Enhancing Student Learning Engagement through Role-Play Method in 5th Grade Indonesian Language Primary Classroom

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Abstract
Indonesian language learning aims to improve students' communication skills in both spoken and written Indonesian, while also fostering an appreciation for Indonesian literature. Elementary school (SD) students need to develop oral and written communication skills, as well as an appreciation for literary works. However, observations at SD Negeri 5 Lubai revealed a lack of interest in learning among most students, with 10 out of 29 students scoring below 75, falling short of the minimum passing grade. This research focuses on addressing the problem of speaking ability in Grade V students by introducing the role-play method. Role-playing involves students portraying different characters to explore relationships, feelings, attitudes, values, and problem-solving strategies. By actively engaging in role-play, students can develop their imagination, appreciation, and communication skills. The research conducted two cycles of activities, with an average learning outcome completeness of 34.48% in cycle I. In cycle II, there was a significant improvement, with a completeness percentage of 86.21%. These findings demonstrate the effectiveness of the role-play method in enhancing student learning engagement and improving their proficiency in Indonesian language skills.

Keywords: Learning engagement, Indonesian Language, Learning Methods, Role Play

Introduction

Education plays a vital role in human life, irrespective of time and place, and is closely linked to the development of a nation, particularly in the era of globalization. It serves as a powerful tool in nurturing skilled and competent human resources, thereby contributing to national progress. Access to education is considered a fundamental right for every Indonesian citizen, enabling them to unlock their full potential.

Education encompasses the conscious efforts of adults to guide and cultivate students' personalities and fundamental abilities through both formal and non-formal channels. It is a collaborative endeavor aimed at harnessing human potential and achieving desired goals. The National Education System, as defined in Law No. 20 of 2003, emphasizes the creation of a conducive learning environment and process. Its objective is to empower students to develop religious, spiritual, self-disciplinary, intellectual, ethical, and practical competencies that benefit themselves, society, the nation, and the state. By recognizing education as a catalyst for individual and societal growth, it becomes imperative to prioritize and invest in educational endeavors. The transformative power of education holds the potential to shape a brighter future for individuals and the nation as a whole. (Mustadi & et al., 2020).

Teaching and learning revolve around the dynamic relationship and feedback loop between teachers and students in educational settings. In order to excel in their teaching role, educators need to exhibit qualities such as patience, perseverance, open-mindedness, and proficiency in instructional strategies (Agustin et al., 2022). The teaching and learning process is a fundamental educational activity. Learning, as a cognitive process, occurs through active engagement and interaction with the environment, leading to changes in understanding, skills, and attitudes. It is through learning that individuals acquire new knowledge and abilities through dedicated efforts (Rawung & Mertek, 2022). Effective learning experiences should encourage students to actively participate physically, socially, and psychologically, enabling them to grasp

key concepts. Therefore, teachers should employ methods that foster student engagement and involvement in various learning activities.

In the learning process, it is crucial to recognize that teachers and students are inseparable components. The interaction between these two components is essential to support and enhance student learning outcomes. By fostering a mutually supportive environment, where teachers and students collaborate, optimal learning outcomes can be achieved.

Indonesian language learning aims to enhance students' proficiency in effectively and accurately communicating in both oral and written forms of Indonesian language, while also fostering an appreciation for Indonesian literary works (Mulyasa, 2023). It encompasses five fundamental competencies, which include listening, speaking, reading, writing, and literature. The primary objective of teaching Indonesian in elementary schools (SD) is to enhance students' oral and written communication skills and develop their appreciation for Indonesian literary works. Speaking skills are of utmost importance in school curricula as they are highly practical in students' daily lives and serve as a foundation for effective communication with others.

For the learning process to be successful, it is imperative for teachers to possess professionalism in nurturing students' competencies based on their individual characteristics. Additionally, teachers should create an enjoyable learning environment not only for the students but also for themselves. This implies that learning and teaching should become an integral part of daily life and be approached with enthusiasm in order to cultivate a sense of love and eagerness for learning among students (Mulyasa, 2023).

The teacher, functioning as a learner, plays a pivotal role in intentionally, systematically, and consistently creating conducive learning conditions for students (Fathurrahman, 2019). While students, as active participants in the learning process, benefit from the learning conditions crafted by the teacher, they also reciprocate by providing input and influencing the learning environment. As a result, learning activities become dynamic, imbued with values, and driven by specific objectives.

Among the responsibilities of the teacher in the learning process is the selection of an appropriate learning model or method that aligns with the teaching materials to be conveyed to the students. Furthermore, the teacher assumes the responsibility of providing learning resources and facilities to enhance the effectiveness of learning. Proficiency in employing teaching methods is a crucial foundational skill for teachers to achieve success in the classroom.

Expecting teachers without familiarity with teaching methods to fulfill their teaching duties to the fullest extent is unrealistic (Satori, 2019). Teachers should uphold certain personal standards such as being accountable for their actions within the school and broader community. They must also possess the ability to make independent decisions, particularly regarding various aspects related to learning and competence development, while considering the unique circumstances of their students and the learning environment (Mulyasa, 2023).

According to (Darmadi, 2017), the success of the learning process and activities is not only influenced by teachers but also by factors related to students themselves. Students' behavior during the learning process can indicate their level of interest or disinterest in the subject matter. This student interest is referred to as "interest."

Darmadi (2017) defines interest as a state that arises when a person perceives similarities or meaningful connections between desired situations and their own needs or desires. Therefore, what a person sees or experiences can evoke their interest when it aligns with their personal desires or needs. This implies that interest reflects the soul's inclination toward something, often accompanied by a sense of pleasure, due to the perceived connection between what is observed and one's own interests.

Role playing involves adopting and performing a predetermined role. According to Meinuiruit (Nisa et al., 2018), the role playing learning model is a teaching method that dramatizes behavioral patterns in social contexts. It is a complex learning model that explores social situations, emphasizes emotional involvement, and utilizes sensory tools to address the problem at hand (Dodik Eiko Yuilianto, 2021). The role playing learning model enables students to immerse themselves in various roles, fostering imagination and awareness. Students can engage in role playing by envisioning themselves as living characters or inanimate objects.

Learning Indonesian language in elementary school encompasses the development of four essential language skills: listening, speaking, reading, and writing. These language skills are crucial for human beings as social creatures, as they enable individuals to interact with others through oral and written communication.

Indonesian language learning serves various functions, as highlighted by (Niisa et al., 2018). First, it increases educational productivity by accelerating the learning process, optimizing teachers' time, and balancing students' learning enthusiasm. Second, it facilitates individualistic education by reducing rigid teacher control and allowing students to tailor their learning according to their abilities. Third, it provides a scientific foundation for teaching by incorporating systematic planning of educational programs and aligning teaching materials with behavioral research. Fourth, it reinforces learning outcomes by enhancing communication abilities and presenting information in a concrete manner. Fifth, it enables scientific learning by bridging the gap between abstract concepts and real-life situations, facilitating direct knowledge acquisition. Finally, it allows for a wider presentation of research, especially through mass media tools.

To sum up, learning Indonesian language in elementary school not only focuses on developing language skills but also serves important functions in enhancing educational productivity, promoting individualistic education, providing a scientific basis for teaching, reinforcing learning outcomes, facilitating scientific learning, and enabling widespread research presentation (Niisa et al., 2018).

Speaking skills encompass listening, speaking, reading, and writing, which are vital cognitive activities that contribute to the development of language proficiency (Yanto & Rosiidah, 2020). The ability to speak a language is not innate; rather, it is acquired through the process of learning in order to effectively communicate one's needs and desires.

Language usage in interactive behavior can be categorized into two forms: verbal and written. Verbal skills are necessary for individuals to engage in communication by conveying messages, such as ideas, desires, wishes, feelings, or engaging in interactions. To effectively communicate a message, several factors must be integrated, including knowledge structure, linguistic competence, productive strategies, psychophysical mechanics, and context.

Oral language skills encompass speaking and listening, whereas written language skills involve reading and writing. When individuals communicate orally, they express their ideas, thoughts, and feelings through words to ensure understanding by the recipient. As children enter elementary school, they are exposed to written language and are encouraged to think more deeply to enhance their speaking skills. Writing skills involve the ability to effectively convey a message through written language, allowing readers to comprehend the intended meaning and purpose of the writing.

The development of a child's language skills is intertwined with their intellectual growth. A balanced language development is linked to a child's intellectual balance, wherein a conducive and emotionally positive environment plays a role in supporting language development. As a result, children's stories may initially lack coherence but gradually become more structured and problem-oriented as they mature.

Research conducted by (Yanto & Rosiidah, 2020) indicates that the use of a realistic mathematics learning approach significantly improves learning outcomes. Another study by (Veira et al., 2022) demonstrates that students taught with the Realistic Mathematics Education (RME) approach have better learning opportunities compared to those taught with conventional methods. Additionally, previous research (Mailani et al., 2022) suggests that the use of realistic mathematical approaches enhances students' creative abilities.

In the context of the learning model used, the role-playing teaching method is believed to have a substantial impact on students' learning interests and motivation. Observations conducted among grade V students at SDN 5 Lubaii revealed their high level of ability to convey content and accurately assume roles during student drama activities. However, it was noted that the teacher did not encourage group learning, which could potentially facilitate idea exchange and enhance students' comprehension of the material.

The development of speaking skills in children is a dynamic process involving verbal and written language proficiency. The integration of various factors and the implementation of effective teaching methods, such as role-playing, can contribute to students' language development, learning outcomes, and motivation (Yanto & Rosiidah, 2020; Veira et al., 2022).

To ensure a balanced and effective learning experience for students, it is essential for teachers to create engaging and enjoyable learning environments that motivate students and enable them to excel in their assignments. Relying solely on textbook-based tasks for grading can lead to student passivity, indifference, and a lack of motivation. This was observed in a study where out of 29 students, only 10 received satisfactory grades, indicating the need for improvement in the learning outcomes of the remaining 19 students. Implementing the Role Playing learning model can assist both teachers and students in achieving their desired goals. This model allows students to practice independently, enhancing their understanding of the material. Additionally, it benefits students who lack self-confidence and boosts their motivation, resulting in increased student activity and creativity (Veira et al., 2022).

In general Indonesian language learning, students often receive information passively from teachers through lectures, expository methods, question and answer sessions, or other teaching approaches. However, the author of the study was interested in exploring the Role Playing learning model as an alternative. The Role Playing model involves presenting real-world ideas through demonstrations and reflections in class or research, where participants can assess the strengths and weaknesses of different perspectives and offer alternative suggestions. The focus of this model is on the issues addressed in the performance rather than the participants' acting abilities.

The Role Playing learning model has several advantages. Firstly, it allows students to engage with real-life situations, fostering practical problem-solving skills. Secondly, it enhances students' proficiency in spoken language. Lastly, it provides opportunities for students to improve their communication skills by actively participating in the learning process. Overall, the Role Playing learning model promotes interest in learning Indonesian and creates a joyful learning experience for students (Veira et al., 2022).

Method

The researcher employed an action research approach to investigate the teaching of drama in the Indonesian subject using the Role Playing learning model. The study involved fifth-grade students at SD Neigeirii5 Lubaii during the third semester of the 2022/2023 academic year. The focus of the research was on the students' reading skills, which were measured using various indicators (Yanto & Rosiidah, 2020).

Data for the study was collected through different techniques and tools. Documentary analysis was conducted to examine the overall learning outcomes of the students and determine any changes in their Indonesian speaking skills. The required documents included a list of class V student names, K-13 lesson plans, and photographs of the class during the study.

Observations were carried out during the learning process to assess the implementation and effectiveness of the Role Playing learning model in developing Indonesian language skills. The accuracy of the observations relied on factors such as the observer's physical abilities, memory capacity, attention span, ability to make connections, use of recording devices, and overall understanding of the observed situation. Both students and teachers were the subjects of these observations.

Field notes were taken to evaluate the learning process. The findings from Cycle II were reviewed and reflected upon to inform improvements in the implementation of subsequent cycles. This iterative process continued until the desired learning outcomes and learning process aligned with the planned objectives, specifically an improvement in Indonesian speaking skills (Yanto & Rosiidah, 2020).

Results and Discussion

1. Cycle I

Following the implementation of actions in Cycle II, which involved using the role-playing learning model, the observer and collaborator monitored the progress of the action implementation. The results obtained included the impact of the actions on the learning process (process achievement) and the impact on learning outcomes, specifically students' interest in learning Indonesian. The observations conducted by the researchers and collaborators indicated that the actions had been implemented according to the plan and had resulted in a change (increase) in students' interest in learning Indonesian. However, based on the observations, there is still room for improvement in various aspects.

The observations of students' interest in learning Indonesian during Cycle II, with the use of the role-playing learning method, revealed that the level of interest, as demonstrated by the students' drama performance, was mostly incomplete. The results showed that the interest in learning Indonesian among the fifth-grade students at SD Negeri 5 Lubai was incomplete for the majority of students (65.52%), while only a portion of students achieved complete interest (34.48%). It was also observed that students had an interest in learning Indonesian prior to using the role-playing learning method.

Based on the assessment of interest in learning Indonesian, it can be concluded that the interest among the fifth-grade students at SD Negeri 5 Lubai has not yet met the minimum criteria for success (KKM). Despite this, a significant proportion of students demonstrated a good level of interest in learning Indonesian, as observed and evaluated by the researchers and collaborators.

After the implementation of actions, the next stage is reflection. During this stage, the researcher analyzes and interprets the results of the treatment in Cycle II. The researcher also engages in discussions regarding the implemented learning methods and prepares for the subsequent cycles (Yanto & Rosiidah, 2020).

2. Cycle II

The researchers' observations indicate that the actions implemented were in line with the plan and resulted in an increased interest in learning Indonesian. The role-playing learning model was effectively applied according to the plan. In Cycle II, all aspects of interest in learning Indonesian among the 29 fifth-grade students at SD Negeri 5 Lubai were classified as good (86.21%). Comparing the students' initial interest in learning Indonesian to the changes observed in Cycle II, there was a significant increase in learning outcomes by 51.73%. The assessment of interest in learning Indonesian during Cycle II revealed improvements across all aspects, indicating a clear change and reaching 50%.

During the reflection stage, the researcher analyzed and interpreted the results of the treatment in Cycle II. The researcher discussed the learning activities conducted after implementing the role-playing approach. It was noted that there was an increase in students' interest in learning Indonesian following the guided learning through role play.

Based on the findings from the data analysis, the percentage of teacher activity in Cycle II was 34.48% in the complete category. In Cycle II, the percentage of teacher activity significantly improved to 86.21% in the complete category (Yanto & Rosidah, 2020).

Table 1. Learning Outcomes of Cycle I and Cycle II

No	Students Name	Cycle I	Cycle II	Results Success
1	Aji saputra	50	70	Improved
2	Alvina driansah	50	65	Improved
3	Al hamdu	75	90	Improved
4	Annisa aulia putri	85	100	Improved
5	Aqila salsalia putri	80	95	Improved
6	Ardela aktaviani	60	80	Improved
7	Arba alfarenza	75	90	Improved
8	Arya wahyudi	55	70	Improved
9	Avicha zahra	65	80	Improved
10	Azzahra asyila	80	90	Improved
11	Chari adha zazio	70	90	Improved
12	Dediirawan	65	85	Improved
13	Dian saputrafikha nina laura	60	75	Improved
14	Jihan talita ulfa	95	100	Improved
15	M. abidzar	60	75	Improved
16	M. azka al huasin	50	75	Improved
17	Marsa aika jana	60	90	Improved
18	Marsel aditia	85	90	Improved
19	Muhammad arcylian	65	80	Improved
20	Muhammad alvin	50	75	Improved
21	Muhammad alka ridho	55	65	Improved
22	Muhammad firli setiawan	50	60	Improved
23	Rahmat hidayat	85	90	Improved
24	Raihan arahman	65	85	Improved
25	Ridho abdul hafizh	60	85	Improved
26	Steffi widya putri	55	75	Improved
27	Viona asipatul	85	90	Improved

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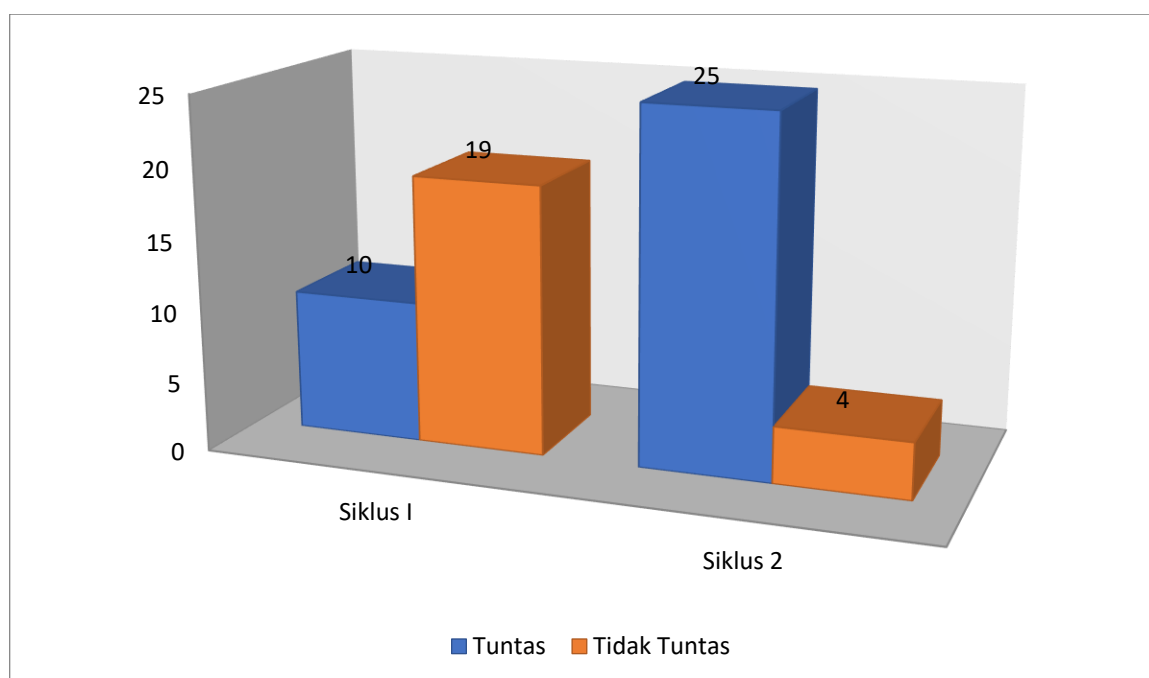| No	Students Name	Cycle I	Cycle II	Results Success
28	Vika akila	60	85	Improved
29	Zayra hasanah	90	100	Improved
	Total Value	1940	2400	
	Average Value	66,90	82,76	
	Highest Value	95	100	
	Lowest Value	50	60	
	Complete Student	10	25	
	Incomplete Students	19	4	
	Completeness presentation	34,48%	86,21%	

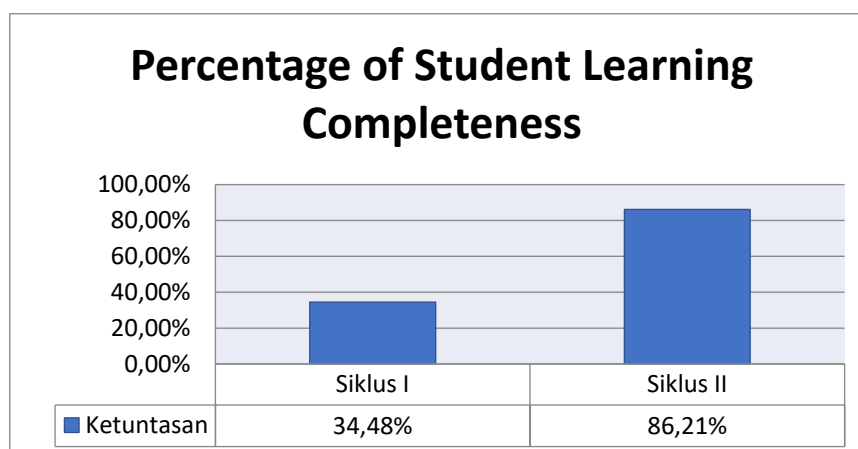**Figure 1. Total Student Learning Completeness in Cycle I and Cycle II**

Figure 2. Percentage of Student Learning Completeness in Cycle I and Cycle II

Discussions

The data analysis provides valuable insights into the impact of implementing the role-playing learning model on students' interest in learning Indonesian. The observations indicate that the actions carried out in Cycle II were effective in increasing students' interest in the subject. However, further improvements can still be made to enhance the learning experience.

During Cycle II, it was observed that students' interest in learning Indonesian, as demonstrated through their drama performances, was mostly incomplete. This suggests that the role-playing method had not fully captured their attention and engagement. Despite this, some students did show complete interest, indicating that the approach resonated well with certain individuals. It is worth noting that students already possessed some level of interest in learning Indonesian before the introduction of the role-playing method.

Although the overall interest in learning Indonesian did not meet the minimum criteria for success (KKM), a significant proportion of students displayed a good level of interest. This finding suggests that the role-playing learning model has the potential to generate enthusiasm and motivation among students. The researchers and collaborators recognized the positive impact of the implemented actions on students' interest in learning Indonesian.

The reflection stage allowed the researchers to analyze and interpret the outcomes of Cycle II. They evaluated the effectiveness of the role-playing approach and engaged in discussions to identify areas for further improvement. The findings from this analysis provide a foundation for subsequent cycles, enabling the researchers to refine their approach and enhance students' interest in learning Indonesian.

The data analysis reveals that the role-playing learning model had a positive effect on students' interest in learning Indonesian. While some aspects still need improvement, the results indicate that the approach has the potential to create a stimulating and engaging learning environment. The researchers' reflection on the findings will contribute to the ongoing development and optimization of the role-playing method for future implementation (Yanto & Rosidah, 2020).

Conclusion

According to the findings of the Class Action Research (PTK), the following conclusions can be drawn, the initial average grade of the class before implementing the class action was below the average at 34.48%. However, after implementing improvements and enhancing the learning process and outcomes, there was an increase in student learning outcomes, leading to an average grade improvement in Cycle II. Through continuous refinement and enhancement of the learning process and outcomes, the average grade in Cycle III reached 86.21%. This significant increase in grades compared to the evaluation results of Cycle II demonstrates the effectiveness of the Rolei Play learning model in improving student learning outcomes. Based on the evaluations conducted during Cycle I and Cycle II, it can be concluded that the utilization of the Rolei Play learning model successfully increases students' interest and improves their learning outcomes in Indonesian Language Content Short Drama for Grade V students in Semester III at SD Negeri 5 Lubai for the academic year 2022/2023.

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