
The Influence of *the Role Playing* method in storytelling on the confidence of grade V students in Indonesian subjects

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Abstract

Confidence is an important aspect of a student's self-development, however, many students still show a low level of confidence when speaking in front of the class. This study aims to determine the influence of the role playing method in storytelling on the confidence of grade V students in Indonesian subjects. In storytelling, confidence plays a crucial role because students are required to speak fluently, express emotions, and convey the message of the story in an attractive way in front of the audience. This study uses a pre-experimental method with a one group pre-test post-test design. The population of this study is all grade V students of SDN Gelam 2 Serang City. The type of sample used was saturated sampling with the number of samples used, namely 30 students. Data was collected through observation sheets and student confidence questionnaires before and after the application of the role playing method. The results of the study show that the role playing method in storytelling significantly increases students' confidence. This is evidenced by a comparison of the analysis of pre-test data of students who obtained an average score of 53.00 in the sufficient category, and the analysis of post-test data of students who obtained an average score of 65.00 in the high category. The results of the inferential analysis in the form of a hypothesis test with a significance level of $0.000 < 0.05$ and the Normalized Gain Score test which obtained a value of 0.4418, both analyses showed that the role playing method had an influence on student confidence. Through this method, students are more active, expressive, and able to express stories better. This research contributes to the implementation of effective learning strategies in improving students' confident character, especially in storytelling learning in elementary schools

Keywords: confidence, learning methods, role playing, storytelling

INTRODUCTION

Education is one of the important parts in shaping the future. Every human being has the right to get human rights in the form of education. Education includes not only the process of transferring knowledge, but also efforts to form individual character that will be a provision for a better life. As stated in Law No. 20 of 2003 concerning the National Education System, not only academic achievement is expected from the success of education, but also the formation of strong and good character will be the main support.

According to Sari & Puspita (2019), character formation in each individual can be pursued through character education instilled in schools. There are three aspects that need to be developed in learning in schools in order to achieve optimal success, namely the knowledge aspect, the skill aspect, and the attitude aspect (Magdalena *et al.*, 2020). At the attitude level, students must have a good attitude during the teaching and learning process. The implementation of a good attitude during learning can be in the form of mutual tolerance, independence, honesty, trust, and confidence (Magdalena *et al.*, 2020). Self-confidence is one of the important characters in a person's self-development. Self-confidence is not only about

how an individual sees themselves, but also how they socialize with others. When individuals have confidence, they will find it easier to do what they want.

However, in the current reality, students are weak in their confident character (Riyadi, 2019). Low student confidence is a problem faced by teachers in the implementation of learning in the classroom. Based on research conducted by Chadijah (2023), it is stated that there are still many confidence problems that occur when students are in class, where students tend to be afraid when they want to ask questions and tend to be silent in discussions. As for other problems that the author found after conducting initial observations and interviews with homeroom teachers of grade V of SD Negeri Gelam 2 Kota Serang regarding student confidence, the author obtained information that students often feel embarrassed, nervous, look less expressive and passive when speaking in front of the class. Low self-confidence makes them not dare to ask questions or express opinions. This problem is inseparable from the lack of opportunities for students to practice speaking actively, which ultimately has an impact on the inhibition of the development of their communication skills. In addition, the learning methods used by teachers still tend to be conventional, with a one-way or lecture-based teaching approach. This type of learning pattern is less able to provide space for students to express themselves, explore their speaking skills, and build their confidence optimally.

Teachers as the holder of control in learning must be able to condition students in learning activities, build a learning atmosphere according to student character, and use the right learning methods to increase student confidence. One of the methods that can be used is the role playing method . This method not only encourages students to be active, but also provides opportunities for them to express themselves and collaborate. According to Chadijah (2023), *the role playing* method is a way of learning that can foster student activity, increase confidence, and form good teamwork. By role-playing, students can express themselves according to the learning material provided. Karnia *et al.* (2023), adding that this method allows students to understand difficult concepts through activities that are fun and relevant to their lives. Based on this, it can be seen that the role playing method is a learning design where the application is in the form of playing a role so that it can form an attitude of cooperation, activeness, and the learning process becomes fun.

The role playing learning method can be used for learning Indonesian, especially in fairy tale material. This is because students can practice speaking and playing expressions with their interlocutors through conversations between characters. This opinion is supported by research conducted by Asri *et al.*, (2023) which shows that there is an effect of the application of role-playing methods on storytelling skills. A similar study conducted by Saputri & Yamin (2022) concluded that the role playing method in fairy tale material improves student learning outcomes. From the results of the two studies that have been carried out, it can be concluded that using the role playing method can grow the learning process to be more interesting, improve student learning outcomes and make students happy and comfortable in following the material in the classroom.

Fairy tale material aims to help students understand and reconvey the content of the story well. In storytelling activities, students' confidence is the main focus because they have to speak in front of many people and express the story in an interesting way. Fairy tales also contain positive values that are useful for shaping students' characters (Fitriani, 2019). With *the*

role playing method, students can explore the characters, dialogues, and emotions in fairy tales, thus helping to strengthen their confidence holistically. Based on previous studies, role playing has proven to be effective as an innovative learning solution, but it has not been widely explored in the context of storytelling in Indonesian lessons. Therefore, the author wants to conduct in-depth research to find out the extent of the influence of the application of the role playing method in storytelling on students' confidence in Indonesian subjects.

METHOD

This research uses a quantitative approach with an experiment-type research method, This research uses experiments because in this study it requires an action or treatment. The research design used is Pre-Experimental Design in the form of one group pre-test post-test design which is research by giving a pre-test first before treatment, then given a post-test after being treated in the same group without a comparison group.

The population in this study is all students and students of SD Negeri Gelam 2 Serang City which totals 30 students. The sample determination technique used in this study is the total sampling technique or also known as saturated sampling which means that all members of the population will be used as samples. This technique was chosen because of the small population, so that it allowed all grade V students of SD Negeri Gelam 2 which totaled 30 people with details of 13 girls and 17 boys, to be involved as research samples. Thus, the use of this technique is expected to be able to provide a more comprehensive picture of the population being studied.

The research instruments used in this study are non-test instruments, namely questionnaires and observation sheets about student confidence, The analysis stage in this study includes descriptive data analysis and inferential analysis in the form of hypothesis tests, homogeneity and N-Gain tests.

RESULTS AND DISCUSSION

This study aims to find out whether there is an influence of the role playing method in mendongen on students' confidence in Indonesian subjects. In the implementation of this study, the researcher will provide treatment to the subject in the form of the application of the role playing method in storytelling in Indonesian subjects as many as 2 meetings. Five indicators were set to determine student confidence, namely confidence in one's own abilities, optimistic, objective, responsible, rationalist and realistic which was put forward by Bachtiar (2020) and modified with the purpose of research.

Description of research data

The data obtained in this study is the data from the *pre-test* and *post-test* questionnaires of the confidence of grade V students of SDN Gelam 2 Serang City. The results show that the value of student confidence after the implementation of *role playing* in storytelling has a higher value, this can be seen based on the following table:

Table 1 Results of *Pre-test* and *Post-test* data on Student Confidence

Class V

Data Description	<i>Pre-test</i>	<i>Post-test</i>
Highest Score	64	74
Lowest Score	36	54
Total Score	1590	1968
Number of Samples	30	30
Average	53,00	65,60
Category	Enough	Tall

Based on the table, it can be seen that the lowest score of students in the pre-test activity obtained a score of 36 with the highest score of 64. Meanwhile, in the post-test activity, the lowest score was at 54 and the highest score touched a value of 74, so that the average result increased, from 53.00 during the pre-test activity to 65.60 during the post-test activity. As for the results of the categorization, the average pre-test and post-test have different conclusions. On average, in the pre-test, it is categorized that the student's confidence is at a sufficient level, while in the post-test, the student's confidence is categorized as at a high level. This average has increased by 23.77%.

Normality Test

In this study, normality testing was carried out using the Shapiro-Wilk Test, with the following conclusion criteria: if the significance value is less than 0.05, then the data is not normally distributed, while if the significance value is more than 0.05, the data is considered to be normally distributed. The results of the normality test calculation are presented in the following table:

Table 2. Normality Test Results

	Kolmogorov Smirnov			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig
<i>Pre-test</i>	.152	30	.076	.940	30	.092
<i>Post-test</i>	.134	30	.178	.958	30	.274

Based on the normality test results shown in the table, the significance value on the Shapiro-Wilk test showed a result greater than 0.05, i.e. 0.092 for pre-test data and 0.274 for post-test data. These results indicate that both pre-test and post-test data have a normal distribution. Thus, the data is eligible to proceed to analysis using the Paired Sample Test.

Hypothesis Test

The hypothesis test in this study was carried out using the Paired Sample T-Test, which is part of parametric statistics. This test is used to find out the difference in the average results of student confidence questionnaires based on data from the same source. The basis for decision-making in this test is as follows: if the significance value (sig. 2-tailed) < 0.05 , then there is a significant difference between students' confidence in pre-test and post-test data. The results of data processing using the T-test are presented in the following table:

Table 3. Hypothesis Test Results

Paired Differences	t
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	Mean	Std.Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Df	Sig.(2-tailed)
				Lower	Upper		
Pair1 <i>pretest-posttest</i>	-	12.60000	8.32363	1.5196	-15.70809 -9.49191	-8.291	29 .000
			8				

Based on the results of the tests that have been carried out, the average score of the student confidence questionnaire before and after being given treatment using the role playing method in storytelling with a significance value (sig. 2-tailed) of 0.000. These results show that the value of sig. (2-tailed) $0.000 < 0.05$. Thus, the decision taken was that H_0 was rejected and H_a was accepted, so it can be concluded that the role playing method in storytelling has a significant influence on the confidence of grade V students in Indonesian subjects.

N-Gain Test

The last stage of testing is the N-Gain Score Test which is carried out to see how much the influence of student confidence increases between before and after learning using the role playing method. The following is the data from the N-Gain Score test can be seen in the table below:

Table 4. Normalized *Gain Score Test Results*

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	30	.05	.84	.4418	.21487
Valid N (listwise)	30				

Based on the results of the calculation in table 4, an N-Gain value of 0.4418 was obtained, which indicates that the increase in confidence of grade V students after the application of the role playing learning method in storytelling is in the category of moderate improvement. Thus, these results show that the role playing method is able to make a positive contribution to the learning process, although the results still do not reach a very significant level.

Confidence is an important character that affects students' ability to communicate, perform in public, and contribute to learning. Students who have high confidence tend to participate more actively in class discussions, are able to express their opinions clearly, and are not afraid to try new things. This is in line with the opinion of Sari (2018), who said that students with strong confidence are able to cause positive sides during the learning process because it will encourage students to dare to appear in front of the class, express opinions, answer teacher questions, and present in front of the class. Student confidence can be developed through various learning methods that support students' activities actively and collaboratively.

One of the methods that can be trained to increase confidence is the role playing method, which allows students to play a character in a certain story or situation. This is strengthened by the results of this study which proves that there is a difference in the percentage of student confidence questionnaire results before using the role playing method and the percentage of student confidence questionnaire results after using the role playing method in storytelling activities, the results show that the average filling out of student confidence questionnaires using the role playing method higher than with students' confidence before the implementation of the role playing method.

The increase in student confidence can be seen based on the learning process when using the role playing method. Based on the results of the observation sheet, the observation results show that student confidence is in the high category with a score of 78.00% where at the time of application, students show better use of grammar and fluency in speaking. The results of this study are in line with the research of Sari (2020), which revealed that role playing is able to facilitate the development of students' communication skills through an interactive and fun learning experience. Role-playing activities provide space for students to step out of their comfort zone. Students who were initially reluctant to speak in front of the class began to appear more confident. This courage arises because role playing allows students to perform in groups, thereby reducing the fear of mistakes. In addition to increasing confidence, the role playing method also has a positive impact on the formation of students' character. Students learn to be more optimistic, responsible, and realistic in facing challenges in front of the class.

In the context of storytelling learning, confidence plays a crucial role because students are required to speak fluently, express emotions, and convey the message of the story in an attractive way in front of the audience. This is strengthened by the opinion of Bangun & Febriana (2024), who states that storytelling is the ability to communicate directly and train students to be skilled in storytelling by pouring creative and critical ideas. The role playing method can provide space for students to express themselves and practice speaking more freely.

In addition to the results of the questionnaire analysis and observation sheets, the hypothesis test using the t-test formula also showed that there was an influence of the role playing method in storytelling activities on student confidence as evidenced by a significance level of $0.000 < 0.05$ which had the conclusion that H_0 was rejected and H_a was accepted. The results of this study were also strengthened by using the Normalized Gain Score test to determine whether there was a difference from before and after treatment in the form of the role playing method. The results show that the Gain Score value is 0.4418 which in table 4.12 has a moderate interpretation category and still has a positive impact on building student confidence.

The results that have been obtained indicate that the role playing method can increase student confidence. The results of this study are supported by previous research conducted by Khasana (2023), which shows that there is a relationship or influence between the role playing method and student confidence because students are actively and emotionally involved in learning. This method encourages active student engagement, provides an enjoyable learning experience, as well as exercises essential speaking skills in daily life.

CONCLUSION

Based on the research that has been conducted, it was found that the use of the role playing method in storytelling has an effect on the confidence of grade V students in the Indonesian subject, SD Negeri Gelam 2 Kota Serang which is proven by an increase in the results of pre-test and post-test students by 23.77%. This provides an understanding that the use of the role playing method in storytelling activities has a positive and significant effect in increasing the confidence of grade V students in Indonesian subjects at SDN Gelam 2 Serang City. This shows that this method can be one of the effective learning alternatives to boost student confidence.

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