# The Effect of Role-Playing Learning Model on Student Learning Outcomes in Pancasila Subject in Grade V MIS NU Palangka Raya

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| Abstract | |
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| This study aims to describe the implementation and measure the effect of the role-playing learning model on the learning outcomes of applying Pancasila values in the family environment for fifth-grade students at MIS NU Palangka Raya. The study uses a quantitative approach with a one-group pretest-posttest quasi-experimental design. Data were obtained through observation, tests, and documentation, and then analyzed using the T-test. The research results show that role-playing learning was carried out according to the syntax, starting from aperception, group division, scenario provision, acting, discussion, to reflection. Students appeared active, cooperative, and showed an increase in courage and self-confidence. The paired sample t-test showed Sig. (2-tailed) = 0.000 < 0.05, which means the role-playing model has a positive and significant effect on student learning outcomes. Thus, the role-playing model is effective for use in Pancasila Education learning because it can improve learning outcomes as well as develop students' cognitive, affective, and psychomotor aspects. | **Keywords:** Learning Outcomes; Pancasila Subject; Role-Playing Models; Pancasila Values. |

| Abstrak | |
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| Penelitian ini bertujuan mendeskripsikan pelaksanaan serta mengukur pengaruh model pembelajaran bermain peran (role playing) terhadap hasil belajar materi penerapan nilai-nilai Pancasila di lingkungan keluarga pada siswa kelas V MIS NU Palangka Raya. Penelitian menggunakan pendekatan kuantitatif dengan desain pra-eksperimental One-Group Pretest-Posttest. Data diperoleh melalui observasi, tes, dan dokumentasi lalu dianalisis dengan Uji T. Hasil penelitian menunjukkan bahwa pembelajaran bermain peran terlaksana sesuai sintaks, mulai dari apersepsi, pembagian kelompok, pemberian skenario, pemeranan, diskusi, hingga refleksi. Siswa terlihat aktif, bekerja sama, serta menunjukkan peningkatan keberanian dan kepercayaan diri. Uji paired sample t-test menunjukkan Sig. (2-tailed) = 0,000 < 0,05, yang berarti model bermain peran berpengaruh positif dan signifikan terhadap hasil belajar siswa. Dengan demikian, model bermain peran efektif digunakan dalam pembelajaran Pendidikan Pancasila karena | **Kata Kunci:** Hasil Belajar; Mata Pelajaran Pancasila; Model Bermain Peran; Nilai-nilai Pancasila. |

| mampu meningkatkan hasil belajar serta mengembangkan aspek kognitif, afektif, dan psikomotor siswa. | |

## 1. Introduction

The role-playing learning model has become one of the approaches considered capable of improving student learning outcomes, especially in Pancasila subjects in grade V at MIS NU Palangka Raya. This approach provides students with the opportunity to actively engage through activities involving role-playing situations related to Pancasila values. The approach taken by the teacher is very important as a form of enhancing the quality and learning outcomes of students( Abrar et al., 2025). Such direct involvement is expected to help students understand the material more concretely and meaningfully. Through the application of the role-playing model, the learning process is not only oriented toward knowledge but also toward the development of attitudes and social skills relevant to the objectives of Pancasila education. Therefore, this study was conducted to determine the extent of the influence of the role-playing learning model on student learning outcomes in this subject. Education is an important aspect in enlightening the nation's life and shaping character (Hamdi et al., 2025), However, in the context of education, particularly in the subject of Pancasila Education, there is a fairly pressing issue related to the low learning outcomes of students. Initial observations indicate that many students experience difficulties in understanding the concepts of Pancasila and their application in daily life. Evaluation results show that students tend to be passive during the learning process, which negatively impacts their understanding and application of Pancasila values. This problem encourages the need for an evaluation of the teaching methods applied in the classroom.(Umroni & Romelah, 2025).

The role-playing learning model is expected to be an appropriate choice to enhance understanding of the material, self-confidence, and student learning outcomes. This approach allows students to actively participate in a contextual and enjoyable learning process, thereby increasing their motivation. (Tuken, 2016a). Previous research has shown that this learning model has a positive impact on improving learning outcomes in various subjects, including Citizenship Education. (Maulida et al., 2023) . However, in the context of Pancasila Education at the elementary level, particularly in grade V at MIS NU Palangka Raya, the implementation of this model is still rarely explored, creating a gap in the existing literature. Social facts indicate that character education, including Pancasila education, is very important for building awareness as a good citizen. (Nurgiansah, 2022). This awareness not only includes a theoretical understanding of Pancasila, but also the application of Pancasila values in daily actions. Through learning models that support student participation, such as role-playing, it is hoped that the learning process becomes more lively and relevant to students' lives.

Based on the above explanation, the role-playing learning model is expected to be the right choice in enhancing students' understanding of the material, self-confidence, and learning outcomes, as each student has different learning styles and levels of comprehension. Therefore, the learning model applied can determine the desired learning outcomes. Thus, the author has set the title of this research as 'The Effect of Role-Playing Learning Model on Students' Learning Outcomes in Pancasila Subject in Grade V MIS NU Palangka Raya.' This study is expected to provide empirical evidence regarding the effectiveness of this learning model as well as contribute to the development of better teaching methodologies in the education sector, particularly in the subject of Pancasila.(Sulisfianti & Handayani, 2023).

A study by Hayani showed an improvement in students' speaking skills through the role-playing method in elementary schools, supporting the idea that active student involvement in speaking, through role-playing, can have a positive impact on their learning outcomes. (Hayani, 2024). Research by Rayhan et al. also confirms that the use of role-playing methods can improve speaking skills in elementary school students, with a focus on fifth grade. (Rayhan et al., 2023). This is relevant for understanding how the application of the same methods can be applied in Pancasila learning, considering that both fields are part of student character development. Fitriani and Nurafni reported that the role-playing model has a positive impact on learning outcomes in Pancasila Education. In their study, it was found that students showed significant improvements in their learning outcomes.(Fitriani & Nurafni, 2021). This study contributes to the goal of exploring the influence of role-playing methods in Pancasila subjects at MIS NU Palangka Raya. However, although many studies have shown the effectiveness of the role-playing model, there are shortcomings in the implementation of this model specifically in the context of Pancasila education in madrasahs. Research by Amalia et al. and Juhairiah et al. emphasizes the importance of interactive learning in the context of character education and values, although they do not focus specifically on the Pancasila subject at the elementary school level. (Amalia et al., 2021). This indicates a research gap that can be filled by this study, particularly for understanding how role-playing models can be effectively integrated into the Pancasila curriculum. Thus, this study aims to contribute to the existing literature by exploring the specific effects of the role-playing learning model in the context of Pancasila subjects at MIS NU Palangka Raya. The connection to previous research explains its relevance, but it also shows that further emphasis is needed to explore the specific impacts in the context of Pancasila education.

The basic argument underpinning this research is that interactive and contextual learning, such as that offered by the role-playing model, can provide students with a deeper learning experience, which is expected to ultimately lead to an overall improvement in learning outcomes. (Sakban & Wahyudin, 2019). Based on the results of observations and interviews conducted on August 20, 2025, it was found that class Va has 28 students. According to Mrs. NR, the teacher in charge of the subject, students' learning outcomes in class Va are not yet evenly distributed in terms of both grades and attitudes. There are students who are active as well as students who are less active. Mrs. NR explained that in this class, especially in the

Pancasila Education subject, the role-playing learning model has never been applied; teaching is still dominated by conventional learning methods. This condition strengthens the argument that the role-playing learning model needs to be explored as an alternative to improve the quality of learning in class V at MIS NU Palangka Raya.

## 2. Methods

This study uses a quantitative approach, and the type of research to be conducted is experimental research with a pre-experimental design approach. The pre-experimental design chosen is a one-group pretest-posttest design. Pre-experimental design is characterized by the absence of a comparison group and randomization. Treatment is given to the already established group using the one-group pretest-posttest design. In this study, the researcher uses the T-test.

## 3. Result and Discussion

3.1 Implementation of the role-playing learning model for fifth-grade students at MIS NU Palangka Raya

The implementation of the role-playing model proceeds according to the syntax: the teacher conducts an apperception, divides the groups, provides a scenario, students act out the characters, and carry out an evaluation discussion. Observations show that students are active, have good cooperation, and an increased courage to perform. The series of activities carried out by the teacher through the role-playing learning model are described as follows.

1) Warming up the group atmosphere (warming up)

The teacher greets, gives motivation, and appreciation. The teacher explains the topic: "Today we are learning about how to apply the values of Pancasila in family life through role-playing." The teacher sparks a light discussion: "Who at home has ever participated in gotong royong (mutual cooperation) to clean the house? That is part of Pancasila values, you know".

2) Selecting participants

The teacher divides the students into several groups (5–6 people). The teacher provides a short scenario to each group, for example: Principle 1: Praying before eating together with the family. Principle 2: Children respecting differences of opinion with older or younger siblings. Principle 3: The family cleans the yard together. Principle 4: Family discussion decides on vacation goals. Principle 5: Parents fairly divide household chores between older and younger siblings. Students in the group assign roles (father, mother, older sibling, younger sibling).

3) Setting up the stage

The teacher asked each group to arrange the tables/chairs according to the scene. The teacher gave 5 minutes for preparation (practicing simple dialogues).

4) Preparing observers

The group that is not performing is assigned to be observers. The teacher provides a small observation sheet to assess: role suitability, communication, cooperation, and attitude.

5) Casting

The group performed a scenario. The teacher monitored the acting, ensuring that all members played their roles. Example scene: a family discusses and decides on a holiday, the child suggests going to the beach, the younger sibling wants to go to their grandmother's house, then the parents lead the discussion so that everyone agrees on a fair decision.

6) Discussion and evaluation

After the performance, the teacher guided the discussion: "Which Pancasila values were shown in the performance?" "Does that scene reflect attitudes in your family?" The observers provided comments according to the observation sheet.

7) Re-enactment (if necessary)

The teacher asked the group to improve or add improvisation according to feedback

8) Discussion and evaluation

The teacher emphasized again the importance of implementing Pancasila values within the family. The students gave real-life examples from their homes.

9) Sharing and generalizing experiences

The teacher invites students to relate the role-playing activity to real life. Reflective question: 'What attitude will you try to apply at home tonight?' The teacher concludes the lesson with a summary and a prayer.

The implementation of the role-playing learning model proceeds according to the syntax and demonstrates effectiveness in engaging students. The teacher begins the lesson with relevant apperception and motivation, then divides the groups and provides scenarios that represent the values of Pancasila in family life. Students arrange the setting, assign roles, and enact characters according to the scenes, while other groups act as observers using observation sheets. The role-playing process is active and interactive, evident from the increased courage, cooperation, and communication skills of the students. Discussions and evaluations after the performance help students identify Pancasila values in each scene and improve their performance when necessary. Strengthening values and final reflections enable students to connect role-playing experiences with real life. Overall, the implementation of the role-playing model not only increases students' participation and understanding but also accustoms them to applying the values of Pancasila in the family context.

3.2 Learning Outcomes of Pancasila in the Implementation of Role-Playing Learning Model

The students' learning outcomes after the implementation of the role-playing learning model showed a clear improvement compared to before the treatment, both in terms of grades and learning behavior. The higher average posttest scores compared to pretest scores indicate development in the students' cognitive domain, particularly in understanding the concepts and values of Pancasila. Observations during learning also showed positive changes in affective and psychomotor aspects, where students appeared more confident, actively collaborated in groups, and were able to relate the material to real-life experiences. This improvement confirms that the role-playing model is not only effective in enhancing mastery of

the material but also promotes character formation and social skills among students. Overall, the implementation of the role-playing learning model has a positive impact on learning outcomes in Pancasila and strengthens the integration of Pancasila values into students' behavior.

The students' learning outcomes after the implementation of the role-playing model showed improvement compared to before the treatment was given. Based on the learning outcome tests, the average post-test score was higher than the pre-test score. In addition, from the observations, students became more confident, able to cooperate, and could relate the material to everyday life. Thus, this model is able to enhance students' cognitive, affective, and psychomotor aspects.

Here are the results of learning Pancasila through the implementation of the role-playing learning model.

Diagram 1. Learning outcomes
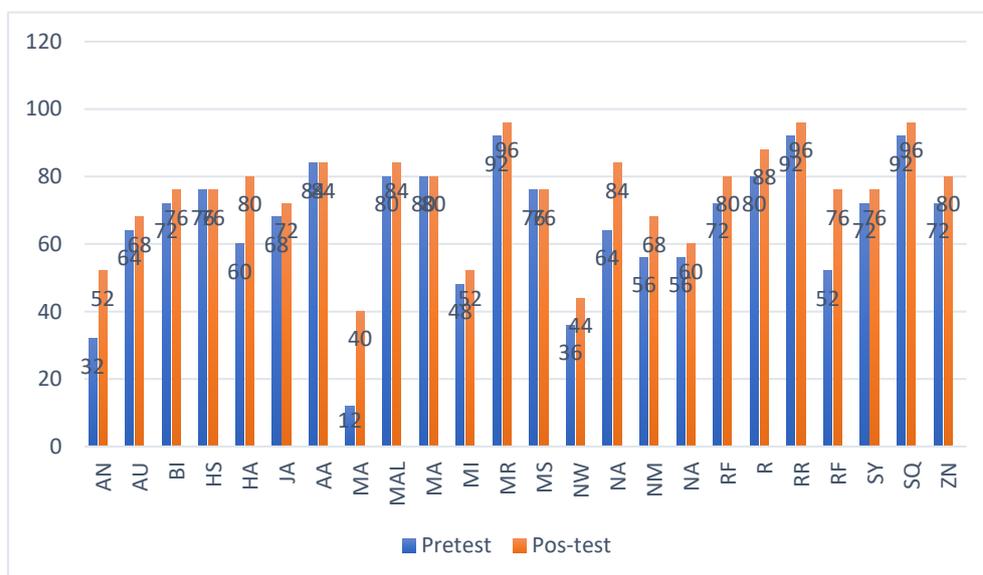


3.3 The effect of role-playing learning models on student learning outcomes in Pancasila subjects.

The influence of the role-playing learning model on students' learning outcomes in the Pancasila subject is demonstrated by the researcher by examining the results of pre-tests and post-tests, which are then analyzed using SPSS. This analysis uses data from an experimental study with a One Group Pretest-Posttest design. The results of the parametric statistical analysis (Paired-samples t-test) can be seen in the image below.

**Paired Samples Statistics**

|  |  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Learning Model Pretest | 66.17 | 24 | 19.807 | 4.043 |
|  | Learning Model Posts | 74.33 | 24 | 15.330 | 3.129 |

Figure 1.Paired Samples Statistics

Based on the analysis of data using SPSS, the average score of students' learning outcomes before using the role-playing learning model (pretest) was 66.17. After implementing the role-playing learning model, the average score of students' learning outcomes (posttest) increased to 74.33. This increase of 8.16 points indicates a difference in learning outcomes before and after the treatment. Therefore, it can be descriptively concluded that the implementation of the role-playing learning model has a positive effect on students' learning outcomes in the Pancasila subject in class V A at MIS NU Palangka Raya. This increase in the average score serves as evidence that the role-playing learning model can help students be more active, engaged, and understand the material better compared to before the model was applied.

**Paired Samples Test**

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Pretest Model Pembelajaran - Postes Model Pembelajaran | -8.167 | 8.128 | 1.659 | -11.599 | -4.735 | -4.923 | 23 | .000 |

Figure 2.Paired Samples Test

Based on the results of the Paired Samples Test, the calculated t value was -4.923 with df = 23 and a significance value (Sig. 2-tailed) = 0.000. At a significance level of $\alpha = 0.05$ and df = 23, the table t value was 2.069. Since |calculated t| = 4.923 > table t = 2.069, in accordance with the hypothesis testing criteria (if the calculated t > table t then $H_0$ is rejected and $H_a$ is accepted), it can be concluded that $H_0$ is rejected and $H_a$ is accepted. Thus, there is a significant difference between pretest and posttest scores. This means that the role-playing learning model has a positive and significant effect on students' learning outcomes in the Pancasila subject in class VA of MIS NU Palangka Raya.

The implementation of role-playing models in learning is an effective approach to increasing student engagement and courage. An effective learning model can improve the quality of education.(Arianty et al., 2025). The implementation syntax includes several stages, namely perception by the teacher, group division, provision of scenarios, calling students to play roles, and ending with an evaluation discussion. Each step in this process plays an important role in fostering cooperation among students and increasing their participation in learning. Perception is a crucial initial step. In the context of learning, perception helps build a connection between the knowledge that students already have and the new material to be learned. This is supported by research showing that effective perception can enhance students' interest in learning.(Jayapada et al., 2020) . Next, dividing into groups becomes important to encourage cooperation and social interaction. Research conducted by Tuken shows that the implementation of

cooperative learning in role-playing techniques can improve student learning outcomes (Tuken, 2016b).

After the group division, the stage of providing scenarios is important because it can give students a real context to carry out the roles that have been assigned. Through these scenarios, students not only learn about theory but also apply their knowledge in more practical situations. Research shows that students involved in role-playing models tend to be more active and are able to demonstrate the courage to perform (Masri, 2020;Wirati, 2020). This shows that by giving them the opportunity to play roles in pre-prepared situations, students practice social and expressive skills. Then, conducting an evaluation discussion after the game is an equally important stage. This session allows students to reflect on their role-playing experiences, provide feedback to their groupmates, and discuss the lessons learned. This evaluation can create opportunities for students to improve the quality of collaboration and support each other in the learning process. Research by Lestari and Mufliharsi shows that character education values can be strengthened through interactive activities such as role-playing (Lestari & Mufliharsi, 2023).

Overall, the use of role-playing models in learning not only increases student engagement but also creates a dynamic and collaborative classroom atmosphere. Through the observations conducted, data was obtained showing that students demonstrated good cooperation as well as increased confidence in performing in front of an audience. (Masri, 2020). This indicates that this technique is very effective in developing important soft skills for students' growth in various aspects, both academic and personal. The implementation of role-playing models in education has shown significant results in improving student learning outcomes. Various studies have proven that the use of this method not only enhances cognitive achievement but also the affective and psychomotor aspects of students. Data indicates that the average posttest scores after implementing the role-playing model are higher compared to the pretest, reflecting the effectiveness of this method in improving students' understanding and knowledge. (Agarwal et al., 2024).

One of the most striking aspects of implementing role-playing models is the increase in students' self-confidence. In an educational context, this self-confidence is very important because it can influence the way students interact with each other and with the learning materials. It is also important to analyze students' learning styles in order to provide effective practical learning. (Assidiq Nur Ikhsan et al., 2025). Xu et al. showed that role-playing methods help students in aspects of communication and collaboration, which contributes to the development of their social skills in an academic environment (Xu et al., 2023). Research by Jabeen et al. supports this by showing that students who engage in simulations involving role-playing are more likely to feel capable and motivated in actively participating in their learning. (Agarwal et al., 2024). Furthermore, observations of students participating in role-playing activities show that they are more effective in connecting learning material with real-life situations. Research by Nair confirms this by showing that students involved in role-playing sessions feel that the activities reflect real experiences and facilitate their transition from the classroom environment to practical application. (Nair, 2019) This emphasizes that active engagement through

interactive learning methods such as role-playing not only enhances the understanding of theory but also the practical relevance of that knowledge in students' everyday lives.

In the context of developing cognitive, affective, and psychomotor aspects, the role-playing method contributes to shaping students who are not only academically intelligent but also skilled in communication and collaboration. A review by Bharti highlights that this method encourages more active student participation and enhances communication skills that are essential in the healthcare context. (Bharti, 2023). This is in line with the findings of Herchenröther et al., who noted that the quality of interactions among students in role-playing sessions can enrich their overall learning experience. (Herchenröther et al., 2021) Overall, the implementation of the role-playing model has proven to significantly improve students' learning outcomes, both in cognitive knowledge, collaborative skills, and the application of material in daily life. This makes this method an effective alternative for a more innovative and engaging learning approach, providing students with valuable experiences that they can apply in their future professional contexts.

The role-playing learning model has a positive and significant impact on students' learning outcomes, especially in the context of teaching Pancasila subjects in Class V A at MIS NU Palangka Raya. This method allows students to interact directly with the lesson material through simulation activities that integrate emotional and cognitive experiences, thereby facilitating a deeper understanding of Pancasila values. Several studies indicate that the implementation of the role-playing learning model can increase students' motivation to learn. For example, research by (Irmawati, 2020) found that using role-playing learning strategies can increase students' motivation and academic achievement. The study showed that when students are engaged in enjoyable and interactive activities, they tend to be more enthusiastic about learning and better able to absorb the information being taught.

Furthermore, this model has also been shown to have a positive impact on students' cognitive and affective aspects. (Nurmin, 2022) emphasizes that the implementation of role-playing models in social studies learning contributes significantly to improving student learning outcomes. This is supported by evidence from research by (Kristin, 2018), who conducted a meta-analysis and found that this learning model consistently improves learning outcomes across various subject contexts, including Pancasila.

The implementation of this learning model can also improve students' communication and collaboration skills. (Ahmad et al., 2024) noting that role-playing-based learning can facilitate 4C skills (Critical thinking, Creative thinking, Collaboration, and Communication) that are crucial in modern education. In the context of Pancasila education, this allows students not only to understand texts and theories, but also to discuss and apply these values in their daily lives, which is an important aspect of character education.

One of the implications of using this model in Pancasila education is the strengthening of students' empathy and social awareness, which aligns with the goals of Pancasila education itself. As shown by (Rofi'ah et al., 2020) In his research focusing on students' emotions through role-playing, this active learning approach can help students better understand and experience what is being taught, including the human values contained in Pancasila. Overall, the results of various studies show that the role-playing learning model not only contributes to the improvement of academic learning outcomes but also develops students' character and social skills. Thus, the implementation of this model in Pancasila learning in class V A at MIS NU Palangka Raya is a strategic choice to support comprehensive educational goals.

## 4. Conclusion

The implementation of the role-playing learning model on the topic of applying Pancasila values in the family environment proceeded according to the planned stages or syntax, starting from apperception, group division, scenario assignment, role playing, to discussion and reflection. The learning process was conducted in a conducive manner, as shown by the students' activeness, good cooperation, and increased confidence in performing in front of the class. In addition, through scenarios linked to everyday life, students were able to understand and internalize the values of Pancasila more concretely. Role-playing activities not only provide cognitive experiences but also foster affective aspects such as self-confidence, courage, and tolerance, as well as psychomotor aspects through communication and teamwork skills. Thus, the role-playing model is effectively used as an alternative learning method that emphasizes active student involvement while also getting them accustomed to applying Pancasila values in daily life. The implementation of the role-playing learning model has been proven to improve student learning outcomes. This is evident from the higher average posttest scores compared to the pretest. In addition, based on observation results, students demonstrated positive developments such as increased self-confidence, teamwork skills, and the ability to relate the material to everyday experiences. Thus, the role-playing model is effective in developing students' cognitive, affective, and psychomotor abilities. Based on the results of the paired sample t-test, the calculated t value was -4.923 with df = 23 and a significance value (Sig. 2-tailed) of 0.000. Meanwhile, the t-table value at a significance level of $\alpha = 0.05$ with df = 23 is 2.069. Since |calculated t| (4.923) > t-table (2.069) and the significance value is less than 0.05, according to the hypothesis testing criteria, it is decided that $H_0$ is rejected and $H_a$ is accepted. Therefore, it can be concluded that: The role-playing learning model has a positive and significant effect on students' learning outcomes in the Pancasila subject in class V A MIS NU Palangka Raya.

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