

## The Influence of Role-Playing Methods on the Social Skills and Self-Confidence of Grade V Elementary School Students



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**ABSTRACT:** This study aims to find out: (1) the effect of role-playing on students' social skills; (2) the influence of role-playing on student confidence; and (3) the effect of role-playing methods on students' social skills and self-confidence. This research is a pseudo-experimental research with a non-equivalent control group design. The population of this study was all grade V students of SDN Masbagik Selatan, Masbagik District, East Lombok District. The sample of this study was 52 students. Sample determination using cluster random sampling technique. Of the population to be sampled are 2 schools randomly. One school was determined as an experimental class using the role-playing method and one school was used as a control class using the lecture method. The classes sampled were class V SDN 2 Masbagik Selatan (experiment) and SDN 4 Masbagik Selatan (control). Research instruments in the form of questionnaires and observations. The data normality test was carried out using Kolmogorov-Smirnov, while the homogeneity test used Box's M test. The results showed that: (1) The role-playing method had a significant positive effect on students' social skills with a significance value of  $0.000 < 0.05$ ; (2) The role-playing method had a significant positive effect on students' confidence with a significance level of  $0.000 < 0.05$ ; (3) Roleplaying methods have a significant positive effect on students' social skills and confidence. The results of data analysis in this study show that there is a significant influence of role-playing methods on social skills and student confidence in social studies learning content of grade V elementary school students.

**KEYWORDS:** Role playing, social skills, confidence.

### I. INTRODUCTION

Education is all activities that an institution strives for students to be given in the hope of being able to have good competence and full awareness of bonds and social problems (Pristiwanti et al., 2022). Education can help students eradicate illiteracy by teaching students social skills, and mental abilities. (Rosyadi, 2022). Education in Indonesia has many levels, including elementary school education, which aims to teach students to be democratic and responsible citizens through social studies learning (Kartini & Dewi, 2020).

Learning is a process that can help students learn well, This process must involve students as the center of activities, and teachers must be able to create an interactive and educative learning environment (Kodariyati & Astuti, 2016). Learning is said to be successful if the teacher can deliver students to achieve the plan as expected, and one of the most important factors is the method used by the teacher (Dewi & Mukminan, 2016). Teachers must be able to innovate and create attractive classroom situations for students to create a conducive learning process (Ramadhani & Ayriza, 2019). To achieve learning objectives, elements such as planning and the use of learning methods must influence each other, to improve student learning outcomes in various subjects, and one of them is social studies learning (Wardani, 2016).

One component of the school curriculum is Social Sciences, which covers various branches of social sciences such as sociology, history, geography, economics, politics, law, and culture. Social studies learning is one of the studies in learning that began to be learned and taught at the first formal education level, namely elementary school. Social studies has several studies and discusses several phenomena or realities, concepts, and generalizations related to conflict and related to students' social lives (Hery et al., 2022). At the primary education level, social sciences focus on the relationship between people, to help students develop their skills (Santoso, 2016). In education, social studies can be defined as ideas that outline attitudes, knowledge, and social skills to build individuals who benefit society (S. Handayani et al., 2020).

Social skills are the ability to be attitudinally visible in actions, be able to establish, categorize, and organize information, to communicate orally, and in writing, and be able to cooperate with others, and adapt to changes in the

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environment (Anggraini et al., 2017). Social skills make students more courageous in speaking, expressing what they feel, and being able to find the right solution in solving their problems so as not to seek escape that is negative and can harm themselves and others (Anggraini et al., 2017). Social skills that students possess include good communication skills with others both verbally, and in writing, and being able to work together in small and large groups in interaction during the learning process in class (Alpian & Mulyani, 2020).

The teaching of social skills can develop creativity, increase motivation, increase social interaction with peers in learning, and encourage students to communicate more widely and freely (Alabsi, 2016). Some students do not acquire social skills appropriate for the development of psychological problems such as poorly established communication and rejection from peers, leading to anxiety, depression, and anger in childhood (Daraee et al., 2016). Social skills can be shaped by family, school, social environment, and individual characteristics such as language skills, communication skills, and self-confidence (Zaidi, 2017).

Self-confidence is the belief that a person holds in his ability so that he does not feel anxious when doing something, behaves politely to others, and has the desire to achieve and realize his strengths and weaknesses (Haliza & Nugrahani, 2021). Students need to have the confidence to realize their abilities to allow students to have great motivation and not easily surrender in facing challenges. So by having confidence, students will grow in their knowledge and abilities and will eventually become healthy and independent individuals (Sumiarsih & Novita, 2021).

Lack of confidence possessed by students can cause problems in the learning process in the classroom (Sumiarsih & Novita, 2021). Students who lack self-confidence and lose self-confidence have a negative view of themselves and perceive themselves as inadequate (Saputra, 2019). Apart from this, the role of parents at home is necessary to optimize children's self-confidence in the family environment. In addition, teachers play an important role in schools to instill confidence in students during the learning process by providing motivation, providing confidence in abilities, and guiding students to dare to appear in front of the class (Ati et al., 2022). This opinion is reinforced by Suryatin & Sugiman (2019) who state the need for reinforcement from parents and teachers to children so that self-confidence can develop properly.

Differences in the level of self-confidence of each student can affect their learning achievement, students with high levels of self-confidence can achieve good learning achievement because they believe in their abilities, and students who have low self-confidence get less satisfactory learning results because students do not believe in their abilities (Amri, 2018). Therefore, having self-confidence is so important for students to be more motivated in learning in class and their social life.

The results of observations conducted in June 2023 at SDN Masbagik Selatan found several problems experienced by students, namely: (1) learning is still teacher center causing students to be inactive and tend to be passive in class, (2) students are still shy and dare not ask questions during the learning process, (3) social studies learning is often considered a difficult and boring lesson because most of them memorize, (4) lack of student involvement in learning because the lecture method dominates learning in class, causing students to be relatively less active, (5) There are still some students who are quiet and do not manage communication with their classmates, (6) some conditions that become problems related to low social skills of elementary school students, related to social skills, Relationships between students' peers show that there are still students who cannot group when students are asked to form groups. Some students are shunned because they are less able to socialize well and are considered less intelligent. In addition, students cannot understand their classmates, cannot control anger, provide information, invite friends to engage in learning activities, and cannot be good listeners when friends talk, (7) Student confidence is low, evidenced by students' lack of confidence in the ability to complete tasks or to ask questions, cannot take responsibility for their mistakes, and has not been able to analyze events with use the mind. In addition, completing the task is still affected by the results of other people's work.

The observations mentioned are caused by, among others: (1) lack of use of technology and use of media in learning, (2) use of learning methods and models less skilled than teachers, (3) teachers are minimal in creating and encouraging interaction between students during the learning process. The above problems result in students in the classroom only understanding theory and have not reached the stage of social skills and student confidence in learning which results in students being bored and bored in learning. This condition is not good for students. Social skills and self-confidence are needed by students in learning social studies because social skills and self-confidence are the initial foundation for achieving the targets of social studies subjects.

So the problems mentioned above must be addressed immediately to achieve the target of social studies lessons, because social studies learning is one of the most important subjects in life at all times, and will affect the next school level, namely junior high and high school. In this case, teachers need to use methods that can combine learning materials related to activities and students' real lives in their daily lives, to build a passion for social studies learning and provide freedom for students to express understanding through experiences in life in their social environment. Learning methods can provide active

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student involvement in learning and discussion, can relate or connect social skills and confidence with students' real lives, and can provide new experiences for students.

The concrete operational phase is usually part of the characteristics of grade V elementary school students, aged between 10-12 years. At the age of eleven and twelve years, the students' memory becomes good, and can think logically, and can make plans. For example, research shows that ten- to twelve-year-olds who have become chess experts can remember more about the game than adults who have never played chess (Agung, 2019).

In realizing social skills and student confidence in social studies subjects, teachers need to apply interesting methods such as approaches, methods, models, and learning techniques needed for the implementation of learning activities to make it easier for students to gain knowledge. One of the learning methods that can be used to overcome the problem of low social skills and student confidence in social studies learning is the role-playing method. The role-playing method is a simulation of reality through which the "player" gives the "player" the opportunity to play a certain aspect or practice a certain behavior, without consequences in reality (Solihah, 2019).

The role-playing method emphasizes the reality when students are involved in role-playing in dramatizing social relationship problems (Nahar et al., 2020). Role-playing can help students get their identity, while in groups students will be able to solve problems so that with role-playing students will be aware that the roles of people around them are diverse (Sàdiyah, 2018). Role-playing games are played by more than one person, depending on the role they play, students are given role cards to learn and practice on a predetermined role-playing scenario script (Nuryati et al., 2021). Based on these problems, the purpose of this study is to analyze the Effect of Role Playing Methods on Social Skills and Student Confidence.

## II. MATERIAL AND METHODS

This study uses a quantitative approach method with a type of pseudo-experiment research, or quasi-experiment because it involves the group of subjects as a whole and does not control all factors outside the variables studied. There were two groups of students in the study, one group was given role-playing method treatment as an experimental group and one group used the method commonly used by teachers, namely the lecture method. The research design in this study is a non-equivalent (pretest and posttest) Control Group.

The population in this study was the entire grade V students of SDN Masbagik Selatan Lombok consisting of 6 schools. The number of class V students is 288 students. This study took samples from 2 elementary school institutions using 2 groups, namely 1 experimental group and 1 control group. The sample was selected using the cluster random sampling technique. Random is applied for the selection of classes that are sampled using pieces of paper that are folded and then shaken, and clusters are used for the selection of all students against classes that have been sampled. Based on these criteria, 52 samples were obtained from the experimental group, namely SDN 2 Masbagik Selatan class VC which amounted to 26, and the control class SDN 4 Masbagik Selatan class B as many as 26 students.

Data collection techniques in this study are tests and measurements. The instrument to measure social skills and confidence in this study was using questionnaires. Data analysis technique using SPSS version 25 with Manova Test performed at significance level = 0.05. Before arriving at the use of Manova it is necessary to try prerequisite tests which include: (1) normality tests and (2) variant homogeneity tests and hypothesis tests.

## III. RESULTS AND DISCUSSION

### Hasil

The chapters of research results and discussion will be presented sequentially, including (1) analysis prerequisite tests, and (2) hypothesis tests. The hypothesis test in this study will be presented sequentially, including: 1) the effect of role-playing on students' social skills; (b) the effect of role-playing on student confidence; and (c) the influence of role-playing methods on students' social skills and self-confidence. In full it will be presented as follows:

### 1. Prerequisite Test

#### a) Normality Test

The normality test is carried out to ascertain whether the sample taken from each dependent variable comes from a population with a normal distribution or not. Test prerequisites using the Kolmogrov-Smirnov test with the help of SPSS 25. Results were obtained, namely:

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**Table 1. Results of Pretest Data Normality Test Analysis**

Data	Significance Value		Nilai $\alpha$	Information
	Experiment Class	Control Class		
Social Skills	0,200	0,200	0,05	Usual
Confidence	0,121	0,200	0,05	Usual

Test results of Kolmogorov-Smirnov normality on data on social skills and self-confidence of students in the experimental group who learned using the role-playing method and the control group using the normal distributed lecture method. This can be seen in the significance value of the social skills pretest in the experimental and control groups of  $0.200 > 0.05$  and confidence in the experimental group of  $0.121 > 0.05$  and control of  $0.200 > 0.05$ , so it is said that the data is normally distributed.

**Table 2. Posttest Data Normality Test Analysis Results**

Data	Significance Value		Value $\alpha$	Information
	Experiment Class	Control Class		
Social Skills	0,200	0,200	0,05	Usual
Confidence	0,200	0,074	0,05	Usual

The results of the Kolmogorov-Smirnov normality test on post-test data on the social skills of students in the experimental and control class groups obtained significance values of  $0.200 > 0.05$ . Meanwhile, students' confidence in the experimental group was  $0.200 > 0.05$  and the control class was  $0.074 > 0.05$ .

Thus, the posttest data on social skills and self-confidence of the experimental class and the control class were normally distributed.

## b) Homogeneity Test

The homogeneity test of variance used in this study is Box's M test. The results of the homogeneity test of the sig value level of  $.502 > 0.05$ , as shown in table 14 below:

**Table 3. Test Box's M**

Test Results		
Box's M		8,633
F	Approx.	,925
	df1	9
	df2	114598,071
	Sig.	,502
Tests null hypothesis of equal population covariance matrices.		

## 2) Manova Hypothesis Test

The Manova hypothesis test is used to provide reinforcement for previous tests by comparing the gains from the experimental group with the control group. Below is presented a table containing the results of the analysis of the test variance test of between subjects effect.

**Table 4. Test Variant Test of Between Subjects Effect**

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	KD	11409,769 <sup>a</sup>	3	3803,256	72,893	,000
	KS	2002,038 <sup>b</sup>	3	667,346	42,425	,000
Intercept	KD	479808,615	1	479808,615	9195,937	,000
	KS	433956,962	1	433956,962	27587,855	,000

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CLASS	KD	11409,769	3	3803,256	72,893	,000
	KS	2002,038	3	667,346	42,425	,000
Error	KD	5217,615	100	52,176		
	KS	1573,000	100	15,730		
Total	KD	496436,000	104			
	KS	437532,000	104			
Corrected Total	KD	16627,385	103			
	KS	3575,038	103			

Based on the results of the significance values listed in the table above, it is seen that the significance values for social skill variables are  $.000 < 0.05$ . From the value data obtained, there is a significant influence on the application of Role Playing on students' social skills in social studies learning. In addition, the acquisition of the significance value of student confidence is  $.000$  which is  $< 0.05$ . Thus, there is an influence on the application of Role Playing on student confidence in social studies learning.

The next test is a test to determine the effect of the Role Playing method simultaneously on students' social skills and social studies confidence:

**Table 5. Multivariate Test**

Multivariate Tests						
Effect		Value	F	Hypothesis df	Error df	Sig.
Class	Pillai's Trace	,997	16097,785 <sup>b</sup>	2,000	99,000	,000
	Wilks' Lambda	,003	16097,785 <sup>b</sup>	2,000	99,000	,000
	Hotelling's Trace	325,208	16097,785 <sup>b</sup>	2,000	99,000	,000
	Roy's Largest Root	325,208	16097,785 <sup>b</sup>	2,000	99,000	,000

The table above shows that the overall significance values of Pillai's Trace, Wilks Lambda, Hotelling's Trace, and Roy's Largest Root are  $0.000 < 0.05$ . Based on decision-making criteria, there is a significant effect of the simultaneous use of role-playing on students' social skills and self-confidence.

## DISCUSSION

The research was carried out on theme 7 learning activities on "Events in Life" and only took social studies learning content. The research was conducted 5 times. The experimental class given learning treatment in this study was SDN 2 Masbagik Selatan through the role-playing method while the control class was SDN 4 Masbagik Selatan which was not given treatment. This research aims to determine the effect of using the role-playing method on social skills and student confidence in social studies learning. The results of this study can be used as a reference to apply role-playing methods to conduct subsequent research. To find out how the independent variable affects the dependent variable, the explanation is given as follows:

### The Effect of Role Playing Method on Social Skills in Class V Social Studies Lesson Content in Elementary School

The results of the first hypothesis test aim to determine the effect of role-playing methods on the social skills of grade V elementary school students. The first hypothesis test was carried out using the Manova test, by looking at the Corrected Model of the Manova Test of Between-Subjects Effects test table which explained that the significance value on the social skill variable obtained a value of  $0.000 < 0.05$ , it can be said that there are differences in role-playing methods on the social skills of grade V elementary school students.

The successful use of role-playing methods during the social studies learning process involves the active role of students in developing social skills at each meeting. In connection with that, in the theory expressed by Santoso (2016) While role-playing has a significant effect on social skills, learning through role-playing methods emphasizes sensory observation and emotional engagement with problems faced in real terms by students. Results of research conducted by Rosyadi (2022) Strengthen the above opinion that states that by using role-playing learning methods there are significant differences in students' social skills. Role-playing provides an opportunity to express oneself through role-playing.

Based on the findings Fahreza (2018) stated role-playing in social studies learning can improve students' social skills in elementary school. In addition, role-playing will dialogically reflect an important meaning in the development of social skills, in practice What attracts students' attention are the ways used in shaping reality, relationships, and the creation of new opportunities for students in the social world (Wijaya, 2020). Students can improve their social skills through role-playing experiences, which can allow students to play different roles (Ckurnia et al., 2018).

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Role-playing is a way to incorporate roles that exist in the real world into a performance in class, then this role is used as reflection material for students to provide assessment (Mukrimah, 2014). The goal is to improve social skills and the ability to work together (Rosyadi, 2022). Findings Aan Budi Santoso (2016) said that the role-playing method is a way of teaching by modeling how to behave in social relationships.

Findings et al., (2018) said the role-playing method had a significant positive effect on social skills between classes that used role-playing with class groups that did not use role-playing learning. The role-playing learning method helps students to improve and develop their social skills so that students are more motivated to follow social studies advocacy.

### **The Effect of the Role Playing Method on Self-Confidence in the Content of Class V Social Studies Lessons in Elementary School**

The results of the second hypothesis test aimed at determining the effect of role-playing methods on the self-confidence of grade V elementary school students. The second hypothesis test carried out by the Manova test looked at the Corrected Model of the Manova Test of Between-Subjects Effects test table which explained that the significance value on social skill variables obtained a value of  $0.000 < 0.05$ , so there were differences in the use of role-playing methods on the confidence of grade V elementary school students. The role-playing method will allow students to act as characters in learning materials, train students' psychological abilities to work together, express opinions, speak in front of the class, and increase student confidence (Purnamasari Ayu, 2022). In addition, the role-playing method can foster students' self-confidence, it will make students easily adapt to a fun learning environment focused on clear language and understood by teachers and peers (Ningrum & Abdullah, 2023).

Findings Nurhidayah et al., (2022) stated role playing methods enhance learning and increase students' confidence. The study found that students should be trained to be more confident so that students can become more confident in themselves and their social environment (Nurhidayah et al., 2022). One of the causes that affect student confidence is the creativity factor and students' skills in discussions that are increasing after learning with the role-playing method (Wijayanti, 2021).

Role-playing can teach students how to overcome shyness and interact with others (Haliza & Nugrahani, 2021). In line with the statement Handayani, Y. et al., (2014) state that role-playing has several advantages for students: it is fun for students, attracts students, encourages them to learn, and increases their self-confidence, giving them the freedom to voice opinions. This is supported by the results of research conducted by Yunifia & Wardhani (2023) Explain that the use of role-playing methods is successful in increasing students' confidence in learning.

Furthermore, the role-playing method can emphasize that students are involved in the social studies teaching and learning process and increase student confidence (Yenni, 2018). Plus, the use of role-playing methods can develop confidence, so that students become enthusiastic in following learning and even answering questions from teachers (Konadi & Rambe, 2022).

### **The Effect of Role-Playing Methods, Social Skills, and Student Confidence on Class V Social Studies Lesson Content in Elementary School**

The third hypothesis test aims to determine the effect of role-playing methods on the social skills and self-confidence of grade V elementary school students. The results of the Multivariate test analysis are seen from the significance values of Pillai's Trace, Wilks Lambda, Hotelling's Trace, and Roy's Largest Root Manova test table in the class section of  $0.000 < 0.05$ . That is, the role-playing method towards the social skills and self-confidence of grade V elementary school students. Success by using role-playing methods provides interesting activities for students to learn. In addition, students do active learning and can express themselves without having to fear being wrong, thus involving students in developing their imagination and helping students improve social skills and self-confidence.

The implementation of this research was in the experimental class using the role-playing method and the control class using the lecture method on the content of social studies lessons in grade V elementary school. The results of this study are in line with Maria (2018) which states the role-playing method has a positive effect on students' social skills. Research conducted by (Haliza & Nugrahani, 2021) Supports the findings of analysts who say that the group of students in the experimental class with the role-playing method and the group of students who use the lecture method have significant differences.

While the variable of self-confidence is very necessary for learning, it is inseparable from social studies learning, where students need confidence in the ongoing learning process. This encourages teachers to improve the quality and quantity of their education to improve the learning system to achieve the desired learning goals, especially social studies learning which requires students to dare to interact with their social environment and to hone student confidence. The self-confidence created by students will make students actively follow class lessons make the classroom a comfortable place for students to learn, and lead

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to improved student learning outcomes (Purnamasari Ayu, 2022). Through the role-playing method, students master the subject matter through the development of students imagination and passion by acting as living figures or non-living objects (Arsyad, 2021).

The use of role-playing methods can encourage student enthusiasm during the learning process and become more motivated. This can be seen from the research Yenni et al., (2018) that there is a significant influence of role-playing methods on students' confidence with good criteria. In addition, the findings Tusaroh & Juhji, (2020) In his research said that learning the role-playing method can increase students' confidence.

Based on the analysis of research results, previous research and theoretical studies explain that role-playing partially influences social skills. This is evidenced by students' social skills that were initially negative to more positive social skills. The role-playing method in this research influences students' self-confidence. This is seen in the increase in the confidence of students who carry out learning by role-playing. Thus, it can be concluded simultaneously that the use of role-playing methods has a significant influence on students' social skills and self-confidence.

### IV. CONCLUSION

Based on the findings of the data analysis, a conclusion was obtained, namely: a) The role-playing method affects the social skills of grade V elementary school students. b) The role-playing method affects the confidence of grade V elementary school students. c) Role-playing methods affect the social skills and self-confidence of grade V students.

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