

THE EFFECT OF THE ROLE PLAYING LEARNING MODEL ON THE SOCIAL-EMOTIONAL SKILLS OF GRADE 5 STUDENTS IN SOCIAL STUDIES LEARNING

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ABSTRACT

The development of the era marked by changes in social life has an impact on decreasing social sensitivity, including among elementary school students. This phenomenon presents challenges in education, especially in preparing students to meet the demands of 21st-century skills that emphasize cognitive abilities and social and emotional skills. This study aims to improve students' social-emotional skills by implementing a role-playing learning model in Social Studies (IPS) subjects for fifth-grade students and to see its effects. The research method used in this study uses a quantitative research method with an experimental research type and a pre-experimental design with a one-group pretest-posttest design. The subjects in this study were 20 fifth-grade students at a school in Purwakarta. Data collection techniques used in this study were observation and documentation methods. The results of the study obtained an average pre-test data of fifth-grade students' social-emotional skills with a percentage of 79.65 while the post-test with an average of 86.05. This is proven by the results of data analysis using the sign test formula, namely the significance level ($\alpha \geq p$ (probability) of $(0.05 \geq 0.00)$. This means that H_0 is rejected and H_1 is accepted. This means that there is an effect of the application of the role-playing learning model on the social-emotional skills of fifth-grade students in a school in Purwakarta. Thus, learning using the role-playing model can be a solution in improving social-emotional skills..

Keywords: *social-emotional skills, role playing, social studies, elementary school students, pre-experiment.*

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BACKGROUND

Social studies learning in the classroom must focus on cognitive, affective, and psychomotor aspects (Kuo et al., 2023). This aims to ensure that learners can solve problems from a mental perspective, behave well, actively participate in the lives of the surrounding communities, and develop strong social skills as essential life skills (Fakhrudin et al., 2023). Social-emotional development is the process of forming behavior in each child that is influenced by the surrounding environment. This development includes complex conditions in the form of feelings and impulses of the soul which are characterized by biological changes that arise along with behavior according to societal norms, values, and culture. In elementary school children, social-emotional development is a very important aspect because it affects children's ability to show prosocial behavior (Zuina, Hosnan, & Taufik, 2020).

According to Widodo (2020), social behavior is one of the main aspects that need to be considered in the social interaction process. These interactions cannot be separated from human life because humans are not only individual beings, but also social beings.

Primary school education should ideally develop students' cognitive skills and improve affective and psychomotor aspects, including social-emotional skills (Dracinschi, 2012). Mastery of social-emotional skills is essential for students to interact positively, manage emotions, show empathy, and be actively involved in social life (Khongsankham et al., 2024).

However, on some occasions students often have difficulty controlling their emotions during conflicts with friends, are

unable to cooperate or maintain positive social relationships, and some are irresponsible in completing tasks given by teachers. Some children have difficulty playing in groups, lack confidence, lack empathy, and tend to be passive and disrespectful to their peers.

Effective and efficient social studies learning in schools, especially at the elementary education level, must be carried out by teachers with the right qualifications and competencies (Zhou, 2021). It is intended to create an engaging learning environment that motivates students and encourages active student participation.

Social studies learning is expected to foster social-emotional skills in students. However, in practice, teachers focus mainly on cognitive aspects (such as mastery of materials, facts, and concepts) and pay less attention to the development of social-emotional skills (Puspitasari, 2025).

This results in some students having a good understanding of social learning theoretically but are less able to apply that knowledge in social interactions, lack empathy, or have difficulty managing conflicts and emotions in and out of the classroom.

Therefore, it is necessary to develop learning strategies that transfer knowledge and improve social and emotional skills. One of the promising learning models is role playing. The role playing model can explore relationships between people by demonstrating them and discussing them so that together they can explore feelings, attitudes, values, and various problem-solving strategies (Duha & Widiastuti, 2018). There are character values in the role-playing method, one of which is tolerance and respect for differences.

Tolerance and respect for differences are one of the characters that must be developed in every student (Widodo et al., 2020).

This model allows students to simulate social situations, take on roles, interact with peers, practice empathy, manage emotions in a controlled environment, and engage in active learning. This is supported by the research of Wintan et al. (2016), which showed that in the first cycle, 58.90% of children were below the criteria, while in the second cycle, this increased to 82.33%, indicating a high increase.

It can be concluded that the application of role-playing methods with the help of concrete media can improve social-emotional development in children. Another supporting research is Santoso (2016), which shows a significant influence between role-playing learning methods and social skills in grade 5 elementary school students. This is evidenced by ANOVA analysis, which gives a p value of 0.98492. From some of the above studies, it is evident that the role-playing learning model has a relationship, and one of the relationships is the improvement of students' social-emotional skills. The researchers hope that this research will benefit all parties, especially students, teachers, schools, and policymakers, helping them to continue to improve social-emotional skills in social studies by applying a role-playing learning model.

METHOD RESEARCH

This research uses the research method in this study using a quantitative research method with the type of experimental research and research design using pre-experimental design with the

form of research design used, namely one-group pretest-posttest design. Experimental research was chosen because it aimed to determine the effect of treatment on a specific variable by comparing the learning outcomes of the group that received treatment with those that did not receive the treatment (McGowan, 2011).

Therefore, this study analyzes numerical data to examine the relationship and impact between variables. The research instrument used was a questionnaire. The questionnaire preparation is based on predetermined learning indicators to provide an objective view of the student's ability level. The research population consisted of elementary school students in Purwakarta Regency. Samples were selected using purposive sampling, which involves selecting participants based on specific criteria (Etikan et al., 2016).

The sample included fifth-grade students from an elementary school in Purwakarta Regency. The selection is based on two main factors: (a) students are not preparing for their final exams, and (b) they have social studies learning materials related to social-emotional skills. To test the hypothesis, this study used a t-test with a significance level of 0.05 and a degree of freedom ($df = n-2$) (Sugiyono, 2014). According to Sarwono (2005), the t-test compares an average of two sample groups. The test criterion is that if t is calculated $<$ table t , H_0 is accepted, whereas if t is calculated $>$ table t , H_0 is rejected. With this statistical analysis, it can be determined whether there is a significant influence of treatment on student learning outcomes.

The instruments used in this study were questionnaires and observation sheets. Questionnaires and observation sheets are tested to determine the validity of an

instrument so that it can be used to measure the subject being studied. These instruments have previously been validated first. The theory of social and emotional skills (Social Emotional Learning / SEL) used in this study uses the theory developed by CASEL (Collaborative for Academic, Social, and Emotional Learning), as well as the theory of Role Playing learning according to (Joyce & Weil, 2011). The questionnaire guidelines and observation sheets are as follows.

A	Keterampilan Sosial	Keterangan			
		SS	S	TS	STS
1	Saya tidak segan membantu teman saat mereka mengalami kesulitan saat bermain peran.				
2	Saya merasa nyaman berbicara dan berdiskusi di depan kelas.				
3	Saya dapat bekerja sama tanpa harus menjadi pemimpin dalam kelompok.				
4	Saya merasa memiliki tanggung jawab dalam menyelesaikan tugas kelompok saat bermain peran.				
5	Saya dapat bekerja sama dengan teman dalam kelompok saat bermain peran di pelajaran IPS.				
B. Kesadaran Sosial		SS	S	TS	STS
6	Saya bisa memahami perasaan teman saat mereka sedang berperan menjadi tokoh tertentu.				
7	Saya belajar menghargai budaya atau peran sosial yang berbeda dalam pembelajaran IPS.				
C. Kesadaran Diri		SS	S	TS	STS
8	Saya mampu menenangkan diri jika merasa gugup saat bermain peran.				
9	Saya menyadari kelemahan diri sendiri setelah bermain peran				
D. Manajemen Diri / Pengendalian Diri		SS	S	TS	STS
10	Saya dapat mengatur emosi saya saat tampil di depan kelas.				
11	Saya tetap tenang dan fokus meskipun peran yang saya mainkan cukup sulit.				
12	Saya mengikuti aturan selama pembelajaran role playing				
E. Keterampilan Membuat Keputusan yang Bertanggung Jawab		SS	S	TS	STS
13	Saya dapat memilih cara terbaik untuk menyelesaikan konflik saat bermain peran.				
14	Saya berpikir dulu sebelum bertindak dalam permainan peran.				
15	Saya dapat membuat keputusan yang adil saat menghadapi dilema sosial dalam peran.				

Tabel 1 Pedoman Angket

RESULTS AND DISCUSSION

This study aims to see the influence of improving social-emotional skills in social studies through a role-playing learning model for elementary school fifth grade students. The results of data processing and analysis from social and emotional skills indicators. Results and discussion of the results of the study

focused on two things, namely (1) the level of social sensitivity in students before learning using the Role Playing model and (2) the level of social-emotional skills and students' responses after learning with the Role Playing model.

a. Social-Emotional Skill Level in Students Before Using the Role Playing Model.

The level of social-emotional skills in students before conducting social studies learning using a role-playing model in the initial research activity of the fifth grade, students were given questionnaire instruments without being given a role-playing model. There were 20 students in fifth grade who took the test; Each student answered the statement in the questionnaire instrument sheet one by one. This pre-test test was carried out by giving a social communication questionnaire with a total of 15 statements to 20 students. Based on the pre-test results obtained, Table 1 below presents the results.

		Statistic	Std. Error
Pre-Test	Mean	79.6500	1.25294
	95% Confidence Interval for Mean	Lower Bound 77.0276	
		Upper Bound 82.2724	
	5% Trimmed Mean	79.8333	
	Median	80.0000	
	Variance	31.397	
	Std. Deviation	5.60334	
	Minimum	68.00	
	Maximum	88.00	
	Range	20.00	
	Interquartile Range	5.75	
	Skewness	-.763	.512
	Kurtosis	-.056	.992

Tabel 2 Hasil Pre Test

From the results obtained, there was the highest score of 88.00, and the lowest score of students was 68.00.

b. Students' Social-Emotional Skill Level After Learning with the Role Playing Model

Post-tests are also carried out with the same number of statements and the same number of students. The following is the post-test result data presented in Table 2.

In the second research activity in grade 5, students were given the same questionnaire instrument by applying social studies learning using a role-playing model during learning activities, including when giving materials.

Students are given an understanding of social sensitivity, which discusses concepts, goals, factors that affect social-emotional skills, and the importance of having an awareness to feel and observe the reactions or changes of others, both verbally and non-verbally, in daily life. There are 20 students in grade 5, with data obtained from the results of the level of social sensitivity contained in the data as follows:

Post_Test	Mean		86.0500	1.02975
95% Confidence Interval for Mean	Lower Bound		83.8947	
	Upper Bound		88.2053	
5% Trimmed Mean			85.8889	
Median			86.0000	
Variance			21.208	
Std. Deviation			4.60520	
Minimum			80.00	
Maximum			95.00	
Range			15.00	
Interquartile Range			7.00	
Skewness			.489	.512
Kurtosis			-.561	.992

Table 3 Post Test Results

Based on the description of the data above, the average score obtained showed an adequate increase, namely 79.6500 at the pre-test and 86.0500 when the post-test was given. The increase in this score occurred at the lowest pre-test score, which was 68.00 to 80.00 in the post-test score. Meanwhile,

the highest score in the pre-test was 88.00 to 95.00 when the post-test was given. A summary of the comparison of pre-test and post-test scores is presented in full in the table below.

Jenis	Shoes			Stuart Deviation
	Minimal	Maximum:	Mean	
Pre-test	68	80	79,65	5,60
Post-test	80	95	86,05	4,61

Table 4: Description Analysis

c. Normality Test

Followed by the normality test, this is done as a mandatory prerequisite before conducting parametric analysis. The goal is to find out whether the learning outcome data (pre-test and post-test) obtained from the sample is distributed normally or not. Analysis Results: Because the number of samples used was relatively small, i.e. as many as 20 students ($N \leq 50$), the decision-making guidelines were based on the significance value of the Shapiro-Wilk test. Based on the results of the analysis using SPSS, a significance value (Sig.) for pre-test data was 0.085 and post-test data was 0.100. Both significance values were greater than the real level of $\alpha = 0.05$ ($p > 0.05$). This is also supported by the distribution of data points on the Normal Q-Q Plot that follows a diagonal line. Thus, it can be concluded that the pre-test and post-test results are distributed normally, so that the prerequisites for using parametric tests (Paired Samples T-Test) have been met.

Case Processing Summary						
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre_Test	20	100.0%	0	0.0%	20	100.0%
Post_Test	20	100.0%	0	0.0%	20	100.0%

Table 5 Case Processing Summary

Tests of Normality

Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	.225	20	.009	.916	20	.085
Post_Test	.196	20	.042	.920	20	.100

a. Lilliefors Significance Correction

Table 6 Normality Test

d. Uji Hypothesis T Test

This test aims to prove statistically whether there is a significant difference in students' learning outcomes between before and after the application of the learning method/media.

Based on the Paired Samples Test table, the value of "t" _hitung was obtained of -6.923 at the degree of freedom "(df") = 19, with a significance value (Sig. 2-tailed) of < 0.001. In addition, the effect size calculation using Cohen's formula d showed an estimated value of 1.548. Since the significance value of < 0.001 is well below the critical level of 0.05, the null hypothesis ("H" _0) is rejected and the alternative hypothesis ("H" _a) is accepted. This means that there is a very significant difference in learning outcomes between before and after treatment. Cohen's d value of 1.548 is included in the large effect size, which confirms that the intervention provided is not only statistically significant, but also has a massive practical impact on improving students' skills. The complete T Test data is presented in the table below.

Paired Samples Test

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
test	-6.40000	4.13458	.92452	-8.33504	-4.46496	-6.923	19	.000

Table 7 Paired Sample Test

From table 7, information was obtained that there was a significant difference in the improvement of social and emotional skills

in students after using the role-playing method. This is strengthened by research conducted by Santoso (2016). The results of this study show a significant influence between role-playing learning methods and social skills in elementary school fifth grade students.

The roleplaying/role-playing model can increase student engagement in the social learning process. However, it is important to consider that the improvement of social-emotional skills can occur gradually through consistent interactions in the context of learning (Annajih & Bakhtiar, 2024).

Therefore, it is important to continue to explore and implement the right learning model to be able to improve students' social-emotional skills.

e. Uji Regresi

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	190.772	1	190.772	16.184	<.001 ^b
	Residual	212.178	18	11.788		
	Total	402.950	19			

a. Dependent Variable: Post_Test

b. Predictors: (Constant), Pre_Test

Table 8 ANOVA Analysis Results on Regression Test

Based on the image of the ANOVA test results above, it is known that the significance value is much smaller than the standard probability or real level ($\alpha = 0.05$), so H_0 rejected and H_1 accepted. This means that the regression model as a whole has proven to be feasible and significant. In conclusion, the Pre-test variable can be used to predict the Post-test value statistically.

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	41.008	11.223		3.654	.002
	Pre Test	.566	.141	.688	4.023	< .001

a. Dependent Variable: Post_Test

Table 9 Coefficients Analysis Results in Linear Regression Test

Based on the image above, it is known that in the Unstandardized Coefficients (B) column, a constant value of β_0 of 41.008 and the value of the regression coefficient for Pre-test β_1 of 0.566 is obtained so that a linear regression with the following equation is produced.

$$Y = 41,008 + 0,556X$$

In addition to proving the existence of a significant influence, this equation can also function as a predictive instrument so that educators can project or predict students' final learning outcomes (Post-test) in the future just by knowing the initial ability score (Pre-test) without going through treatment activities and final measurement tests (Post-test). This equation provides a measurable picture of how much a student's initial readiness will contribute to final achievement. The constant value is calculated as 41.008 which means that if the student has a Pre-test score of 0 (there is no effect on the initial ability at all), then the student's Post-test score is predicted to be at 41.008. On the other hand, the value of the coefficient with a positive value shows a direct relationship so that every time there is an increase in the Pre-test score of 1 point, the student's Post-test score will increase by 0.566 points assuming other variables are fixed values.

These findings suggest that role-playing methods are not only theoretically relevant but also proven to be empirically consistent in improving the social-emotional aspects of children in various research contexts. Similar results were also found in international studies that role-playing/role-playing learning models were effective in developing the social skills, empathy, and emotional understanding of elementary school children (Yumru & Koç, 2021), as well as improving students'

emotional intelligence, cooperative skills, and conflict control (Sogen, 2025).

Given the consistency of these findings, this model can be seen as a valid learning strategy to improve students' social interaction, empathy, and communication skills. Therefore, it can be concluded that the application of role-playing methods with the help of concrete media can improve social-emotional development in children. This very strong correlation value suggests that the contribution of role-playing methods to social communication skills cannot be ignored, and can even be a dominant factor in shaping students' interpersonal intelligence.

These findings are reinforced by research showing that role-playing can improve interpersonal communication, problem-solving skills, and students' emotion regulation in the learning process (Garraay et al., 2022; Pratiwi et al., 2022; Lahiya et al., 2022; Wirahandayani et al., 2023). In other words, the more often students use models or practice role-playing, the more their skills in managing emotions, understanding other people's perspectives, and responding appropriately in social interactions will be honed.

CONCLUSION

Based on the results of research and discussion, it can be concluded that learning using the Role Playing model can improve the social-emotional skills of elementary school fifth graders. The average pre-test data on social emotional skills of fifth grade students with a percentage of 79.65 while the post-test with an average of 86.05 was obtained. This is evidenced by the results of data analysis using the sign test formula, namely the significance level (α) $\geq p$ (probability) which is ($0.05 \geq 0.00$).

This means that H_0 is rejected and H_1 is accepted, this proves the influence of the application of the role playing learning model on the social-emotional skills of fifth grade students in one of the schools in Purwakarta. Thus, learning using role-playing models can be a solution in improving social-emotional skills. The Role Playing learning model can be an effective learning strategy in shaping the character of students who are more empathetic, communicative, and responsible.

Further research is recommended to explore the factors that inhibit the maximization of social-emotional skills and to look for alternative approaches that can complement these methods. Periodic evaluations of students' social-emotional skills development are also important as part of a holistic assessment in character education.

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