

THE EFFECT OF THE ROLE PLAYING LEARNING MODEL ON THE SCIENCE LEARNING OUTCOMES OF GRADE V STUDENTS

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INFO ARTIKEL	ABSTRAK
<p><i>Sejarah Artikel: (Diisi Editor)</i> Sejarah Artikel: (Diisi Editor) Diterima: 05 September 2025 Direvisi: 10 September 2025 Disetujui: 18 September 2025 Tersedia Daring: 30 October 2025</p> <hr/> <p>Kata Kunci: Model Pembelajaran Role Playing, Hasil Belajar</p>	<p>Pembelajaran Sains dan Ilmu Pengetahuan Alam (IPAS) sangat penting untuk pendidikan dasar dan menengah karena dunia saat ini sedang mengalami perkembangan pesat, khususnya di bidang ilmu pengetahuan dan teknologi, serta kehidupan sosial. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Role Playing terhadap hasil belajar IPAS siswa kelas V di UPTD SD Negeri 124394 Permatangsiantar. Latar belakang penelitian ini adalah rendahnya hasil belajar IPAS siswa yang disebabkan oleh kurangnya minat, partisipasi yang rendah, dan model pembelajaran yang masih bersifat konvensional. Model Role Playing dipilih karena mampu mendorong siswa untuk berani tampil kedepan, meningkatkan penguasaan materi, dan meningkatkan kepercayaan diri. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan metode eksperimen desain One Group Pretest-Posttest, dengan jumlah sampel sebanyak 22 siswa. Teknik pengumpulan data yang digunakan yaitu tes dan dokumentasi. Teknik analisis data yang digunakan adalah uji Normalitas dan uji Hipotesis. Berdasarkan hasil analisis data dapat dilihat terdapat peningkatan nilai rata-rata hasil belajar IPAS siswa dari 52,5 menjadi 83,1. Serta hasil hipotesis diperoleh sig. 2-tailed = 0,00 < 0,05 dan thitung = 17,259 > ttabel 1,721 maka H₀ ditolak dan H_a diterima yang menandakan terdapat pengaruh model pembelajaran Role Playing terhadap hasil belajar IPAS siswa kelas V UPTD SD Negeri 122340 Pematangsiantar.</p>

Keywords:	ABSTRACT
<p>Keywords: Role Playing Learning Model, Learning Outcomes</p>	<p><i>Science and Natural Sciences (IPAS) learning is crucial for elementary and secondary education because the world is currently experiencing rapid development, particularly in the fields of science and technology, as well as social life. This study aims to determine the effect of the Role Playing learning model on the IPAS learning outcomes of fifth-grade students at UPTD SD Negeri 124394 Permatangsiantar. The background of this study is the low IPAS learning outcomes of students due to a lack of interest, low participation, and a learning model that is still conventional. The Role Playing model was chosen because it encourages students to be brave in front of others, improves their mastery of the material, and boosts their confidence. The type of research used was quantitative research with a One Group Pretest-Posttest experimental design, with a sample size of 22 students. The data collection techniques used were tests and</i></p>

documentation. The data analysis techniques used were Normality and Hypothesis tests. Based on the results of data analysis, it can be seen that there was an increase in the average score of students' IPAS learning outcomes from 52,5 to 83,1. The hypothesis results obtained were sig. 2-tailed = 0.00 < 0.05 and tcount = 17.259 > ttable 1.721, so H₀ is rejected and H_a is accepted, indicating that there is an effect of the Role Playing learning model on the IPAS learning outcomes of fifth-grade students at UPTD SD Negeri 124394 Pematangsiantar.

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1. Introduction

Education plays a crucial role in human life, as it's not only about acquiring knowledge but also about shaping one's personality and improving one's quality of life. Therefore, concrete efforts are needed to ensure that the educational process is effective and optimal. (Yulianti et al., 2019). The goal of education in Indonesia focuses on holistic individual development. Education aims not only to develop academic skills but also to foster positive character and attitudes. Therefore, the learning process must be designed to facilitate the holistic and sustainable development of students' potential (Nurhaida, 2019).

Educational goals can be achieved through a systematically designed learning process within a curriculum. A curriculum is an educational program containing various teaching materials and learning experiences that are systematically programmed, planned, and designed based on applicable norms that serve as guidelines in the learning process for educational staff and students to achieve educational goals. (Tri Astrini et al., 2018). One of the decisions and policies of the Ministry of Education, Culture, Research and Technology stipulates the independent curriculum as a guideline and curriculum structure that must be followed by all schools in Indonesia in implementing education. The Independent Curriculum aims to realize meaningful and effective learning in increasing faith, piety to God Almighty, and noble morals as well as fostering creativity, feeling, and will of students as lifelong learners with Pancasila character (Yulianto et al., 2020).

The independent curriculum is closely linked to subject matter and the development of learning materials. One subject closely related to the curriculum is science, which discusses living things (humans, animals, plants) and inanimate objects and their interactions with the environment, commonly referred to as science (IPAS) (Nurjannah, 2019).

Science and Natural Sciences (IPAS) learning is crucial for elementary and secondary education because the world is currently experiencing rapid development, particularly in the fields of science and technology, as well as social life. In this context, IPAS examines various natural phenomena, social processes, and their interplay (Rofiq & Mashuri, 2021).

According to Hastati *et al.*, (2019), social studies is knowledge about everything related to society. In Indonesia, social studies lessons are adapted to various social perspectives that develop in society. The study of society in social studies can be conducted in a limited environment, namely the environment around the school or

students, or in a broader environment, namely the environment of other countries, both present and past.

According to Mardiana *et al.*, (Kiromi, 2018) Social Studies (IPS) is the study of events, facts, concepts, and generalizations related to social issues. Social studies education relates to human life, encompassing all aspects of human behavior and needs. Therefore, students studying social studies can experience the present, equipped with knowledge of humanity's past.

The realization of this is inseparable from the role of teachers in it. Teachers play a crucial role in the success of a learning process. Their role is not only as a provider of information but also as a motivator and facilitator for all students (Sadriani *et al.*, 2023). In line with the rapid development of the times, teachers must have the ability to think creatively and innovatively to understand students with their various uniqueness and to help them overcome difficulties in learning. Therefore, teachers are expected to be able to understand various effective learning models so they can guide students optimally to achieve learning goals. (Yusnarti & Suryaningsih, 2021).

Based on the results of observations at the UPTD of Public Elementary School 124394 Pematangsiantar on June 2, 2025. The school has used the independent curriculum and one of the related subjects is Science, however, a problem was still found in the learning process, especially in the Science subject in grade IV of elementary school, which was caused by several things such as, teachers who are still centered on conventional learning models and the lack of attention and interest of students in the process, Science learning and teachers who do not utilize learning models and media. This can make students quickly feel bored and less active in the learning process and tend to find it difficult to express themselves both to the teacher who teaches and to their classmates and it is difficult to collaborate. The lack of student involvement in the learning process in the classroom which will make the learning process passive. Thus resulting in a decrease in student interest in learning. So that when students are given tests or exams, students are not able to answer questions well and correctly because students do not understand the lesson material that has been delivered by the teacher, as a result many students still get low scores (Mamonto, 2023).

This condition is reflected in the results of the temporary mid-term exams in the subject of Social Sciences for grade V students in the 2025/2026 academic year, which can be seen in the following table:

Table 1. Temporary Mid-Semester Exam Scores for Grade V Science Subjects at the UPTD of State Elementary School 124394 Pematangsiantar for the 2025/2026 Academic Year

Minimum Competency (KKM)	Mark	Number of Students	Presentation	Information
	≤ 70	10	45%	Completed
70	≥ 70	12	55%	Not Completed
	Amount	22	100%	

(Source: Homeroom Teacher IV State Elementary School 124394 Pematangsiantar)

Based on the percentage data in table 1.1 above, it can be seen that the Learning Objective Achievement Criteria (KKTP) that have been determined to be 70.

Of the 22 students, only 12 students did not complete the test, which is 55%, while the other 10 students completed it, which is 45%. Therefore, it can be said that the midterm exam scores for the fifth grade science subject at SD Negeri 124394 Pematangsiantar have not been completed optimally. It is estimated that the contributing factors are the lack of student interest in learning and factors from teachers who only rely on books and sometimes posters available in class, the learning process uses conventional models, questions and answers, and assignments (Azizah et al., 2025) .

To overcome this problem, a new innovation is needed in learning activities, one of which is by using an appropriate learning model, such as the *Role Playing learning model*. *Role Playing Model* is a learning model that involves students to play a character in a certain situation and show the appropriate response (Setyowati et al., 2020) This means that in mastering the learning materials, students need to have imagination and appreciation in playing the role of living characters or inanimate objects.

According to (Said, 2019) *Role Playing Learning* is a teaching and learning activity that is applied to achieve educational goals and in it there is a simulation section that is directed at creating something so that participants express what they feel.

Based on the expert opinions above, it can be concluded that the *Role Playing model* is a learning model that involves students playing certain characters or situations to internalize and imagine the subject matter. The focus of this model is not on students' ability to play the role, but rather on the issues raised in the performance, which serve as material for reflection for all students. (Nugraha, 2019) .

The reason researchers raised the *Role Playing learning model* , in order to achieve the expected learning objectives, teachers need to use a learning model that can improve learning outcomes. Teachers can use the *Role Playing learning model* , the *Role Playing learning model* is a learning model where students play certain characters or situations to understand and apply the lesson material directly and interactively. In *Role Playing* , students not only receive information, but are also actively involved in the learning process by trying to act out things related to a material or material that will be discussed.

Based on the existing problem background, the author is interested in conducting research on "The Effect of *the Role Playing Learning Model* on the Science Learning Outcomes of Class V Students at UPTD SD Negeri 124394 Pematangsiantar".

This research is expected to contribute to the development of more effective and enjoyable science subjects, thereby improving student learning outcomes

2. Method

This type of research is quantitative research using an experimental method. Sugiyono (Khoiro & Akhwani, 2021) states that the Experimental Research Method is a research method used to find the effect of certain treatments on others in controlled conditions, which uses a *pre-experimental research design* using the *One Group Pretest-Posttest Design form*. In this study, *A pretest* was first administered to determine the extent of the students' initial abilities before being given treatment . After the pretest , the sample was then given treatment *using a Role Playing Model*, followed by *a posttest*. With this research, the results of the treatment can be known more accurately, because it can be compared with the conditions before and after treatment .

This study does not have a control or comparison group but only compares the initial test and the final test, while the data collected after the treatment is classified as data from the experimental group. This study will be conducted at the UPTD SD Negeri 124394 Pematangsiantar, located at Jl. Tongkol No. 24, Kec. Siantar Timur, Pematangsiantar. (Hariani, 2019). The research was conducted in the odd semester of the 2025/2026 academic year in class IV of UPTD SD Negeri 124394 Pematangsiantar. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics applied by the researcher to be studied and then conclusions are drawn (Suegiyono, 2019). Based on the description of the study, the population subjects in this study are all fourth-grade students of SD Negeri 124394 Pematangsiantar in the 2025/2026 academic year. The number of fourth grade students at SD Negeri 124394 Pematangsiantar is 22 students, consisting of 11 female students and 11 male students.

The sample in this study was all fourth-grade students of SD Negeri 124394 Pematangsiantar. According to Suegiyono (2019), the sample is part of the number and characteristics of the population. The technique used to determine the sample in the study is total *sampling*. Total *sampling* is a sample taking technique where the number of samples is the same as the population. So the number of samples in this study is 22 students. Data collection techniques are the most strategic step in research, as the primary goal of research is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established data standards (Handayani, 2017).

The t-test is used to observe the influence of individual independent variables on the dependent variable. The purpose of this test is to determine whether each independent variable (X) influences the dependent variable (Y). The testing technique used is adjusted to the results of the analysis requirements test. The type of parametric statistical test applied is the paired sample test, which aims to test whether there is an influence of the Role Playing model on student learning outcomes. The "t" test is carried out using the paired sample t-test formula and the assistance of the SPSS application program. (Wulandari et al., 2021). To determine the t-table value, sample data was used based on the t-table value of the hypothesis test with a significance level of 0.05. The testing criteria involved comparing significant values with $\alpha=0.05$. With a confidence level of 90%, the basis for making the hypothesis decision in the study was to accept the hypothesis statistically.

3. Result and Discussion

This research is a pre-experimental research using a one group pretest-posttest design conducted in class V of UPTD SD Negeri 124394 Pematangsiantar with a total of 22 people. The test given during the research has been tested for validity first in class V of UPTD SD Negeri 124398 Pematangsiantar with a total of 22 people. The instrument trial was conducted at SD Negeri 124398 on Jalan Perwira, Siantar Timur District, Pematangsiantar City. The instrument trial was conducted in a fifth-grade class with 22 students on August 10, 2025. Data from the instrument trial were then processed to determine validity, reliability, difficulty level, and discriminating power using Microsoft Excel and SPSS 26. (Maulidiyah et al., 2022). Validity is a measure that indicates the levels of validity or authenticity of an instrument. A valid instrument has high validity. Conversely, an instrument that is less valid has low validity. An item is declared valid if the calculated r value $\geq r_{table}$, using a significance level of 5% or 0.05. The r_{table} in this study was 0.423. So, based on the table above, it can be seen that there are 20 questions that meet

the valid criteria, while the number of questions that are invalid is 10. Therefore, the valid questions can be used for research. (Ramadani & Muhammadi, 2024) .

Data Analysis Results

Normality Test Results

A normality test is typically performed to determine whether the data used is normally distributed. Based on the results of the normality test using SPSS 26 with the *Shapiro-Wilk formula* , the basis for decision-making is as follows:

- a. If the *sig value* > 0.05 then the data is normally distributed.
- b. If the *sig value* < 0.05 then the data is not normally distributed.

Table 1. Normality Test Results

Results	Sig. Wilk	Shapiro- Significant Level	Information
Pretest	0.15	0.05	Normal
Post-test	0.31	0.05	Normal

(Source: SPSS 26 Output Data)

From the table above, the significance results (*sig*) of the Pretest and Post-test > 0.05, so the data is normally distributed.

Hypothesis Testing

Based on the prerequisite analysis, *the Pretest and Post-test data were obtained with normal distribution, which was then continued with testing using a paired sample t-test to determine the effect of the Role Playing learning model on student learning outcomes in the Science learning of Chapter 7 Topic A, class V, with the following results:*

Table 2. Hypothesis Test Results

Information	Mark
T _{count}	17,259
T _{table}	1,721
Significance (2- tailed)	0.00

(Source: SPSS 26 Output Data)

Based on the table, it can be seen that the results of the comparison *of the pretest and The post-test has a significance value (sig 2-tailed) of 0.00 < 0.05. In addition, the calculated t value is 17.259 with a t table of 1.721 with an error level of 5%. Thus, the calculated t value > t table, which means H₀ is rejected and H_a is accepted. It can be concluded that there is an influence of the Role Playing learning model on the learning outcomes of fifth-grade students of UPTD SD Negeri 124394 Pematangsiantar.*

Discussion of Research Results

This section will describe the results of the study. These results refer to the conclusions drawn based on the collected and analyzed data. This study aims to determine the effect of the use of *the Role-Playing Learning Model* on the science learning outcomes of fifth-grade students at the UPTD of SD Negeri 124394 Pematangsiantar. (Kartika, 2024)

This research instrument took the form of test questions, which were used to measure students' cognitive abilities. Before the questions were administered to the research subjects, each item underwent a feasibility test to ensure its suitability and usability as a

measurement tool in the research. The first test was a validity test. Then, the valid questions were tested for reliability, discriminatory power, and difficulty level. (Setyarum et al., 2022) .

The results showed that 20 of the 30 questions were declared valid and reliable with a very high reliability coefficient (0.948). The questions used were also able to differentiate students well based on their ability levels. The level of difficulty of the questions was evenly distributed, with the majority falling in the moderate to easy category, which is suitable for elementary school students, especially fifth grade students. Therefore, these 20 questions can be used as a measuring tool during research. (Frisda et al., 2023) .

During the research timeline, data collection was conducted by giving students two questions to answer: a *pretest* given before the treatment and a *posttest* given after the treatment (Cooper & Burns, 2021) . The pretest results were quite concerning, as out of 22 students, only 6 met the Learning Objective Achievement Criteria (KKTP). The average score obtained by students was also quite low, at 52.5 . Meanwhile, *the posttest results* showed a significant increase. Twenty-one students were declared to have completed the test, and the average score increased sharply to 83.1. This indicates that the use of the *Role Playing learning model* has a positive impact on student understanding. In fact, the highest score reached 100, and only one student did not achieve the Learning Objective Achievement Criteria (KKTP). Overall, this improvement is very clear when compared to the pretest results. (Indriyanawati & Utomo, 2024) .

A *pretest* is an activity that tests students' mastery of the material or material taught before receiving treatment, while a *posttest* is an activity that tests students' mastery of the material after receiving treatment (Paudi, 2022) . All *pretest* and *posttest data* were analyzed by testing their normality using the *Shapiro-Wilk formula* . The results showed that the average *pretest score* was 52.5 and the average *posttest score* was 83.1. The results of the normality test analysis showed that the pre-test and post-test data were normally distributed because the Sig. value was > 0.05 (Shalaby et al., 2022) . The *pre-test data* had a value of $0.15 > 0.05$, and the *post-test data* had a value of $0.31 > 0.05$. After the normality test was conducted, a hypothesis test was conducted which was calculated based on *the pretest and posttest scores* (Nurgiansah et al., 2021) . Based on the results of the hypothesis test, it was concluded that there was comparative results of *pretest* and The post-test has a significance value (sig 2-tailed) of $0.00 < 0.05$. In addition, the *calculated t value* is 17.259 with a *t table* of 1.721 with an error level of 5%. Thus, the *calculated t value* $> t_{table}$, which means H_0 is rejected and H_a is accepted. It can be concluded that there is an influence of the Role Playing learning model on the learning outcomes of fifth-grade students of UPTD SD Negeri 124394 Pematangsiantar. (Kasanah et al., 2019) .

The results of the analysis above, which indicate the influence of the use of *Role Playing learning media*, are in line with the results of the observations made. The results of the observations show that students often quickly feel bored and lack focus during the lesson. However, students begin to be actively involved in the learning process when *the Role Playing learning model* is used. Based on the results of the analysis obtained and the results

of the observations that have been carried out, it can be concluded that there is an influence of the use of *Role Playing learning media* on the learning outcomes of fifth-grade students in the UPTD of SD Negeri 124394 Pematangsiantar

4. Conclusion

Based on the results of research conducted in class V of UPTD SD Negeri 124394 Pematangsiantar, it can be concluded that the Role Playing learning model has an influence on students' social studies learning outcomes. This can be seen from the increase in students' average scores, namely the average score of students at the time of the pre-test was 52.5 and the average score of students at the time of the post-test was 83.1. The number of students who met the Learning Objective Completion Criteria (KKTP) also increased from 6 people to 21 people after learning using the Role Playing learning model. The results of data analysis using the normality test showed that the data were normally distributed, and the hypothesis test showed that there was a significant difference between the pretest and post-test results ($\text{sig 2-tailed} = 0.00 < 0.005$ and $t \text{ count} = 17.259 > t \text{ table} = 1.721$). Thus, H_0 was rejected and H_a was accepted, which means there was an influence of the Role Playing learning model on improving students' social studies learning outcomes

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