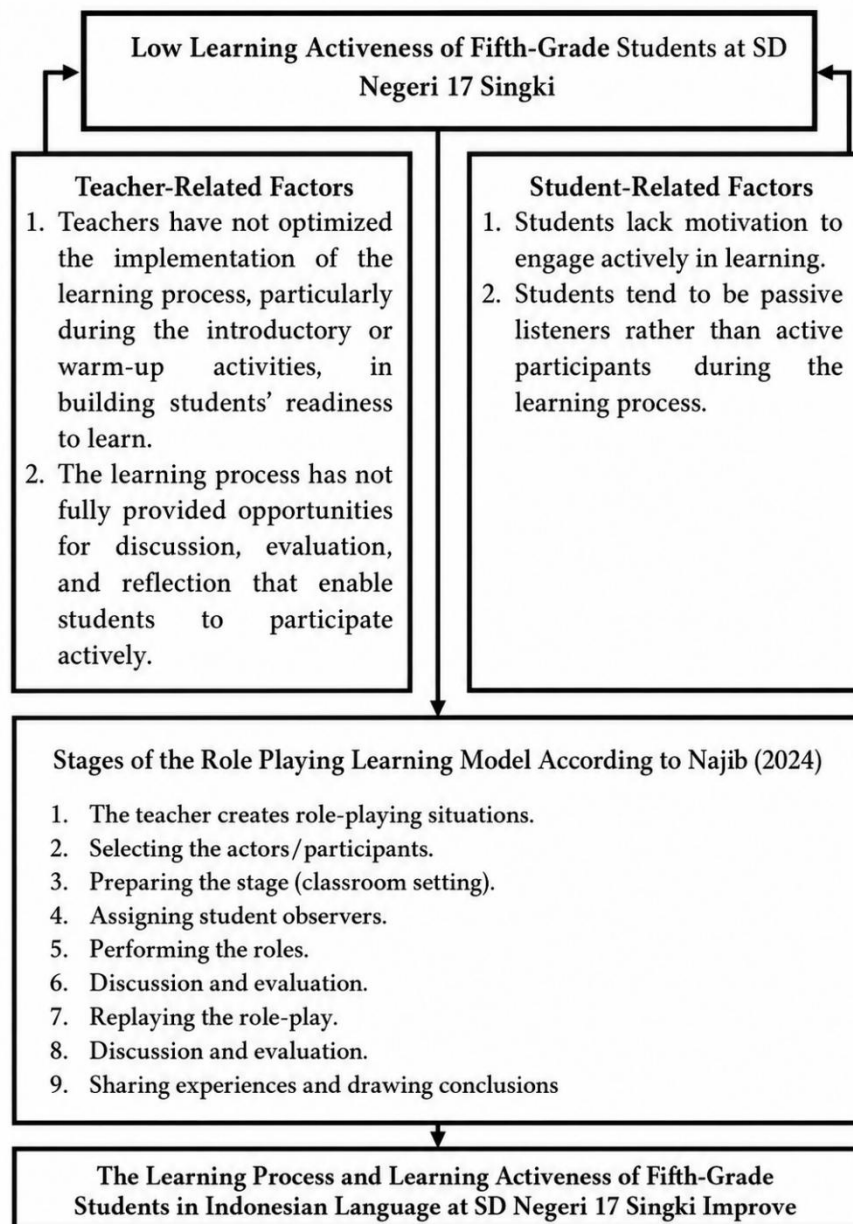


Figure 1. Frame of mind chart

Action Hypothesis: Based on the research problem and the literature review, the hypothesis of this study is that if the Role-Playing learning model is implemented appropriately and effectively, students' learning activeness will improve, particularly among fifth-grade students at SD Negeri 17 Singki.

METHODOLOGY

This study employed a qualitative approach using the Classroom Action Research (CAR) design. The research was conducted in two cycles, with each cycle consisting of four stages: planning, action implementation, observation, and reflection. The research subjects consisted of one teacher and 15 fifth-grade

students at UPT SD Negeri 17 Singki, including four male students and eleven female students. The study was carried out during the second semester of the 2025/2026 academic year at UPT SD Negeri 17 Singki, located in Singki Village, Anggeraja District, Enrekang Regency, South Sulawesi Province. The purpose of this study was to improve students' learning activeness in Indonesian language lessons through the implementation of the Role-Playing learning model.

Each cycle began with the planning stage, which involved reviewing the Merdeka Curriculum Learning Outcomes, preparing lesson modules, teaching materials, learning media, Student Worksheets (LKPD), teacher activity observation sheets, student activity observation sheets, student learning activeness observation sheets, test instruments, and documentation equipment. The action implementation stage was carried out by applying the Role-Playing learning model in Indonesian language instruction, consisting of preliminary, core, and closing activities. During the core activities, students were divided into several groups, and each group was assigned a role based on a predetermined scenario. The students performed their assigned roles, observed the performances of other groups, participated in discussions, provided feedback, and, together with the teacher, drew conclusions about the learning material.

The observation stage was conducted by a collaborator using observation sheets to assess teacher activities, student activities, and students' learning activeness throughout the instructional process. The observations focused on the implementation of the Role-Playing learning model, the teacher's ability to manage classroom instruction, students' participation in role-playing activities, group collaboration, confidence in expressing opinions, ability to ask and answer questions, and overall student involvement in each stage of the learning process. Subsequently, the reflection stage was conducted at the end of each cycle by analyzing the observation results to identify the strengths, weaknesses, and effectiveness of the implemented actions. The reflection results served as the basis for making improvements in the subsequent cycle if the predetermined success indicators had not yet been achieved.

The data collection techniques employed in this study included observation, tests, and documentation. Observation was used to collect data on teacher activities, student activities, and students' learning activeness during the instructional process. Tests were administered at the end of each cycle to measure students' learning outcomes after the implementation of the Role-Playing learning model. Documentation, including photographs, videos, students' work, attendance records, and field notes, was used as supporting evidence to strengthen the research findings.

The data were analyzed using the Miles and Huberman interactive analysis model, which consists of data condensation, data display, and conclusion drawing. The success of the study was determined based on two aspects: the success of the instructional process and students' learning activeness. The instructional process was considered successful if the implementation of the Role-Playing learning model by both the teacher and the students reached a minimum percentage of 76%, categorized as Good (B). Meanwhile, students' learning activeness was considered successful if at least 76% of the students,

equivalent to 11 out of 15 students, achieved the predetermined learning activeness indicators. The percentage of success was calculated using the following formula:

$$Score = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

Table 1. Criteria for the Success of the Learning Process

No	Level of Achievement	Qualification
1	76% - 100%	Good (B)
2	60% - 75%	Fair (C)
3	0% - 59%	Low (K)

Source: Djemarah (Hakim et al., 2022)

The criteria for students' learning activeness are presented in the following table:

Table 2. Criteria for Students' Learning Activeness

Percentage of Achievement (%)	Category
75% - 100%	High
51% - 74%	Moderate
25% - 50%	Low
0% - 24%	Very Low

Source: Arikunto (Prasetyo & Abduh, 2021)

RESEARCH RESULTS

Result of Cycle I

During Cycle I, the observation results of the learning process from the teacher aspect showed that the implementation of the learning process reached 66.66%, which was categorized as Fair (C). The teacher implemented all stages of the Role-Playing learning model, including creating role-playing situations, selecting participants, arranging the stage, assigning observers, performing the roles, conducting discussions and evaluations, repeating the role-play, carrying out further discussions and evaluations, and sharing experiences while drawing conclusions. However, the implementation was not yet optimal because the teacher had not fully ensured that all students understood the role-playing situations, provided equal guidance during the performances, maximized the use of learning media, or delivered specific feedback to each group.

The observation results from the student aspect indicated an implementation percentage of 62.05%, which was also categorized as Fair (C). Most students participated in all stages of the learning process according to the Role-Playing model; however, their involvement was still not optimal. Several students lacked confidence in performing their assigned roles, participated less actively in group discussions, were hesitant to express their opinions, and were not yet able to draw conclusions independently. This percentage also did not meet the predetermined success indicator of at least 76%, which falls into the Good (B) category.

Based on the observation results of students' learning activeness, there was an improvement from 55.76% in the first meeting to 69.23% in the second

meeting. Nevertheless, students' overall learning activeness remained in the Moderate category and had not yet achieved the research success indicator. Some students were still less active in asking questions, participating in discussions, expressing their opinions, seeking information, and reflecting on the learning outcomes.

Based on the evaluation conducted at the end of Cycle I, students' learning outcomes had also not yet achieved the expected level of classical mastery according to the research indicators. Several students had not yet met the Learning Objectives Achievement Criteria (KKTP); therefore, the minimum classical mastery target of 76% was not achieved. These findings indicate that students' ability to understand the learning material, communicate through role-playing activities, and actively participate during the learning process still required improvement.

Overall, the results of Cycle I indicate that the implementation of the Role-Playing learning model through mini museum activities had begun to produce a positive impact on the learning process and students' learning activeness. However, the implementation was not yet optimal due to several challenges, including students' lack of confidence in performing their roles, limited participation in discussions and expressing opinions, and the teacher's guidance during the learning process not being fully effective. Therefore, the reflection results from Cycle I served as the basis for making improvements in Cycle II so that the learning process, students' learning activeness, and learning outcomes could achieve the predetermined success indicators.

Results of Cycle II

In Cycle II, several improvements were made based on the reflection results from the previous cycle. The teacher provided clearer explanations of each stage of the Role-Playing learning model, offered more intensive guidance to students during role-playing, discussions, and evaluation activities, ensured that all group members participated actively, and provided reinforcement and feedback on students' performances. In addition, the teacher optimized the use of PowerPoint presentations, Student Worksheets (LKPD), and simple props to make the role-playing activities more engaging while enhancing students' activeness, collaboration, and self-confidence.

The observation results in Cycle II showed an improvement in the learning process. Teacher activities increased, with an implementation percentage of 88.88%, which was categorized as Good (B). The teacher implemented all stages of the Role-Playing learning model more systematically, beginning with creating role-playing situations, guiding students in assigning roles, facilitating discussions and evaluations, and concluding with directing students to reflect on and summarize the lesson. Student activities also improved, reaching an implementation percentage of 82.38%, which was categorized as Good (B). Students participated more actively in every stage of the learning process, collaborated effectively within their groups, confidently performed their assigned roles, expressed their opinions, and actively participated in discussions and reflection activities.

The improvement in the quality of the learning process had a positive impact on students' learning activeness. The observation results indicated that students' learning activeness reached 78.84% during the first meeting and increased to 90.38% during the second meeting, with both results falling into the High category. This improvement demonstrates that students became more actively involved in completing group tasks, contributing ideas, asking questions, participating in discussions, solving problems, reflecting on their learning, and applying what they had learned through role-playing activities.

Based on the reflection results from Cycle II, the implementation of the Role-Playing learning model successfully improved both the quality of the learning process and students' learning activeness. All research success indicators were achieved, with teacher activities reaching the Good category, student activities also reaching the Good category, and students' learning activeness exceeding 76%, which falls into the High category. Therefore, the implementation of the Role-Playing learning model proved effective in improving the learning activeness of fifth-grade students in Indonesian language lessons, specifically Chapter VI, *Cinta Indonesia*, at SD Negeri 17 Singki. Accordingly, the classroom action research was concluded after Cycle II because all predetermined success indicators had been achieved.

DISCUSSION

The findings of this study indicate that the implementation of the Role-Playing learning model gradually improved the learning activeness of fifth-grade students at SD Negeri 17 Singki, Enrekang Regency, in Indonesian language lessons, specifically Chapter VI, *Cinta Indonesia*, from Cycle I to Cycle II. This classroom action research was conducted in two cycles, each consisting of the stages of planning, action implementation, observation, and reflection. The study applied the stages of the Role-Playing learning model proposed by Najib (2024), namely creating role-playing situations, selecting participants, arranging the stage, assigning observers, performing the roles, conducting discussions and evaluations, repeating the role-play, holding further discussions, and sharing experiences while drawing conclusions. The implementation of these stages provided students with opportunities to participate actively in the learning process through role-playing, discussions, collaboration, and reflection.

During Cycle I, the learning process was implemented according to the stages of the Role-Playing learning model; however, students' learning activeness had not yet reached the predetermined success indicator of at least 76%. The observation results showed that students' learning activeness reached only 55.76% during the first meeting and increased to 69.23% during the second meeting, which remained within the Moderate category. This condition was influenced by several factors. Students were still unfamiliar with the Role-Playing learning model, some lacked confidence in performing their assigned roles and expressing their opinions, group participation was not evenly distributed, and students' ability to reflect on and summarize the lesson was still limited. In addition, several students had difficulty portraying their assigned

characters effectively, resulting in role-playing activities that were not yet conducted optimally.

Based on the reflection results from Cycle I, several improvements were implemented in Cycle II. The teacher provided clearer explanations of the storyline and role assignments, offered more intensive guidance during role-playing and discussion activities, ensured that all group members participated actively, encouraged students to become more confident, and optimized the use of PowerPoint presentations and simple props to support the role-playing activities. These improvements had a positive impact on the learning process. Teacher activity increased from 61.53% in Cycle I to 91% in Cycle II, both categorized as Good (B), while student activity improved from 62.05% to 82.92%, also categorized as Good (B). The improvement in the quality of the learning process was followed by a significant increase in students' learning activeness. In Cycle II, students' learning activeness reached 78.84% during the first meeting and increased further to 90.38% during the second meeting, exceeding the predetermined research success indicator.

The improvement observed in Cycle II was also reflected in students' active participation at every stage of the Role-Playing learning model. During the stage of creating role-playing situations, students demonstrated a better understanding of the storyline and the characters they were assigned to portray. During the participant selection and stage preparation stages, students showed greater responsibility for their respective roles and collaborated more effectively within their groups. During the role-playing performances, students appeared more confident, portrayed their characters more effectively, and spoke more confidently in front of the class. Furthermore, during the discussion and evaluation stages, students became more active in expressing their opinions, responding to other groups' performances, and reflecting on the learning outcomes. Finally, during the experience-sharing and conclusion stage, students demonstrated an improved ability to share their learning experiences and identify the values conveyed through the folktales they had studied.

These findings are consistent with Hidayat (2021) who argues that the Role-Playing learning model is particularly suitable for elementary school students because it creates an active, interactive, and enjoyable learning environment through play, communication, and collaboration. Such activities provide students with direct learning experiences, enabling them to develop greater confidence, courage, and active participation throughout the learning process.

The improvement in students' learning activeness is also consistent with the indicators of learning activeness proposed by Sudjana (Rusdiana et al. 2025) which include participating in learning tasks, engaging in problem-solving activities, asking questions to teachers and peers, seeking relevant information, actively participating in discussions, reflecting on learning outcomes, practicing task completion, and applying acquired knowledge during learning activities. All of these indicators showed improvement in Cycle II, indicating that students' learning activeness had reached the High category.

The findings of this study also support previous research demonstrating that the implementation of the Role-Playing learning model can improve students' learning activeness, collaboration, communication skills, and confidence during classroom instruction. Therefore, it can be concluded that the Role-Playing learning model is an effective instructional strategy for improving elementary school students' learning activeness in Indonesian language lessons by actively involving them in role-playing activities, group discussions, collaborative learning, and reflective practices. Since all predetermined success indicators were achieved in Cycle II, the classroom action research was considered successful and did not need to be continued to the next cycle.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion of this study, it can be concluded that: (1) the implementation of the Role-Playing learning model successfully improved the Indonesian language learning process in the topic *Cinta Indonesia* among fifth-grade students at SD Negeri 17 Singki, Enrekang Regency. This improvement was reflected in the increase in teacher activity from 61.53% in Cycle I to 91.00% in Cycle II, both categorized as Good (B), as well as the increase in student activity from 62.05% in Cycle I to 82.92% in Cycle II, which was also categorized as Good (B); and (2) the implementation of the Role Playing learning model was proven to improve students' learning activeness in Indonesian language lessons on the topic *Cinta Indonesia*. This improvement was indicated by the observation results, which increased from 55.76% at the first meeting and 69.23% at the second meeting in Cycle I to 78.84% at the first meeting and 90.38% at the second meeting in Cycle II, both of which were categorized as High. These results exceeded the predetermined research success indicator of at least 76%.

Based on these findings, it is recommended that teachers implement the Role-Playing learning model as an alternative instructional strategy to enhance students' learning activeness by optimizing each stage of the role-playing process, providing more intensive guidance during discussions and performances, and offering reinforcement and constructive feedback after learning activities. Schools are also encouraged to support the implementation of innovative learning models by providing adequate learning facilities, appropriate instructional media, and professional development opportunities for teachers to promote more active, creative, and student-centered learning. Furthermore, future researchers are encouraged to extend this study by applying the Role-Playing learning model to different learning materials, educational levels, or research variables, as well as by combining it with other instructional media or learning strategies to achieve more optimal outcomes and enrich the body of knowledge on improving students' learning activeness.

ADVANCED RESEARCH

For future researchers, it is recommended to further investigate the implementation of the Role-Playing learning model across different learning materials, subjects, and educational levels to obtain a broader understanding of its effectiveness. Future studies may also combine the Role-Playing learning model with more innovative instructional media, such as digital media, learning

videos, or educational games, and examine its influence on other variables, including learning outcomes, critical thinking skills, communication skills, collaboration skills, learning motivation, and students' self-confidence. In addition, conducting research with a larger number of participants and over a longer period is recommended to obtain more comprehensive findings and provide stronger evidence regarding the effectiveness of the Role-Playing learning model in improving the quality of learning in elementary schools.

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