The Role Playing Model to The Subject of Civics to Improve National Insights Class V MIS Fastabiqul Khairat Paluh Kurau

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Abstract
This research aims to increase national insight in Civics subjects in class V MIS Fastabiqul Khairat Paluh Kurau by applying the Role Playing learning model. The method of research used is Classroom Action Research (PTK). This research was conducted in two cycles. The research subjects were students of class V A MIS Fastabiqul Khairat Paluh Kurau , totaling 7 male students and 14 female students. The instruments used in this research were observation sheets and tests. The data analysis technique used is quantitative descriptive. The research results show that there is an increase in PPKn learning outcomes by implementing the role playing model. The improvement in student learning outcomes can be seen from the results of data acquisition from cycle I to cycle II. In the first cycle, there were 9 students who completed 42.85% classical, while there were 12 students with 57.14% classical who did not complete PPKn learning. Then in cycle II there was an increase of 18 students who completed the classical with 85.71% and there were 3 students who did not complete the classical with 14.28%. Because classically 85.71% of students have completed it, this research is said to be successful.

Keyword: Role Playing Model, National Insights of PPkn

1. INTRODUCTION

Education is a very important process for increasing intelligence and skills as well as strengthening personality and national spirit so that you can develop yourself and be responsible for the development of a nation. According to Republic of Indonesia Law no. 20 of 2003 concerning the National Education System CHAPTER I Article 1 states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, morals. noble qualities and skills needed by himself, society, nation and state. National insight is very important for Indonesia's young generation to develop into a developed country, a modern country, a country that is safe, peaceful, just and prosperous in facing the challenges of globalization. As a country, Indonesia needs its citizens, especially high national identity among Indonesia's young generation. A national spirit is very necessary so that the Indonesian nation and state can continue to develop and exist. high nationalism or the younger generation so they can act positively and best for the country (Bambang Yuniarto, 2021:5). According to (Naibaho, 2021) role playing has three functions that are universally valid and socially accepted, namely having educational value, encouraging children to be accepted by society and strengthening social acceptance, and vice versa, children gain learning skills . Roles Playing is useful for limiting behavior so that it does not happen again, is educational, and strengthens motivation to refrain from unwanted behavior. With thereby, can concluded that role play can influence or increase interest and improve student learning outcomes.

From the results of interviews and observations with Mrs. Nurjannah, S.ST as the VA class teacher on January 15 2024 MIS Fastabiqul Khairat Paluh Kurau he explained that the low interest students learn while learning is taking place. Because the model used is only minimal and the teacher only uses the lecture method and when learning is only centered on a teacher, so learning is less enjoyable for students . In learning activities In progress, many students do not pay attention. When the teacher explains the learning material, many students are indifferent and chatter . Then, when the teacher created a discussion group, the results achieved were less than satisfactory because in the group not all students played an active role in solving the problems given. Meanwhile, students in achieving KKM are still assisted by teacher tolerance in

giving grades . Based on this description , researchers are interested in conducting research with the title "Application of the Role Playing Model in Civics Education Subjects to Increase the National Insight of Class V Students of MIS Fastabiqul Khairat Paluh Kurau". As for identification problem in study This is There are still teachers who do not apply varied learning models, there is still low student interest in learning during learning, learning is still teacher-centered, students during learning are still less active in participating in the learning process in Civics subjects, and student learning outcomes in learning are still low. Based on the problem identification above, the problem formulation in this research is as follows: Can this role playing learning model increase national insight in class V students of MIS Fastabiqul khairat Paluh Kurau?. Based on the problem formulation above, the aim of this research is as follows: To determine the increase in students' national insight after using the role playing model in class V MIS Fastabiqul Khairat Paluh Kurau. It is hoped that this research will provide benefits because it will contribute information to the development of science, especially that which can improve PPKn learning outcomes and role playing learning models.

2. RESEARCH METHODOLOGY

The type of research used is Classroom Action Research (PTK). Meanwhile, the method used in this research is a quantitative descriptive method. The subjects of this research were all 21 students of the VA MIS Fastabiqul Khairat class, consisting of 18 male students and 12 female students. The object of this research is to improve PPKn learning outcomes by applying the Role Playing model to Pancasila values material. There are two ways of collecting data used in this research, namely observation and tests. PTK consists of two cycles, each cycle consists of four stages, namely planning, implementation, observation, reflection. This data analysis technique was carried out to find out or see whether it was suitable for use in this research, then the test results were analyzed using several tests as follows:

1. Value of student and teacher learning activities

    Student learning activities in Civics learning using the Role Playing model are obtained from observations during learning. The formula for analyzing student learning activities is:

$$N = \frac{\textbf{Jumlah skor yang diperoleh}}{\textbf{Skor maksimum}} \ \textbf{X 100}\%$$

Table I. Criteria for assessing student and teacher activities

Percentage	Criteria
81 – 100	Very active
61 – 80	Active
41 – 60	Quite Active
21 – 40	Less Active
0 – 20	Very Less Active

Source:Putri Nadia harahap (2023)

1. Individual Completeness Individual learning completeness is said to be complete if the student gets a score ≥ 75.
2. Classical Completeness A class is said to be classically complete with the subject matter taught if completeness reaches 85% with a minimum score of 75. This can be calculated using the following formula:

$$KK = \frac{\textbf{X}}{\textbf{Z}} \ \textbf{X 100}\%$$

KK   = Classical Completeness
X   = Number of students who obtained a score ≥ 70
Z   = Number of students who took the test.

3. RESULT AND DISCUSSION

Based on the results of relevant research on 10 journals in the last ten years, the following conclusions can be obtained:

Table 2. Document Review

Writer	Title	Method	Findings
Hasan Asi, (2017)	"Application of Role Playing Learning "To Improve Indonesian Language Learning Results for Class V Students of SDN 032 Kualu, Tambang District"	Quantitative Description	At the first meeting the average student activity was 61.25% in the sufficient category. At the second meeting there was an increase in the average student activity, namely 81.25% in the sufficient category. The average increase in student activity from cycle I to cycle II was 20.00%. A class is classically considered complete if a class has reached a score of 85% of the amount to be paid or up to a KKM of 75 then the class is said to be complete (90.00%).
Sejati, (2023)	Application of the Role-Playing Model to Improve Social Studies Learning Outcomes on the Role of Indonesian Figures and Freedom Fighters in Class V UPTD SDN Sejati 5 Camplong Sampang Regency 2019/2020 Academic Year Suharno"	Quantitative Description	The application of the role-playing model in social studies subjects has been proven to improve learning outcomes, however, this learning has weaknesses, namely the level of understanding of students is different and requires a long time. In cycle I, student learning outcomes experienced an increase from learning outcomes in pre-action, which were originally 7 students (25%) to 8 students (28.57%) and experienced another increase in cycle II to 17 students (60.71%).
(Hartati, 2023)	"Application of the Role Playing Model to Improve Science Learning Outcomes "On Solar System Material in Class VI SDN 11/X Nipah Panjang 2021/2022 Academic Year"	Class Action	The results of the research that has been carried out show that the application of the role playing model can improve learning outcomes about the solar system for class VI students at SDN 11/X Nipah Panjang. The increase in learning outcomes is proven by the increase in the evaluation scores of participants' solar system learning.
(Deeng, 2021)	"Application of the Role Playing Learning Model for Improving Indonesian Language Learning Outcomes in Class V of SD GMIM V Tomohon"	Class action	Through the application of the Role Playing learning model . Role Playing is a social interaction learning model that provides opportunities for students to carry out active learning activities with personalization.
(Hasibuan, 2023)	"Application of the Role Playing Learning Model to Improve Student Learning Outcomes in Class III Thematic Learning at State Elementary School 104201 Pond	Qualitative approach	Next, following up in cycle I, there were 12 students who completed with a completion percentage of 52.17% and 11 students who did not complete with a completion percentage of 47.83% were classified in the poor category. Then in cycle II there were 21 students who completed it with a completion

	for the 2022/2023 Academic Year"		percentage of 91.30% and 2 students who did not complete it with a completion percentage of 8.70% and were classified as very good.
(Naibaho, 2021)	"Application of the Role Playing Model to Improve Student Learning Outcomes in the Area Where I Live in Class IV of Advent Timbang Deli Private Elementary School"	Qualitative Approach and Quantitative Approach	This research aims to improve student learning outcomes on the theme of the area where I live, sub-theme, proud of the area where I live, learning 3 and 4 in class IV of Advent Timbang Deli Private Elementary School using the Role Playing model.
(Wijaya, 2020)	" Applying the Role Playing Learning Model to Improve Learning Outcomes in Social Science Subjects "	Classroom Action Research Approach.	Based on the data above, it can be concluded that the application of the role playing learning model can improve learning outcomes in social studies subjects at SD Negeri 1 Walantaka, Walantaka District, Serang City in 2017/2018.
(Herawati1, Husniati2, 2024)	"The Influence of the Role Playing Model on the Social Sciences Learning Outcomes of Class IV Students on Economic Activity Material at SDN 3 Gondang"	Pretest-posttest Control Group Design	Learning system on The role playing learning model is to provide opportunities for all group members to work together in playing certain character roles that are appropriate to their daily lives.
Verli Novaroza, (2023)	" The Influence of Civics Learning on the National Insight of Riau University Students " (	Quantitative descriptive	This research is motivated by the existence of several problems with national insight at the University of Riau, such as the existence of students who do not memorize Pancasila as the state ideology, the existence of students who participate in disputes between faculties and the weakening of the sense of national defense. The research uses a quantitative approach, this approach was chosen to determine the influence of Civics learning on the national insight of Riau University students.
(Nurgiansah, 2021)	"Role Playing in Learning Pancasila and Citizenship Education"	Qualitative Method With Descriptive Study	The research results show that the use of the Role Playing learning model succeeded in making the learning atmosphere more interesting, active, and succeeded in improving students' academic abilities.

Based on research that has been carried out in class V MIS Fastabiqul Khairat Paluh Kurau on end month July 2024 until beginning month August with apply the Role Playing learning model as much as possible two cycle focused on activity Study student And results Study student on material values Pancasila , obtained results as following :

1. **Cycle I**

a) Description Results Observation Activity Study Student on Cycle IObservation to activity Study student on cycle I was carried out with use sheet observation activity student during learning taking place . Acquisition average score for activity student can see on

Table 3. Results Observation Activity Student Cycle I

No	Category	Amount Student	Percentage
1	Very Active	1	4.76%
2	Active	1	4.76%
3	Enough Active	7	33.33%
4	Not enough active	12	57.14%
	Amount	21	100%

Based on results data observation activity student on this first cycle there were 12 students (57.14%) for criteria not enough active, 7 students (33.33%) for criteria enough active, 1 student (4.76%) for criteria active and 1 student (4.76%) for criteria very active. This matter show that activity Not yet finished with what was expected so the teacher will continue learning with using role playing models.

b) Results Observation Teacher Activities
Results teacher observations presented on table 3 below this:

Table 4. Results Observation Teacher Activities

Acquisition Score	Score Maximum	Percentage	Criteria
51	80	63.75	Enough

From the table above based on observation teacher activities carried out during the learning process ongoing, in fact whole in teach not optimal. This matter seen from acquisition score on cycle I , namely 51 of score maximum namely 80 with percentage 63.75 % categorized enough.

c) Description CompletenessResults Study
Results completeness Study obtained through assessment carried out in form giving test written on end learning (posttest) in the form of 5 essay questions. Analysis percentage completeness results Study classic student on cycle I can see on Table 5 this below.

Table 5. Learning Completion Student on Cycle I

No	Completeness Study	Amount Student	Percentage
1	Student Complete	9	42.85%
2	Student No Complete	12	57.14%
	Amount	21	100%

From the data above is known that of the 21 students who took part Posttest I, there were 9 students declared complete with percentage 42.85%, meanwhile amount students who don't complete as many as 12 students with percentage 57.14%. Based on the results of the data obtained can concluded that use of role playing models on cycle I not yet reach criteria completeness the maximum that has been determined namely 75%. So that need done for cycle II

2. Cycle II
a) Results Observation Activity Study Student on Cycle II
Observation to activity study student on cycle II was carried out by researcher with use sheet observation activity student. Acquisition average score for student can see on table 6.

Table 6. Results Observation Activity Student

No	Category	Amount Student	Percentage
1	Very Active	11	52.38%
2	Active	6	28.57%

3	Enough Active	1	4.76%
4	Not enough Active	3	14.28%
	Amount	21	100%

On cycle II, increase can see from the results data observation activity students showing criteria very Good totaling 11 students with percentage 52.38%, for criteria active totaling 7 students with percentage 28.57%, for criteria Enough active totaling 1 student with percentage 4.76%, and for criteria not enough active totaling 3 students with percentage 14.28%. Based on the data above so can concluded that activity student on cycle II experienced significant improvement.

b) Results Observation Teacher Activities
Results teacher observations presented on table 7 below this :

Table 7. Results Observation Teacher Activities

Acquisition score	Score Maximum	Percentage	Criteria
72	80	90%	Good Very

Based on teacher activities on in this second cycle, there are shortcomings teacher activities on cycle I already resolved, this seen from the teacher who with very good explain system implementation of the role playing learning model. On in cycle II, the teacher gives variation with do ice breaking for students feel no bored so that student more enthusiastic in study. This matter proves that teacher activities on cycle II experienced maximum increase.

c) Description Completeness Results Study
Results completeness Study obtained through assessment carried out in form giving test written on end learning (posttest) in the form of 5 essay questions. Analysis percentage completeness results study classic student on cycle I can see on Table 7 below this.

Table 8. Completeness Study Student on Cycle II

No	Completeness Study	Amount Student	Percentage
1	Student Complete	18	85.71%
2	Student No Complete	3	14.28%
	Amount	21	100%

Based on table above can is known that of the 21 students who took posttest II, there were 18 students who were declared complete and 3 students stated no finished. Average value at cycle II is 83.52 with percentage completeness Study classic amounting to 85.71%. This matter show that learning that has been done held on cycle II already reach criteria complete with percentage completeness Study classic on cycle II has reached 85.71% and in accordance with Criteria Minimum Completion (KKM) of eyes lesson PPKn namely ≥75 in MIS Fastabiqul Khairat Paluh Kurau. So that no need done Again for cycle furthermore.

4. CONCLUSION
Based on results research that has been done, then can withdraw conclusion as following: Application of the Role Playing model on learning PPKn walk with effective. This matter can prove with exists enhancement completeness study students, visible on obtaining data from 21 students, on Pre- action pretest questions completed students as many as 2 students with classical 9.52%, meanwhile on students' completed cycle I posttest questions as many as 9 students with classical 42.86% and on students' completed posttest cycle II questions as many as 18 students with classical 85.71%, then can see exists enhancement from pre-action, cycle I and cycle II as many as 6 students with classical 42.86%.

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