

The Effect Role Playing Model: Development of Social Awareness and Relational Skills of Lower Grade Elementary

Rizqa Qodriannisa Hapsari¹, Murfiah Dewi Wulandari^{1,*}

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

* Corresponding author: mdw278@ums.ac.id

Abstract

Purpose: The purpose of this study is to determine the influence of the role playing learning model on the development of social awareness and skills of lower grade elementary school students.

Methodology: This study uses a quantitative research method with the type of experimental research. Data collection uses a questionnaire in the form of a Likert scale assessment.

Results: The test results showed the influence of the role playing learning model on the development of social awareness and relational skills of elementary school students in lower grades.

Applications/Originality/Value: The application of the role playing learning model has a significant effect on the development of social awareness and relational skills of elementary school students in lower grades. Through role playing activities, students get the opportunity to be actively involved in social situation simulations, so that they can improve their understanding of social norms, empathy, and the ability to interact with others.

Introduction Section

The development of social awareness and relational skills is a fundamental aspect in the growth and development of elementary school children, especially in the lower grades. In this phase, children begin to form more complex social relationships outside the family environment and develop an understanding of the social dynamics around them (Santrock, 2018). Good social skills are essential to help children interact with peers and build healthy relationships. According to research conducted by Aghnaita & Irmawati (2022), children who have good social skills tend to be more able to adapt to their social environment, which has a positive impact on their emotional and academic well-being in the future. However, in practice, not a few students experience difficulties in developing these two aspects, which can have an impact on their social-emotional development in the future (Mete et al., 2024). The impact of these difficulties in the development of social awareness and relational skills is not only limited to the social aspect, but also to the academic and emotional development of children. Children who have good social awareness tend to have higher cognitive abilities and academic achievement because they are better able to work together in study groups and accept the views of others.

Several studies and observations show that many students still tend to be individualistic, reluctant to collaborate, and lack empathy for their peers. Several factors such as inadequate early social experiences, unsupportive family environments, or even mental health conditions can affect the development of a child's social and emotional skills. Children may have difficulty regulating their emotions, such as overflowing anger or difficulty holding back frustration. This can cause them to feel isolated from their peers and hinder their ability to build positive relationships (Aghnaita & Irmawati, 2022).

Another factor that often arises is that the learning model applied does not emphasize social aspects and interaction skills. Most of the learning methods applied are still conventional, focus on academic achievement and do not involve interactive activities that allow students to learn to participate in social situations. According to Santyasa in Widianari (2012), the conventional learning model, which is generally teacher-centered, often results in students becoming passive recipients of information. In this context, students listen more to the teacher's explanations and complete the assigned assignments, without the opportunity to interact or discuss with peers.

This condition leads to a lack of social skills development among students. This one-way learning does not provide space for students to practice communication and collaboration skills, which are crucial in building social relationships (Helmiati, 2016). As a result, many students feel bored and less engaged in the teaching and learning process, so they are unable to develop the interpersonal skills necessary to interact well in their social environment.

Based on research conducted by Aini (2024), students have difficulty building logical speaking skills, lack confidence, and are afraid to voice their thoughts and speak in front of the class because they do not understand the material.

Students show difficulty in interacting with peers and understanding other people's perspectives. This is reinforced that conventional learning patterns that focus solely on cognitive aspects are less able to accommodate the needs of students' social skills development. Lack of interaction in learning can cause students to feel isolated and not have the opportunity to practice public speaking, which is an important skill in communication, students who are not involved in discussions or interactive activities tend to have difficulty in expressing their ideas in a logical and structured way. Good speaking skills are essential for building confidence and critical thinking skills, both of which are necessary for success in academic and social settings.

To overcome this problem, it is necessary to implement a more interactive and collaborative learning model. Cooperative learning methods, for example, can increase students' activeness in learning while helping them develop essential social skills (Yanuar & Pius, 2023). Role playing learning is present as one of the promising alternatives in overcoming these problems. The role playing learning model and the simulation learning method are often called two different things. In fact, the role playing learning model and the simulation learning method are interrelated learning processes because they have various similarities, but they also have differences. The difference between the two lies in Simulation, according to Dawson, quoted by Moedjono & Dimiyati, is a general term related to building and operating a replication model or imitating a behavioral process. Meanwhile, Ali stated that the simulation approach is a means of teaching how to carry out behavioral processes in an artificial artificial environment. Supriyati stated that the role-playing method is a game that acts out characters or objects around the child, so that it can develop imagination and appreciation of the activity materials carried out (Mulyono Et Al. , 2018).

The role playing learning model is considered effective in learning, especially in improving social sensitivity, communication skills and literacy skills because students learn through simulations of various roles that require empathy, collaboration and communication. According to Ira Mustikawati & Vebrianto (2022) research, role playing allows students to experience first-hand a variety of social situations in a safe and controlled environment, where they can try out certain roles without fear of making mistakes or experiencing negative consequences. Through role-playing activities, students can develop empathy, social understanding, and interpersonal communication skills more deeply and more effectively. Students can express and communicate their emotions spontaneously, even emotions that they may not have been aware of before, without considering the impact on other individuals. Students must put themselves in the shoes of others, thinking about the way they think, feel, and react to the person they are portraying.

In line with this, a study conducted by Damayanti & Yusnaldi (2024) shows that the application of the role playing model to lower elementary school students can increase their social awareness by up to 35% compared to conventional learning methods. Meanwhile, research conducted by Rahman Hakim (2014) shows that students who are involved in role-playing-based learning show a significant increase in the ability to establish relationships with peers. This is especially beneficial for their interpersonal communication skills, as students learn to communicate their thoughts and feelings more clearly and understand how to respond positively to others. In a study conducted by Mazlan & Wangid, (2023), it was found that the role playing method not only improves students' social skills but also increases their confidence when interacting with others. This is in line with other findings that show that role-based learning can help students develop communication and collaboration skills that are important for their social lives (Suryani, 2015). Role playing also helps improve students' literacy skills, because in each role scenario, they are encouraged to use the right vocabulary, understand the context, and respond verbally, which supports better language mastery.

However, the implementation of the role playing learning model at the elementary school level, especially in the lower grades, is still not optimal. This is due to various factors, ranging from the rarity of teachers who apply the role playing learning model and the limited understanding of teachers about effective application techniques to the lack of adequate learning system support (Nurhidaya, 2015). In addition, the limited time and pressure to meet academic targets often make teachers hesitant to use interactive methods and require more preparation time, such as role playing. Many teachers do not receive sufficient training or guidance on effective role playing strategies, so they lack confidence or are unsure of the steps needed to integrate these methods into daily learning, leading to a lack of variety in teaching strategies. Many teachers prefer conventional learning methods that focus on direct teaching and lectures, so students do not get the opportunity to actively participate in the learning process. Even in schools that already have facilities and infrastructure support, the role playing method is often ignored because it is considered to require extra time which can reduce the allocation for academic content. Most teachers are used to traditional learning models and tend to be more comfortable with familiar methods, so they feel reluctant to try methods that feel unfamiliar or challenging.

The limited support of the learning system is also a factor that hinders optimal implementation. In many schools, especially in areas with limited resources, facilities to support interactive and experiential learning such as role playing are often inadequate, so teachers prefer conventional methods that are easier to apply. In addition, the physical and social environment in schools can also influence the successful implementation of this model; for example, classes that are not conducive or students who feel embarrassed when performing in front of their peers (Khamisah Lailatul, 2020). Support from schools is needed in the form of continuous training and policies that encourage interactive learning methods to encourage teachers to have the courage to try models such as role playing. Therefore, a more in-depth study is needed on the influence of the role playing learning model on the development of social awareness and relational skills of elementary school students in lower grades. Additional research is needed to address these implementation challenges as well as to develop training and support strategies that can help teachers implement the role playing method effectively. More in-depth

research can provide insights for education policymakers to support these methods through specialized training and curriculum improvements that allow teachers to integrate role playing in a more structured way, so as to have an optimal impact on students' social-emotional development

Research Methods

This study uses a quantitative approach method with the type of experimental research. The experimental method was chosen because it was in accordance with the purpose of the study, namely to determine the influence of the role playing learning model on the development of social awareness and relational skills of elementary school students in lower grades (Creswell, 2012). By utilizing a quantitative approach, this study will collect data that can be analyzed statistically to determine how much influence the role playing model has on students' social awareness and relational skills.

According to Sugiyono (2016), experimental research is a research method used to find the effect of certain treatments on others under controlled conditions. In this study, the treatment given was the application of the role playing learning model, while the bound variable was the development of social awareness and students' relational skills. The type of experiment chosen is Posttest-Only Control Group Design, where measurements are only made after treatment is given to the experimental group. This design is used to avoid the effect of pretest that may affect student responses during learning (Sugiyono, 2019).

The population in this study is elementary school students in the lower grade (3rd grade) in the Mojolaban sub-district area. A sample of 200 was taken using a random sampling technique, where students were randomly selected from the existing population. The sampling technique used is random sampling, where the selection of students is carried out randomly without considering certain characteristics, each member of the population has an equal chance of being selected as a sample (Creswell, 2012).

In this study, there are two variables, namely the Role Playing Learning Model as an independent variable and the development of social awareness and relational skills as a dependent variable. Data collection uses a questionnaire in the form of a Likert Scale assessment. The Likert Scale is a scale used to measure attitudes, opinions, beliefs and perceptions towards social issues (Sugiyono, 2018). The form of the scale in this study has 4 levels of assessment, namely: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). Each answer has a score between 4 to 1, for positive question answers, for negative question answers have a reverse score of 1 to 4. The instrument of each variable has 5 statements.

The data analysis in this study uses a t-test to measure the significant influence of the role playing learning model on the variables studied, especially in the aspects of social awareness and student relational skills

Research Results and Discussion

Normality Test

Before conducting a hypothesis test, an analysis prerequisite test is first carried out, namely a normality test. The normality test was carried out to find out whether the data from the test results of the development of social awareness and relational skills in the experimental and control groups were normally distributed or not. The normality test in this study uses the Kolmogorov-Smirnov test.

Table 1. Normality Test Results

		XY1	XY2
N		200	200
Normal Parameter ^{a,b}	Mean	0,3947908	0,2800000
	Std. Deviation	1,98084419	1,77970724
Most Extreme Differences	Absolute	0,063	0,62
	Positive	0,063	0,62
	Negative	-0,61	-0,57
Test Statistic		0,63	0,62
Asymp. Sig. (2-tailed)		0,054 ^c	0,062 ^c

Based on the results of the normality test in the table above, the results of the sig value were obtained. greater than 0.05 (>0.05) With these results, it can be concluded that the variable test with the Kolmogorov-Smirnov model is normally distributed.

T Test

To determine the significance of this study, a directional hypothesis test or a left-hand test (one tail test) was carried out with a confidence level of 0.05 and based on the following criteria:

1. If $t \text{ counts} \geq t \text{ table}$ (t counts greater than t table), then H_0 is accepted and H_1 is rejected, which means that there is no influence of the role playing learning model on the development of social awareness and relational skills of elementary school students in lower grades
2. If $t \text{ counts} < t \text{ table}$ (t counts less than t table), then H_0 is rejected and H_1 is accepted, which means that there is an influence of the role playing learning model on the development of social awareness and relational skills of elementary school students in lower grades

Table 2. XY1 Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	14,995	1,433		10,466	0,000
role	0,194	0,086	0,158	2,250	0,026

Table 3. XY2 Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	14,714	1,377		10,682	0,000
role	0,174	0,083	0,148	2,108	0,036

From the table above, the results of the T Test produced a calculated t value smaller than the t table, so it can be concluded that H_0 was rejected and H_1 was accepted, which means that there is an influence of the role playing learning model on the development of social awareness and relational skills of elementary school students in lower grades.

Discussion

The results the study show that the role playing learning model has a significant positive influence on the development of social awareness and relational skills of lower grade elementary school students. Through this learning model, students not only learn cognitively, but also gain deep emotional and social experiences, which impact their ability to understand and respond to the social needs around them. By taking part in a variety of social scenarios, students begin to learn how to consider the feelings and perspectives of others, increase empathy, and understand the importance of responsibility in social relationships. Role playing strengthens students' relational skills, as they are invited to work together, build closer relationships, and understand each other in an interactive and fun learning context (Slavin, 2018).

The results of this study are in line with previous research which shows that the role playing learning model can improve students' social skills. The applied role playing learning model provides opportunities for students to actively participate in the simulation of social situations, so as to improve their understanding of social norms, empathy, and relational skills (Afri Naldi Et Al., 2024). Research conducted by Deliyana (2019) shows that students who engage in role-playing-based learning have a more open and responsive attitude towards their peers, which contributes to improved social relationships in the classroom. Role playing activities allow students to practice interacting in real social situations, so they can develop better empathy and communication skills.

In line with the results of other studies that show that the role playing learning model is effective in increasing social awareness, because it allows students to see the impact of their actions on others in a structured context (Cohen, 2014). This process helps students develop a deeper understanding of the importance of social responsibility and caring attitudes towards others. This process helps students develop a deeper understanding of the importance of social responsibility and caring attitudes towards others. Research by Andrea (2016) confirms that role playing activities not only improve language skills but also strengthen students' social awareness by giving them the opportunity to empathize and understand the perspectives of others. In this context, students can experience different social situations and reflect on how their actions can affect others, thus increasing their ability to interact positively.

This is also in line with the social learning theory put forward by Bandura in Social Learning Theory, which explains that individuals can learn from the social environment through direct observation and participation. Role playing helps students understand social dynamics and develop empathy for others. By practicing in a safe context, students can learn how to respond to complex and diverse social situations more effectively. In accordance with research conducted by Halifah (2020) student's ethics play a certain role, they are faced with situations where they have to think and feel like everyone else. It reinforces empathy and openness to differences between individuals, which is a key component in social awareness. Research by Nabavi (2012) shows that a learning model involving observation and imitation can improve students' social skills by providing them with the opportunity to practice in safe and structured situations. When students engage in role

playing, they not only learn about the role they are playing but also develop the ability to empathize and understand the point of view of others, which is crucial in building better social awareness.

In the aspect of relational skills, students are trained to express thoughts and emotions in an intelligent and inventive way, are able to communicate effectively and efficiently while adhering to appropriate ethical standards, and are able to identify and apply their own analytical and creative skills to solve problems that arise in daily life (Priatna et al., 2019). Through the role playing method, students are trained in verbal and nonverbal communication skills and learn about effective teamwork through group interaction during role playing (Johnson & Johnson, 2013). This method also encourages students to explore the feelings and perspectives of others, which is an important step in building empathy and social awareness (Rezky et al., 2023).

In this study, students experienced an increase in their ability to speak confidently, respond appropriately in conversations, and respect the opinions of their peers. Role playing activities create a learning environment that supports the development of positive communication skills. Wirahandayani (2023) found that roleplaying activities helped improve communication and collaboration, as well as train students to better manage dissent and navigate social interactions. Through the experience of role-playing in different situations, students learn to express their thoughts and feelings in a clear and structured way, which is crucial in building confidence when speaking in public.

The relational skills that students acquire through role playing include the ability to listen actively, express opinions clearly, and manage differences of opinion in a positive way (Agung & Dewi, 2020). These skills are especially important in the context of basic education, as students at an early age are in an important phase to develop healthy social relationships (Slavin, 2018). Through the role playing method, students not only learn to communicate their ideas and opinions verbally, but also to hone their active listening skills, where they learn to give full attention to the speaker, identify emotions, and understand the message conveyed. These active listening skills allow students to be more sensitive to the perspectives of others, so they can respond to situations more thoughtfully and empathetically. When students practice dealing with differences of opinion in role-playing scenarios, they learn to accept differences, discuss constructively, and manage conflicts without creating tension or hostility. Students who are skilled at relating show lower levels of social anxiety and higher self-confidence in social interaction situations. Role playing not only helps improve communication skills, but also builds a foundation of better relational skills, which can benefit them in their daily social life and in the future.

Conclusion

Based on the results of the research and discussion, it can be concluded that the application of the role playing learning model has a significant effect on the development of social awareness and relational skills of elementary school students in lower grades. Through role playing activities, students get the opportunity to be actively involved in social situation simulations, so that they can improve their understanding of social norms, empathy, and the ability to interact with others. Students not only learn about social concepts but also develop interpersonal skills that are essential for their future lives. The implementation of this method in primary education can provide a fun and meaningful learning experience for children

Acknowledgement

The author would like to thank Diana Tri Widyastuti for the development of social awareness instruments and relational skills, so that they are used to support the implementation of this research. The author also expressed his gratitude to all parties who have participated in the implementation of this research

References

- Afri Naldi, Reval Oktaviandry, & Gusmaneli, G. (2024). Model pembelajaran role playing dalam meningkatkan focus peserta didik. *Jurnal Bintang Pendidikan Indonesia*, 2(2), 133–140. <https://doi.org/10.55606/jubpi.v2i2.2938>
- Aghnaita, & Irmawati. (2022). Bahaya perkembangan sosial emosional anak usia dini. *Jurnal Ilmiah PESONA PAUD*, 9(1). <http://ejournal.unp.ac.id/index.php/paud/index>
- Agung, A., & Dewi, I. K. (2020). Meningkatkan keterampilan berbicara siswa melalui model pembelajaran role playing berbantuan media audio visual. *Jurnal Mimbar Ilmu*, 25(3).
- Aini, I. N., Arya Wardana, L., Yuliankasdriyanto, D., Studi, P., Guru, P., & Dasar, S. (2024). Pengaruh model pembelajaran role playing terhadap keterampilan berbicara siswa kelas 2 SDN Kalisalam 2 pada pembelajaran Bahasa Indonesia. *Journal on Education*, 06(04), 18927–18932.
- Andrea, P., Ortiz, M., Prada, T., Laura, R., & Guevara, J. T. (2016). Impact of role-playing activities in social awareness.

- Bandura, A. (n.d.). *Social learning theory*.
- Cohen, E. G., & Lotan, R. A. (2014). *Designing groupwork: Strategies for the heterogeneous classroom* (3rd ed.). Teachers College Press.
- Creswell, J. W. (2012). *Research design: Pendekatan kualitatif, kuantitatif, dan mixed methods*.
- Damayanti, W., & Yusnaldi, E. (2024). Pengaruh model pembelajaran role playing terhadap kecerdasan sosial siswa pada pembelajaran IPS di sekolah dasar. <https://jurnaldidaktika.org>
- Deliyana, E., Siti, H., & Fitriani, H. (2019). Pengaruh model pembelajaran role playing terhadap keterampilan berbicara siswa kelas V SD Negeri Sukasari II Kabupaten Tangerang. *Primary*, 8(1).
- Halifah, S. (2020). Pentingnya bermain peran dalam proses pembelajaran anak. <http://ejournal.mandalanursa.org/index.php/JISIP/index>
- Ira Mustikawati, N., & Vebrianto, R. (2022). Upaya meningkatkan motivasi dan hasil belajar siswa pada mata Pelajaran IPS berbasis role playing. *Bedelau: Journal of Education and Learning*, 3(1), 38–45.
- Johnson, D. W., & Johnson, R. T. (2013). *Cooperation and competition: Theory and research*.
- Khamisah Lailatul. (2020). j. Lailatul Khamisah_20160107050048_BAB IV_PGMI.pdf.
- Mazlan, M. P., & Wangid, M. N. (2023). The influence of role-playing methods on the social skills and self-confidence of grade V elementary school students. *International Journal of Multidisciplinary Research and Analysis*, 06(09). <https://doi.org/10.47191/ijmra/v6-i9-19>
- Mete, Y. I., Barek, E., & Liwun, O. (2024). Permasalahan dalam perkembangan sosial anak usia dini. *Liberosis: Jurnal Psikologi dan Bimbingan Konseling*, 2(2). <https://doi.org/10.3287/ljpbk.v1i1.325>
- Mulyono, H., Ismail Suardi Wekke, M., & Udin Syaefudin Sa, H. (2018). *Strategi pembelajaran di abad digital*.
- Nabavi, R. T. (2012). Bandura's social learning theory & social cognitive learning theory. *Theories of Developmental Psychology*.
- Nurhidaya, Firmansyah Arif, & Hasdin. (2015). Penggunaan metode bermain peran untuk meningkatkan hasil belajar siswa pada pokok bahasan jual beli di kelas IV SDN. *Jurnal Kreatif Tadulako Online*, 3(1).
- Pendidikan Seni Tari dan Musik Jurusan Bahasa dan Seni Fakultas Keguruan dan. (2016). Pengaruh model pembelajaran berbasis proyek terhadap kreativitas siswa pada pembelajaran seni tari kelas VIII SMP. *Artikel Penelitian oleh: Wella Helmiati NIM F06112003*.
- Priatna, A., Setyarini, G., & Subang, S. (2019). Pengaruh model pembelajaran role playing terhadap keterampilan berbicara siswa kelas IV SD pada pembelajaran Bahasa Indonesia. *Vol. 2*.
- Rahman Hakim, A., Lasmawan, W., & Dantes, N. (2014). Pengaruh metode bermain peran terhadap kemampuan komunikasi dan hasil belajar IPS kelas V SDN Segugus Karang Baru. *Vol. 4*.
- Rezky, Y., Kadir, A., Karmila, W., Achmad, S., & Faisal, M. (2023). Pengaruh penerapan model pembelajaran role playing terhadap keterampilan berbicara siswa sekolah dasar kelas empat di Kota Makassar. *Journal of Education*.
- Slavin, R. E. (2018). *Educational psychology: Theory and practice*.
- Santrock, J. W. (2018). *Educational psychology* (6th ed.).
- Sugiyono, S. (2016). *Metode penelitian kuantitatif, kualitatif, R&D*. Alfabeta.
- Sugiyono, P. D. (2018). *Quantitative, qualitative, and R&D research methods*. (ALFABETA, Ed.).
- Sugiyono, P. D. (2019). *Metode penelitian kuantitatif, kualitatif dan R&D* (M. Dr. Ir. Sutopo, S. Pd., Ed.). ALFABETA.

- Suryani, S. (2015). The effectiveness of role play in teaching speaking. *ELTIN Journal*, 3.
- Wirahandayani, M., Rakhmawati, W., & Rukmasari, E. A. (2023). The effect of role playing methods on social-emotional development in preschool children. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 1156–1168. <https://doi.org/10.31004/obsesi.v7i1.3626>
- Yanuar, A., & Pius, I. (2023). Upaya meningkatkan keaktifan dan hasil belajar siswa kelas 4 SDK Wignya Mandala melalui pembelajaran kooperatif. *Sapa*, 8(1), 1–9. <https://doi.org/10.12568/sapa.v8i1.327>