

ROLE PLAYING *LEARNING METHODS* INTEGRATED INQUIRY APPROACH IN IMPROVING INTEREST OF GRADE V ELEMENTARY SCHOOL STUDENTS

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ARTICLE INFO	ABSTRAK
Article History : <i>Received : date of received article</i> <i>Accepted : date of accepted article</i>	<i>This research is the background of the low interest in learning of grade V students of SD Inpres Bontojai Makassar City which is caused by the learning process that is still dominated by the teacher's explanation (lecture method), so that students are less focused, passive, and less confident when appearing in front of the class. This research aims to increase students' interest in learning through the application of the Role Playing learning method integrated with an inquiry approach. The type of research used is Class Action Research (PTK) which is carried out in two cycles. The subject of this study is a grade V student of SD Inpres Bontojai, Makassar City. Data collection techniques are carried out through observation, interviews, and documentation. The data obtained was then analyzed using qualitative data analysis techniques and supported by quantitative data. The results of the study showed a significant increase in student learning interest from cycle I to cycle II. In the first cycle, students' interest and learning activities have begun to be seen but are not optimal because some students still feel embarrassed and lack confidence in role-playing. In cycle II, the development of student behavior has increased optimally; Students become more active, dare to ask questions, confident, and enthusiastic about learning. This success is evidenced by the percentage of student learning activities through the inquiry approach in cycle II which reached the good category, with details on Pancasila Education subjects of 76.42%, Mathematics of 78.125%, and Indonesian of 75.85%. Meanwhile, role playing in the second cycle reached the good category, with details on Pancasila Education subjects of 80.68%, Mathematics of 86.80%, and Indonesian language of 85.79%. Based on these results, it can be concluded that the application of the integrated Role Playing Learning method with an inquiry approach is able to significantly increase the learning interest of grade V students of SD Inpres Bontojai, Makassar City.</i>
Keywords :	
Keywords 1; <i>Metode Role Playing</i> Keywords 2; <i>Inquiry Approach</i> Keywords 3; <i>Interest in Learning</i>	

1. INTRODUCTION

Education is a basic need of society that must be fulfilled in accordance with the demands of scientific progress which is also the demand for the progress of civilization and technology of a nation. Education plays an important role in creating quality human beings who will bring the country forward (Fazilah, 2021:1).

Education is the spearhead of a country, the lag or progress of a country, depends on the condition of its education. The more education a country develops, the bigger and more advanced the country will be. The country will develop and develop if the education sector is the key to development that becomes a priority scale (Mulyadi 2021:44).

In a simple and general sense, the meaning of education is a human effort to grow and develop potentials, both physical and spiritual, in accordance with the values that exist in society and culture. Education and culture also promote each other (Rahma 2022:3). In Islam, learning and teaching also receive great attention. There are many verses of the Quran and hadith that encourage the ummah to continue to seek knowledge. For example, in Surah Al-Shad verse 29, Allah SWT says:

The Book of Revelation is a reminder of God's mercy and mercy.

Translation:

"This is a book which We have sent down to you full of blessings so that they may pay attention to its verses and that they may learn from those who have understanding."

In this verse it is explained that the book of the Quran that has been revealed to you is a book full of blessings. We sent it down so that they would live and understand its verses and so that people of sound mind would use their intellect to learn from it and practice its content (Inas Rifqia Lanufar, n.d.).

In Law Number 20 of 2003 concerning the National Education System in Chapter 1, article 1 paragraphs (1 and 2) it is explained that; Education plays an important role as the main means in determining the progress of a nation. The quality of human resources which is a valuable asset for the nation is highly dependent on the quality of education provided. Education has a crucial role in shaping intelligent and noble individuals. (Tutun Usman 2024:1769). Learning methods *Role Playing* It is very important because students get a specific role directly, it can improve students' understanding and students can learn through experience rather than just theory. For example *Role Playing* can be used for Pancasila Education subjects with the topic "Rights and Obligations of Citizens and Students in the School Environment", Students play the role of students, teachers, and school cleaners. For example, students ask permission from teachers, cleaners clean classrooms, and students keep the school environment clean. While the Inquiry Approach encourages students to be more active in finding out and building their own knowledge.

Based on the results of the first observation carried out on October 7, 2024, grade V at SD Inpres Bontojai, Makassar city, the learning process is still dominated by the teacher's explanation so that student involvement in learning has not been maximized. When explaining the material, some students are not focused, talking to their classmates, some students listen without giving responses or questions. During the discussion activity, only a few students were active while the others were silent. The lack of students' interest in learning that only contains material explanations, so the researcher decided to provide *role playing* in learning activities that involve games and hands-on practice. The researcher chose the *Role Playing* learning method because this method is able to involve students directly in the learning process, through role-playing activities, students listen to the material and practice it with their classmates. The author chose *the role playing* method because it can increase students' confidence and make the learning process active and fun. In addition, researchers chose the inquiry approach because this approach encourages students to be more active in asking questions, seeking information, and expressing their own opinions. Researchers found

that some students had high curiosity when asked questions related to daily life. So, the researcher chose an inquiry approach so that students are more active in learning, able to think critically and have the courage to convey the content of their thoughts in front of their peers.

2. METHODS

The data analysis technique in this study uses qualitative data analysis and is supported by quantitative data. Data analysis was carried out continuously from the beginning of the research to completion.

According to Miles (2020:133) in (Pandawangi.S, 2021:3-4)) interactively and lasts continuously until it is complete, so that the data is saturated. The steps are as follows:

1) Data Collection

Data collection was carried out through observation, interviews, and documentation during the learning process. The researcher collected data on student interests, student activeness, student courage in role-playing, and student involvement in discussion and inquiry learning activities.

2) Data Reduction

Data reduction is carried out by selecting data that is important and in accordance with the focus of the research. Data related to increasing student interest, student activities, and the application of the *integrated Role Playing* method of the inquiry approach were selected and simplified to make it easier for researchers to conduct the analysis.

3) Data Display

The data that has been reduced is then made in the form of tables, narrative descriptions, and percentages of the results of student interest observations. The presentation of data is carried out so that the results of the research are easier to understand and can show the development of students in each learning cycle.

4) Conclusion Drawing and Verification

After all the data is analyzed, the researcher draws conclusions based on the results of observations, interviews, and documentation that has been obtained. Conclusions were used to find out whether the application of the *integrated Role Playing* learning method of inquiry approach can increase the interest of grade V students of SD Inpres Bontojai Makassar City

In addition to using qualitative data analysis, this study also uses percentage analysis to determine the category of student interest assessment. The percentage was obtained from the results of observation of students' learning interests during the learning process. The table of the student interest assessment category.

3. RESULTS AND DISCUSSION

This study uses qualitative research supported by quantitative data with the type of class action research (PTK). The purpose of this study is to increase the interest of grade V students of SD Inpres Bontojai, Makassar City. This study was conducted in 2 cycles with 3 meetings in one week.

The results of the initial research, the researcher found that the learning process is still dominated by the lecture method. The teacher explains more material in class and the students only listen to the teacher when explaining. This condition causes student involvement in learning to be low, some students lack focus, talk to their classmates, and do not pay attention to the teacher when explaining. Only some students are active in learning, others are silent and embarrassed to express their opinions.

Students are more interested if learning is linked to daily life and involves students directly. However, previous learning activities did not provide many opportunities for students to actively role-play, discuss, ask, and find answers on their own.

For the initial observation data, the researcher observed the indicators of student learning interest which included feelings of pleasure, student interest, student attention, student involvement, and student desire to learn. The results of the initial observation of students' learning interests can be seen in the following table.

Table 1
Early Conditions of Students' Learning Interest

Yes	Learning Interest Indicators	Number of Students Achieved	Percentage	Category
1	Feeling good	12 students	44%	Less
2	Student interest	11 students	41%	Less
3	Student attention	13 students	48%	Less
4	Student engagement	10 students	37%	Less
5	Desire to learn	12 students	44%	Less
Average			42,8%	Less

Based on the table above, it can be seen that the interest in learning of grade V students of SD Inpres Bontojai Makassar City is still relatively low. The student involvement indicator obtained the lowest percentage, which was 37%, because some students were not active in learning, afraid to dare to ask questions, and were embarrassed to express their opinions in front of their friends. The indicator of student interest is also still low with a percentage of 41%, which shows that students are not yet fully interested in the ongoing learning process.

Overall, the average percentage of students' interest in learning in the initial condition reached 42.8% and was in the poor category. These results show that students' learning interests still need to be improved through more active, engaging, and hands-on learning actions. In addition to observation of learning interests, the researcher also made initial observations of student activities during the learning process. The results of observation of student activities can be seen in the following table.

Table 2
Initial Conditions of Student Activities

Yes	Aspects of Student Activities	Observation Results
1	Student attendance	Most of the students attended the learning
2	Student attention	Many students lack focus when the teacher explains the material
3	Student activeness	Only a few students actively ask and answer questions
4	Role-playing	Has never been applied in learning
5	Summing up the learning	Most students have not been able to conclude the material well.

Based on the results of student activity observations, it can be seen that student learning activities are still low. When the teacher explained the material, there were some students talking to their classmates, not paying attention to the teacher's learning, still shy or afraid to ask questions and express opinions. This shows that the learning process is still centered on the teacher so that students are not active optimally.

The researcher also conducted interviews with grade V teachers of SD Inpres Bontojai Makassar City to obtain deeper information about the condition of students before action was taken. From the results of the interview, the teacher explained that students still lack confidence when appearing in front of the class, students feel bored if the teacher uses the lecture method, besides the teacher

said that actually students have a good enough curiosity, but not all students dare to convey it during the learning process.

The results of interviews with teachers show that a learning method is needed that is able to involve students directly so that the learning atmosphere becomes more active, fun, and not boring. So, the researchers chose *role playing* and an inquiry approach to increase student interest.

The researcher chose the *role playing* Because this method provides students with the opportunity to learn through hands-on experience, through role-playing activities, students not only listen to the material but practice directly together with their peers. Method *role playing* Help students become more confident, active, brave in front of the class, the learning atmosphere becomes more fun, and students are more interested in participating in learning.

Researchers use the inquiry approach because it encourages students to be more active in seeking information, asking questions, discussing, and finding answers on their own. The inquiry approach was chosen because it was in accordance with the characteristics of grade V students of SD Inpres Bontojai who have a fairly high curiosity when learning is associated with daily life. Based on the results of initial observations, data on student learning interests, observation of student activities, and the results of interviews with teachers, it can be concluded that the interest in learning of grade V students of SD Inpres Bontojai is still low, so it is necessary to take action to improve learning through the application of the *integrated role playing* learning method of the inquiry approach.

1. Implementation of Cycle I

The implementation of the first cycle was carried out for 1 week with 3 meetings, namely on September 22-24, 2025 with the following presentations:

a. Planning Stage

Before carrying out learning activities with the *integrated role playing* method, the inquiry approach certainly requires preparation, namely:

- a) Preparing the teaching module of Pancasila Education with theme 7: The Struggle of the Indonesian Nation, Mathematics with theme 6: economic activities and daily life and Indonesian language with theme 8: the environment of our friends.
- b) Preparing the necessary learning media, namely:
 - 1) Learning Pancasila Education requires name papers and role-playing scripts.
 - 2) Mathematics learning requires toy money, drawing paper such as pictures of fruits, vegetables and drinks.
 - 3) Learning Indonesian requires a paper containing a short story (short story) entitled "My school is clean, my heart is happy"

b. Execution of Actions

1) Meeting I (First)

It was held on Monday, September 22, 2025 with the number of students attending as many as 23 people (10 males and 13 females). This material is the Proclamation of Indonesian Independence with the theme 7 Struggle of the Indonesian Nation, the subject of Pancasila Education. For the learning media, a name paper and a role-playing script are needed.

Table 3

Learning Activities

Activities	Activity Description	Time Allocation
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Early Activities	1. The teacher opened the learning activity by saying greetings and greeting the students (asking how they were doing). 2. The teacher directs the class leader to read the prayer together. 3. The teacher checks the attendance of students. 4. The teacher asks the spark question (what would happen if the warriors didn't cooperate and be selfish then?) 5. The teacher conveys the learning objectives and the main activity (<i>role playing</i>).	10 Minutes
Core Activities	1. The teacher presented material on the proclamation of Indonesian independence. 2. The teacher made 23 papers, some of which got a role and some were blank. 3. Students go forward one by one to pick up papers at random. After all students have received their share of paper, the teacher invites students to open the paper that has been selected. 4. Students who get roles such as Wahyu Pratama get the role of Narrator, Nur Husna gets the role of Ir. Soekarno, Nur Fadilah gets the role of Moh Hatta, Wahyu Ningsih Eka Pratiwi gets the role of Ahmad Soebardjo, Muh. Faiz gets the role of youth 1, Khairunnisa gets the role of youth 2, Naura Nur Aqila gets the role of Fatmawati, Muh Rabiul April gets the role of the people 1, and Jihan Putri Afifah gets the role of the people 2. 5. The teacher gives the manuscript to the students to read. 6. The teacher gives the students time to practice for 15 minutes. 7. After the students practiced, it was followed by role-playing. 8. At the time of role-playing: a) Scene 1 - Confusion of the Nation (Ir. Soekarno's house, at night) 1) Narrator: In August 1945, the Indonesian nation was in a state of uncertainty. Japan had lost the war, but Indonesia was not yet independent. The youth urged that independence be proclaimed immediately. 2) Youth 1: Bung Karno, Japan has lost. It's time for Indonesia to become independent! 3) Youth 2: If we wait too long, our independence can be taken away by other nations! 4) Ir. Soekarno: Calm down, we must think about the best steps so that independence truly belongs to the Indonesian nation. b) Scene 2 – The Rengasdengklok Event (in rengasdengklok)	50 Minutes

	1) Narrator: The youths brought Ir. Soekarno and Moh. Hatta to Rengasdengklok to stay away from Japanese influence. 2) Moh Hatta: We understand your enthusiasm, but the proclamation must be done with careful preparation. 3) Youth 1: We just want Indonesia to be independent soon, man! 4) Ahmad Soebardjo: Let's unite. The proclamation will be carried out as soon as possible in Jakarta. c) Scene 3 – Preparation of the Proclamation Text (Admiral Maeda's House) 1) Narrator: That night, the nation's leaders prepared the text of the proclamation with full responsibility. 2) Ir. Soekarno: This independence is not a gift, but the result of the struggle of all Indonesian people. 3) Moh Hatta: This text must be short, clear, and meaningful for the entire nation. 4) Ahmad Soebardjo: Hopefully this proclamation will lead Indonesia to a better future. d) Scene 4 – Reading of the Proclamation Text (August 17, 1945, East Pegangsaan Street No. 56) 1) Narrator: On the morning of August 17, 1945, the Indonesian people gathered to witness a historic event. 2) Ir. Soekarno (read): "Proclamation. 3) We Indonesians hereby declare the independence of Indonesia..." 4) Moh Hatta: Hopefully we will fill this independence with unity and hard work. 5) Fatmawati: Let's raise the Red and White flag as a symbol of independence! 6) People 1 & 2 (together) : Merdeka! Merdeka! Merdeka! e) Scene 5 – The Meaning of the Proclamation (all figures in the future) a. Narrator: The proclamation is not only a historical event, but also a mandate for the next generation of the nation. b. Ir. Soekarno: Fill independence with serious study. c. Moh Hatta: Maintain unity and love for the homeland. d. Youth 1: We are ready to continue the struggle. e. All Figures : Indonesia Merdeka! 9. After finishing the role, the teacher asked the students questions, namely how do you feel when playing the proclamation figure?, what value can we emulate from the proclamation event?	
Final Activities	1. The teacher invites students to conclude the material together. 2. Teachers motivate students.	10 Minutes

	3. The teacher ends the lesson and invites the students to pray together led by the class leader. 4. Say hello to students and leave class.	
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2) Meeting 2 (Two)

It was held on Tuesday, September 23, 2025 with the number of students attending as many as 20 people (8 males and 12 females). This material is Number Operations with the theme of 6 economic activities in daily life, Mathematics learning subjects. The required learning media are toy money, drawing paper such as vegetables, fruits, and drinks.

Table 4
Learning Activities

Activities	Activity Description	Time Allocation
Early Activities	1. The teacher opened the learning activity by saying greetings and greeting the students (asking how they were doing). 2. The teacher directs the class leader to read the prayer together. 3. The teacher checks the attendance of students. 4. The teacher prepared pictures related to the material, namely toy money, paper with pictures of vegetables such as red cabbage, kale, chicory, lettuce, spinach, green onions, celery leaves, onions, garlic and cucumbers. The fruits are apples, grapes, dragon fruit, papaya, strawberries, bananas, lemons, melons, avocados and pears. Meanwhile, drinks such as orange juice, avocado juice, greantea, thai tea, iced tea, and mango juice. 5. The teacher asked a lighter question (have you ever shopped at the market? What do you wear if you want to pay for the item?) 6. The teacher conveys the learning objectives and the main activity (<i>role playing</i>).	10 Minutes
Core Activities	1. The teacher made 20 small pieces of paper, of which only 9 were filled, namely groups 1, 2, and 3. Students who get blank paper will become buyers while students who get paper containing writing will become sellers. 2. The teacher invited the students one by one to go up to the front to take the paper that had been cut, one student took one piece of paper. 3. Teachers form 3 groups, each group consists of 3 people. 4. After all the students get the paper and open it, then the students look for their respective group friends. 5. Students who get the group are: Group 1 (vegetables)	50 Minutes

	a. Nur Cantika Syaputri b. Nur Husna c. Muh. Faiz Group 2 (fruit) a. Primary Revelation b. Muh. Subair c. Khairunnisa Group 3 (drinks) a. Naura Nur Aqila b. Nur Fadilah c. Salfa Nur Yusmin 6. The teacher explained how to role-play, so that students would not be confused during role-playing activities. 7. After finishing role-playing, the teacher directs students to make a presentation in front of their peers such as how much profit they get and how much they lose out.	
Final Activities	1. The teacher invites students to conclude the material together. 2. Teachers motivate students. 3. The teacher ends the lesson and invites the students to pray together led by the class leader. 4. Say hello to students and leave class.	10 Minutes

3) Meeting 3 (Three)

It was held on Wednesday, September 24, 2025 with the number of students attending as many as 22 people (10 males and 12 females). This learning material is a Short Story (Short Story) with the theme of 8 of our best friends' environments, Indonesian language learning subjects. The learning medium is script stories.

Table 5

Learning Activities

Activities	Activity Description	Time Allocation
Early Activities	1. The teacher opened the learning activity by saying greetings and greeting the students (asking how they were doing). 2. The teacher directs the class leader to read the prayer together. 3. The teacher checks the attendance of students. 4. The teacher asked a sparker question (have you ever read a short story or have you ever seen a movie on TV about a short story such as stealing a kundang or garlic shallots?)	10 Minutes

	5. The teacher conveys the learning objectives and the main activity (<i>role playing</i>).	
Core Activities	1. The teacher explained the material about short stories (short stories). 2. The teacher made 22 papers, 10 papers for men and 12 papers for women, some of the papers got roles and some were blank. 3. Students go forward one by one to pick up papers at random. After the students get the paper, the teacher invites the students to open the paper that has been selected. 4. Students who get roles such as Nur Fadilah Auliah get the role of narrator, Nurul Azkya Azahra gets the role of Dina (student who cares about the environment), Muh Resa gets the role of Andi (student who doesn't care about the environment), Sulfa Nur Yusmin gets the role of Salsa (friend who likes to remind), Muh Subair gets the role of Rudi (class leader), and Husnul Khatimah gets the role of Teacher. 5. The teacher gives the manuscript to the students to read. 6. The teacher gives the students time to practice for 15 minutes. 7. After the students finished the exercise, it was followed by a role-playing scene. 8. At the time of role-playing: a) Scene 1 – School yard (Setting: school yard, there is garbage scattered) 1) Narrator: Morning at school. Some students are playing in the yard. However, the school environment looks dirty. 2) Dina: Wow, there's a lot of garbage in the school yard. Even though our schools are usually clean. 3) Andi: Ah, it's just one piece of garbage. Later it will also be cleaned. 4) Salsa: Andi, you should throw garbage in the trash can so that the environment remains clean. b) Scene 2 – Environmental Problems 1) Narrator: A few days later, the school environment becomes increasingly dirty.	50 Minutes

	2) Rudi: Friends, the school yard is dirty and smelly. We have to do something. 3) Andi: Is it true that garbage can create a problem of this magnitude? 4) Di: Yes, no. Garbage can cause illness and make school uncomfortable. c) Scene 3 – In the Classroom (Teacher enters class) 1) Teacher: Children, try to pay attention to our school environment. How do you feel? 2) Salsa : The school environment is dirty, ma'am. 3) Teacher: What do you think we can do to get schools clean again? 4) Rudi: We can do community service and dispose of garbage in its place. 5) Andi (sorry): I'm sorry. From now on I will keep it clean. d) Scene 4 – Community Service (students pretending to sweep and pick up garbage) 1) Narrator: Finally, all the students work together to clean the school environment. 2) Dina: Now our school looks clean and tidy. 3) Andi: It turns out that taking care of the environment is fun if done together. e) Scene 5 – Story Message (All characters move forward) 1) Teacher: What lessons can we take from today's activity? 2) Rudi: Protecting the environment is a shared responsibility. 3) Salsa: A clean environment makes us comfortable to learn. 4) Andi: I promise not to litter anymore. 5) All Figures (together): Our best friend's environment, let's take care of it together!	
Final Activities	1. The teacher invites students to conclude the material together. 2. Teachers motivate students.	10 Minutes

	3. The teacher ends the lesson and invites the students to pray together led by the class leader.	
	4. Say hello to students and leave class.	

2. Observation Results of Cycle I

After the action stage, the next stage is the observation stage. At this stage, direct observation is carried out using the observation format that has been prepared. This observation was carried out by Ridha Fitria students as an Observer. There are several stages in conducting observation, the first is the observation of learning activities with the *Role Playing method* with an inquiry approach. At this stage, observations that have been prepared are carried out and an assessment of the results of the action using the observation format that has been prepared. The following is a list of observations, namely:

Table 6

Observation of Student Learning Activities with an Inquiry Approach

Aspects observed	1st Meeting (Pancasila Education)	Meetings 2nd (Mathematics)	Meetings 3rd (Bahasa Indonesia)
Students' attention when the teacher explains the material	3 (Good)	2 (Sufficient)	3 (Good)
Students' enthusiasm when asking questions	2 (Sufficient)	2 (Sufficient)	2 (Sufficient)
Students' activeness in responding to teachers' questions	3 (Good)	3 (Good)	3 (Good)
Students' attention in participating in teaching and learning activities	3 (Good)	3 (Good)	3 (Good)

Table 7

Observation of Student Learning Activities with *Role Playing*

Aspects observed	1st Meeting (Pancasila Education)	2nd Meeting (Mathematics)	3rd Meeting (English)
Actively participate in <i>Role Playing</i> without coercion	3 (Sufficient)	3 (Good)	3 (Good)
Carry out the role according to the material taught	2 (Sufficient)	3 (Good)	2 (Sufficient)
Communicate and collaborate in a team	3 (Good)	3 (Good)	3 (Good)

Show a positive attitude during the activity	3 (Good)	3 (Good)	3 (Good)
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3. Reflection

In the first cycle, there are still several obstacles that cause students' interest in learning to not reach the implementation success indicators. In the observation results, there are some students who are still embarrassed to appear in front of the class, afraid of making mistakes when role-playing, and lack confidence in expressing opinions. This happens because students are not used to participating in learning that requires students to be active through *the role playing* method. Previously, the learning process was dominated by the teacher's explanations so that students tended to be passive listeners. There are some students who still feel worried about responses or ridicule from their friends when appearing in front of the class.

This condition has an impact on low student involvement in learning activities. Some students have not dared to ask questions, express opinions, and play their roles optimally. So that indicators of student learning interest such as interest, attention, involvement, and desire to learn have not developed optimally. Therefore, in cycle II, improvements were made by providing more intensive motivation, creating a more supportive classroom atmosphere so that students feel safe, and students feel confident in role-playing or learning.

4. Implementation of Cycle II

The implementation of cycle II was carried out for 1 week with 3 meetings, namely from September 29 to October 01 with the following presentation:

a. Cycle II Planning Stage

Before carrying out learning activities with the Integrated *Role Playing* Method, the Inquiry Approach certainly requires preparation, namely:

- 1) Preparing the teaching module of Pancasila Education with theme 8: Unity and unity in diversity, Mathematics with theme 6: economic activities in daily life, and Indonesian language with theme 4: stories and inspiration in daily life.
- 2) Prepare the necessary learning media, namely:
 - a) Pancasila education requires name papers and role-playing scripts.
 - b) Mathematics requires toy money, drawing paper such as pictures of shoes, hats, and clothes.
 - c) In Indonesian, a paper containing a short story (short story) entitled "True Friends" is needed.

b. Implementation of Cycle II Actions

1) Meeting 1 (First)

It was held on Monday, September 29, 2025 with a total of 22 students (12 males and 10 females). This material is Maintaining Harmony in Schools with the theme of 8 unity and unity in diversity, the learning subject of Pancasila Education. For the learning media, a name paper and a role-playing script are needed.

Table 8

Learning Activities

Activities	Activity Description	Time Allocation
Early Activities	1. The teacher opened the learning activity by saying greetings and greeting the students (asking how they were doing).	10 Minutes

	- The teacher directs the class leader to read the prayer together. - The teacher checks the attendance of students. - The teacher asks the sparker question (what will happen if we don't respect each other?) - The teacher conveys the learning objectives and the main activity (<i>role playing</i>).	
Core Activities	- The teacher explained material about maintaining harmony at school. - The teacher made 22 papers, some of which got a role and some were blank. - Students go forward one by one to pick up papers at random. After all students have received their share of paper, the teacher invites students to open the paper that has been selected. - Students who get roles such as Muh Resa get the role of Narrator, Muh Rabiul April gets the role of student A, Jihan Putri Afifah gets the role of student B, Wahyu Ningsih Eka Pratiwi gets the role of class leader, and M Absar Pratama gets the role of teacher. - The teacher gives the manuscript to the students to read. - The teacher gives the students time to practice for 15 minutes. - After the students practiced, it was followed by role-playing. - At the time of role-playing: Scene 1 - Conflict - Narrator: In class V, two students are fighting for seats. - Student A: This is my seat since yesterday! - Student B: No, I came first today! - Teacher (stops the scene and asks the other students, what is the problem and what is the solution?) Scene 2 – Discussion and Settlement - Class Leader: We have to find a solution so that we don't quarrel. - Teacher: What should be done to stay in harmony? - Student A: What if we take turns? - Student B: Well, I agree. Scene 3 – Reflection - Teacher: What lessons did we learn today? - All: We must respect each other in order to live in harmony.	50 Minutes
Final Activities	- The teacher invites students to conclude the material together. - Teachers motivate students.	10 Minutes

	3. The teacher ends the lesson and invites the students to pray together led by the class leader. 4. Say hello to students and leave class.	
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2) Meeting 2 (Two)

It was held on Tuesday, September 30, 2025 with the number of students attending as many as 18 students (7 males and 11 females). This material is Calculating Total Prices and Change with the theme of 6 economic activities in daily life, Mathematics subject. The required learning media are toy money, drawing paper such as pictures of shoes, hats, and clothes.

Table 9
Learning Activities

Activities	Activity Description	Time Allocation
Early Activities	1. The teacher opened the learning activity by saying greetings and greeting the students (asking how they were doing). 2. The teacher directs the class leader to read the prayer together. 3. The teacher checks the attendance of students. 4. The teacher prepares pictures related to the material, namely toy money, paper with pictures of shoes, hats, and clothes. 5. The teacher asks the triggering question (why do we have to calculate the total expenditure correctly?) 6. The teacher conveys the learning objectives and the main activity (<i>role playing</i>).	10 Minutes
Core Activities	1. The teacher made 18 small pieces of paper, of which only 6 were filled, namely groups 1, 2, and 3. Students who get blank paper will become buyers while students who get paper containing writing will become sellers. 2. The teacher invited the students one by one to go up to the front to take the paper that had been cut, one student took one piece of paper. 3. Teachers form 3 groups, each group consists of 2 people. 4. After all the students get the paper and open it, then the students look for their respective group friends. 5. Students who get the group are: Group 1 (shoes) d. Muh. Ali Fauzan e. Nur Husna Group 2 (hat) d. Primary Revelation e. Husnul Khatimah Group 3 (clothing) d. Naura Nur Aqila e. Nur Fadila	50 Minutes

	6. The teacher explained how to role-play, so that students would not be confused during role-playing activities. 7. After finishing role-playing, the teacher directs students to make a presentation in front of their peers such as how much profit they get and how much they lose out.	
Final Activities	1. The teacher invites students to conclude the material together. 2. Teachers motivate students. 3. The teacher ends the lesson and invites the students to pray together led by the class leader. 4. Say hello to students and leave class.	10 Minutes

3) Meeting 3 (Three)

It was held on Wednesday, October 1, 2025 with the number of students attending as many as 22 students (11 males and 11 females). This material is a Short Story (Short Story) with the theme of 4 stories and inspiration in daily life, Indonesian language learning subjects. The learning medium is in the form of a true friend scripted story.

Table 10

Learning Activities

Activities	Activity Description	Time Allocation
Early Activities	1. The teacher opened the learning activity by saying greetings and greeting the students (asking how they were doing). 2. The teacher directs the class leader to read the prayer together. 3. The teacher checks the attendance of students. 4. The teacher asks a spark question (have you ever read a short story?) 5. The teacher conveys the learning objectives and the main activity (<i>role playing</i>).	10 Minutes
Core Activities	1. The teacher explained the material about short stories (short stories). 2. Teachers made 22 papers, 11 papers for men and 11 papers for women, some of the papers got roles and some were blank. 3. Students go forward one by one to pick up papers at random. After the students get the paper, the teacher invites the students to open the paper that has been selected. 4. The teacher gives the manuscript to the students to read. 5. The teacher gives the students time to practice for 15 minutes. 6. After the students finished the exercise, it was followed by a role-playing scene. 7. At the time of role-playing: f) Scene 1 – Conflict	50 Minutes

	1) Narrator: Andi and Budi are best friends. One day, they had a disagreement during group work. 2) Andi: I think we have to do our job now. 3) Budi: But I want to play first. g) Scene 2 – Regret 1) Teacher: How to solve problems without fighting? 2) Andi: How about we do half of it first, and then play? 3) Budi: Okay, I agree. ➤ Scene 3 – Mandate 1) Narrator: They also learn that cooperation is more important than ego. 2) Teacher: What is the message of this story? 3) Student: We must respect each other and work together.	
Final Activities	1. The teacher invites students to conclude the material to 2. Teachers motivate students. 3. The teacher ends the lesson and invites the students to pray together led by the class leader. 4. Say hello to students and leave class.	10 Minutes

5. Observation Results of Cycle II

After the action stage, the next stage is the observation stage. At this stage, direct observation is carried out using the observation format that has been prepared. This observation was carried out by Ridha Fitria students as observers.

There are several stages in conducting observation, the first is the observation of learning activities with the *Role Playing method* with an inquiry approach. At this stage, observations that have been prepared are carried out and an assessment of the results of the action using the observation format that has been prepared. The following is a list of observations, namely:

Table 11

Observation of Student Learning Activities with an Inquiry Approach

Aspects observed	1st Meeting (Pancasila Education)	Meetings 2nd (Mathematics)	Meetings 3rd (Bahasa Indonesia)
Students' attention when the teacher explains the material	4 (Excellent)	3 (Good)	4 (Excellent)
Students' enthusiasm when asking questions	3 (Good)	3 (Good)	4 (Excellent)
Students' activeness in responding to teachers' questions	4 (Excellent)	3 (Good)	4 (Excellent)
Students' attention in participating in	4 (Excellent)	4 (Excellent)	4 (Excellent)

teaching and learning activities			
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Table 12
Observation of Student Learning Activities with *Role Playing*

Aspects observed	1st Meeting (Pancasila Education)	2nd Meeting (Mathematics)	3rd Meeting (English)
Actively participate in <i>Role Playing</i> without coercion	4 (Excellent)	4 (Excellent)	4 (Excellent)
Carry out the role according to the material taught	3 (Good)	4(Excellent)	3 (Good)
Communicate and collaborate in a team	4 (Excellent)	4(Excellent)	4(Excellent)
Show a positive attitude during the activity	4 (Excellent)	3(Excellent)	4(Excellent)

6. Reflection Cycle II

The results of the Cycle II research can be found that by using the *Role Playing* Method with an Inquiry Approach to increase student interest compared to cycle I, there are several things that can be concluded to increase student interest, including:

1. Students' interest increased significantly, students appeared to be more active, daring to ask questions, and more involved in the learning process than in the previous cycle.
2. Students' confidence in role-playing is growing, students who were initially embarrassed, as found in cycle I, began to be able to perform without coercion and were able to carry out roles according to the teacher's direction.
3. The inquiry approach is clearly visible, making students more courageous to dig up information, discuss, and conclude material through direct experience.
4. The *Role Playing* method increases student learning activities evenly, every meeting on Pancasila, Mathematics, and Indonesian Education materials shows an increase in the aspects of activeness, cooperation, and positive attitude of students.
5. There is an increase in the interest of students who have met the target so that there is no need to carry out the next cycle.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the classroom action research that applied the Integrated *Role Playing* Learning Method Inquiry Approach to the Interests of Grade V Students of SD Inpres Bontojai Makassar City, it can be concluded that the improvement of *the inquiry integrated role playing* method can increase student learning interest, an increase can be seen from changes in student behavior, such as being more active in asking questions, daring to perform, and showing enthusiasm in every activity learning. This is in line with the observation results that students are more focused and dare to express opinions, and are more involved in the discussion process and role-playing. The indicator of student learning interest increased in cycle II because attention, willingness, sense of pleasure, student involvement increased after improvement in actions made based on reflection in

cycle I, a lively classroom atmosphere made students feel comfortable and motivated to participate in learning.

The *role playing* method helps create a fun learning atmosphere because students can express themselves through dialogue, facial expressions, gestures, role-playing activities provide a direct learning experience to students so as to reduce student boredom during learning. *Role playing* and inquiry approaches complement each other because they combine to make learning more effective, student-centered, and increase students' interest in learning.

Based on the results of the discussion from cycle I and cycle II, it can be concluded that the Integrated *Role Playing* Learning Method with an Inquiry Approach is actually able to increase the learning interest of grade V students of SD Inpres Bontojai Makassar City. This increase occurs through changes in the behavior of students who are more active, confident, and dare to participate in every learning activity.

In cycle II, all indicators of learning interest including attention, willingness, pleasure, and involvement showed a significant increase. Students not only enjoy the process of role-playing, but are also able to think critically through inquiry stages such as asking questions and discussing.

This success shows that *Role Playing* and the Inquiry Approach are a combination of highly effective methods to create a fun, active, and student-centered learning atmosphere. Learning becomes more meaningful because students are directly involved, both emotionally and intellectually.

This research has similarities with research on the effectiveness of *the Role Playing* method in improving student learning achievement, namely both using *the Role Playing* method as an effort to improve the quality of learning. The difference lies in the focus of the research. Previous research focused on improving learning achievement, while this study focused on increasing students' interest in learning.

This research is also in line with research on the application of inquiry approaches to develop students' character. The similarities lie in the use of an inquiry approach that encourages students' activeness and curiosity. The difference is that the previous research focused on character development, while this research focused on increasing students' interest in learning.

In addition, research on increasing learning activities through an inquiry approach shows that student activity increases from cycle I to cycle II. These results support this study because the increase in learning activities also affects the increase in students' interest in learning.

The novelty of this research lies in the integration of *the Role Playing method* with an inquiry approach in one learning process to increase the learning interest of grade V elementary school students. Previous research generally only used *Role Playing* or an inquiry approach separately, while this study combines the two so that students not only actively participate through role-playing, but also engage in the process of finding knowledge independently.

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