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# The Influence of the Contextual Learning Model Type of Modeling Assisted by Role-Playing Techniques on the Storytelling Skills of PGSD Students at Sanata Dharma University

## (Pengaruh Model Pembelajaran Kontekstual Tipe Modeling Berbantuan Teknik *Role Playing* Terhadap Keterampilan Bercerita Mahasiswa PGSD Universitas Sanata Dharma)

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**Abstract:** This research aims to determine the effect of contextual learning models using role-playing techniques on the storytelling skills of Sanata Dharma University PGSD (Primary School Teacher Education) students. This research uses a quantitative approach to experimental methods by designing a group pretest and posttest. The population in this research is all PGSD students at Sanata Dharma University for the 2022–2023 academic year. The sampling technique uses simple random sampling. The sample taken was class 2C, with a total of 43 students. Data collection was carried out using observation and tests. This research data analysis technique uses prerequisite tests, namely the normality test, and hypothesis tests, namely the sample T-test. The findings in this research show that the application of a contextual learning model assisted by role-playing techniques has a significant positive effect on the storytelling skills of PGSD students at Sanata Dharma University. This can be seen from the average pretest score of students before implementing the contextual learning model, a modeling type assisted by role-playing techniques, namely 60.12 in the sufficient category. Meanwhile, the posttest average was 83.02 in the good category. Based on the normality test, the data results were normally distributed. A hypothesis-testing paired sample t-test was also carried out and produced a sig = 0.000 value, which means it is smaller than α (0.05). Thus, H0 was rejected and Ha was accepted. Furthermore, this research recommends that lecturers apply this learning model as an innovative model that can be applied to improve students' storytelling skills.

**Keywords** modeling, role-playing, storytelling skills

**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kontekstual dengan menggunakan teknik bermain peran terhadap keterampilan bercerita mahasiswa PGSD Universitas Sanata Dharma. Penelitian ini menggunakan pendekatan kuantitatif metode eksperimen dengan merancang kelompok pretest dan posttest. Populasi dalam penelitian ini adalah seluruh mahasiswa PGSD di Universitas Sanata Dharma tahun akademik 2022/2023. Teknik pengambilan sampel menggunakan simple Random Sampling. Sampel yang diambil adalah kelas 2C dengan total 43 siswa. Pengumpulan data dilakukan dengan menggunakan observasi dan tes. Teknik analisis data penelitian ini menggunakan uji prasyarat yaitu uji normalitas, dan uji hipotesis yaitu uji T sampel. Temuan dalam penelitian ini menunjukkan bahwa penerapan model pembelajaran kontekstual berbantuan teknik bermain peran berpengaruh positif signifikan terhadap kemampuan bercerita mahasiswa PGSD di Universitas Sanata Dharma. Hal ini dapat dilihat dari nilai rata-rata pretest siswa sebelum menerapkan model pembelajaran kontekstual, jenis pemodelan dibantu teknik bermain peran yaitu 60,12 dalam kategori cukup. Sementara itu, rata-rata posttest adalah 83,02 dalam kategori baik. Berdasarkan uji normalitas, hasil data terdistribusi normal. Pengujian hipotesis uji t sampel berpasangan juga dilakukan dan menghasilkan nilai sig = 0,000 yang berarti lebih kecil dari α (0,05). Dengan demikian, H0 ditolak dan Ha diterima. Selanjutnya, penelitian ini merekomendasikan agar dosen menerapkan model pembelajaran ini sebagai model inovatif yang dapat diterapkan untuk meningkatkan kemampuan bercerita mahasiswa.

**Kata Kunci** pemodelan, role-playing, keterampilan mendongeng

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## INTRODUCTION

One of the basic language skills that are active and productive is speaking. Speaking is not just processing letters into sentences, but rather processing one's thinking skills so that the ideas conveyed by the listener can be well received and by the speaker's intentions. So, speaking can be said to be a complex process of conveying information (Ramli et al., 2022). Thus, speaking is an important skill to have. Several aspects of being able to be said to be skilled at speaking include being able to convey and understand the listener well.

Speaking skills are closely related to storytelling; both have the same function as activities to convey information and entertainment (Rusmiati et al., 2022). Nurgiantoro (2019) also stated that telling stories is part of speaking skills and is an activity to express practical speaking skills. Elementary school students need to have storytelling skills because someone skilled at telling stories is also skilled at speaking in public (Septidear, 2021). This can happen because, by telling stories, students' vocabulary can increase (Manik & Silaban, 2021). Indirectly, students' language diversity will also develop with storytelling skills (Ilham & Aidin, 2021). Based on the study of the importance of storytelling skills for elementary school students, it is also important for PGSD students or prospective elementary school teachers to have storytelling skills. PGSD students or prospective elementary school teachers must have storytelling skills, which they will later teach to students (Navis, 2019).

Apart from the need to teach, storytelling skills are also important for PGSD students' language development. According to Zuraidah (2020), storytelling abilities will indirectly help PGSD students develop their critical thinking abilities. This happens because when telling a story, someone will focus on the storyline and think about how the story can be well conveyed accurately by the listener. With adequate storytelling skills, a person will be able to communicate well, fluently, and completely (Lestari, 2018). Not only that, but storytelling skills are also important for training students' self-confidence, which must always be cultivated (Prasetya & Rusnilawati, 2022).

Therefore, storytelling skills are important for PGSD students to have. It is said this because PGSD students are prospective elementary school teachers who will later teach and provide examples of good storytelling to students so that students have a direct picture of storytelling activities as their linguistic development. Apart from that, it can shape students' character and also support their language development.

Various studies have been conducted to measure storytelling skills. Research on the island of Java by Zuraidah (2020) showed that only 27% of 30 students met the Minimum Completeness Criteria (KKM) during the storytelling assessment in class I at SD Muhammadiyah Sapen Yogyakarta. Then, on Sulawesi Island, Safitri et al. (2023) obtained measurement results in class III of SD IT Darussalam Makassar; only 10 out of 30 students met scores above the KKM on the storytelling assessment. Furthermore, research conducted by Intansari (2017) on Sumatra Island stated that the storytelling skills of students in class IV at SDN 2 Tanjungsenang Bandar Lampung were 53.85%, or 14 out of 26 students, scored below the KKM. Turning to the island of Kalimantan, elementary school students' storytelling skills are also low, based on measurements carried out by Faizah et al. (2020). The data in this research shows that the average score for students' storytelling skills is 31.56, while the Minimum Completeness Criteria (KKM) set is 60. Then on Papua Island, which is also a large island in Indonesia, there is a problem with low elementary students' storytelling skills. Research conducted by Wabdaron & Reba (2020) shows that students' storytelling skills are 48%, i.e., only 12 out of 25 students have completed the specified KKM.

Based on the explanation above, the storytelling skills of elementary school students in Indonesia are still low. The main cause of the problems above is the low storytelling skills of elementary school teachers, so teachers are less than optimal at teaching and giving examples to students. This is in line with the results of a preliminary study using observations and interviews at the PGSD study program at Sanata Dharma University. Based on data from observations of PGSD students, it was found that storytelling skills were still low. PGSD students do not yet understand the concept of how to tell a story. This can be seen from the fact that 90% of students are not able to express themselves well when presenting stories; 85% of students are unable to adjust pronunciation and intonation; and 90% of students have not seen their creativity in presenting stories to make them look interesting. Apart from that, the results of the researcher's interview with the lecturer who taught the elementary school Indonesian Language Skills course also illustrated the same thing: that students' storytelling skills were still relatively lacking; 80% of students were not yet able to present stories to listeners creatively, accurately, and interestingly.

Factors that cause the low storytelling skills of PGSD students or elementary school teacher candidates include learning motivation, the selection of learning models that are not accurate, and the fact that students tend to be less active and less facilitated in practice. The storytelling learning model is considered to need innovation. Learners need innovation to absorb knowledge. Notably boring material like language needs to get more attention, especially in terms of innovation (Saputra & Meilasari, 2021). Innovation in learning can be applied by varying models, methods, or learning techniques that are accurate and appropriate.

About storytelling skills, Wardani (2019); Crisnawati (2019); Bahrun et al. (2022); and Rahmawati et al. (2020) have researched the application of learning models to improve storytelling skills. In this research, learning models were implemented to overcome storytelling problems and improve storytelling skills. The results of these studies can improve storytelling skills.

Experiments on contextual learning models of the modeling type assisted by role-playing techniques on the skills of PGSD students have never previously been carried out. Researchers are interested in researching this matter. Engineering-assisted modeling-type contextual learning model role-playing is learning that is applied by observing a model and then imitating it by adding or subtracting actions (Elyasari et al., 2022). Learning with this model means that the lecturer wants students to follow what the lecturer wants their students to do. The modeling stages are based on Albert Bandura's theory, namely attention, retention, motor reproduction, and motivation (Slavin, 2015). Whereas role-playing can be interpreted as pretending to be someone else, this game requires the players to play imaginary roles, work together to compose a story, and act out the story (Dewi, 2020). In modeling activities, students have a direct picture of telling stories well; apart from that, students are also allowed to practice telling stories during the technique application stage of role-playing. So, the contextual learning model is a type of engineering-assisted modeling role-playing, namely the application of modeling plus role-playing activities in it as part of practical storytelling training. These two activities can support students' storytelling skills by providing direct insight into how to tell stories well and providing a platform for practice presenting stories.

Various studies have studied contextual learning models, modeling types, and techniques. Playing has also been carried out and produced good results in storytelling skills. This research includes modeling applied and researched in language learning and storytelling. In this research, the modeling method was applied with the help of professional cartoon puppet media. The results show that the symbolic modeling method assisted by professional cartoon puppet media affects language abilities and storytelling skills (Elyasari et al., 2022). In other research related to storytelling skills, experiments were carried out using role-playing methods. In this research, it was found that role-playing can effectively improve storytelling skills (Sunardi, 2023).

In line with this information, the research examines contextual learning models using engineering-assisted modeling. Playing on storytelling skills has never been done before, and this is quite important to increase lecturers' insight into the application of new models in lectures. Researchers vary between contextual learning models, modeling types, and techniques that are

expected to support the successful implementation of this model. Because, in essence, the purpose of applying learning techniques is the way a person implements a specific method (Djalal, 2017). Learning techniques need to be mastered to apply learning strategies and models (Sagala & Hutagalung, 2021).

The learning techniques used are techniques of role playing, which is a practice activity of telling stories in groups while playing their respective roles. This technique is closely related to the story presentation process, which is applied to the modeling-type contextual learning model, so the two can collaborate. It is hoped that both of them can maximize the application of the learning model and support the success of this research. By implementing this variation, educators or lecturers have carried out their obligations, namely classroom management, to create and maintain a learning atmosphere so that it takes place effectively and efficiently (Mujianto & Sudjalil, 2021).

Based on the description above, the researcher intends to conduct research with the title Application of the Technically Assisted Modeling Type Contextual Learning Model Role Playing on the Storytelling Skills of Sanata Dharma University PGSD Students. This research aims to determine the effect of applying the Technically Assisted Modeling Type Contextual Learning Model Role Playing on the storytelling skills of Sanata Dharma University PGSD students. This research contributes to innovating a series of lectures to improve the skills of prospective elementary school teachers in presenting stories to elementary school students according to the principles of good presentation. The results of this research can be used by lecturers as a reference for applying storytelling material and other Indonesian language lecture materials.

## METHOD

This research uses a quantitative research approach with a type-one group pretest-posttest design. This design is a development of the pre-experimental design. The design of the research method "One Group Pretest Posttest Design" used one group of subjects. First, measurements are taken, then treated for a certain period, and then measurements are carried out a second time. According to Sugiyono, a one-group pretest-posttest design in this case, there is a pretest before being given treatment. In this way, the results of the treatment can be known more accurately because there are comparison values with those before treatment (Sugiyono, 2021).

The population of this study were PGSD students at Sanata Dharma University, with a sample size of 43 students. The sampling technique used is simple random sampling. This sampling technique is carried out by taking one class at random, which will be treated with contextual learning model-type modeling assisted by role-playing techniques. Students who are sampled in this research will receive the same rights, namely an initial test (pretest) without using a contextual learning model, a modeling type assisted by role-playing techniques. Then comes the final test (posttest) after using this treatment. The data collection technique uses tests and observation. To support research data, there is a research instrument, namely a test instrument. Table 1 is a test instrument for assessing students' storytelling skills:

**Table 1**
**Storytelling Skills Assessment Test Instrument**

| No | Rated Aspect | Assessment Description | Score |
|---|---|---|---|
| 1 | Sound Volume | The volume of the voice sounds very clear, appropriate, and loud in pronunciation | 5 |
| | | The sound volume is heard clearly and appropriately in high and low-volume applications | 4 |
| | | The sound volume is heard clearly and is less appropriate when applying high and low volumes | 3 |
| | | The sound volume is less clear and less appropriate when applying high and low volumes | 2 |
| | | The sound is less audible and not suitable for high or low-volume applications | 1 |

| | | | |
|---|---|---|---|
| **2** | Pronunciation | The pronunciation of phonemes is very clear, not influenced by regional dialects, the intonation is very clear | **5** |
| | | Phoneme pronunciation is clear, not influenced by regional dialect, clear intonation | **4** |
| | | The pronunciation of phonemes is quite clear, slightly influenced by regional dialect, and the intonation is quite clear | **3** |
| | | Phoneme pronunciation is unclear, influenced by regional dialect, and intonation is unclear | **2** |
| | | Phoneme pronunciation is unclear, not very influenced by regional dialect, and intonation is unclear | **1** |
| **3** | Idea Developing Skills | The story is developed creatively without departing from the specified theme (the plot, characters, and setting are conceptualized clearly and interestingly), the message of the story is by the theme, using appropriate and creative props | **5** |
| | | The story is developed creatively, does not deviate from the specified theme (the plot, characters, and setting are conceptualized clearly and interestingly), the message of the story is by the theme, uses the right props even though it is less creative | **4** |
| | | The story is developed quite creatively, does not deviate from the specified theme (the characters and setting are conceptualized but the plot is not conceptualized), the message of the story is quite in line with the theme, uses the right props even though it is not creative enough | **3** |
| | | The story is developed less creatively and does not depart from the specified theme (the plot, characters, and setting have not been conceptualized clearly and interestingly), the message of the story is not by the theme, the use of props is not appropriate | **2** |
| | | The story is not developed well (the plot, characters, and setting are not conceptualized clearly and interestingly), the message of the story does not match the theme and does not use props | **1** |
| **4** | Story Appreciation Attitude | Mimics, movements, and sounds are by the character of the character being played, there is an improvisation on the facial expressions, movements, and sounds, and the improvisation is done very precisely and not excessively | **5** |
| | | Mimics, movements, and sounds are by the character of the character being played, there is an improvisation of facial expressions, movements, and sounds | **4** |
| | | Mimics, movements, and sounds are by the character of the character, there is no improvisation of facial expressions, movements, and sounds | **3** |
| | | Mimics, movements, and voices are quite appropriate to the character of the character, there is no improvisation of facial expressions, movements, and sounds | **2** |
| | | Mimics, movements, and sounds do not match the character of the character, there is no improvisation on facial expressions, movements, and sounds | **1** |
| **5** | Smoothness | Speaks fluently, doesn't get stuck, places appropriate pauses, and reads stories in sequence | **5** |
| | | Speaks fluently, doesn't get stuck, the placement of pauses is not appropriate, and reads the story in sequence | **4** |
| | | Speaking fluently, halting, with no pauses, reading the story in less order | **3** |
| | | Speaking less fluently, halting, no pauses, reading the story out of order | **2** |
| | | Speech is not fluent, halting, no pauses | **1** |

| | | | |
|---|---|---|---|
| **6** | Accuracy of Speech | The pronunciation of the sounds of the language is so precise that the spoken word sounds very clear | **5** |
| | | The pronunciation of the sounds of the language is correct | **4** |
| | | The pronunciation of language sounds is quite accurate | **3** |
| | | Pronunciation of language sounds is not accurate | **2** |
| | | Pronunciation of language sounds is not accurate | **1** |
| **7** | Choice of Words | The use of words and terms is very appropriate to the theme and character of the characters, there is appropriate variation in word choice | **5** |
| | | The use of words, and terms according to the theme and character of the character, there are appropriate variations in word choice | **4** |
| | | The use of words and terms is appropriate to the theme and character of the characters, there is no precise variation in word choice | **3** |
| | | The use of words and terms are not appropriate to the theme and character of the characters, and there is no appropriate variation in word choice | **2** |
| | | The use of words and terms does not match the theme and character of the characters, and there is no appropriate variation in word choice | **1** |

To get a value from this score, here are the assessment guidelines:

$$\text{Final Score} = \frac{\text{The Score Obtained}}{\text{Maksimum Score}} \text{x } 100$$

The data analysis technique in this research is based on prerequisite tests and hypothesis testing. The prerequisite test used is the normality test. The purpose of this test is to find out whether the data is normally distributed or not. So, based on the results of this prerequisite test, the next step in hypothesis testing can be to determine whether to use parametric or non-parametric tests (Sugiyono, 2021). The formulation of the prerequisite test using the normality test is described as follows:

$H_0$= data is normally distributed
$H_1$= data is not normally distributed

The basis for decision-making can be described as follows:
If sig.$\alpha$ < $\alpha$ (0,05) = $H_0$ rejected
If sig.$\alpha$ > $\alpha$ (0,05) = $H_0$ accepted

Meanwhile, the hypothesis test used is the paired sample t-test. This test technique is carried out when the normality test results say that the data is normally distributed. On the paired sample t-test, the data used is the pretest and post-test students' storytelling skills, which are then analyzed. This analysis aims to compare the average values of two variables in one related or paired group. This analysis is used to determine whether there is an influence between these two variables (Ismawati & Prasetyo, 2020). In this analysis, researchers used the assistance software IBM SPSS Statistics Version 25. The formulation of the hypothesis is as follows:

$H_0$ = There is no significant positive influence on the application of the engineering-assisted modeling type contextual learning model role-playing on students' storytelling skills.
$H_a$ = There is a significant positive influence on the application of the engineering-assisted modeling type contextual learning model role-playing on students' storytelling skills.

The basis for decision-making can be described as follows:
If Asymp Sig. < 0,05 then $H_0$ rejected
If Asymp Sig. > 0,05 then $H_0$ accepted

## RESULTS AND DISCUSSION

This type of research is an experiment with a research design of one group pretest-posttest to find out whether or not there is an influence of the contextual learning model using engineering-assisted modeling role-playing on the storytelling skills of Sanata Dharma University PGSD students. This research aims to describe the influence of contextual learning models using role-playing techniques on students' storytelling skills. This research will be carried out in the first semester of the 2022–2023 academic year.

### Storytelling Skills Before Applying the Contextual Learning Model Type of Modeling Assisted by Role-Playing Techniques (Pre-Test)

The results of students' storytelling skills before using the contextual learning model were assisted by engineering role-playing. The value distribution obtained was 40 to 91. So, the highest data value was 93, and the lowest value was 40.

Then, in data analysis calculations, the average value of students' storytelling skills obtained before using the contextual learning model assisted by engineering role-playing is 60.12, the standard deviation is 10.852, and the standard error is 1.655. Data from the field was obtained and described in Table 2.

**Table 2**
**Identify Trends in the Results of Storytelling Skills Before Applying the Contextual Learning Model Type of Modeling Assisted by Roleplaying Techniques**

| Range | F. Absolute | F. Relative | Category |
|---|---|---|---|
| 85-100 | 1 | 2,3% | Very Good |
| 70-84 | 6 | 13,9% | Good |
| 60-69 | 18 | 41,9% | Enough |
| 50-59 | 11 | 25,6% | Less |
| 0-49 | 7 | 16,3% | Very Less |
| | 43 | | |

Based on Table 2, it can be seen from the value data that the students' storytelling skills were applied before the engineering-assisted modeling contextual learning model and divided into: the very good category (2.3% with 1 student), the good category with a percentage of 13.9% with as many as 6 students, the fair category (41.9%) with 18 students, the poor category (25.6%) with 11 students, and the category very less with a share of 16.3% with a total of 7 students.

### Storytelling Skills After Applying the Contextual Learning Model Type of Modeling Assisted by Role-Playing Techniques (Post-Test)

This refers to the results of students' storytelling skill scores after using a contextual learning model assisted by engineering role playing. The value distribution obtained was 68 to 97. So, the data obtained the highest value of 97 and the lowest value of 68.

Then, in data analysis calculations, the average value of students' storytelling skills obtained after using a contextual learning model with the help of technical modeling role-playing is 83.02, the standard deviation is 8.919, and the standard error is 1.360. Data from the field was obtained and described in Table 3.

**Table 3**
**Identifying Trends in the Results of Storytelling Skills After Using the Contextual Learning Model Type of Modeling Assisted by Roleplaying Techniques**

| Range | F. Absolute | F. Relative | Category |
|---|---|---|---|
| 85-100 | 21 | 48,8% | Very Good |
| 70-84 | 21 | 48,8% | Good |
| 60-69 | 1 | 2,4% | Enough |
| 50-59 | 0 | 0% | Less |
| 0-49 | 0 | 0% | Very Less |
| | 43 | | |

Based on Table 3, it can be seen that the value data shows the students' storytelling skills after applying the contextual learning model using engineering-assisted modeling role-playing, divided into the very good category with a percentage of 48.8% with 21 students, the good category with a percentage of 48.8% with 21 students, the fair category with a percentage of 2.4% with 1 student, and no students in the poor or very poor category.

To determine the effect of contextual learning models using engineering-assisted modeling role-playing on students' storytelling skills, prerequisite analysis tests (normality tests) and hypothesis tests were carried out.

## Prerequisite Test

The prerequisite test used is the normality test. The purpose of this test is to find out whether the data is normally distributed or not. So, based on the results of this normality test, the next step in hypothesis testing can be to determine whether to use a parametric or non-parametric test (Sugiyono, 2021).

Normality test analysis using Kolmogorov-Smirnov because the number of respondents was more than 30. From the results of the data analysis on the value of the pretest and post-test, students' storytelling skills obtained the following results:

**Table 4**
**Normality Test Result & Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Pretest | .088 | 43 | .200* | .964 | 43 | .191 |
| Posttest | .123 | 43 | .098 | .937 | 43 | .020 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Hypothesis:
$H_0$: data is normally distributed
$H_1$: data is not normally distributed

The level of error in decision-making is set at $\alpha = 5\% = 0.05$. With the criteria using sig.α or p-value, when sig.α < α (0,05), then H0 is rejected. The results of the data analysis in Table 4 show that the test sigKolmogorov-Smirnov is 0.200 for the pretest and 0.098 for the posttest, where each of these values is greater than α (0.05). So, with this, H0 is accepted and H1 is rejected, meaning that neither the pretest nor the posttest students' storytelling skills are normally distributed.

## Hypothesis Testing

After carrying out the normality test, it is known that the data before and after being treated is normally distributed. Thus, a parametric test was carried out as a hypothesis test. The parametric test used is the T-test (Paired Sample t-test), which obtained the following analysis results:

**Table 5**
**Hypothesis Test Result**
**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | Pretest Keterampilan Bercerita - Posttest Keterampilan Bercerita | -22.907 | 11.090 | 1.691 | -26.320 | -19.494 | -13.545 | 42 | .000 |

Based on the test results paired with the sample t-test in Table 5, the value obtained is sig = 0.000, which means it is smaller than α (0.05). Thus, H0 was rejected and Ha was accepted.
H0 = there is no significant positive influence on the application of the engineering-assisted modeling type contextual learning model role-playing on students' storytelling skills, which was declared rejected.
Ha = there is a significant positive influence on the application of the engineering-assisted modeling type contextual learning model role-playing on students' storytelling skills, which was declared acceptable.

**The Influence of the Contextual Learning Model Type of Modeling Assisted by Role-Playing Techniques on the Storytelling Skills of PGSD Students at Sanata Dharma University**

Based on the results of hypothesis testing that has been carried out, in general, the contextual learning model is a technically assisted modeling type that has a significant effect on students' storytelling skills. By finding what was obtained from the results of the hypothesis test, a significance value of 0.000 was obtained, which was smaller than the significance level α of 0.05. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. The results of posttest reveal that there was an increase in pretest results. So, the contextual learning model is a type of engineering-assisted modeling that has a significant effect on improving the storytelling skills of Sanata Dharma University PGSD students.

The following are the steps for applying Albert Bandura modeling (Slavin & Davis, 2006), which are applied to storytelling skills and varied by researchers with techniques role-playing in them: (1) Attention, namely the researcher as a lecturer as well as a model practicing in front of the class examples of presenting stories (telling stories) well by the rules of volume, pronunciation, intonation, expression, and idea development skills. At the same time, students pay attention to the researcher as a model for telling the story. (2) Retention: students remember the model's demonstration of telling a story and then practice telling the story in their respective seats by imitating the pronunciation, intonation, and expressions in telling the story demonstrated by the model; (3) Reproduction: students practice telling stories. The first practice of telling a story is role-playing folklore in groups; the role of technique is role-playing. Students discuss in groups to create a folklore drama performance, which is then performed in front of the class. The second storytelling practice is that students tell stories individually with their creativity; (4) motivation, giving appreciation to students who excel in class in terms of telling stories both in groups and individually, as well as giving applause or appreciation to all students for their efforts in practicing. Apart from that, students are given motivational guidance to always develop their storytelling skills because it is very important for prospective elementary school teachers.

Referring to the research results that have been described, there is a significant increase in pretest and post-test students' storytelling skills. These results are seen from the average value obtained and then analyzed using a paired sample T-test.

As for the accuracy of the research results, previous research is also presented, showing that modeling is applied and researched in language learning and storytelling. In this research, the modeling method was applied with the help of professional cartoon puppet media. The results show that the symbolic modeling method assisted by professional cartoon puppet media affects language abilities and storytelling skills (Elyasari et al., 2022). In other research related to storytelling skills, experiments

were carried out using role-playing methods. In this research, it was found that role-playing can effectively improve storytelling skills (Sunardi, 2023). So, modeling and role-playing have previously been proven to improve storytelling skills. As a novelty, researchers combined the two treatments to carry out experiments on the same skill, namely storytelling.

Apart from that, the results of this research are also in line with several studies that have obtained an increase in post-tests after applying modeling or role-playing techniques. The results of the first research described were in experimental research, similar to the results showing that the final normality test or posttest value (93.18) was greater than the initial normality test or pretest result (64.77), and based on the results of one party's t-test, it was found that the count was greater from the t table (10.437 > 1.721). From these results, it can be concluded that H0 was rejected. In other words, there is a positive influence on the implementation of the modeling method in the way the game of chess can improve the multiplication skills of second-grade elementary school students (Riananda et al., 2019).

Another study conducted by Hamima (2022) found that modeling can improve students' learning outcomes and English vocabulary. This is similar to classroom action research to improve students' speech skills, and the research results showed that Class VIII MTs Alkhairaat Pinotu students scored 45% in pre-action speeches, then experienced an increase, reaching 71.2% in the first cycle to 78.2% in cycle II (Alaydrus, 2022). Poetry reading skills can also be improved by modeling based on the results of classroom action research, which show that: (1) student learning activities in cycle I with an average of 70.62% (good category) and cycle II with an average of 90.15% (very good category) have increased. They amounted to 19.53%. (2) The classical completeness of student learning outcomes in cycle I was 84% (good category), while learning outcomes in cycle II were 96% (good category), increasing by 12%. (3) The student response to the application of the way modeling method obtained a total percentage of 91.44% in the very strong category. The application of the way modeling method to class IV fraction material at SDN 15 SP 3 Pandan can improve student learning outcomes.

Several research results regarding the findings on the application of modeling are also in line with research results that say that models need to be used to improve students' understanding. One example of the application of the model in the classroom in science learning that can improve the quality of student learning is "the teacher acts as the sun, and 9 students act as planets that then rotate around the sun" (Timoštšuk & Lumi, 2022). This is due to the theory that modeling can imply more than just exposure to information (Zolotariov & Foca, 2017).

Strengthening the results of this research, the role-playing technique has also been applied and obtained results that affect student learning outcomes in learning the work around me sub-theme. Based on the calculations, it was obtained that count> table, namely 5.350 > 2.179, so that student learning outcomes before and after being given this treatment were different. It can be concluded that the method of playing there has a significant influence on student learning outcomes (Maulidiyah et al., 2022). Similar research also states role playing can improve elementary school student learning outcomes (Yusnarti & Suryaningsih, 2021) and Islamic religious education learning outcomes (Rofiq & Mashuri, 2021). Experimental research to improve students' social studies learning outcomes was carried out by comparing the effect of demonstrations with role-playing, with the result obtained that role-playing has a more significant effect than demonstrations in improving social studies learning outcomes (Khoiro & Akhwani, 2021).

Modeling is one type of model-contextual teaching-learning, or contextual learning. CTL learning (contextual teaching and learning) is a concept of teaching and learning that helps educators connect subject matter with real-world situations (Berns et al., 2001). Improving students' storytelling skills is part of Bandura's theory, which states that students' personalities and intelligence can develop through the process of observing the behavior of models who are considered to have more skills in a field. This term is called modeling or imitation (Slavin & Davis, 2006). So, students can learn more quickly because they have examples to imitate directly in the real world. The practice of telling stories has several aspects in common with practice procedures. In a study, it was found that learning procedures were effectively implemented when applying modeling. Through modeling activities,

students are facilitated to observe, appreciate, imitate, and demonstrate related activities carried out by the model. Then students develop it, and when there are problems, they can consult with the lecturer. Apart from that, after the student's practice ends, the lecturer can provide feedback and input (Dwijonagoro & Suparno, 2019).

Apart from that, improving students' storytelling skills is also possible through engineering theory role-playing, otherwise known as role-playing. Role-playing is a method in which students are conditioned to "enter into themselves" of another person or other individual and then behave like the person they are playing (Bahtiar & Suryarini, 2019). This technique is a form of drama; in this technique, students are asked to act out a drama spontaneously to demonstrate their roles in interaction (Nurgiansah et al., 2021). If implemented well, this technique can facilitate student activity, attract interest, and engage in interaction (Saptono et al., 2020). With the application of this technique, students' storytelling skills are increasingly honed. This is because there is a place to be creative in playing a character according to their character and a place to be as creative as possible in presenting a story.

So, based on the explanation above, which is supported by previous research as well as a comparison with theories that are relevant to this research, it can be concluded that the application of the contextual learning model is a type of engineering-assisted modeling. Role-playing has a significant positive effect on the storytelling skills of PGSD students at Sanata Dharma University. With this, it is proven that the contextual learning model is a technically assisted modeling type that plays an important role in improving storytelling skills.

## CONCLUSION

In this research, the contextual learning model is a type of engineering-assisted modeling. Role-playing tested the storytelling skills of Sanata Dharma University PGSD students. The results obtained include students' storytelling skills before applying the Engineering-Assisted Contextual Learning Model. Role-playing obtained an average value of 60.12 and a standard deviation of 10.852, so it was included in the sufficient category. Meanwhile, the storytelling skills of Sanata Dharma University PGSD students after applying the Technically Assisted Modeling Type Contextual Learning Model Role Playing obtained an average value of 83.02 with a standard deviation of 8.919, which is included in the good category. Application of the Contextual Learning Model Type of Engineering-Assisted Modeling Role-playing has a positive effect on the storytelling skills of PGSD students at Sanata Dharma University. This positive influence shows that there is an increase in value during the pretest and posttest, which is then analyzed using a sample t-test.

By implementing this learning model, students have an accurate picture of presenting stories and a platform to actively practice honing their skills and expressing their creative ideas. So it is concluded that the contextual learning model is an engineering-assisted modeling type. Playing has a significant positive effect on the storytelling skills of PGSD students at Sanata Dharma University.

Based on the results of this research, it is recommended that PGSD study programs in Indonesia implement the Technically Assisted Modeling Type Contextual Learning Model Role Playing on storytelling lecture material. Print and digital publications, as well as disseminating information about the benefits of this learning model, need to be used as references for lecturers to vary lecture activities and improve students' storytelling skills. Apart from that, further research will be carried out regarding the contextual learning model and the type of engineering-assisted modeling. It is necessary to know the advantages and disadvantages of applying different materials or learning methods so that other benefits can be obtained from applying this learning model.

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