THE EFFECTIVENESS OF CLASS MANAGEMENT-BASED ROLE-PLAYING METHOD ON THE LEARNING OUTCOMES OF FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS IN PANCASILA EDUCATION

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ABSTRACT

This research investigates the effectiveness of a class management-based role-playing learning method on the learning outcomes of fifth-grade elementary school students in Pendidikan Pancasila. This research is a quasi-experiment with a pretest-posttest control group design. The research population consisted of 48 students divided into two groups: an experimental group and a control group. Data were collected based on the posttest results, which consisted of multiple-choice questions that had been previously tested for validity and reliability. Data analysis included normality testing, homogeneity testing, independent samples T-test, and N-gain analysis. The results of the research showed a difference in the mean posttest scores (experimental group = 65.54; control group = 51.00). The independent samples T-test showed a Sig. (2-tailed) value of 0.000 (<0.05) with an N-gain value of 46.4135, indicating a significant difference in learning outcomes between the two groups. In conclusion, the application of a class management-based role-playing method can effectively improve learning outcomes in Pendidikan Pancasila, particularly in the material "Kronologi Sejarah Kelahiran Pancasila".

KEYWORDS	*Effectiveness, Role Playing, Class Management, Pancasila Education, Learning Outcomes.*

INTRODUCTION

The curriculum occupies an important position in all kinds of educational activities. In order to create educational goals, the curriculum must be able to improve its quality, where the curriculum must be able to adjust to the characteristics of the school, both paying attention to the needs and stages of student development, the needs of national development while still remembering that national education is rooted in national culture and national education based on the 1945 Constitution. The independent curriculum is a refinement of the previous curriculum. The concept of independent learning is part of an educational institution

that aims to improve the quality of education, in which there is an element of flexibility to freedom and self-openness as an educational institution that contributes to educating the nation's next generation in the era of the industrial revolution 4.0 and (Hidayani, 2017) *society* 5.0 . With the independent curriculum, it is hoped that students can develop according to their potential and abilities because with the independent curriculum they get critical, quality, expressive, applicative, varied, and progressive learning. (Suhartono, 2021) (Sari et al., 2020)

One of the subjects in the independent curriculum is Pancasila and Citizenship Education. Law on the National Education System No. 20 of 2003 Article 37 Paragraph (1) The curriculum of primary and secondary education is one of which is required to contain Civic Education. In accordance with the Law, Civic Education subjects must be given to students at the primary and secondary education levels. In the independent curriculum, there was a change in the name of the PPKn subject to Pancasila Education. This change has been inaugurated through Government Regulation (PP) Number 4 of 2022, which is an amendment to Government Regulation Number 57 of 2021 concerning National Education Standards. Government Regulation Number 4 of 2022 regulates amendments to article 40 of Government Regulation number 57 of 2021.

The subject of Pancasila Education aims to form students to understand the meaning and values of Pancasila as the basis of the state, outlook on life, and state ideology. In addition, Pancasila Education also trains students to practice Pancasila values in the life of society, nation, and state. Pancasila education also trains the ability to manage and utilize information in order to survive in the dynamics of changing times that continue to run. (BSKAP, 2024) (Rahmawati & Ali Akbar, 2023)

Pancasila education is considered a difficult subject to understand. This is because the content of Pancasila Education learning materials contains past history, socio-cultural development, dynamics of cultural development, ways of life in society which are closely related to regulations and norms, and state governance. The existence of a reminder of the importance of values, rights, and obligations so that what is done is in line with the goals and ideals of the country and does not deviate from expectations is also the reason why this learning is difficult to understand. Difficulties in understanding the learning content of Pancasila Education can affect the learning outcomes of Pancasila Education subjects in schools. (Rahmawati & Ali Akbar, 2023) (Khaerunisa et al., 2021)

Field observation when learning Pancasila education took place, some students did not pay attention to the teacher's explanation during the teaching and learning process. This is because the methods and models used by teachers are monotonous such as only listening, paying attention to explanations, and recording things conveyed by teachers, so that students feel bored following the learning of Pancasila Education. In addition, the subject of Pancasila Education seems difficult because it has many theories that every student must understand which is a competency of civic knowledge. (Martayadi & Marzuki, 2019) (Asrifah • Arif, 2020)

In order to achieve the expected learning outcomes, Pancasila Education learning should be presented using various models or methods so that students get

a meaningful understanding in learning the material in Pancasila Education learning. Support such as teaching aids and various media is also needed to help improve students' learning outcomes towards a Pancasila Education learning material. The ability of teachers to be able to make students understand and understand the material taught so that students get meaningful learning is also a factor in supporting the success of student learning outcomes. (Rahmawati & Ali Akbar, 2023) (Muchlison , 2021)

One of the efforts that can be made is to use *the role playing* learning method, where this method invites students to be actively involved during the teaching and learning process. This is in line with the opinion that the (Dewi, 2022) *role playing* method is one of the methods that can be used to improve student concentration because every student can be directly involved in learning. The *role playing* method is a method that makes students play roles according to the situations and conditions described in a material, so that students can gain direct experience and be actively involved in learning activities. It can be concluded from the previous opinion that one of the alternatives that can be used for learning Pancasila Education is to use an interactive method by involving more activities for students during the learning process. One of them is by using this (Nurhasanah et al., 2016) *role playing* method. The *role playing* learning method is considered to be able to increase students' concentration because every student can be directly involved in learning, so that learning is not only monotonous or fixated on the educator's explanations, but students will be required to be actively involved during learning, they will be actively involved in playing a role. (Dewi, 2022)

When applying *the role playing* learning method, good classroom management is needed so that learning activities run optimally. Classroom management is an effort to maximize the potential of the classroom in order to create a conducive atmosphere for students to learn and teachers feel comfortable in teaching. Classroom management is a complex behavioral problem and teachers use it to create and maintain classroom conditions in such a way that students can achieve teaching goals efficiently and enable them to learn. Classroom management is a teacher's skill as a (Oviyanti, 2009:77) (Djamarah , 2006: 173) *leader* as well as a manager in creating a classroom climate that is conducive to achieving success in teaching and learning activities. As a leader in the classroom, teachers strive to motivate students and instill good values that must be believed and applied by students. According to the opinion that has been mentioned, classroom management is needed during learning activities, one form of classroom management is classroom management. Classroom management is a variety of activities that are deliberately carried out by a teacher in order to be able to manage the classroom well so that our learning goals are achieved and we can maintain optimal conditions for the learning and teaching process. A well-managed classroom will produce optimal learning activities. (Wiyani , 2023)

It is important for an educator to find the right learning method and good classroom management strategy, so that learning activities can run optimally and effectively. There are many learning methods that can be used, one of which is the role playing learning method. The advantage of *the role playing* method is that it allows each individual to be involved in learning so that the class becomes lively

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and every student can participate in the learning process. However, on the other hand, because of learning while playing, sometimes there are some students who are too active so that they cross the line which causes unconduciveness in the classroom and interferes with the course of learning activities. Therefore, this study was conducted to determine the Effectiveness (Karnia et al., 2023) *of the Role Playing* Method Based on Classroom Management on Student Learning Outcomes in Pancasila Education Subjects Grade 5 Elementary School.

Literature Review

Application of Role Playing and Classroom Management Methods in Pancasila Education Learning

Pancasila education is a subject that contains the content of Pancasila education and civic education which aims to form students to become intelligent, trustworthy, honest, and responsible citizens. In the Independent Curriculum, Pancasila Education is a subject that helps create a profile of Pancasila Students for students. This realization is applied through the practice of learning citizenship based on Pancasila, the 1945 Constitution, the spirit of diversity, and the commitment of the Unitary State of the Republic of Indonesia (. The Pancasila Education subject in the Independent Curriculum aims to form students who (: (1) have noble character based on faith and piety to God Almighty; (2) understand the meaning and values of Pancasila as the basis of the state, outlook on life, and state ideology, as well as practice the values of Pancasila in daily life; (3) complying with the constitution and applicable norms and coordinating the realization of rights and obligations; (4) understanding the identity of the Indonesian nation as part of the Indonesian nation and striving to realize unity and unity; and (5) maintaining the integrity of the Unitary State of the Republic of Indonesia and playing an active role in world peace. BSKAP, 2024) BSKAP, 2024)

The *role playing* method applied in learning Pancasila Education helps increase mastery of the concept of Citizenship Education for students. The (Haryatiningsih, 2019) *role playing* method is a planned learning activity and designed to achieve specific educational goals. In principle, role-playing is to bring roles that exist in the real world into a role show in the classroom. Furthermore, this activity is used as a reflection material for other students by providing an assessment of the cast. (Zaini, 2008: 98) *Role playing* is a way of mastering learning materials through the development of students' imagination and appreciation. The development of imagination and appreciation is carried out by acting out live characters or inanimate objects that are relevant to the learning material. The (Huda, 2013) *role playing* method also helps students to improve their mastery of Civic Education learning skills (Sunarti, 2022), improve PPKn learning activities and outcomes, make a significant contribution to the understanding of Pancasila Education material, and can provide meaningful experiences. (Kurniawan, 2023) (Damayanti et al., 2024) (Daughter, 2024)

Pancasila Education Learning can be applied by implementing classroom management. Classroom management is an effort that is made consciously to regulate the activities of the learning process in the classroom. This arrangement is carried out systematically which leads to the preparation of learning infrastructure

such as teaching aids, classrooms, and condition situations to realize an optimal learning process. With this arrangement, the learning process can achieve the set curricular goals. Classroom management that implements discipline, classroom space and atmosphere arrangements, and the existence of sanctions in PPKn learning helps students to learn about discipline. Through classroom management, students are trained to get used to behaving in a disciplined manner in learning so that learning activities in the classroom can run optimally. The implementation of classroom management in PPKn learning is carried out through several components, namely classroom conditioning, checking students' learning readiness. In addition, in order for the application of classroom management in PPKn learning to run optimally, patience, sanctions, grouping of students, and giving more attention to students during learning are needed. (Afriza , 2014:9) (Firmansyah et al., 2020) (Ekalivia & Ode Hijrah, 2023) (Assalafi et al., 2023)

Application of Role Playing and Classroom Management Methods in Improving Learning Outcomes

Learning outcomes are the abilities that students have after receiving learning experiences. Learning outcomes have an important role in learning because the learning outcome assessment process can provide information about students' learning progress. From this information, teachers can provide follow-up to students as learning improvements or future learning optimizations. Learning outcomes are also changes that result in changes in human attitudes and behaviors. In practice, learning outcomes are influenced by several factors, namely: (1) learning resources, (2) school environment, and (3) school culture. (Zulhaida & Sanoto , 2024) (Sudjana , 2011: 22) (Purwanto, 2010: 45) (Yandi et al., 2023)

By using *the role playing method*, the learning outcomes of PPKn students can be significantly improved. In addition, there is an increase in the average (Salma et al., 2023) *pretest* and *posttest* of student learning outcomes in Pancasila Education learning. In other words,   (Atulolong et al., 2024) *the role playing* method can effectively improve students' learning outcomes on certain subject matter during classroom learning. Student learning outcomes can also be improved with intervention through classroom management. Classroom management has a significant influence on student learning outcomes. Classroom management in the form of good classroom management can improve student learning outcomes with the note that there is a teacher's participation in carrying out the class organization process optimally. The better classroom management is managed by teachers optimally, the more learning outcomes will increase for students. Teachers who effectively manage their classes can create a learning environment that supports and encourages students to be active in the classroom and has a positive impact on improving their learning outcomes. (Ar-Rafi et al., 2024; Farhan et al., 2024; Fauziyah & Attalina , 2024) (Afsari et al., 2023; Renanda et al., 2023) (Onde et al., 2023) (Jamaludin et al., 2023) (Rizqa et al., 2024)

Application of Role Playing Method Based on Classroom Management

Classroom management in the form of classroom management is a teacher's skill to create and maintain optimal learning conditions. The application of

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classroom management in the form of classroom management can be done using the right learning methods, one of which is *role playing* which is influential in increasing student participation during the learning process. Students' enthusiasm in learning can be formed and motivated to express their opinions in front of the class. The existence of classroom arrangements and facilities makes students happy and comfortable in learning with (Karnia et al., 2023) *the role playing* method so that it can increase the effectiveness of learning that takes place. (Makinudin , 2017)

Changes in the curriculum are inevitable because they follow the times that are adjusted to the needs of students' principles. The curriculum occupies a central position in a variety of educational activities as a means of achieving educational goals, one of its applications is in the Independent Curriculum. One subject in this curriculum is Pancasila Education which aims to form students to live in accordance with Pancasila values in daily life. However, the learning process of Pancasila Education, this subject is considered a subject that is difficult to understand because the content of the material contains past history, socio-cultural development and its dynamics, complex ways of life and statehood so that it affects the learning outcomes of students.

In order to achieve the expected learning outcomes of Pancasila Education, a diverse learning model or method is needed so that students get a meaningful understanding of the materials in the subject of Pancasila Education. One method that can be applied is the *role playing method* where this method invites students to be actively involved during the learning process by participating in playing roles or characters in accordance with the material taught. The application of this method should also be supported by good classroom management so that learning activities can run optimally. Through classroom management, it is hoped that the potential of the classroom can be optimized in order to create a conducive atmosphere for students and teachers in conducting learning in the classroom, so that the learning outcomes of students towards Pancasila Education learning can experience a significant improvement. The flow of the framework of this research can be seen in Figure 1 below.
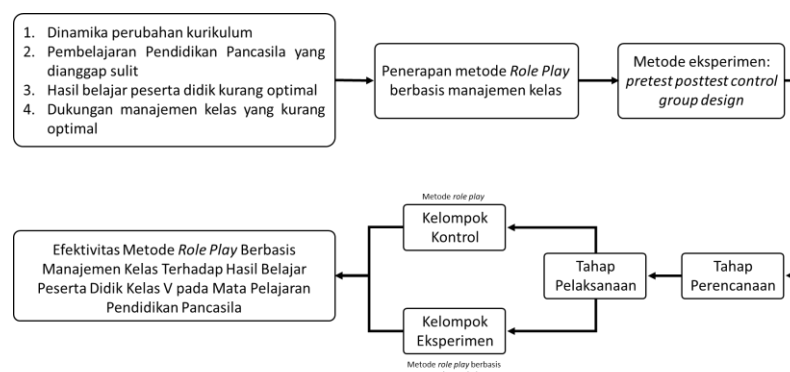

Figure 1. Research Thinking Framework Chart

RESEARCH METHOD

This study uses an experimental method where this method is used to find the influence of certain treatments on other things in controlled and conditioned conditions. This study uses (Sugiyono, 2012: 107) *a Pretest-Posttest Control Group Design* where there are two groups studied, namely the experimental group and the control group. Both the experimental group and the control group were given the same *pretest* as the initial assessment of students on the material "Chronology of the History of the Birth of Pancasila". The design of this study can be seen in the following Table 1.

Table 1.
Pretest Research Design - Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Experiment	O1	X1	O2
Control	O3	X2	O4

Information:
O1 & O3   : *pretest* with the same model and type of test questions
O2 & O4   : *posttest* with the same model and type of test questions
X1   : Treatment in learning using the *role play* Classroom management-based
X2   : Treat learning using the *role play* without classroom management

The population in this study is elementary schools located in the Gajah Mada Cluster area, Sidomukti District, Salatiga City which totals 5 (five) schools which were then selected 2 (two) elementary schools as research subjects, namely SD Negeri Dukuh 01 Salatiga and SD Negeri Dukuh 05 Salatiga, with a total of 48 students of which 28 students of SD Negeri Dukuh 01 Salatiga as the experimental group and 20 students of SD Negeri Dukuh 05 Salatiga as the control group. The selection of research subjects was carried out using *random sampling techniques* because both the experimental group and the control group had the same characteristics and were taken from a homogeneous population. (Sugiyono, 2012: 112)

Data Collection and Data Analysis Techniques

In order to collect the data needed in the research, a research instrument was used in the form of test questions. The test questions used are questions used to measure students' learning outcomes towards mastery of the material "Chronology of the History of the Birth of Pancasila". The form of the question is multiple-choice with a total of 20 questions for each *pretest* and *posttest* question for the experimental and control groups. The analysis of prerequisite data was carried out through instrument validity tests and instrument reliability tests. The analysis of research data was carried out through normality test, homogeneity test, independent sample T test, and n-gain through SPSS.

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Before the independent sample T test is carried out, normality and homogeneity tests are first carried out. The normality test was carried out to determine whether the data in the study was normal or not. The data is said to be normal if the probablias or p value *of Asymp. Sig. (2-tailed)* in *SPSS*) > 0.05 on the normality test with *Shapiro-Wilk.* (Slameto, 2014: 214-215) Meanwhile, the homogeneity test is carried out to determine the level of homogeneity between the experimental group and the control group in a study. The T test was conducted in this study to determine the effectiveness of (Slameto, 2014: 216) the classroom management-based role play method on the learning outcomes of students' Pancasila Education. The T test used is an independent sample T-Test. N-gain needs to be calculated to determine the improvement of student learning outcomes. N-gain can be calculated using the following formula: (Wahab et al., 2021)

$$N - gain = \frac{skor\ tes\ akhir - skor\ tes\ awal}{skor\ maksimal - skor\ tes\ awal}$$

RESULT AND DISCUSSION

This study compares the results of *posttest* between groups and experiments to determine the effectiveness of the classroom management-based *role playing* method on student learning outcomes. Previously, both groups were given the same *pretest* to find out the students' initial abilities. After that, the experimental group was given different treatment by giving a role *playing* method based on class management, while the control group was only given the *role playing* method. Before use, *the pretest* and *posttest instruments* were validated using test of question validity, level of difficulty, and question differentiation. These three tests meet the requirements so that the questions can be used to measure student learning outcomes. The normality and homogeneity tests were carried out to obtain the feasibility of the two groups as a condition for measuring the effectiveness of *the role playing method* on learning outcomes. The results of the normality and homogeneity test can be seen in Table 2 and Table 3 below.

Table 2. Results of the Control and Experiment Class Normality Test

Group		Shapiro-Wilk		
		Statistics	Df	Sig.
Score	Pre Test_Kontol	0,967	20	0,693
	Post Test_Kontrol	0,910	20	0,064
	Pre Test_Eksperimen	0,967	28	0,513
	Post Test_Eksperimen	0,938	28	0,101

Based on Table 2, the results of the normality test show that all data are normally distributed with a value of Sig. > 0.05 for both the control group and the experiment. The data normality test used Shapiro-Wilk because the number of research samples was less than 50. (Slameto, 2014: 214-215)

Table 3. Results of Homogeneity Test of Control and Experimental Classes

		Levene Statistic	df1	DF2	Sig.
Result	Based on Mean	0,158	1	46	0,693
	Based on Median	0,020	1	46	0,889
	Based on Median and with adjusted df	0,020	1	44,115	0,889
	Based on trimmed mean	0,130	1	46	0,721

Based on Table 3, the results of the homogeneity test show that all homogeneous data with Sig. values based *on mean* > 0.05 for both the control group and the experiment. Based on the results of the normality and homogeneity test of data, the data in this study is suitable to be used as a basis for determining the effectiveness of the average difference test of learning outcomes using the Independent Sample *T-Test*. The results of the Independent Sample *T-Test* can be seen in Table 4.

Table 4. Average Learning Outcome Difference Test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	0,158	0,693	-7,535	46	0,000	-14,536	1,929	-18,419	-10,653
	Equal variances not assumed			-7,400	38,275	0,000	-14,536	1,964	-18,511	-10,560

Based on Table 4, it was found that there was a significant difference in learning outcomes on student learning outcomes between the experimental group and the control group. The value of Sig. (2-tailed) indicates a value of 0.000 < 0.05 which means that the value of Sig. This supports the hypothesis that the application of *the role playing* method based on classroom management effectively improves the learning outcomes of Pancasila Education for grade 5 elementary school students, compared to learning that only applies *the role playing* method. In more detail, a comparison of the test results of students in the control group and the experiment can be seen in Figure 2.
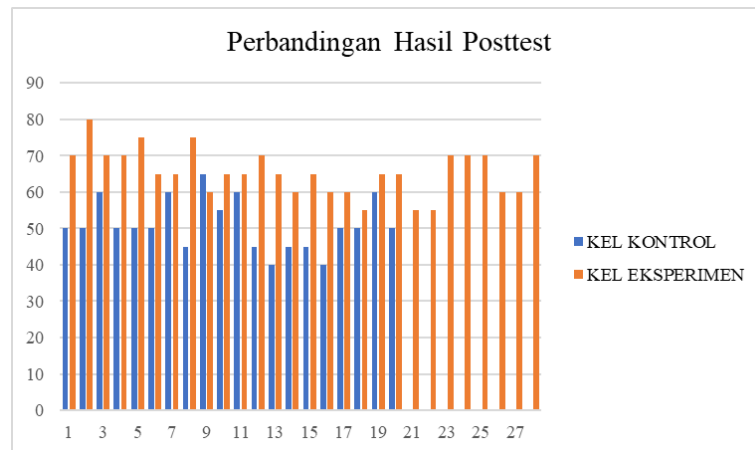
Figure 2. Comparison of Student Test Results

Figure 2 shows the graph of the posttest scores of the two groups after receiving different treatments. Based on Figure 2, it is shown that the average score of students in the experimental group consisting of 28 people obtained 65.54 (maximum value = 80, minimum value = 55), while in the control group consisting of 20 people obtained an average score of 51.00 (maximum value = 65, minimum value = 40). The N-gain value in the experimental group was 46.4135, while the N-gain in the control group was 25.8918. Based on this calculation, it was found that the application of *the classroom management-based role playing method was more effectively applied to help improve the learning outcomes of Pancasila Education for grade 5 students, especially in the material "*Chronology of the History of the Birth of Pancasila".

The classroom management-based role playing *learning method* has proven to be effective in improving student learning outcomes in learning Pancasila Education, especially in the material "Chronology of the History of the Birth of Pancasila", as has been conveyed in previous relevant research. The application of *the role playing* method in learning not only focuses on the cognitive abilities of students, but also utilizes planned and structured classroom management to provide a meaningful learning experience for students, so that the learning process can run more optimally. The application of the *role playing* method based on classroom management is considered more effective in improving student learning outcomes compared to only applying *the role playing* method in learning. This refers to relevant theories and literature studies, which provide an understanding of *the role playing* method in improving the learning outcomes of students, as well as classroom management in relation to improving student learning outcomes. (Ar-Rafi et al., 2024; Atulolong et al., 2024; Farhan et al., 2024; Fauziyah & Attalina , 2024; Oluchukwu & Ifeoma Mabel, 2020; Piscitelli, 2020; Salma et al., 2023)   (Gabriz & Mackie, 2023; Jamaludin et al., 2023; Onde et al., 2023; Renanda et al., 2023; Rizqa et al., 2024; Thi & Nguyen, 2021)

The learning process can be said to occur effectively if students can relate the knowledge they have with new information obtained from the learning process, as well as understand relevant and meaningful concepts. Learning can be effectively applied using *the role playing method*. Based on the results of the research shown

in Table 4 of the results of the average difference test of learning outcomes, the application of *the role playing* method in learning has a significant influence on student learning outcomes. The results of this study are supported by findings that state that *the role playing* method is effective in improving student learning outcomes, with an average increase in (Martayadi & Marzuki, 2019; Salma et al., 2023; Sampath, 2023) *pretest* and *posttest*   (Atulolong et al., 2024) results, in certain learning materials during classroom learning. (Ar-Rafi et al., 2024; Farhan et al., 2024; Fauziyah & Attalina , 2024; Oluchukwu & Ifeoma Mabel, 2020)

Based on the results of the study supported by relevant previous research, this study also clarifies the effectiveness of *the role playing* method by adding intervention through classroom management. The addition of this intervention is based on research that states that the practice of classroom management, in this case classroom management with *the role playing* method in learning, is considered effective in improving the quality and learning outcomes of each student. Good classroom management through good classroom management can improve student learning outcomes. The role of teachers in implementing the class organization process is influential in realizing optimal learning. In Table 4, the results of the average difference test of learning outcomes, it was found that (Karnia et al., 2023; Piscitelli, 2020)   (Onde et al., 2023) *the role playing* method based on classroom management had a significant effect on the learning outcomes of students. The results of this study are supported by the results of previous research which states that there is a positive influence of classroom management on student learning outcomes. By enforcing classroom management when using certain learning methods or models, the learning process can take place optimally and quality learning services can also be provided to students. (Afsari et al., 2023; Renanda et al., 2023) (Susiyowadi & Dul Aji, 2020) (Jamaludin et al., 2023)

Classroom management is a skill that must be mastered by teachers to create optimal and meaningful learning. With classroom management, students can feel motivated so that their learning outcomes can be achieved optimally. The application of (Mangen & Sanoto, 2025) (Sholihah et al., 2021) *the role playing* method in learning can also take advantage of classroom management to have a positive influence on students' participation in learning. The application of classroom management-based   (Karnia et al., 2023; Thi & Nguyen, 2021) *role playing* methods such as preparing *role playing*, setting up learning rooms and learning facilities, and dividing roles of interest makes students feel happy and comfortable in learning. The feeling of pleasure and comfort that arises from learners can increase the effectiveness of the learning that takes place. (Chen et al., 2024) (Küçükakın & Göloğlu Demir, 2021; Makinudin, 2017)

Overall, this study illustrates how *the role playing* method applied with good classroom management can improve student learning outcomes. Teacher support in managing the classroom can create a learning environment that supports and encourages students to actively participate in learning so that student learning outcomes can be improved. The   (Susiyowadi & Dul Aji, 2020)   (Afsari et al., 2023; Karnia et al., 2023) *role playing* method is a method that encourages the active participation of students. This method not only provides a cognitive

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experience to students, but also allows students to get direct experience in acting out the material or something discussed in the learning process. (Huda, 2013: 210)

CONCLUSION

The classroom management-based role playing method is suitable to be used to improve student learning outcomes in learning Pancasila Education, especially in the material "Chronology of the History of the Birth of Pancasila". The application of the role playing method based on classroom management was declared effective in improving students' learning outcomes by looking at the independent sample T test which showed a Sig. 2-tailed value of 0.000 with an N-gain of 46.4135. The classroom management-based role playing method provides a meaningful direct experience to students by providing a comfortable and happy atmosphere due to the classroom atmosphere that is adjusted to the characteristics of the learning material. Through this method, students not only get cognitive experience, but also get direct experience in acting out learning materials. This research supports the use of the role playing method in learning Pancasila Education, especially in students' understanding of the material "Chronology of Pancasila History". Further research is suggested to add other interventions besides classroom management so that more comprehensive results will be obtained on the effectiveness of the application of the role playing method in learning. Then, the selection of the research scope can be added in addition to the learning outcomes of students so that the effectiveness of role playing in learning can be more visible.

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