Proceedings of International Conference on Islamic Education (ICIED)
Building an Inclusive and Sustainable Educational System
Volume 11, 2026 (p-ISSN 2477-3638 / e-ISSN 2613-9804)

Reviving historical moments: The implementation of role-playing drama in the process of learning history at the higher education level

Rika Inggit Asmawati[1], M. Ali Wafa[2], Utari Nur Sofi[3], Aliya Darojah[4]

Correspondence:
rikainggitasmawati@uin.-malang.ac.id

Affiliation:
Departement of Social Studies Educations, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia[1]
rikainggitasmawati@uin.-malang.ac.id

Departement of Social Studies Educations, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia[2]
230102110040@student.uin-malang.ac.id

Department of Arabic Language Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia[3]
230104110062@stusent.uin-malang.ac.id

Departement of Social Studies Educations, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia[4]
240102110059@student.uin-malang.ac.id

Abstract
This study aims to examine students' perceptions and experiences regarding the use of the drama role-playing method as an active learning strategy in higher education history instruction. Although previous research has explored active learning, there is a research gap regarding how dramatic role-playing facilitates the reconciliation of emotional-affective understanding and cognitive-historical analysis within the complex context of the subject matter of colonialism. Using a descriptive qualitative approach, data were collected from 30 students of the Social Studies Education Study Program at UIN Maulana Malik Ibrahim Malang via an open-ended Google Forms questionnaire consisting of 10 in-depth questions. The data were analyzed using Structured Thematic Analysis with a three-stage coding procedure (open, axial, and selective coding). Research findings indicate that role-playing drama significantly enhances students' conceptual understanding, long-term memory, empathetic emotions, and collaborative skills. However, obstacles such as limited rehearsal time, awkwardness in acting, and the need for a precise narrative script pose major challenges. This study concludes that dramatic role-playing is effective in grounding abstract historical narratives into an immersive learning experience, provided it is supported by structured facilitation from the lecturer.

Keywords:
History education; Role-playing drama; Student perceptions; Active learning; Higher education.

A. INTRODUCTION

History education at the tertiary level plays a crucial role in shaping students' historical awareness, national identity, and critical thinking (Aliyah et al., 2025). Through history education, university students are expected not only to trace the chronology of past events but also to reflectively evaluate the values of struggle and morality, as well as socio-political dynamics. However, history pedagogy in higher education remains dominated by conventional, lecture-based methods. Empirical findings consistently indicate that this dominance of passive learning has a detrimental impact on both the cognitive and affective aspects of students.

Research by (Asy'ari et al., 2022) confirms that the lecture method reduces long-term memory retention and triggers cognitive fatigue. Meanwhile, findings (Nurjanah, 2020) indicate that a one-way approach fails to foster critical literacy or emotional engagement with historical events. Although existing literature has identified the shortcomings of the lecture method, a key unresolved issue in higher education history pedagogy remains how to bridge the gap between abstract cognitive analysis and the development of empathy and a profound historical consciousness.

To address these issues, the active learning paradigm positions students as the primary agents of knowledge formation (Bonwell et al., 1991 ; (Fahruddin et al., 2024). One potential form of active learning is drama role-playing. This method reconstructs historical events through role-playing simulations, enabling students to internalize the historical context, emotional conflicts, and dynamics of past political decisions (Stevens, 2015; Worthington, 2018). The drama role-playing method provides students with the opportunity to experience a real and relevant learning process. When students play the roles of historical figures, they strive to understand the social context, goals, and conflicts experienced by those figures, making the learning experience more engaging and reflective. Furthermore, drama activities can enhance communication skills, collaboration, conflict resolution strategies, and empathy among students, as well as self-confidence and self-awareness—all of which are essential skills for 21st-century learning (Turkan et al., 2025). In the Indonesian context, the application of this method contributes to strengthening students' political commitment and national identity (Mawarti et al., 2021).

Role-playing activities also have the potential to help students build stronger memories of historical material (Julianti et al., 2025). Learning activities that involve reading scripts, memorizing lines, rehearsing, understanding characters, interacting with other students, and visualizing scenes provide a multisensory experience that differs from lecture-based learning. When students are directly involved in the process of role-playing, historical information is not merely received through hearing or reading but is also linked to action and performative experience. Therefore, that experience can help students connect historical chronology and concepts with more concrete learning experiences.

In the context of higher education, the application of the drama role-playing method is becoming increasingly compelling, as students are at a stage of academic development that demands critical, argumentative, and reflective thinking skills, as well as independence in the learning process. At this stage, it is no longer sufficient for students merely to understand the information provided by the lecturer; they also need to develop the ability to examine sources, compare perspectives, analyze the relationships between events, and view events from various angles. Role-playing can provide students with the space to engage in that process through a more participatory experience. In simulations of historical events, students may encounter conflicting interests and perspectives, thereby learning that a historical event cannot always be understood from a single point of view. This type of learning can support the development of historical thinking skills, emphasizing the process of understanding and interpreting human experiences within complex historical contexts.

A systematic mapping of existing literature reveals that research on role-playing in education still presents an empirical gap at the higher education level. At the primary and secondary education levels, the majority of studies focus on quantitative experiments measuring the impact of role-playing on general variables—such as learning engagement and academic achievement—within the context of general history (Al-Adwan, 2024). At the higher education level, qualitative studies and multi-method analyses have explored simulations and role-playing; however, these studies are predominantly applied within the contexts of socio-political science, civics, or leadership training, with outcomes focused on conceptual understanding and information retention (Cruz-Martinez et al., 2022 ; Brynen, 2015). To date, there has been a lack of descriptive qualitative research that deeply explores the holistic interaction between students' cognitive-chronological dimensions and their empathic-historical awareness when engaging with complex, emotionally charged historical material. Furthermore, the interconnections between psychosocial dynamics such as feelings of awkwardness, limited

rehearsal time, and technical script challenges and the role of the lecturer have not yet been mapped in an integrated manner. This study addresses precisely this empirical gap.

Given these conditions, this study views role-playing drama as a performative approach capable of integratively bridging cognitive, affective, and social aspects. The study's novelty lies not merely in combining these three learning outcomes, but in providing empirical evidence of the transmission process—specifically, how the reconstruction of historical narratives regarding complex and sensitive subject matter can transform chronological understanding into empathetic historical awareness at the university level. Furthermore, the study offers a fresh perspective by deeply analyzing how this experience contributes to chronological understanding, emotional connection, historical empathy, and collaborative skills. It also addresses the technical and psychological hurdles faced by students, as well as the crucial role of lecturers in maintaining a balance between freedom of expression and academic accuracy in historical studies.

Thus, this study aims to explore students' perceptions and experiences regarding the implementation of the drama role-playing method in history learning at the higher education level. Specifically, this study examines how role-playing drama influences students' engagement in learning, their understanding of historical material and chronology, their long-term information retention, their emotional experiences and historical empathy, and their ability to collaborate with other students.

Although various literature extols the benefits of role-playing (King, 2010; Taylor & Warner, 2006), the majority of studies focus on primary and secondary education levels or merely measure learning motivation in general. A research gap remains regarding how university students—who are expected to possess high-level cognitive critical thinking skills—respond to role-playing drama activities centered on complex and sensitive historical topics, such as the arrival of Europeans in the Indonesian archipelago. Furthermore, there is limited qualitative research examining in depth the interplay between personal awkwardness, time constraints, and lecturer facilitation in shaping the firsthand experience of learning history. The novelty of this study lies in its in-depth qualitative account of how students explore and link their chronological cognitive understanding with the development of historical empathy through narrative drama reconstruction, as well as how practical constraints and lecturer facilitation holistically shape the learning experience.

2. Literature Review

Active learning emphasizes the importance of students' explicit engagement in the processes of analyzing, synthesizing, and evaluating course material (Bonwell & Eison, 1991). In this context, the role-playing method is rooted in Kolb's Experiential Learning Theory, which posits that knowledge is formed through the transformation of concrete experience into conceptual understanding. Through role-play simulations, students engage in a cycle of reflective learning: the direct experience of portraying a character evokes emotions and empathy (affective dimension), which are then discussed collaboratively (social dimension), ultimately leading to internalization as a deep understanding of historical chronology and conflict (cognitive dimension). In history education, Taylor and Warner (2006) assert that drama, as a performative methodology, provides emotional and social dimensions that conventional textbooks cannot reach, so that past events are no longer treated as dead dogma, but rather as a space for the reconstruction of meaning.

The use of simulation methods can also encourage students to develop historical thinking skills. When students assume the roles of specific figures or groups in a historical event, they are required to understand the social, political, economic, and cultural contexts underlying those figures' actions (Nugroho & Hotimah, 2026). When students assume the roles of specific figures or groups in a historical event, they are required to understand the social, political, economic, and cultural contexts underlying those figures' actions. In this way, simulations can help develop skills in cause-and-effect analysis, historical perspective, argumentation, and the interpretation

of historical sources. Students do not merely memorize the fact that an event occurred, but strive to understand the processes and complexities that led to it.

However, the pedagogical potential of this simulation method depends theoretically to a great extent on the instructional design and scenarios devised by the educator. Livingston (2007) underscores that without facilitation and a clear narrative structure, role-play risks being reduced to mere superficial entertainment that loses its academic substance. In the context of higher education in Southeast Asia, the shift from a hierarchical, passive learning culture toward critical, reflective learning requires measurable strategies for faculty guidance (King, 2010). Theoretically, the synergy between students' freedom of expression and the facilitative guidance provided by lecturers is positioned as a key variable determining the method's success within the classroom context. This theoretical framework is empirically tested in the present study through an exploration of students' perceptions and firsthand experiences.

In addition to enhancing cognitive understanding, simulation methods also have the potential to develop students' social skills (Ratnasari et al., 2025). Simulation activities generally require students to engage in discussions and negotiations, present arguments, listen to the views of others, and make collective decisions. This situation makes learning more interactive while also creating space for students to learn to appreciate diverse perspectives. In the study of history, this aspect is highly relevant because various past events often involve more than one perspective. By presenting diverse perspectives within a simulation, students can grasp that history is not merely a collection of isolated facts, but rather the result of a process of interpreting complex human experiences.

B. METHODS

3.1. Research Design

This study employs a descriptive qualitative approach to explore and describe in depth students' experiences, perceptions, and meanings regarding the implementation of drama role-playing in the learning process (Cresswell, 2009). The study focuses on students' perceived contributions of drama role-playing to their engagement, understanding, retention, and collaboration. Rather than measuring the effectiveness or causal influence of the method, this study seeks to describe how students experience and perceive these aspects during the implementation of drama role-playing.

3.2. Participants and Research Ethics

The study participants consisted of **30 university students (**$n = 30$**)** from the Social Studies Education Study Program at UIN Maulana Malik Ibrahim Malang. The participants were fourth-semester students enrolled in the Indonesian History course and directly participated in a historical drama performance themed "The Arrival of Europeans in the Archipelago." The 30 participants were selected because they met the study criteria, namely being enrolled in the course and actively participating in the drama performance. All students who met these criteria participated in the study. The selection of participants was therefore based on their direct and active involvement in the learning activity, enabling them to provide relevant experiences and perceptions regarding the implementation of historical drama (Patton, 2002).

Research Ethics: This study adheres to the ethical principles applicable to qualitative research, as it was conducted as part of an Indonesian History course. All participants were informed of the study's objectives and procedures and provided informed consent prior to completing the research instruments. Participation was voluntary and had no impact on academic assessment. Participants were also assured that their data would be kept confidential and used solely for research purposes. Participant identities have been anonymized in the reporting of findings to protect their privacy.

3.3. Data Collection Procedures

Data were gathered through interviews comprising 10 open-ended questions designed to elicit in-depth responses regarding students' experiences and perceptions of the historical

drama activity within the Indonesian History course. These questions covered four key aspects relevant to the research objectives: (1) student engagement and participation during the activity, (2) their understanding of the learning material, (3) technical and psychological challenges encountered during the performance, and (4) their perceptions and suggestions regarding the implementation of the drama activity.

The questionnaire items were developed based on the research objectives and the specific aspects examined in the study. The questions were formulated to allow participants to articulate their experiences, perceptions, difficulties, and suggestions in their own words. Prior to data collection, the questions were reviewed to ensure clarity and alignment with the research goals. Participants were encouraged to provide detailed responses based on their individual experiences.

3.4. Coding and Data Analysis Procedures

The narrative data obtained from the open-ended questionnaire were analyzed using thematic analysis following the framework proposed by Braun and Clarke (2006). This approach was selected because it is appropriate for identifying, organizing, and interpreting recurring patterns of meaning within qualitative data, particularly participants experiences and perceptions. The analysis was conducted systematically through the following stages:

1. **Familiarization with the data:** The researchers read and reread all participants' responses to become familiar with the content and identify initial patterns relevant to the research objectives.
2. **Generating initial codes:** Meaningful segments of the responses were identified and assigned descriptive codes. The coding process focused on statements related to students' engagement, understanding of the learning material, challenges encountered during the drama activity, and their perceptions and suggestions.
3. **Searching for themes:** Related codes were compared, grouped, and organized into potential themes that represented broader patterns across the participants' responses.
4. **Reviewing themes:** The potential themes were reviewed by comparing them with the coded data and the complete dataset. Themes that lacked sufficient supporting data or overlapped substantially with other themes were revised, merged, or removed.
5. **Defining and naming themes:** The researchers refined the scope and meaning of each theme and assigned clear names that represented the central idea of the corresponding group of responses.
6. **Producing the report:** The final themes were interpreted in relation to the research objectives and presented descriptively, supported by relevant excerpts from participants' responses.

The analysis did not use Strauss and Corbin's open–axial–selective coding framework. Instead, coding was conducted as an integral part of the thematic analysis process described above. This ensured methodological consistency between the qualitative research design, the data collection instrument, and the data analysis approach.

C. RESULT & DISCUSSION

Based on a thematic content analysis of in-depth interview results (n = 30), four main themes were identified that describe students' subjective experiences regarding the implementation of role-play drama.

Transformation of Engagement and Learning Affect

Based on the analysis of interview data, participants generally described the role-play drama method as providing a more immersive and interactive learning experience compared to conventional lecture methods. Participants reported increased emotional engagement when portraying specific historical figures. (Jackson, 2016). In this study, historical empathy is identified not merely by the enjoyment of role-playing, but through indicators of the participants' ability to adopt perspectives and their understanding of the socio-political dilemmas and contextual situations faced by historical figures (Neelands, 2009). This emotional experience and perspective-taking are reflected in the following participant statements:

"*It was very engaging, and it was easier to get a feel for how the alternating dialogue unfolded, line by line... As Prince Diponegoro, I was very satisfied playing the role.*" (Participant 1)

"*It was really exciting because, aside from not feeling sleepy or bored in class, we also gained a deeper understanding of how Europeans arrived in the Archipelago.*" (Participant 2)

Enhancement of Cognitive Effectiveness and Long-Term Memory

Based on participants' self-reports, the use of role-playing and scene visualization methods was perceived to help them understand historical chronology and facilitate better retention of the material compared to conventional lecture methods. (O'Toole & Dunn, 2015). Participants revealed that the hands-on experience of reading the script, rehearsing, and repeatedly enacting the roles helped reinforce their conceptual understanding of complex historical events.

"*It's better, because one of them is that we continuously read, study and remember as well as improvising over and over again so it feels easier to understand history.*" (Participant 1)

"It is very helpful, because regarding the many historical stories covered from elementary through high school, there may be some material I have forgotten or that was never even explained." (Participant 3)

"*Aspects involving international relations and conflict are easier to understand through role-playing. I can experience firsthand how decisions are made*." (Participant 15)

These excerpts indicate that, although this study did not quantitatively measure cognitive retention, students perceived an increase in the meaningfulness of their learning. The process of revisiting dialogues and internalizing the rationale behind the characters' decisions helped students connect isolated historical facts into a more cohesive structure of chronological understanding.

Technical Challenges, Total Commitment to Characterization, and Time Management

Despite yielding positive results, this study reveals several substantial obstacles to implementing drama in the classroom. Limited rehearsal time was the primary challenge cited by six interviewees. Additionally, other challenges included feelings of awkwardness during expression and issues regarding team cohesion (Stinson & Freebody, 2006).

"*The challenge was the limited time available for rehearsal, so the students felt they couldn't give their best performance—specifically regarding the seriousness and total commitment invested in characterization.*" (Participants 1, 4)

"*Props were hard to come by, so I had to look for alternatives; besides that, I struggled to memorize the lines*." (Participant 17)

Facilitative Role of Lecturers and Recommendations for Development

Based on participants' reflections and perceptions, the success of drama-based role-playing learning depends heavily on the extent to which students perceive the presence of facilitative guidance from the lecturer (Kempe, 2012). These qualitative findings indicate that, from the students' perspective, lecturers serve not merely as instructors of course material but also as shapers of the narrative arc, providers of conceptual frameworks, and guides for critical reflection. Students perceive that without well-prepared scripting and the clarification of facts both before and after the performance the drama simulation risks losing its academic depth.

"*The role of the lecturer is crucial. First, the lecturer acts as a facilitator, providing guidance on historical concepts... The lecturer first explained the history of the initial arrival of Europeans and also helped keep the students focused.*" (Participant 3, 22)

"*After the drama, it would be best to hold a reflective discussion on the historical events that were portrayed, so that our understanding deepens. A Q&A session or a debate could also be held*." (Participant 9)

These student impressions and aspirations provide a solid foundation for formulating practical recommendations and an implementation model for historical drama in higher

education. Rather than treating the lecturer's role as a sole causal factor, these findings point to a proposed Three-Stage Facilitation Model for implementation:

1. Pre-Performance Phase: The lecturer reinforces fundamental concepts, validates the historical accuracy of the script, and establishes boundaries for creative expression to ensure the performance does not deviate from historical facts.
2. Performance Phase: The lecturer acts as a passive observer, keeping the flow focused on the dynamics of the central historical conflict without interfering with the students' acting creativity.
3. Post-Performance Phase: The lecturer facilitates a reflective discussion, a Q&A session, or an interactive debate. This stage is highly recommended by students for clearing up misconceptions, linking the emotions evoked by the drama with cognitive analysis, and deepening historical understanding.

D. CONCLUSION

This study concludes that students perceive the application of the role-playing drama method in history education as a means to enrich emotional engagement, conceptual understanding, and the interpretation of historical material. From the perspective of participant experience, this method successfully transforms the conventional classroom atmosphere into an interactive space that fosters historical empathy. New findings from this study indicate that students require performative experiences to bridge the gap between academic analysis and the emotional context of past events. However, the method's effectiveness relies heavily on balanced rehearsal time management, well-designed scenarios, and strong facilitation by the lecturer through post-performance reflective discussions.

Research Limitations:

Although this study provides in-depth qualitative insights, it has several substantial limitations. First, the scope is limited to a single study program at one higher education institution using purposive sampling; consequently, the findings cannot be generalized to a broader population. Second, data collection relied entirely on open-ended interviews. Finally, this qualitative approach was not designed to establish causal relationships or measure the long-term effects of role-playing drama on students' memory retention.

Practical Implications:

Nevertheless, the practical implications of this study suggest integrating role-playing drama as a strategic, complementary method into the higher education history curriculum, while also paving the way for future quantitative, experimental, or classroom action research.

REFFERENCES

Al-Adwan, S. H. (2024). The Effectiveness of Using Role Play Strategy in Teaching History for Sixth-Grade Students. *Evolutionary Studies in Imaginative Culture (ESIC)*, *Vol. 8*.

Aliyah, S., Pranoto, R. A., Agustin, E. R., & Trisetiyoko, D. (2025). Peran sejarah dalam pembentukan karakter dan identitas bangsa. *PEDAGOGI: Jurnal Ilmiah Pendidikan*, *11*(1), 64–74. https://doi.org/https://doi.org/10.47662/pedagogi.v11i1.952

Asy'ari, F. H., Sariyatun, & Rejekiningsih, T. (2022). IMPLEMENTATION OF HISTORY LEARNING TO BUILD STUDENTS' ATTITUDE OF NATIONALISM. *International Journal of Education and Social Science Research*, *5*(5), 502–511. https://doi.org/http://dx.doi.org/10.37500/IJESSR.2022.5528

Bonwell, C, C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom (ASHE-ERIC Higher Education Report No. 1). George Washington University.*

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brynen, R. (2015). Role-play games and simulations in International Relations: an overview.

Revista Electrónica de Derecho Internacional, 15–26.
Cresswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). SAGE Publications*.
Cruz-Martinez, G., Soto, Ó., & Benito, A. B. (2022). Learning about political systems while playing: Testing short-term knowledge retention through a role-play classroom game. *Revista Española de Ciencia Política*, 53–83. https://doi.org/10.21308/recp.60.02
Fahruddin, F., Rosidi, M. I., Fitroh, I., Darsono, D., & Saefudin, A. (2024). Transforming History Education : Enhancing Student Engagement and Literacy through Interactive Methods. *SAR Journal*, *7*(4), 396–403. https://doi.org/10.18421/SAR74
Jackson, A. (2016). *Learning through theatre: New perspectives on theatre in education* (3rd ed.). Routledge. https://doi.org/10.4324/9781315622187
Julianti, I. R., Saputro, P. W., Hayati, R., Gusvita, W., & Sintasari, D. P. (2025). METODE ROLE PLAYING SEBAGAI ALTERNATIF PEMBELAJARAN KETERAMPILAN DRAMA DI SEKOLAH DASAR. *Jurnal Pendidikan Bahasa Dan Sastra*, *2*(1), 53–61.
Kempe, A. (2012). *Drama education and performance: From practice to theory*. Bloomsbury Publishing.
King, A. (2010). Rethinking traditional teaching in Southeast Asia. *Teaching and Teacher Education*, 26(4), 611–618. https://doi.org/10.1016/j.tate.2009.09.012
Livingston, J. (2007). Role play in education. *Journal of Educational Research*, 50(2), 123–135.
Mawarti, R., Hakim, S., Untari, S., & Habibi, M. (2021). Constructing the student political commitment based on Indonesia's national identity. In *Empowering Civil Society in the Industrial Revolution 4.0* (pp. 112–118). Routledge. https://doi.org/10.1201/9781003180128-17
Muis, A., Lukin, S., Sharif, S., Rashid, N., & Hamid, Z. (2024). Nation-building through history education: Mutual goals in shaping student character. *International Journal of Academic Research in Progressive Education and Development*, 13(3), 215–226. https://doi.org/10.6007/ijarped/v13-i3/22157
Neelands, J. (2009). Acting together: Ensemble as a democratic process in art and life. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 14(2), 173–189. https://doi.org/10.1080/13569780902868770
Nugroho, S. A., & Hotimah, I. H. (2026). Pembelajaran Aktif Berbasis Role Playing pada Mahasiswa Pendidikan Sejarah Universitas Negeri Gorontalo. *Jurnal Sngkala*, *5*(2), 226–244. https://doi.org/10.62734/js.v5i2.1073
Nurjanah, W. (2020). HISTORICAL THINKING SKILS AND CRITICAL THINKING SKILLS. *HISTORIKA*, *23*(1), 92–104.
O'Toole, J., & Dunn, J. (2015). *Pretending to learn: Helping children learn through drama*. Pearson Education.
Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.). SAGE Publications.*
Ratnasari, D., Sari, Y., & Ulia, N. (2025). EKSPLORASI PENGALAMAN MAHASISWA DALAM PEMBELAJARAN SOSIAL EMOSIONAL MELALUI METODE ROLE PLAY. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, *11*(1).
Stevens, R. (2015). Role-play and student engagement: Reflections from the classroom. *Teaching in Higher Education*, 20(5), 481–492. https://doi.org/10.1080/13562517.2015.1020778
Stinson, M., & Freebody, K. (2006). The D.R.A.M.A. process: Learning through drama in education. *Youth Theatre Journal*, 20(1), 27–41. https://doi.org/10.1080/08929092.2006.10012585
Taylor, T., & Warner, C. (2006). *Drama and education: Performance methodologies for teaching history*. Routledge.
Turkan, C. C., Bruno, P., & Lemos, S. (2025). Creative drama in higher education : effects on students ' communication skills. *Frontiers in Education*, *November*, 1–11. https://doi.org/10.3389/feduc.2025.1708057

Worthington, T. A. (2018). Letting students control their own learning: Using games, role-plays, and simulations in middle school U.S. history classrooms. *The Social Studies*, 109(2), 136–150. https://doi.org/10.1080/00377996.2018.1460791