



## **Reviving Learning: Best Practice Role-Playing in Enhancing Student Engagement at MAN Bengkayang**

**Niagara**

Madrasah Aliyah Negeri (MAN) Bengkayang

Email: [niagara432@gmail.com](mailto:niagara432@gmail.com)

**Ani Atmawati**

Madrasah Aliyah Negeri (MAN) Bengkayang

Email: [aniatmawati141@gmail.com](mailto:aniatmawati141@gmail.com)

**Fitri Daniati**

Madrasah Aliyah Negeri (MAN) Bengkayang

Email: [fitridaniati92@gmail.com](mailto:fitridaniati92@gmail.com)

**Kusyanto**

Madrasah Aliyah Negeri (MAN) Bengkayang

Email: [kusyanto99.k9@gmail.com](mailto:kusyanto99.k9@gmail.com)

**Maimunah**

Institut Agama Islam Negeri (IAIN) Pontianak

Email: [maemunahirfansyah@gmail.com](mailto:maemunahirfansyah@gmail.com)

**Resta Tultuffia Sari**

Institut Agama Islam Negeri (IAIN) Pontianak

Email: [restatultuffia@gmail.com](mailto:restatultuffia@gmail.com)

### **Abstract**

This article discusses the implementation of the role-playing method in biology instruction at Madrasah Aliyah Negeri (MAN) Bengkayang, with a focus on improving student engagement in the complex topic of cell division. The research addresses low student motivation by exploring the potential of more interactive teaching methods. A Classroom Action Research (CAR) approach was conducted in two cycles to observe changes in student engagement and their understanding of the material. The results show that the application of role-playing significantly increased student involvement, with previously passive students becoming more active in discussions and role-playing activities. The average student grades also improved, with evaluation tests showing better results than before the method was implemented. The significance of this article lies in its contribution to innovative teaching practices in remote areas, such as MAN Bengkayang, which, despite limited facilities, can offer enjoyable and compelling learning experiences. By introducing a more dynamic method, this article highlights the importance of empowering experience-based learning strategies to enhance the quality of education, especially in overcoming the challenges faced in rural areas.

**Keywords:** Role-playing, Student Engagement, Classroom Action Research, Experience-Based Learning, Madrasah Aliyah Negeri

## INTRODUCTION

In an ideal educational landscape, the classroom is a dynamic living space—not merely a place for seating and note-taking, but an arena where ideas grow, curiosity is sharpened, and interaction becomes the bridge between knowledge and life. Within it, students are not just recipients of knowledge but active participants fully engaged in the learning process. Student engagement is not merely a pedagogical term but the essence of meaningful learning. In this ideal, the teacher is not just a knowledge transmitter but a designer of experiences. Hence, a need arises to reevaluate teaching methods: How can we transform the classroom into a stage where students not only sit, but play, question, feel, and even become part of the material being studied?

However, reality does not always align with expectations. At MAN Bengkayang, a madrasa quietly situated in a remote area far from Pontianak classrooms often struggles with limitations. Facilities less complete than those in urban schools create a gap in the learning experience. This is especially evident in subjects like biology, which naturally require visualization, experiments, and scientific imagination; the barriers become sharper. In Class XII of the Social Sciences program, students appeared stunned when the topic of cell division was introduced. Not because they could not grasp it, but because they could not connect. The material was abstract, far removed from their daily lives, and, through their eyes, lacked direct relevance. Here, we meet Freud: the students' id seeks enjoyment, their ego weighs benefits, and their superego may be weary from struggling in an underpowered environment (Freud, 2018).

From this point, a reflective question arises: Should we continue relying on the conventional lecture method that positions students as passive listeners? Or is it time to open space for students to become part of the knowledge? Role-playing is not a new concept in pedagogy, but because it has been around for so long, it needs to be continually tested in new contexts. Role-playing is not merely a teaching aid but an approach that touches upon students' cognitive, affective, and socio-emotional aspects. It allows students to play while learning, to engage while understanding, and to learn not from books, but from experiences they build together. When a student becomes a chromosome splitter, they are no longer memorizing the stages of mitosis; they are experiencing mitosis itself.

In the classrooms of MAN Bengkayang, the teacher's role extends beyond merely imparting knowledge; they become strategists who bridge limitations with creativity. Here, Pierre Bourdieu's reflective sociology becomes relevant: the habitus of students, shaped by their social environment, far from the centrality of the city and lacking facilities, demands a different pedagogical capital. In this context, role-playing is not simply a method but an effort to transform the learning habitus into something more active and meaningful. This classroom action research is born not from seminar rooms or simulations, but from the real heartbeat of classrooms in remote areas, from a teacher asking: How can we make difficult material an experience worth remembering?

This is why this article is essential. It is not born solely from theoretical hypotheses, but from actual practice in the field, through a classroom action research approach that records, reflects upon, and reconstructs the learning experience. Amidst a flood of

academic publications that sometimes detach from the micro-context of local education, this article offers something distinctive: a best practice from a state-run madrasa at the edge of West Kalimantan, which boldly explores participatory learning methods to break through the walls of boredom in biology classrooms. The novelty of this research lies not only in the technique employed but also in its courage to place students as the leading actors on the stage of knowledge, and in its contextual focus that gives a voice to schools outside the reach of the urban centers.

Role-playing has emerged as a significant pedagogical strategy in education, highlighting its effectiveness in enhancing student engagement, emotional intelligence, and social skills. This literature review synthesizes findings from various studies describing the multifaceted benefits of role-playing in learning environments across disciplines, from physical education to higher education.

Role-playing facilitates active learning by enabling students to engage in real-world scenarios that deepen their understanding of complex concepts. Costa emphasizes that educators who adopt an active learning philosophy often find role-playing an effective teaching method, as it encourages experimentation and learning through experience (da Costa, 2022). In line with this, Samalot-Rivera and Porretta demonstrate how structured role-playing, based on Bandura's social learning theory, significantly enhances social behavior among students with emotional or behavioral disorders, showing the potential of role-playing in special education contexts (Samalot-Rivera & Porretta, 2012).

Furthermore, the integration of emotional intelligence into role-playing activities has been widely studied. Zampetakis et al. found that role-playing exercises could improve emotional intelligence, leading to better entrepreneurial attitudes among participants, which can influence their academic and professional paths (Zampetakis et al., 2009). Studies also show that emotional intelligence is related to academic success and overall well-being (Brackett et al., 2011; Estrada et al., 2021).

The effectiveness of role-playing also extends to promoting empathy and social cohesion among peers. Putri et al. highlight how role-playing in educational guidance can enhance students' emotional intelligence by simulating real-life interactions, which, in turn, builds understanding and compassion (Putri et al., 2019). This finding aligns with the research of Ouyang et al., who describe the role of emotional intelligence mediation in reducing bullying behaviors among students engaged in sports, further supporting role-playing as a tool for socio-emotional learning (Ouyang et al., 2022).

In the context of higher education, role-playing can serve as a transformative educational methodology. Chen and Martin argue that role-playing simulations promote knowledge and trigger significant behavioral changes essential for sustainable practice in environmental education, suggesting broader applications of role-playing beyond traditional subjects (Chen & Martin, 2014). The flexibility of the role-playing method to be applied in various educational settings further strengthens its relevance, as outlined by Rao and Stupans, who developed guidelines for effective role-playing implementation in higher education (Rao & Stupans, 2012).

Additionally, the rise of online learning platforms has opened new dimensions for role-playing. Russell and Shepherd examine how online environments facilitate role-based learning activities that meet the needs of both students and instructors, improving educational outcomes in the digital era (Russell & Shepherd, 2010). The implications of this trend are particularly significant in an increasingly interconnected world, where remote learning is becoming the norm.

Overall, the literature provides compelling evidence of the integral role of role-playing in educational practice. Its vast application impacts emotional intelligence, social skill development, academic performance, and personal growth across various educational contexts. As educators seek innovative teaching methodologies, role-playing remains a valuable strategy for further exploration and application.

This study explores the effectiveness of role-playing methods to enhance student engagement in biology lessons at Madrasah Aliyah, particularly in the often abstract and challenging topic of cell division. The primary focus of this research is to answer three key questions: How can role-playing methods improve student engagement in learning about cell division? Why is this method expected to be effective in addressing low student motivation? What changes occur in students' understanding and engagement after applying this method?

This study is fascinating given that biology lessons are taught to students in the Social Sciences program, a group generally less enthusiastic about subjects that do not directly align with their interests. As is known, in the 2013 Curriculum, students in the Social Sciences program can choose one science subject, and vice versa. This indicates a challenge in making biology lessons relevant and engaging for students more focused on the social sciences.

To achieve this, the study uses the Classroom Action Research (CAR) approach, which is known for its effectiveness in addressing classroom learning problems through a series of iterative cycles. CAR is chosen because its approach allows for continuous adjustments to teaching strategies based on student responses, aiming to optimize the learning quality.

This research is conducted at MAN Bengkayang, a school located in a remote area of West Kalimantan, far from the city center of Pontianak. Students from Class XII of the Social Sciences program are selected as research subjects due to initial observations showing low engagement in biology lessons, especially regarding cell division's abstract and challenging topic. This condition suggests that a new approach is needed to motivate students to be more active and interested in learning.

The study will be carried out in two to three cycles, each with several stages. Each cycle will begin with planning, where the teacher will design a role-playing learning scenario that involves students in roles related to the stages of cell division, such as mitosis and meiosis. Each student will be assigned a role related to the studied concepts, such as becoming a chromosome, centriole, or other parts of the dividing cell. During this stage, the teacher will also prepare various research instruments, such as observation sheets, questionnaires to measure student motivation, and interview guides to explore students' perceptions of the learning process.

The next stage is implementing action, where the lesson will apply the prepared scenario. Students will be divided into small groups, each assigned a role related to the stages of cell division. The teacher is a facilitator, providing direction, guidance, and support as students perform their roles. At this stage, students are expected to experience a more enjoyable and interactive learning experience, which will help them overcome the difficulties they face in understanding complex concepts like cell division.

After the action is implemented, the observation stage will take place to monitor student engagement during the lesson. Observations will be made using the pre-prepared observation sheets to record the level of active participation, student interactions, and their responses to the roles they are given. In addition, data will also be collected through

motivation questionnaires and interviews to explore students' experiences during the lesson and the changes that occurred in their motivation.

Finally, after each cycle, reflection will be conducted to analyze the results of the observations, questionnaires, and interviews. This reflection evaluates whether the role-playing method successfully enhanced student engagement and understanding of cell division material. If deficiencies or areas for improvement are identified, the teacher will adjust the lesson plan for the next cycle to optimize the results.

To support this research process, various research instruments will be used, including observation sheets to monitor student engagement, motivation questionnaires to measure changes in motivation before and after the application of the role-playing method, comprehension tests to assess student understanding of the material, and interview guides to explore students' opinions and experiences regarding the use of role-playing in the lesson.

A combined qualitative and quantitative approach will be used for data analysis. Data from observations and interviews will be analyzed qualitatively to describe how student engagement occurred during the lesson and how they perceived the method used. Meanwhile, data from comprehension tests and questionnaires will be analyzed quantitatively using descriptive statistical techniques to observe changes in motivation and understanding before and after the application of the role-playing method.

The success of this research will be assessed based on three main indicators: first, the increase in student engagement, as reflected in the results of observations and interviews that show that students are more active in participating in the lesson. Second, the improvement in student motivation, which can be measured through the results of the questionnaires showing that students are more interested and motivated to learn biology after the implementation of the role-playing method. Third, the improvement in student understanding of cell division material, which will be measured through the results of comprehension tests showing better scores than the pre-test results.

Thus, this research aims not only to enhance student engagement in learning but also to make a tangible contribution to improving the quality of education in remote areas like MAN Bengkayang by applying more creative and effective methods to address learning challenges.

## **BIOLOGY EDUCATION FOR SOCIAL SCIENCE STUDENTS IN MADRASAH ALIYAH**

Many students, especially those studying social sciences (IPS), perceive biology as a complex subject. Abstract material, such as cell division, presents unique challenges. These complex concepts require a high level of imagination to understand, as the processes are not directly observable by students. Consequently, many students struggle with the subject, losing interest and motivation to continue learning.

Student engagement in the learning process is one of the primary indicators of educational success. Engagement encompasses cognitive, emotional, and behavioral aspects, which must be nurtured to ensure students feel active, involved, and contribute meaningfully to their learning experience. When students actively engage in learning, they absorb information, connect it to their own experiences, and build a deeper understanding.

However, in many classrooms, including those in Madrasah Aliyah, low student interest is often attributed to a lack of varied teaching methods. Most classroom teaching methods remain one-directional, with the teacher dominating the lesson and students

becoming passive recipients. This often leads to student boredom and diminished motivation, especially when the material is complex and not directly aligned with their interests.

One effective method to address this challenge is role-playing or game-based learning. In this method, students actively participate by assuming roles related to the lesson material. For example, in cell division, students might take on roles as various cell components, such as chromosomes or centrioles, directly participating in the division process. Engaging in this manner makes complex concepts more tangible and easier to understand.

The role-playing method is closely aligned with the fundamental principles of constructivism, which emphasize the importance of learning through direct experience and social interaction. According to constructivist theory, students construct their understanding through experience and interaction. The best learning experiences occur when students actively participate, exploring knowledge through practice rather than solely from textbooks or lectures (Steffe & Gale, 1995).

As David Kolb proposed, experiential learning also provides a strong foundation for role-playing. Kolb suggests that effective learning happens when students engage in concrete experiences that allow them to connect theory with the realities they directly encounter. Role-playing allows students to access real experiences within a learning context that previously may have seemed abstract or distant (Kolb, 2015).

Moreover, Sigmund Freud's psychoanalytic theory provides insights into students' learning motivation. Freud divided the human personality into three main components: the id, ego, and superego. In the context of learning, the id seeks pleasure and avoids boredom, which often acts as a barrier in the learning process, especially when the subject matter is deemed uninteresting. The ego helps balance the id's desires with reality, aiding students in adapting to the demands of learning. At the same time, the superego drives them to achieve moral and academic goals, such as obtaining good grades (Freud, 2018).

Through role-playing, students' id, which tends to seek pleasurable experiences, is satisfied, as the method enlivens learning through an interactive and enjoyable approach. This interaction reduces boredom and sparks students' interest, motivating them to participate actively. The ego plays a role in managing students' learning needs by engaging them in structured, relevant tasks. Meanwhile, the superego is encouraged to strive for achievement by taking responsibility for their group roles, thereby enhancing discipline and intrinsic motivation.

Lev Vygotsky, a prominent educational psychologist, emphasized the importance of social interaction in the learning process (Moll, 1994). Through role-playing, students learn individually and collaborate with their peers. They share information, discuss their roles in cell division, and collectively build a more comprehensive understanding. This social interaction enriches the students' learning experience and deepens their comprehension.

Furthermore, role-playing supports cooperative learning, where students work in groups and assist one another in reaching a common understanding. Each student's role is interconnected, allowing them to grasp the concept of cell division more thoroughly. Social skills such as cooperation and communication also develop through this activity, enhancing their understanding of the material and nurturing essential social skills.

Previous studies have shown that interactive methods like role-playing can improve students' comprehension of lesson material. Students who learn through real-life experiences tend to remember and relate abstract concepts to their own experiences easily.

This significantly impacts their learning outcomes, particularly in biology, a subject filled with challenging concepts.

Finally, role-playing allows teachers to conduct authentic assessments. This form of evaluation measures students' knowledge and assesses how actively they engage in the learning process. Teachers can gauge their understanding and provide constructive feedback by observing student involvement in role-playing activities. The reflection that occurs after role-playing also helps students identify what they have learned and how they can apply this knowledge in real life.

In conclusion, the role-playing method's application in biology education, particularly in the topic of cell division, offers numerous benefits. It makes learning more engaging and enjoyable, helps students understand the material more deeply, increases their involvement, and strengthens their motivation to continue learning.

### **THE ROLE-PLAYING METHOD IN BIOLOGY LEARNING AT MAN BENGKAYANG TO ENHANCE STUDENT ENGAGEMENT**

Before this research was conducted, preliminary observations revealed that the 12th-grade social sciences (IPS) students at MAN Bengkayang had low interest in biology, particularly in cell division, which requires a deep understanding of concepts. This condition was reflected in the students' lack of enthusiasm during teaching and learning activities, with an average exam score of only 50, far below the Minimum Completion Criteria (KKM) set by the school, which is 70. This low score indicated that most students had not grasped the material well. This situation highlighted the need for intervention to increase students' interest and understanding of biology.

The role-playing method was selected as a teaching strategy to enhance student engagement in biology learning. It was expected that role-playing could motivate students to participate more actively and learn more. This research was conducted over two cycles, with each cycle consisting of four stages: planning, implementation, observation, and reflection. Below is a description of how the role-playing method was applied in each cycle.

In the first cycle, the teacher prepared a role-playing scenario related to cell division. The students were divided into several groups, and each group was assigned to play a role in one of the stages of cell division, such as interphase, prophase, metaphase, anaphase, and telophase. Additionally, supporting materials such as diagrams and cell posters were prepared to help the students understand the roles and functions of the cellular components involved in cell division. After briefly explaining, the teacher directed the students to practice their roles according to the instructions.

During the first cycle's implementation, students appeared enthusiastic about playing their roles, although some seemed awkward and lacked confidence. However, they gradually became more accustomed to the scenario and made efforts to portray the components involved in cell division. Through this activity, they could internalize the cell division process more enjoyably and understandably.

While role-playing, the teacher observed to assess student engagement. The results of the observations showed an increase in student participation. Previously passive students began to ask questions and actively discuss with their groupmates. However, some students still faced difficulties in fully understanding their roles. This indicated that there was room for improvement in terms of role comprehension and the material.

At the end of the first cycle, a reflection was conducted to evaluate the effectiveness of the role-playing method. The teacher realized that some students had not fully

understood their roles, especially those trying role-playing for the first time. To address this, more detailed guidance and an extension of the learning duration were planned for the next cycle. This reflection served as the basis for improvement in the second cycle.

At the end of the first cycle, an evaluation test was administered to measure students' understanding of the material after participating in the role-playing activity. The evaluation results indicated an improvement in the average score, rising to 60, though still not reaching the KKM. Nevertheless, this result showed improvement compared to the initial condition, a positive indicator for proceeding to the next cycle.

The teacher prepared a more in-depth role-playing scenario in the second cycle, emphasizing coordination between roles and a stronger conceptual understanding. The teacher also provided a concept map and explained the roles and functions of cellular components in cell division. It was hoped that students would better understand the interrelationships between roles in the cell division process.

The second cycle was implemented by all students in larger groups, where the teacher gave more detailed guidance on each role to be played. The role-playing scenario was explained in greater detail to help students understand the relationships between roles in the cell division process. Students then practiced their roles with the support of visual media, which allowed them to see the relationships between roles in the context of cell division.

Observations during the second cycle showed significant improvement in student engagement compared to the first. Students seemed to understand their roles better and were more confident in practicing the role-playing scenario. They also collaborated better across roles and better understood the stages of cell division. The observations indicated that students could better relate their roles to the overall cell division process, signaling improved understanding.

Reflection at the end of the second cycle indicated that the role-playing method had successfully increased student engagement and understanding. Students reported that they found it easier to understand the cell division material through role-playing because they could see and experience the process firsthand through their roles. This shows that role-playing can enhance the quality of biology learning more enjoyably and engagingly.

At the end of the second cycle, an evaluation test was administered to measure students' understanding of the cell division material. The evaluation results showed a significant improvement, with the average score rising to 75. This improvement indicates that most students had reached the KKM and demonstrated a better understanding of the material that had previously been difficult to grasp.

In addition to the increased scores, the role-playing method also positively impacted students' interest in learning. Students were more enthusiastic about attending biology lessons, as evidenced by their excitement during the learning process. Many students expressed that role-playing made learning more enjoyable and easier to understand. These results suggest that role-playing improves students' understanding of previously perceived difficult material.

The increase in the average score from 50 to 75 demonstrates that role-playing effectively enhances student engagement and understanding. This method allows students to actively participate and overcome the boredom that often arises in conventional learning methods. Therefore, role-playing can be an effective teaching strategy to increase motivation and understanding, particularly in biology, which requires a deep understanding of concepts.

Moreover, role-playing also has a positive impact on students' social skills. In groups, students learn to cooperate, share information, and discuss their respective roles, supporting their understanding of the material and developing their social skills. These skills are important for their social lives outside of the classroom.

For teachers, the role-playing method provides a new perspective on teaching more interactively and engagingly. The experiences gained during the two cycles are valuable reflections for developing more effective teaching strategies that meet students' needs. Although there were some challenges, such as students' readiness to understand the role-playing scenarios and time constraints, these challenges can be addressed with proper preparation.

The research findings show that the role-playing method effectively increases student engagement and understanding in the 12th-grade social sciences students at MAN Bengkayang, particularly in the cell division material. With the improvement in the average score from 50 in the initial condition to 75 after two cycles, it can be concluded that role-playing plays a significant role in overcoming students' low motivation and difficulty understanding complex biology material.

The increased student participation in learning through role-playing can be analyzed through Sigmund Freud's psychological concepts of the id, ego, and superego (Freud, 2018). These three components are important in regulating behavior and motivation during learning. In this context, role-playing provides an opportunity for students to engage with roles that align with the concepts being studied, creating a balance between spontaneous desires (id), self-regulation (ego), and higher social values (superego).

In the early stages, the id—part of the mind, focused on fulfilling needs and desires without moral considerations, could influence students' interest in participating in enjoyable and active learning activities, such as role-playing. Students involved in role-playing felt emotionally and intellectually stimulated, which sparked their curiosity. The role-playing method, which encourages active roles and creative exploration of the material, provides an outlet to satisfy students' basic needs for enjoyment and engagement in the learning process.

On the other hand, the ego—part of the mind that balances the id's impulses with reality—plays a role in helping students regulate and adapt their roles during role-playing. In this activity, students learn to control their reactions while playing their roles, adhere to the rules set by the teacher, and adapt to a more structured learning environment. The students' ego works to balance their desire for enjoyment and engagement with the need to understand and master the material deeply.

The superego, which encompasses moral and social values, is also involved in learning through role-playing. In this context, the superego guides students to understand the importance of collaboration, communication, and responsibility while working in groups. The superego motivates students to respect social values, such as working cooperatively with groupmates and performing their roles with integrity in each scenario. This role of the superego reinforces the larger learning goal, which is a deeper and more contextual understanding of biology concepts.

Thus, the interaction of the id, ego, and superego during role-playing helps create a more holistic learning experience. The id motivates students to participate with curiosity and enjoyment, the ego balances managing roles and understanding concepts. At the same time, the superego ensures that students act by social values and larger learning goals. Therefore, the increase in student participation in learning can be explained through the

psychological dynamics influencing their motivation and engagement, ultimately enhancing their understanding and skills.

## CONCLUSION

This study demonstrates that implementing the role-playing method in biology education at MAN Bengkayang, particularly regarding cell division, successfully enhanced student engagement and comprehension. Prior to the adoption of this method, initial observations indicated low student interest and understanding of the material on cell division. This was reflected in test scores, which averaged only 50, well below the school's Minimum Completion Criteria (KKM). However, after the role-playing method was introduced, there was a significant improvement in both student engagement and understanding of the material. Test results from the second cycle showed an average score of 75, indicating a substantial improvement.

In addition to the academic performance boost, student engagement saw considerable improvement. Students who were previously passive began to participate more actively by asking questions, engaging in discussions, and playing their roles in the cell division scenarios. Observations revealed that students could better understand the stages of cell division and relate their roles to the process more clearly. This increase in engagement was also reflected in higher enthusiasm among students during the learning process. The role-playing method successfully created an enjoyable learning atmosphere and reduced the boredom associated with conventional teaching methods.

The study also indicates that role-playing can enhance students' social skills. Through group work, students learned to collaborate, share information, and discuss their roles with peers. These social skills are crucial for students' lives outside the classroom, and through this method, students were able to develop the ability to work together and communicate effectively. Thus, the role-playing method improved understanding of the material and enriched social skills that can be applied in everyday life.

This research significantly contributes to developing teaching strategies in remote areas, such as MAN Bengkayang. By utilizing the role-playing method, which actively involves students in the learning process, this study demonstrates that biology education can be delivered more engagingly and enjoyably, even with limited resources. Furthermore, it offers new insights into how innovative teaching methods can be implemented in schools located in remote areas, which often face challenges related to student interest and engagement with content perceived as difficult.

Another important significance of this study is its evidence that experiential-based approaches can address common educational issues, such as low student motivation and engagement. In the context of biology education, which students often view as abstract and difficult, the role-playing method has proven effective in transforming how students interact with the material. By integrating role-based learning, students find it easier to understand complex concepts, turning the experience into something enjoyable, ultimately enhancing their comprehension of the subject matter.

## REFERENCES

- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*. <https://doi.org/10.1111/j.1751-9004.2010.00334.x>

- Chen, J. C., & Martin, A. (2014). Role-Play Simulations as a Transformative Methodology in Environmental Education. *Journal of Transformative Education*. <https://doi.org/10.1177/1541344614560196>
- da Costa, T. B. (2022). *Use of Role-Playing Games in an Educational Context in Brazil*. <https://doi.org/10.35542/osf.io/j5xnk>
- Estrada, M., Monferrer, D., Rodríguez-Sánchez, A., & Moliner Tena, M. Á. (2021). Does Emotional Intelligence Influence Academic Performance? The Role of Compassion and Engagement in Education for Sustainable Development. *Sustainability*. <https://doi.org/10.3390/su13041721>
- Freud, S. (2018). *Ego dan id* (N. Cholish, Trans.; Cetakan pertama). Tanda Baca.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (Second edition). Pearson Education, Inc.
- Moll, L. C. (Ed.). (1994). *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (Reprinted). Cambridge Univ. Press.
- Ouyang, Y., Jie, P., Luo, J., Jinsheng, T., Kun, W., & Li, J. (2022). Research on the Influence of Sports Participation on School Bullying Among College Students—Chain Mediating Analysis of Emotional Intelligence and Self-Esteem. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.874458>
- Rao, D., & Stupans, I. (2012). Exploring the Potential of Role Play in Higher Education: Development of a Typology and Teacher Guidelines. *Innovations in Education and Teaching International*. <https://doi.org/10.1080/14703297.2012.728879>
- Russell, C., & Shepherd, J. (2010). Online Role-play Environments for Higher Education. *British Journal of Educational Technology*. <https://doi.org/10.1111/j.1467-8535.2009.01048.x>
- Samalot-Rivera, A., & Porretta, D. L. (2012). The Influence of Social Skills Instruction on Sport and Game Related Behaviours of Students With Emotional or Behavioural Disorders. *Physical Education and Sport Pedagogy*. <https://doi.org/10.1080/17408989.2011.631004>
- Steffe, L. P., & Gale, J. E. (Eds.). (1995). *Constructivism in education*. Alternative Epistemologies in Education Conference, Hillsdale, N.J. Lawrence Erlbaum.
- Zampetakis, L. A., Kafetsios, K., Bouranta, N., Dewett, T., & Moustakis, V. (2009). On the Relationship Between Emotional Intelligence and Entrepreneurial Attitudes and Intentions. *International Journal of Entrepreneurial Behaviour & Research*. <https://doi.org/10.1108/13552550910995452>