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IMPROVING THE QUALITY OF PKN LEARNING IN PRIMARY SCHOOLS THROUGH A ROLE-PLAYING TEACHING MODEL

Suci Mutia Rahayu¹

¹Primary School Teacher Education Study Program, Universitas Muhammadiyah Sumatera Utara

Email: rahayusucimutia@gmail.com

Abstract

Citizenship Education (PKn) in Indonesia has a noble goal of forming strong civic character and awareness, in line with the values of Pancasila and the 1945 Constitution. However, the implementation of Civics learning in elementary schools often still faces challenges in achieving this goal. This article discusses one learning model that can be used in the context of forming attitudes and values, namely the role playing method. Through a literature review, this article outlines the concept, objectives and steps for implementing the role-playing method in Civics learning. Through a literature review, this article outlines the concept, objectives and steps for implementing the role-playing method in Civics learning. Definition and objectives of educational citizenship and the phases of development of children's thinking from birth to elementary school age are also described. It is believed that the role playing method can foster students' creativity, passion for learning and social skills, as well as help them face real situations more prepared. Supporting and inhibiting factors in implementing this method are also discussed as part of efforts to increase learning effectiveness.

Keywords : Instruction, Pancasila and Citizenship, role play model

Introduction

The Indonesian National Education System, which is rooted in the culture of the Indonesian nation and based on Pancasila and the 1945 Constitution, functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life intelligent. Based on Law No. 20 of 2003, National Education aims to develop the potential of students. to become human beings who believe and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. In addition, National Education must also foster a patriotic spirit and strengthen love for the homeland. For this reason, the education curriculum must include Pancasila education, religious education, citizenship education, Pancasila and Citizenship Education (PKn) in elementary schools, intended to instill a sense of love for the homeland, increase the national spirit, and form an appropriate national personality. with philosophy, way of life, ideology and the basis of the state, namely Pancasila. Civics is education about values whose target is not merely the transfer of knowledge but rather emphasizes the formation of attitudes. Thus, this subject covers the cognitive, affective and psychomotor domains with an emphasis on the affective domain. The task of carrying out this mission is not an easy one. and appropriate learning is needed so that the mission developed can be achieved. To instill the desired values, of course through a learning process that is truly appropriate for value education learning so that the formation of students' personalities is achieved. In order to achieve the objectives of this field of study, teachers should have implemented values education methods in teaching activities in the classroom. However, in reality, Civics learning in elementary schools has not implemented educational learning correctly. As a result, values learning and personality formation are in accordance with the normal values of Pancasila. it is only verbal, meaning that students are only given knowledge about Pancasila, not to practice it.

Role Playing Model

Role playing is one model that can be used in learning that has a personal dimension and a social dimension, as stated by Dahlan (1990: 123). Mode; Role playing is a learning model that is rooted in the personal dimension. This model seeks to help individuals find meaning in the social environment that is beneficial for them.

1. According to Faturrohman and Wuryandani (2011) the role playing method is a method applied in the teaching and learning process where students are given the opportunity to carry out activities to explain attitudes and values and play certain behaviors (roles) as they occur in life. society. With this role playing method, it is hoped that students will be able to: (1) develop certain moral values; (2) increasing awareness and appreciation of values; (3) to foster students' appreciation of an actual event or thing in the reality of life
2. According to Siradjuddin and Suhanadji (2012:56) the role playing method is often also called the socio drama method. The use of this method basically dramatizes the behavior of drama characters in relation to social problems. Usually the teacher introduces the problem, then appoints several students to play the characters. specifically related to solving the problem. This role is carried out for some time while being witnessed by other students. Each event can be stopped or continued until the event is considered complete, which means the problem is considered to have been solved
3. According to Santoso (2011), role playing is dramatizing and expressing a person's behavior, expressions, movements in social relations between humans. With the Role Playing method (role playing) students act or play a role in the dramatization of the problem/psychology
4. According to Wahab (2009), role playing is acting according to a predetermined role for certain purposes. Role playing can create learning situations that are based on experience and emphasize the dimensions of place and time as part of the subject matter
5. According to Yamin (2007), role playing is a method that places interaction between two or more students about a topic or situation. Students play their respective roles according to the main points they believe in. They interact with their peers openly. This method can used in practicing new lessons.

Role Playing Goals

Sumantri (2001:279) explains that the aim of citizenship education is to form citizens who are patriots, tolerant, loyal to the nation and state, religious, true Pancasila democracy. In this regard, Wahab (2011:331) identifies good citizens as good citizens. is a citizen who understands and is able to properly carry out his rights and obligations as an individual citizen, has social sensitivity and responsibility, is able to solve social problems intelligently in accordance with his function and role, has an attitude of personal discipline and good citizen behavior. The steps for implementing the role playing method are as follows: (1) The teacher composes or prepares the scenario that is displayed, (2) Appoints several students to study the scenario two days before the teaching and learning activity, (3) The teacher forms a group of students consisting of 5 people, (4) Provide an explanation of the competencies to be achieved in learning, (5) Call on the students who have been appointed to act out the scenario that has been prepared, (6) Each student sits in their group, each while paying attention/observing the scenario that is being demonstrated, (7) After the performance is finished, each student is given paper as a worksheet to discuss, (8) Each group presents its conclusions, (9) The teacher provides general conclusions, (10) Evaluation, and (11) Closing. The advantages of the Role Playing Method are as follows:

1. Can make a strong and long-lasting impression in students' memories. Besides, it is a pleasant experience that is very difficult to forget
2. Very interesting for students, allowing the class to be dynamic and full of enthusiasm
3. Activities - Arouse passion and a spirit of optimism in students and foster a high sense of togetherness and social solidarity
4. Can appreciate the events that are taking place easily, and can glean the lessons of wisdom contained in them through the students' own appreciation
5. It is possible to improve students' professional abilities, and to grow/open up opportunities for employment.

The weaknesses of the Role Playing Method are as follows:

1. The solutions to social problems presented by students do not necessarily match the existing conditions in society,
2. Due to limited time, the opportunity to play a role is naturally less fulfilled.
3. Feelings of shame and fear will result in impropriety in playing his role in front of his friends.
4. Student learning outcomes are difficult to control.

5. The situation created in the classroom cannot be completely the same as the situation in society, so it is difficult to direct students to play seriously.

With elementary civics learning, it is hoped that various examples of behavior will be presented and help students be able to imitate behavior that is in accordance with the morals of Pancasila and the guidance of the surrounding community. Elementary civics learning requires media that can stimulate the birth of active and creative learning models. According to Wahab (1997: 177) states The most appropriate media to use in elementary school Civics learning are stories\image media and children's own experiences.

Research Methodology

The type of research carried out is a Literature Review. The aim of carrying out this research is to strive to improve learning, both in terms of process and results. The stages in this research are as follows:

1. preparation or planning stage,
2. Research implementation stage,
3. Observation or observation stage
4. Reflection stage.

These four stages are elements that form a cycle, namely a round of sequential activities that return to the original steps. The number of learning cycles is determined by the achievement of research objectives. If the research objectives can be achieved in the second learning cycle, then the research will not continue until the next cycle or only until the second cycle. Research planning includes RPP preparation activities which are carried out collaboratively between researchers and teachers. Determining appropriate media and techniques for using it. Carrying out research is the implementation stage of the RPP that has been prepared. Simultaneously with the implementation of learning, researchers observed learning behavior, both teacher and student behavior. In carrying out research, you are guided by observation instruments. In collecting data, techniques used include:

1. Observation/observation to determine teacher and student activities during learning activities, and to determine affective learning outcomes and the application of the 5 psychomotor role playing method. Observation is defined as systematically observing and recording the symptoms that appear on the research object (Margono, 2009: 158). Observations and recordings are carried out on objects where daily activities occur or take place so that the observations are with the object being investigated.
2. Tests, used to measure student abilities and collect data on student learning outcomes. The test is carried out during learning, where students are asked to answer questions using the role-playing method with instructions given by the teacher
3. Interviews, used to obtain data or information through direct communication that is not found in observations. Interviews : to explore data about obstacles in implementing the role-playing method, interviews are conducted outside the learning process. In this research, tests were used to obtain data about improving student learning outcomes using the role-playing method in Civics subjects. This test is suitable for assessing students' reasoning abilities. This test is a written test carried out individually, the results of which will be used as a reference for drawing conclusions from the problem formulation that has been created

Result & Discussion

There are many definitions of role playing given by educational experts. Some of them are as follows: Role playing is a form of educational role playing (educational games) which is used to explain feelings, attitudes, behavior and values with the aim of understanding other people's feelings, points of view and way of thinking by acting out other people. others (Depdikbud, 1995: 61). Sudirman includes role playing as a type of simulation method reviewing the imitation nature of this method. Role playing is a type of simulation method that starts from problems related to the aim of recreating past historical events, creating future possibilities and exposing current events (Sudirman, 1992: 161). The role playing method was proposed by Sudirman as follows:

- a) Fosters creativity, because this method is carried out in accordance with the creativity of each student in carrying out his role
- b) Even though this method is primarily intended as a tool for learning, at the same time students learn enthusiastically
- c) This method can be used as a preparation for students when facing real situations in the future, both in family life, society and the world of work
- d) This method stimulates students to become accustomed and skilled in responding and acting spontaneously without requiring long periods of preparation

- e) Cultivate students' courage and steadfast appearance in front of many people
- f) Enriching knowledge, attitudes and skills as well as indirect experience needed in dealing with various problematic social situations.

Goals of Citizenship Education

- a) Think critically, rationally and creatively in responding to citizenship issues.
- b) Participate actively and responsibly and act intelligently in community, national and state activities.
- c) Develop positively and democratically to shape ourselves based on the characters of Indonesian society so that we can live together with other nations.
- d) Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Function of Citizenship Education

A vehicle for forming intelligent, skilled and loyal citizens of character to the Indonesian nation and state by reflecting itself in the habit of thinking and acting in accordance with the mandate of Pancasila and the 1945 Constitution (BSN, 2006: 9). Citizenship Education Competencies are as follows:

- a) Mastering civic knowledge
- b) Master citizenship skills
- c) Mastering the character of citizenship. (BSN, 2006: 10). Overview of Primary School Children

Therefore, children understand the world in different ways and live with different views on life. Children's thinking development will experience a period of thinking development that lasts from birth to adulthood. As Piaget stated in Elida Pravittano that: "The periods of child development include periods of child development including the sensory-motor thinking period, the preoperational thinking period, the concrete thinking period, the formal or abstract thinking period." (1992: 44-45). The meaning of each period of Piaget's development is described as follows:

1. Development of Sensorimotor Thinking (0-2 Years)
This period is marked by the child's understanding of the environment through sensing (sensory) and through movements (motor). This period is divided into six phases, namely the first phase (age 1 month), the second phase (age 1-4 months), the third phase (age 4-8 months), the fourth phase (age 18-24 months). Each phase of development reveals different behavioral abilities.
2. Development of Preoperational Thinking (2-6 Years)
A characteristic of children's thinking development during this period is an egocentric way of thinking. This means that children assume that what they think is true even if what they think does not match the existing reality. The behavior of children who are thinking egocentrically can be seen from behavior such as imaginative thinking, egocentric language, having a high "I", showing a high drive for curiosity and rapid language development.
3. Development of Concrete Thinking (6/7-11/12 Years)
This period occurs when children are of elementary school age. It is said that during the concrete thinking period, children are only able to think logically. If you want to solve concrete or real problems, that is by observing or doing something related to solving the problem. Likewise, in understanding a concept or understanding the concept, the child can observe or do something related to that concept. Therefore, children are only able to solve visualized problems and it is very difficult for children to understand verbal problems.

During this period, children only think logically to solve real problems. Supporting and Inhibiting Factors:

1. There is support from the school principal, both administrative support and moral support.
2. The teachers involved by the school principal are teachers who have good creativity, have high enthusiasm and a desire to improve their professional abilities
3. The teacher's high level of attention to the implementation of the role-playing model, as well as high curiosity regarding the implementation of Classroom Action Research.

Obstacle factor

1. The teacher's learning patterns are not in line with the management of the teaching and learning process that uses the role-playing model

2. The number of students per class is too large, making it difficult for the teacher to manage the class during acting and discussions
3. Teachers' background knowledge and abilities vary, especially in developing learning strategies for teaching values education and utilizing approaches in Civics learning.
4. Children's ability to express their thoughts and ideas in Indonesian is lacking, making it difficult for children to express their ideas clearly. In addition, children's cultural background and learning habits have been an obstacle in implementing the role-playing model by observing something related to problem solving.

Conclusion

From the description that has been presented, it can be concluded that moral education in schools is important for teachers and all components of the school community to achieve comprehensive moral education. Other components of moral education in schools that are no less important are material coverage, variety of methods, and comprehensive evaluation. By paying attention to these components, schools with teachers as the main role can design moral education more comprehensively so that optimal results can be achieved, namely the development of moral values in students so that they become quality young people.

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