



## Improving Student Learning Participation in Social Studies Learning Through the Role Playing Method in Class VII of Junior High School (SMP) N 5 Padang

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### ABSTRACT:

This study aims to improve learning participation through the role playing method in the subject of Social Studies class VII.8 at SMP Negeri 5 Padang. This type of research is classroom action research (CAR). The subjects of the study were 33 students of class VII.8 SMP Negeri 5 Padang. The object of this study is learning participation in the subject of Social Sciences through the application of the role playing method. Data collection techniques used observation sheets, questionnaires, field notes and documentation. The data from the study were analyzed descriptively qualitatively. The results of this study indicate that the application of the role playing method in Social Studies learning can improve learning participation. For the aspect of learning participation in cycle I, participation in asking questions had a percentage of 53.57%, answering questions 52.38%, completing assignments 54.76%, discussing 52.38%, taking notes on lesson materials 55.95%, working on questions 53.57%, completing tests individually 53.57%, and concluding lesson materials 51.19%. In the action stage of cycle II, the percentage of each aspect increased from the results of the score obtained in cycle I, participation in asking questions had a percentage of 76.19%, answering questions 79.76%, completing assignments 82.14%, discussing 80.95%, taking notes on lesson materials 77.38%, working on questions 78.57%, completing tests individually 77.38%, and concluding lesson materials 77.38%.

**Keywords:** learning participation, social studies learning, role playing method

### ABSTRAK:

Penelitian ini bertujuan untuk meningkatkan partisipasi belajar melalui metode role playing pada mata pelajaran IPS kelas VII.8 di SMP Negeri 5 Padang. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Subyek penelitian adalah peserta didik kelas VII.8 SMP Negeri 5 Padang yang berjumlah 33 siswa. Objek penelitian ini adalah partisipasi belajar pada mata pelajaran Ilmu Pengetahuan Sosial melalui penerapan metode role playing. Teknik pengumpulan data menggunakan lembar observasi, angket, catatan lapangan dan dokumentasi. Data hasil penelitian dianalisis secara deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa penerapan metode role playing dalam pembelajaran IPS dapat meningkatkan partisipasi belajar. Untuk aspek partisipasi belajar pada siklus I, partisipasi bertanya memiliki persentase sebesar 53,57%, menjawab pertanyaan 52,38%, menyelesaikan tugas 54,76%, berdiskusi 52,38%, mencatat materi pelajaran sebesar 55,95%, mengerjakan soal 53,57%, menyelesaikan tes secara individu 53,57%, dan menyimpulkan materi pelajaran sebesar 51,19%. Pada tahap tindakan siklus II, persentase tiap aspek mengalami kenaikan dari hasil perolehan skor siklus I, partisipasi bertanya memiliki persentase sebesar 76,19%, menjawab pertanyaan 79,76%,

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menyelesaikan tugas 82,14%, berdiskusi 80,95%, mencatat materi pelajaran sebesar 77,38%, mengerjakan soal 78,57%, menyelesaikan tes secara individu 77,38%, dan menyimpulkan materi pelajaran sebesar 77,38%.

**Kata Kunci:** partisipasi belajar, pembelajaran IPS, metode role playing

## **A. INTRODUCTION**

Social Studies (IPS) education plays a crucial role in developing intelligent and responsible citizens. Social studies learning aims not only to transfer knowledge but also to develop social skills, attitudes, and values relevant to community life (Satria, Salamah, Syaputra, 2021). Social studies is a discipline that discusses the relationship between humans and their environment (Putri, Sadiman & Chumdari, 2019). Social studies as a concept of developing attitudes, knowledge and social skills that link interdisciplinary approaches to the social sciences of geography, economics, history, sociology, anthropology, and politics. Social skills include oral and written communication, cooperation, conflict management, collaboration, participation, lobbying, and influencing others. Participation skills are classified as social skills as a dimension of social studies skills. Social studies skills include 1) research skills; 2) thinking skills; 3) social participation skills; 4) communication skills.

Participatory learning skills are known as participation skills. Participatory learning skills are a combination of movement, stimulus, and response that encourage students to learn and gain knowledge, demonstrated through asking questions, expressing opinions, and discussing topics in class. These skills are needed to create a contributive and interactive learning environment in the classroom. Participation includes active involvement in various learning activities, such as asking questions, discussing, doing assignments, and working together in groups. According to Sesilia Manik et al (2023) student participation not

only reflects their activeness but also shows the extent to which they are emotionally, socially, and cognitively involved in the learning process. By increasing student participation, their understanding of the material will also improve, so that optimal learning outcomes can be achieved. Ayu, Sukardi & Ananda (2024) said that learning participation is one of the benchmarks for seeing the achievement of learning objectives, if student learning participation is good, it can be ensured that the learning objectives planned by the teacher in the lesson plan can be achieved optimally. From the statement above, it can be concluded that student participation is the main foundation in an effective learning process. It is not only a sign of activeness, but also a reflection of the holistic involvement of students.

However, the reality in the field shows that social studies learning is often faced with the problem of low student learning participation. Students tend to be passive, less enthusiastic in participating in the learning process, and minimal in expressing ideas or discussions (Erni, 2022). According to Nainul, Ratna & Hfsoh (2020) the factor causing low student learning participation is due to grade VII students still being in the transition phase. Ayu, Sukardi & Ananda (2024) said the problem of low student learning participation is due to the approach used in learning which is still teacher-centered and the use of models and methods that are less appropriate.

Based on observations made by researchers during PPL I in social studies learning for class VII.8 students of SMP Negeri 5 Padang, students lacked learning participation during the learning process.

The learning conditions carried out by the teacher did not stimulate student learning participation. This can be observed from the students' busy activities when the teacher explained the material in front of the class, students chatting with their deskmates, and students being busy with other activities during the learning process. When the teacher gave students the opportunity to express their opinions, many students remained silent. When the teacher asked students questions, only a few students answered or provided responses, this indicates a lack of response from students to the ongoing social studies learning.

The learning model that researchers offer to answer this problem is the Role Playing model. By using the role playing method, students will be able to participate in the learning process, because this method involves students to be active both physically and psychologically, (Afri Naldi; 2024). According to A Rahim & Rizki (2020), through role playing as another person, students can put themselves in the character of another person, and students can feel the feelings of others so as to foster an attitude of mutual concern. (Sita CHadija: 2023) said that the role playing learning method makes it easier for students or learners to find and understand difficult concepts by discussing them with other students. Thus, the use of the Role Playing learning model is the right solution to increase student learning participation, while developing empathy, cooperation, and a deeper understanding of learning materials through meaningful and enjoyable learning experiences.

According to Greenblat (Suparno 2022), simulation is a dynamic model that describes or reveals physical (non-human) or social (human) systems abstracted from reality and simplified for the learning process. Simulation or role-playing methods are fun learning methods. According to Uno (2021)

role-playing as a learning model aims to help students find themselves in the social world and solve dilemmas with the help of groups. According to A Rahim & Rizki (2020) role-playing is a way of mastering learning materials through developing students' imagination and appreciation. Through the role-playing method, it can involve cognitive, affective, and psychomotor aspects. With the role-playing method, it is hoped that students can appreciate and play roles in various imaginary or real figures in various situations. A well-planned role-playing method can instill the ability to be responsible in working together with others and learn to make decisions in group work relationships. From the above definition, it can be concluded that role-playing is a simple, planned learning activity designed to achieve learning objectives.

By using the role-playing learning method, it is hoped that students can have learning participation during social studies learning. In this case, the researcher took the title "Efforts to Increase Student Learning Participation in Social Studies Learning Through the Role-Playing Method in Class VII of SMPN 5 Padang".

## **B. METHOD**

The method used in this research is the PTK method. According to Kemmis and Mc. Taggart in the book (Kevin Adrea Tamala et al, 2025) Classroom Action Research is a study conducted to improve oneself which is carried out systematically, planned and with an introspective attitude. According to Saur Tampubolon in the book (Kevin Adrea Tamala et al, 2025) classroom action research is a cyclical (recycling) reflective research conducted by educators/prospective educators in their own classes in a collaborative/participatory manner to improve educator performance regarding the quality of the learning process, and improve student learning

outcomes, both in terms of academics and non-academics.

Meanwhile, according to Asrori, classroom action research is a form of reflective research by carrying out certain actions to improve and enhance learning practices in the classroom in a more qualified manner so that students can obtain better learning outcomes. Based on these opinions, it can be concluded that Classroom Action Research (CAR) is the right approach to use in this research because it allows researchers to reflectively and systematically improve the learning process in the classroom, improve the quality of educator performance, encourage the achievement of student learning outcomes, and develop learning participation skills, ask questions, answer, complete assignments, discuss, take notes, solve problems on the board, do tests and conclude learning.

### **1. Research Steps**

Based on the spiral research model from Kemmis & Taggart, classroom action research is research that is carried out in the form of cycles, each of which consists of four stages, namely planning, action, observation, and reflection.

In the planning stage (Planning) In this research, it was carried out before the action was given to students. The researcher and collaborator held a discussion followed by class observation in social studies learning, administering a diagnostic assessment questionnaire, and preparing research instruments. Action stage (action) At this stage, the teacher implemented the learning design that had been created with the researcher. During the learning process, the researcher will observe the learning process from beginning to end. Observer stage (observation). Sukardi (2018:5) explains that observation in classroom action research means observing the treatment given in the action activity. During the

learning process, observations were carried out by the researcher and observer using observation guidelines and field notes. Reflection stage (reflection) Data obtained from observations or observations were analyzed and then reflected upon. The purpose of this reflection is to determine the effectiveness or suitability of the implementation of the action and observe the increase in the results of the learning process towards achieving the goals.

### **2. Research Instruments**

Research instruments are tools selected and used by researchers in data collection activities. The instruments used in this study were: observation sheets, questionnaires, interviews, and field notes.

Observation sheets are used to observe student and teacher activities during social studies learning. Observation sheets for student learning participation contain aspects of learning participation compiled by researchers during the research planning stage. A questionnaire is a list of written statements or questions for students to answer. The pre-action questionnaire is used to gather information about student interest in social studies learning, while the post-action questionnaire is used to determine students' opinions about the use of role-playing methods in social studies learning. Interview guidelines are designed to further explore matters that cannot be determined through observation and questionnaires. Interviews are conducted before and after the action. The pre-action interview aims to determine the condition of social studies learning and obstacles encountered during learning. Meanwhile, the post-action interview aims to determine teachers' or students' opinions regarding the application of role-playing learning methods in social studies lessons. Field notes are an instrument for recording and describing activities carried out by teachers and

students during learning. This instrument can be used as a monitoring tool for actions and student development in participating in learning.

Classroom Action Research (CAR) was conducted at SMP Negeri 5 Padang in the 2024/2025 Academic Year. Jalan Komplek PJKA, Jati, Padang Timur District, Padang City, West Sumatra. The implementation of Classroom Action Research (CAR) was carried out in two cycles. The first cycle was carried out on February 11, 2025, and the second cycle was carried out on February 18, 2025. Each meeting took 80 minutes with a breakdown of 2 x 40 minutes. The research was carried out according to the lesson schedule.

### C. RESULT AND DISCUSSION

This study applies the Role Playing method strategy to the Social Studies subject of economic activity material that has been designed by the researcher in two cycles starting with cycle I which is carried out in 2 meetings and cycle II which is carried out in 2 meetings. At the end of each cycle, an evaluation is held to determine the increase in student learning participation in the material that has been given. This study began with a discussion between the researcher, the homeroom teacher of VII.8 and the Principal to discuss the research activities. The research activity schedule for the Social Studies subject of Economic Activity material has been designed and agreed upon together.

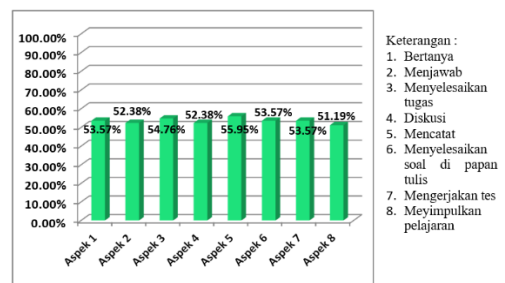
#### 1. Cycle 1 Research Results

In the first cycle of the research, social studies learning using the role-playing method took place over two cycles. Each cycle consisted of a planning stage, an action stage, an observation stage, and a reflection stage. In this first cycle, the material taught was theme 3, environmental economic potential, and the sub-topic,

economic activities. The following presents the results of the action research implementation from cycle I.

#### a. Observation of Student Learning Participation

Based on the observation sheet, the average level of active student participation in Cycle I reached 50%. Although there was an improvement compared to conventional learning, it did not reach the set success target (80%). The following presents data on the scores obtained for each aspect of student learning participation in Cycle I.



**Diagram 1. Student Learning Participation in Cycle 1**

The average score obtained in the action stage of cycle 1 was that students' participation in asking questions was 53.57%, participation in answering was 52.38%, completing assignments was 57.46%, discussions were 52.38%, taking notes on lesson materials was 55.95%, solving problems on the board was 53.57%, doing tests was 53.57%, and concluding the material was 51.19%. The average score obtained by students showed a fairly good category, so that the use of the role playing method can increase student learning participation during social studies learning.

#### b. Teacher Observation

During the implementation of the learning process, the use of the role-playing method was quite good. The teacher formed groups with variations, by randomly assigning students. The teacher even gave examples beforehand to

students how to play the characters in the roles. The teacher allocated more time for students to try out how to play the roles, the teacher acted more as a guide and direction provider. The teacher's way of organizing the lesson material was good, the teacher was able to build good communication with students, such as giving rewards and words of praise that could arouse students' enthusiasm for learning. At the end of the lesson, the teacher gave a message to students to be more diligent in studying.

#### c. Cycle 1 Reflection

The reflection stage serves to determine whether the implementation of actions from the use of the role-playing learning method can increase learning participation in social studies learning. Reflection is carried out in stages to improve activities that have been and will be carried out. After the implementation of actions in cycle 1, the first meeting in social studies learning with the role-playing learning method, student learning participation has increased quite well. Students become more enthusiastic and pay attention during the learning process, are more active in asking and answering questions, are more courageous in expressing opinions during discussions, are willing to take notes, can complete assignments on time, and are brave enough to conclude the lesson. The average score obtained by students is already in the fairly good category.

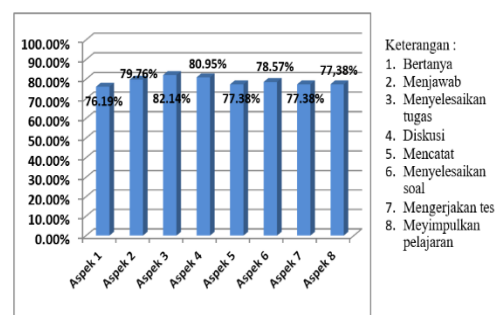
Therefore, in the next meeting, teachers need to have specific strategies to provide stimulation so that students' ability to answer questions and express their opinions increases. The use of role-playing learning methods also brings about changes in student behavior, namely becoming more open and no

longer shy about expressing their opinions or asking questions. Furthermore, teachers need to better condition the class. Teachers should not only focus on the front of the class but also move to the back of the class to monitor other students. Teachers need to guide and direct students to conduct observation activities during the role-play process.

## 2. Results of Cycle II Research

In the second cycle of the research, social studies learning using the role-playing method took place over two cycles. Each cycle consisted of a planning stage, an action stage, an observation stage, and a reflection stage. In this second cycle, the material taught was theme 3, environmental economic potential, and the sub-topic, economic activities. The following presents the results of the second cycle of action research.

#### a. Observation of Student Learning Participation



**Diagram 2. Student Learning Participation in Cycle 2**

From the diagram above, student learning participation was observed during the social studies learning process. Observations were conducted by the researcher together with collaborators. The average score obtained in the action stage of cycle II was student participation in asking questions was 76.19%, participation in answering was 79.76%,

completing assignments was 82.14%, discussions were 80.95%, taking notes on lesson materials was 77.38%, solving problems on the board was 78.57%, doing tests was 77.38%, and concluding the material was 77.38%. The average score obtained by students showed a very good category, so the use of the role playing method can increase student learning participation during social studies learning.

#### **b. Teacher Observation**

The classroom atmosphere in cycle II was more conducive to the learning process. Teachers' movement in conditioning the classroom was good. Teachers circulated around the classroom, not just focusing on the front of the class, so that all students received their attention. Teachers interacted well, which also increased student participation. Teachers took the initiative to provide rewards to all students, thus increasing student motivation. The delivery of material and learning steps was more detailed and varied, and the teacher's examples helped students understand the roles they would play.

During class discussions, the teacher guided students effectively, ensuring that all student opinions were conveyed. Time and material were well organized, and the material was completed within the timeframe outlined in the lesson plan. The teacher's speaking style, vocal clarity, and expressiveness were excellent. Her voice reached the back of the class, and she emphasized her tone when motivating students to prepare for the class promotion exam.

#### **c. Reflection**

After conducting observations, the next stage is reflection. In this reflection

stage, the researcher, along with collaborators, re-discussed the implementation of the actions that had been carried out. Observation results in cycle II showed that after the actions using the role-playing learning method in social studies, student participation increased.

This can be seen from the students' activities which were initially passive but became more active, students were able to pay attention well when the learning took place, they were able to express their opinions well, and students were lively when the learning decreased.

Based on the results of observations between researchers and collaborators, it was concluded that the implementation of actions in cycle II ran according to the planning stages and experienced improvements from cycle I. Students were able to find confidence in answering questions, expressing opinions, presenting discussion results, and concluding lessons. Students were more independent in completing assignments given by the teacher.

The implementation of actions from Cycle I to Cycle II significantly improved student participation during the lesson. In addition to enhancing participation, the use of role-playing learning methods also fostered cooperation, responsibility, and self-discipline in students. Student attention during the learning process also increased, as evidenced by the small number of students who were busy chatting with other students. This situation was addressed by providing guidance and motivation to students who were still busy so they wouldn't disturb others. Students became more independent and focused when completing assignments given by the teacher. They were able to complete the

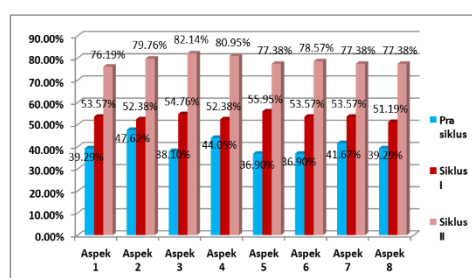


questions well, without much noise, and submitted their assignments on time.

### **3. Research Results From Cycle I and Cycle II**

Based on the research results, it can be seen that there was an increase in the class average score in cycle I and cycle II. In cycle I, participation in asking questions had an average value of 53.57%, participation in answering questions from the teacher was 52.38%. Participation in completing assignments was 54.76%, discussion was 52.38%, note down the teacher's explanation was 55.95%, solving questions on the blackboard was 53.57%, taking tests individually was 53.57%, and concluding lesson material was 51.19%. All aspects of learning participation were in the good category in the implementation of cycle I.

For cycle II, participation in asking questions had an average value of 76.19%, participation in answering questions from the teacher was 79.76%. Participation in completing assignments was 82.14%, discussion was 80.95%, recording the teacher's explanation was 77.38%, solving questions on the blackboard was 78.57%, taking tests individually was 77.38%, and concluding lesson material was 77.38%. All aspects of learning participation in cycle II stage increased, and were in the very good category. The following is a diagram of increasing scores for each aspect of student learning participation.



**Diagram 3. Increased Student Participation Scores**

The implementation of new learning methods in social studies lessons has proven to be very beneficial for students. Their mindset towards social studies, which has a very large amount of material and often requires memorization, has changed after the implementation of the role-playing learning method in the classroom. Students benefit from the implementation of this model, they gain new motivation and enthusiasm for learning social studies. With the implementation of the role-playing learning method in social studies learning, the role of the teacher also changes. The teacher no longer acts as a source of information for students, but throughout the learning process using the role-playing method. Judging from the results of observations of teacher performance during the learning process, teachers have experienced improvements in terms of managing and supervising the progress of the social studies learning process in the classroom using the role-playing method.

### **4. Discussion**

Based on the results of the study and observations of researchers from the implementation of cycle I and cycle II, students can find confidence in answering questions, expressing opinions, presenting discussion results, and concluding lessons. Students are more independent in doing assignments given by the teacher. Student learning participation during the lesson has improved better. In addition to increasing learning participation, the use of role-playing learning methods can also improve cooperation, responsibility, and self-discipline in students.

Students' attention during the learning process also increased, as evidenced by the small number of students who were busy chatting with other students. This situation can be addressed by providing guidance and



motivation to students who were still busy chatting so as not to disturb other students. Students became more independent and focused when working on assignments given by the teacher. They were able to complete questions well, without much noise, and were accurate in submitting assignments. Another study that found the same result, namely a study conducted by Chairunisa Lubis & Shakolid Nasution (2024), revealed that the Role Playing learning method assisted by speech texts had a positive effect on students' speaking skills. Furthermore, research conducted by Siti Chadija (2023) revealed that the role playing learning method made it easier for students to find and understand difficult concepts by discussing them with other students. Furthermore, research conducted by Erwin Eka Putra (2024) revealed that with the optimal application of the Role Playing method, student learning activities increased.

According to researcher Titin Sunaryati (2022), there was a significant increase in Pancasila and Citizenship Education learning on students' affective character through the role play method. Furthermore, according to Muhammad Junaidi Mahjudin (2022), learning motivation in grade V of SDN 89 Uru was in the high category. Furthermore, research conducted by Siti Maani (2022) stated that through the cooperative learning model, the Role Playing type could increase students' interest in learning PPKn subjects. According to research conducted by A Rahim and Rizki Dwiparbowo (2020), it was stated that the application of the role playing method could improve PPKn learning outcomes in students at SDN Jatimekar II Bekasi. Reza Shema Bakhtiar's opinion (2019) said that the role playing method could improve the skills of telling buying and selling experiences in elementary school students.

Based on these findings, researchers believe that the consistent and targeted application of the Role Playing learning method is not only able to increase students' active participation in the learning process, but also plays an important role in developing social skills, communication, and positive character traits such as responsibility, discipline, and cooperation. This method encourages students to be more confident in expressing opinions, asking questions, and actively discussing, so that the learning process becomes more lively and meaningful. In addition, students' emotional involvement in playing certain roles can foster empathy and strengthen understanding of the material being studied. Thus, the Role Playing method can be used as an effective learning strategy to achieve educational goals holistically, both from the cognitive, affective, and psychomotor aspects.

#### **D. CONCLUTION**

Based on the results of the classroom action research that has been carried out, it can be concluded that the use of role playing learning methods in social studies lessons is able to increase student learning participation in a better direction, namely increased participation in asking questions, answering questions, completing assignments, in discussions, taking notes on teacher explanations, working on questions, doing tests individually, and concluding lessons. Improvements in the learning process occur in stages, namely from the pre-action stage, cycle I, and cycle II.

For the score acquisition in cycle I, participation in asking questions had a percentage of 53.57%, answering questions 52.38%, completing assignments 54.76%, discussing 52.38%, taking notes on lesson materials 55.95%, working on questions 53.57%, completing individual tests 53.57%, and concluding lesson materials 51.19%. In

the action stage of cycle II, the percentage of each aspect increased to participation in asking questions had a percentage of 76.19%, answering questions 79.76%, completing assignments 82.14%, discussing 80.95%, taking notes on lesson materials 77.38%, working on questions 78.57%, completing individual tests 77.38%, and concluding lesson materials 77.38%. From the data obtained, the application of the role playing method in social studies learning can increase the learning participation of students in class VII.8 of SMP Negeri 5 Padang.

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