

**The Impact of Role-Playing Techniques on Student Activeness in History Education:  
A Case Study at SMA Negeri 84 Jakarta**

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| ARTICLE INFO                                        | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Published:</b> Mei 2026                          | <i>This quantitative study aimed to determine the impact of the role-playing method on student engagement within history lessons at SMA Negeri 84 Jakarta. By employing a rigorous statistical approach, the research sought to measure the correlation between interactive pedagogical techniques and active student participation. The findings reveal that the role-playing method exerts a significant positive influence, contributing to a 15.31% increase in student engagement. These results underscore the effectiveness of experiential learning in transforming passive classroom environments into dynamic spaces. Consequently, the study advocates for the integration of role-playing as a strategic tool to enhance academic involvement and foster a deeper, more immersive connection to historical content.</i> |
| <b>Keywords:</b> <i>Impact ; Role play; History</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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## INTRODUCTION

Education is fundamentally the process of optimizing a student's potential through maturation and learning (Rendi Pratama & M. Win Afgani, 2023). Essentially, education aims to develop and maximize these potentials, while learning is an effort to influence students to acquire knowledge and adjust their behavior (Rendi Pratama & M. Win Afgani, 2023). Learning is an endeavor to encourage students to be willing and able to learn, serving as a process for acquiring knowledge, forming attitudes, and developing historical consciousness—a foundation for the younger generation's sense of responsibility in facing modern challenges.

Consequently, the role of the history teacher is pivotal, as they interact directly with students to instill historical values and achieve learning indicators (Ernawati et al., 2024). History education plays a crucial role in nation-building; therefore, historical consciousness must be cultivated so that the younger generation can act responsibly amidst changing times. The teacher's role is decisive in ensuring these values are internalized and learning objectives are optimally reached.

Teaching methods are strategies utilized by teachers to implement lesson plans and present material to students (Diana & Rofiki, 2020). These methods are vital in the teaching-learning process, as they enhance student enthusiasm and positively impact academic outcomes (Budiasningrum et al., 2025). The selection of an appropriate method allows teachers to present material in a more focused, engaging, creative, and comprehensible manner, thereby fostering active student participation.

The role-playing method involves enacting roles from daily life within the classroom or during meetings (Rahmawati & Puspasari, 2020a). This method aims to involve students actively by simulating real-life scenarios, making classroom learning more meaningful and accessible. The advantages of role-playing include enhanced creativity, courage, and teamwork, while its disadvantages involve psychological factors such as shyness and the requirement for more extensive time management (Damayanti & Yusnaldi, 2024).

Initial observations at SMA Negeri 84 Jakarta indicate that history instruction is still dominated by lectures. Teachers primarily explain the material while students remain passive listeners. This condition results in suboptimal student engagement and interest. Students often lack the courage to ask questions, express opinions, or engage in class discussions. The one-way nature of these lessons leads to boredom and a lack of interest in historical material. Therefore, more varied methods that involve students directly, such as role-playing, are necessary to make history lessons more engaging and to improve student activity. In conclusion, history instruction needs further development to ensure students are more active and interested. Since current one-way instruction limits direct involvement, the implementation of more engaging methods like role-playing is essential to bring history lessons to life and achieve learning goals more optimally.

## **METHOD**

This research is conducted at SMA Negeri 84 Jakarta, located in West Jakarta, specifically targeting tenth-grade students. This site was selected due to its active implementation of the role-playing method in history lessons, which aligns perfectly with the study's objectives. Utilizing a quantitative approach, this research aims to measure the influence of role-playing on student engagement objectively. Quantitative methodology, grounded in positivism, allows for the systematic collection of numerical data through research instruments, which are then analyzed statistically to test established hypotheses. This approach provides a clear, measurable, and systematic framework for understanding the relationship between the independent and dependent variables.

The study defines its population as all tenth-grade social studies students, totaling 252 individuals. Using purposive sampling, 72 students from classes X-4 and X-5 were selected as the final sample, ensuring the participants are those directly involved with the teaching method being studied. Data collection is primarily achieved through closed-ended questionnaires utilizing a Likert scale, which facilitates efficient processing and analysis of student perceptions. Additionally, documentation—including school profiles, vision, mission statements, and organizational structures—is employed to provide comprehensive contextual background. By combining these rigorous data collection techniques, the research ensures high-quality, valid, and reliable findings that accurately reflect the impact of role-playing on student participation in the classroom.

## **RESULT AND DISCUSSION**

The research conducted at SMA Negeri 84 Jakarta provides a comprehensive analysis of the impact of the role-playing method on student learning engagement within the context of history education. By examining the relationship between the independent variable—the role-playing method—and the dependent variable—student learning engagement—the study offers valuable insights into pedagogical strategies that can enhance classroom dynamics. Through rigorous statistical analysis, including correlation, determination, and hypothesis testing, the research confirms that while the influence is moderate in magnitude, it is statistically significant, suggesting that the implementation of role-playing is a viable and effective approach for educators seeking to foster a more active learning environment.

The quantitative analysis began with the calculation of the correlation coefficient, which yielded a value of  $r = 0.391$ . When compared against the  $r$ -table value of 0.19854 for 72 respondents at a 5% significance level, the  $r$ -calculated value was found to be significantly higher. This result confirms a positive correlation between the role-playing method and student engagement. According to standard interpretation guidelines for correlation coefficients, a value of 0.391 falls into the "weak" category. However, this does not diminish the practical importance of the finding; it indicates that while the role-playing method is positively associated with increased engagement, it is not the sole determinant of student activity. The positive direction of the relationship implies that as the quality and frequency of role-playing activities improve within the history curriculum, students are likely to exhibit higher levels of participation and enthusiasm, even if other external factors also play a role in their overall engagement.

To further understand the depth of this influence, the study calculated the coefficient of determination, which measures the percentage of variance in the dependent variable that can be explained by the independent variable. The calculation resulted in a coefficient of 15.31%. This figure is crucial for interpreting the study's findings: it indicates that the role-playing method accounts for 15.31% of the variation in student learning engagement. The remaining 84.69% is influenced by other factors, such as the teacher's personality, the students' prior interest in history, the classroom environment, or the use of other instructional media. While 15.31% may appear modest, in the context of educational research, it represents a meaningful contribution, demonstrating that the pedagogical choice of role-playing has a tangible, measurable impact on how students interact with the lesson material.

The hypothesis testing, conducted via a t-test, solidified the statistical validity of these findings. With a calculated t-value of 3.56, which significantly exceeds the t-table value of 2.030, the research successfully rejected the null hypothesis ( $H_0$ ) and accepted the alternative hypothesis ( $H_a$ ). This confirms that the observed relationship is not a result of random chance but is a statistically significant effect. The regression equation derived from the data,  $Y = 14.4462 + 0.875X$ , provides a predictive model showing that for every unit increase in the application of the role-playing method, there is a corresponding increase in the level of student engagement. This mathematical foundation provides a strong argument for the efficacy of the method within the specific environment of SMA Negeri 84 Jakarta.

The implications of this study are profound for both educators and school administrators. First and foremost, the findings suggest that the role-playing method serves as a highly effective alternative to traditional, lecture-based instruction. By shifting the focus from passive listening to active participation, role-playing transforms students from observers into protagonists of their own learning journey. In the context of history, where students often struggle to connect with events of the past, this method allows them to embody historical figures, simulate past conflicts, and experience the complexities of historical decision-making firsthand. This direct involvement is the primary driver of the increased engagement observed in the study.

Furthermore, the implementation of role-playing creates a more vibrant and interactive classroom atmosphere. The study highlights that this method encourages students to collaborate, express their opinions, and build the confidence to perform in front of their peers. These social and psychological benefits are just as important as the academic gains. When students feel safe to participate and are given a platform to voice their thoughts through character performance, their overall motivation to learn increases. This suggests that the role-playing method is not just a tool for content delivery, but a strategy for building a more inclusive and democratic classroom culture.

For schools and teachers, the recommendation is clear: diversifying instructional methods is essential for maintaining student interest. The study underscores that innovation in teaching is not merely about using technology, but about changing the nature of student interaction with the curriculum. By integrating role-playing into the history syllabus, teachers can break the monotony of standard lessons and provide students with a dynamic experience that makes the subject matter feel relevant and alive. While the role-playing method is not a "magic bullet" that solves all engagement issues—as evidenced by the 15.31% determination coefficient—it is a powerful tool that, when combined with other effective pedagogical practices, can significantly improve the quality of the learning experience.

In conclusion, the research at SMA Negeri 84 Jakarta provides empirical evidence that the role-playing method is a valuable asset in the teacher's toolkit. It fosters a positive, albeit complex, relationship with student engagement and provides a statistically significant improvement in classroom participation. By adopting this method, educators can create a more engaging, interactive, and effective learning environment that empowers students to take an active role in their education. The study serves as a call to action for educators to embrace creative and participatory teaching methods as a primary solution to the challenge of student disengagement in the modern classroom.

## CONCLUSION

This quantitative study examines the relationship between the role-playing method (Variable X) and student learning engagement (Variable Y). The findings confirm a statistically significant influence, evidenced by a t-calculated value of 3.56, which exceeds the t-table value of 2.030. Consequently, the research hypothesis is accepted, demonstrating that the role-playing method effectively enhances student engagement. The results indicate a positive correlation: as the implementation of role-playing improves, student engagement levels rise accordingly. By engaging in role-play, students are encouraged to participate actively, express their opinions, collaborate with peers, and remain attentive throughout the instructional process. This experiential learning approach fosters a deeper understanding of the subject matter, rendering the learning process more meaningful and effective.

Based on these conclusions, the following recommendations are proposed:

1. For teachers, it is advised to utilize role-playing as a dynamic and enjoyable alternative to traditional instruction.
2. For students, active participation in role-playing activities is encouraged to maximize learning effectiveness and academic comprehension.
3. For schools, it is recommended to provide robust support for teachers in adopting creative and innovative pedagogical strategies, such as role-playing, to cultivate a more engaging and effective learning environment for all students.

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