**Abstract**

*This study aimed to improve students' communication skills by implementing the Role-Playing learning model in the Pendidikan Pancasila subject for fifth-grade students at SDN 2 Botupingge. The method employed was classroom action research conducted in two cycles, encompassing the stages of planning, implementation, observation, and reflection. The research subjects comprised 15 students. The indicators of communication skills included clarity in conveying messages, accuracy in language use, independence in dialogue, and responsiveness to interaction. The findings revealed an improvement in students' communication skills. In Cycle I, classical mastery reached 73.3%, with a mean score of 74.66. Following refinements in Cycle II, classical mastery increased to 86.6%, with a mean score of 78.84. This improvement indicates that the Role-Playing model can foster students' active participation, self-confidence, and clearer articulation of ideas. Thus, implementing the Role-Playing model effectively enhances students' communication skills.*

***Keywords:*** *Role-Playing; communication skills; Pendidikan Pancasila*

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