

THE IMPACT OF ROLE-PLAYING LEARNING MODEL ON THE EDUCATIONAL PROCESS IN MADRASAH IBTIDAIYAH: A QUALITATIVE SYSTEMATIC REVIEW

Sholahuddin Amrulloh

UIN Kiai Haji Achmad Siddiq Jember, Jember, Indonesia

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ABSTRACT

Teachers often face challenges in the classroom due to their limited understanding of how to choose appropriate learning models, which leads to students not fully engaging with the learning material. The role-playing learning model offers the advantage of providing students with hands-on experience during the learning process, which can enhance their curiosity and help alleviate boredom. This study aims to evaluate the effectiveness of the role-playing learning model in elementary school education. Using the Systematic Literature Review (SLR) method, the researchers reviewed 8 articles published between 2019 and 2023. The search keyword used was "Role-Playing Learning" in the Google Scholar database. The findings, presented in a table, demonstrate that the role-playing learning model is effective in promoting student engagement. The improvements observed in various learning aspects suggest that the role-playing model enhances motivation and learning outcomes, making the learning experience more meaningful.

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Corresponding Author:

Sholahuddin Amrulloh,
UIN Kiai Haji Achmad Siddiq Jember, Indonesia,
Email: sholahuddin11@gmail.com

1. INTRODUCTION

Effectiveness in education is outlined in the National Education System Law Number 20 of 2003, which states that within the learning environment, there is a reciprocal relationship between students, educators, and learning resources (Oktadiana, 2019). To align with the government's objectives in this law, educators, particularly teachers, are expected to foster an active, innovative, creative, and effective learning environment, commonly known as PAIKEM, which ensures a pleasant classroom atmosphere. Recognizing the critical role of the learning process at the elementary school level, a thorough review is necessary to enhance student learning outcomes. Teachers, as key influencers in the success of the learning process, have a significant responsibility to innovate, preventing monotony in teaching, especially in classroom settings. By adopting the right learning model and designing one that fits the material, teachers can better engage students in the learning process. This is directly tied to the effectiveness of the learning experience.

Effective learning is essential, especially since the content being delivered is new to students. When students are taught in a conducive classroom with a well-prepared teacher and effective material delivery techniques, the learning experience becomes beneficial. According to (Rofi'ah, 2018; Usriyah & Prayogo, 2018), effective learning activities are evident when the teacher successfully imparts knowledge to students, contributing positively to the learning experience. The crux of the learning process is to ensure that students gain new knowledge they did not have prior to the lesson. A good learning experience is also a product of the interaction between teachers and students, highlighting the importance of a learning model in fostering

effectiveness. This underscores the significant role that a learning model plays in increasing the effectiveness of the learning process. In turn, the learning model must be designed with clear and achievable goals, which can be assessed through the competencies outlined in learning indicators (Indrianto & Fatmawati, 2020; Patonah, 2016). By the end of the learning process, students should show clear progress across cognitive, psychomotor, and affective domains, indicating that the learning objectives have been met.

However, there are challenges in the application of the role-playing learning model. Despite its potential to enhance student activity, it often encounters issues of inequality, particularly in the distribution of roles. When the division of actors is not well-managed, it leads to an imbalance in participation, with some students merely acting as spectators. These passive students only engage when called upon to respond or provide feedback on the ongoing role-play. As a result, these students may miss out on the learning experience, as their participation is limited. Furthermore, unequal cooperation among students affects their understanding of the material, as noted by (Arifin, 1998; Ratnaningsih & Nastiti, 2018), and can disrupt the overall learning process.

(Anggreni, 2020; Firdaus et al., 2022) argue that the role-playing learning model has several advantages in the teaching and learning process, as it hones various potentials in each student. The model fosters self-confidence, encourages active participation, and stimulates creative thinking (Jesionkowska, 2020; Sewchuk, 2005). By involving students in role-playing, this model ensures that they are actively engaged in understanding the material. It also boosts their self-confidence as they are required to present or deliver material in front of their peers. Additionally, the model fosters creative thinking, as students are encouraged to improvise when playing roles or presenting material. This not only makes the learning material more accessible but also more entertaining, preventing boredom in the classroom.

Although the role-playing learning model has been widely recognized for its advantages, particularly in the context of elementary schools, its overall effectiveness remains a relatively unexplored area of research. Previous studies, including those conducted by (Diao, 2019; Michael J. Reiss, 2007; Reiss, 2007), have highlighted several benefits of this learning model, such as increased student engagement and the development of critical skills like creativity and teamwork. However, one significant issue that continues to undermine its full potential is passive participation among students, which can substantially hinder the learning process and limit the model's overall effectiveness. This is particularly evident in classrooms where some students are not actively involved in the role-playing activities, reducing the opportunity for comprehensive learning experiences for all participants.

The need for further investigation into the role-playing learning model's effectiveness becomes apparent when considering this gap in passive participation. While previous research has acknowledged the positive outcomes associated with this model, there is still a lack of in-depth exploration into how it functions in a classroom setting, especially in terms of fostering equal participation among all students. Additionally, the potential for unequal engagement, where some students take on more dominant roles while others remain passive spectators, raises questions about how to better implement the model in a way that benefits every student equally (Marcia, 2009). Addressing these concerns is vital for improving the model's impact on learning outcomes, as it is essential to ensure that all students are given the opportunity to engage actively with the learning material. In order to address these issues, this research utilizes a systematic review methodology, which allows for a comprehensive and critical evaluation of existing literature on the role-playing learning model and its impact on elementary school students. The goal of this study is to fill the gap in current research by analyzing the various factors that contribute to the effectiveness of role-playing in classrooms and by identifying strategies that can be used to enhance its application (Elmqaddem, 2019; Kalogiannakis, 2021a). Through a thorough examination of studies conducted over the past few years, the research aims to gain a deeper understanding of how the role-playing model affects student participation, learning outcomes, and overall engagement.

This study is of critical importance because it seeks to provide valuable insights into how the role-playing learning model can be refined and optimized for use in elementary schools (Tyson, 2016). One of the primary objectives is to ensure that the model promotes equitable participation from all students, regardless of their background or personality traits. By fostering an environment where every student is encouraged to actively engage in role-playing activities, the learning experience can be made more meaningful and impactful (Garzón, 2020). The study also aims to identify key factors that influence the success of role-playing learning activities, such as the structure of the roles, the level of guidance from the teacher, and the type of material being taught. Furthermore, this research is expected to serve as a practical guide for educators, offering evidence-based recommendations on how to implement role-playing effectively in their classrooms. The findings will help teachers to select the most appropriate learning models that align with their teaching goals, the needs of their students, and the learning context. By understanding how to better structure role-playing activities to ensure full student participation, educators can enhance the overall effectiveness of their teaching methods and improve learning outcomes in the classroom. This research will ultimately contribute to the

broader discussion on innovative teaching strategies and will provide concrete steps for refining role-playing as a teaching tool, making it a more valuable and effective learning model for elementary school students.

2. RESEARCH METHODS

This study utilizes the Systematic Literature Review (SLR) method, a rigorous and structured approach for identifying, evaluating, and synthesizing research relevant to a specific problem or research question. The SLR method ensures that a comprehensive and unbiased selection of studies is made, providing a reliable foundation for analyzing existing literature on the chosen topic. According to (Heimlich & Ardoin, 2008; Oztemel & Gursev, 2020), the SLR methodology allows researchers to systematically gather and critically analyze articles, ensuring transparency and repeatability in the review process. The SLR method involves several key stages, each of which contributes to the systematic and thorough review of literature.

a. *Problem Formulation and Research Questions*

The first stage of the SLR process is the formulation of clear and specific research questions or problems related to the topic of interest. In this study, the research questions are centered around evaluating the effectiveness of the role-playing learning model in elementary schools. The aim is to determine how this model impacts student engagement, participation, and learning outcomes, while addressing the challenges of passive participation and unequal involvement. The formulation of precise questions helps to narrow the focus of the review, guiding the selection of relevant literature and ensuring that the results are aligned with the objectives of the study. Key questions for this study include:

- How effective is the role-playing learning model in enhancing student participation in elementary schools?
- What are the benefits and limitations of using role-playing learning in elementary school classrooms?
- How can the role-playing learning model be optimized to ensure equitable participation from all students?

b. *Literature Search and Selection Criteria*

Once the research questions are established, the next step is conducting a comprehensive literature search. The search strategy involves defining specific criteria for article inclusion, which ensures that only relevant studies are considered. In this study, the search is limited to articles published between 2019 and 2023 to ensure the review reflects the most current research. The keyword used in the search is "Role-playing learning" in the Google Scholar database, focusing on studies that examine the application and effectiveness of role-playing in educational settings, particularly in elementary schools. The inclusion criteria for selecting articles are as follows:

- Language: Studies published in English or Indonesian are considered to ensure accessibility and relevance.
- Publication Date: Only articles published between 2019 and 2023 are included to ensure the research reflects recent advancements in the field.
- Relevance: Articles must directly address the role-playing learning model in elementary education and its impact on student participation and learning outcomes.
- Study Design: Both qualitative and quantitative studies that evaluate or discuss the effectiveness of role-playing are included. These may include experimental studies, surveys, case studies, and other research designs that provide insights into the role-playing model in practice.
- The exclusion criteria are as follows: Articles that focus on role-playing in contexts other than education (e.g., therapy or corporate training) are excluded. Studies that are not peer-reviewed, such as conference proceedings, opinion pieces, and non-academic sources, are excluded.

c. *Article Screening and Data Extraction*

After the initial search, the identified articles undergo a screening process to ensure they meet the inclusion criteria. This is typically done by reviewing the abstracts, keywords, and full texts of the articles to determine their relevance to the research questions. The screening process involves two main steps:

- Title and Abstract Review: Researchers first review the titles and abstracts of the identified articles to eliminate irrelevant studies.

- Full-Text Review: Remaining articles are then assessed in detail to confirm their alignment with the research questions and inclusion criteria.
- Once the relevant articles are identified, the next step is to extract key data from each study. The data extraction process includes collecting information such as:
 - Study characteristics: The study's design, methodology, sample size, and setting (e.g., classroom environment, grade level).
 - Role-playing implementation: How the role-playing learning model was applied in the study, including the nature of the role-playing activities and the duration of the intervention.
 - Outcomes measured: The learning outcomes measured in the study, such as student engagement, academic performance, participation, and the development of skills like critical thinking and teamwork.
 - Key findings: The main results of the study, including the effectiveness of the role-playing model and any observed challenges.

d. *Quality Assessment and Risk of Bias*

A critical aspect of conducting an SLR is evaluating the quality of the studies included in the review. Quality assessment ensures that the findings are based on reliable and valid evidence. In this study, the quality of each selected article is assessed using established criteria, such as:

- Study Design Quality: Experimental studies with control groups are considered to have higher methodological rigor, while non-experimental studies (e.g., case studies) are evaluated for their relevance and contribution.
- Sample Size and Representativeness: Studies with larger, more representative samples are considered more reliable for generalizing findings.
- Data Analysis Methods: The statistical or qualitative analysis methods used in the study are examined to ensure they are appropriate for the research questions and the data collected.
- Risk of Bias: Potential sources of bias, such as researcher bias or sampling bias, are identified and addressed.

e. *Data Synthesis and Analysis*

The final stage of the SLR process involves synthesizing the findings from the selected articles. Data synthesis refers to the process of summarizing the results of the individual studies, identifying patterns and trends, and drawing conclusions based on the overall evidence. In this study, the findings are organized by theme, such as the impact of role-playing on student engagement, participation, and learning outcomes. A narrative synthesis is used to provide a comprehensive summary of the results, highlighting the strengths and weaknesses of the role-playing learning model based on the reviewed studies. The synthesized data is then analyzed to answer the research questions, drawing conclusions about the effectiveness of the role-playing learning model in elementary school settings. The analysis also explores the challenges associated with implementing role-playing in classrooms and provides recommendations for optimizing the model to ensure equal participation and enhance learning outcomes.

f. *PRISMA Flow Diagram*

To ensure transparency and reproducibility, the process is visually represented using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) diagram. The PRISMA diagram illustrates the flow of studies from the initial search to the final inclusion, showing the number of studies identified, screened, assessed for eligibility, and included in the review. This diagram provides a clear, step-by-step overview of the review process, ensuring that readers can follow the study selection and data synthesis process.

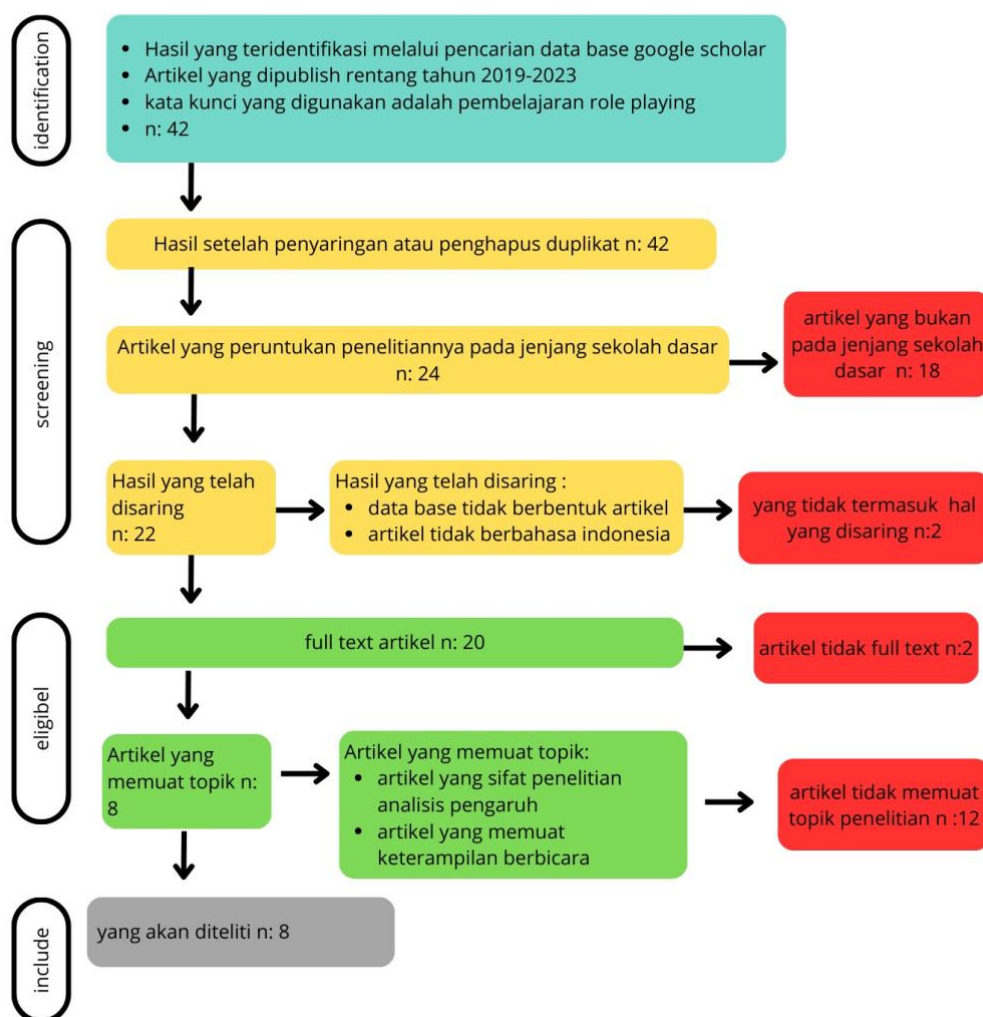


Figure 1. PRISMA Diagram

3. RESULTS AND DISCUSSION

Effectiveness in learning is defined as a change that brings meaningful influence and benefits to students, focusing on the active involvement and empowerment of students throughout the learning process. As emphasized by Basuni Yusuf (2018), effective learning is characterized by the active engagement of students, promoting their participation and motivation to learn. According to Reigeluth (Basilotta-Gómez-Pablos et al., 2022), indicators of effective learning include: (1) accuracy of acquisition, (2) speed of performance, (3) degree of learning transfer, and (4) degree of retention. These indicators help to assess whether students have successfully achieved the learning objectives and how well they apply the learned material in practical scenarios.

The accuracy of acquisition refers to how well students have mastered the learning material after the instructional period. If students demonstrate good mastery of the subject matter after a lesson, it signifies that the learning objectives have been met. In addition, speed of performance is defined as the ability to quickly demonstrate or apply what has been learned (Kalogiannakis, 2021; Zaheer et al., 2019). If students can perform tasks or showcase their learning rapidly and efficiently, it indicates high performance and mastery of the material. Degree of learning transfer refers to how effectively students can apply their learning to new situations or concepts. The ability to transfer knowledge from one context to another depends on the depth of understanding and mastery of the content. Lastly, degree of retention assesses how much of the learned content is retained over time, which is crucial for ensuring long-term learning (Sayed Munna & Kalam, 2021).

Effective learning is not merely a product of good teaching strategies, but also a result of conducive classroom conditions and students' ability to focus. Classroom environments that foster safety, comfort, and

openness promote a positive learning experience. However, students’ focus during lessons is not something that arises automatically; it needs to be nurtured. Teachers can cultivate focus through a well-structured learning process that engages students at different levels. Classroom activities, such as group discussions, hands-on tasks, and role-playing, have been proven to stimulate student interest and maintain focus, thus enhancing learning outcomes.

The learning process in some educational settings is inefficient, often due to overcrowded classrooms and a lack of innovation in teaching. Many students find traditional lecture-based teaching methods monotonous, which leads to boredom and disengagement (Alcácer & Cruz-Machado, 2019; Bashir et al., 2021; Larson, 2020). Furthermore, while many students can demonstrate basic comprehension of the material, they often lack confidence when it comes to applying that knowledge in real-life situations or when asked to perform tasks that require higher-order thinking skills. This lack of confidence is particularly noticeable in the skills development stage, where students are expected to not just understand the material but also apply it actively and creatively. One of the root causes of this challenge is the insufficient interaction between students and teachers during the learning process. This lack of engagement further exacerbates student disengagement and undermines the overall learning experience (Scavarelli, 2021).

In addressing these challenges, the role-playing learning model offers a dynamic and effective solution. One of the key advantages of the role-playing model is its ability to provide students with a hands-on learning experience that helps them better understand and retain the material. Role-playing involves students acting out social phenomena or situations relevant to the lesson topic, allowing them to engage in active learning. (Maas, 2020; Qin, 2022) describe role-playing as a learning model where students imitate or act out real-life social situations, providing them with a deeper understanding of social dynamics and their real-world applications. By participating in role-play, students gain the opportunity to actively interact with the content, which can lead to better retention and more meaningful learning experiences.

The role-playing learning model is not just about having fun or engaging in playful activities; it also emphasizes the importance of learning outcomes (Manzano-León, 2021). Through role-playing, students develop critical thinking skills, improve their ability to collaborate with others, and gain self-confidence. Role-playing also encourages creative thinking, as students often need to improvise and solve problems within the context of their roles. As students participate in role-playing activities, they also internalize the moral and social values embedded in the learning material, making the experience more relevant and impactful (Hamudin & Atik, 2021; Kwon & Kim, 2020).

The results of the systematic literature review (SLR) in this study indicate that the role-playing learning model is highly effective in promoting student engagement and improving learning outcomes. As shown in the table below, several studies reviewed in this research highlight the positive impact of role-playing on students’ learning experiences. The table summarizes the findings related to the implementation of role-playing in various educational settings, particularly in elementary schools, and provides insights into how this model can be optimized to achieve better results.

Table 1. SLR Result

Author(s)	Year	Study Design	Sample Size	Findings	Impact on Learning
Ulfah & Arief Budiman	2019	Quasi-experimental	60 students	Role-playing significantly improved students' communication skills and creativity. Students were more engaged and motivated to participate in learning.	Increased student engagement, motivation, creativity, and communication skills.
Cahyarini	2020	Case study	30 students	Role-playing led to better retention of material and higher participation levels. However, passive students were less engaged in certain activities.	Enhanced material retention and active participation. Increased collaboration and problem-solving.
Dian Mawardi & Ambraini Aritonang	2022	Experimental	50 students	Role-playing increased student interest in learning and led to higher academic performance in subjects	Improved academic performance, increased interest in learning, and better understanding of social studies and language.

				involving social studies and language.	
Khasanah et al.	2019	Qualitative	40 students	Students expressed greater satisfaction and confidence after participating in role-playing activities. They also showed a deeper understanding of the content.	Increased self-confidence, satisfaction, and deeper understanding of the material.
Basuni Yusuf	2018	Experimental	75 students	Role-playing activities fostered collaboration, critical thinking, and creativity. Students showed improvement in social skills and problem-solving abilities.	Enhanced collaboration, critical thinking, creativity, and social skills.

As reflected in the table, the role-playing learning model has consistently been shown to enhance various aspects of learning. One of the key benefits identified across studies is its ability to increase student engagement. The hands-on nature of role-playing allows students to become more active participants in the learning process, making them more motivated to learn and reducing boredom. Additionally, role-playing provides opportunities for skill development, such as improved communication, creativity, and problem-solving. These skills are not only valuable in the classroom but also applicable in real-life situations, preparing students for future challenges (Cakir, 2008; Hooshyar, 2020).

Despite the advantages, some challenges were noted in the studies, particularly related to passive participation among students. While the role-playing model encourages active involvement, it can sometimes result in unequal participation, with some students becoming passive observers rather than active contributors. This issue can be mitigated by ensuring that roles are evenly distributed and that all students have opportunities to participate (Acquah, 2020; Farronato, 2019). Moreover, teachers should provide adequate guidance to students to ensure that the learning objectives are achieved and that the activities remain focused on the material being taught. Hence, the findings from the systematic literature review confirm that the role-playing learning model is an effective teaching strategy that enhances student engagement, participation, and learning outcomes. However, for this model to be truly effective, it is essential to address challenges such as passive participation and ensure that all students are equally involved in the learning process. By refining the implementation of role-playing and providing adequate support and guidance, educators can maximize its potential to improve learning outcomes in elementary schools.

4. CONCLUSION

This study has explored the effectiveness of the role-playing learning model in elementary schools, synthesizing the findings from multiple studies to evaluate its impact on student engagement, participation, and overall learning outcomes. The results of the systematic literature review indicate that the role-playing model is an effective educational strategy, enhancing student involvement and fostering a more dynamic and interactive learning environment. It has been shown to improve key skills such as communication, creativity, critical thinking, and problem-solving. Moreover, role-playing encourages a deeper understanding of the material, as students actively engage in simulated real-world scenarios that mirror social phenomena relevant to the lesson topics. However, despite these positive outcomes, the implementation of the role-playing model presents several challenges, particularly in ensuring equal participation among students. One significant limitation is the issue of passive participation, where certain students, often those who are less confident or unwilling to take on roles, remain disengaged from the activity. This can result in an uneven distribution of engagement, which may undermine the overall effectiveness of the model. Additionally, some studies noted that while role-playing enhances motivation and student interest, it also requires careful planning and monitoring to ensure that the learning objectives are met and that all students are equally involved in the process.

The significance of this study lies in its ability to provide valuable insights into the practical application of the role-playing learning model in elementary schools. By critically evaluating existing research, this study highlights the benefits of role-playing as a tool for promoting active learning, fostering student collaboration, and improving learning outcomes across various subjects. The findings offer important guidance for educators

seeking to implement more engaging and effective teaching strategies in their classrooms. Furthermore, the study underscores the importance of teacher involvement in ensuring that the activities remain focused on learning goals and that all students have opportunities to participate fully in the learning process. In conclusion, while the role-playing learning model has proven to be effective in improving student engagement and learning outcomes, further research is needed to address its limitations, particularly regarding passive participation. Future studies should focus on developing strategies to ensure more equitable participation in role-playing activities and explore how to optimize this learning model to benefit all students. The findings of this study can serve as a foundation for educators to refine their use of role-playing in the classroom, making it a more inclusive and effective pedagogical tool.

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