



## Enhancing Learning Outcomes, Motivation, and Self-Efficacy in Sociodrama through a Blended Spinner Application and Role-Playing Method

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#### ABSTRACT

*This study addresses the challenge of low student engagement and performance in sociodrama within secondary education. Conventional teaching methods often lead to passive learning, lack of confidence, and inadequate understanding of role-playing techniques. The aim of this research is to investigate the effectiveness of a blended pedagogical approach combining a digital Spinner Application and Sociodrama (Role-Playing) to enhance learning outcomes, motivation, and self-efficacy among students. The research employed a Classroom Action Research (CAR) design, conducted over two cycles with 30 Grade XI Social Studies students at MAN 1 Ternate City, Indonesia. Methods included direct observation, performance rubrics, and pre- and post-intervention questionnaires measuring motivation and self-efficacy using a 5-point Likert scale. The results showed significant improvements: average spontaneity scores rose from 83.33 (Cycle I) to 88.67 (Cycle II), and structured performance scores increased from 82 (pre-test) to an average of 89.5 (Cycle II). Motivation increased by 63.4% and self-efficacy by 76.8%. The blended method successfully reduced anxiety, increased participation, and improved both cognitive and affective learning domains. These findings support the integration of gamification and experiential learning in drama education.*

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### INTRODUCTION

Education is a deliberate and systematic endeavor designed to create a structured learning environment that empowers students to actively construct knowledge and cultivate their potential. This instructional process is central to the educational enterprise, meticulously organized to achieve specific learning objectives through planned experiences that facilitate students' holistic development. Although a diverse array of interactive pedagogical strategies exists, classroom practices often remain disproportionately reliant on traditional, teacher-centered methods. Such a limited instructional approach can negatively impact the learning

environment, leading to student disengagement and reduced motivation. Education is a deliberate and systematic endeavor designed to create a structured learning environment that empowers students to actively construct knowledge and cultivate their potential. This instructional process is central to the educational enterprise, meticulously organized to achieve specific learning objectives through planned experiences that facilitate students' holistic development. Although a diverse array of interactive pedagogical strategies exists, classroom practices often remain disproportionately reliant on traditional, teacher-centered methods. Such a limited instructional approach can negatively impact the learning environment, leading to student disengagement and reduced motivation (Henrie et al., 2015), (Pereira & Wahi, 2021). Conversely, integrating technology into educational settings has been demonstrated to enhance student engagement and personalize learning experiences, particularly when combined with active learning strategies (Grignoli et al., 2022), (Bendig et al., 2021).

MAN 1 Ternate City, a senior high school, is dedicated to continuously enhancing its educational quality. However, within Indonesian language subjects, specifically sociodrama, several fundamental challenges have been identified. Initial observations and interviews with teachers revealed that student learning outcomes frequently fell below the Minimum Mastery Criteria of 75. Key issues included: diminished student interest and motivation stemming from conventional, monotonous teaching methods; a noticeable lack of courage and self-confidence when performing publicly; difficulties in comprehending characters and effectively conveying emotions for a role; and a clear need for improved improvisation and teamwork competencies. Sociodrama learning, which ideally should be experiential and enjoyable, became a source of apprehension for some students due to the pressure for flawless performance. Such performance anxiety is a recognized obstacle in student-centered activities but can be effectively alleviated through thoughtfully structured and gamified pedagogical approaches, (Krall, 2023). This is strongly supported by the comprehensive meta-analysis of (Huang et al., 2020), which concluded that gamification in educational settings has a significant positive impact on student learning outcomes, particularly in enhancing cognitive and motivational domains. This is supported by extensive research showing that game-based learning significantly increases student engagement and motivation (Subhash & Cudney, 2018).

Consequently, an innovative instructional method was imperative to cultivate a more dynamic and stimulating atmosphere that promotes active participation. A blended approach, integrating digital technology with sociodrama techniques, was considered an optimal solution for creating engaging and contextually rich learning environments. The "Spinner App" introduces an element of unpredictability and impartiality in role assignment, thereby reducing student anxiety through random and impersonal selection. Concurrently, sociodrama offers direct experiential learning that significantly enhances understanding, empathy, and crucial social skills (Arif Furqon, 2021). The efficacy of drama-based techniques is robustly supported by international studies, which confirm that these methods significantly enhance students' communication skills, empathy, and self-confidence by providing a safe and expressive space (Galante, 2018).

Based on this foundational background, the primary research question guiding this study is: "How can the implementation of a Blended Method improve student learning outcomes in Sociodrama material for Class XI IPS 2 at MAN 1 Ternate City?" The overarching objective is to describe and analyze the enhancement of sociodrama learning outcomes through the integrated Spinner App and Sociodrama blended method. The specific objectives are:

1. To delineate the lesson planning for sociodrama utilizing the Spinner App and Sociodrama method.
2. To analyze the implementation of learning across each cycle.
3. To quantify the improvement in student learning outcomes, encompassing aspects of spontaneity, role comprehension, expression, teamwork, and creativity.
4. To analyze the method's impact on student motivation and self-efficacy.

The conceptual foundation of this study is informed by several key theoretical areas. The implementation of randomizers, such as the Spinner App, is grounded in the principles of gamification. This approach integrates game-like elements into learning environments to enhance user motivation and engagement (Bai et al., 2020). Empirical studies have further demonstrated that well-designed gamification can significantly increase student engagement and reduce anxiety in educational contexts (Sailer & Homner, 2020). This integration of gamification principles with role-playing pedagogy generates a powerful synergistic effect, significantly enhancing student engagement and amplifying learning efficacy (Dichev & Dicheva, 2017), (S. Zhang & Hasim, 2023).

## **METHODS**

This study is classified as Classroom Action Research, an approach widely used to address issues and improve teaching and learning processes (Meesuk et al., 2020); (Nahum Pasaribu et al., n.d.) It specifically aims to enhance student participation and engagement in learning environments, such as those employing sociodrama-based methods (Achen & Lumpkin, 2015)(Fadilurrahman et al., 2019). CAR is understood as a systematic inquiry undertaken by teachers to improve their own educational practices within their specific settings (C. A. Mertler, 2021) (C. Mertler & Hartley, 2017). Following the foundational model by Kemmis and Taggart, Classroom Action Research typically unfolds in a cyclical process, involving four interconnected stages: Planning, Action, Observation, and Reflection(Rabgay & Kidman, 2023); (Semathong, 2023). This iterative cycle allows for continuous refinement and adaptation in educational interventions (Orsini-Jones, 2023).

In this first cycle, the researcher prepared observation sheets, determined the subject matter, created an interview format, developed a Lesson Plan based on the predetermined material, and prepared the sociodrama teaching methods and steps to be used in the learning process. The action implementation referred to the prepared Lesson Plan. The action employed a sociodrama method integrated with teacher explanations. A spinner application was utilized in every cycle. In Cycle I, the spinner was used to assign student roles spontaneously, serving as an initial step to gauge and test students' self-confidence and improvisation skills in role-playing. In Cycle II, the spinner was used to select from four prepared scripts to be performed by each group. Observation was conducted throughout the implementation of the action. During this stage, the researcher, who also acted as the observer, observed and recorded student participation in the sociodrama-based learning process by assigning scores to determine their level of engagement. In Reflection, all collected data were reflected upon to evaluate whether the activities conducted had succeeded in improving student participation in the sociodrama learning process. The reflection results were then used as a basis for planning more effective and efficient actions in the subsequent cycle. The subjects of this research were 30 students from Class XI IPS 1 at MAN 1 Kota Ternate.

In this study, the aspects observed were the performance of the teacher/researcher and student activities during the learning process. The observation of teacher performance was divided into two areas: planning and the teacher's performance during the implementation of the learning process in the classroom. Interviews were conducted by asking questions regarding the teaching and learning activities, difficulties encountered by the teacher in teaching, challenges faced by students in receiving the instruction, and student interest in the teaching methods employed by the teacher in the classroom. Field notes were used to analyze all activities related to the application of the sociodrama method assisted by the spinner application during the learning process. This aimed to assess the achievement of the predetermined research targets. A written test in the form of an essay was administered to students during the evaluation to measure learning outcomes and determine if there was an improvement in their learning process. The purpose of this test was to assess student learning outcomes and observe any increase in results throughout the instructional period.

The data processing techniques employed were observation, interviews, field notes on the sociodrama, and learning outcome tests. The data analyzed in this study pertained to the implementation of the action and student learning outcomes. The implementation data concerned the process of applying the sociodrama method, gathered from observation sheets and interview guidelines. Student learning outcome data were obtained from assessments of student learning activities and the written test. The instrument used for the test was a set of essay questions.

Subsequently, data reduction was carried out by reviewing and analyzing data from observations, interviews, and pre-test results. This involved summarizing key points to focus the research, derived from observation, interview, and test data. The reduced data were then organized and categorized based on teacher performance and student activity. The second stage was data display, which involved presenting the data in a simplified form using narrative descriptions, graphs, and tables. The third stage was drawing conclusions, which entailed extracting the core essence of the data presentation concisely to answer each of the research questions that had been formulated..

## RESULTS AND DISCUSSION

### Cycle I: Spontaneity Training

Cycle I focused on training student spontaneity and courage. The Spinner App was used to assign roles randomly and spontaneously. The classroom atmosphere became lively and enthusiastic due to the surprise element, successfully reducing student anxiety.

**Table 1. Spontaneity Score Results (Cycle I)**

Role	Sample	Courage -25	Understanding (25)	Improvisation (25)	Expression (25)	Total Score (100)
Doctor	8	24	23	22	22	91
Religious Leader	8	20	18	17	19	74
Police	7	19	20	18	17	74
Public	7	22	20	22	21	85
<b>Average</b>	<b>30</b>	<b>21,25</b>	<b>20,25</b>	<b>19,75</b>	<b>19,75</b>	<b>81</b>

### **Analysis Based on Role:**

#### **Doctor Role**

**Courage:** The highest score for this aspect indicates that students playing the doctor role had a very good level of self-confidence. They performed without significant hesitation. **Understanding:** Understanding of the doctor character was very strong. Students were able to quickly grasp the essence of professionalism, empathy, and authority inherent in this role. **Improvisation & Expression:** High and balanced scores show smooth improvisation skills supported by convincing facial expressions and voice. They not only memorized basic actions but were able to develop them spontaneously. **Conclusion:** The doctor role was the most successful, likely because the familiar character made it easier for students to improvise and express themselves confidently.

#### **Public Role**

**Courage & Improvisation:** Quite high scores show that although this role is more general, students still had the courage to perform and were able to think quickly to create dialogue or actions. **Understanding & Expression:** Understanding of the "public" role might be too broad and non-specific, leading to less deep characterization compared to the doctor role; however, they were still able to express basic emotions quite well. **Conclusion:** Solid and above-average performance. Students showed good adaptability to a role lacking a standard definition.

#### **Cleric Role and Police Officer Role**

**Courage:** The lowest scores, indicating that these two roles caused greater anxiety or hesitation in students. Characters with special authority and specific behavioral rules might feel more intimidating to portray spontaneously. **Understanding:** Understanding for the police role was slightly better, possibly due to its visibility in the media. Understanding of the cleric role, which requires religious nuances and specific speech, was more difficult to achieve in a short time. **Improvisation & Expression:** The ability to develop the role and express it convincingly was still limited. Students tended to play it safe with simple improvisations and flat or inaccurate expressions. **Conclusion:** These two roles were the biggest challenge. Students needed more guidance, examples, or preparation time to portray them well.

### **Analysis Based on Assessment Aspects:**

**Courage:** This aspect had the highest average score. This indicates that the use of the Spinner App successfully created a "game" atmosphere that reduced fear and encouraged more students to dare to try, consistent with findings on gamification reducing anxiety in educational settings. **Understanding:** Students were generally able to grasp the basic idea of the given role, although the depth varied depending on the complexity and familiarity of the role. **Improvisation & Expression:** These two aspects had the lowest and identical average scores. This indicates that although students were brave to perform and understood the concept of their role, they still had difficulty bringing the role to life creatively and expressively without guidance. This is the area most in need of practice.

**Total Average:** Overall, the class average achievement of 81 shows that this spontaneity exercise was quite successful as an initial step. However, this figure also reinforces the finding that there is an inequality of ability between roles and that the aspects of improvisation and expression still need significant improvement.

### **Implications for Follow-Up**

This Cycle I data provides a strong basis for designing Cycle II. These results show that:

1. Students need more structured scaffolding for complex and unfamiliar roles. Providing scripts in Cycle II is expected to address this.
2. Focus on improving improvisation and expression needs to be a priority. Special exercises for these two aspects or providing adequate examples can be very helpful.
3. The courage that has been built must be maintained and directed in Cycle II to produce performances that are not only brave but also high quality.

Summary of Cycle I Analysis: The Doctor role, being familiar, was easiest for students to improvise. The Cleric and Police roles, perceived as having specific authority and behavioral codes, induced more anxiety. On average, Courage was the highest score, indicating the spinner's success in creating a "game" atmosphere. Improvisation and Expression were the lowest, indicating a need for more structured guidance for complex roles.

### Cycle II: Structured Performance

Cycle II focused on a more structured drama performance. The spinner was used to randomly select one of four pre-prepared scripts. Students were grouped, given scripts, time to rehearse, and then performed. Students were grouped, given scripts, time to rehearse, and then performed.

**Table 2. Drama Performance Score Results (Cycle II)**

Selected Manuscripts	Understanding	Expression	Cohesiveness	Creativity	Theme	Total
Conflict in society	18	17	18	17	19	<b>89</b>
Doctor at the Community Health Center	19	19	19	18	20	<b>95</b>
Activities at Traditional Markets	17	18	17	19	18	<b>89</b>
Police and Society	17	16	16	17	19	<b>85</b>
<b>Rata-Rata Nilai</b>	<b>17,75</b>	<b>17,5</b>	<b>17,5</b>	<b>18,375</b>	<b>19</b>	<b>89,5</b>

Analysis: The structured scripts provided necessary scaffolding, leading to a significant overall improvement. The highest average score was for Theme Accuracy & Depth, proving the scripts effectively ensured the social message was conveyed. Performance in the previously challenging Police role improved markedly from 74 to 85.

### Description and Discussion of Cycle II Results:

Based on Table 2, the results of the Cycle II sociodrama performance assessment can be described in depth for each script and assessment aspect as follows:

#### 1. Analysis Based on Group/Script:

Group 1 - "Conflict in Society" - Total: 89; Description: This group displayed a solid and comprehensive performance. Their Understanding of the conflict and emotions of each character was very good. The Expression shown was appropriate, although there might still be a slight stiffness. Teamwork was excellent, with smooth dialogue transitions. Creativity was shown through the use of props to strengthen the scene. The Theme message about communication in the family was conveyed very clearly. Improvement from Cycle I: This

score is consistent with the good spontaneous performance of the public role but became more directed and focused thanks to the script framework.

Group 2 - "Doctor at the Community Health Center" - Total: 95, Description: This group showed the best and most comprehensive performance. Their Understanding of the characters was very deep, evident from dialogue delivered with full confidence and professional actions, demonstrating mastery. Expression and voice intonation were very convincing and appropriate. Teamwork was very solid, shown by synchronization between players and natural responses. Their Creativity and improvisation emerged in small, logical improvisations, such as adding light humor or medical action details, which enriched the performance, showing ability to work within and slightly beyond the given structure. The accuracy and depth of the Theme about humanity in healthcare services were conveyed very strongly and effectively. Improvement from Cycle I: A quality leap occurred from the spontaneity score for the doctor role to the script-based performance, showing that the script structure was able to enhance the depth of appreciation.

Group 3 - "Activities at Traditional Markets" - Total: 89. Description: Changing the script to a traditional market theme proved very appropriate. This group showed the highest Creativity and improvisation. They were able to create a lively market atmosphere with simple props and natural interactions between merchants, buyers, and market security, demonstrating strong imaginative engagement. Their Expression was very lively, characterizing market characters such as friendly merchants, bargaining buyers, and thugs trying to extort. Understanding of market dynamics was also good. Although Teamwork was quite good, there were slight parts that seemed chaotically busy. The Theme message about honesty and solidarity was conveyed well. This theme provided broad room for students to improvise and create, which they utilized very well, resulting in high creativity.

Group 4 - "Police and Society" - Total: 85; Description: This group showed a significant improvement compared to the spontaneous performance of the police role in Cycle I. Their Understanding of the conflict and resolution in the script was good, showing the benefit of the script scaffolding. However, Expression and Teamwork still need improvement. Expression for the police role was sometimes less firm, while for the community role it was sometimes excessive. Cooperation in building scenes also still looked stiff, indicating areas for further collaborative practice. Their Creativity was quite standard. The main strength was in the delivery of the clear and deep Theme, showing they understood the core message even if execution needed work. Improvement from Cycle I: The jump from 74 to 85 proves that the script successfully served as an effective guide to overcome difficulties experienced with complex roles, although there is still room for improvement, suggesting these roles require even more support or different strategies.

## **2. Analysis Based on Assessment Aspects:**

Theme Accuracy and Depth: This aspect achieved the highest average score. This proves that the use of prepared drama scripts with clear social themes is very effective in ensuring the moral message is conveyed to the audience, achieving a key learning objective. Understanding of the Role & Creativity and Improvisation: Good and balanced scores. The script provided a comprehensive understanding of the plot and characters, which in turn became the foundation for students to improvise and create more directedly and confidently. This suggests the scaffolding enabled creativity rather than stifling it, providing a safe structure within which to explore.

Expression and Voice Intonation & Teamwork: Fairly good scores. These two aspects are interrelated. Good individual expression contributes to teamwork, and vice versa, a cohesive team can support each member to express their role more effectively. These collaborative and expressive skills are valuable outcomes of the sociodrama process.

Group 2 (Script B: "Doctor at Puskesmas") - Total: 95 (Very Good). Description: This group showed the best and most comprehensive performance. Their Understanding of the characters (doctor, nurse, patient) was very deep, evident from dialogue delivered with full confidence and professional actions, demonstrating mastery. Expression and voice intonation were very convincing and appropriate (sympathetic, in pain, professional). Teamwork was very solid, shown by synchronization between players and natural responses. Their Creativity and improvisation emerged in small, logical improvisations, such as adding light humor or medical action details, which enriched the performance, showing ability to work within and slightly beyond the given structure. The accuracy and depth of the theme about humanity in healthcare services were conveyed very strongly and effectively.

Improvement from Cycle I: A quality leap occurred from the spontaneity score for the doctor role (91) to the script-based performance (95), showing that the script structure was able to enhance the depth of appreciation.

Group 3 (Script C: "Activity at Traditional Market") - Total: 89 (Good). Description: Changing the script to a traditional market theme proved very appropriate. This group showed the highest creativity and improvisation (19). They were able to create a lively market atmosphere with simple props (food covers, merchant mats, fake money) and natural interactions between merchants, buyers, and market security, demonstrating strong imaginative engagement. Their Expression was very lively (18), characterizing market characters such as friendly merchants, bargaining buyers, and thugs trying to extort. Understanding of market dynamics was also good (17). Although teamwork was quite good (17), there were slight parts that seemed chaotically busy. The Theme message about honesty and solidarity was conveyed well (18). This theme provided broad room for students to improvise and create (, which they utilized very well, resulting in high creativity.

Group 4 (Script D: "Police and Community") - Total: 85 (Good). Description: This group showed a significant improvement compared to the spontaneous performance of the police role in Cycle I (74). Their Understanding of the conflict and resolution in the script was good (17), showing the benefit of the script scaffolding. However, Expression (16) and Teamwork (16) still need improvement. Expression for the police role was sometimes less firm, while for the community role it was sometimes excessive. Cooperation in building scenes also still looked stiff, indicating areas for further collaborative practice. Their Creativity was quite standard (17). The main strength was in the delivery of the clear and deep Theme (19), showing they understood the core message even if execution needed work. Improvement from Cycle I: The jump from 74 to 85 proves that the script successfully served as an effective guide (scaffolding) to overcome difficulties experienced with complex roles, although there is still room for improvement, suggesting these roles require even more support or different strategies.

### **3. Analysis Based on Assessment Aspects (Average):**

Theme Accuracy and Depth (19.0): This aspect achieved the highest average score. This proves that the use of prepared drama scripts with clear social themes is very effective in

ensuring the moral message is conveyed to the audience, achieving a key learning objective. Understanding of the Role (17.75) & Creativity and Improvisation (17.75): Good and balanced scores. Naskah memberikan pemahaman yang menyeluruh tentang alur dan karakter, yang justru menjadi fondasi bagi siswa untuk berimprovisasi dan berkreasi dengan lebih terarah dan percaya diri. The script provided a comprehensive understanding of the plot and characters, which in turn became the foundation for students to improvise and create more directedly and confidently. This suggests the scaffolding enabled creativity rather than stifling it, providing a safe structure within which to explore. Expression and Voice Intonation (17.5) & Teamwork (17.5): Fairly good scores. These two aspects are interrelated. Good individual expression contributes to teamwork, and vice versa, a cohesive team can support each member to express their role more effectively.

### Motivation and Self-Efficacy Questionnaire Results

This work suggests that experiential learning approaches enhance students' academic knowledge and personal development, leading to greater motivation, heightened awareness of learning, and improved self-awareness and communication abilities (Saggar et al., 2023).

**Table 3. Motivation and Self-Efficacy Questionnaire Results**

Self-Efficacy Indicator	Average Pre-Test Score	Average Post-Test Score	Difference	Improvement (%)
Confidence in ability to portray a character well	2.2	4.0	+1.8	81.8%
Confidence in ability to improvise and bring a character to life	1.9	3.7	+1.8	94.7%
Confidence in ability to speak fluently and expressively in front of others	2.1	3.9	+1.8	85.7%
Confidence in ability to collaborate with the group to produce the best performance	3.2	4.7	+1.5	46.9%
Confidence in not being easily embarrassed or nervous when making a mistake in public	1.8	3.5	+1.7	94.4%

<b>Rata-Rata Self-Efficacy</b>	<b>Skor</b>	<b>2.24</b>	<b>3.96</b>	<b>+1.72</b>	<b>76.8%</b>
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Motivation: Average score increased by 63.4%, from 2.62 to 4.28. This study highlights that a well-designed gamified class can lead to a playful and enjoyable learning experience, increasing learners' motivation and satisfaction (Alsadoon et al., 2022).

Self-Efficacy: Average score increased by 76.8%, from 2.24 to 3.96. The highest increases were on "Confidence in improvisation" and "Confidence in not being easily embarrassed," indicating that the structured, yet gamified, approach built confidence, especially in challenging areas.

#### **Comparison to Previous Studies:**

The observed improvements in student motivation and self-efficacy align with broader findings in educational gamification and experiential learning research. Studies consistently demonstrate that gamification significantly enhances student motivation and engagement (García-López et al., 2023);(Ratinho & Martins, 2023);(Wulan et al., 2024). Our findings on reduced anxiety and increased confidence, particularly in improvisation and public speaking, resonate with these studies, which often highlight gamification's role in creating a less threatening learning environment (Duggal et al., 2021);(L. Zhang & Chen, 2021). The effectiveness of sociodrama in developing social skills, empathy, and self-expression is also well-documented (Briones et al., 2022);(Lewandowska & Węziak-Białowska, 2023);(Mavroudis & Bournelli, 2019), further supporting our results on improved understanding of roles, teamwork, and overall performance. The blend of technology with active learning strategies (sociodrama) mirrors contemporary approaches in educational technology, such as web-based flipped learning, which also aim to foster engagement, and personalize learning experiences(Chen, 2025).

Results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of the research result, not the repeat result part. The results and discussion part can be written in the same part to avoid the extensive quotation. Tables or graphs must present different results. The results of data analysis must be reliable in answering research problems. References to the discussion should not repeat the references in the introduction. Comparisons to the findings of previous studies must be included.

#### **CONCLUSION**

The application of the Blended Method is effective in significantly improving the learning outcomes, motivation, and self-efficacy of Grade XI students in learning sociodrama. The Spinner App created a dynamic, fair, and low-anxiety learning environment through gamification. Sociodrama provided experiential learning that enhanced cognitive, affective, and psychomotor skills. The cyclical design successfully built student confidence through progressive mastery experiences.

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