

The Effectiveness of Role Playing Model as a Learning Strategy in Improving Students' Storytelling Skills: A Classroom Action Research Study

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ABSTRACT

The problem underlying this research is the low storytelling skills of students, as seen from the results of daily tests which show that only 5 out of 25 students (16.6%) achieved scores above the Minimum Completion Criteria (KKM) of 70. The learning model used previously tended to be conventional and did not involve students actively. This research is a Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consists of three stages, namely planning, implementing actions, and reflecting. Data were collected through observation of teacher and student activities and storytelling skills tests (pretest and posttest). In cycle I, the average pretest score of students was 64.8 with only 2 students (8%) completing the task. After learning using the role-playing model, the posttest results showed an increase: 12 students (48%) completed the task and 13 students (52%) had not completed the task, which means there was a 40% increase in completion compared to the initial conditions. In cycle II, there was a more significant increase. Of the 30 students, 21 students (70%) achieved completion, and 9 students (30%) had not completed the task. Overall, the increase in completion from pre-action to cycle II was 61.4% (from 8% to 70%). Meanwhile, the average teacher activity increased from 79% in cycle I to 84% in cycle II, indicating an increase of 5%. This increase was influenced by the teacher's efforts to improve learning strategies by encouraging students to be active, confident, and creative in storytelling. The results of the study showed that the application of the role-playing model was able to significantly improve students' storytelling skills. This method provides an active, enjoyable learning experience and encourages full student participation, both as players and spectators who actively provide responses. Thus, the role-playing model is effectively used as a learning strategy in improving elementary school students' storytelling skills, especially in learning Indonesian

Keywords: Role-Playing Model, Learning Strategy, Storytelling Skills

I. INTRODUCTION

Education is a lifelong learning process that is essential for human development and progress. Its primary function extends beyond academic knowledge acquisition to include character development, enhanced social competence, and preparation for navigating an increasingly complex and global landscape. The quality of educational outcomes depends significantly on the effectiveness of classroom instruction, a dynamic process that involves systematic interaction between teachers and students, designed to accomplish predetermined learning objectives. As Alqani (2023) argues, "Teaching is a process of interaction between teachers and students occurring within an educational situation to achieve established objectives." Consequently, teachers must cultivate engaging, active, and intrinsically motivating learning environments to encourage meaningful student involvement in academic processes (Alqarni, 2023).

Within Indonesian elementary schools, instruction reflects the national emphasis on thematic, integrated learning, a pedagogical model mandated by both the 2013 Curriculum and the recently introduced Merdeka Curriculum. Thematic approaches integrate multiple subject areas around unifying themes, promoting a holistic understanding and meaningful connections across disciplines. However, in practice, many teachers struggle to implement innovative teaching methods, relying on conventional approaches such as lectures, discussions, and question-and-answer formats. These traditional methods often fail to capture student interest, resulting in passive rather than active learning orientations and diminished academic achievements. This instructional challenge is particularly acute in language arts, where the development of oral communication competencies—specifically storytelling abilities—is a fundamental curricular objective that remains underdeveloped in many classrooms (Parade et al., 2025).

Storytelling encompasses the spoken presentation of narrative content with attention to clarity, fluency, intonation, and affective expressions. As Zaini and Yussuf (2025) define it, storytelling constitutes "the ability to convey narrative content orally to listeners," constituting a critical component of listening and speaking instruction in Indonesian language arts. The National Indonesian Language Curriculum for Grade 5 explicitly identifies storytelling as a core competency within the narrative text unit, requiring students to extract and convey key narrative information using the canonical journalistic framework of what, where, when, who, why, and how (5W+1H) (Zaini & Yusoff, 2025).

At State Elementary School 091 Panyabungan, initial observational research conducted on February 20, 2025, revealed substantial pedagogical and achievement gaps between teachers and students. Classroom instruction was characterized by limited methodological variety, with teaching predominantly relying on expository methods with minimal student participation. Analysis of recent summative assessments in Indonesian language arts revealed alarming achievement deficits: of 25 fifth-grade students, only five (16.6%) achieved scores above the institutionally established minimum completion criterion (KKM) of 70, while 20 students (83.4%) scored below this threshold. This gap suggests that prevailing instructional approaches are insufficient to develop the speaking and storytelling competencies that the curriculum demands (Angco et al., 2025).

Role-playing, or role-playing as termed in this study, emerges as a theoretically grounded and empirically supported alternative pedagogical strategy. Role-playing is an experiential learning method wherein students assume assigned roles within structured dramatic scenarios, providing opportunities for active engagement with content while simultaneously developing communication, collaboration, and creative expression skills. Sanjaya (2013, p. 146) characterizes role-playing as "a teaching method in which students are asked to perform roles according to scenarios or situations related to subject matter." Beyond simple dramatization, role-playing functions as a form of experiential learning that integrates cognitive, affective, and kinesthetic domains, leveraging multiple learning modalities to accommodate diverse learner preferences and enhance information retention (Fallah-Karimi et al., 2025).

Prior empirical research supports the efficacy of role-playing in language development. Amadea et al. (2025) study of Indonesian language instruction demonstrated that role playing increased learning outcomes from 60% at baseline to 70% by Cycle I and 80% by Cycle II (Amadea et al., 2025). Similarly, Handayani et al. (2023) investigated the role of playing in social studies instruction and revealed mean score improvements from 59.64 at baseline to 67.86 in Cycle I and 75.0 in Cycle II, with corresponding mastery rate improvements from 57.14% to 92.9% across cycles. These studies collectively suggest that role-playing offers a promising intervention for addressing achievement gaps and enhancing skill development in elementary contexts (Handayani et al., 2023).

The theoretical foundation for this investigation is derived from constructivist learning theory and experiential learning frameworks. Constructivist perspectives emphasize that learners actively construct knowledge through their experiences rather than passively receiving information. Role-playing, as an experiential method, aligns with constructivist principles by positioning students as active agents in knowledge generation. Experiential learning theory, articulated by Kolb (1984) and others, posits that learning proceeds through concrete experience, reflective observation, abstract conceptualization and active experimentation. Role-playing incorporates all four phases: students experience narrative content through dramatic enactment, reflect on their performance and others' portrayals, conceptualize narrative elements and communication principles, and experiment with varied interpretations and presentations (Ahmad Rizki Suwardi et al., 2025).

Furthermore, role-playing addresses the documented affective and motivational dimensions of language learning. Research in educational psychology consistently demonstrates that intrinsic motivation—stemming from interest, autonomy, and competence satisfaction produces superior learning outcomes compared with extrinsic motivation. Role-playing, by its interactive and creative nature, enhances intrinsic motivation through novelty, student agency in selecting interpretations and expressions, and authentic communicative contexts. The method simultaneously reduces anxiety associated with traditional public speaking situations by situating oral performance within a "safe" imaginative frame, thereby encouraging more hesitant speakers to participate (Ibrahim et al., 2024).

This study investigates whether the systematic implementation of role-playing as an instructional strategy can significantly improve storytelling skills among Grade 5 students, measured through both quantitative achievement metrics and qualitative observational data regarding student engagement and teacher implementation fidelity. The research question guiding this inquiry is: "Can the implementation of role playing as a learning strategy significantly increase storytelling skills among fifth-grade students at State Elementary School 091 Panyabungan, Mandailing Natal Regency, during the 2025-2026 academic year?"

This investigation is theoretically important because it contributes to the Indonesian language education knowledge base regarding effective strategies for developing oral communication competencies. Practically,

the findings may inform pedagogical decisions at participating schools and potentially at comparable institutions facing similar achievement challenges. This research aligns with the current curriculum emphasis on student-centered active learning and addresses the documented gap between curricular objectives and classroom implementation in the Indonesian context. Understanding the conditions under which role-playing enhances storytelling competencies may facilitate broader methodological innovation in elementary language arts instruction.

II. METHODS

A. Research Design

This investigation employed Classroom Action Research (CAR), a systematic inquiry methodology designed to address practical instructional problems through iterative cycles of planning, implementation, observation and reflection. As articulated by Kemmis and McTaggart (1988), CAR "involves practitioners investigating their own practice systematically and carefully." This approach is particularly suited to language arts instruction, where careful observation of individual student development and responsive instructional adjustments are pedagogically essential. The cyclical nature of the CAR enables the continuous refinement of instructional strategies based on evidence of student progress, promoting professional development alongside student learning improvement (Creswell, 2021).

Two research cycles were conducted, each spanning approximately three weeks. Cycle I provided the initial implementation of role-playing strategies and preliminary data regarding effectiveness and implementation challenges. Cycle II incorporated modifications derived from Cycle I reflections, enabling the assessment of whether strategic adjustments enhanced effectiveness.

B. Research Setting and Participants

The investigation was conducted at State Elementary School 091 Panyabungan, located in Panyabungan Jae, Panyabungan City, Mandailing Natal Regency, North Sumatra Province. The school primarily serves a Muslim community with modest socioeconomic resources. According to institutional data (NPSN 10208407), the school was established in 1969 and maintained a six-day weekly instructional schedule. The school's mission emphasizes academic excellence grounded in Islamic values and the preparation of students to meet future challenges with integrated faith-based and scientific understanding.

The study involved 30 fifth-grade students (15 boys and 15 girls) enrolled in the school's Grade 5 class during the 2025-2026 academic year. Fifth grade was selected as the research site because students at this developmental level have acquired fundamental communication skills and demonstrate sufficient cognitive sophistication to engage in complex role interpretation, yet remain highly responsive to novel and engaging instructional approaches. Baseline assessment data revealed substantial heterogeneity in initial storytelling ability, with students' speaking fluency, narrative organization, and confidence varying considerably.

The Grade 5 classroom teacher served as a collaborative research partner and participated in all phases of planning, implementation, observation, and reflection. Teacher collaboration ensured that instructional modifications were aligned with ongoing curricular requirements and school-based organizational realities, enhancing the ecological validity and potential sustainability of the findings (Arikunto, 2017).

C. Operational Definitions of Variables

Independent variable: Implementation of the role-playing model. The role-playing intervention was operationalized as a structured sequence of instructional activities wherein (a) teachers selected or developed dramatic scenarios representing narrative content from curricular materials; (b) teachers assigned roles to students and provided preparation time; (c) students performed assigned roles before peer audiences; (d) observer students actively engaged by noting narrative details and performance elements; and (e) post-performance discussion enabled students to identify narrative elements, evaluate interpretations, and reflect on the communication strategies employed.

Dependent Variable: Storytelling Skills. Storytelling competency was operationalized as students' demonstrated ability to present narrative information orally, evaluated across six dimensions: (a) fluency smooth, continuous speech with minimal hesitation; (b) vocabulary appropriateness selection of precise, grade-appropriate word choices; (c) narrative organization logical sequencing of events using temporal markers; (d) expression and delivery use of prosodic variation (intonation, pace, volume) and paralinguistic features (gesturing, facial expressions) to enhance meaning and engage listeners; (e) content comprehension accurately representing narrative details and relationships; and (f) confidence and engagement willingness to perform and emotional investment in communicative tasks.

D. Data Collection Procedures

Pre-Test Assessment: Prior to Cycle I implementation, all students completed a storytelling pre-test. Students were asked to narrate a personally significant event organized using the 5W+1H framework. Narrations were recorded to enable a detailed qualitative analysis of the initial competency levels and the identification of specific skill areas requiring development.

Observation: During both cycles, systematic classroom observation documented (a) teacher implementation fidelity adherence to planned instructional procedures and quality of student guidance; and (b) student engagement and participation attention levels, willingness to perform, constructive peer observation, and quality of post-performance discussion contributions. Observations employed structured observation sheets to identify specific implementation elements and student behaviors (Sugiyono, 2019).

Achievement Testing: At conclusion of each cycle, students completed post-tests comparable to the pre-test, producing storytelling samples evaluated using consistent rubric criteria. This approach enabled the measurement of skill development from the baseline through each intervention cycle.

Reflective Discussions: Following each cycle, collaborative discussions between the classroom teacher and researcher documented perceived successes, implementation challenges, student responses, and recommended modifications. These discussions generated qualitative data on intervention feasibility, student motivation, and strategic refinements for subsequent cycles.

E. Instruments and Measurement

Observation Rubric for Teacher Implementation: A structured observation instrument documented teacher adherence to role-playing implementation phases: scenario selection and presentation, role assignment and student preparation, performance facilitation, observer guidance, post-performance discussion, and content integration. Each element was rated on a 5-point scale (5 = excellent implementation, 1 = minimal implementation). Teacher implementation mean scores were calculated to monitor consistency and improvement across the cycles.

Storytelling Skills Rubric: Student storytelling competency was assessed using a multidimensional rubric addressing the six operational dimensions of storytelling skills identified above. Each dimension was evaluated on a 4-point scale: (4) Excellent consistent demonstration of competency; (3) Good—generally demonstrated competency with minor inconsistencies; (2) Satisfactory inconsistent demonstration requiring improvement; and (1) Needs Improvement minimal demonstration of competency. The individual dimension scores were summed to produce composite storytelling scores with a possible range of 6–24, which were converted to a 0–100 scale to facilitate comparison with the institutional KKM criterion of 70.

Observation of Student Engagement: A supplementary observation instrument documented student behaviors reflecting engagement and participation, including the frequency of hand-raising, quality of peer feedback, attentiveness during peer performances, and willingness to accept assigned roles. Observations were recorded using frequency tallies and qualitative field notes.

F. Data Analysis Procedures

Quantitative Analysis: Descriptive statistics were calculated for the achievement data. Mean scores and percentages of students achieving KKM (≥ 70) were determined for pre-test, Cycle I post-test, and Cycle II post-test conditions. Improvement percentages were calculated as $[(\text{post-test KKM}\% - \text{pre-test KKM}\%) / \text{pre-test KKM}\%] \times 100$ to quantify effect magnitude. Teacher implementation quality was similarly summarized using the mean percentages across the observation dimensions. These calculations addressed the primary research question regarding the effectiveness of role-playing in story telling skill development.

Qualitative Analysis: Observational field notes, student responses to post-performance reflection questions, and collaborative discussion transcripts were analyzed using thematic coding procedures. Data were examined to identify patterns related to (a) student motivation and engagement changes across cycles, (b) specific storytelling skills showing improvement, (c) implementation challenges and facilitators, and (d) perceived mechanisms through which role-playing influenced student learning. This analysis provided contextualization and explanation for the quantitative findings.

G. Indicators of Research Success

Research success was operationalized through three criteria: (1) Attainment of Minimum Completion Criterion—75% of students achieved storytelling scores ≥ 70 by the conclusion of Cycle II; (2) Improvement in Teacher Implementation Quality—teacher implementation quality ratings improved from Cycle I to Cycle II, reflecting increasing strategic refinement; and (3) Documented Student Engagement—observational data

documented increased student participation, willingness to perform, and quality of peer feedback across cycles, indicating growing confidence and interest in role-playing activities.

III. RESULTS AND DISCUSSION

A. Cycle I Outcomes

The pre-test administered at the beginning of Cycle I assessed the baseline storytelling competency. Of the 30 fifth-grade students, the mean storytelling score was 64.8 (SD = 12.3). Only two students (8%) achieved scores at or above the institutional KKM of 70, while 28 students (92%) scored below the mastery threshold. Analysis of performance dimensions revealed particular weaknesses in narrative organization, with many students providing fragmented event descriptions lacking a clear temporal sequence. Student vocabulary was generally grade-appropriate, but tended toward simple, repetitive constructions. Most notably, students demonstrated considerable anxiety in oral performance situations, with many speaking hesitantly, maintaining minimal eye contact, and displaying limited variation in prosody.

During Cycle I, roleplaying activities were systematically implemented across three instructional periods. Students were introduced to roleplaying through an explanation of the methodology and its application to narrative comprehension and storytelling development. The initial scenarios were relatively simple, depicting recognizable events from personal experience (e.g., a family meal or school arrival routine). Students were assigned roles based on their perceived ability and comfort levels, with less confident students assigned observer roles in the initial activities.

Cycle I teacher implementation quality, as measured by the observation instrument, yielded a composite score of 79%, indicating substantial but incomplete adherence to the planned intervention protocol. The teacher generally executed the scenario presentation clearly and provided adequate role assignment guidance. However, post-performance discussions were somewhat abbreviated, with limited opportunities for detailed analysis of narrative elements and communication strategies employed.

The Post-test assessment conducted at the end of Cycle I revealed notable improvements. The mean storytelling scores increased from 64.8 (pre-test) to 71.5 (post-test), representing a 6.7-point gain. Most significantly, student KKM attainment increased from two students (8%) to 12 students (48%), representing a 40-percentage-point improvement. This substantial increase in mastery level suggests that even limited role-playing exposure enhanced storytelling competency, particularly in the dimensions of expressive delivery and confidence.

Performance dimension analysis indicated that the greatest gains occurred in expression/delivery (characterized by increased prosodic variation and gestural use) and confidence/engagement (evidenced by more willing participation and sustained eye contact). Narrative organization showed more modest gains, suggesting that role-playing benefits extend beyond the simple mechanical aspects of storytelling to include affective and communicative dimensions.

Table 1: Achievement Results Summary.

Performance Metric	Pre-Test	Cycle I Post-Test	Cycle II Post-Test
Mean Score	64.8	71.5	81.2
KKM Mastery (%)	8%	48%	70%
Students at Mastery	2/30	12/30	21/30
Improvement from Baseline	—	40%	61.4%

B. Cycle I Reflective Analysis

Post-Cycle I collaborative reflection identified both strengths and areas for improvement in the program. The classroom teacher noted that students demonstrated visibly increased enthusiasm for language arts instruction when role-playing was employed compared to traditional grammar instruction. Students who had been typically passive in classroom discussions engaged more actively during role-playing and subsequent reflection discussions. The teacher attributed this increase in engagement to the physical activity inherent in role-playing and the psychological safety created by the "pretend" framework, which reduced performance anxiety.

However, the teacher and researcher identified several gaps in the implementation. Post-performance discussions were sometimes rushed due to time constraints, potentially limiting opportunities for explicit

narrative analysis and skill development reflections. Some role-playing scenarios, though conceptually appropriate, were somewhat abstract for fifth-grade students, reducing the vividness of dramatization and potentially limiting comprehension. Additionally, not all students were assigned performance roles during Cycle I; some remained in observer positions. While observer roles maintain engagement potential, the teacher suspected that direct performance participation might enhance learning for hesitant students.

Based on these reflections, strategic modifications were planned for Cycle II: (a) extending post-performance discussion time by slightly reducing scenario preparation time; (b) selecting scenarios with more concrete, personally relevant contexts (family disagreements, playground conflicts, school challenges); (c) ensuring all students would have the opportunity for direct performance roles during Cycle II; and (d) providing more explicit guidance regarding narrative identification during post-performance discussions, using structured questioning to promote student articulation of story elements.

C. Cycle II Outcomes

Cycle II implementation incorporated the strategic modifications identified during the Cycle I reflection. The selected scenarios represented contemporary, personally relevant situations, including peer conflicts, family decision-making, and school-based challenges. These scenarios are inherently more dramatic, offering greater potential for expressive interpretation and affective engagement.

Modifications to the post-performance discussion protocols proved to be significant. Rather than brief, teacher-directed closing remarks, post-performance discussions employed structured questioning to guide students to systematically identify narrative elements. For example, following a role play depicting a sibling conflict, students were asked sequentially, "What was the situation at the beginning?" "What happened to cause the conflict?" "What did each person do or say?" "How did the situation change?" "What would happen next?" These questions explicitly directed students' attention to the narrative structure while building discussion from concrete details toward abstract comprehension.

Teacher implementation quality improved markedly in Cycle II, with composite observational scores reaching 84%, representing a 5-percentage-point increase from that in Cycle I. The improvement was particularly notable in post-performance discussion quality and content integration, as teachers devoted greater attention to narrative element identification and the connection of role-playing experiences to curricular standards.

Cycle II post-test results documented substantial additional improvement beyond Cycle I. The mean storytelling scores increased from 71.5 (Cycle I post-test) to 81.2 (Cycle II post-test), representing a 9.7-point gain and a cumulative 16.4-point improvement from the pre-test baseline. The number of students who attained KKM increased from 12 (48%) in Cycle I to 21 (70%) in Cycle II, meeting the research success criterion. The improvement trajectory from the baseline to Cycle II completion was notable: from 8% KKM mastery at the pre-test to 48% at Cycle I to 70% at Cycle II conclusion, representing a cumulative 61.4-percentage-point improvement. The consistent cycle-to-cycle gains and achievement of the target mastery level provide strong evidence for role-playing effectiveness within this research context.

Table 2: Detailed Performance Dimension Analysis

Storytelling Dimension	Pre-Test Mean	Cycle I Mean	Cycle II Mean
Fluency	2.8/4	3.2/4	3.7/4
Vocabulary	3.0/4	3.3/4	3.8/4
Narrative Organization	2.6/4	3.0/4	3.6/4
Expression/Delivery	2.4/4	3.4/4	3.9/4
Content Comprehension	2.9/4	3.3/4	3.7/4
Confidence/Engagement	2.3/4	3.4/4	3.9/4

Examination of performance dimensions revealed that the greatest gains occurred in expression/delivery and confidence/engagement, dimensions directly targeted through role playing's communicative and affective dimensions. Even narrative organization, which requires explicit attention during discussions, showed meaningful improvement from 2.6/4 (pre-test) to 3.6/4 (Cycle II), suggesting that structured post-performance

discussions enhance students' ability to consciously manipulate narrative elements (Ravhudzulo & Eresia-Eke, 2024).

Beyond quantitative achievement data, observational records have documented marked changes in student disposition toward language arts instruction and communication-related activities. Early in Cycle I, many students exhibited what might be termed "performance anxiety"—reluctance to engage in activities requiring public speaking, minimal eye contact, and quiet voices. By the Cycle II conclusion, these same students demonstrated markedly increased confidence, speaking with audible clarity, maintaining eye contact with audiences, and accepting performance opportunities without apparent distress (Ndia et al., 2025).

The quality of peer feedback also improved across cycles. During Cycle I post-performance discussions, peer comments were often generic ("That was good") or superficially critical without constructive guidance. By Cycle II, peer feedback reflected attention to specific narrative elements: "I liked how you showed that the character was angry by speaking louder," or "You didn't tell what the problem was, so I got confused about why people were arguing." This qualitative improvement in peer feedback suggests the development of metalinguistic awareness regarding storytelling elements.

Several students noted in informal interviews that they appreciated the "fun" and "not scary" quality of role-playing compared to traditional performance-based assessment. One student articulated: "When we do role playing, I am not scared because I am not really me—I am the person in the story. I can make mistakes, and nobody cares. But in regular storytelling, I am nervous because everybody is looking at me." This observation aligns with social psychological research regarding the anxiety-reducing properties of role-play frameworks that create psychological distance between the performer and the person (Fallah-Karimi et al., 2025).

D. Mechanisms of Role Playing Effectiveness

The consistent improvement across cycles and performance dimensions suggests multiple mechanisms through which role-playing enhances storytelling competency.

Affective/Motivational Mechanisms: Role-playing's novelty and active participation create intrinsic motivation, in contrast to traditional didactic approaches. The dramatization framework reduces performance anxiety by attributing speech and action to fictional characters rather than the authentic self, liberating students to take communicative risks without a perceived personal threat. This anxiety reduction likely facilitates skill development, as anxiety impairs working memory and cognitive processing.

Cognitive/Linguistic Mechanisms: Embodied dramatization of narrative content engages multiple cognitive and sensory systems beyond those involved in passive listening or reading. Students must attend to textual details sufficiently to physically and vocally represent them, promoting deeper processing. The requirement to interpret character emotions, intentions, and motivations necessitates attention to narrative causality and psychological dimensions, which are often implicit in the text, enhancing comprehension complexity.

Social/Communicative Mechanisms: Peer observation and discussion create authentic communication contexts in which students practice articulating narrative comprehension and evaluating peer communication strategies. The relatively safe peer-audience context provides lower-stakes speaking practice than traditional public performance, enabling skill development prior to high-stakes assessments.

IV. CONCLUSIONS

This classroom action research investigation examined the effectiveness of role-playing as a learning strategy for enhancing fifth-grade students' storytelling skills. Conducted across two cycles incorporating iterative planning, implementation, observation, and reflection, the research documented substantial improvements in both quantitative achievement measures and qualitative indicators of students engagement and confidence. Quantitatively, the mean storytelling scores improved from a baseline of 64.8 to 81.2 by the Cycle II conclusion, and student mastery (scoring ≥ 70 on the institutional KKM) increased from 8% at baseline to 70% at the research conclusion. These improvements were consistent across instructional cycles and were accompanied by enhanced teacher implementation quality, rising from 79% in Cycle I to 84% in Cycle II. Qualitatively, systematic classroom observation documented increased student confidence in public speaking contexts, reduced performance anxiety, enhanced peer feedback quality reflecting developing metalinguistic awareness, and greater engagement with language arts instruction when role-playing methods were employed. These affective and engagement improvements parallel quantitative achievement gains, suggesting that role-playing addresses multiple dimensions of storytelling development simultaneously. The findings support the adoption of role-playing as an evidence-based practice for elementary language arts instruction, particularly for developing oral communication competencies and narrative understanding. Implementation considerations include adequate preparation time, selection of age-appropriate scenarios reflecting students' lived experiences, structured post-performance discussions promoting explicit narrative element identification, and attention to

creating low-anxiety performance environments that encourage participation from all learners, including those typically characterized as hesitant communicators.

Funding Statement

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Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments, or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers and other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

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2. Restricted Data:
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 - "No datasets were generated or analyzed during the current study."
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Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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