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The Effect of Role-Playing on the Science Learning Outcomes of Fifth-Grade Students at Gunung Tabur Elementary School

Pengaruh Bermain Peran terhadap Hasil Belajar Sains Siswa Kelas Lima di Sekolah Dasar Gunung Tabur

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Abstract

This study aimed to analyze the effect of the *role-playing* method on fifth-grade students' learning outcomes in Natural and Social Sciences (IPAS) at SD Negeri 003 Gunung Tabur. The research employed a quantitative approach using a *quasi-experimental* method with a *Non-Equivalent Control Group Design*. The participants consisted of 60 students, including 30 students in the experimental class and 30 students in the control class. Learning outcomes were measured using validated multiple-choice tests administered as pretests and posttests. The findings revealed that both groups showed improvement; however, the experimental class demonstrated higher gains than the control class. The average posttest score in the experimental class reached 84.80, while the control class obtained 74.60. MANCOVA analysis showed a significance value of 0.000 (< 0.05) with an effect size (η^2) of 0.59, which was categorized as large. Classroom observations also indicated increased student participation in discussions, simulations, and collaborative problem-solving activities. These findings suggest that the *role-playing* method is effective in enhancing student engagement and conceptual understanding in elementary school IPAS learning.

Keywords: *Role-playing, Learning outcomes, IPAS, Elementary school, Quasi-experimental.*

Abstrak

Penelitian ini bertujuan menganalisis pengaruh metode *role-playing* terhadap hasil belajar Ilmu Pengetahuan Alam dan Sosial (IPAS) siswa kelas V di SD Negeri 003 Gunung Tabur. Penelitian menggunakan pendekatan kuantitatif dengan metode *quasi-experimental* melalui desain *Non-Equivalent Control Group*. Subjek penelitian terdiri atas 60 siswa, yaitu 30 siswa pada kelas eksperimen dan 30 siswa pada kelas kontrol. Data hasil belajar dikumpulkan menggunakan tes pilihan ganda yang telah divalidasi dan diberikan dalam bentuk *pretest* dan *posttest*. Hasil penelitian menunjukkan bahwa kedua kelompok mengalami peningkatan hasil belajar, namun peningkatan pada kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Nilai rata-rata *posttest* kelas eksperimen mencapai 84,80, sedangkan kelas kontrol sebesar 74,60. Hasil analisis menggunakan MANCOVA menunjukkan nilai signifikansi 0,000 (< 0,05) dengan ukuran efek (η^2) sebesar 0,59 yang termasuk kategori besar. Selain itu, observasi pembelajaran menunjukkan peningkatan partisipasi siswa dalam diskusi, simulasi, dan pemecahan masalah kolaboratif. Temuan ini menunjukkan bahwa metode *role-playing* efektif dalam meningkatkan keterlibatan belajar dan pemahaman konseptual siswa pada pembelajaran IPAS di sekolah dasar.

Kata kunci: *Role-playing, Hasil belajar, IPAS, Sekolah dasar, Quasi-experimental.*

I. INTRODUCTION

Education plays a strategic role in improving the quality of human resources as well as shaping students' academic abilities and character. High-quality education contributes significantly to societal development and national progress (Yansah et al., 2023). In an effort to enhance the quality of education in Indonesia, the government has introduced various policy innovations, one of which is the implementation of the Merdeka Curriculum. This curriculum provides greater autonomy for educational institutions to design learning processes that are aligned with students' characteristics and the potential of their learning environment (Lestari et al., 2023). Education plays a strategic role in improving the quality of human resources and shaping students' academic abilities and character. In Indonesia, the implementation of the Merdeka Curriculum emphasizes student-centered learning and the integration of knowledge. One important transformation at the elementary level is the integration of Natural Sciences and Social Sciences into IPAS.

However, integrating these disciplines presents challenges, such as students' difficulty in connecting abstract scientific concepts with real-life social contexts and teachers' limited use of innovative teaching strategies. Empirical evidence shows that Indonesian students' scientific literacy remains relatively low, as reflected in PISA results. This condition is influenced by limited learning facilities, low student interest, and socioeconomic disparities. In classroom practice, these challenges are often exacerbated by teacher-centered methods, where students tend to be passive and less engaged.

Despite the implementation of various educational policies, the quality of Indonesian students' science learning outcomes continues to face several challenges. An international comparative study conducted by Ayu, et al (2025), which compared the scientific literacy competencies of students in Indonesia and Mexico based on the PISA 2022 results, identified several key factors contributing to Indonesia's relatively low achievement. The study found that only 35% of schools in Indonesia have adequate science laboratories compared to 70% in Mexico, and only 18% of Indonesian students show a high interest in science compared to 35% in Mexico. Furthermore, 43% of Indonesian students come from low-income families, which affects their access to high-quality learning resources. In addition, an in-depth analysis by Ivanka and Setiawan (2025) reported that the PISA 2022 results showed a decline in Indonesia's score, placing its scientific literacy achievement at the lowest level since Indonesia first participated in PISA in 2001. These findings indicate that students' learning outcomes in the field of science still need to be improved through more effective learning processes.

One of the factors influencing students' low learning outcomes is the limited variation in instructional methods used in the classroom. Learning processes that are still dominated by the lecture method tend to make students passive and less actively involved in learning activities. Consequently, students have fewer opportunities to construct knowledge independently and to develop a deeper understanding of the learning concepts (Mukarima et al., 2024). Therefore, teachers need to implement instructional methods that actively engage students in the learning process in order to improve their conceptual understanding and learning outcomes.

Similar problems were also identified in IPAS learning at SD Negeri 003 Gunung Tabur. Based on preliminary observations, the learning process is still dominated by lectures and assignments, resulting in relatively low student participation in classroom activities. This condition has an impact on students' learning outcomes, which remain suboptimal. The average learning outcome of fifth-grade students in the IPAS subject is only 68.5, which is still below the Minimum Mastery Criteria (Kriteria Ketuntasan Minimal/KKM) established by the school, namely 75. Out of 60 students participating in the learning process, only 23 students, or approximately 38.3%, achieved learning mastery, while the majority of the students did not meet the expected standard.

One instructional method that can be used to improve students' learning outcomes is the role-playing method. This method is an active learning strategy that involves students in acting out certain situations, events, or characters so that they can understand the learning material through direct experience (Bella et al., 2024). Through role-playing activities, students do not merely receive information passively; instead, they actively engage in the learning process through discussion, reflection, and problem-solving activities related to the learning material (Lidawati & Gayo, 2025). Moreover, experiential learning approaches such as role playing can help students develop a deeper understanding of learning concepts because they directly practice and apply the knowledge they acquire (Sopandi et al., 2024; Rahmawati et al., 2025).

Preliminary observations at SD Negeri 003 Gunung Tabur revealed similar issues. Students showed low participation during lessons and had difficulty understanding integrated IPAS concepts. For example, when learning about environmental topics, students struggled to relate scientific processes to social impacts. The average score (68.5) was below the KKM (75), with only 38.3% of students achieving mastery. To address this issue, the role-playing method is proposed as an active learning strategy. This method allows students to simulate real-life situations, encouraging them to explore concepts through experience, discussion, and collaboration. Previous studies have shown that role-playing can improve engagement and understanding; however, research specifically focusing on IPAS integration at the elementary level remains limited.

Based on the above considerations, this study aims to analyze the effect of the role-playing method on students' learning outcomes in the IPAS subject for fifth-grade students at SD Negeri 003 Gunung Tabur. The findings of this study are expected to contribute to the development of more innovative and effective instructional strategies in improving students' learning outcomes in IPAS learning at the elementary school level.

II. METHOD

This study employed a quantitative approach using an experimental method aimed at examining the effect of the implementation of the role-playing method on students' learning outcomes in the Natural and Social Sciences (IPAS) subject. The experimental method was used to test the causal relationship between the treatment variable and students' learning outcomes. In this study, the experimental group received treatment in the form of the role-playing method, while the control group was taught using conventional instructional methods.

The research design applied in this study was a quasi-experimental design, specifically the Non-Equivalent Control Group Design. In this design, two groups were involved, namely the experimental group and the control group. Both groups were administered a pretest to determine students' initial abilities. Subsequently, the experimental group received treatment through the implementation of the role-playing method, whereas the control group received conventional instruction. After the treatment phase, both groups were given a posttest to measure students' learning outcomes following the instructional process.

The data collected in this study consisted of quantitative data on students' learning outcomes in the IPAS subject. The data were obtained from test results administered to students before and after the treatment. This study used a quasi-experimental design with a Non-Equivalent Control Group Design. The population of this study consisted of all fifth-grade students of SD Negeri 003 Gunung Tabur in the 2025/2026 academic year. The sample consisted of 60 fifth-grade students divided into two classes. The experimental group received role-playing instruction, while the control group used conventional methods. Student characteristics were relatively similar in terms of age (10–11 years), prior academic performance based on previous semester scores, and learning environment. However, differences in individual motivation and learning styles were acknowledged as potential external factors.

The instrument used in this study was an IPAS learning achievement test in the form of multiple-choice questions. The test consisted of four answer alternatives (a, b, c, and d) with only one correct answer. Each correct answer was assigned a score of 1, while incorrect answers were assigned a score of 0. The final score was obtained from the total number of correct answers achieved by each student. The test instrument was selected because it is capable of measuring students' cognitive abilities objectively and efficiently.

The research instrument was a multiple-choice achievement test consisting of four options. Prior to use, the instrument was pilot-tested to ensure validity and reliability through item analysis, including difficulty level and discrimination index. Reliability testing confirmed that the instrument had acceptable consistency. Data analysis in this study was conducted in two stages: descriptive statistical analysis and inferential statistical analysis. Descriptive analysis was used to describe students' learning outcomes through the calculation of the mean, median, mode, and standard deviation. Meanwhile, inferential analysis was used to test the research hypothesis in order to determine the effect of the role-playing method on students' learning outcomes. Hypothesis testing was conducted by comparing the learning outcomes between the experimental group and the control group after the treatment had been administered.

III. RESULTS AND DISCUSSION

A. Research Results

This section presents the main findings of the research or community service activities obtained from the process of data collection and analysis. The research results are presented objectively, systematically, and concisely, without including in-depth interpretation. The presentation of results may be in the form of tables, graphs, figures, or descriptive explanations, depending on the characteristics of the data obtained. This study aimed to determine the effect of the role-playing method on the IPAS learning outcomes of fifth-grade students at SD Negeri

003 Gunung Tabur. The learning outcome data were obtained through tests administered to two research groups: the experimental group, which participated in learning using the role-playing method, and the control group, which received conventional instruction. Each group consisted of 30 students.

The results of the descriptive statistical analysis indicate a clear difference in learning outcomes between the two groups. The experimental group achieved a higher mean score of 84.80, compared to 74.60 in the control group, suggesting better learning achievement among students who were taught using the role-playing method. In terms of score distribution, the experimental group ranged from 70 to 95, while the control group ranged from 65 to 89, indicating that the experimental group tended to achieve higher overall performance.

These findings are further supported by inferential statistical analysis. The MANCOVA results show a significance value of 0.000, indicating that the likelihood of this difference occurring by chance is extremely low. Moreover, the effect size ($\eta^2 = 0.59$) suggests that approximately 59% of the variation in students' learning outcomes can be attributed to the teaching method, representing a strong practical impact. Therefore, it can be concluded that the role-playing method contributes significantly to the improvement of students' learning outcomes.

Table 1. Descriptive Statistics of Students' Learning Outcomes

Statistik	Kel. Eksperimen	Kel. Kontrol
	Nilai	
Jumlah Sampìel	30	30
Skor Maksimum	95	89
Skor Minimum	70	65
Mìean	84,80	74,60

Based on Table 1, the mean score of learning outcomes in the experimental group is higher than that in the control group. This difference indicates variation in learning achievement between students who participated in learning using the role-playing method and those who received conventional instruction. The frequency distribution also shows that most students in the experimental group were within the 85–89 score interval, whereas in the control group most students were within the 75–79 score interval. The frequency distribution of students' learning outcomes in both groups is presented in Table 2.

Table 2. Distribution of Learning Outcome Categories for Students in the Experimental Class

Kelompok Eksperimen				
No	Kelas Interval	Nilai Tengah	Frekuensi Absolut	Frekuensi Relatif (%)
1	70–74	72	3	10,00
2	75–79	77	4	13,33
3	80–84	82	7	23,33
4	85–89	87	8	26,67
5	90–94	92	6	20,00
6	95–99	97	2	6,67
	Jumlah		30	100,00

Table 3. Distribution of Learning Outcome Categories for Students in the Control Class

Kelompok Kontrol				
No	Kelas Interval	Nilai Tengah	Frekuensi Absolut	Frekuensi Relatif (%)
1	65–69	67	4	13,33
2	70–74	72	7	23,33
3	75–79	77	8	26,67
4	80–84	82	6	20,00
5	85–89	87	5	16,67
	Jumlah		30	100,00

Based on the table above, most students in the experimental group fall into the high and very high categories, whereas most students in the control group fall into the moderate category. This finding indicates that the implementation of the role-playing method tends to improve students' learning outcomes. To further clarify the difference in the mean learning outcomes between the two groups, the data are also presented in graphical form. The graph shows that the mean learning outcome of the experimental group is higher than that of the control group.

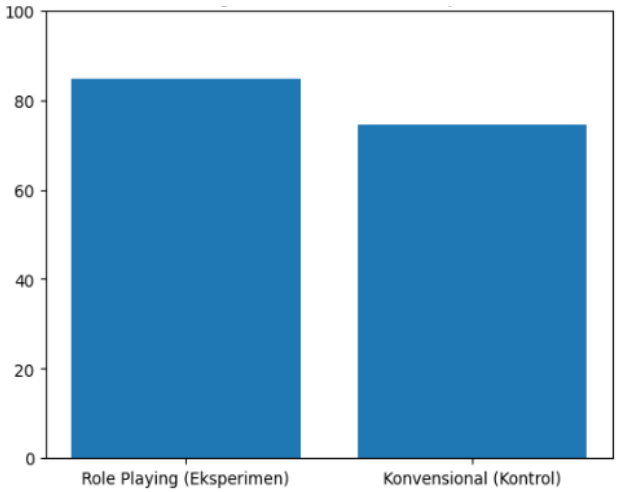

Figure 1. Graph of average IPAS learning outcomes

Assumption Tests

Before conducting hypothesis testing, prerequisite tests were performed, including normality and homogeneity tests. The normality test using the Kolmogorov–Smirnov test showed that the significance value for learning outcomes in the experimental group was 0.173, while that in the control group was 0.142. Both values are greater than 0.05, indicating that the data are normally distributed.

Table 4. Results of the Normality Test

Variabel	Kelas	Nilai Sig.	Keterangan
Hasil Belajar	Ekspermen	0,173	Normal
Hasil Belajar	Kontrol	0,142	Normal

Table 5. Results of the Homogeneity Test

Variabel	Sig.	Keterangan
Hasil Belajar	0,314	Homogen

The homogeneity test using Levene's Test produced a significance value of 0.314, which is also greater than 0.05. This indicates that the variance between the two groups is homogeneous. Therefore, the research data meet the requirements for inferential statistical analysis.

Hypothesis Testing

Hypothesis testing was conducted to determine the effect of the role-playing method on students' IPAS learning outcomes. The analysis was performed using MANCOVA while controlling for pretest scores. The results indicate that the learning method has a significant effect on students' learning outcomes.

Table 6. Results of the Test of the Effect of Learning Method on Learning Outcomes

Sumber Varians	Mean Square	F	Sig.
Kovariat (Pretest)	398,67	21,76	0,000
Metode Pembelajaran	1.558,32	85,02	0,000

Based on the table above, the value of F = 85.02 with a significance value of 0.000 < 0.05, indicating that the null hypothesis is rejected. The results confirm that role-playing enhances learning outcomes by increasing student engagement and participation. This finding aligns with constructivist theory, which emphasizes that knowledge is actively constructed through experience, and experiential learning theory, which highlights the importance of direct involvement.

In addition to statistical significance, this study also calculated the effect size using Partial Eta Squared (η^2) to determine the magnitude of the effect of the learning method on students' learning outcomes.

Table 7. Effect Size of the Learning Method

Variabel	Partial Eta Squared	Kategori
Metode Pembelajaran	0,59	Besar

The value η^2 = 0.59 indicates that the role-playing method has a large effect on students' learning outcomes. Compared to previous studies, this research strengthens evidence that role-playing is effective not only in single subjects but also in integrated learning contexts such as IPAS. This highlights its relevance in the Merdeka Curriculum.

B. Discussion

The results of this study indicate that the implementation of the role-playing method has a significant effect on students' learning outcomes in the IPAS subject for fifth-grade students at SD Negeri 003 Gunung Tabur. This finding is evidenced by the difference in the mean learning outcome scores between the experimental and control groups and is further supported by the results of the Independent Sample t-test, which showed a significance value lower than 0.05. Therefore, statistically, it can be concluded that the role-playing method is more effective than conventional teaching methods in improving students' learning outcomes.

The learning outcomes of students in the experimental class showed a higher mean score compared to the control class, with a considerable difference between the two groups. This finding indicates that the role-playing method is effective in enhancing students' conceptual understanding in the IPAS subject. Through this method, students do not merely receive information passively but are actively involved in the learning process through simulation activities or the enactment of events related to the learning material.

Theoretically, learning that involves direct experience can improve students' conceptual understanding. According to experiential learning theory, knowledge is more easily understood and retained when students actively participate in the learning process through concrete experiences (Zamroni et al., 2023). The role-playing method provides students with the opportunity to understand learning material through role-playing activities that represent real-life situations, making the concepts being studied easier to comprehend.

In addition, the role-playing method enables the involvement of various aspects of learning, including cognitive, affective, and psychomotor domains. The integration of these three aspects can help students achieve a deeper understanding of concepts. This finding is consistent with the analysis of the Cone of Experience presented by Dewi et al. (2024), which states that learning through direct experience results in higher retention rates compared to purely verbal learning. Therefore, the role-playing method provides students with opportunities for more meaningful learning. The results of this study are also consistent with previous research indicating that the role-playing method has a positive effect on students' learning outcomes. Research conducted by Chafshah et al. (2025) found that simulation-based learning and social role activities can improve students' conceptual understanding and encourage active participation in the learning process. Similarly, another study by Yulianto and Tukidi (2020) concluded that students who learn using the role-playing method achieve better learning outcomes compared to those who learn through lecture-based instruction.

Meanwhile, the results obtained in the control group indicate that conventional teaching methods have limitations in improving students' learning outcomes. Learning processes dominated by lecture methods tend to position students as passive recipients of information,

resulting in limited interaction and student engagement in the learning process (Dulyapit & Lestari, 2024). This condition leads to suboptimal understanding of the learning material.

The difference in learning outcomes between the experimental and control classes demonstrates that student-centered learning is more effective than teacher-centered learning. The role-playing method provides students with opportunities to actively participate, interact with peers, and understand learning materials through direct experience. Therefore, this method is considered relevant for implementation in IPAS learning in elementary schools, particularly in efforts to improve students' learning outcomes.

From a theoretical perspective, the findings of this study contribute to the development of active learning studies in elementary education, particularly in the context of IPAS learning. The results support constructivist learning theory, which emphasizes that learning becomes more effective when students actively construct knowledge through meaningful learning experiences. In addition, this study reinforces the concept of experiential learning, which highlights the importance of direct experience in enhancing students' conceptual understanding. From a practical perspective, the results of this study provide recommendations for elementary school teachers to use the role-playing method as an alternative instructional strategy to improve students' learning outcomes in IPAS. This method can help create a learning environment that is more active, interactive, and contextual, enabling students to understand learning materials more deeply. Furthermore, teachers need to design engaging learning scenarios that are relevant to students' real-life experiences to ensure the optimal implementation of the role-playing method.

Based on the overall discussion, it can be concluded that the role-playing method is an effective instructional strategy for improving the IPAS learning outcomes of elementary school students. This method not only enhances students' cognitive understanding of concepts but also encourages active participation in the learning process, making learning more meaningful and contextual.

IV. CONCLUSION

Based on the research findings, it can be concluded that the use of the role-playing method has a significant effect on the science learning outcomes of fifth-grade students at SD Negeri 003 Gunung Tabur. The analysis results show that the average learning achievement scores of students in the experimental class using the role-playing method were higher than those in the control class using conventional teaching methods. Statistically, hypothesis testing revealed a significance level of $p < 0.05$ with an effect size of 0.59, which falls into the large category; thus, it can be concluded that the role-playing method has a strong influence on improving students' learning outcomes. This improvement in learning outcomes occurred because the role-playing method was able to encourage students' active involvement in the learning process through simulation activities, discussions, and group interactions. Through direct learning experiences, students can understand learning concepts in a more concrete and meaningful way. Additionally, the role-playing method is also in line with the constructivist and experiential learning approaches, which emphasize the importance of experience and social interaction in the learning process. Thus, the role-playing method can serve as an effective alternative learning strategy for improving science learning outcomes in elementary schools. The implementation of this method can also create a more active, interactive, and contextual learning environment, thereby enhancing students' motivation and understanding of the subject matter.

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