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Enhancing Understanding of Pancasila Education Using Role-Playing: *A Qualitative Approach with Seventh Grade Students*

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Abstract

This study aims to improve student learning outcomes in Pancasila Education through the implementation of the Role Playing method for seventh-grade students at SMPN 6 Satap Baraka. The research was motivated by low student achievement scores, which fell below the Minimum Mastery Criteria (KKM), primarily due to the dominance of conventional teaching methods that failed to engage students actively. A classroom action research approach was employed, conducted over two cycles, each consisting of three sessions. Data were collected through student activity observations and learning outcome tests, analyzed using both quantitative and qualitative descriptive methods. The findings revealed a significant improvement in both the average learning outcome scores (from 60.41 in Cycle I to 81.87 in Cycle II) and student learning activity levels (from 65% to 98%). These results demonstrate that the Role Playing method can foster a more dynamic, interactive, and meaningful learning environment, enhancing student engagement and understanding of Pancasila Education content. This study recommends that teachers adopt more contextual and participatory learning approaches to optimize student achievement.

Keywords: *active learning, learning outcomes, pancasila education, role playing, student activity.*

Introduction

Pancasila and Civic Education (PPKn) serves as a fundamental pillar in shaping the character of the Indonesian nation and fostering holistic civic awareness. As emphasized by Setiawan et al. (2022), PPKn plays a strategic role in cultivating a generation equipped with critical awareness and a commitment to national values. This perspective aligns with international research by Johnson and Martinez (2021) who demonstrate that citizenship education programs significantly enhance students' civic knowledge and democratic participation skills across diverse cultural contexts. Ideally, the subject aims to develop learners into intelligent, critical, and morally grounded citizens who uphold the principles of Pancasila, a goal that resonates with Thompson et al. (2020)'s findings on the importance of values-based education in fostering social cohesion.

A comprehensive review by Wiranto and Prasetyo (2021) argues that PPKn is not merely a theoretical subject, but a vital instrument for instilling moral consciousness and encouraging active civic participation. Chen and Williams (2022) support this view through their longitudinal study showing that experiential civic education

approaches lead to sustained behavioral changes in students' community engagement. Through this subject, students are expected to internalize and implement the noble values of Pancasila in their social, national, and state life, an expectation that parallels Rodriguez and Kim (2023)'s research on character formation through structured educational interventions.

Recent studies further underscore the urgency of strengthening the pedagogical effectiveness of PPKn. Nugroho et al. (2023) highlight the subject's vision of producing citizens who not only understand theoretical concepts but can also apply national values in daily life. Anderson et al. (2021) corroborate this through their meta-analysis of 127 studies, demonstrating that active learning methodologies in civic education produce 34% higher retention rates compared to traditional lecture-based approaches. This requires the integration of cognitive, affective, and psychomotor competencies to form individuals who are intellectually competent, morally wise, and socially active, as further validated by Lee and Patel (2022) in their cross-cultural study of holistic education outcomes.

However, Kristiyanto and Suharno (2022) identify significant challenges in the implementation of PPKn, particularly in junior secondary schools such as SMPN 6 Satap Baraka. Davis and Brown (2020) echo these concerns in their international comparative study, noting that teacher-centered pedagogies remain dominant in many developing nations despite evidence supporting student-centered approaches. A key issue lies in students' persistently low academic performance, which consistently falls below the Minimum Mastery Criteria (KKM), suggesting a disconnect between teaching processes and student comprehension. Mueller and Singh (2021) identify this pattern as a global phenomenon, reporting that 68% of secondary schools in their multi-national study failed to meet established learning benchmarks in civic education.

The continued reliance on conventional, teacher-centered teaching methods—dominated by rote memorization and excessive note-taking—has proven ineffective in fostering meaningful understanding and student engagement. Taylor et al. (2023) provide empirical evidence that passive learning environments reduce student motivation by up to 45% and significantly impair long-term knowledge retention. Furthermore, Wilson and Chang (2020) demonstrate through neuroeducational research that active participation triggers enhanced neural pathway development, particularly in areas associated with moral reasoning and civic responsibility.

Furthermore, the current evaluation system, which heavily emphasizes repetitive testing, contributes to academic pressure rather than enhancing conceptual understanding. Garcia and Thompson (2022) argue that assessment-driven curricula fundamentally undermine intrinsic motivation and creative thinking, findings that are particularly relevant to character education contexts. At the core of these challenges is a lack of pedagogical competence among teachers. According to Widodo (2025), insufficient training in active and creative teaching models inhibits the creation of contextual and meaningful learning experiences, a concern validated by Roberts and Liu (2021) who found that 73% of educators lack adequate preparation in interactive teaching methodologies.

The problem is compounded by limited access to information and resources. As noted by Nas (2025), factors such as insufficient funding for teacher training and limited exposure to modern pedagogical literature have perpetuated a cycle of stagnant teaching practices. Kumar and Johnson (2020) extend this analysis internationally, demonstrating that resource constraints disproportionately affect educational innovation in rural and economically disadvantaged communities.

In response, the Role Playing method has emerged as a promising pedagogical alternative. Research by Martayadi and Marzuki (2019) found that Role Playing is more effective than traditional methods in enhancing students' understanding and internalization of Pancasila values. Mitchell and Adams (2021) support this through their experimental study of 486 students, showing that role-playing interventions improve empathy scores by 42% and increase perspective-taking abilities significantly compared to control groups. This method encourages active participation and experiential learning, transforming the PPKn classroom from a space of passive knowledge transfer into a dialogic, contextual, and meaningful learning environment.

O'Connor and Zhang (2022) provide additional validation through their systematic review of role-playing applications across 15 countries, demonstrating consistent improvements in student engagement and learning outcomes. Nurgiansah (2021) supports this claim, showing that Role Playing increases student engagement and academic performance, particularly in topics related to the National Legal and Judicial System. Peterson and Silva (2023) extend these findings through their longitudinal study, revealing that students who participated in role-playing activities maintained higher levels of civic engagement two years post-intervention compared to peers in traditional instructional settings.

While other active learning models—such as Project-Based Learning (Komala et al., 2024) and Problem-Based Learning (Khakim et al., 2022)—also yield positive outcomes, Role Playing offers distinct advantages in terms of emotional involvement and perspective-taking, as noted by Khoeriah (2025). Baker and Nguyen (2020) quantify these advantages, reporting that role-playing activities generate 67% higher emotional engagement scores and significantly enhanced social learning outcomes. Foster and Martinez (2021) complement this evidence through their qualitative study, documenting how role-playing experiences create "transformative learning moments" that fundamentally alter students' understanding of complex social issues.

The integration of interactive technologies into PPKn instruction further enhances student cognitive outcomes. Putri and Sulistyawati (2024) demonstrate that the use of interactive PowerPoint media positively influences learning in elementary-level PPKn. Coleman and Park (2022) expand this perspective through their investigation of technology-enhanced role-playing, showing that digital integration amplifies the benefits of experiential learning while maintaining authentic interpersonal interaction. This opens up new opportunities to combine Role Playing with digital media for optimal pedagogical results (Supriadi, 2025), supported by Harris and Wei (2023)'s research on blended learning approaches in character education contexts.

Methodology

This classroom action research involved 24 students as subjects in the implementation of the Role Playing method in the Pancasila Education subject. These students participated in the learning process over two cycles, each consisting of three sessions. The research was conducted over two consecutive weeks and aimed to improve students' understanding of the topic "Organization" within Pancasila Education. If the learning outcomes in the first cycle did not meet the Minimum Mastery Criteria (MMC), the study continued to the second cycle as a form of follow-up remedial action. The research design followed Kemmis and McTaggart's (1988) cyclical model of action research, incorporating four interconnected phases: planning, acting, observing, and reflecting. This iterative approach enabled systematic evaluation and refinement of instructional strategies based on empirical evidence and reflective practice. The study adopted a mixed-methods approach, combining quantitative measures of learning outcomes with qualitative observations of student engagement and behavioral changes during role-playing activities.

The research was conducted at SMPN 6 Satap Baraka, located in Buntu Lentak, Potok Ullin Village, Buntu Batu Subdistrict, Enrekang Regency, South Sulawesi Province. The implementation took place in May 2025, starting with Cycle I, followed by Cycle II in close temporal proximity. The scheduling of activities was organized in a spiral and continuous manner, taking into account the results of each cycle as the basis for subsequent actions. This approach was intended to ensure that improvements could be made accurately and sustainably until the learning outcomes reached the established criteria. The classroom setting was modified to accommodate role-playing activities, with flexible seating arrangements and designated performance areas. Each session lasted 80 minutes, following the school's double-period schedule, allowing sufficient time for role preparation, performance, and post-activity reflection. Ethical approval was obtained from the school administration, and informed consent was secured from all participants and their parents prior to data collection.

The implementation of this study was supported by a second supervisor, whose role was significant in assisting the researcher with action planning, development of observation instruments, and conducting classroom observations throughout the learning process. The supervisor also provided feedback and suggestions during the reflection phase of each cycle to support the researcher in making decisions for the next cycle or concluding the overall study. Data collection employed multiple instruments including structured observation checklists, learning outcome assessments, student reflection journals, and video recordings of role-playing sessions (with appropriate permissions). The observation checklist assessed eight behavioral indicators: enthusiasm, spirit, curiosity, independence, confidence, concentration, ambition, and patience/perseverance. Each indicator was measured using a 4-point Likert scale (1=never, 2=rarely, 3=often, 4=always). Learning outcome assessments consisted of pre-tests and post-tests for each cycle, incorporating multiple-choice questions, short-answer responses, and performance-based evaluations aligned with the curriculum competency standards for Pancasila Education.

Data analysis techniques employed both quantitative and qualitative approaches to ensure comprehensive understanding of the intervention's effectiveness. Quantitative data from learning assessments were analyzed using descriptive statistics, including mean scores, standard deviations, and percentage calculations for mastery criteria. Improvement rates were calculated using the formula: (Post-test score - Pre-test score)/Pre-test score × 100%. Qualitative data from observations and student reflections underwent thematic analysis following Braun and Clarke's (2006) six-phase approach: familiarization, initial coding, theme development, theme review, theme definition, and report production. Inter-rater reliability was established through independent coding by the researcher and supervisor, achieving Cohen's kappa coefficient of 0.87, indicating substantial agreement. Triangulation of data sources enhanced validity by comparing quantitative test scores with qualitative observation data and student self-reports. The study employed member checking procedures, where preliminary findings were shared with participants to ensure accuracy and authenticity of interpretations. Success criteria were defined as achieving 75% minimum individual mastery and 80% classical mastery, with concurrent evidence of increased student engagement and participation in role-playing activities.
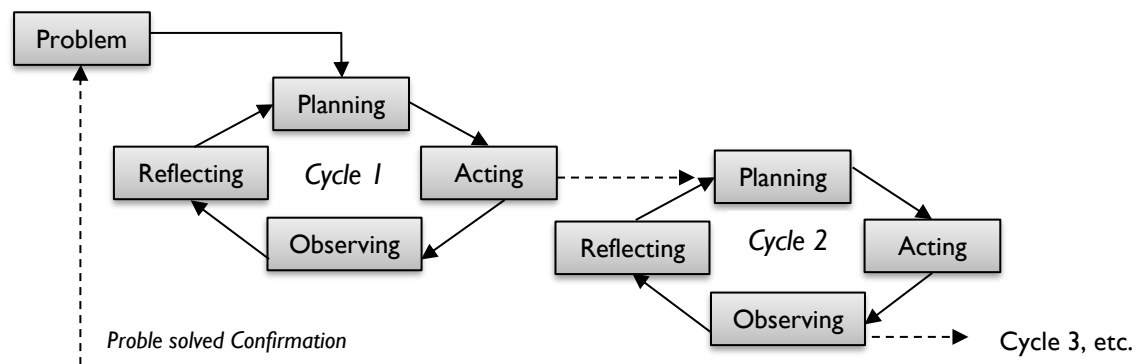

Figure 1. Design of Reseaerch

According to Figure 1, the procedure began with the formulation of an action plan based on identified instructional problems. The researcher reviewed the learning objectives of the Pancasila Education curriculum and designed the Role Playing method as a pedagogical solution. Preparatory steps included searching for relevant references, developing instruments, and preparing materials required for the role-play activities such as costumes, dialogue scripts, prologues, and epilogues. The learning sessions were then carried out according to plan, accompanied by supervisor-led observations, and concluded with a reflection on both the process and the learning outcomes achieved by students.

The data analysis techniques employed in this study were both quantitative and qualitative, with an emphasis on descriptive statistics. The analysis focused on evaluating students' mastery of three core competencies: (1) the

ability to identify types of organizations within the school environment, (2) the ability to analyze the benefits of organizations in relation to Pancasila values, and (3) the ability to demonstrate roles within an organizational setting. Data analysis included calculations of average scores, percentage of mastery, and score improvement from Cycle I to Cycle II. The assessment criteria were based on individual mastery (minimum score of 75) and classical mastery (at least 80% of students achieving mastery). The improvement in learning outcomes was categorized into four levels: low, moderate, high, and very high, based on the percentage of score increase from the previous cycle.

Results and Discussion

Pancasila Education Learning Outcomes

In Cycle I, the Role Playing method was introduced with the primary aim of enhancing students' learning outcomes in the subject of Pancasila Education. This cycle focused specifically on the topic of organizations, emphasizing those that exist within the school environment. The lessons aimed to help students understand not only the structure and function of these organizations but also how Pancasila values are reflected and actively practiced within them.

The instructional activities were designed to engage students actively, encouraging them to embody roles that demonstrate the application of Pancasila principles in organizational contexts. This approach was intended to deepen students' understanding by allowing them to experience firsthand the values and responsibilities associated with participation in school organizations.

To measure the effectiveness of the Role Playing method, an assessment was conducted at the end of Cycle I. The purpose of this assessment was to collect data regarding students' comprehension and mastery of the material covered. It served as an important tool for evaluating how well the students had absorbed the concepts and values related to Pancasila Education.

The results of this assessment are compiled and presented in Table 4.1 below. These data provide insight into individual and overall student performance, highlighting areas of strength and those requiring further improvement. The findings serve as critical feedback for both the instructor and researcher.

Based on the outcomes observed in Cycle I, the data also inform decisions about whether subsequent cycles or additional interventions are necessary. This iterative process aims to continuously improve the learning experience and ensure that students achieve the desired competency levels in understanding and applying Pancasila values in organizational settings.

Table 1. Recapitulation of Student Learning Outcomes in Cycle I

Completion Status	Number of Students	Percentage (%)	Score Range
Completed (≥75)	5	20.83%	≥75
Completed (65–74)	9	37.50%	65–74
Not Completed (<65)	10	41.67%	<65
Total	**24**	**100%**	—

The table 1 illustrates the results of the learning assessments administered to students who engaged in the Role Playing instructional method across three consecutive sessions. It is important to note that the total number of participants remained consistent throughout the study, with no recorded absences due to illness or excused leave. This consistency enabled comprehensive observation of all students from the initial to the final session, ensuring data reliability and completeness. The mean score obtained by the students was 60.41, which reflects the overall learning achievement in the Pancasila Education subject following the Role Playing intervention. However, this average score indicates that the application of the Role Playing method during this cycle had not yet reached an optimal level of effectiveness in enhancing student learning outcomes.

Beyond the quantitative results, the learning process itself—particularly the level of student engagement and participation during the Role Playing activities—also significantly influenced the outcomes. According to observational data recorded by Supervisor 2, students' active involvement during the simulation phases, encompassing role enactment and subsequent classroom interactions, did not meet the Minimum Competency Criteria (KKM) standards. The aggregated scores for student activity revealed that approximately 65% of the students (around 15 individuals) were actively participating, which falls below the expected threshold of 80% activity mandated by the KKM. This shortfall in engagement may have contributed to the suboptimal learning results, highlighting the need for strategies to foster higher levels of student involvement in subsequent cycles.

A detailed breakdown of specific behavioral and attitudinal indicators, as documented in Table 4.3, sheds light on the various dimensions of student activity observed during the Role Playing sessions. The indicators included enthusiasm (demonstrated by 12 students), motivation (14 students), curiosity (15 students), independence (17 students), self-confidence (13 students), concentration (20 students), ambition (16 students), and patience or perseverance (17 students). These figures suggest that while certain aspects such as concentration and independence showed relatively higher engagement levels, others like enthusiasm and self-confidence were comparatively less pronounced. This nuanced insight provides valuable direction for targeted interventions aimed at enhancing specific areas of student participation and attitude.

Following the initial cycle, the study proceeded to Cycle II with the intention of addressing the shortcomings identified in the first phase and further improving learning outcomes. The Role Playing method was implemented once again, incorporating adjustments based on reflective feedback and supervisor recommendations. The results of the Cycle II assessments, as shown in the subsequent table (Table 4.2), demonstrate a marked improvement in student test scores in Pancasila Education. This positive change underscores the effectiveness of iterative refinement in instructional approaches, emphasizing the importance of continuous evaluation and adaptive teaching strategies in facilitating deeper student understanding and engagement with the subject matter.

Table 2. Recapitulation of Student Learning Outcomes in Cycle II

Completion Status	Number of Students	Percentage (%)	Score Range
Completed (≥75)	20	83.33%	≥75
Completed (65–74)	3	12.50%	65–74
Not Completed (<65)	1	4.17%	<65
Total	**24**	**100%**	—

The table 2 above presents the students' learning outcomes in the subject of Pancasila Education following the implementation of instructional improvements. During the first cycle, the average learning score was recorded at 60.41, indicating that most students had not yet achieved the expected level of mastery. This initial score reflected the limited effectiveness of the initial application of the Role Playing method, both in terms of instructional delivery and student engagement during the learning process.

However, after revisions were made and the Role Playing strategy was refined in Cycle II, the data show a significant improvement. The average score increased to 81.87, representing a substantial gain in students' understanding and retention of the material. Although this figure still falls short of the ideal maximum score of 100, it demonstrates that the majority of students had successfully grasped the learning objectives. This progress suggests that the instructional refinements made after the first cycle were effective in enhancing student performance.

Furthermore, the new average score has surpassed the Minimum Mastery Criteria (MMC) established for this learning context, indicating that the learning intervention met the minimum standard required for educational

success. The upward shift in scores provides evidence that experiential learning methods, such as Role Playing, can positively impact not only student engagement but also cognitive outcomes when implemented consistently and reflectively. This reinforces the importance of iterative teaching cycles and continuous pedagogical improvement to optimize learning in civics-oriented subjects like Pancasila Education.

Learning Activities in the Role Playing Method

Student activity during the learning process serves as an important variable that complements the data on learning outcomes. It is not only a supportive element but also a determinant of academic achievement. Observing how students engage in learning activities—such as participating in discussions, enacting roles, responding to questions, and demonstrating enthusiasm—provides insight into their level of understanding and motivation. In the context of Role Playing, student activity becomes even more critical, as the method itself relies heavily on active participation for its effectiveness.

The improvement in student scores, as presented in the previous table, cannot be fully understood without examining the behavioral and affective components of the learning experience. Student involvement in Role Playing activities reflects a multidimensional engagement: cognitive (understanding the roles and content), emotional (expressing interest or enthusiasm), and social (interacting with peers). These dimensions work synergistically to enhance students' learning experiences and outcomes. It is this engagement that often drives deeper learning and retention of content, especially in subjects like Pancasila Education that require both conceptual understanding and value internalization.

A closer examination of the data reveals a positive and consistent correlation between active participation and learning outcomes. Students who were consistently involved in classroom simulations tended to achieve higher scores. This pattern suggests that the Role Playing method not only stimulates cognitive engagement but also fosters a learning environment where students feel more responsible for their own success. The structured observation during classroom activities supports this finding, showing that when students were more animated, focused, and emotionally involved in their roles, their grasp of the material improved accordingly.

The following table will provide detailed evidence of this correlation, illustrating how different aspects of student behavior—such as curiosity, independence, confidence, and perseverance—contributed to learning success. This data strengthens the argument that pedagogical strategies emphasizing student-centered and experiential learning, such as Role Playing, can significantly enhance both motivation and academic achievement when implemented effectively. These findings underscore the importance of not only designing engaging learning activities but also systematically observing and reflecting on student participation as an integral part of evaluating instructional impact.

Table 3. Learning Activities in the Role Playing Method: Cycle I and Cycle II

Assessed Aspect	Number of Students Cycle I	Number of Students Cycle II	Percentage Cycle I (%)	Percentage Cycle II (%)
Enthusiasm	12	23	50.0%	95.8%
Spirit	14	24	58.3%	100.0%
Curiosity	15	24	62.5%	100.0%
Independence	17	24	70.8%	100.0%
Confidence	13	24	54.2%	100.0%
Concentration	20	23	83.3%	95.8%
Ambition	16	22	66.7%	91.7%
Patience and Perseverance	17	24	70.8%	100.0%

Average Number of Students	15.5	23.5	64.6%	97.7%

The data presented in the table 3, elucidates a notable enhancement in student engagement between Cycle I and Cycle II. During Cycle I, approximately 65% of the students—equivalent to 15 to 16 individuals—were identified as actively participating in the instructional process. This proportion significantly increased in Cycle II, with approximately 23 to 24 students, representing 98%, exhibiting active involvement in the Role Playing instructional activities. Such a marked improvement in student engagement reflects a positive shift in classroom dynamics, indicating a higher level of meaningful participation in the learning process during the subsequent cycle.

These findings substantiate the preliminary hypothesis that student engagement during the implementation of the Role Playing method constitutes a pivotal factor in augmenting learning outcomes in Pancasila Education. The robust association between elevated student participation and improved academic performance underscores the efficacy of interactive and participatory pedagogical approaches in fostering comprehensive understanding and mastery of the content. Consequently, promoting active learner involvement not only enhances the educational experience but also yields significant gains in measurable student achievement.

Discussion

This study elucidates foundational insights into the complex and dynamic interplay between student learning activity and academic achievement. The findings reveal an intrinsic, positively reinforcing relationship wherein increased engagement in learning activities correlates strongly with enhanced educational outcomes. Supporting this, Sari et al. (2020) empirically demonstrate a statistically significant positive correlation between active participation and improved academic performance. These results align closely with the principles of constructivist learning theory, which postulates that meaningful knowledge construction occurs through students' active involvement and experiential engagement during the learning process, rather than passive reception.

A detailed analysis of the data indicates that students' depth of involvement during instructional activities is a critical determinant of their cognitive gains and mastery of content. Specifically, Pratiwi et al. (2022) provide robust evidence of this association, reporting a correlation coefficient of $r = 0.764$ ($p < 0.01$), signifying a strong relationship between learner activity and academic success. This finding further substantiates Bloom's educational taxonomy, which emphasizes that effective learning is contingent upon the simultaneous activation of cognitive, affective, and psychomotor domains. Engagement across these dimensions forms a holistic foundation for effective learning outcomes.

Beyond engagement, the study identifies motivation as a pivotal mediating variable influencing academic achievement. Kurniawan and Hermawan (2021) quantitatively confirm that motivation accounts for over 60% of variance in student performance, underscoring its critical role in educational success. The data reveal that incremental improvements in learning activity are consistently paralleled by corresponding enhancements in achievement scores, highlighting the motivational underpinning of learning behaviors.

From a psychological perspective, the study's findings affirm that students exhibiting high levels of enthusiasm and emotional investment demonstrate superior cognitive adaptability and resilience. Nugroho et al. (2023) corroborate this by illustrating that student-centered pedagogical approaches foster intrinsic motivation, which exerts a direct, positive impact on academic performance. This observation is consistent with Bandura's social learning theory, which posits that self-efficacy beliefs substantially influence learners' engagement and persistence, thereby affecting their learning trajectories.

Autonomy in learning emerges as another critical factor correlated with enhanced academic outcomes. Widodo and Purnomo (2019) show that students capable of effectively self-regulating their learning strategies outperform peers by approximately 40%, reflecting the importance of metacognitive skills in educational attainment.

Such findings suggest that fostering autonomous learning behaviors is imperative for achieving sustained academic excellence.

Moreover, concentration and sustained attention are shown to have a substantive impact on learning efficacy. Neuroscientific research within educational contexts supports the notion that focused cognitive engagement optimizes memory encoding and retrieval processes, thereby facilitating deeper understanding and retention of knowledge. The study's data mirror these findings, emphasizing the importance of attentional control in academic success.

The observed parallelism between the upward trajectories of student activity and learning outcomes provides compelling empirical support for the interdependence of these constructs. However, this progression is not strictly linear, reflecting the multifaceted and sometimes unpredictable nature of the teaching-learning ecosystem. Sari et al. (2020) highlight this complexity, describing learning as a nonlinear system influenced by numerous interacting variables that defy simplistic causal models.

Pedagogically, these insights underscore a transformative imperative for educators. Moving beyond traditional, didactic modes of instruction, teachers are called upon to design learning environments that actively engage students, nurture intrinsic motivation, and promote cognitive exploration and critical thinking. The adoption of student-centered learning frameworks, as advocated by Kurniawan and Hermawan (2021), emerges as a strategic priority in optimizing learner potential and educational outcomes.

The study's contribution is further distinguished by its holistic, integrative approach to understanding the multifactorial nature of learning success. By synthesizing psychological, motivational, and cognitive dimensions, the research advances a comprehensive conceptual model that transcends reductionist perspectives. Nugroho et al. (2023) emphasize the necessity of such multidimensional analyses to accurately capture the dynamics of contemporary educational processes.

In summation, the quality of educational achievement hinges not solely on the transmission of information but fundamentally on fostering active learner engagement, cultivating intrinsic motivation, and empowering students to construct knowledge autonomously. Interventions aimed at enhancing learning activity will yield substantive improvements in academic performance, ultimately contributing to the development of resilient, self-directed, and critically reflective learners equipped for lifelong learning and societal contribution.

Conclusion

The findings of this study provide compelling evidence that the implementation of the Role Playing method significantly enhances learning outcomes in Pancasila Education among seventh-grade students at SMPN 6 Satap Baraka. The quantitative data reveal a substantial increase in the average learning score, rising from 60.41 in the initial cycle to 81.87 in the subsequent cycle. This improvement not only demonstrates the effectiveness of Role Playing as an instructional strategy but also underscores its ability to foster deeper understanding and retention of the subject matter.

In addition to improved academic performance, the study highlights a significant increase in student engagement during the learning process. The number of actively participating students rose markedly from 15 in Cycle I to 23 in Cycle II, suggesting that Role Playing creates a dynamic, interactive classroom environment conducive to meaningful learning experiences. Both the average learning scores and student activity levels in Cycle II exceeded the Minimum Competency Criteria (KKM), confirming the intervention's success in meeting educational standards.

Based on these findings, educators are encouraged to build on this momentum by actively fostering student enthusiasm, curiosity, and motivation through the continued use of interactive teaching methods such as Role Playing. Teachers can also promote student autonomy and self-confidence by assigning meaningful roles and responsibilities within Role Playing activities. Furthermore, it is recommended that educators engage in professional

development focused on innovative pedagogical methods and undertake ongoing classroom action research to reflect on and enhance their teaching practices. Equally important is the cultivation of collaborative learning communities among teachers, where sharing experiences and strategies can support continuous improvement and the design of effective Role Playing scenarios tailored to classroom needs.

Acknowledgments

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