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Enhancing Fifth Grade IPAS Learning Outcomes Using the Role Playing Model at SDN 5 Sindue Tobata

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ABSTRACT

This classroom action research aimed to improve student learning outcomes in the IPAS subject by implementing the Role Playing learning model. The study was conducted in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection. The research subjects were 20 fifth-grade students of SDN 5 Sindue Tobata in the 2024/2025 academic year, comprising 10 boys and 10 girls. Data collection techniques included observation, learning outcome tests, and documentation. The data were analyzed using a descriptive quantitative and qualitative approach. The findings showed a significant improvement in student learning outcomes after applying the Role Playing model. In the first cycle, the class average score increased from 55.5 to 66, with a learning mastery percentage of 65%. In the second cycle, the average score rose to 80, with a mastery level of 85%. Additionally, the model enhanced student engagement and participation, creating a more enjoyable and meaningful learning environment. These results indicate that the Role Playing model is effective in improving student achievement in IPAS and can be recommended as a classroom implementation strategy in similar educational contexts.

1. Introduction

Education is a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential, encompassing spiritual strength, self-control, character, intelligence, noble values, and the skills required for themselves, society, the nation, and the state (Rachma Auliyatul Faizah, 2022). According to Law No. 20 of 2003 concerning the National Education System, national education functions to develop abilities and shape the character and civilization of a dignified nation. Therefore, the learning process plays a vital role in achieving educational goals.

The effectiveness of learning is determined by the quality of the teaching and learning process. (Yusnarti & Suryaningsih, 2021) state that the learning process

has a direct impact on the quality of education, thereby requiring teachers to be innovative in facilitating active student participation. A major issue found in many classrooms is the low level of student understanding, often caused by ineffective teaching methods particularly those dominated by lecture-based instruction. Such teacher-centered approaches hinder cognitive engagement, reduce student motivation, and ultimately lead to poor academic performance.

IPAS (Integrated Natural and Social Sciences) is a complex and multidisciplinary subject that integrates various aspects of human life, including history, economics, geography, and sociology. Despite its relevance, students often perceive IPAS as either unimportant or too easy, resulting in shallow engagement and inadequate preparation. This misconception often stems from uninteresting teaching methods and the inability of teachers to contextualize the material in a way that is meaningful and comprehensible to students (Rofek, 2020).

In many elementary schools, learning is still heavily teacher-centered, with limited use of interactive media and learning strategies that encourage student participation. As a result, students tend to become passive recipients of knowledge, which contributes to low achievement, particularly in subjects such as IPAS. One of the key contributing factors to these learning difficulties is the lack of appropriate instructional models that consider students' learning styles and classroom dynamics.

Initial observations at SDN 5 Sindue Tobata revealed similar challenges. Teachers tended to rely heavily on lectures and written assignments, with minimal use of engaging or interactive methods. Furthermore, the availability of teaching media was limited, and classroom atmospheres were often monotonous, further diminishing students' enthusiasm for learning. This condition significantly affected learning outcomes. Data from the fifth-grade homeroom teacher showed that out of 20 students, only 13 (65%) achieved the minimum competency standard, while 7 students (35%) did not. Most of the students who did not meet the criteria were male.

To address these challenges, an alternative instructional strategy is needed—one that emphasizes student-centered learning, active participation, and experience-based engagement. One such model is the Role Playing learning model. Role Playing allows students to act out scenarios, encouraging them to explore real-world social dynamics, enhance communication, and internalize concepts through practical involvement. This model is promising for promoting student engagement and deeper understanding, particularly in subjects related to social interaction and behavioral learning.

Although various studies have explored the use of interactive teaching models, the application of Role Playing in IPAS learning at the elementary level remains underexplored in the Indonesian context. Previous research has generally highlighted the theoretical benefits of Role Playing, such as enhancing motivation and fostering student collaboration. However, few studies have examined its direct impact on learning outcomes in IPAS education, particularly using Classroom

Action Research (CAR) to track iterative improvements in teaching practices and student performance.

Therefore, this study aims to contribute to current knowledge by implementing the Role Playing model in a real classroom setting and evaluating its effectiveness in improving student learning outcomes in IPAS. This research employs a CAR framework conducted in two cycles to observe, reflect, and refine teaching practices. The objective of this study is to determine whether the use of the Role Playing model can significantly enhance academic achievement, student engagement, and classroom dynamics in fifth-grade IPAS instruction at SDN 5 Sindue Tobata.

2. Methodology

This study employed the Classroom Action Research (CAR) model developed by Kemmis and McTaggart, which consists of two cycles, each comprising four stages: planning, implementation of action, observation, and reflection. The subjects of this study were 20 fifth-grade students at SDN 5 Sindue Tobata. Data collection techniques included learning outcome tests, teacher and student activity observations, and documentation. Data were analyzed using both quantitative and qualitative approaches. The success indicators for this study were defined as follows: at least 80% of students must achieve a minimum passing score of 70, and there must be a noticeable improvement in student activity during the learning process based on the observation sheets.

The instruments used in this study included observation sheets, documentation tools, and cognitive test items. Observation sheets were used to record teacher and student behavior throughout the learning activities. Documentation included teaching modules, learning media, and photographs of the classroom environment. Tests were administered in the form of 10 multiple-choice questions to assess students' conceptual understanding before and after the implementation of the learning model. These tests were conducted at the end of each cycle.

Quantitative data were derived from the results of students' pre-tests and post-tests, which were analyzed using simple statistical techniques and presented in percentages. The formula for calculating individual learning absorption (DSI) was:

$$DSI = \frac{\text{Student's Score}}{\text{Maximum Score}} \times 100\%$$

Students were considered to have reached individual mastery if they scored ≥ 70 . Meanwhile, classical learning absorption (DSK) was calculated using the formula:

$$DSK = \frac{\text{Number of Students Reaching Mastery}}{\text{Total Number of Students}} \times 100\%$$

Class-level mastery was considered achieved if at least 80% of students obtained a score of 70 or higher. Additionally, overall class-level learning mastery (KBK) was calculated using:

$$KBK = \frac{\text{Total Student Score}}{\text{Maximum Total Score}} \times 100\%$$

Qualitative data were obtained through observation of classroom activities, field notes, and supporting documentation, which were analyzed descriptively using the stages of data reduction, data display, and conclusion drawing, as suggested by Miles and Huberman (1994). Data reduction involved selecting and simplifying raw data from the field. Data display referred to organizing and presenting the information in a way that made it easier to draw conclusions—often through narrative descriptions, tables, or matrices. Finally, conclusion drawing and verification involved interpreting the data to identify meaningful patterns and relationships that aligned with the study’s focus. In addition, the results of teacher and student activity observations were converted into percentages to give a clearer quantitative picture of engagement levels during the learning process. The achievement levels were categorized as follows:

Table 1. Indicators of Learning Activity Implementation by Students and Teachers

Percentage	Category
90% -100%	Excellent
70% - 90%	Good
50% - 70%	Fair
30% - 50%	Poor
< 30 %	Very Poor

This systematic and cyclical research process enabled the researcher not only to evaluate improvements in students' academic outcomes but also to observe the social and emotional dynamics of the classroom during the implementation of the Role Playing model. The effectiveness of the learning intervention was reflected in increased student participation in role-playing activities and significant improvements in post-test scores across both cycles. These structured methodological steps provided a solid foundation for evaluating how context-based, experiential learning strategies like Role Playing can enhance both cognitive performance and social-emotional skills in IPAS learning at the elementary level.

3. Results and Discussion

The implementation of the Role Playing model in IPAS learning for Grade V at SDN 5 Sindue Tobata was carried out through six integrated main phases: model introduction, role assignment, scenario development, observer designation, role enactment, and reflective evaluation sessions. These stages were systematically arranged to create an active, contextual, and meaningful learning experience. In the introduction phase, the teacher explained the basic concepts of Role Playing, including the rules and objectives of its implementation, to prepare students both

psychologically and academically to engage in role-based learning. This step is crucial as it builds initial understanding and student motivation toward a learning process that differs from their usual experiences. This aligns with the view of (Bossiere, 2023), who emphasized the importance of understanding the learning format as a key factor in achieving success.

After grasping the basic concept, students were divided into heterogeneous groups based on varying ability levels. The teacher then assigned roles to students according to the characters outlined in the pre-designed learning scenario. This process not only encouraged student interaction but also fostered a sense of individual responsibility in carrying out their respective roles. The study by (Afri Naldi et al., 2024) supports this approach, stating that appropriate role distribution in Role Playing can significantly enhance student focus and engagement.

The next phase was scenario development, during which the teacher and students collaboratively discussed the storyline, conflict background, and the values to be learned from the simulation. This activity encouraged students' intellectual and emotional involvement with the subject matter, as highlighted by (I. Pratiwi, 2021), who stated that students' participation in narrative construction reinforces their understanding of the learning context. To enrich the learning process, the teacher also appointed several students as observers. Their task was to record the course of the role play, assess the performance of other groups, and provide objective feedback. This role offers students an opportunity to develop critical and reflective thinking skills, as explained by (Sàdiyah, 2018), who noted that serving as observers trains students' evaluative and analytical abilities in relation to the ongoing learning process.

In the core phase, namely role enactment, students performed the assigned characters in a learning environment designed to resemble real-life situations. The teacher acted as a facilitator, ensuring that the simulation remained aligned with the learning objectives (Figure 1).



Figure 1. Students Engaging in role-Playing Activities

This activity enables students to internalize social values and gain a deeper understanding of the subject matter through direct experience. The findings of

(Yusnarti & Suryaningsih, 2021) indicate that engagement in role-playing activities can simultaneously enhance students' cognitive understanding and affective abilities. The final stage of this model is reflective evaluation, where students and the teacher engage in open discussions to assess the role-playing process. Students provide feedback on the performance of other groups, reflect on their own learning experiences, and answer evaluative questions to gauge their understanding of the material. The teacher offers general guidance and connects the activities to the intended learning concepts. This supports the findings of (I. Pratiwi, 2021), who emphasized that the quality of discussion and evaluation significantly influences the effectiveness of the Role Playing model in building conceptual understanding and reflective thinking skills.

Thus, the structured and collaborative implementation of the six phases of Role Playing successfully creates an IPAS learning environment that is active, contextual, and enhances student learning outcomes. This approach not only strengthens cognitive understanding but also fosters character development and social skills relevant to real-life contexts. The progression of learning from one cycle to the next shows a clear upward trend. In the initial phase (pre-action), most students struggled to understand the material, as reflected in the low pre-test scores, with a classical completeness rate of only 40%, as shown in Table 2.

Table 2. Pre-Action Research Results

No	Achievement Aspect	Result
1	Number of fifth-grade students	20
2	Number of students who achieved mastery	8
3	Number of students who did not achieve mastery	12
4	Highest score	80
5	Lowest score	20
6	Average student score	55,5
7	Classical Learning Mastery Percentage	40%

After the intervention in Cycle I, student engagement increased and learning outcomes rose to 65%, as shown in Table 3.

Table 3. Results of Cycle I Research

No	Achievement Aspect	Result
1	Number of fifth-grade students	20
2	Number of students who achieved mastery	13
3	Number of students who did not achieve mastery	7
4	Highest score	80
5	Lowest score	30
6	Average student score	66
7	Classical Learning Mastery Percentage	65%%

In Cycle II, the mastery level increased significantly, reaching 85%, as shown in Table 4.

Table 4. Results of Cycle II Research

No	Achievement Aspect	Result
1	Number of fifth-grade students	20
2	Number of students who achieved mastery	13
3	Number of students who did not achieve mastery	3
4	Highest score	100
5	Lowest score	40
6	Average student score	80
7	Classical Learning Mastery Percentage	85%%

The table above shows that students' learning outcomes exceeded the KKM threshold of 70%. These findings are in line with the studies by (Aina Diana, 2022) and (Rofek, 2020), which highlight the effectiveness of the Role Playing model in fostering students' emotional engagement, significantly impacting their learning outcomes.

Theoretically, the success of this strategy can be explained through a constructivist approach, in which students actively build knowledge through direct learning experiences. (Muhammedi et al., 2017) emphasized that active engagement in the learning process not only enhances knowledge acquisition but also develops social and emotional skills. The affective aspect is further strengthened through role-playing activities, which, according to (Bossiere, 2023), can foster empathy and the ability to understand others' perspectives—an essential dimension of collaborative learning.

The teacher's role in the successful implementation of Role Playing should also not be overlooked. The teacher acts not only as a facilitator but also as a coordinator of social interaction and a guide for critical reflection. This supports the view of (H. N. Pratiwi & Sudianto, 2013), who argue that the effectiveness of Role Playing heavily depends on the teacher's ability to manage group dynamics and provide constructive feedback during discussion and evaluation sessions.

Therefore, the Role Playing model has been proven to significantly contribute to improving elementary students' IPAS learning outcomes. This model not only enhances academic achievement but also enriches students' learning experiences holistically by integrating cognitive, affective, and social aspects. In the context of 21st-century learning, which emphasizes collaboration, empathy, and communication skills, this model can be recommended as an effective and adaptive pedagogical strategy.

4. Conclusion

This research aims to improve student learning outcomes in the IPAS subject through the implementation of the Role Playing learning model in Grade V at SDN 5 Sindue Tobata. The findings show that the structured application of this model successfully created a more active, interactive, and meaningful learning experience for students. Through six stages of learning, starting from model introduction to

evaluation and reflection, Role Playing encouraged students to understand the material holistically by involving cognitive, affective, and social aspects.

This approach allows students to take an active role in the learning process, freely express their ideas, and develop communication and empathy skills. Students' direct involvement in role-playing simulations has proven to increase learning motivation, build self-confidence, and strengthen critical thinking skills. Teachers also play an important role as facilitators in guiding the learning process to ensure it remains aligned with the intended goals.

The Role Playing model is not only effective in the context of IPAS learning but also has the potential to be applied in other subjects that require deep understanding and social interaction. Therefore, this strategy is recommended as an adaptive pedagogical alternative for creating student-centered learning experiences. Further research may explore the implementation of this model in broader contexts, such as different educational levels or other subject matter, to strengthen the generalizability of the findings.

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