

THE EFFECT OF THE ROLE PLAYING LEARNING MODEL ON STUDENTS' SELF-CONFIDENCE IN THE INDONESIAN LANGUAGE SUBJECT AT SDN SEMPU 1

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ABSTRACT

This study aims to determine the effect of the Role Playing Learning Model on Students' Self-Confidence in the Indonesian Language Subject of Grade V of Sempu 1 State Elementary School. The focus of the study was directed to determine whether the role playing model has an effect on students' self-confidence in learning Indonesian. The research method used was a quantitative method of the pre-experimental type with a one-group pretest-posttest design. The study was conducted at Sempu 1 State Elementary School with the population being all students at the elementary school and the sample being all fifth-grade students totaling 29 people who were determined through purposive sampling techniques for certain reasons. The research instruments included a self-confidence questionnaire, observation sheets, and interview guidelines. Data were collected through questionnaires, pretests, posttests, observations, and interviews. The data analysis technique used was the Paired Sample T-Test to determine the difference in the results of the pretest-posttest of students' self-confidence. The results showed that the role playing model had a positive effect on learning Indonesian, evidenced by the significance value of the T-test of $0.000 < 0.05$. The results of observations, questionnaires, and interviews supported that students became more confident, brave to appear, optimistic, and responsible in learning. It was concluded that the role playing model is suitable for implementation to support Indonesian language learning in elementary schools, with suggestions for teachers to combine this model with other strategies to optimize the increase in students' self-confidence.

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INTRODUCTION

The term "learning" has begun to be widely accepted by society, particularly following the enactment of Law No. 20 of 2003 concerning the National Education System, which established a legal definition of learning. Technically, learning can be defined as a systematic effort to organize potential learning conditions aimed at enhancing the potential of each student. In accordance with the views expressed by Wahab & Rosnawati, (2011), to establish a learning

process centered on developing each student's potential, learning can be described as a methodical and systemic effort to create a potential learning environment. This understanding demonstrates that learning and teaching have a significant and beneficial relationship. This substantive relationship lies in the ultimate conclusion of the learning process, namely, a person experiencing behavioral change.

Learning is carried out intentionally to produce a learning process, meaning it can be said that learning is a learning parameter, known as the functional relationship between learning and teaching. Wahyuni, (2023) argues that the goal of learning is to create a methodically planned learning scenario or setting so that the environment is enjoyable, engaging, and cooperative, and achieves a successful learning process. However, the learning process still doesn't function optimally because most students experience difficulties understanding the learning material and completing assigned assignments. Furthermore, students' mental immaturity also impacts the quality of learning. This happens because students' self-confidence is still low (Parveen et al., 2025).

In the modern era, awareness of one's mental state is crucial. Many factors influence mental health in daily life, one of which is self-confidence. According to Hakim, (2022), self-confidence is a crucial component of one's personality. Furthermore, in education, self-confidence is crucial for student progress, improving communication skills and understanding, necessary for engaging in discussions with individuals or groups, responding positively to their social environment, and facilitating the understanding of information received (Asmara et al., 2025; Naimah & Putro, 2026). Low self-confidence causes many students to struggle to understand what is taught in class.

Despite having the capacity to inspire themselves to achieve, students who lack self-confidence in class may be less interested in learning, according to Hamsia et al., (2023); Munajat et al., (2024); & Suryani & Kusmiyati, (2025). Self-confident students possess several characteristics, including an internal locus of control, the belief that one's success or failure depends solely on one's own efforts, and a belief in one's own competence and talents (Lusiana, 2023; S. I. Sari & Setiani, 2024). A person's capacity to cultivate a positive attitude toward themselves and their surroundings is referred to as self-confidence (Macarau & Stevanus, 2022). This means that self-confidence is crucial to possess and develop to positively impact students (Mazlan & Wangid, 2023). However, a number of students still lack self-confidence in their abilities.

Based on the findings of the first phase of observations at Sempu 1 State Elementary School on Monday, February 10, 2025, results showed that fifth-grade students' communication skills ranged from good to poor. This was due to the majority of students experiencing barriers to verbal communication. Furthermore, teachers did not use learning approaches that could enhance communication and self-confidence. Furthermore, it was also found that: 1) students lacked confidence when speaking in front of the class, making them reluctant to come forward when asked by the teacher to present their assignments; 2) they still stuttered in their speech; 3) students lacked emotional expression during dialogue, making them unable to convey the feelings of the characters in the story; 4) students were less able to speak effectively; and 5) students were reluctant to voice their opinions and abilities. These conditions were supported by the results of pre-research observations of student activity in discussions.

Furthermore, interviews with fifth-grade teachers revealed that the Indonesian language learning approach was still dominated by direct instruction methods, such as lectures, question-and-answer sessions, and giving assignments to students. This made learning more teacher-

centered, making students passive. Therefore, the techniques used by teachers to help students learn Indonesian were still considered ineffective in increasing their motivation, self-confidence, and speaking skills. This was due to limited time devoted to learning, which impacted students' communication skills and self-confidence.

The lack of communication space for students limits opportunities to build their self-confidence. Therefore, teachers are expected to master the skills to select a variety of innovative learning models and strategies that can foster self-confidence to achieve optimal learning outcomes. This situation aligns with the view (Nurma'ardi & Kuswaty, 2023; Polat & Bayram, 2026) that learning success is largely determined by certain factors. Beyond the students themselves, the role of teachers is also crucial. Teachers hold a crucial position in schools because they interact directly with students to educate, educate, and convey knowledge. Therefore, teachers need the ability to innovate and find appropriate approaches to optimally achieve learning objectives.

Based on the aforementioned issues, researchers found a solution to improve student self-confidence. An alternative solution to this problem is the use of the role-playing learning model. Role-playing is a learning model with a comprehensive communicative technique that can help students become more fluent in language, increase classroom engagement, and foster enthusiasm (Nasution & Adlini, 2022; Sihombing, 2025).

In line with the idea expressed by Azzahra et al., (2024; Durisa et al., (2022), teachers are required to carry out tasks, one of which is creating learning that can attract students' interest so they are active in the learning process and more easily understand the material presented. By implementing the Role-Playing model, students are directed to investigate learning problems, either individually, in groups, or as a class (Norström et al., 2026). Through this investigative process, students' level of ability to understand the lesson content can be determined (Erista et al., 2024).

The Role-Playing learning model can guide students in learning about concepts and social interactions. This is because the learning process works better when students are given the opportunity to actively participate and apply them to real-world situations. This allows students to understand and retain ideas and concepts with confidence (Rizky, 2022). According to Abidah et al., (2025); Marlita, (2025); & Wiyudia et al., (2024), the Role-Playing model can be used as an alternative learning method that can foster high interest in students because it has been proven effective in improving their social skills. Furthermore, student responses to the implementation of this method were quite positive, with initially shy students becoming more confident in interacting with their peers.

This statement is further supported by Nuryati et al., (2021), who stated that the goal of the role-playing teaching strategy is to foster creativity, appreciation, and self-confidence in students. Therefore, the role-playing learning style can be a way to boost student self-confidence. By fostering student self-confidence, teachers will find it easier to create a pleasant learning environment (R. K. Sari, 2020). Therefore, it can be concluded that the implementation of the role-playing learning model can be a reference learning model that can be used to increase self-confidence. This goal can be achieved by students participating in conversations that occur between teachers, students, and their classmates.

Based on this, researchers are motivated to further examine the application and impact of the role-playing learning model on self-confidence issues commonly experienced by students. So

that the researcher has an interest in conducting research entitled: "The Effect of the Role Playing Learning Model on Students' Self-Confidence in The Indonesian Language Subject at SDN Sempu 1".

RESEARCH METHODOLOGY

This research is a deductive quantitative study, where conclusions are drawn based on hypothesis testing using statistical analysis. The research design uses a One Group Pretest-Posttest design. There is no control group, so comparisons are made only between pretest and posttest data from one group analyzed to observe changes that occur after the treatment is implemented. This design was chosen considering field conditions and existing limitations, such as the suitability of the research criteria and the number of classes available, which precluded the formation of a control group. The use of a One Group Pretest-Posttest design essentially makes it easier to evaluate changes in outcomes before and after treatment. However, the lack of a control group limits the study's ability to identify whether these changes are entirely due to the treatment. This is because changes could be due to factors other than the treatment, such as the natural learning process, participant experience, or environmental influences, which could potentially influence the results.

The research was conducted at Sempu 1 State Elementary School. The population comprised all fifth-grade students, with a sample size of 29 students. The sampling technique used purposive sampling, with several considerations. These considerations included student characteristics and observations and interviews with students and teachers, which revealed that fifth-grade students' self-confidence was still suboptimal. Furthermore, the selection of one group was based on the school's single-grade classroom, which prevented the use of a control class.

The data collection techniques in this study used questionnaires, observation, interviews, and documentation. The questionnaire instrument used refers to the Self-Confidence indicators, namely confidence, optimism, objectivity, responsibility, and rationality (Isyana et al., 2024). To measure the validity of the study, the researcher conducted validity and reliability tests on the Self-Confidence questionnaire instrument. Based on the results of the validity test, 46 of the 75 statement items were considered valid because the significance value (Sig.) was less than 0.05, while the remaining 29 statement items were considered invalid because the significance value was greater than 0.05. This indicates that the majority of the research tools are suitable for measuring the variables studied. Meanwhile, the Reliability Test was conducted to measure how trustworthy the tool is for use and how consistent and accurate the measurement results are. Based on the Cronbach's Alpha value obtained a value of 0.949, it can be interpreted that the research instrument (a questionnaire with 75 statement items) has a very high level of reliability.

The data analysis techniques used in this study are descriptive analysis, inferential analysis, prerequisite analysis, and hypothesis testing, where descriptive analysis involves collecting relevant data, organizing, processing, and analyzing the data to provide a summary of the problem being discussed. While inferential analysis, the researcher conducted a Paired Sample T-test to analyze sample data and draw conclusions to determine the comparison of the average learning outcomes or abilities of students before (pretest) and after being given treatment (posttest). In addition, for the prerequisite analysis test, a normality test was used to determine whether the data was normally distributed. Furthermore, the researcher also tested the hypothesis using a t-test, which is one component of the parametric statistical analysis

approach, this was done to prove and ensure whether there was a statistically significant relationship between the dependent variable and the independent variable.

RESULTS AND DISCUSSION

In this study, researchers conducted descriptive analysis of pretests and posttests. The tests were conducted to determine student scores before and after treatment. The descriptive results of the pretest and posttest can be seen in the table below:

Table 1. Results of the Post-Test Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	60,00	90,00	80,7	8,447
Posttest	29	78,00	92,00	85,24	3,729

Based on the results of the descriptive analysis of the pretest and posttest above, the students' pretest scores show that from 29 respondents, the minimum score was 60, the maximum score was 90, the average score (mean) was 80.7, and the standard deviation was 8.447. Furthermore, for the posttest results, namely the results of the test after students were given treatment, the minimum score was 78, the maximum score was 92, the average score (mean) was 85.24, and the standard deviation was 3.729. If seen from these two results, it can be concluded that there is an increase in students' self-confidence after the application of the role playing learning model which is marked by an increase in the average score and a decrease in the standard deviation in the posttest results compared to the pre-test results.

In this study, the researchers also conducted a normality test. This test was conducted to determine the normality of the research data using the Kolmogorov-Smirnov test. Based on the test results, the following values were obtained:

Tabel 2. Hasil Pengujian Normalitas

Tests of Normality						
Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Self Confidence	.090	29	.200*	.977	29	.768
Posttest Self Confidence	.095	29	.200*	.973	29	.635

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test, the Kolmogorov–Smirnov significance value for the pre-test and post-test data was 0.200 (>0.05) respectively. Meanwhile, the Shapiro–Wilk test results obtained a significance value of 0.768 for the pre-test and 0.635 for the post-test, which is also greater than 0.05. Thus, based on both tests, it can be concluded that the pre-test and post-test data are normally distributed. Although both tests show consistent results, the interpretation of normality in this study refers more to the Shapiro–Wilk results because the

number of research samples is less than 50 respondents, thus meeting the assumption of normality and is worthy of further analysis using the Paired Sample t-Test.

Tabel 3. Hasil Pengujian Paired Sample t-Test

Paired Samples Test									
		Paired Differences					T	d f	Sig. (2- tailed)
		Mean	Std. Deviati on	Std. Erro r Mea n	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Self Confidence – Post Test Self Confidence	- 5.172	6.459	1.199	- 7.629	- 2.716	- 4.31 2	28	.000

A Paired Sample t-Test was conducted to determine whether there was a significant difference in students' self-confidence levels before and after the implementation of the role-playing learning model. This test was chosen because the data met the assumption of normality based on the previous test results, allowing parametric analysis. Based on the Paired Sample t-Test results in Table 4, the mean difference was -5.172, indicating an increase in the average self-confidence score after the treatment. Furthermore, the t-value was -4.312 with 28 degrees of freedom (df) and a significance value (Sig. (2-tailed)) of 0.000. This significance value is less than the 0.05 level ($0.000 < 0.05$), indicating a significant difference between the pre-test and post-test scores.

Based on these results, H_0 is rejected and H_1 is accepted, so it can be concluded that the application of the role-playing learning model has a significant influence on increasing the self-confidence of fifth-grade students of Sempu 1 Elementary School in the Indonesian Language subject. To complement the significance test results, the researchers also calculated the effect size using Cohen's d index. Based on a t-value of -4.312 with a sample size of 29 students, a Cohen's d value of 0.80 was obtained. This value is included in the large effect category, indicating that the applied learning model not only produces statistically significant differences but also has a strong influence on increasing student self-confidence.

DISCUSSION

Implementing the role-playing learning model is an effective option for improving student self-confidence. Research shows that the role-playing learning model has a positive impact on the self-confidence of fifth-grade students at Sempu 1 Elementary School in Indonesian language. This is demonstrated by an increase in the average self-confidence score from 80.70 in the pre-test to 85.24 in the post-test. Furthermore, the lowest score increased from 60 to 78, while the highest score increased from 90 to 92. The distribution of scores also shows that 91.8% of students were in the high category after the treatment. The results of the paired sample t-test supported these findings with a significance value of 0.000 ($p < 0.05$), indicating that the role-playing learning model significantly increased student self-confidence.

Furthermore, based on the effect size calculation using Cohen's d , a Cohen's d value of 0.80 was obtained, indicating that the increase in self-confidence was not only statistically significant but also had strong practical significance in the learning process. This finding indicates that the implemented learning model was able to produce tangible changes in student learning outcomes.

The increase in student self-confidence was not only evident in quantitative measurements, but also supported by observations and interviews during the learning process. Based on these results, students appeared more active in learning activities, expressed their opinions boldly, were confident in portraying characters, and were able to work collaboratively in groups. The role-playing learning model provides opportunities for students to be directly involved through role-playing activities, which can create a more interactive and enjoyable learning environment, encouraging them to express their ideas and opinions with greater confidence.

The relevance of using role-playing to increase self-confidence is reflected in each of its syntaxes: In stage 1, Preparation/Warm-Up, students appeared ready, bold, and enthusiastic about participating in the role-playing activity. For example, when assigning roles, several students immediately stepped forward without hesitation, creating a lively and enjoyable classroom atmosphere. In stage 2, choosing roles, almost every student appeared confident and immediately tried to adapt to their role when assigned.

Next, in stage 3, setting up the stage/classroom, students collaborated and appeared enthusiastic and confident in setting up the space before the role-playing activity began. In stage 4, preparing observers, students confidently acted as observers, appearing honest and objective when assessing their peers. They assessed their performance impartially. In stage 5, role-playing, students appeared to carry out their roles earnestly according to the scenario. They strove to portray their respective characters with appropriate expression and intonation. Furthermore, in stage 6, Discussion & Evaluation (First), students appeared to be showing greater courage in expressing their opinions and being open to criticism from peers and teachers. Afterward, to further maximize learning, the role-play activity was repeated a second time. During the role-play, students appeared much more enthusiastic when given the opportunity to perform again. They attempted to correct previous mistakes with confidence and enthusiasm.

Following the repetition of the role-play, a second discussion activity was conducted. In this second discussion, the teacher and students conducted an evaluation, and the results showed that the students were better able to convey their reasons and opinions logically. They presented arguments that were relevant to the topic and easily understood by their peers. After completing these stages, the next stage was stage 7, Sharing Experiences & Conclusions. At this stage, students were able to share their experiences fluently and draw reasonable conclusions from the role-play activity. They understood the meaning of the activity and related it to real-life situations.

The findings of this study align with Lauster's theory in Ho et al., (2025), which states that students' self-confidence can be seen through aspects of self-confidence, optimism, objectivity, responsibility, and rationality. Through role-playing, students have the opportunity to develop these five aspects because they are required to understand their character, interact with friends, express opinions, and take responsibility for the roles they play. The use of role-playing learning models provides students with the opportunity to actively contribute directly to learning, which can certainly build students' self-confidence. These results also align with the theory put forward by Bandura in De Bree & Zee, (2021) regarding social theory, which states that social

participation can provide students with opportunities to express themselves, the opportunity to contribute directly, and obtain external support, enabling students to feel more competent and confident. Furthermore, research Wijayanti, (2021) also states that role-playing models can increase students' activeness, courage, and self-actualization during the learning process.

Overall, the research results show that the role-playing learning model is effective in increasing students' self-confidence, both substantively and statistically. This certainly makes the role-playing learning model a reference learning model that can be used to address low student self-confidence.

CONCLUSIONS

Based on the data analysis and research findings, it can be concluded that the results of the Paired Sample t-Test show a significance value (Sig. (2-tailed)) of $0.000 < 0.05$, so there is a significant difference between the pre-test and post-test scores. This is also in line with the results of the effect size calculation using the Cohen's d index. From the results of the t value of -4.312 with a sample size of 29 students, the Cohen's d value was 0.80 and was included in the large effect category, this proves that the application of the role playing learning model not only produces statistically significant differences, but also has a strong influence on increasing students' self-confidence. Moreover, the results of observations and interviews also show that the application of the role playing learning model makes students more enthusiastic, confident, brave in expressing opinions, and expressing themselves. Thus, these results prove that the application of the role playing learning model has a significant effect on the self-confidence of fifth grade students of Sempu 1 Elementary School in the Indonesian Language subject. However, to be able to maximize students' self-confidence, the implementation of the role-playing model needs to be supported by mature time allocation arrangements, a deep understanding of the use of the role-playing learning model, continuous motivation, the use of supporting media, and learning management that is able to actively involve all students so that self-confidence can be increased more optimally.

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