



ACTIVE LEARNING METHODS TO DEVELOP STUDENT CHARACTER IN ELEMENTARY SCHOOLS IN PANCASILA EDUCATION

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Abstract

The implementation of the Active Learning Approach seeks to strengthen and facilitate the stimulus and response of students in learning, so that the learning process becomes something fun, and not boring for them. The active learning strategy given to students can help their memory, so that learning objectives can be achieved successfully. However, learning in the effective/attitude aspect such as character education has not been done. Thus, the author argues that if teachers have implemented cognitive subject learning, can learning in character education also have an influence on student character at school or outside school. This research approach uses literature review research that leads to field research. By emphasizing the process of searching for each data in the field, the author can obtain a complete picture of the information needed from the problems created using qualitative descriptive techniques. With the aim of providing an overview of active learning-based learning with role playing techniques in character formation in students. The results of the study explain that the application of other value role playing, namely cooperation and independence, has an increase in character education, especially the characters of independence, cooperation and responsibility. Meanwhile, obstacles in the application of role playing can be seen when students find it difficult and do not want to follow role playing according to the teacher's instructions in class lessons.

Keywords : Active Approach, Role Playing, Character Approach

Introduction

The paradigm of national character education in an effort to form the future generation of the nation who are intelligent, have noble character, are highly civilized, and always have faith in God Almighty. This is in accordance with the policy in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System. National Education (SISDIKNAS), The role of education is to develop individual capacity and form a dignified national character, as well as to educate the nation's life and develop the potential of students to become human beings who believe and fear God Almighty. Character has several dimensions, namely the character of responsibility, cooperation, and independence. So, if observed, the value of student responsibility is not optimal even nationally, this is in accordance with Dariah's statement (2018) in addition, the aspects of cooperation and student independence in elementary schools are also not good and optimal (Pertiwi and Zahro, 2018). Along with the rapid development of technology, Indonesia should also have a role in industrial competition because Indonesia has many aspects that can support it to become a developed country, it's just that Indonesians are not sensitive to the wealth they have. The awareness of multicultural morality in society is fading and becoming a character problem that occurs in almost every element that exists, starting from the family environment, schools, and the general public. The revival of character education from the lowest level of education, namely elementary school, junior high school and high school, indirectly gives the assumption that Civic Education has failed to instill moral education that is in accordance with its mission and objectives.

Character education has many things that influence it by using an active student approach, which is in accordance with research by Sriyanti and Pertiwi (2022) explaining that active learning can influence Character Education which is a national scale problem. One unique way of learning that can be used to actualize children with character is through a competency-based learning strategy with the Student *Active Learning* (SAL) approach (Hartiaiknen, et al. 2019). With this technique, students do more than just passively receive knowledge from the teacher. Students not only gain knowledge and skills, but they also learn to communicate, work together in groups, take initiative, share information, and respect others. Character education is very important to be instilled in the younger generation because it will determine the quality of human resources in the future. This is because the fastest growth of the human brain occurs when children are in elementary school. Character education has emerged as a prominent subject in the growth of national education in recent years. The world of education is intended to be a driving force in character building, so that citizens are aware of a harmonious and democratic national and state life while still paying attention to agreed societal norms. This is intended so that by using this active learning paradigm, children will want to continue learning throughout their lives (lifelong learners), not only at school, and not depend on teachers or others when they need to learn new things. Some strategies in this active learning model include, for example, Index Card Match, Everyone is Teacher Here, Team Quiz, Role Play, Jigsaw, Reading Guide, Card Sort, Active Debate, Concept Mapping, Demonstration and Think Pair-Share. Looking at the current and future conditions of Indonesia, the availability of human resources with character is a very vital need. It is indeed not easy to produce human resources as stated in Law No. 20 of 2003 concerning the Community Education System which states that the goal of education is to become a person who believes in and is devoted to God

Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. The problem is that until now Indonesian human resources still do not reflect the expected educational ideals. For example, in actual cases, there are still many students who cheat when facing exams, are lazy, fight with fellow students, have free association, are involved in drugs, and so on. This condition reflects a moral problem that plays a significant role that requires actions to overcome it. The most complex answer is through formal, informal, and non-formal education, as an effort to build moral human resource character so that they are able to form strong and resilient individuals in facing increasingly tight competition in the future. (Inanna, 2018). Therefore, it is necessary to implement role-playing where students can directly feel the contents of the learning materials presented and solve problems with teacher guidance in teaching and learning activities. The government through the Ministry of Education and Culture in 2011 has determined the scope of values of character education whose implementation is in every learning at all levels of education, namely: Responsibility, Cooperation Values, and Independence (Nurhayati, 2017). Character education must begin at an early age because early age. The application of *active learning* with a role-playing method approach in instilling character education is quite interesting to study, according to informants (based on interviews with teachers in the classroom. This activity is able to excite students in forming character and improving the quality of education and learning for children. For example, in learning Civic Education, students are asked to act as citizens in an honest attitude such as being in a market or place of worship. Researchers consider this as a method in instilling character education that must be studied to obtain data that can help in the development of new concepts that can be accepted for wider use in basic education institutions.

Role playing is a learning strategy used as part of a simulation to create historical events, current events, or events that may occur in the future (Sanjaya, 2010). A role-playing game is one in which players play and collaborate to build a story together (Dewi et al., 2017; Fitry et al., 2019; Oktivianto et al., 2018). Children are taught to express their thoughts, aspirations, and desires through role-playing within the boundaries of the story or role that has been given to them (Anguru, 2018; Fatimah, 2015; Kristin, 2018). is a critical period in human development. Learning in Elementary Schools in observations that in high classes have implemented active learning with a role playing approach in accordance with the learning tools made by teachers. reality in the field and observations, teachers have implemented active learning that is cognitive in nature. However, learning in the affective/attitude aspect such as character education has not been carried out. Thus, the author argues that if teachers have implemented cognitive subject learning, can learning in character education also have an influence on students' character at school or outside school. Based on the phenomena in the field, the role-playing method based on active learning can be a concept in instilling character education in elementary school students, so researchers are interested in studying active learning in character development by discussing "Improving Student Character through an Active Learning Approach with the Role-Playing Method in Elementary Schools.

Research Methodology

Literature review research involves the researcher as the main instrument (human instrument). The researcher plays a role in determining the focus of the research, selecting informants, collecting data, using interview and observation guides, assessing data quality, analyzing data, interpreting data, and concluding research findings. The data collection procedure is carried out through participant observation, in-depth interviews, and document analysis. Each data collection method has specific guidelines and guidelines, which include various indicators relevant to the research problem. The data are then analyzed through interactive data analysis methods, which involve the stages of data reduction, data presentation, and data verification. This research procedure carries a *literature review approach* implemented in the context of field research. This approach is in line with Moleong's (2018) view which states that qualitative research aims to present facts observed in the field in the form of language, phrases, and phenomena, not in statistical form. The main focus is on the data collection process carried out in the field with the aim of obtaining a comprehensive and in-depth picture of the information needed related to the research problem.

Therefore, this research approach is a descriptive *literature review*, which allows for an in-depth analysis of active learning-based learning with role-playing techniques in the formation of student character in elementary schools. The data collection was done through various techniques, namely observation of learning activities in the classroom, interviews with teachers and students. The presentation of data in this study uses informal techniques. Informal data presentation techniques are the presentation of research results in a narrative manner (Bego, 2016). The dominance of the presentation of the results of this research data analysis is through informal or narrative techniques. The data reduction process aims to find out "Active Learning Methods to Develop Student Character in Pancasila Education". identifying data that is relevant to the research problem, arranging it systematically, and discarding unnecessary data. Data presentation involves arranging data narratively and descriptively, which helps researchers understand the data better. Finally, data verification is used to ensure that the data generated from various data collection methods are consistent and accurate. This data analysis process allows researchers to get a clear and in-depth picture of active learning-based learning with role-playing methods in character building for students in Elementary Schools. Thus, this study will produce quality and relevant findings.

Result & Discussion

The results of the study indicate that the application of an active learning approach with a role-playing method in Elementary Schools can help develop students' character. Therefore, the application of this approach can be used as an alternative way of teaching that can increase motivation, improve critical and creative thinking skills, and help students increase responsibility in the teaching and learning process. "Role Playing" is a learning model that originates from the dimensions of individual and social education. Based on the results of document searches that began with data analysis and *literature review methods* that have been published in journals, the conclusions obtained can be seen in table 1 as follows.

Table 1. Review Documents

Writer	Title	Method Study	Findings
Azzet, AM, 2011.	The Urgency of Character Education in Indonesia.	Literature Study	Emphasizes that character education is a crucial aspect of the education system in Indonesia. can show that the implementation of character education in schools can produce positive behavior among students. character education should be a priority in education in Indonesia, by providing evidence and recommendations to support the development of effective programs.

Stupid, KC (2016)	The Role of Civic Education Teachers in Shaping Student Character and Its Implications for Student Resilience	Qualitative	Civic education plays a crucial role in shaping students' character, which in turn contributes to students' resilience. With the right approach, civic education can be an effective tool for developing a strong and responsible generation.
Inanna. (2018)	The Role of Education in Building a Moral National Character	Survey	Education has a fundamental role in building a moral national character. Through the right educational approach, it is hoped that a generation can be created that not only has knowledge, but also strong ethics and morals.
The Pebriyenni. (2017)	The Role of Civic Education in Strengthening National Character.	Literature Study	citizenship education in forming identity and moral values and students can instill values such as love of country, social responsibility, and discipline.
Setiawati, R., & Dewi, DA (2021)	The Relationship between Character Development in Students through Citizenship Education.	Interview or discussion	Civic education is considered as a means to instill moral and ethical values, such as responsibility, discipline, and love of country, which are important parts of good character.

Source: Document Review By Author

The results of this study are in line with Kim's (2018) research which explains that role-playing has benefits in character education that are useful in social life, but what distinguishes Kim's research is the focus of the subject and research used by Kim, namely the focus on social values and character in the Health school unit. In other words, the "role playing" learning model is a versatile model that can be applied to several learning objectives. Through "role playing", students can improve their ability to recognize other people's feelings, the situation when the event occurs, and the ability to solve problems. This is in accordance with research by Kervick, et al. (2020) which emphasizes that role-playing can be said to be an active learning model because it has a focus on the "role playing" model related to the exploration of feelings, but what distinguishes it is that research by Kervick explains the behavior of exploration, criticism, creativity, leadership, values, and perceptions, development of skills in problem solving, and exploration of subject matter. While the research by the author explains about the character education of responsibility, cooperation, and independence. The implementation of *active learning* role-playing model requires cooperation among students in groups to achieve the desired goals. In this situation, each student needs to support each other and interact with each other to complete the game well. In this process, students indirectly to work together well and appreciate the role of each group member, which can help improve students' ability to work together in various real-life situations and Independence. The Impact of Active Learning in Role-Playing on the Development of Responsibility Character, Cooperation Values, and Independence Values of Students in Elementary Schools. Based on the results of the analysis of interviews with teachers, it can be concluded that the development of elementary school students' characters is mostly applicable to daily activities. Therefore, students of VB MI Muhammadiyah Lebaksiuh 1 Sukabumi are taught independent values. In field observations, students also began to accept criticism and suggestions given by the teacher. In addition, during the role-playing process, students try to solve their own problems by discussing them with their teachers or friends. This student attitude can be placed at the level of beginning to develop and become a culture.

However, research by Dias and Teles (2018) explains that most people think that students' attitudes in establishing cooperation also have a relationship with the values of friendship and communication that are already good, especially at the level of beginning to develop, so that the character of cooperation is also visible. Research by Ricker, et al. (2021) explains that academic role-playing can be considered as one of the most efficient, interactive, and frequently used learning strategies in colleges in the preparation process for future education. However, it also has several obstacles, one of which is the condition of the students and their understanding of the theme or story being played. This is in accordance with observations in Elementary Schools which explain that students in the class cannot always follow the role-playing process, this is due to a lack of understanding of the theme of the story to be played. For example, students will play one of the hero characters, but students do not understand or do not know the hero shop that will be played in detail, so that the role-playing process will be slightly more disrupted. Students who develop character education, especially the character of cooperation, independence, and responsibility, need to understand the meaning of cooperation and have a sense of responsibility and independence in playing role-playing. In addition, the role of teachers who provide understanding to students through the application of role-playing and explaining each procedure can be a factor in the success or failure of role-playing. Thus, role-playing is considered a perfect method for teaching purposes as well as character education because it helps prepare students in relation to the character of responsibility, cooperation, and independence that will be useful in real life and teaches them the correct use of language and increases students' self-confidence.

Conclusion

Active learning approach for educators and teachers will greatly facilitate in delivering teaching materials and students are able to build their experience and knowledge in a pleasant and non-boring learning condition. The character that arises from students is:

- a) Discipline, demonstrated when students line up before Citizenship Education lessons begin.
- b) Love for the homeland, demonstrated by the habit of singing national songs
- c) Democratic, namely a way of thinking and acting that assesses one's own rights and obligations in relation to those of others.

Based on the conclusions that have been explained previously, this study can be given suggestions that aim to improve and perfect it to be more useful for researchers, schools, and parties related to this study. The suggestions that need to be conveyed in this study are:

- a) It is expected that the author, this study can add insight and knowledge of the author in the implementation of role playing as part of active learning in Character Education that is beneficial for students to support the learning process. And the results of this study can be used as a basis and motivation to conduct studies related to the quality of learning.
- b) For schools, in order to evaluate thematic learning in class using learning media by analyzing learning constraints and contributing to developing new learning methods through improving active learning-based learning based on this research.
- c) For teachers, in order to increase insight and knowledge to be more creative in presenting learning methods, especially during active learning in role-playing, so that the Independent Curriculum with Indonesian Language learning and the Pancasila Profile Strengthening Project can run well, and for those who can integrate role-playing into learning in elementary schools in several subjects taught, so that students can enjoy enjoyable learning.

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