



The Effect of the Role-Playing Learning Model on the Learning Outcomes of Fifth-Grade Students in Pancasila Education at SDN Sruni 2

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ABSTRACT

Utilizing a quantitative approach paired with a One Group Pretest-Posttest Design, this research investigates how the Role Playing instructional model impacts the academic performance of fifth-grade students in Pancasila Education at SDN Sruni 2, Gedangan District, Sidoarjo Regency. A saturated sampling method under nonprobability techniques was applied to determine the research sample of grade V students. Multiple-choice pretests and posttests served as the primary data collection instruments, which successfully satisfied validity and reliability standards. SPSS version 22 facilitated the data analysis through normality checks and paired t-tests. According to the findings, the dataset followed a normal distribution, and implementing the Role Playing model yielded a statistically significant impact on student scores, evidenced by a significance level of 0.000 (below 0.05). Furthermore, the mean student score rose from 56.2 on the pretest to 76.6 on the posttest. These outcomes demonstrate that the Role Playing approach fosters a more engaging, active, and interactive classroom atmosphere, thereby deepening students' comprehension of Pancasila Education concepts—particularly regarding gotong royong. Consequently, this model proves to be a viable and effective teaching strategy for enhancing learning outcomes in primary education.

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INTRODUCTION

The development of education in the 21st century presents increasingly complex challenges due to technological advancements, social changes, and ever-growing global demands. This condition requires students not only to master knowledge, but also to have the ability to think critically, creatively, communicate, and collaborate. In this context, the deep learning approach is seen as relevant because it provides opportunities for students to understand concepts in depth, find the meaning of the learning process, and connect the material learned with real life (Parisu & Saputra, 2025). Therefore, the learning

process needs to be designed to encourage active involvement of students so that they can build creativity while applying the knowledge gained in their daily lives.

Pancasila Education stands as a foundational subject critical to cultivating student character, seeking to embed national principles from the earliest stages of elementary education. However, the implementation of Pancasila Education learning still faces various obstacles, including low student participation and activeness during the learning process (Pasa & Aini, 2025). In fact, Pancasila Education learning is expected to be able to shape students' attitudes, values, and knowledge so that they can be applied in community life.

This problem is inseparable from the still dominant use of conventional teacher-centered learning approaches through lecture methods. This condition causes students to tend to be passive, lack meaningful learning experiences, and easily feel bored during learning. The results of observations on grade V students of SDN Sruni 2 show that the low interest in learning students is influenced by the learning process that only focuses on delivering material without providing opportunities for students to be actively involved in learning activities. Therefore, a learning model is needed that is able to train students to work together, exchange opinions, be responsible, and provide a hands-on learning experience. One of the learning models that is assessed according to these characteristics is the Role Playing learning model (Ratri & Hariningsih, 2024).

The Role Playing learning model is a learning model that conveys material through role-playing activities so that students can learn a concept by acting out certain characters or situations in the learning process. Through this model, students gain the opportunity to develop creativity, communication skills, and active engagement in learning through real-life experiences. In addition, the Role Playing model is able to encourage students to express ideas, understand various social situations, and build awareness through direct involvement in solving problems of daily life (Aksara & Lutfi, 2024). Thus, learning is not only oriented to mastery of the material, but also to the development of social skills and students' character.

The success of a learning process can ultimately be seen through the learning outcomes achieved by students. In determining the right learning model, teachers need to understand the characteristics of the material being taught as well as choose strategies that are able to develop students' thinking skills (Djerol et al., 2024). Learning outcomes are indicators used to determine the level of students' ability after participating in the learning process, both in terms of knowledge, attitudes, and skills (Darma et al., 2024). Therefore, the use

of the right learning model is expected to have a positive influence on improving student learning outcomes.

Prior studies consistently indicate that utilizing the Role Playing method is highly effective for elevating student involvement and academic achievement. Nevertheless, integrating this specific instructional model into fifth-grade Pancasila Education, particularly regarding gotong royong concepts, still necessitates comprehensive evaluation in relation to student traits and learning environments. Motivated by this gap, the current study establishes its originality by applying the Role Playing technique to analyze its direct influence on fifth grade academic outcomes at SDN Sruni 2, Gedangan District, Sidoarjo Regency.

Aligning with these points, this investigation is directed toward evaluating the effect of the Role Playing model on student learning performance in Pancasila Education. In practice, the resulting data is expected to offer valuable guidance for educators in selecting instructional strategies that build an interactive, stimulating, and meaningful classroom climate, ultimately driving up academic success while firmly planting core Pancasila values in learners.

RESEARCH METHOD

To examine the extent to which the Role Playing instructional model contributes to improvements in students' academic achievement in Pancasila Education, this study employs a quantitative research approach utilizing an experimental method. Quantitative experimental research is particularly appropriate because it enables researchers to objectively determine causal relationships between independent and dependent variables through systematic observation and numerical data analysis. By controlling the learning environment and applying a structured instructional treatment, this approach provides empirical evidence regarding the effectiveness of a particular learning strategy. Experimental research is widely recognized as a quantitative framework designed to measure the influence of specific interventions on predetermined outcomes under carefully controlled conditions, thereby ensuring that changes observed in the dependent variable can be attributed to the treatment rather than to external factors (Sugiyono, 2018). Consequently, this methodology offers a reliable foundation for evaluating the educational effectiveness of innovative instructional models.

The selection of an experimental design is further supported by educational research literature, which explains that experimental studies are conducted by deliberately administering a treatment to research participants

and subsequently observing the resulting changes in a systematic and objective manner (Hardani et al., 2020). Through this process, researchers are able to compare learning outcomes before and after the intervention to determine whether meaningful improvements occur. In the present study, the experimental procedure adopts a pre-experimental research design using the One-Group Pretest-Posttest Design. This design is considered suitable because it allows researchers to establish students' initial level of understanding through a pretest, implement the Role Playing learning model as the instructional treatment, and finally administer a posttest to measure learning progress after the intervention. The comparison between pretest and posttest scores serves as the principal indicator of the instructional model's effectiveness in enhancing students' learning achievement (Afflerbach et al., 2022).

This research was conducted at SDN Sruni 2, located on Jalan Jambu Number 401, Sruni Hamlet, Gedangan District, Sidoarjo Regency, Indonesia. The implementation of the study took place during the even semester of the 2025/2026 academic year, coinciding with the scheduled learning activities for fifth-grade students. The location was selected because it provides an appropriate educational setting for examining the implementation of active learning strategies in elementary education. Furthermore, the school offers a representative environment in which the Role Playing learning model can be integrated into Pancasila Education lessons while allowing researchers to observe students' learning behavior and academic performance throughout the experimental process.

The population of this study consists of all fifth-grade students enrolled at SDN Sruni 2 during the 2025/2026 academic year. Since the total number of students is relatively limited, the study employs a non-probability sampling technique known as saturated sampling or total sampling. Under this technique, every member of the population is included as a research participant, thereby eliminating sampling bias and ensuring that the collected data accurately represent the characteristics of the entire population. According to Scott (2018), a population refers to a generalized group of individuals or objects possessing particular characteristics that are relevant to a study, whereas a sample represents a subset of that population selected for investigation. Because the entire population participates in the research, the distinction between population and sample becomes minimal, allowing for a more comprehensive evaluation of the instructional treatment.

Within the conceptual framework of this study, the variables are clearly identified to facilitate systematic analysis. The independent variable (X) is the implementation of the Role Playing instructional model, which emphasizes

active participation, collaborative interaction, and experiential learning through simulated situations relevant to students' daily experiences. Meanwhile, the dependent variable (Y) is students' academic achievement in Pancasila Education, measured by their cognitive learning outcomes following the instructional intervention. The research assumes that the application of the Role Playing model has the potential to improve students' comprehension of Pancasila values, strengthen collaborative skills, and enhance classroom engagement, which collectively contribute to higher academic achievement.

Data collection is carried out primarily through objective multiple-choice achievement tests administered in two stages. The first test, or pretest, is conducted before the implementation of the Role Playing learning model to determine students' baseline knowledge and understanding of the instructional material. After the treatment has been completed over the designated instructional period, a posttest consisting of equivalent content and difficulty levels is administered to evaluate students' learning progress. The difference between pretest and posttest scores serves as the principal indicator of learning improvement resulting from the experimental treatment. Prior to implementation, all research instruments undergo comprehensive validity and reliability testing to ensure that they accurately measure the intended learning outcomes and consistently produce dependable data.

To support the quantitative analysis, all collected data are processed using the Statistical Package for the Social Sciences (SPSS) version 22. The analysis begins with preliminary testing of the research instruments, including validity and reliability analyses, to verify that each test item meets established psychometric standards (Sugiyono, 2022). Subsequently, descriptive statistical analyses are conducted to summarize students' learning achievement before and after the intervention. Inferential statistical procedures then follow, beginning with a normality test to determine whether the data satisfy the assumptions required for parametric analysis. If the data are normally distributed, the research hypothesis is tested using a paired-samples t-test to compare students' pretest and posttest scores. Conversely, if the assumption of normality is violated, an appropriate non-parametric alternative, such as the Wilcoxon Signed-Rank Test, is employed. All statistical decisions are based on a significance level of 0.05, whereby a p-value below 0.05 indicates that the implementation of the Role Playing instructional model has a statistically significant effect on students' academic achievement in Pancasila Education. Through these systematic analytical procedures, the study aims to generate valid, reliable, and evidence-based conclusions regarding the effectiveness of

the instructional model in improving elementary school students' learning outcomes.

RESULT AND DISCUSSION

Results

Validity Test

This validation aims to test the feasibility of test questions before they are applied in trials. In this study, validation includes learning tools such as teaching modules, question test instruments, and LKPD. Expert validation was carried out by an expert, namely Mr. Fajar Nur Yasin, S. Pd., M.Pd who is a PGSD lecturer at UNUSIDA. Based on the results of expert validation as follows:

Table 1.
Validity Test Results

No Question	Criteria		Remarks	Indicator Questions
	<i>Pearson Correlation</i>	<i>Sig. (2- tailed)</i>		
1	0,502	0,012	Valid	C2 (understand)
2	0,436	0,033	Valid	C2 (knowing)
3	0,436	0,033	Valid	C2 (understand)
4	0,502	0,012	Valid	C1 (identify)
5	0,436	0,033	Valid	C1 (knowing)
6	0,436	0,033	Valid	C2 (understand)
7	0,502	0,012	Valid	C2 (knowing)
8	0,436	0,033	Valid	C3 (determining)
9	0,436	0,033	Valid	C1 (knowing)
10	0,502	0,012	Valid	C1 (identify)
11	0,436	0,033	Valid	C1 (knowing)
12	0,438	0,033	Valid	C2 (understand)
13	0,502	0,012	Valid	C3 (apply)
14	0,436	0,033	Valid	C1 (knowing)
15	0,436	0,033	Valid	C2 (understand)
16	0,075	0,726	Invalid	C3 (understand)
17	0,434	0,034	Valid	C2 (understand)
18	0,075	0,726	Invalid	C2 (knowing)
19	0,217	0,307	Invalid	C3 (apply)
20	0,438	0,033	Valid	C3 (determining)

Based on the table above, if the value of sig. < 0.05 then the question is declared valid. And if the value sig. > 0.05, the question is declared invalid.

Based on the table above, it can be concluded that there are 17 questions that are declared valid and 3 questions that are invalid

Reliability Test

Table 2.
Reliability Test Results

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
,771	17

Based on the results presented in the table above, the reliability of the research instrument was assessed using Cronbach's Alpha, where an instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60 and unreliable if it is less than 0.60. The reliability test was conducted on the multiple-choice questions used in both the pretest and posttest to ensure the consistency of the measurement instrument. The analysis yielded a Cronbach's Alpha value of 0.771, which exceeds the minimum acceptable threshold of 0.60. Therefore, it can be concluded that the test instrument demonstrates good internal consistency and that the pretest and posttest questions are reliable and suitable for measuring students' learning achievement in this study.

Normality Test Results

The normality test of values *pretest* and *posstest* 5th grade students of SDN Sruni 2, Gedangan District, Sidoarjo Regency as follows:

Table 3.
Pretest and Posttest Scores

No	Name	<i>Pretest</i>	<i>Posttest</i>
1	AAS	47	65
2	ANP	53	71
3	AFA	59	76
4	AHA	41	65
5	AAR	65	82
6	CPP	53	71
7	CZA	59	76
8	CIL	71	88
9	FAA	47	71
10	GTPW	53	76
11	IAA	65	82
12	KK	41	65
13	KAAU	59	76
14	CCP	65	82
15	LSS	53	71

16	MJA	71	94
17	BUY	59	82
18	MKA	47	71
19	MDAK	41	65
20	MHI	65	82
21	MNRA	53	76
22	NAF	65	88
23	NO	47	71
24	PS	71	94
Quantity		1350	1840
Average		56, 2	76, 6

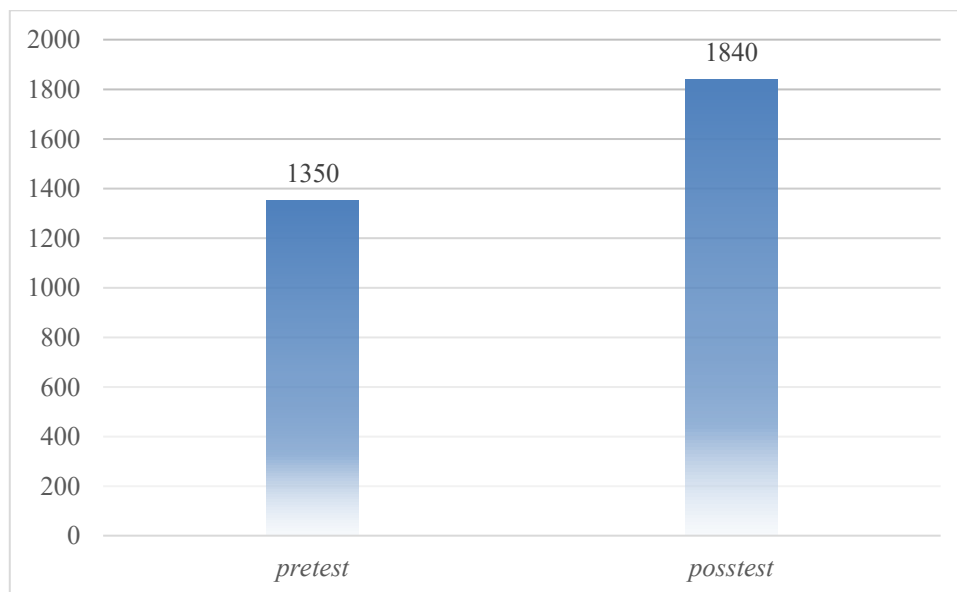


Figure 1.
Pretest and Posttest Result Diagram

Table 4.
Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,150	24	,172	,929	24	,091
posttest	,159	24	,118	,923	24	,069

The normality of the data was examined using the Shapiro-Wilk test, in which a significance (Sig.) value greater than 0.05 indicates that the data follow a normal distribution, whereas a value below 0.05 indicates a non-normal distribution. The test results revealed significance values of 0.091 for the pretest and 0.069 for the posttest, both of which exceed the 0.05 significance level. These findings indicate that the pretest and posttest data are normally distributed and satisfy the assumption of normality. Consequently, the dataset is appropriate for further analysis using parametric statistical procedures, specifically the paired-samples t-test, to evaluate whether the implementation of the Role Playing learning model resulted in a statistically significant improvement in students' learning achievement.

T Test Results

The *T test* was admitted after conducting a normality test and it was proven that the data was distributed normally. The *T test* aims to see the influence of *pretest* results and *posttest* results in learning using the *Role Playing learning model*. The following is the table results from the *T test*:

Table 5.
T Test Results

<i>Paired Samples Test</i>									
Paired Differences									
				95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)	
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	pretest - posttest	- 3,189	,651	- 21,763	19,070	- 31,369	23	,000	

According to the results shown in the table above, the research hypothesis was tested based on the significance (Sig.) value. If the significance value is greater than 0.05, the null hypothesis (H_0) is retained and the alternative hypothesis (H_a) is rejected. On the other hand, if the significance value is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. The statistical analysis yielded a significance value of 0.000, which is well below the 0.05 threshold. Therefore, H_0 is rejected and H_a is accepted, confirming that the implementation of the Role Playing learning model has a significant positive effect on students' learning outcomes in Pancasila Education. This finding indicates that the instructional treatment successfully

enhanced students' academic performance compared with their achievement before the intervention.

Discussion

Designed to evaluate the impact of the Role Playing instructional model on academic achievement, this research focuses on fifth-grade students studying Pancasila Education at SDN Sruni 2, located within Gedangan District, Sidoarjo Regency. The empirical findings reveal that implementing this technique produces a statistically meaningful effect on student performance.

This conclusion is strongly supported by paired t-test computations yielding a significance metric of 0.000, which falls well below the 0.05 threshold, thereby confirming the acceptance of the alternative hypothesis alongside the rejection of the null hypothesis. Furthermore, descriptive metrics highlight a clear upward shift in academic performance, with the mean student score jumping from a baseline of 56.2 on the initial assessment up to 76.6 on the final evaluation. Ultimately, these outcomes demonstrate that utilizing the Role Playing model successfully deepens student comprehension of gotong royong concepts within the Pancasila Education curriculum.

The findings of this study are in line with the opinion of (Joyce et al., 2015) which states that *Role Playing* It is a social learning model designed to help students understand various social problems through role-playing activities so that students get a more meaningful learning experience. This is also in accordance with the theory which explains that Pancasila Education aims to form good citizens through the cultivation of Pancasila values in daily life. Therefore, the application of the *Role Playing* It is considered relevant because it provides opportunities for students to understand and practice these values directly. In addition, states that the *Role Playing* able to develop students' imagination, communication, and active involvement through real learning practices.

The implementation of learning is carried out in two meetings by following the model stages *Role Playing*, namely preparation, role selection, scenario arrangement, observer preparation, role-playing implementation, discussion, evaluation, and drawing conclusions as stated by (Naldi, 2024). During the learning process, students actively participate in discussions, acting characters, working together, and expressing opinions so that learning takes place more interactive than conventional learning. The gotong royong material that is the focus of the research is also very suitable to be applied using this model because it is directly related to the social life of students, so that they not only understand the concept theoretically, but are also able to implement the value of gotong royong in daily life.

Statistically, the research instrument was declared feasible to use because out of 20 questions, there were 17 valid questions with a reliability value of Cronbach's Alpha of 0.771. Normality evaluations conducted via the Shapiro-Wilk procedure yielded significance scores of 0.091 for the pretest and 0.069 for the posttest, both of which exceed the standard 0.05 threshold. Consequently, these metrics confirm that the underlying dataset follows a normal distribution, thereby satisfying the statistical assumptions required for parametric hypothesis evaluation through the paired t-test. Ultimately, these diagnostics reinforce the analytical conclusion that implementing the Role Playing instructional model creates a statistically significant impact on elevating student learning achievement.

The results of this study are also supported by research which shows that the application of the learning model *Role Playing* in the subject of Pancasila Education is able to improve the learning outcomes of elementary school students. The findings are reinforced by research (Pasa & Aini, 2025) which concludes that learning through role-playing can improve students' understanding of concepts, activeness, and learning outcomes. From the theoretical side, the results of this study are in line with the opinion (Kaelan, 2016) which emphasizes that Pancasila Education is not only oriented to the mastery of knowledge, but also the formation of character and the practice of Pancasila values in daily life.

The improvement of learning outcomes obtained by students is also in accordance with the theory of learning outcomes (Sudjana, 2017) which states that learning outcomes are the abilities that students have after gaining learning experience. In this study, learning experiences are obtained through observing, discussing, role-playing, and evaluating activities so that students become more active in building their knowledge (*student centered learning*). Judging from Bloom's Taxonomy, the improvement in learning outcomes can be seen in the cognitive domain, especially the ability to remember (C1), understand (C2), and apply (C3). Thus, the learning model *Role Playing* proven to be effective in creating active, fun, and meaningful learning so that it can be used as an alternative learning model to improve the learning outcomes of Pancasila Education in elementary schools.

CONCLUSION

Drawing from the empirical findings, this study concludes that implementing the Role Playing instructional model exerts a statistically significant impact on student academic achievement within fifth-grade Pancasila Education at SDN Sruni 2, Gedangan District, Sidoarjo Regency. All

evaluation instruments successfully satisfied established validity and reliability standards, while preliminary normality assessments confirmed that the dataset adheres to a normal distribution, thereby fully satisfying the prerequisites for parametric hypothesis testing.

Furthermore, the hypothesis evaluation demonstrates that applying the Role Playing model substantially enhances learner performance. These outcomes indicate that interactive role-playing activities foster a dynamic, engaging, and purposeful classroom environment, which in turn deepens student comprehension of Pancasila Education concepts.

Consequently, the Role Playing model serves as a viable and highly effective pedagogical alternative for elevating academic success in primary schools. Beyond immediate classroom applications, these insights are anticipated to act as a practical reference for educators seeking innovative instructional designs, as well as a foundational guide for future investigators exploring alternative topics, variables, skills, and character dimensions to achieve broader research perspectives..

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