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Implementation of Role Playing Learning Model to Improve Students' Psychomotor Skills

Mariani Meri Lumbangaul[1*], Maria Sitanggang[2]
Sekolah Tinggi Pastoral St. Bonaventura Delitua Medan
Corresponding Author: Mariani Meri Lumbangaul merymarbun03@gmail.com

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A B S T R A C T

This study aims to implement the learning model Role Playing to improve students' psychomotor skills at SMP Budi Murni 3 Medan. Classroom Action Research (CAR) involved 25 students of class VII-1 consisting of 13 males and 12 females in the 2024/2025 academic year. This method includes planning, implementation, observation, and reflection, with data collection through tests, observations and documentation, which are presented using tables and diagrams. Qualitative descriptive analysis was carried out through data comparison, grouping, presentation, and drawing conclusions inductively. Success is reviewed from the effectiveness of the role playing model, psychomotor skills and learning outcomes.The results of the study showed a significant increase after the implementation of the Role Playing learning model. In cycle I, the application of the model reached 53.89% and increased to 83.14% in cycle II. Students' psychomotor skills in cycle I were 42% and increased to 81% in cycle II. Student learning outcomes also increased from 72% in cycle I to 100% in cycle II. It is recommended to be applied in active learning, especially to improve students' psychomotor skills and learning outcomes as a whole

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INTRODUCTION

Education is the main foundation in the process of human growth and development. Ki Hajar Dewantara emphasized that education does not only include intellectual development, but also spiritual, emotional, and individual skills (Desi Pristiwanti et al., 2022). In practice, education must be directed to form individuals who are capable, creative, independent, and responsible as stated in Law No. 20 of 2003 concerning the National Education System (Yanti, 2021). However, the reality shows that the quality of education in Indonesia still faces many challenges, ranging from the low quality of teachers, monotonous teaching methods, to the lack of attention to the development of students' skills as a whole.(Fitri., 2021).

In the learning process, the three main domains that must be developed are cognitive, affective, and psychomotor (Veronika Sitepu et al., 2022). Unfortunately, the psychomotor aspect is often neglected. In fact, psychomotor skills play an important role in shaping students' ability to carry out real actions based on the knowledge and attitudes they have (Marta et al., 2025). Psychomotor includes physical abilities that are coordinated with mental and sensory aspects, as explained by Sudaryono (2012) and Manalu (2021), who emphasize that these skills are not only the result of physical exercise alone, but also meaningful learning experiences.

Problems that arise in the field show that students still experience obstacles in developing psychomotor skills, such as difficulties in imitating movements, manipulating tools, achieving precision, as well as low articulation and naturalization abilities of movements (Puspitasari et al., 2022). Factors that influence this condition include minimal variation in learning models, limited learning media, and the dominance of lecture methods in the teaching and learning process (Nisa, 2020). This is reinforced by observations at SMP Budi Murni 3 Medan in the subject of Catholic Religious Education, which shows that students have difficulty linking abstract material with concrete experiences and are less active in learning activities.

In response to these problems, a solution is needed in the form of using a more participatory and contextual learning model. One model that has proven effective is Role Playing. This model emphasizes the active involvement of students in acting out real situations, which encourages the development of social, emotional, and psychomotor skills simultaneously (Nurfauzi et al., 2023). In this model, students not only learn to understand concepts, but also practice values and skills through role playing.

Previous studies have shown that the use of Role Playing models can significantly improve students' psychomotor skills. For example, the results of research by (Prasetiyo, 2022)shows an increase in students' learning completion in the psychomotor domain from cycle I to cycle II through the implementation of the Role Playing model. Students become more active in conveying scenarios, expressing movements, and working together with classmates more effectively. The urgency of this research lies in the need to overcome the limitations of conventional learning that does not provide space for students to develop psychomotorically.

This study examines the implementation of the Role Playing learning model and its impact on improving students' psychomotor skills in Catholic Religious Education Phase D class VII-1 at SMP Budi Murni 3 Medan. Based on the formulation of the problem, the purpose of this study is to apply the Role Playing learning model to improve the psychomotor skills of Phase D students of class VII-1 at SMP Budi Murni 3 Medan, and to see the extent to which students' psychomotor skills have improved through the use of the learning model. This study is useful theoretically in enriching the understanding of psychomotor skills, and practically helps researchers, students, schools, and becomes a reference for further research in developing the Role Playing model.

LITERATURE REVIEW

This study focuses on improving students' psychomotor skills through the application of the Role Playing learning model in Catholic Religious Education subjects. To understand the theoretical basis of this study, it is necessary to describe two main components: psychomotor skills and the role playing learning model, as well as the action hypothesis that is the basis of this investigation.

Psychomotor Skills

Dave (1970) Psychomotor skills are a form of ability that combines physical and mental aspects, which are acquired and developed through practice and learning experiences (Subagis & Setiawan., 2022). Etymologically, psychomotor comes from the words "psycho" (soul) and "motor" (body movement), so it refers to the relationship between mental activity and physical movement. Psychomotor includes the ability to coordinate, precision, and adapt the body to carry out certain tasks, and is closely related to student learning outcomes (Richter et al., 2020).

According to Dave, psychomotor mastery indicators consist of fivethe stages are imitation, manipulation, precision, articulation, and naturalization (Aripin, 2018). The five stages reflect the development of motor skills from imitation to automatic proficiency. For example, the imitation stage marks the student's ability to imitate movements demonstrated by the teacher, while naturalization describes proficiency in performing movements automatically without assistance.

Factors that influence psychomotor skills include feedback, repeated practice, stress levels, and students' motivation and physical/mental condition (Rohisfi & Neviyarni., 2021). The main obstacles can be lack of practice, anxiety, and a less supportive learning environment. Therefore, learning methods that allow students to be active, directly involved, and gain concrete experience are needed.

Role Playing Learning Model

Role Playing is a learning model that involves students playing characters in certain situations with the aim of understanding certain concepts or values through direct experience (Taringan., 2016). This model was pioneered by Jacob L. Moreno and aims to train empathy, communication, and problem solving through interactions between students in certain social scenarios. Role playing is very effective in building students' social skills, self-confidence, and emotional expression (Basri, 2017). Its main function is to help students develop sympathy

and empathy, train interpersonal skills, and improve adaptation to real problems (Sakundari & Rizqi., 2024). In addition, by placing students as actors in learning, this method encourages active involvement and deep learning experiences.

The syntax or steps of learning Role Playing according to Uno in Firmansyah (2020) include: warming up, selecting players (participants), setting the stage, preparing observers, playing roles/performing, discussion and evaluation, re-playing roles/performing again, second discussion and evaluation, sharing experiences and conclusions (Imanizar et al., 2021). This structure ensures that learning does not only focus on knowledge, but also includes affective and psychomotor aspects. Previous research has shown that the Role Playing model can improve student learning outcomes, especially in the psychomotor domain.The Promised Neverland (2022)found an increase in students' biology learning outcomes through role playing from 75% to 93.8%. Aprilia (2023) also noted that the use of role playing can improve psychomotor skills from 61.76% to 82.35%. Similar results were found in the study The Story of Eti Robiatul Adawiah & Siti Qomariyah (2023) in Mathematics learning, which shows increased student creativity and participation.

Research Hypothesis

Based on the theory and framework of thinking that has been built, the action hypothesis in this study is: "The psychomotor skills of Phase D students of class VII-1 SMP Budi Murni 3 Medan will increase if the teacher implements the Role Playing learning model. This hypothesis is formulated based on the identification of problems, the results of initial observations, and the support of previous theories and research that show the effectiveness of the Role Playing model in developing students' psychomotor skills.(Muchsinin & Rahmawati., 2020).

METHODOLOGY

This research is a Classroom Action Research (CAR) conducted at SMP Budi Murni 3 Medan Class VII-1 Phase D in Even Semester of Academic Year 2024/2025. The subjects of the study consisted of 25 students consisting of 12 females and 13 males who were selected by census from all students of class VII-1 Phase D. The purpose of this study was to improve students' psychomotor skills through the application of the role playing learning model.

Classroom Action Research (CAR) refers to a methodology that includes four main steps as outlined by John Elliot in his book(Asrori & Rusman., 2020). The four steps are planning, implementation, observation, and reflection. This PTK design cycle model serves as a methodological framework that helps organize the research and intervention process in the classroom context. Data collection techniques are carried out through various methods including tests, observations, documentation and other methods.

Qualitative descriptive analysis is done through data comparison, grouping, presentation in tables or diagrams, and inductive conclusion drawing. In action research, success is assessed from the success of psychomotor skills, the success of role playing learning models, and the success of learning outcomes to measure learning effectiveness.

RESULTS

Based on the diagram below, the results of psychomotor skills in cycle I, namely in the Imitation aspect, the majority of students are in the Talk (52%) and Proficient (44%) categories. Worthy, only 4% of students are included in the Worthy category, and there are no students who are still in the Start Develop category. The Manipulation aspect shows the largest proportion of students in the Talk (54%) and Proficient (39%) categories, with 7% in the Worthy category, and none are classified as Start Develop. In the Precision aspect, student achievement is also predominantly distributed in the Talk (54%) and Proficient (41%) categories, only 5% of students are in the Worthy category, and no students are found in the Start Develop category. Furthermore, in the Articulation aspect, as many as 51% of students are in the Talk category and 42% in the Proficient category, as many as 7% of students are in the Worthy category, and none are classified as Start Develop. Finally, in the Naturalization aspect, the largest proportion was also recorded in the Talk (52%) and Proficient (44%) categories, with only 4% of students in the Worthy category, and no students were found in the Start Develop category.

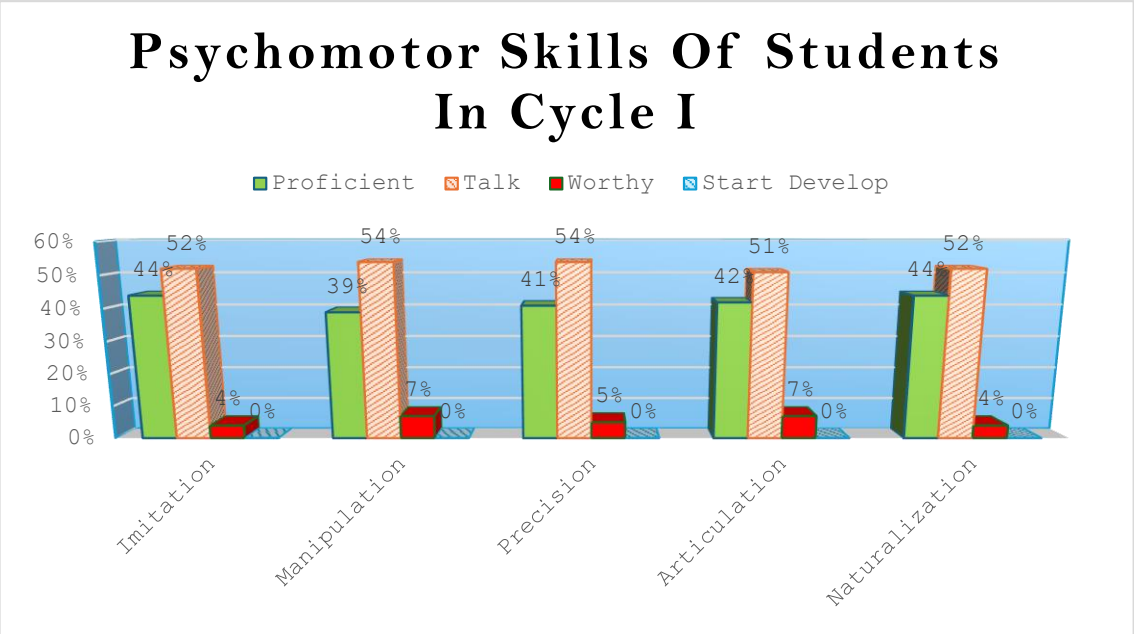

Figure 1. Psychomotor Skills of Students in Cycle I

The results of the implementation of the role playing model in Cycle I showed that it was in a variety of categories. In the Warming Up aspect, teachers obtained very good results of 65% and good results of 35%, with none in the enough, less, or very poor categories. In the Selecting Players (Participants) aspect, the very good score was 53.34%, good results of 33.33%, and enough results of 13.33%. There were no scores in the less or very poor categories. For the Setting the Stage aspect, teachers obtained very good results of 46.67%, good results of 40%, and enough results of 13.33%, with the less and very poor scores remaining zero. In the Preparing Observers aspect, the results were very good results of 60%, good results of 33.33%, and enough results of 6.67%, with no results in other categories. Furthermore, Playing the Roles /Performing aspect,

the results showed very good results of 46.67%, good results of 33.33%, and enough results of 20%. In the Discussion and Evaluation stage, teachers showed very good activity of 53.34%, good 33.33%, and enough 13.33%. The Re-role Play/re-performance aspect obtained very good results of 50% and good 30%, while enough obtained 20%. In the Second Discussion and Evaluation aspect, the score was very good of 50% and good also of 50%, with no scores in other categories. Finally, in the Experience Sharing and Conclusion aspect, teachers showed very good activity of 50% and good 50%, with zero percent in other categories.

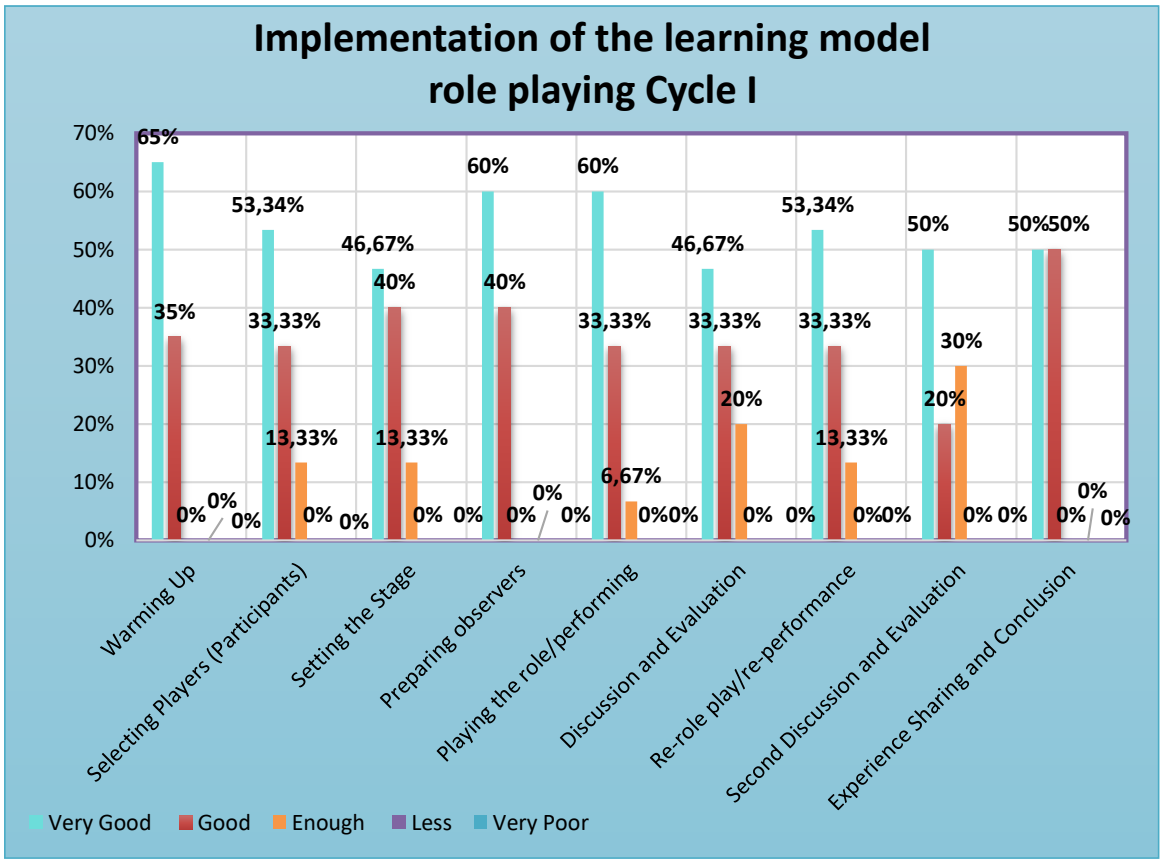

Figure 2. Implementation of the Learning Model Role Playing Cycle I

Based on the diagram below, the results of student learning in Cycle I show that most students have reached a good category. As many as 18 students (72%) are in the Proficient category, which shows that they have mastered the material very well. Furthermore, there are 4 students (16%) who are in the Talk category, meaning that they understand the material well enough, although they still need improvement in several aspects. Meanwhile, as many as 3 students (12%) are in the Worthy category, which shows that they still need further guidance to achieve a complete understanding of the learning material. There are no students who are in the Start Developing category, or in other words, all students have shown positive development in the learning process. With a total number of students of 25 people, these results reflect that the learning process in Cycle I has

been running quite effectively, although further improvement and guidance are still needed for some students to achieve more optimal results.

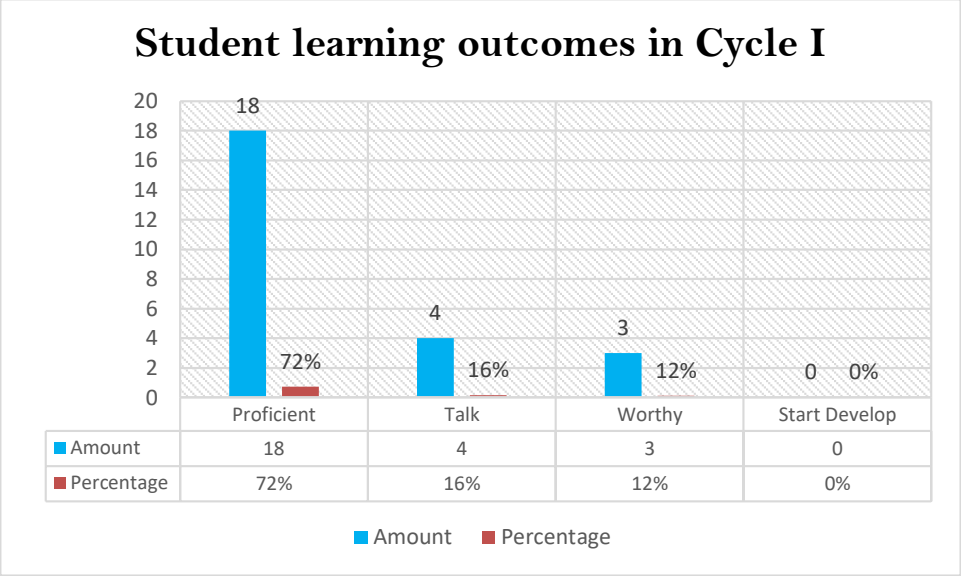

Figure 3. Student Learning Outcomes in Cycle I

Furthermore, the results of psychomotor skills in Cycle II can be described as follows. In the Imitation aspect, 88% of students showed skills at the Proficient level, and 12% at the Talk level. For the Manipulation aspect, 77% of students were in the Proficient category, and 23% were at the Talk level. The Precision aspect showed 80% of students were in the Proficient category, and 20% were in the Talk category. In the Articulation aspect, 78% of students were in the Proficient category, and 22% were in the Talk category. While in the Naturalization aspect, 82% of students showed skills in the Proficient category, and 18% were in the Talk category. There were no students in the Worthy or Start Develop categories in all aspects observed. These results indicate that students' psychomotor skills have increased very well and evenly in Cycle II.

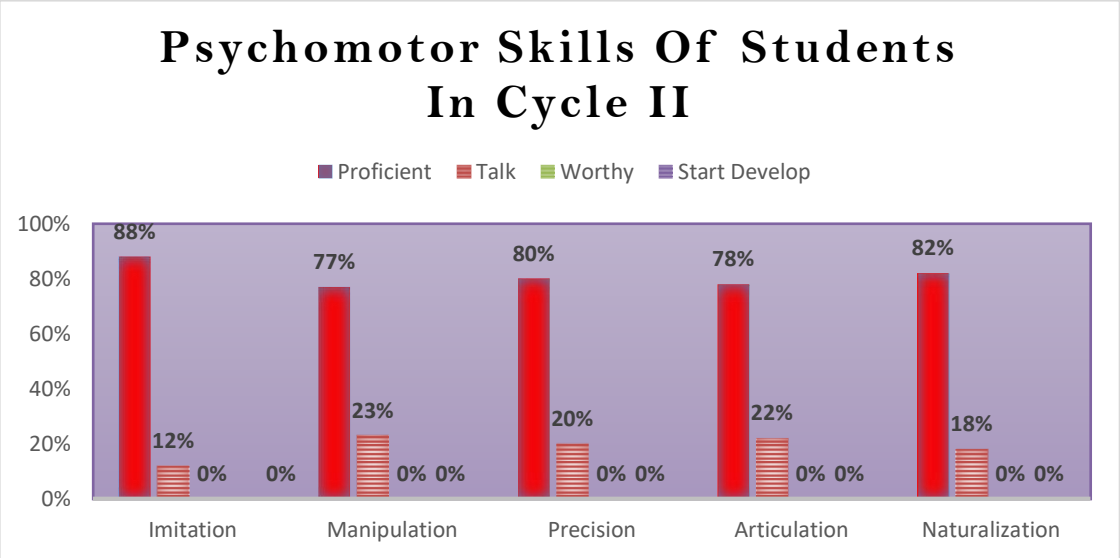

Figure 4. Psychomotor Skills of Students in Cycle II

The results of the implementation of the role playing model in Cycle II showed that warming up got 85% very good and 15% good. Selecting Players (Participants) 86.67% very good and 13.33% good. Setting up the stage got 86.67% very good and 13.33% good. Preparing observers showed 80% very good and 20% good. Playing a role reached 73.33% very good and 26.67% good. The first discussion and evaluation were 80% very good and 20% good. Re-playing a role obtained 86.67% very good and 13.33% good. The second discussion and evaluation were 80% very good and 20% good. Finally, sharing experiences and conclusions reached 90% very good and 10% good. No participants showed poor results, indicating that the implementation of the warm-up was very effective.

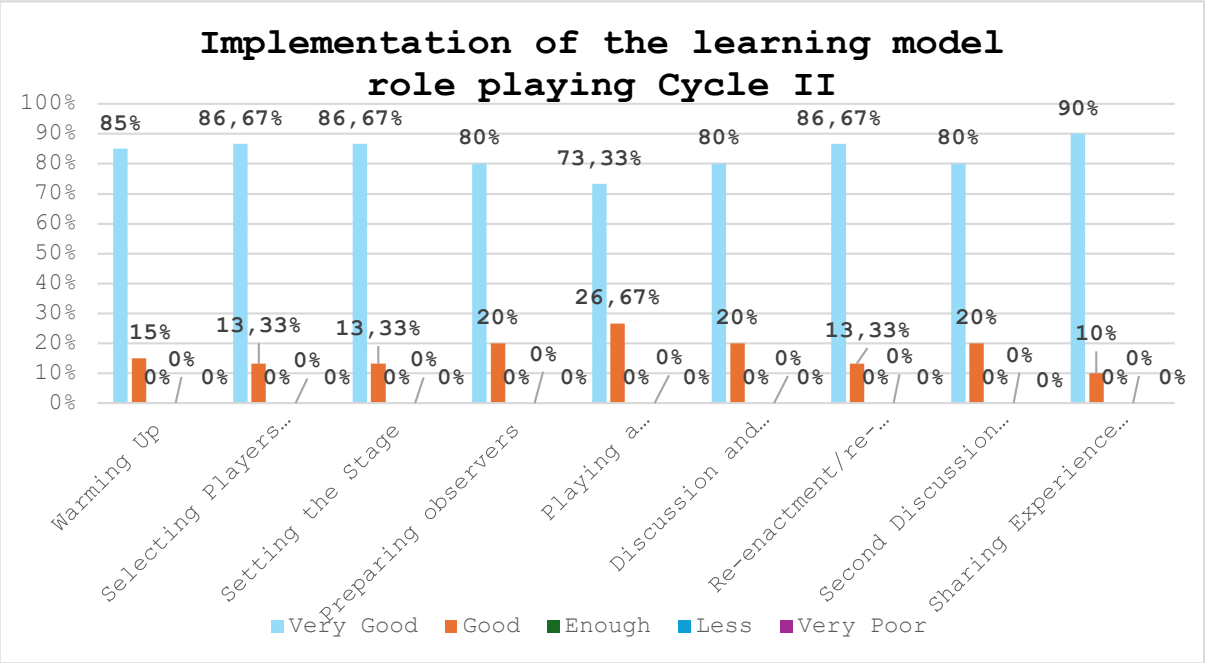

Figure 5. Implementation of the Learning Model Role Playing Cycle II

Based on the diagram below, the learning outcomes in Cycle II of all students (100%) successfully reached the Proficient category, which indicates optimal mastery of the material. There were no students in the Talk, Worthy, Strat Develop categories. This achievement reflects the effectiveness of the learning process in Cycle II, while also showing that the strategies implemented were able to overcome obstacles in the previous cycle. These results are an indicator of the success of the actions taken to improve student competence as a whole.

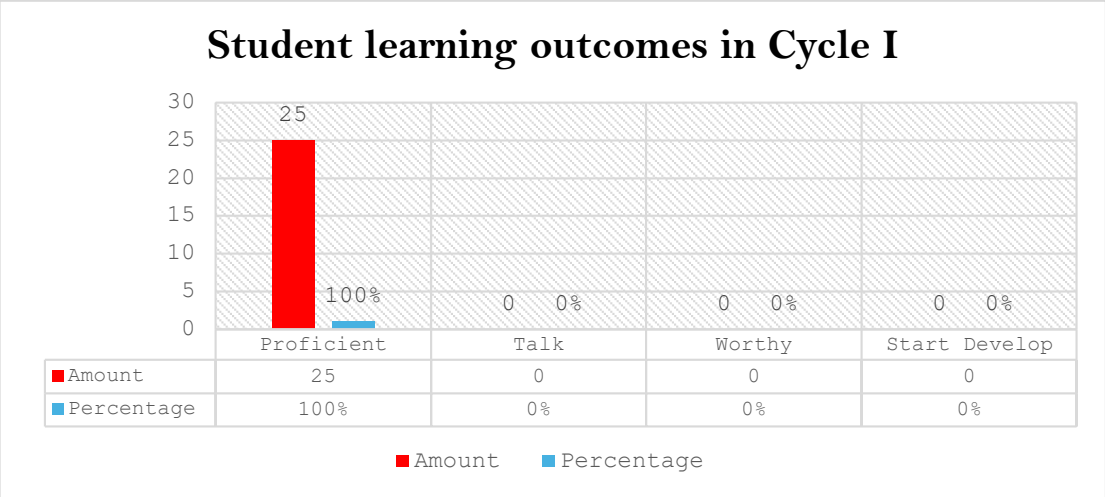

Figure 6. Student learning outcomes in Cycle II

Based on the data in the table below, there is a significant increase in students' psychomotor aspects from Cycle I to Cycle II. In the Imitation aspect, the score increased from 44% to 88%, with an increase of 100%. The Manipulation aspect increased from 39% to 77% (an increase of 97%), while Precision increased from 41% to 80% (an increase of 95%). Furthermore, Articulation increased from 42% to 78% (85%), and Naturalization from 44% to 82% (86%). This increase shows that the learning methods applied, especially role-playing, are effective in developing students' motor skills gradually and comprehensively.

Table 1. Improvement of Students' Psychomotor Skills

ASPECT	SCORE OBTAINED AVERAGE		IMPROVEMENT (From Cycle I Cycle II)
	CYCLE I	CYCLE II	
Imitation	44%	88%	100%
Manipulation	39%	77%	97%
Precision	41%	80%	95%
Articulation	42%	78%	85%
Naturalization	44%	82%	86%

Based on the observation data, there was a significant increase in each stage of the implementation of the role-playing method from Cycle I to Cycle II. In the Warming Up stage, the score increased from 65% to 85% with an increase of 30.76%. The Selecting Players (Participants) stage increased from 53.34% to 86.67% (an increase of 62.48%), and Setting the Stage from 46.67% to 86.67% (an increase of 85.70%). Preparing Observers increased from 60% to 80% (33.33%), while Playing a Role/Performing increased from 60% to 73.33% (22.21%). In Discussion and Evaluation, the score increased from 46.67% to 80% (71.41%), and Playing a Role/Performing Again from 53.34% to 86.67% (62.48%). Furthermore, the Second Discussion and Evaluation increased from 50% to 80% (60%), and

Sharing Experiences and Conclusions increased from 50% to 90% (80%). Overall, this increase shows that all stages of role-playing have experienced positive developments, indicating that the implementation of this method is running more optimally and has a real impact on student involvement and understanding during the learning process.

Table 2. Improvement of Role Playing Learning Model

ASPECT	**SCORE OBTAINED AVERAGE**		**IMPROVEMENT (From Cycle I Cycle II)**
	CYCLE I	**CYCLE II**	
Warming Up	65%	85%	30.76%
Selecting Players (Participants)	53.34%	86.67%	62.48%
Setting the Stage	46.67%	86.67%	85.70%
Preparing observers	60%	80%	33.33%
Playing the role/performing	60%	73.33%	22.21%
Discussion and Evaluation	46.67%	80%	71.41%
re-role play/re-performance	53.34%	86.67%	62.48%
Second Discussion and Evaluation	50%	80%	60%
Experience Sharing and Conclusion	50%	90%	80%

Based on the data below, there was an increase in the Proficient category from 72% in Cycle I to 100% in Cycle II, with an increase of 38.88%. Meanwhile, the Talk and Worthy categories decreased from 16% and 12% to 0%, respectively, with a decrease of -100%. The Start Develop category remained at 0%, with no change. The increase in the Proficient category and the disappearance of other categories indicate that all students have achieved the highest level of mastery in learning, indicating the success of the method applied.

Table 3. Improvement in Student Learning Outcomes

ASPECT	AVERAGE SCORE OBTAINED-FLAT		IMPROVEMENT (From Cycle I-Cycle II)
	CYCLE I	CYCLE II	
Proficient	72%	100%	38.88%
Talk	16 %	0 %	-100%
Worthy	12%	0 %	-100%
Start Develop	0 %	0 %	0%

DISCUSSION

The application of the Role Playing learning model to students of class VII-1 phase D of SMP Budi Murni 3 Medan shows very interesting research results. Teachers play a central role in creating an active, reflective, and collaborative learning atmosphere. Through contextual and relevant problem introduction, teachers have succeeded in increasing student involvement in role-playing activities. The introduction of the problem is packaged in the form of a dilemma story that stimulates critical thinking and students' imagination, as emphasized by (Naldi, 2024), that this approach is effective in arousing curiosity and interest in learning. Teachers are also able to provide concrete examples that are closely related to students' daily lives. This is in line with the opinionInaya et al., (2024), which states that explanations that are relevant to the context of students' lives are very helpful in understanding the roles played. In its implementation, the teacher encourages students to actively discuss in describing characters, choosing roles, and understanding and adapting to the stage layout that has been prepared together. This is in line with the findings Anggraeni et al., (2024) which highlights the importance of active student participation in building self-confidence and social skills.

In addition, the teacher consistently provides direction and feedback during the role-play process. Interventions are carried out appropriately when students begin to deviate from the scenario flow. The teacher also involves students as observers who are tasked with taking notes and providing feedback, creating a reflective and collaborative two-way learning process (Rahmi et al., 2020). The evaluation is carried out in two stages, which include critical discussion of the roles played and reflection on the realities of life presented through the game.

The teacher facilitates students in reflecting on the roles they play, relating them to real situations and providing space for suggestions for improvement (Annajih et al., 2024). This process not only improves students' speaking and expression skills, but also strengthens their understanding of life values. By guiding students to share experiences and conclude learning together, teachers build a bridge between theory and practice. This is in accordance with the findingsAmirah & Liansari (2023), which states that meaningful learning must involve direct experiences that touch the cognitive, affective, and psychomotor aspects of students. Overall, the Role Playing model has proven effective in improving students' communication skills, self-confidence, ability to work together, and reflective awareness of values and roles in real life. This process shows that active and enjoyable learning can strengthen learning outcomes holistically.

The improvement of psychomotor skills of grade VII-1 Phase D students of SMP Budi Murni 3 Medan can be explained by significant research findings in developing students' abilities to imitate, manipulate, and integrate movements in the context of learning. This is clearly seen in the imitation aspect, where students are able to imitate the movements and expressions of teachers and peers appropriately and consistently. This improvement shows that students can understand instructions well and apply them independently, which also shows increasingly better accuracy and mastery of movement techniques (Sarah & Witarsa., 2023). Progress was also recorded in the manipulation aspect, namely the ability of students to use aids or properties in role-playing appropriately. Students are able to adjust body positions and tools according to the needs of the role, and adjust movements based on the situation that develops in the classroom. Structured exercises and a conducive learning environment are important supporting factors in this skill (Mulianingtias & Pasaribu., 2024).

In addition, students showed improvement in the precision aspect, namely the ability to maintain accuracy in movement, facial expressions, and body control during role play. This ability is demonstrated in the implementation of accurate and consistent movements throughout the activity, without the need for correction from the teacher (Education et al., 2025). Students' attention to detail in expressions and body positions is also an indicator that the role playing method is effective in fostering high levels of self-control and focus (Ubudiyah & Hosanah., 2023). The articulation aspect also shows that students can integrate various skills, such as communication, coordination, and cooperation, in a series of complex activities. Students adapt quickly to changing roles and situations, showing well-developed motor and emotional flexibility (Maghfiroh et al., 2020).

Finally, in the aspect of naturalization, students show that the skills learned have reached the level of automation. Movements and expressions are done independently, smoothly, and confidently without the need for direction from the teacher. This indicates that students have internalized the skills and are able to express them spontaneously and convincingly (Nikmah et al., 2022). Overall, these findings confirm that the role playing learning model is very effective in improving students' psychomotor skills holistically, from basic

movement aspects to expression and self-confidence in an active, participatory, and enjoyable learning context.

CONCLUSIONS AND RECOMMENDATIONS

Based on observation data, the implementation of the Role Playing learning model in phase D students of class VII-1 SMP Budi Murni 3 Medan showed a significant increase at each stage of implementation. The Warm-up aspect increased by 30.76%, Selecting Players 62.48%, Setting the Stage 85.70%, and Preparing Observers 33.33%. At the core stage, Role Playing increased by 22.21%, Discussion and Evaluation 71.41%, Re-Role Playing 62.48%, Second Discussion 60%, and Sharing Experiences 80%.

The Improvement of Students' Psychomotor Skills in Phase D of Class VII-1 of SMP Budi Murni 3 Medan concluded that 1) Imitation, in cycle I 44% increased to 88% with an increase of 100%. 2) manipulation, in cycle I 39% increased to 77% with an increase of 97%. 3) precision, in cycle I 41% increased to 80% with an increase of 95%. 4) articulation, in cycle I 42% increased to 78% with an increase of 85%. 5) naturalization, in cycle I 44% increased to 82% with an increase of 86%.

Student learning outcomes in Phase D of Class VII-1 SMP Budi Murni 3 Medan showed a significant increase from Cycle I to Cycle II. All students (100%) successfully achieved the Proficient category, up from 72% in the previous cycle. The Proficient and Adequate categories decreased to 0%, while the Beginning to Develop category did not appear in either cycle. These findings indicate that the learning strategies implemented in Cycle II were effective in improving overall competency achievement.

It is recommended to be applied in active learning, especially to improve psychomotor skills and overall student learning outcomes. It is suggested that this proven effective learning approach be maintained and adapted to apply to the next learning materials or levels, in order to ensure optimal equitable learning outcomes.

FURTHER STUDY

The findings of this study indicate the importance of proper time management in active learning. Further research is suggested to explore more adaptive time planning and develop an integrated model of time management so that each stage of learning runs optimally without reducing student participation and creativity.

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