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Role Playing Strategy and Learner's Learning Engagement in Social Studies

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ABSTRACT

This study aimed to examine the effectiveness of role playing in teaching in social studies and learners engagement skills. This study employed a descriptive-correlational research design. It will focus on the level of effectiveness of role playing on learning engagement of social studies among grade 6 Pupils of Kalawaig Elementary School and Malinao Central Elementary School. The result revealed that the level of effectiveness of role playing in teaching Social Studies among grade 6 pupils in terms of learning skills, critical thinking and cooperation were very highly effective. Moreover, the level of learner's engagement of the grade 6 learners in Role Playing was very highly effective. Another result revealed, that there is a significant relationship between the level of effectiveness of role playing in teaching Social Studies among grade 6 pupils in terms of learning skills, critical thinking and cooperation. Therefore, the researcher rejects the null hypothesis which states that there is no significant relationship between the level of effectiveness of role playing in teaching Social Studies among grade 6 pupils in terms of learning skills, critical thinking and cooperation. This suggests that teachers may use role playing as a regular teaching strategy in their Social Studies classes. This can help students develop their learning skills, critical thinking, and cooperation, which are essential for their academic and personal growth. .

Key Words: Role Playing, Learning Engagement, Social Studies, Learning Skills, Critical Thinking, Cooperation

Introduction

Role-playing is a dynamic and engaging learning method that allows students to actively participate and immerse themselves in the subject. It increases learning engagement by allowing learners to actively participate in the learning process. Academics can determine whether or not role playing can increase students' interest, motivation, and active participation in the learning process by analyzing its impact on learners' learning engagement in social studies.

To be effective in role playing strategies, students must be able to think critically and make decisions in a simulated setting. Because social studies demands students to understand complex social, cultural, and political issues, this might help students develop problem-solving skills, which are also important in the subject of social studies. The teacher is the most crucial factor in determining a school's effectiveness, as well as how effectively kids learn. The future instructor provides clarification, comparing himself to clean water. One of the most crucial parts of obtaining a good education is understanding the role that educational institutions and teachers play in the educational process (Ruldes, 2019).

According to Sapanca (2018), teacher education is an important aspect of the process of preparing teachers. Not only does it improve their knowledge and talents, but it also raises the possibility that they will continue to work in the teaching profession. Activities involving teaching and learning must be recognized as a continuous rebuilding of experience. Universities are responsible for a wide range of educational and instructional activities. The researcher's major focus is usually on pedagogical approaches that are oriented on students' learning outcomes.

Conceptual Framework

This study was based on Piaget's 1973 work. It stressed that experience theory emphasizes assimilation and accommodation, which differ from traditional learning. Accommodating learning helps develop several skills. Piaget (1973) said reading many books together does not teach skills. The best way to learn any skill is through role-playing. Role-playing has several names, including acting, improvisation, dramatic play, pretend play, and social theater (Sajjad 2019). It can be used to educate literature, history, science, intricate social problems, and insight and empathy. It is a training method that can improve knowledge, attitudes, and skills in many professions. It emphasizes how people interact as they play different roles in the simulation. Participants must accept their roles and responsibilities and find the best way to perform in their situation, regardless of how difficult or easy it is, according to Piaget (1973). Teaching using role-playing improves students and teachers.

Huda, (2018) found that experiential learning exercises improve course knowledge and engagement. Learning increases with participation. The sfigure below shows how the independent and dependent variables relate. The independent variables are how role playing affects social studies students' learning skills, critical thinking, and collaboration. The dependent variable in this comparison is sixth-grade social studies learning engagement.

Learn skills. Students may act out roles similar to theirs or future positions in class. Students may also act out the inverse of the conversation or interaction, depending on the activity's goal. Playing roles in classrooms gives students substantial learning chances and increases learning skills (Mizan, 2023). The former gives students experience and the latter helps them see the problem from the other side. Learning improves when students play roles in class.

Critical Thinking Skills. Role plays allow students to practice career-related scenarios. If role playing activities are subject-centered, aligned with learning objectives, and based on real-world circumstances, students will understand their purpose better. Role acting exercises help students think critically about challenging topics and see things from multiple perspectives. Role plays can motivate students in a fun and engaging way (Miller, 2018).

Collaboration. Role playing forces students to work in teams and cooperate, improving their collaboration skills (Grey, 2020).

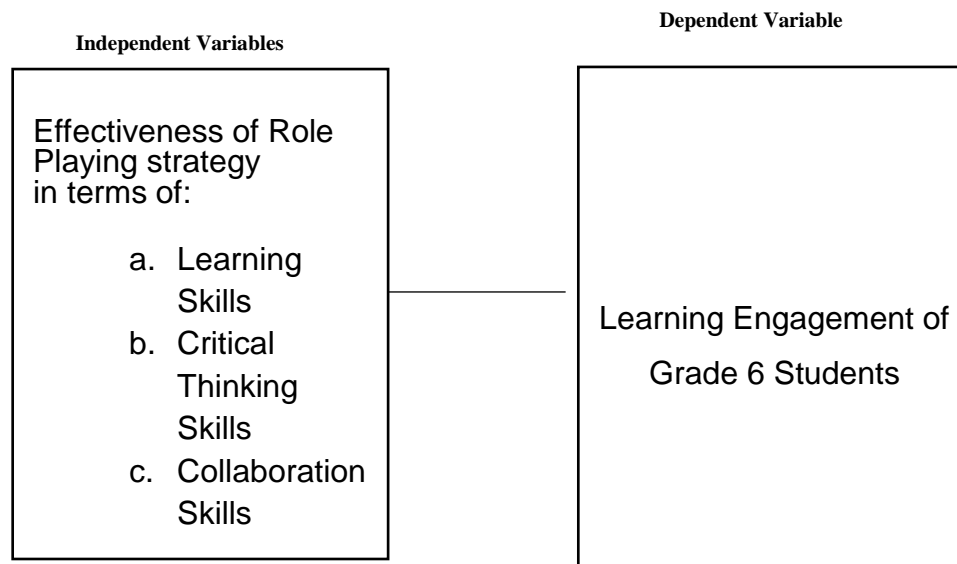


Figure 1. A Schematic Presentation showing the Variables between the Independent and Dependent Variables of the Study

Scope

This study focused on the role-playing strategy and learners engagement in Social Studies at Kalawaig Elementary School and Malinao Central Elementary School. The independent variables are limited to the effectiveness of the role-playing strategy and students' engagement in Social Studies in terms of learning skills, critical thinking skills, and collaborative skills. The dependent variable is related to the learning engagement of grade 6 students at Kalawaig Elementary School and Malinao Central Elementary School. The data was analyzed using descriptive statistics such as mean, standard deviation, and Pearson's product moment correlation coefficient.

Review of Literature

Role-playing is quite well defined in the education and training literature. Van Ments (2018) describes role-playing as a sort of simulation that focuses on how individuals interact with one another. Role-playing is used as a teaching approach to develop knowledge, attitudes, and learning abilities in a range of professions and with students of varying ages. Role-playing is used in a variety of contexts, including language learning, cross-cultural training, business, and human resources (Hsin and Cigas, 2019). The curriculum will be transformed to include evidence-based and active exercises, which will help students develop critical thinking and communication skills. It appears that role play was an engaging and effective approach for addressing their demands. It is not only a successful tool since it covers a wide range of language and communication-related themes, but it is also an interesting tool because it motivates students to study and makes learning pleasurable (Ruldes, 2019).

Role plays have been widely used in a range of professions, and they have been demonstrated to improve learning across multiple domains. Role playing is one strategy that can be used to help determine the most effective ways to incorporate learning in the classroom and improve students' ability to work collaboratively. It is possible to improve learning in the classroom in a variety of ways, including teachers engaging in personal reflection while teaching and evaluating what is and is not working in the classroom (Bell and Bull, 2020).

By using a role-playing method to promote successful teamwork among students. The results of this study were achieved by applying this strategy throughout three cycles. The study's target audience was junior high school pupils in second grade (Sapanca, 2018).

Research Methodology

This study used a descriptive-correlational research approach. The goal of this study was to look into the role-playing strategy and social studies learning engagement among sixth-grade students at Kalawaig Elementary School and Malinao Central Elementary School. The researcher used a questionnaire to

collect data on the efficacy of role-playing strategies in Social Studies learning among sixth-grade students at Kalawaig Elementary School and Malinao Central Elementary School. This study employed a total population sampling approach. This type of sampling looks at the entire population for persons with specified traits.

Findings

The result showed that the level of effectiveness of role playing in teaching Social Studies among grade 6 pupils in terms of learning skills, critical thinking and cooperation were very highly effective.

The result revealed that the level of learner's engagement of the grade 6 learners in Role Playing was very highly effective.

Moreover, Table 1 presents the results of a test of significant relationship between the level of effectiveness of role-playing in teaching Social Studies among grade 6 pupils and three key variables: learning skills, critical thinking, and cooperation. Each variable is associated with a correlation coefficient (r) and a p -value to determine the significance of the relationship.

Table 1

Test of significant relationship between the level of effectiveness of role playing in teaching Social Studies among grade 6 pupils in terms of learning skills, critical thinking and collaboration.

Variable	r	p -value	Interpretation
Learning Skills	.757	.000	Significant
Critical Thinking	.843	.000	Significant
Cooperation	.578	.000	Significant
Overall	.763	.000	Significant

Table 1 shows that there are high positive connections between the effectiveness of role-playing and each of the variables, namely learning skills, critical thinking, and collaboration. To be more specific, the correlation coefficients for learning skills ($r = .757$ and $p = .000$), critical thinking ($r = .843$ and $p = .000$), and collaboration ($r = .578$, $p = .000$) are being discussed.

According to these data, there appears to be a link between the success of role-playing in Social Studies instruction and an increase in students' collaborative abilities, critical thinking skills, and learning capacity. There is a substantial relationship between the usefulness of role acting in teaching Social Studies to sixth-grade students in terms of learning skills, critical thinking, and teamwork. The r -value for this association is .763, and the p -value is .000. This suggests that there is a strong association between the two.

As a result, we conclude that the evidence does not support the null hypothesis, which states that there is no significant relationship between the efficacy of role playing in teaching Social Studies among sixth-grade students in terms of learning abilities, critical thinking, and cooperation. As a result of the findings presented above, it is clear that using role play as a method of instruction has the potential to significantly contribute to the development of a variety of learning skills, critical thinking abilities, and cooperative abilities among Social Studies students.

Maier's (2020) research found that role playing is a successful teaching strategy for supporting the development of learning skills in pupils. This area includes skills such as problem-solving, decision-making, and information processing. Students are given the opportunity to apply their talents in a realistic and engaging manner through the use of role acting, allowing them to develop and improve on these skills.

Conclusion and Recommendation

Role-playing is an extremely effective teaching method for teaching Social Studies to sixth-grade pupils. Role-playing can assist students enhance their learning abilities, critical thinking, and collaboration, making the learning process more engaging and participative.

Furthermore, role-playing is an extremely effective instructional strategy for engaging grade 6 kids. The majority of the students shown high levels of engagement during the exercise, indicating that they were actively participating and learning from their experience.

Role playing is an excellent teaching strategy for teaching Social Studies to sixth-grade students. It has a significant effect on learning, critical thinking, and collaboration. This means that role-playing in the classroom can assist students develop their skills and promote active learning.

In this connection, this study recommends that teachers may employ role playing more frequently in Social Studies classes for grade 6 students to increase learning outcomes, and instructors should be trained and supported in executing role playing activities effectively in the classroom. Teachers can use role-playing as a regular teaching method in their lesson plans to engage students and make lessons more engaging and fun. They should also provide clear directions and objectives for the role-playing session to ensure that kids grasp its purpose and expectations. Teachers may use role-playing as a regular teaching strategy in their Social Studies classes. This can help youngsters increase their learning ability, critical thinking, and cooperation, all of

which are beneficial to their academic and personal growth. Further research can be conducted to examine the effectiveness of role play in teaching various subjects and grade levels.

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