

## **Role play method to increase student learning motivation in public relations and protocol management**

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### **Abstrak**

*Penelitian ini bertujuan untuk meningkatkan motivasi belajar siswa melalui penerapan metode bermain peran pada mata pelajaran Hubungan Masyarakat dan Manajemen Keprotokolan. Penelitian ini dilakukan dengan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Subjek penelitian adalah siswa kelas XI MPLB 2 sebanyak 36 orang. Data diperoleh melalui observasi, wawancara, dan angket motivasi belajar. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar siswa dari prasiklus sebesar 56,39%, menjadi 64,38% pada siklus I, dan meningkat menjadi 73,33% pada siklus II. Penerapan metode bermain peran membuat siswa lebih aktif, percaya diri, dan memahami materi secara kontekstual melalui pengalaman langsung. Data dianalisis secara deskriptif kualitatif untuk menggambarkan respon siswa terhadap proses pembelajaran dan secara kuantitatif dengan menghitung persentase skor motivasi belajar pada setiap siklus untuk melihat peningkatan yang terjadi. Penelitian ini menyimpulkan bahwa pembelajaran dengan metode bermain peran efektif dalam meningkatkan motivasi belajar siswa. Namun, keterbatasan waktu pelaksanaan menjadi kendala dalam mengukur hasil belajar secara keseluruhan. Oleh karena itu, disarankan untuk melakukan penelitian lebih lanjut dalam jangka waktu yang lebih panjang dan mengeksplorasi dampaknya terhadap pencapaian kompetensi lainnya.*

*Kata kunci: keterlibatan siswa; pembelajaran aktif; pembelajaran kontekstual; pendekatan reflektif; siklus pembelajaran*

### **Abstract**

This study aims to increase student learning motivation through the application of the role play method on the elements of Public Relations and Protocol Management. The research was conducted with a Classroom Action Research (CAR) approach which was carried out in two cycles. The research subjects were students of class XI MPLB 2 as many as 36 people. Data were obtained through observation, interviews, and questionnaires of learning motivation. The results showed that there was an increase

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in student learning motivation from pre-cycle of 56.39%, to 64.38% in cycle I, and increased to 73.33% in cycle II. The application of the role play method makes students more active, confident, and understand the material contextually through direct experience. Data were analyzed descriptively qualitatively to describe students' responses to the learning process and quantitatively by calculating the percentage of learning motivation scores in each cycle to see the improvement that occurred. This study concludes that learning with the role play method is effective in increasing students' learning motivation. However, the limited implementation time is an obstacle in measuring learning outcomes as a whole. Therefore, it is recommended that further research be conducted over a longer period of time and explore the impact on other competency achievements.

Keywords: active learning; contextual learning; learning cycle; student engagement; reflective approach

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## Introduction

Education constitutes a fundamental human need that can be pursued throughout life. Education is important for directing individuals to become persons with noble character, quality, and global competitiveness (Rohimah, 2024). The success of learning processes can be observed through achievement of learning objectives carried out in classrooms. One aspect affecting learning objective achievement is students' encouragement and motivation to participate in learning processes. According to Emda (2018), one of teachers' important tasks is generating student learning motivation as an effort to achieve learning goals. Learning motivation is an internal condition within individuals that encourages students to engage in learning activities and carry out various specific activities to achieve optimal learning results and goals (Mayasari et al., 2021). In line with this opinion, Oktiani (2017) argues that motivation is the overall driving force within students that causes learning activities to achieve goals. Therefore, learning objectives will be achieved optimally if motivation exists that forms students' interest in materials and learning topics provided by teachers. This occurs because students motivated to learn will show serious efforts to focus attention, plan, and carry out activities supporting their learning. Individuals tend to have high energy and drive to learn if based on strong motivation (Hoerudin, 2024).

SMK Negeri 6 Surakarta is one of the vocational schools located in Surakarta City, Central Java. SMK Negeri 6 Surakarta has a vision of realizing graduates with strong character, ready to work and engage in entrepreneurship based on technology with environmental perspective. One expertise program owned by SMK Negeri 6 Surakarta is Office Management and Business Services. There are subjects or elements taught in Class XI MPLB, namely Public Relations and Protocol Management, where one learning objective to be achieved is the ability to apply and design protocol activity flows according to applicable regulations and ethics in official event contexts. Several materials are presented, including protocol activity functions, types of protocol activities, and steps to design effective protocol activities. When students enter real work environments later, these competencies can be useful as foundations for applying theory and their ability to carry out protocol activities.

Interview results conducted by researchers with students from Class XI MPLB 2 indicated that some students sometimes feel bored when at school and lack excitement when taking lessons in final hours. Some also stated they were happier when hours were empty or learning finished early. Preliminary observation results conducted in Class XI MPLB 2 of SMK Negeri 6 Surakarta showed that most students still had low learning motivation, especially when teachers only conducted

conventional learning without using various learning methods. In learning processes, teachers need to realize the understanding that not all material can be delivered with just one learning method, so teachers must be able to adjust methods used with materials to be taught (Setiawan & Bahtiar, 2023). Based on these conditions, improvements or changes must be made to ongoing learning processes with aims of increasing student learning activeness and motivation. For example, by applying learning methods that are more innovative, interactive, and not boring or monotonous.

Teachers must be able to determine learning methods that are appropriate and can be applied in delivering learning materials. Use of appropriate learning methods is expected to increase students' motivation and interest in participating in learning, so classroom atmospheres become more active and not monotonous. Suyono and Hariyanto (2014) argue that learning methods are plans or procedures in learning. Meanwhile, according to Sani (2015), learning methods are steps or strategies determined to achieve learning goals. Based on these opinions, it can be concluded that method selection must also be adjusted to student characteristics and predetermined learning objectives, so students can master certain knowledge and skills more optimally.

Learning motivation itself determines students' active involvement in understanding and mastering competencies needed by vocational schools, especially in Office Management and Business Services majors. One competency that MPLB students need to master is the field of public relations and protocol. Elements of public relations and protocol management require not only theoretical understanding but also practical skills that align with work environments. Therefore, learning methods are needed that can build learning atmospheres to be more enjoyable, active, and interactive. One method that can be used to increase learning motivation and student activeness is the role play method.

According to Rahmawati and Puspitasari (2020), the role play learning method is a method that can be implemented by imitating activities, ideas, roles, and characters that align with real situations in everyday life creatively. This role play method provides opportunities for students to play roles in real situations, so they can learn with direct experience. Meanwhile, according to Azizah (2022), role play is one of the effective learning methods, where students are involved in activities of playing certain characters deeply and creatively, according to roles in cases that are relevant to learning materials being discussed. Based on these expert views, it can be concluded that the role play method has great potential in creating meaningful and contextual learning experiences for students, especially in materials that demand practical and communication skills. In contexts of learning elements of public relations and protocol management, this role play method is relevant because it allows students to practice roles such as MC, receptionist, and event committee directly.

According to Faturrohman (2017), the steps or syntax of the role play learning method include: (1) teachers compile/prepare scenarios according to actual situations; (2) teachers choose roles and describe roles that must be performed; (3) teachers divide students into several small groups; (4) teachers provide explanations of competencies to be achieved; (5) teachers call students who have been appointed in groups to demonstrate scenarios that have been prepared; (6) each student sits in their group and observes scenarios being demonstrated; (7) after displays are complete, students are given papers as worksheets to discuss; (8) each group presents its conclusions; (9) teachers give general conclusions; (10) evaluation; (11) closing.

The application of the role play learning method can provide space and opportunities for students to convey their ideas, actions, and expressions freely through roles played. Students in role play not only imitate but are also asked to live roles as if they are characters being played. All students' actions and speech come from their own awareness and inspiration, not from scripts determined by teachers because interactions that occur when playing roles take place spontaneously. Meanwhile, students who are not directly involved as actors still have active roles as observers. These students are invited to pay attention, observe, and appreciate role-playing performances that have been carried out, as well as capture messages that want to be conveyed through scenarios displayed. Therefore, it is expected that all students are involved in learning, both directly and indirectly, and learning processes become more lively, reflective, and meaningful.

The novelty in this research lies in contextual application of the role play method in Public Relations and Protocol Management elements at Vocational High Schools oriented toward vocational practice. This research not only evaluates students' cognitive understanding but also

measures increases in student learning motivation through real experiences that resemble activities in work environments. This has not been the main focus of similar research in vocational education contexts.

Based on this background, this classroom action research was conducted with aims of applying the role play method to increase students' learning motivation in Public Relations and Protocol Management elements in Class XI MPLB 2.

## **Research Method**

This research was conducted at SMK Negeri 6 Surakarta, located at Jalan Adi Sucipto Number 38, Kerten, Laweyan, Surakarta, Central Java. Research subjects included MPLB productive teachers teaching Public Relations and Protocol Management elements and students from Class XI MPLB 2, totaling 36 students. The approach used in this research was Classroom Action Research (CAR). CAR aims to improve learning quality through reflective actions taken by teachers in classrooms (Arikunto, 2021).

The role play method was chosen because it is considered aligned with protocol element characteristics that emphasize practical skills, formal communication, and role mastery in official activities. With this method, students not only understand theory but can also live and practice protocol roles in contexts resembling real work environments. This supports achievement of protocol competencies that include self-confidence, communication skills, ethics mastery, and procedures in protocol activities.

Data used in this study were qualitative and quantitative. Qualitative data consisted of data about learning processes using the role play method and interviews with students. Observation during learning processes was carried out to observe student activeness, interaction in role play, involvement in discussion, and deepening of roles obtained by each student. The instrument used was an observation sheet compiled based on learning engagement indicators. For interviews, semi-structured interviews were conducted with several students chosen purposively to represent motivation and involvement levels to explore their learning experiences in depth.

Quantitative data for this study consisted of data regarding research questionnaire results filled out by students in each cycle. The type of questionnaire used was a closed questionnaire. According to Darwin et al. (2021), a closed questionnaire is a type of questionnaire whose answers have been prepared by researchers so respondents are not free to provide answers because respondents only have to choose provided answers. Before questionnaire distribution, validity and reliability testing is necessary. According to Paramita et al. (2021), validity tests are tests conducted to determine the extent to which prepared research instruments can explore needed information. Meanwhile, reliability tests are tests carried out to determine the extent to which prepared instruments can provide the same results if measurements are carried out again on the same subjects but at different times. In this study, validity and reliability tests were not carried out because researchers used existing instruments from previous studies. The instrument or questionnaire in this study used a research instrument by Komariyah (2023).

Data analysis techniques in this study were carried out descriptively qualitatively and quantitatively. This research was a mixed method research because it combined quantitative data and qualitative data in an integrated manner. This approach was chosen by researchers to obtain comprehensive pictures of processes and impacts of learning using the role play method, both in terms of interaction processes in classrooms and from results of numerical measurements taken through motivation questionnaires. Qualitative data analysis was used to describe learning processes that took place during role play method application, including student responses and behavior during learning. Quantitative data were analyzed by calculating percentages of student learning motivation scores which were then compared between cycles to observe improvements that occurred. To obtain significant test results regarding learning differences between cycles, researchers used one-way ANOVA statistical tests because data consisted of three groups: pre-cycle, Cycle I, and Cycle II. One-way ANOVA test results showed significant differences from the three cycles. Furthermore, analysis results from each cycle were used as bases for reflection and action improvement in subsequent cycles.

In Cycle I, the planning stage began with coordination between researchers and teachers. Steps taken included preparation of teaching modules on protocol role materials, making observation sheets, and preparing questionnaires to assess learning outcomes after role play method application. The implementation stage was carried out to implement planned learning improvements to increase student motivation and involvement in learning processes.

## Results and Discussion

### Research results

This classroom action research was carried out in two cycles with aims of understanding increases in student learning motivation through application of the role play method in Public Relations and Protocol Management elements. During implementation, researchers collected two types of data. Quantitative data were obtained from student learning motivation questionnaire results, which showed how much they were motivated during learning with the role play method in each cycle. Qualitative data were collected through observations and interviews to understand students' responses and engagement levels during activities. For assessing students' learning motivation levels, the following reference scale was used as listed in Table 1, which divides motivation categories into five ranges based on questionnaire result percentages, ranging from very low to very high.

**Table 1**

*Reference Scale for Student Learning Motivation Categories*

Reference Scale	Category
87 - 100%	Very High
73 - 86%	High
58 - 72%	Medium
41 - 57%	Low
> 40%	Very low

Meanwhile, improvements and changes in student learning motivation can be seen in Table 2 and Figure 1 below:

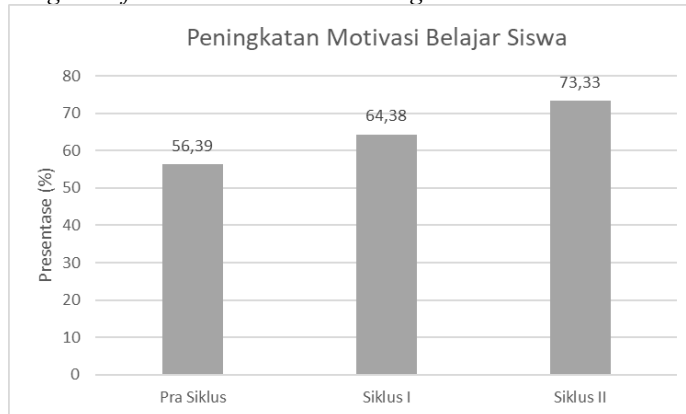
**Table 2**

*Comparison of Student Learning Motivation in Pre-Cycle, Cycle I and Cycle II*

Respondent No	Percentage of Each Cycle (%)			Description
	Pre Cycle	Cycle I	Cycle II	
1	60.00%	65.00%	77.50%	Improved
2	57.50%	62.50%	67.50%	Increased
3	60.00%	67.50%	72.50%	Increased
4	47.50%	57.50%	62.50%	Increased
5	52.50%	65.00%	77.50%	Increased
6	50.00%	60.00%	67.50%	Increased
7	47.50%	50.00%	60.00%	Increased
8	52.50%	70.00%	87.50%	Increased
9	70.00%	77.50%	87.50%	Increased

10	45.00%	57.50%	70.00%	Increased
11	55.00%	62.50%	70.00%	Increased
12	45.00%	50.00%	62.50%	Increased
13	60.00%	65.00%	75.00%	Increased
14	65.00%	70.00%	82.50%	Increased
15	57.50%	60.00%	70.00%	Improved
16	55.00%	67.50%	75.00%	Improved
17	67.50%	77.50%	85.00%	Improved
18	60.00%	62.50%	75.00%	Increased
19	55.00%	65.00%	67.50%	Increased
20	55.00%	60.00%	65.00%	Increased
21	60.00%	70.00%	80.00%	Improved
22	55.00%	62.50%	67.50%	Improved
23	57.50%	67.50%	75.00%	Improved
24	55.00%	57.50%	72.50%	Increased
25	45.00%	50.00%	65.00%	Increased
26	65.00%	67.50%	77.50%	Increased
27	45.00%	57.50%	62.50%	Increased
28	62.50%	70.00%	75.00%	Improved
29	60.00%	72.50%	80.00%	Increased
30	55.00%	65.00%	82.50%	Increased
31	47.50%	62.50%	72.50%	Increased
32	67.50%	75.00%	77.50%	Improved
33	62.50%	70.00%	80.00%	Improved
34	50.00%	62.50%	72.50%	Increased
35	57.50%	62.50%	65.00%	Increased
36	67.50%	72.50%	77.50%	Improved
Average	56.39%	64.38%	73.33%	Increased

Before action was taken, researchers distributed learning motivation questionnaires to students. This pre-action stage was carried out with aims of understanding real conditions in classrooms before researchers carried out research. Results obtained showed that students' learning motivation in participating in learning on Public Relations and Protocol Management elements was low, with an average score of 56.39%. This could also be seen from lack of student participation in class discussions, lack of enthusiasm when answering questions, and many students who appeared passive.

**Figure 1***Diagram of Increased student learning motivation*

From interview results with several students, it was found that most felt protocol material was theoretical and difficult to understand if only delivered through lecture methods. One student said, "Sometimes I am confused to imagine what protocol tasks are like, because they are only explained through slides."

Based on research action results carried out in Cycle I, the following data were obtained:

**Table 3***Data on Student Learning Motivation Cycle I*

Indicator	Pre-cycle	Cycle I	Increase (%)
Discipline to attend	63.27%	70.99%	7.72%
Awareness of attendance	60.19%	72.53%	12.35%
Attitude towards the teacher	63.27%	74.85%	11.57%
Study regularly	66.36%	72.53%	6.17%
Learning challenge	65.59%	73.30%	7.72%
Discussion when it's hard	63.27%	68.67%	5.40%
Never give up	57.87%	70.22%	12.35%
Focus on learning	63.27%	71.76%	8.49%
Achievement motivation	59.41%	70.22%	10.80%
Utilize time	64.04%	70.22%	6.17%
Average	62.65%	71.53%	8.87%

The role play method was applied in Cycle I. As a result, student learning motivation increased by 7.99%, from 56.39% to 64.38%, which can be seen in Figure 1 and is classified as a moderate category. During learning processes, students began to show greater interest and involvement, especially when acting out protocol tasks such as MC and receptionist. Based on observations, students seemed more enthusiastic and cooperative in official event simulations. Some students began to show initiative in proposing ideas related to event arrangements and improvising when presenting events, although some were still passive and only followed directions. This was reinforced by an interview with one accompanying teacher. The teacher stated, "I see that they are

more lively when practicing directly. Students who are usually passive become active because they have roles to play."

In Cycle II, role play learning was finalized with more complex scenarios and equitable role distribution, so all students received fair chances to be directly involved in protocol role play methods either as receptionists, MCs, old officials, new officials to be inaugurated, prayer readers, and other roles. This comprehensive involvement aimed to increase students' confidence, responsibility, and active participation in learning processes. With varieties of diverse and realistic roles, students understood protocol activity flows more easily and were able to apply them contextually in official event simulations. As a result, learning motivation increased to 73.33%, including the high category with an increase of 8.96% from the first cycle. In general, almost all students showed positive changes. They looked more confident when performing, were able to establish cooperation in groups, and showed clearer understanding of protocol sequences. Class atmospheres also became more active and interactive. One student revealed, "Now I understand how to organize events and what protocol tasks are, because I have directly practiced being an MC and part of events." Teachers also said this method really helped students understand material that was previously considered abstract.

Referring to Table 3, indicators of awareness to attend and unyielding attitude showed significant increases compared to other indicators, followed by increases in positive attitude towards teachers. Students also began to show interest in learning with the role playing method. Even so, average student learning motivation only reached 71.53% and was still in the medium category. These results had not yet reached targets determined before CAR implementation, so learning continued to Cycle II.

Based on action results in research carried out in Cycle II, the following data were obtained:

**Table 4**  
*Data on Student Learning Motivation Cycle II*

Indicator	Cycle I	Cycle II	Increase (%)
Discipline to attend	70.99%	81.02%	10.03%
Awareness of attendance	72.53%	78.70%	6.17%
Attitude towards the teacher	74.85%	80.25%	5.40%
Study regularly	72.53%	81.02%	8.49%
Learning challenge	73.30%	82.56%	9.26%
Discussion when it's hard	68.67%	81.02%	12.35%
Never give up	70.22%	81.79%	11.57%
Focus on learning	71.76%	84.88%	13.12%
Achievement motivation	70.22%	79.48%	9.26%
Make use of time	70.22%	81.02%	10.80%
Average	71.53%	81.17%	9.65%

The data in Table 4 show increases in student learning focus, followed by other indicators as learning duration increases. Average learning motivation reached 81.17%, with an increase of 9.65% from Cycle I to Cycle II.

To determine whether increases in student learning motivation occurring in each cycle changed significantly, one-way ANOVA statistical tests were conducted. One-way ANOVA tests were used because there were three data groups: pre-cycle, Cycle I, and Cycle II. One-way ANOVA analysis test results showed that F values were 51.51 and significance values (p-values) were 0.000 ( $p < 0.05$ ). Thus these results show that there were significant differences between average student



learning motivation in each cycle, meaning that role play method application had significant impacts on statistically increasing student learning motivation.

## Discussion

The application of the role play learning method in Public Relations and Protocol Management elements proved able to increase learning motivation of students in Class XI MPLB 2 SMK Negeri 6 Surakarta. Learning motivation questionnaire results showed significant increases, from 56.39% in pre-cycle to 64.38% in Cycle I, and increased again to 73.33% in Cycle II. In addition to increasing motivation scores, this approach also built students' confidence, cooperation, and understanding of materials contextually. Consistent increases in learning motivation from pre-cycle to Cycle II reflected that meaningful learning that actively involves students can improve overall learning process quality. These study results are reinforced by findings of Yulianto et al. (2020) which state that role playing method application is proven to have positive influences on increasing student self-confidence, where self-confidence is directly related to learning motivation. If students play protocol roles with enthusiasm and high self-confidence, it will impact increasing their active participation and motivation during learning. Consistent increases in learning motivation from pre-cycle, Cycle I, and Cycle II reflect that meaningful learning actively involving students in learning can improve overall learning process quality. These results are also reinforced through statistics with one-way ANOVA tests which show that there are significant differences between average learning motivation in pre-cycle, Cycle I, and Cycle II. This shows that increases that occurred were not just ordinary fluctuations but were really effects of role play method application in learning processes.

In line with these results, research conducted by Khotimah (2021) also showed increases in student learning motivation after role play method application. Before role play methods were applied, students tended to be passive and less involved in learning activities, but after using role play methods, positive changes occurred which could be seen from increasing enthusiasm and involvement of students in classrooms. This shows that role play method application is effective in providing good results and influences on student learning motivation because it is able to create more interactive, enjoyable learning atmospheres where students are not only recipients of information but also become subjects in learning processes. Additionally, similar results were also found in Hoerudin's research (2024) which showed that role play methods were able to increase student learning motivation. Through application of these methods, students became more active, dared to ask questions, were encouraged when they saw their friends could succeed, and were encouraged to study harder so as not to be left behind. Supportive and participatory learning environments make students feel more confident and motivate each other. Thus, role play methods not only create enjoyable learning atmospheres but also foster cultures of motivating each other and increasing confidence in learning.

Furthermore, in addition to domestic research, there are also various international studies showing that these role play methods have positive impacts on increasing student learning motivation in various education levels and various learning contexts. For example, research conducted by Alsubaie (2020) in Saudi Arabia shows that use of role play methods in English lessons can significantly increase students' learning motivation. This study states that students will feel more motivated because they can actively engage and understand materials in real contexts, not just theoretically.

Furthermore, research by Tipmontree and Tasanameelarp (2020) in Thailand also showed that role play application in learning has significant impacts on improving students' speaking ability and self-confidence. This self-confidence is a form of intrinsic motivation, which is drive from within students to want and dare to learn. This finding indicates that role play methods are not only effective in Indonesia but also relevant in global contexts.

Then, Kawulich (2018) from the United States stated that use of role play methods in social science learning provides more meaningful and contextualized learning experiences. Results showed that students showed increases in intrinsic motivation because they felt they had important roles in learning simulations.

Another study by Khan, Iqbal, and Tasneem (2022) from Pakistan proved that role play-based learning can improve student interaction, encourage collaboration, and strengthen students' understanding and confidence in expressing their opinions. The study emphasized the importance of active approaches in 21st century learning where students are not only listeners but also active in learning processes.

## Conclusion

Based on research results and discussion, it can be concluded that role play method application is proven to increase learning motivation of students in Class XI MPLB 2 SMK Negeri 6 Surakarta on Public Relations and Protocol Management elements. This is indicated by increases in average student learning motivation questionnaire scores from pre-cycle of 56.39% to 64.38% in Cycle I, and reached 73.33% in Cycle II which shows high category. Additionally, during learning processes, students looked more active, confident, and could understand materials better through hands-on experience. However, this study has limitations, including implementation time which is quite limited and has not touched deeply on aspects of achieving cognitive learning outcomes. Research subjects were also limited to one class and one element, so it is not certain that role play learning methods can increase learning motivation in students in other classes and in other elements. Therefore, teachers are advised to make role play methods as one of learning strategies to increase student learning motivation. Future research should involve more than one class with longer implementation duration so results obtained can be compared and more representative of actual conditions. Additionally, role play method application can also be applied to different elements to determine effectiveness of these methods in various learning contexts. Future research can also consider achievement of students' cognitive learning outcomes to obtain more comprehensive results about success of these method applications.

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