

Enhancing Elementary Students' Communication and Collaboration Skills through Folklore-Based Role Playing in Indonesian Learning

¹⁾ Hafifa, ²⁾ Banu Setyo Adi

¹⁾Department, Yogyakarta State University, hafifa.2022@student.uny.ac.id

²⁾ Department, Yogyakarta State University,

Email: ¹⁾ hafifa.2022@student.uny.ac.id, ²⁾ banu_adi@uny.ac.id

Correspondence Author: banu_adi@uny.ac.id

Article Info

Keywords:

Communication Skills, Collaboration Skills, Role Playing with Folk Tales.

ABSTRACT

Communication and collaboration skills are essential competencies in elementary school learning. This study examined the effect of a folklore-based role-playing learning model on fourth-grade students' communication and collaboration skills in Indonesian language learning. The research used a quantitative quasi-experimental method with a non-equivalent control group pre-test-post-test design. The population consisted of fourth-grade students from four public elementary schools in Kadia and Kambu Districts. Samples were selected through purposive sampling, with SD Negeri 100 Kendari as the experimental and control school. Data were analyzed using Paired Sample T-test and MANOVA. The results of the study show that: 1) there is an influence of the Role Playing Folklore learning model in Indonesian language subjects on students' communication skills in elementary schools, evidenced by a significance value of $0.019 < 0.05$. 2) there is an influence of the Role Playing Folklore learning model in Indonesian language subjects on students' collaboration skills in elementary schools, evidenced by a significance value of $0.011 < 0.05$. 3) The results of the analysis using the Manova Pillai's Trace, Wilk Lambda, Hotelling's Trace, and Roy's Largest Root tables, show a significance of $0.000 < 0.05$, so it can be said that using the Role Playing Folklore learning model in Indonesian language subjects has an effect on students' communication and collaboration skills in elementary schools.

Informasi Artikel

Kata Kunci:

Keterampilan Komunikasi, Keterampilan Kolaborasi, Bermain dengan Rakyat Peran Cerita

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) pengaruh model pembelajaran Role Playing berbasis cerita rakyat terhadap keterampilan komunikasi siswa pada mata pelajaran Bahasa Indonesia kelas IV SD; 2) pengaruh model tersebut terhadap keterampilan kerja sama siswa; dan 3) pengaruhnya terhadap keterampilan komunikasi dan kerja sama siswa secara simultan. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen semu dan desain non-equivalent control group pretest-posttest. Populasi penelitian meliputi seluruh siswa kelas IV SD negeri di Kecamatan Kadia dan Kambu yang terdiri atas empat sekolah. Sampel dipilih menggunakan teknik purposive sampling, dengan SD Negeri 100 Kendari sebagai kelas eksperimen dan kontrol. Pengumpulan data dilakukan melalui instrumen pretest dan posttest. Reliabilitas instrumen diuji menggunakan Alpha Cronbach, sedangkan analisis data menggunakan uji Paired Sample T-test dan MANOVA. Hasil penelitian menunjukkan bahwa model pembelajaran Role Playing berbasis cerita rakyat berpengaruh signifikan terhadap kemampuan komunikasi siswa dengan nilai signifikansi $0,019 < 0,05$, serta terhadap kemampuan kolaborasi siswa dengan nilai signifikansi $0,011 < 0,05$. Hasil analisis MANOVA juga menunjukkan nilai signifikansi $0,000 < 0,05$, sehingga model pembelajaran tersebut terbukti berpengaruh terhadap kemampuan komunikasi dan kolaborasi siswa sekolah dasar secara simultan.

Article History

Received : 15/03/2026

Revised : 25/05/2026

Accepted : 21/07/2026

✉ **Corresponding Author:** (1) Hafifa, (2) Department, (3) Yogyakarta State University, (4) Yogyakarta, Indonesia, (5) Email: Hafifa.2022@student.uny.ac.id

1. Pendahuluan

21st-century skills are competencies that students must possess in order to compete in the era of globalization. The development of the 21st century has brought significant impacts to various aspects of life. This era is characterized by rapid advancements in science, technology, information availability, and communication, which pose challenges for educational systems in preparing competitive and high-quality human resources in the global era.

The increasingly advanced development of technology requires individuals to master 21st-century skills to face future challenges, particularly in education. Twenty-first-century education has its own characteristics and uniqueness, where learning is designed with a focus on 21st-century competencies, including: 1) critical thinking skills, 2) creative and innovative thinking skills, 3) communication skills, and 4) collaboration skills [1].

Communication is the process of language exchange that occurs in human interactions. Therefore, communication always involves humans, whether in intrapersonal, group, or mass contexts. Communication researchers have proven that language remains the most effective medium for communication in interactions such as counseling and training activities, teaching and learning processes, workplace meetings, and others [2].

In the learning process, teachers must encourage students to communicate with one another, both about lessons and other matters, with teachers and peers alike. The language students use in communication has an impact on themselves. The use of inappropriate words in communication can lead to negative consequences, as messages may not be properly received, causing misunderstandings or conflicts in interactions. In addition, allowing students to use harsh language may create bad habits. On the other hand, the use of good language in communication has positive impacts. Students feel satisfied when their communication goals are achieved, which in turn increases their self-confidence.

Good communication skills are highly valuable in both academic settings and students' daily lives.

Communication skills include the ability to express thoughts clearly and persuasively, both orally and in writing, convey opinions in clear sentences, give instructions effectively, and motivate others through speaking abilities. Students with good communication skills are able to express their ideas to peers, teachers, and the school environment. The assessed aspects include: a) articulating thoughts and ideas effectively using oral, written, and nonverbal communication skills in various forms and contexts; b) using communication for various purposes (e.g., informing, instructing, motivating, and persuading); c) utilizing multiple media and technologies while understanding their effectiveness and impacts; and d) communicating effectively in diverse environments [3].

Besides the importance of communication skills, another skill closely related to 21st-century competencies is collaboration skills. Several researchers have proven that students learn better when they are actively involved in learning processes within small groups. Students working in small groups tend to learn more about the subject matter and retain it longer compared to lecture-based learning, regardless of the learning materials presented.

A learning process is considered collaborative when group members are not predetermined and may consist of two, several, or more than seven individuals. Collaborative learning can occur anytime, not only in schools; for example, students helping each other with homework. Collaborative learning can even occur between students from different classes or schools. Thus, collaborative learning can be informal and does not need to be strictly structured within a classroom setting.

Collaboration and teamwork can develop students through experiences both inside and outside school. Students can work collaboratively on authentic project-based tasks and develop their skills through peer tutoring within groups. Collaboration is a trend in 21st-century learning that shifts teacher-centered learning into collaborative learning. Collaborative learning challenges students to express and defend their positions and generate their own ideas through reflection. They discuss ideas with peers, exchange perspectives, seek clarification, and participate in higher-order thinking processes such as managing, organizing, critically analyzing, problem-solving, and creating deeper understanding

[4].

Collaborative learning also promotes metacognitive development, improves idea formulation, and encourages higher-order discussions and debates. It provides opportunities for students to learn from one another, identify mistakes, and understand how to correct them. This differs from lecture-based learning because collaborative learning emphasizes student interaction in constructing knowledge collectively.

Collaboration skills are also part of 21st-century competencies. According to [5], collaboration skills developed through learning include responsibility for teamwork, respect for differing opinions, the ability to work effectively and flexibly, and the ability to compromise with team members. Collaboration skills in learning activities encourage students to interact with one another in helping and completing certain tasks [6]. These skills can also develop student interaction, metacognition through discussions and debates, and higher-order thinking abilities.

Communication and collaboration skills consist of three levels that need attention: macro, meso, and micro. At the macro level, the focus is on interaction and collaboration on a larger scale, such as among students, teachers, and the school community. At this level, students are involved in collaborative projects involving more than one group or class. They learn the importance of teamwork, communication with various people, and respecting others within the school environment [7]. At the meso level, students communicate and collaborate within small groups, such as study groups or project teams. They learn the importance of sharing ideas, working together toward common goals, and appreciating each member's role. At the micro level, students focus on one-on-one interactions or very small groups. They learn how to communicate effectively, listen attentively, and provide feedback to classmates [8].

Under ideal conditions, classroom learning should be designed to actively train students' communication and collaboration skills. Teachers are expected to create engaging, participatory, and inclusive learning environments. Through the use of varied teaching methods such as Role Playing, students not only gain understanding of the material but also practice speaking, expressing opinions, and

collaborating with peers. Folklore content in Role Playing also strengthens students' cultural identity while increasing learning motivation.

Based on interviews conducted on July 18, 2023, at SDN 88 Kendari with Mrs. NR, a fourth-grade homeroom teacher, communication skills among fourth-grade students were found to be less than optimal. During learning activities, students tended to remain silent rather than expressing opinions or asking questions. When asked to come to the front of the class and tell stories about their experiences, students appeared less expressive, shy, lacked confidence in speaking, and were confused about what to convey. Students also had difficulty organizing words into coherent sentences. This indicates limited experience in public speaking, which hinders students' communication fluency, compounded by teaching methods that have not effectively encouraged communication skill development.

Based on interviews with Mrs. MD, a fourth-grade teacher at SDN 100 Kendari, students' collaboration skills were also not optimal. This was caused by a lack of teamwork, conflicts, low responsibility, and poor communication among students during group work. Another factor from the teacher's perspective was the limited variation in teaching models, resulting in low student interest during lessons. Group activities were not fully implemented, students had difficulty completing assigned tasks on time, were inactive in expressing ideas or opinions, lacked initiative in seeking learning resources, struggled to reach conclusions in activities, and showed low confidence in presenting in front of the class.

These findings are supported by preliminary research [9], which stated that communication and collaboration skills were still low and not yet optimal because students often spent learning time chatting or playing, lacked teamwork, and only one or two students completed group assignments while others remained inactive. Similarly, [10] reported that students' ability to apply 21st-century 4C skills was low. Students tended to only listen to teachers without curiosity to seek further information, rarely asked or answered questions, resulting in one-way learning interactions. Student involvement in communication and collaboration with peers and teachers remained limited because learning was teacher-centered and managed in a classical, less

varied manner.

These problems indicate that students' communication and collaboration skills have not been fully optimized in learning. One of the causes is the inappropriate application of learning models and limited learning resources. Therefore, as a solution, learning should implement a role-playing model combined with folklore content.

The role-playing learning model is a branch of simulation models in which participants are asked to assume the roles of others to understand how others think, act, and feel [11]. The advantages of the role-playing model include: 1) students are trained to dramatize situations and build confidence; 2) the classroom becomes lively and engaging; 3) students can internalize events and draw conclusions based on their own experiences; and 4) students are trained to arrange sentences systematically [12]. The role-playing model can be combined with folklore media to improve students' communication and collaboration skills.

Folklore is a form of oral literary work that develops within traditional communities and is passed down collectively over time using relatively fixed expressions [13]. Generally, folklore tells stories about events or the origins of places. Characters in folklore are often represented as animals, humans, or deities. Folklore can also be understood as a cultural expression of society conveyed through spoken language that relates directly to various cultural aspects and social values [14]. Therefore, the role-playing learning model combined with folklore is highly effective in learning processes to improve students' communication and collaboration skills.

The selection of folklore as content in the Role Playing learning model has significant advantages in improving students' communication and collaboration skills. Folklore, as a reflection of cultural values and noble traditions, has its own appeal for students. Folklore content stimulates students' interest and imagination, making them more enthusiastic in participating in role-playing activities. In addition, folklore contains moral values that can become materials for reflection and discussion. By acting out characters in folklore, students gain meaningful experiences. Compared to other materials, folklore is more closely related to students' daily lives, making it easier for them to

understand and internalize the messages conveyed. Folklore also serves as a bridge for students to recognize and appreciate Indonesia's cultural diversity.

However, this contrasts with observations conducted at SDN 100 Kendari on October 21, 2024, which showed that the implementation of role-playing learning using folklore was rarely utilized by teachers. Interviews with teachers Mrs. A and Mrs. M revealed that Indonesian language learning rarely used role-playing models with folklore storytelling. Lessons usually relied on conventional, teacher-centered methods, resulting in passive learning and student boredom.

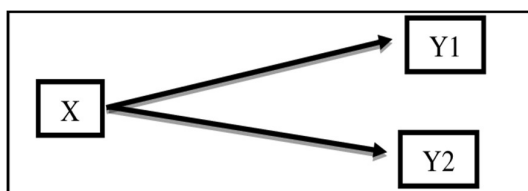
The limitations in communication and collaboration skills are also supported by research [15], which stated that role-playing learning assisted by folklore is highly suitable for elementary schools because it enables students to express feelings confidently and enjoyably. Another study [16] found that role-playing assisted by folklore improved students' communication and collaboration skills, enabling them to express ideas in simple sentences and work effectively with groups.

Furthermore, observations conducted on October 21, 2024, at SD Negeri 100 Kendari with fourth-grade students in classes A and B showed that students still lacked communication and collaboration skills, particularly in Indonesian language subjects. Although teachers had applied varied learning models, students had not yet maximally developed these skills. This was evident during learning activities, where teachers still needed to guide students in improving communication and collaboration skills.

Based on the background above, this educational research entitled "The Effect of the Role Playing Learning Model with Folklore Content on the Communication and Collaboration Skills of Fourth-Grade Students in Indonesian Language Subjects at Elementary Schools" was conducted. This study was chosen to address the concrete problems described above. By combining an interactive and engaging role-playing learning model with folklore as educational content, it is expected that students will more easily develop more confident and effective communication skills, as well as better collaboration skills.

2. METHOD

This research uses a quasi-experimental research type with a quantitative approach. This type of research was chosen because it was appropriate to the circumstances of the research location. The use of a quasi-experiment was due to the researcher's inability to control all influencing variables, and in certain cases, it limited the research aspects. In general, the purpose of this study was to examine the influence of the *role-playing learning model* on folklore. on communication skills and collaboration skills by forming an experimental class and a control class as a comparison. The research design used was *Pretest-Posttest nonequivalent Control Group Design* [21]. This research design has two classes, namely one experimental class or class that receives treatment and one control class. The purpose of having a control and experimental class is to determine the influence and different treatments on research subjects. This research was conducted at SD Negeri 100 Kendari, Kambu District, Kendari City, Southeast Sulawesi Province. With experimental class IV A and control class IV B. The research was carried out in October 2024 - November 13, 2024. It was carried out for 3 meetings for the experimental class and 3 meetings for the control class.



Gambar 1. Model hipotesis variabel penelitian

Population is the entire element that will be used as the overall area or generalization of a subject that will be measured and will be studied [22]. The population in this study were all fourth grade students of Public Elementary Schools in Kadia and Kambu Districts, Kendari City, Southeast Sulawesi Province, Kadia and Kambu Districts consisting of 4 Public Schools, namely SDN 87 Kendari, SDN 88 Kendari, SDN 100 Kendari, and SDN 59 Kendari. The sampling technique used in this study was purposive random sampling. The reason the researcher took purposive random sampling was that there were certain considerations including 1) the number of students who were not homogeneous from each school, 2) schools that implemented the independent

curriculum, 3) the average number of daily Indonesian language test scores was low, namely 44.80 (IV A) and 46.80 (IV B), 4) limited number of students in each school, 5) minimal costs and time and geographical conditions per school.

Tabel 1. Populasi Penelitian

TIDAK	Contoh	Jumlah siswa
1	SD Negeri 87 Kendari	38
2	SD Negeri 86 Kendari	40
3	SD Negeri 100 Kendari	32
4	SD Negeri 59 Kendari	44
Jumlah		154

Tabel 2. Distribusi Sampel Penelitian

TIDAK	Contoh	Nilai ujian harian rata-rata
1	SD Negeri Kendari	68,40
2	SD Negeri Kendari	57,05
3	SD Negeri Kendari	44,80 (IV A) 46,80
4	SD Negeri Kendari	71,27

Research variables involving independent variables (X) role-playing learning models containing folk tales and dependent variables (Y1) Communication skills and collaboration skills (Y2). Data collection techniques used to analyze research data are questionnaires and documentation. In conducting research, the most strategic approach is to remember that the main need of research is data analysis. In this study, the collection techniques used are through observation, questionnaires and documentation. Data collection instruments are devices to measure the data obtained by research. In this study, the instruments applied by this researcher consist of questionnaire instruments. Validity and reliability of the test instrument The test used is a validity test where to measure variables namely the validity, accuracy, or precision of a question item. An item is said to be valid if it has $r_{count} > r_{table}$. The validity test is carried out using Pearson product

moment with the help of the SPSS program version 26 for Windows. Reliability is seen by measuring the cronalpha value . One example of the acquisition of test scores when given to different groups of students, or when identical tests are given to different groups of students, then the same group will experience the same results.

Data analysis techniques conducted through statistical procedures often utilize various software, one of which is the SPSS software program. Similarly, this study utilized SPSS 26 for data analysis. This study employed statistical techniques for data analysis, focusing on the MANOVA test. Two types of parametric analysis were used: normality and homogeneity .

Result and Discussion

Hypothesis testing is an important step in the research process that aims to test the truth of an assumption or statement. In the context of correlation analysis, the purpose of hypothesis testing is to determine whether there is a significant influence between two or more variables. The Effect of *Role Playing Learning Model* Containing Folktales on Communication Skills. Hypothesis testing is carried out using the *Paired Sample T-Test*. Decision making can be seen from the significant value, namely if the Sig. (2-tailed) value is smaller than <0.05, then H_0 is accepted, then there is an influence of the *role playing* learning model containing folktales on students' communication skills in Indonesian language subjects in grade IV of elementary school . **Table 1 Results of the Paired Sample T-Test for Communication Skills**

Students' Communication Skills in Indonesian Language Subjects in Grade IV of Elementary School" is accepted.

The results of the second hypothesis test, *Paired Sample T-Test*, were used to determine the Effect of the *Role Playing Learning Model* Containing *Folk Tales* in Indonesian Language Subjects on the Collaboration Skills of Fourth Grade Elementary School Students. The second hypothesis test used *Paired Sample T-Test* with a parametric method, because all data in the study were normally distributed. The following is a presentation of the results of the *Paired Sample T-Test* using *SPSS 26 software* .

Table 2 Results of the Paired Sample T-Test for Collaboration Skills

		Paired Samples Test			
		Paired Differences			
		Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper
Collaboration Skills Experiment Posttest		-9,267	12,326	3,182	-16,092
Collaboration Skills Control Pretest - Collaboration Skills Control Posttest		-5,588	10,817	2,624	-11,150

Based on the results of the *Paired Sample T-Test*, a significance value of 0.011 was obtained, which is smaller than 0.05 (sig. 0.011 < 0.05), which means there is a significant influence. So the hypothesis stating "There is an Influence of the *Role Playing Learning Model* Containing Folk Tales on Students' Collaboration Skills in Indonesian Language Subjects in Grade IV of Elementary School" is accepted.

Hypothesis testing regarding the Influence of *Role Playing Learning Model* Containing Folk Tales in Indonesian Language subjects on Students' Communication and Collaboration Skills in Elementary Schools using the *Multivariate of Variance (MANOVA)* test or known as the *multivariate test*. The multivariate test is used to determine whether there is a significant influence between the *independent* (free) variable and the *dependent* (bound) variable. Before conducting the *multivariate test*, first determine the homogeneity value for the third hypothesis using *Box's M*. The following are the results of the homogeneity test on the communication and collaboration skills variables of the experimental and control groups using *SPSS 26 software* :

Hypothesis testing regarding the Influence of *Role Playing Learning Model* Containing Folk Tales in Indonesian Language subjects on Students' Communication and Collaboration Skills in Elementary Schools using the *Multivariate of Variance (MANOVA)* test or known as the *multivariate test*. The multivariate test is used to determine whether there is a significant influence between the *independent* (free) variable and the *dependent* (bound) variable. Before conducting the *multivariate test*, first determine the homogeneity value for the third hypothesis using *Box's M*. The following are the results of the homogeneity test on the communication and collaboration skills variables of the experimental and control groups using *SPSS 26 software* :

Table 3 Results of Box's M Homogeneity Test

Box's M	F	Sig.
---------	---	------

Based on the homogeneity test results in the table, the Box's M value was 9.383 and the significance value was 0.458. Therefore, since the significance value of 0.458 is greater than 0.05, the communication and collaboration skills variables in the experimental and control classes have homogeneous data variances. Therefore, a *multivariate test can be conducted*.

Multivariate test decision-making is based on a significance value that is less than 0.05, meaning the value is significant at the 95% confidence level, or can be said to have a greater influence. The following presents the statistical results of Multivariate Tests using SPSS 26 software.

Multivariate Tests ^a						
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.997	7882.457 ^b	2,000	55,000	.000
	Wilks' Lambda	.003	7882.457 ^b	2,000	55,000	.000
	Hotelling's Trace	286.635	7882.457 ^b	2,000	55,000	.000
	Roy's Largest Root	286.635	7882.457 ^b	2,000	55,000	.000
Group	Pillai's Trace	.505	6,303	6,000	112,000	.000
	Wilks' Lambda	.503	7,517 ^b	6,000	110,000	.000
	Hotelling's Trace	.973	8,753	6,000	108,000	.000
	Roy's Largest Root	.956	17,851 ^c	3,000	56,000	.000

a. Design: Intercept + Group

b. Exact statistics

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

multivariate test analysis in the table show that the significance value of Pillai's Trace, Wilk's Lambda, Hotelling's Trace, or Roy's Largest Root has the same value, which is 0.000. This shows that the significance value of 0.000 is smaller than 0.05, so it can be said that Ho is rejected and Ha is accepted. Thus, the results of the analysis can be concluded that There is a Simultaneous Influence of the Role Playing Learning Model Containing Folk Tales in Indonesian Language Subjects on the

Communication and Collaboration Skills of Grade IV Elementary School Students which is Significant. After conducting the multivariate test, the next stage is to test the independent and dependent variables through the Manova test.

The MANOVA test is conducted to test the effect of one independent variable on each dependent variable. The following is a presentation of the statistical results of the MANOVA test using SPSS 26 software.

Table 5 MANOVA Test Results

Source	Dependent Variable	Type III Sum of Squares	Df	M
Corrected Model	Communication Skills	1550.450 ^a	3	
	Collaboration Skills	1159.067 ^b	3	
Intercept	Communication Skills	420174.017	1	
	Collaboration Skills	368793.600	1	
Group	Communication Skills	1550.450	3	
	Collaboration Skills	1159.067	3	
Error	Communication Skills	3614.533	56	
	Collaboration Skills	3637.333	56	
Total	Communication Skills	425339.000	60	
	Collaboration Skills	373590.000	60	
Corrected Total	Communication Skills	5164.983	59	
	Collaboration Skills	4796.400	59	

a. R Squared = .300 (Adjusted R Squared = .263)

b. R Squared = .242 (Adjusted R Squared = .201)

The results of the MANOVA test analysis in the Tests of Between-Subjects Effect table show that the significance value of the dependent variable, namely communication skills, has a value of 0.000, or it can be said that the significance value of 0.000 is smaller than 0.05. Thus, it can be said that the classes in the experimental and control groups use different treatments in each group, which has a significant influence on students' communication skills in elementary schools.

dependent variable, learning outcomes, has a significance value of 0.000, or it can be said that a significance value of 0.000 is less than 0.000. In this regard, the classes in the experimental and control groups used different treatments in each group, which had a significant influence on students' collaboration skills in elementary schools. Thus, it can be concluded that the results of the hypothesis test analysis using multivariate testing can answer the hypothesis question.

Discussion

This study aims to determine the effect of a role-playing learning model containing folk tales in Indonesian language lessons on elementary school students' communication and collaboration skills. There are three hypothetical questions in this study,

so based on the analysis, the following discussion can be conducted.

Role Playing Learning Model Containing Folk Tales on Students' Communication Skills in the Indonesian Language Subject in Grade IV Elementary School.

Based on the hypothesis test, it is known that the probability value of communication skills is $0.019 < 0.05$, so $H01$ is accepted, so it can be concluded that *Role Playing learning* containing folk stories has an impact on the communication skills of fourth grade elementary school students.

Based on the research findings that, the indicators of students having an interest in the *Role Playing learning model* during the Indonesian language learning process involve active student roles and improve the communication skills possessed by students such as being able to express ideas and opinions effectively and being able to convey information well, in understanding lessons using new models taught in class. In relation to this, the *Role Playing learning model* is learning carried out with role-playing games through small study groups so that students are active in learning activities by expressing themselves according to their abilities. Through group discussions, students will practice to prepare the roles that will be played in front of the class so that when students play their roles, students can communicate well. In addition, discussions carried out during the learning process can increase students' language experience thereby increasing vocabulary [23]

This theory is supported by the results of research conducted [24], the more often students engage in speaking or interacting activities, the more fluent they will be in communicating. In this study, the increase in students' communication skills was obtained from the results of the *post-test* in the form of performance. The results of this study are in line with the statement [25] which conveys that the *Role Playing model* is a learning model that can optimize learning outcomes, especially communication skills.

Students' speaking skills also improved due to the learning conducted in an unusual atmosphere, so that students became enthusiastic and were able to master the material well. In addition, students' speaking skills increased because students practiced directly with their friends who were their conversation partners. This was also evident from before the treatment, students still seemed shy to answer questions and ask questions. After doing the role play, students found it easier to express their

opinions, answer questions and also ask questions. Students also did not discriminate against their conversation partners after this role play.

The role-playing learning model has been proven effective in improving students' speaking skills. Research conducted at SDN 100 Kendari showed that students often feel a lack of confidence and have difficulty mastering vocabulary when speaking. Through the implementation of role-playing, students are encouraged to express themselves boldly, expand their vocabulary, practice pronunciation, and increase their confidence when performing in front of the class. Role-playing activities also create a more lively and enjoyable learning atmosphere so that students are more motivated and active in participating. Thus, the use of role-playing in speaking learning can help students overcome awkwardness, foster courage, and strengthen their communication skills [26].

Based on the analysis results through theory and previous research results, it can be concluded that *Role Playing Learning* containing folklore is very effective in improving students' communication skills, namely having an interest in conveying information well and expressing ideas and opinions effectively. The fact found that students enjoyed the application of *role playing learning* containing folklore, they were trained to express ideas and feelings intelligently and creatively.

Role Playing Learning Model Containing Folk Tales on Students' Collaboration Skills in the Indonesian Language Subject in Grade IV Elementary School.

Based on the hypothesis test, it is known that the probability value of collaboration skills is $0.011 < 0.05$, so $H02$ is accepted, so it can be concluded that *Role Playing learning* containing folk stories has an impact on the collaboration skills of fourth grade elementary school students.

Based on the research findings, the indicators show that students can contribute actively, work productively, and take responsibility for the tasks given by the teacher. Students are happy to collaborate with peer tutors because it is something new that they have ever done in learning activities. They share materials with friends based on materials that have been developed by the teacher. They are able to listen and pay attention to their friends' explanations when they speak. An atmosphere of familiarity and togetherness is created in the group collaboration process. They are very enthusiastic about participating in Indonesian language lessons

by playing dramas as national figures, with a compact and orderly learning model of *role playing*. In this case, the improvement of students' ability to collaborate is: 1) students working together to complete tasks, 2) discussing teaching materials appropriately, 3) exchanging opinions, and 4) togetherness in role playing [27].

role playing learning model has a positive impact on the situation when learning becomes more active, students can improve their speaking, listening, reading and writing skills [28]. The ability to cooperate and educational learning outcomes are closely related [29]. This educational collaboration has a positive connotation. Collaboration in the case of cheating cannot be considered a collaborative skill, because it is negative. Teachers must be clever in selecting and selecting their learning materials, so that this collaborative learning can be passed on to other elementary school teachers. This collaboration is not only between students, but also between parents and teachers [30].

Based on the results of the analysis through theory and research results, it can be concluded that *role playing learning* containing folk tales is very effective for students' collaboration skills, namely being able to contribute effectively, work together productively and respect each other so that learning becomes more active, students respect each other's opinions more and students can work together with teachers or with other friends.

Role Playing Learning Model Containing Folk Tales on Students' Communication and Collaboration Skills in Indonesian Language Subjects in Grade IV Elementary Schools.

Based on the hypothesis test, it is known that the probability value of communication skills is $0.000 < 0.05$, so H_0 is accepted, so it can be concluded that *Role Playing learning* containing folk tales has an impact on the communication skills of fourth grade elementary school students.

The role-playing method has weaknesses, namely that most children who do not participate in drama become less active, and it takes a lot of time. Both preparation time for understanding the content of the lesson and the performance itself require a fairly large space. If the playing area is narrow, the players' movements are less free, and other classes are often disturbed by the players' voices and the audience's occasional applause, etc.

The above shortcomings can be overcome by the *Role Playing method*, namely the teacher must explain to students, to introduce this method,

that through sociodrama students are expected to be able to solve actual social relationship problems in society. Then the teacher appoints several students to play a role, each of whom will find a solution to the problem according to their role, and other students become spectators with certain tasks as well, the teacher must choose an urgent problem so that it attracts children's interest. He can explain well and interestingly, so that students are stimulated to solve the problem, so that students understand the event, the teacher must be able to tell while arranging the first scene and the weight or extent of the lesson material to be dramatized must be appropriate to the time available. Therefore, efforts must be made so that the players speak and do movements without too many variations that are less useful.

The role-playing learning model has been proven effective in improving students' speaking skills, especially in Indonesian language learning. Through the application of role-playing, students are given the opportunity to play a role in a scenario so they can practice expressing ideas, thoughts, and feelings more confidently. Research shows that the use of role-playing models can improve students' pronunciation, intonation, and expression in speaking. In addition, students become more active, motivated, and respond positively to the learning process with a percentage of responses reaching the very good category. Thus, role-playing not only provides a meaningful learning experience but also encourages oral communication skills which are very important for language acquisition and social interaction [31].

The role-playing learning model is an effective method for improving students' speaking skills, especially in Indonesian language learning at the elementary school level. Through this method, students are invited to be directly involved in the learning process by playing a character according to the material being studied. This approach not only improves speaking skills, such as pronunciation, intonation, and verbal expression, but also fosters students' confidence in expressing opinions and articulating ideas. In addition, assistance by audio-visual media can strengthen students' understanding of the story content and how to play roles, so that learning outcomes are more optimal. Thus, the role-playing model helps create an interactive and enjoyable learning atmosphere, and encourages active student participation in the language learning process [32].

The role-playing learning model has been

proven effective in improving elementary school students' speaking skills. Through role-playing activities, students are trained to express ideas, convey opinions, and interact actively with peers. Research shows that this method can increase students' self-confidence, motivation, and ability to use vocabulary, intonation, and expression appropriately. In addition, role-playing makes the learning atmosphere more enjoyable and meaningful, because students not only practice speaking, but also develop creativity and the ability to work together. Thus, the role-playing method can be used as an alternative, innovative, student-centered learning strategy to effectively improve oral communication skills [33].

The role-playing model is a learning strategy that emphasizes active student involvement through role-playing activities. With this model, students are not only required to understand the material theoretically, but also to practice it in the form of simulations that resemble real-life situations. Research shows that the application of role-playing models can improve students' conceptual understanding, social skills, and confidence in expressing opinions. In addition, this model is able to create a fun and meaningful learning atmosphere, because students are given the opportunity to interact, collaborate, and develop their imagination [34].

For students who receive the *Role Playing model*, they will be helped through the development of imagination and appreciation of students in which there are rules, goals, and elements of fun in carrying out the teaching and learning process [23]. In addition, they will also be trained to express ideas and feelings intelligently and creatively, be able to communicate effectively and efficiently in accordance with applicable ethics, and be able to find and use analytical and imaginative abilities that exist within themselves in facing problems that arise in everyday life.

This theory underlies the use of the *Role Playing model* in improving speaking skills in Indonesian language learning. The teacher will share the prepared scenario, then distribute it to each group and call on students who have been appointed to act out the prepared scenario. The Role Playing learning model of students' spoken language can be developed into good language that is easily understood by others and the right way for students to learn and practice speaking by assessing aspects of speaking expressing feelings through movements and facial expressions, so that students' speaking

skills are increasingly improved.

The implementation of collaborative learning actually adopts Bandura's social learning theory. In his theory, Bandura states that students' skills can develop rapidly if they learn from their peers. Similar age and level factors facilitate the delivery of information during learning. This can also be proven when the age difference between the teacher and the students they teach is significant, resulting in gaps and a loss of communication. Social intelligence also significantly influences the learning outcomes of elementary school students. Learning models and methods in elementary school significantly influence student motivation. The selection of appropriate learning models can also influence student engagement. Learning that is not boring is highly desired by elementary school students in Indonesia.

The role-playing learning model is an interactive method that emphasizes the active involvement of students in the learning process. Through roles played according to scenarios, students can connect theory with real-world practice, making the learning experience more meaningful. Research shows that role-playing can improve learning outcomes, communication skills, problem-solving, and students' empathy for the situations they face. In addition, this method also helps reduce the gap between theory and practice, increases self-confidence, and motivates students to be more active in learning. Therefore, role-playing is considered effective for application in various subjects, especially those that require communication skills, collaboration, and the application of social skills [35].

Teachers must be creative in designing their lessons because creative elementary school teachers will produce creative students. Collaboration skills and educational outcomes are closely related. [29]. This educational collaboration has a positive connotation. Collaboration in the case of cheating cannot be considered a collaborative skill, as it is a negative one. Teachers must be skilled at sorting and selecting their learning materials so that this collaborative learning can be passed on to other elementary school teachers. This collaboration is not only between students, but also between parents and teachers. Good student collaboration must be followed by good parental cooperation on the school committee. Parents and teachers must both consider what is best for their children. This must be done together, not individually. Good learning is learning

that can accommodate students' needs through the roles of parents and teachers. This is very possible with the increasingly independent curriculum currently implemented.

Folktales are a literary genre born from the culture of society and passed down from generation to generation. As a cultural product, folktales contain noble values that are highly respected by society, including moral, social, and religious values. These values serve as guidelines for life and can be used as a medium for character education for students. Folktales can be a means of learning and shaping students' personalities because they contain messages of character education, such as honesty, responsibility, hard work, courage, and mutual respect [36].

Learning folklore not only serves as a means of entertainment, but also has high educational value because it contains moral, social, and cultural teachings that can be instilled in students. Through folklore, students are introduced to local wisdom that is part of the nation's identity, while also fostering a love for regional culture. Research shows that the integration of folklore in Indonesian language learning can improve students' language skills, especially in the aspects of reading and writing, as well as strengthen their understanding of the life values contained in the stories. Thus, learning folklore has a strategic role in shaping students' character that is rooted in the nation's culture [37].

Folktales are not just entertainment stories, but also a means of cultural inheritance and moral education for future generations. The values contained within them, such as local wisdom, social norms, and ethics in society, make folktales relevant as teaching materials in schools. Research shows that folktales have great potential in developing literacy, strengthening character, and fostering a love of regional culture. Thus, folktale-based learning can help students recognize cultural identity while building personalities rooted in the nation's noble values [38].

Folktales such as the Smong legend not only serve as engaging reading material, but also have important educational value in the context of disaster awareness. Folktales in Indonesian language lessons generally instill moral values, culture, and national identity, while folktales such as Smong specifically teach disaster preparedness through narratives that are easy for children to understand. Thus, the integration of these disaster

folktales into learning can strengthen students' understanding not only of language and literature, but also the importance of preparedness and early disaster risk mitigation [39].

Based on the analysis of theory and research findings, it can be concluded that *role-playing* based on folklore is effective in improving students' communication and collaboration skills, particularly through the development of their imagination and appreciation during the learning process. Furthermore, they are trained to express ideas and feelings intelligently and creatively, and are able to communicate effectively and efficiently.

Conclusion

Based on the results of the hypothesis analysis and discussion in this study in answering the problem formulation, a conclusion was obtained as follows: The *Role Playing learning model* voicing folk tales in Indonesian language subjects has an effect on the communication skills of fourth-grade elementary school students as proven by a significance value of $0.000 < 0.05$, so H_{a1} is accepted. Thus, it is said that there is an Influence of the *Role Playing Learning Model* Containing Folk Tales in Indonesian Language Subjects on the Communication Skills of Fourth-grade Elementary School Students. *Role Playing learning* conveying folk tales is very effective for students' communication skills, namely having an interest in conveying information well and expressing ideas and opinions effectively. The fact found that students are happy with the application of *role playing learning* that contains folk tales, they practice to convey ideas and feelings intelligently and creatively. The *Role Playing learning model* containing folk tales in Indonesian language subjects has an effect on the collaboration skills of fourth-grade elementary school students, as evidenced by a significance value of $0.000 < 0.05$, so H_{a2} is accepted. Thus, it is said that there is an Influence of the *Role Playing Learning Model* Containing Folk Tales in Indonesian Language Subjects on the Collaboration Skills of Fourth-grade Elementary School Students. *Role playing learning* containing folk tales is very effective on students' collaboration skills, namely being able to contribute effectively, work together productively and respect each other so that learning becomes more active, students respect each other's opinions more and students can work together with teachers or with other friends. The *Role Playing learning model* containing folk tales in Indonesian language subjects has a simultaneous effect on the

communication and collaboration skills of fourth-grade elementary school students. Proven by the significance value of *Pillai's Trace*, *Wilks' Lambda*, *Hotelling's Trace*, or *Roy's Largest Root MANOVA Tests of Between-Subjects Effects* table in the class section of 0.000 smaller than 0.05. Thus, it can be said that there is an influence of the *role-playing learning model* containing folk tales in Indonesian language subjects on the communication and collaboration skills of fourth-grade elementary school students. The effectiveness of *role-playing learning* by listening to folk tales on students' communication and collaboration skills is more assisted through the development of students' imagination and appreciation in carrying out the learning process. In addition, they will also practice expressing ideas and feelings intelligently and creatively, being able to communicate effectively and efficiently.

References

- [1] R. Rosnaeni, "Characteristics and Assessment of 21st Century Learning," *J. Basicedu*, vol. 5, no. 5, pp. 4341–4350, 2021, doi: 10.31004/basicedu.v5i5.1548.
- [2] MA Suleman, "Improving Students' Communication Skills through the Implementation of Experiential Learning," *Ideguru J. Karya Ilm. Guru*, vol. 9, no. 3, pp. 1530–1538, 2024, doi: 10.51169/ideguru.v9i3.1101.
- [3] S. Ammenheuser, "Project-Based Learning and the Acquisition Of 21st Century Skills In the Elementary Classroom a Record of Study," *Grad. Prof. Sch. Texas A&M Univ.*, no. May, 2022.
- [4] L. Watia, D. Purnama, and AR Nasution, "Application of the Role Playing Learning Model in Improving Verbal Communication Skills of Early Childhood at RA Al-Mustaqim in Air Meles Atas Village," *Asian J. Appl. Educ.*, vol. 2, no. 3, pp. 445–458, 2023, doi: 10.55927/ajae.v2i3.4901.
- [5] R. Husain, "Implementation of Collaborative Models in Learning in Elementary Schools," *E-Proceedings of the Postgraduate Program, State University of ...*, vol. 1, no. 2012, pp. 12–21, 2020, [Online]. Available: <http://ejurnal.pps.ung.ac.id/index.php/PSI/article/download/396/359>
- [6] RF Lutfiana, Nurul Zuriah, and DKN Saputri, "The TPACK Approach Improves Student Collaboration Skills in 21st-Century Learning," *J. Pedagog. and Learning*, vol. 6, no. 2, pp. 274–282, 2023, doi: 10.23887/jp2.v6i2.52845.
- [7] S. Zubaidah, "Understanding 4C: Learning and Innovation Skills to Face the Era of Industrial Revolution 4.0," *Pros. Semin. Sci. Educ. Natl. Conf.*, vol. 13, no. 2, pp. 1–10, 2018, [Online]. Available: <https://www.researchgate.net/publication/332469989>
- [8] VS Andrini and AC Yusro, "Blended Learning Model in a Distance Learning System to Increase 4C Competence (Creativity, Critical Thinking, Collaboration, and Communication)," *J. Educ. Sci. Technol.*, vol. 7, no. 3, p. 236, 2021, doi: 10.26858/est.v7i3.21278.
- [9] BS Bell and SWJ Kozlowski, "Active Learning: Effects of Core Training Design Elements on Self-Regulatory Processes, Learning, and Adaptability," *J. Appl. Psychol.*, vol. 93, no. 2, pp. 296–316, 2008, doi: 10.1037/0021-9010.93.2.296.
- [10] DW Johnson and RT Johnson, "An educational psychology success story: Social interdependence theory and cooperative learning," *Educ. Res.*, vol. 38, no. 5, pp. 365–379, 2009, doi: 10.3102/0013189X09339057.
- [11] S. Marlisa and J. Jailani, "Cooperative Learning Model Group Investigation Type to Improve Students' Mathematical Communication, Collaboration and Critical Thinking," *AKSIOMA J. Progr. Stud. Educator. Mat.*, vol. 12, no. 2, p. 2264, 2023, doi: 10.24127/ajpm.v12i2.6005.
- [12] H. Purnamawati, "Developing Communication and Collaboration Skills Through Active Learning with the

- MIKiR Approach,” *J. Ilm. Univ. Batanghari Jambi* , vol. 21, no. 2, p. 664, 2021, doi: 10.33087/jiubj.v21i2.1521.
- [13] M. Munir, A. Fatiqin, and I. Kendi, “The Effect of Using the Role Playing Method on the Learning Interest of Class X Students on Virus Material at SMA Azharyah Palembang,” *Florea J. Biol. and Its Learning* , vol. 4, no. 1, p. 36, 2017, doi: 10.25273/florea.v4i1.1066.
- [14] M. Safitri, “The Influence of the Role Playing Method on Student Learning Motivation in the Indonesian Language Subject for Class V at SDN Cempaka I Putih in the 2014-2015 Academic Year,” *UIN Syarif Hidayatullah* , p. 110, 2015.
- [15] N. Farira, A. Sofiarini, and TG Satria, “The Application of Role Playing Model in Social Learning on Grade IV Students' At Sungai Hitam Elementary School,” *Widyagogik J. Educator. and Elementary School Learning* , vol. 8, no. 2, pp. 25–31, 2021, doi: 10.21107/widyagogik.v8i2.8944.
- [16] IS Nova and A. Putra, “Ethnomathematics Exploration in Folk Tales,” *Plusminus J. Educator. Mat.* , vol. 2, no. 1, pp. 67–76, 2022, doi: 10.31980/plusminus.v2i1.1085.
- [17] Atmazaki, *Literary Science: Theory and Application* . Padang: UNP Press, 2007.
- [18] T. Setiartin, EW Hidayat, I. Lisnawati, S. Pitrianti, Y. Abidin, and MF Rahmat, "Development of Multiliteracy-Based Folklore Interactive Media in Blended Learning," *J. Eng. Sci. Technol.* , vol. 19, no. 5, pp. 1953–1973, 2024.
- [19] NKD Dumaini and GA Nanik Ardhiani, “The Effect of Role Playing Learning Model Assisted by Paper Wayang Media on Indonesian Language Speaking Skills,” *Lampuhyang* , vol. 14, no. 2, pp. 160–176, 2023, doi: 10.47730/jurnallampuhyang.v14i2.356.
- [20] IM Widyari, “The Influence of the Role Playing Learning Model Assisted by Dialogue Texts on Speaking Skills Competence in Indonesian,” *Mimb. Ilmu* , vol. 2, no. 23, pp. 95–103, 2018.
- [21] Crewell John W, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* . Yogyakarta: Pustaka Pelajar, 2015.
- [22] Sugiyono, *Research Methods* . Bandung: Alfabeta, 2016.
- [23] Ketut Ayu Nila Wangi, I Gede Astawan, and Dewa Ayu Puteri Handayani, “The Effect of the Tri Hita Karana-Based Role Playing Learning Model on Communication Skills and Social Studies Learning Outcomes of Grade V Elementary School Students in Cluster VIII, Buleleng District, 2022/2023 Academic Year,” *Didakt. J. Ilm. PGSD STKIP Subang* , vol. 9, no. 2, pp. 5412–5426, 2023, doi: 10.36989/didactic.v9i2.1088.
- [24] O. Kurniaman, G. Witri, and SD Utami, “The Effect of Role Playing Method on Speaking Skills of Fifth Grade Students of SD Negeri 37 Pekanbaru,” *Arzusin* , vol. 3, no. 5, pp. 669–679, 2023, doi: 10.58578/arzusin.v3i5.1808.
- [25] NN Sukreni, NN Ganing, and M. Putra, “The Effect of the Role Playing Learning Model Based on Performance Assessment on Speaking Skills in Indonesian Language Lessons for Fifth Grade Elementary School Students,” *Mimb. PGSD Undiksha* , vol. 2, no. 1, 2014.
- [26] RS Wardani and D. Novita, "The Use of a Role-Playing Learning Model for Teaching Speaking of the Eighth Grade Students," *Emergent J. Educ. Discov. Lifelong Learn.* , vol. 1, no. 4, p. 10, 2024, doi: 10.47134/emergent.v1i4.33.
- [27] IA Pratiwi, “Development of the Jigsaw Role Playing Collaboration Model as an Effort to Improve the Collaboration Skills of Fifth Grade Elementary School Students in Social Studies Lessons,” *J. Konseling GUSJIGANG* , vol. 1, no. 2, 2015, doi: 10.24176/jkg.v1i2.411.
- [28] HN Pratiwi, “Improving Learning Outcomes Through the Role Playing

- Method in Elementary School Social Studies Learning,” *JPGSD*, vol. 1, pp. 0–216, 2013.
- [29] BY Sarvia Trisniati, Tri Jalmo, “The Effect of the Jigsaw Type Cooperative Learning Model on Cooperation Skills and Learning Outcomes, vol. 15, no. 1, pp. 165–175, 2016, [Online]. Available: <https://core.ac.uk/download/pdf/196255896.pdf>
- [30] A. Kiya, “The Influence of Cooperation Between Parents and Teachers,” *J. Educator. Early Childhood Islam*, vol. 4, pp. 14–22, 2021.
- [31] MV Malinda and S. Mulyani, "The Effect Of Role-Playing Learning Model On The Speaking Skills Of Grade V Elementary School Students," *Int. J. Res. Educ.*, vol. 4, no. 1, pp. 59–69, 2024, doi: 10.26877/ijre.v4i1.15443.
- [32] R. Aisy and AR Jupri, "Analysis of the Effect of Role-Playing Method Assisted by Audio Visual Media on Speaking Skills in Indonesian Language Learning for Elementary School Students," *J. Paedagogy*, vol. 9, no. 3, p. 495, 2022, doi: 10.33394/jp.v9i3.5303.
- [33] Y. Auliyati, CP Mardiani, and E. Wahyudiana, “A Systematic Literature Review on Role Play Method in Improving Elementary School Children’s Speaking Skills,” *Param. J. Educator. State University of Jakarta*, vol. 33, no. 2, pp. 166–193, 2021, doi: 10.21009/parameter.332.05.
- [34] D. Fitriani, I. Safiah, and Tursinawati, “Application of Role Playing Learning Model on Student Learning Outcomes on the Material of Eating and Being Eaten in Science Learning in Class V of SDN Lamtheun Aceh Besar,” *Elem. Educ. Res.*, vol. 10, no. 2, pp. 240–254, 2025.
- [35] S. Dorri, MA Farahani, E. Maserat, and H. Haghani, "Effect of Role-Playing on Learning Outcomes of Nursing Students Based on The Kirkpatrick Evaluation Model," *J. Educ. Health Promoter.*, vol. 8, pp. 1–7, 2019, doi: 10.4103/jehp.jehp.
- [36] A. Baan, "Folklore In Literature Learning As A Model For Developing Cultural Characters And Student's Personality," *ISLLAC J. Intensive Stud. Lang. Lit. Art, Cult.*, vol. 5, no. 1, p. 2021, 2021, [Online]. Available: <http://journal2.um.ac.id/index.php/jisllac>
- [37] PZ Asmaranty, M. Hasanah, and H. Suwignyo, “Development of a Serial Storybook with the Theme of Altruism for Learning Folk Tales,” *J. Educ. Theor. Research, and Develop.*, vol. 4, no. 10, p. 1417, 2019, doi: 10.17977/jptpp.v4i10.12902.
- [38] I. Puspitasari and A. Ratnasari, “Myths in the Indonesian folktales of Murti Bunanta's upbringing: Roland Barthes' semiotics,” *J. Educator. Indonesian Language and Literature.*, vol. 8, no. 2, pp. 531–546, 2025, doi: <https://doi.org/10.29408/sbs.v8i2.30451>.
- [39] MM Cahyanti and SB Ajar, "a Framework for Simulations and Games Based on Indigenous Knowledge and Folklore To Create Disaster Awareness: Comparing From Indonesia and Implementing It in Japan," *GeoEco*, vol. 11, no. 1, p. 218, 2025, doi: 10.20961/ge.v11i1.95321.

