

Development of a Storytelling Stage Model Assisted by Role Mask Media to Strengthen the Self-Confidence of Fourth Grade Elementary School Students

Tangguh Veliana Puspitasari*

*Universitas Muhammadiyah Purwokerto, Indonesia

Email: velianatangguh@gmail.com

Kuntoro**

** Universitas Muhammadiyah Purwokerto, Indonesia

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ABSTRACT

The low level of self-confidence among elementary school students has become a significant issue affecting their participation and courage in the learning process. This study aims to develop a storytelling stage model assisted by role mask media that is valid, practical, and effective in strengthening the self-confidence of fourth-grade elementary school students. The research employed a Research and Development (R&D) method using the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of 39 fourth-grade students at SD Negeri 1 Bantarwuni. Data were collected through questionnaires, interviews, and documentation, while data analysis used both quantitative and qualitative approaches. The results showed that the developed model achieved a validity score with an average of 3.41, categorized as valid. User responses were in the very good category, with an average score of 3.50 from teachers and 3.42 from students. The implementation of the model was also proven effective in improving students' self-confidence, indicated by an increase in scores from 2.45 to 3.40 and the result of the paired sample t-test with a significance value of 0.000. The N-Gain Score of 0.65 indicates a moderate level of improvement. These findings suggest that the storytelling stage model assisted by role mask media can create an interactive and enjoyable learning environment and contribute to strengthening students' self-confidence in elementary schools.

Keywords: learning model, storytelling stage, role mask, self-confidence, elementary school

ABSTRAK

Rendahnya rasa percaya diri siswa sekolah dasar menjadi salah satu permasalahan yang berdampak pada keterlibatan dan keberanian siswa dalam proses pembelajaran. Penelitian ini bertujuan untuk mengembangkan model panggung bercerita berbantuan media topeng peran yang layak, praktis, dan efektif dalam menguatkan rasa percaya diri siswa kelas IV sekolah dasar. Penelitian menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri dari 39 siswa kelas IV Sekolah Dasar Negeri 1 Bantarwuni. Pengumpulan data dilakukan melalui angket, wawancara, dan dokumentasi, sedangkan analisis data menggunakan pendekatan kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa model yang dikembangkan memiliki tingkat kelayakan dengan skor rata-rata 3,41 pada kategori valid. Respons pengguna menunjukkan kategori sangat baik, dengan skor rata-rata guru 3,50 dan siswa 3,42. Penerapan model juga terbukti efektif dalam meningkatkan rasa percaya diri siswa yang ditunjukkan melalui peningkatan skor dari 2,45 menjadi 3,40 serta hasil uji paired sample t-test dengan nilai signifikansi 0,000. Analisis N-Gain Score sebesar 0,65 menunjukkan peningkatan pada kategori sedang. Temuan ini menunjukkan bahwa model panggung bercerita berbantuan media topeng peran mampu menciptakan pembelajaran yang interaktif, menyenangkan, dan berkontribusi dalam penguatan karakter percaya diri siswa sekolah dasar.

Kata Kunci: model pembelajaran, panggung bercerita, topeng peran, percaya diri, sekolah dasar

INTRODUCTION

Elementary school education is a fundamental foundation in shaping the quality of human resources from an early age through the development of students' academic abilities and social attitudes. The learning process at this level is not only oriented toward the mastery of knowledge, but also toward character building that supports the holistic development of students' personalities (Kholidah et al., 2025). A conducive learning environment plays an important role in fostering positive attitudes, independence, and students' readiness to face various learning challenges and social life (Nasution, 2025). In line with Law Number 20 of 2003 concerning the National Education System, education functions to develop students' potential so that they become individuals who are faithful, noble in character, competent, creative, independent, and responsible.

The values of self-confidence in education are also aligned with Islamic teachings, which encourage individuals to have confidence in the potential bestowed upon them by Allah. The Qur'an, Surah Ali Imran verse 139, emphasizes that humans should not feel weak or discouraged if they have faith, as in essence they possess a high degree of dignity (Kementerian Agama Republik Indonesia., 2019). This verse provides a spiritual foundation that self-confidence is not only a psychological aspect but also part of faith that needs to be instilled from an early age. In the context of elementary school education, the internalization of this value is important to help students build courage, optimism, and confidence in expressing themselves. Strengthening students' self-confidence is not only oriented toward pedagogical aspects, but also encompasses value dimensions that support holistic character formation.

Self-confidence is one of the essential aspects in character building among students. It is defined as an individual's belief in their own abilities to face various situations in a positive, independent, and responsible manner (Hermiyati et al., 2024). Students with high self-confidence tend to be more active in learning, willing to express opinions, and capable of interacting effectively with their environment. On the other hand, low self-confidence can hinder students' participation in the learning process. Research shows that students with low self-confidence tend to be passive and less engaged in learning activities (Hardiyanti et al., 2022). These findings are supported by studies revealing that students often experience doubt and fear of making mistakes when interacting in class (Mawaddah et al., 2025). This condition impacts the low level of students' activeness and learning independence (Zuliana et al., 2025).

The problem of low self-confidence was also found among fourth-grade students at SD Negeri 1 Bantarwuni, Banyumas Regency. Observations showed that some

students were still passive, less willing to ask questions, and hesitant to express opinions in class. Interviews with teachers revealed that students experienced difficulties in expressing themselves and speaking in public, influenced by fear of making mistakes and limited opportunities for practice. Interviews with students indicated feelings of shyness and nervousness when required to perform in front of the class. These conditions suggest that the current learning process has not fully provided sufficient space for students to develop courage and self-confidence.

Learning models function as conceptual frameworks that systematically guide the learning process so that learning objectives can be optimally achieved (Joyce et al., 2016; Trianto, 2014; Rusman, 2017). Learning media serve as tools that help convey instructional messages in a more concrete and engaging manner, thereby increasing students' motivation and participation (Arsyad, 2017; Smaldino et al., 2019; Daryanto, 2016). The selection of appropriate learning models and media is a crucial factor in creating active, enjoyable, and meaningful learning experiences for elementary school students.

Several previous studies have examined the importance of self-confidence in learning and its relationship with students' activeness and independence (Hermiyati et al., 2024; Sukesih., 2024). These studies generally focus on analyzing relationships between variables or describing students' psychological conditions (Mazlan & Wangid, 2023; Ahada, 2025). Research that leads to the development of practical and structured learning models remains limited (Erlita & Sari, 2022; Hajiakhondi et al., 2025). Studies on storytelling methods and the use of learning media have been conducted, but they tend to be examined separately (Nafisa et al., 2024; Ningsih., 2023; Widianana & Harwanto, 2025). The integration of storytelling activities with creative media such as role masks in the form of a systematic learning model has not been widely developed, especially in the context of strengthening elementary school students' self-confidence (Jackson., 2023; Kim, 2024). Although previous studies have reported that storytelling activities can improve students' self-efficacy (Niemi & Niu, 2021) and that role-play-based storytelling interventions can enhance children's self-esteem (Leries, 2025), limited studies have developed and validated an integrated instructional model that systematically combines storytelling performance and role-mask media to strengthen self-confidence among elementary school students. Furthermore, empirical evidence regarding the use of role-mask media as a pedagogical tool to reduce anxiety and encourage active participation remains scarce. Therefore, this study seeks to address this gap by developing and evaluating a storytelling stage model assisted by role-mask media for fourth-grade elementary school students.

This gap indicates the absence of innovative learning models specifically designed to strengthen students' self-confidence through the integration of storytelling activities and the use of media that support self-expression. This condition calls for the development of a learning model that is not only pedagogically engaging but also

capable of addressing students' psychological needs in fostering courage and self-confidence.

This study aims to develop a storytelling stage model assisted by role mask media that is valid, practical, and effective in strengthening the self-confidence of fourth-grade elementary school students. The development of this model is expected to produce systematic and applicable instructional tools, as well as contribute to creating interactive, enjoyable, and character-oriented learning, particularly in strengthening students' self-confidence.

METHOD

Type and Design

This study employed a Research and Development (R&D) approach to develop a storytelling stage learning model assisted by role mask media for strengthening the self-confidence of fourth-grade elementary school students. R&D is a systematic method that combines research procedures with product development processes to produce educational products that are empirically validated and applicable in real educational settings. The primary objective of this approach is not only to generate a product but also to evaluate its validity, practicality, and effectiveness through iterative testing and revision.

The development process adopted the ADDIE instructional design model, which consists of five interconnected stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is widely recognized as a systematic and flexible framework for educational product development because it allows continuous refinement based on formative and summative evaluation results (Spatioti et al., 2022; Adeoye et al., 2024). The model also provides a structured process for ensuring that the developed product aligns with learners' needs and instructional objectives.

Data and Data Sources

The research data consist of information related to the entire process of model development, including needs analysis, design, product development, implementation, and evaluation of the storytelling stage model assisted by role mask media. The data also include teachers' and students' responses, the feasibility level of the product, and changes in students' self-confidence after the implementation of the model. This study was conducted at SD Negeri 1 Bantarwuni, Kembaran District, Banyumas Regency, in the second semester of the 2025/2026 academic year. The research subjects consisted of 39 fourth-grade students and the fourth-grade teacher who were directly involved in co-curricular activities. The subjects were selected purposively based on their direct involvement in the implementation of the developed model. The data sources in this study include informants, documents, and learning

activities. Informants consist of the fourth-grade teacher and students. Research documents include the storytelling stage model guidebook, questionnaire instruments, expert validation results, and documentation in the form of photos and videos. Additional data sources were obtained from learning activities during the implementation process of the model.

Data Collection

Data were collected through questionnaires, semi-structured interviews, and documentation. Questionnaires were used to obtain data related to needs analysis, validity, and feasibility of the developed model. They were administered to teachers, students, and expert validators to assess the content, design, and usefulness of the model. Semi-structured interviews were conducted with teachers and students to explore information regarding the initial learning conditions, the need for model development, and responses to the implementation of the storytelling stage model assisted by role mask media. The semi-structured format allowed for in-depth yet focused data collection aligned with the research objectives. Documentation served as supporting data, including instructional tools, questionnaire results, and records of activities in the form of photos and videos during the development and implementation stages. Data validity was ensured through source triangulation and technique triangulation by comparing data from multiple sources and employing various data collection techniques.

Data Analysis Techniques

The data analysis techniques in this study employed both quantitative and qualitative approaches. Quantitative data were obtained from questionnaire results and analyzed using descriptive statistics to determine the level of validity and feasibility of the product based on the mean scores. Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which involves three main stages: data reduction, data display, and conclusion drawing or verification. Data reduction was conducted by selecting and focusing on data relevant to the model development process and the enhancement of students' self-confidence. Data display was presented in the form of narrative descriptions to facilitate understanding of patterns and research findings. Conclusion drawing was carried out by interpreting the data comprehensively to produce valid and accountable findings. The effectiveness of the model was analyzed using statistical tests with the assistance of SPSS, including normality tests, homogeneity tests, and hypothesis testing using a paired sample t-test to determine differences in students' self-confidence before and after the treatment. The level of improvement was analyzed using the N-Gain Score to determine the effectiveness category of the developed model

RESULTS AND DISCUSSION

Needs Analysis for Model Development

The results of the needs analysis indicate that learning in the fourth grade at SD Negeri 1 Bantarwuni has not been optimal in strengthening students' self-confidence. Observational findings show that out of 39 students, 24 students (61.5%) tended to be passive during the learning process, 27 students (69.2%) rarely asked questions, and 25 students (64.1%) were not confident in expressing their opinions orally in class. These data suggest that the majority of students are still in the low category in terms of active participation.

Interview results with the teacher revealed that students' low self-confidence is influenced by several main factors, namely fear of making mistakes, lack of experience in public speaking, and limitations in learning models that provide space for self-expression. The teacher stated that learning is still dominated by lecture methods and simple question-and-answer sessions, so students have not had sufficient opportunities to develop speaking skills and express themselves optimally.

Findings from student interviews further support this condition. A total of 26 students (66.7%) reported feeling shy when asked to perform in front of the class, 23 students (59.0%) felt nervous when speaking, and 21 students (53.8%) admitted being afraid of being laughed at by their peers. These data indicate that psychological barriers are the dominant factors affecting students' low self-confidence.

Questionnaire data on needs analysis show that 31 students (79.5%) prefer more engaging and enjoyable learning, 33 students (84.6%) are more interested in activities involving role-play or hands-on practice, and 30 students (76.9%) expect learning media that can help them perform without fear. In addition, the teacher emphasized the need for a learning model that is systematic, easy to implement, and capable of encouraging active participation from all students.

Based on the overall data, there is a significant gap between the current learning conditions and students' needs. Teacher-centered learning has not adequately facilitated the development of affective aspects, particularly self-confidence. Therefore, it is necessary to develop a learning model that not only focuses on content delivery but also provides opportunities for expression, performance experience, and psychological support. One relevant alternative is the development of a storytelling stage model assisted by role mask media, which allows students to practice performing gradually in a safe, enjoyable, and non-threatening environment.

Development of the Storytelling Stage Model Assisted by Role Mask Media

The model development stage was carried out after obtaining the results of the needs analysis, which revealed a gap between existing learning conditions and students' needs in developing self-confidence. The initial condition, characterized by teacher-centered learning and limited opportunities for expression, highlights the need for more participatory and experience-based learning innovations. The development process in this study follows the ADDIE model, which includes the stages of design, development, implementation, and evaluation.

The design stage began with drafting the storytelling stage model assisted by role mask media. The researcher formulated learning objectives focused on strengthening students' self-confidence through storytelling activities. The model syntax was systematically structured, consisting of preparation, practice, performance, and reflection stages. In addition, the social system, principles of reaction, and the expected instructional and accompanying impacts were also designed.

The syntax of the storytelling stage model assisted by role mask media is presented in the following table. This syntax outlines the sequence of instructional stages along with the corresponding roles of teachers and students in each phase, ensuring that the learning process is implemented systematically and supports the development of students' self-confidence.

Table 1. Syntax of the Storytelling Stage Model

Stage	Teacher Activities	Student Activities
Preparation	Explaining objectives and forming groups	Selecting stories and roles
Practice	Guiding role-play practice	Practicing dialogue and expressions
Performance	Facilitating performance activities	Performing stories using role mask media
Reflection	Providing feedback	Sharing experiences and impressions

The storytelling stage model assisted by role mask media is implemented through four main operational steps. The preparation stage involves explaining the learning objectives, dividing students into groups, and determining the stories and roles to be performed. The practice stage is carried out through guided dialogue, expression, and character immersion in small groups gradually. The performance stage is conducted by presenting the stories using role masks in front of the class as a form of students' self-actualization. The reflection stage is implemented through teacher feedback and discussions of students' learning experiences to strengthen self-confidence and self-understanding.

To provide a clearer overview of the implementation of the storytelling stage model, a guidebook titled *Storytelling Stage Model Assisted by Role Mask Media* is presented, which contains systematic implementation procedures. This guidebook is designed as a practical reference for teachers in managing learning activities in a structured and well-directed manner.



Figure 1. Cover of the Storytelling Stage Module



Figure 2. Flow and Stages of Storytelling Stage Activities



Figure 3. QR Code of the Role Mask Media

The next stage of model development was carried out through a validation process to assess the feasibility of the developed product. Validation was conducted by material experts and media experts with the aim of ensuring that the storytelling stage model assisted by role mask media met the aspects of content suitability, design quality, and practicality in its use. The results of the product validation are presented in Table 2.

Table 2. Product Validation Results

Assessment Aspect	Mean Score	Criteria
Content Feasibility	3.45	Valid
Design Feasibility	3.38	Valid
Practicality	3.40	Valid
Average	3.41	Valid

Based on Table 2, the validation results show that all assessment aspects fall into the valid category, with an average score of 3.41. The content feasibility aspect obtained

the highest score of 3.45, indicating that the material, model syntax, and learning objectives are appropriate to students' needs and aligned with sound instructional principles. The design feasibility aspect obtained a score of 3.38, suggesting that the module appearance, presentation structure, and media usage are sufficiently attractive and systematic, although some visual elements still require improvement. Meanwhile, the practicality aspect obtained a score of 3.40, indicating that the model is easy to understand and can be implemented by teachers in learning activities. These validation results indicate that the storytelling stage model assisted by role mask media is feasible to use with several revisions, particularly in refining activity instructions and enhancing the visual quality of the media to make it more communicative and engaging for students.

The next stage was implementation, namely a limited trial conducted with fourth-grade students in co-curricular activities. The model was applied according to the designed syntax, including the stages of preparation, practice, performance, and reflection. During implementation, students appeared more actively engaged in activities, showed greater confidence in performing in front of the class, and demonstrated increased interaction with peers. The learning atmosphere became more dynamic and participatory compared to the initial condition prior to the implementation of the model. To determine users' responses to the developed model, data were collected through questionnaires administered to both teachers and students. The results of these responses are presented in Table 3.

Table 3. Teachers' and Students' Responses to the Model

Respondents	Mean Score	Criteria
Teacher	3.50	Very Good
Students	3.42	Very Good

Based on Table 3, both teachers' and students' responses to the storytelling stage model assisted by role mask media fall into the very good category. The teacher provided an average score of 3.50, indicating that the model is easy to use, systematic, and helpful in creating more active and enjoyable learning. Students also gave positive responses with an average score of 3.42, indicating that the learning activities are engaging, provide opportunities for self-expression, and help increase confidence in performing in front of the class.

Effectiveness of the Storytelling Stage Model Assisted by Role Mask Media in Improving Students' Self-Confidence

The evaluation stage aims to assess the overall effectiveness of the storytelling stage model assisted by role mask media in strengthening students' self-confidence. The evaluation does not only focus on final outcomes but also on the process of changes experienced by students during the learning activities. A comprehensive evaluation approach was employed by integrating quantitative and qualitative data analysis to

provide a more holistic picture of the impact of the model implementation. Quantitative data were used to measure the level of change, while qualitative data served to strengthen the interpretation of the results through direct observation and students' responses.

The measurement of students' self-confidence was conducted through pretest and posttest using a Likert-scale questionnaire developed based on self-confidence indicators. The instrument includes aspects such as confidence in performing, ability to express opinions, and belief in one's own abilities. The pretest was administered before the implementation of the model to determine students' initial conditions, while the posttest was conducted after the completion of all learning activities. The data were analyzed descriptively to identify differences in mean scores and further analyzed inferentially to determine the significance of the observed changes

Table 4. Pretest and Posttest Results of Students' Self-Confidence

Indicator	Mean Pretest	Mean Posttest
Students' Self-Confidence	2.45	3.40

The data in Table 4 show an increase in the average self-confidence score from 2.45 to 3.40 after the implementation of the model. This improvement not only reflects a numerical change but also indicates psychological development, particularly in students' willingness to perform and actively participate in learning. This change is evident in the increased frequency of students asking questions, expressing opinions, and engaging in group activities.

The observed improvement also indicates that the developed learning model provides learning experiences that support the gradual development of self-confidence. Storytelling activities combined with the use of role mask media create a safe space for students to express themselves without feeling pressured. This condition helps reduce feelings of shyness and fear of making mistakes, enabling students to be more confident in performing in front of the class. Thus, the evaluation results confirm that the storytelling stage model assisted by role mask media contributes significantly to the development of students' affective aspects, particularly in enhancing self-confidence sustainably.

Prerequisite tests were conducted to ensure that the data met the assumptions required for parametric statistical analysis. This step is essential before hypothesis testing, as the validity of the analysis depends on the fulfillment of assumptions such as normal distribution and homogeneity of variance. The prerequisite tests in this study included normality and homogeneity tests for the pretest and posttest data on students' self-confidence.

Table 5. Normality Test Results

Data	Sig.	Description
Pretest	0,200	Normal
Posttest	0,187	Normal

The normality test results show significance values of 0.200 for the pretest and 0.187 for the posttest. Both values are greater than 0.05, indicating that the data are normally distributed. This means that the distribution of students' self-confidence scores before and after treatment does not deviate from normality, thus fulfilling one of the requirements for parametric testing.

The next prerequisite test was the homogeneity test, which aims to determine whether the variances of the pretest and posttest data are equal. Homogeneity of variance is required to ensure that comparisons between the two datasets can be made fairly without bias due to differences in data variability

Table 6. Homogeneity Test Results

Data	Sig.	Decription
<i>Pretest–Posttest</i>	0,214	Homogeneous

The homogeneity test results show a significance value of 0.214, which is greater than 0.05. This indicates that the variances of the pretest and posttest data are homogeneous or have relatively similar variability. This condition further supports the use of parametric tests in subsequent analysis, as both main assumptions have been satisfied.

Hypothesis testing was conducted using a paired sample t-test to determine whether there was a significant difference between pretest and posttest scores. This test was used because the data came from the same group under two conditions: before and after treatment.

Table 7. Paired Sample t-test Results

Data	Sig. (2-tailed)	Keterangan
<i>Pretest–Posttest</i>	0,000	Signifikan

The test results show a significance value of 0.000, which is less than 0.05. This finding indicates a significant difference in students' self-confidence levels before and after the implementation of the storytelling stage model assisted by role mask media. This difference suggests that the developed model has a significant effect on improving students' self-confidence.

The effectiveness analysis was further conducted using the N-Gain Score to determine the level of improvement in more detail. The N-Gain Score provides categories of improvement—low, medium, or high—thus strengthening the interpretation of the hypothesis testing results.

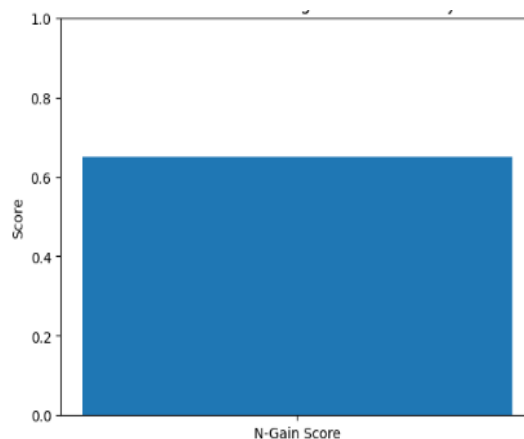


Figure 4. N-Gain Score Graph of Self-Confidence Improvement

The N-Gain Score graph shows that the average improvement in students' self-confidence falls into the medium category, with a score of 0.65. This value indicates that the storytelling stage model assisted by role mask media provides a fairly significant improvement in students' self-confidence, although it has not yet reached the high category. The medium category suggests that the learning intervention has had a meaningful impact on students' behavioral changes, particularly in terms of confidence in performing, active participation, and the ability to express themselves. This improvement occurs through a gradual process that allows students to adapt to performing in front of others.

The improvement process is influenced by the characteristics of the learning model, which provides structured and progressive practice opportunities, starting from preparation, practice, and performance stages. Each stage plays a role in building students' self-confidence progressively. The practice stage allows students to develop mental readiness and speaking skills in small groups, while the performance stage serves as a moment for students to actualize their abilities before an audience. The use of role mask media functions as a psychological tool that helps reduce performance anxiety. Students do not directly present their own identity but instead perform through the characters they portray, creating a sense of security that enhances their confidence.

Qualitative data from interviews and documentation support the quantitative findings. Teachers reported noticeable behavioral changes in students, such as increased willingness to perform, greater participation in discussions, and higher enthusiasm during learning activities. Teachers also noted that the model transformed the classroom atmosphere into a more dynamic, interactive, and participatory environment compared to the previously passive learning conditions. Students showed positive responses to the use of role masks, as the media helped them feel more confident, reduced feelings of embarrassment, and provided enjoyable learning experiences.

Documentation results further show increased student engagement, such as more relaxed expressions, greater confidence in delivering dialogue, and more intensive interaction among students during activities. These changes indicate that improvements in self-confidence are not only reflected in questionnaire scores but are also observable in students' actual behavior during the learning process.

Overall evaluation results indicate that the storytelling stage model assisted by role mask media meets the criteria of effectiveness in strengthening students' self-confidence. This effectiveness is demonstrated through the consistency between quantitative and qualitative data that mutually reinforce each other. The developed model not only impacts affective improvement but also encourages active student engagement, strengthens social interaction, and creates more meaningful learning experiences. This model has the potential to be used as an innovative alternative in learning that is oriented toward holistic character development, particularly in enhancing students' self-confidence.

Discussion

The results of the study indicate that the development of the storytelling stage model assisted by role mask media has a positive impact on improving students' self-confidence. This improvement is not only evident in quantitative aspects but is also reflected in changes in students' behavior during the learning process. Students demonstrated increased courage in performing, improved ability to express opinions, and greater active participation in classroom activities. This condition suggests that self-confidence develops through direct experiences that provide opportunities for students to try, make mistakes, and improve themselves. These findings are in line with Erlita & Sari (2022), who state that storytelling contributes to improving students' self-confidence. Mawaddah. (2025) emphasize that students' courage to interact develops through meaningful learning experiences. Zuliana. (2023) and Widianita & Harwanto (2025) further highlight that self-confidence is closely related to students' activeness and learning outcomes, meaning that its improvement will impact the overall quality of the learning process.

The structure of the developed model, which consists of preparation, practice, performance, and reflection stages, demonstrates a systematic instructional design oriented toward authentic learning experiences. Each stage serves a pedagogical function that complements one another in building students' self-confidence. The preparation stage functions as an orientation that provides initial understanding and a sense of security. The practice stage serves as an exploratory space where students gradually develop their skills in small groups. The performance stage acts as a form of self-actualization that requires students to demonstrate courage in front of an audience. The reflection stage provides opportunities for students to evaluate their learning experiences and strengthen self-understanding. This sequential pattern indicates that self-confidence is developed through a structured and continuous

process rather than instant results. These findings support the views of Joyce et al. (2016), Trianto (2014), and Rusman (2017), as well as the conceptual perspective of Hajiakhondi et al. (2025), who argue that effective learning models must have clear, systematic, and staged processes to achieve optimal outcomes.

The feasibility of the model, as obtained through the validation process, indicates that the developed product meets the aspects of content, design, and practicality. The alignment of content with learning objectives demonstrates that the model has a strong conceptual foundation. The feasibility of the design indicates that the presentation of materials and the sequence of activities effectively support student engagement. The practicality aspect shows that the model is easy to understand and implement by teachers in real classroom contexts. This condition supports the views of Arsyad (2017) and Daryanto (2016), who argue that effective learning media must be relevant, easy to use, and capable of attracting students' attention. Smaldino et al. (2019) emphasize that the success of learning is largely determined by the integration of strategies and media. In addition, the integration of media in storytelling learning is also supported by Palioura & Dimoulas (2022), who highlight the role of media in enhancing engagement and learning clarity. The use of role mask media in this study shows that media function not only as visual aids but also as psychological tools that help students overcome emotional barriers.

The positive responses from teachers and students indicate that the developed model has a high level of acceptability. Teachers perceived that the model facilitates more active and structured learning. Students felt that the learning activities were more engaging and provided experiences different from conventional learning. This high level of positive response indicates that the model is not only theoretically feasible but also practically relevant. These findings are consistent with Hardiyanti et al. (2022), who state that engaging storytelling activities can increase students' confidence and participation. Gutor et al. (2023) emphasize that innovative storytelling-based learning contributes to improving communication skills and engagement. Furthermore, immersive and narrative-based learning environments have also been shown to increase student involvement (Kim, 2024)(Kim, 2024). Students' active involvement during the activities reflects a shift from teacher-centered learning to student-centered learning.

The improvement in students' self-confidence after the implementation of the model indicates that activity- and experience-based learning significantly influences the development of affective aspects. Storytelling activities combined with the use of role mask media provide contextual and meaningful learning experiences. Students not only receive information but are also directly involved in the learning process. This involvement encourages the development of self-confidence through gradual experiences of success. These findings align with Nafisa et al. (2024), who state that storytelling supported by media can enhance students' speaking skills and confidence.

Ningsih et al. (2023) also highlight that story-based learning materials can strengthen students' engagement and understanding. Kustandi & Sutjipto (2013) as well as Sadiman et al. (2014), emphasize that learning media serve as stimuli that encourage active student participation. The integration of storytelling activities and role mask media demonstrates that learning involving both cognitive and affective aspects simultaneously produces more optimal outcomes.

The use of role mask media in this model shows that simple media can have a significant impact when designed creatively and systematically. Role masks function as tools that help students reduce feelings of embarrassment by creating a distance between their personal identity and the roles they perform. This condition allows students to express themselves more freely without excessive social pressure. This mechanism indicates that media function not only instructionally but also psychologically. These findings are in line with Apriliyani (2023), who states that performance-based activities such as mask use can improve children's confidence. Wulandari & Utomo (2026) and Ahada (2025) emphasize that role-playing-based learning can significantly increase students' self-confidence and social interaction. In more advanced contexts, role-playing combined with technology has also been shown to enhance engagement and imagination (Lee & Wang, 2025). The use of role mask media in this study highlights that creativity in selecting media is a crucial factor in successful learning.

The role of media in the storytelling stage model assisted by role masks shows that media are an integral component of the learning process. Media function not only as tools for delivering content but also as means to build concrete and meaningful learning experiences. Palioura & Dimoulas (2022) state that storytelling-based media can enhance learning engagement and understanding. Jitsupa et al. (2022) argue that systematically designed storytelling media can improve learning effectiveness and student creativity. In addition, the use of narrative staging techniques in media has been shown to strengthen students' understanding and engagement (Fadila et al., 2024). The use of role mask media in this study demonstrates that simple yet contextual media can significantly contribute to the quality of learning.

Overall, the findings show that the storytelling stage model assisted by role mask media is not only effective in improving self-confidence but also capable of transforming the learning process into a more meaningful and student-centered experience. This model provides learning experiences that enable students to develop gradually through interaction, expression, and reflection. These findings reinforce that the development of learning models integrated with creative media can serve as an innovative solution to address learning challenges in elementary schools. The main contribution of this model lies in its ability to integrate pedagogical and psychological aspects into a unified learning process, thereby not only improving learning outcomes

but also fostering students' character development sustainably (Hajiakhondi et al., 2025; Jackson et al., 2023)

CONCLUSION

The results of the study indicate that the storytelling stage model assisted by role mask media is valid, practical, and effective in strengthening the self-confidence of fourth-grade students. The feasibility of the model is evidenced by validation results with an average score of 3.41, categorized as valid, covering aspects of content feasibility (3.45), design feasibility (3.38), and practicality (3.40). The practicality of the model is also supported by positive user responses, with an average score of 3.50 from teachers and 3.42 from students, both categorized as very good. The effectiveness of the model is reflected in the increase in the average self-confidence score from 2.45 in the pretest to 3.40 in the posttest. Statistical test results show a significance value of 0.000, which is less than 0.05, indicating a significant difference before and after the implementation of the model. The N-Gain Score analysis resulted in a value of 0.65, categorized as medium, indicating that the model provides a fairly significant improvement in students' self-confidence. These findings confirm that the storytelling stage model assisted by role mask media can be used as an effective alternative learning approach in creating interactive, enjoyable, and character-oriented learning environments.

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