

Exploration of Students' Perceptions of the Effectiveness of the Role Playing Learning Model in the Process of Learning Pancasila Values in Elementary Schools

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Abstract

Pancasila education in elementary schools plays an important role in shaping the character of students, but often the learning is less interesting and does not involve them actively. This study aims to explore the perceptions of face C students on the effectiveness of the Role Playing learning model in the process of learning Pancasila values. The method used is descriptive qualitative, with data obtained through questionnaires and interviews with students. The research data were analyzed using the Miles & Huberman model, which includes data reduction, data presentation, and drawing conclusions. Questionnaire and interview data were reduced to determine their relevance, presented in a thematic narrative that shows a certain pattern, then analyzed to draw conclusions based on the meaning found. The results of the study showed that most students had a positive perception of the Role Playing model, considering it interesting and relevant because it provided real experience in implementing Pancasila values. Although there were obstacles such as limited time and facilities, these obstacles did not significantly reduce the effectiveness of this model. The conclusion of this study states that Role Playing is an effective learning model for internalizing Pancasila values in elementary school students.

Keywords: *perception, Role Playing, Pancasila, elementary school*

Abstrak

Pendidikan Pancasila di sekolah dasar berperan penting dalam membentuk karakter peserta didik, tetapi sering kali pembelajarannya kurang menarik dan kurang melibatkan mereka secara aktif. Penelitian ini bertujuan untuk mengeksplorasi persepsi peserta didik face C terhadap efektivitas model pembelajaran Role Playing dalam proses belajar nilai-nilai Pancasila. Metode yang digunakan adalah deskriptif kualitatif, dengan data diperoleh melalui kuesioner dan wawancara kepada peserta didik. Data penelitian dianalisis menggunakan model Miles & Huberman, yang mencakup reduksi data, penyajian data, dan penarikan simpulan. Data kuesioner dan wawancara direduksi untuk menentukan relevansinya, disajikan dalam narasi tematik yang menunjukkan pola tertentu, lalu dianalisis untuk menarik simpulan berdasarkan makna yang ditemukan. Hasil penelitian menunjukkan bahwa sebagian besar peserta didik memiliki persepsi positif terhadap model Role Playing, menganggapnya menarik dan relevan karena memberikan pengalaman nyata dalam penerapan nilai-nilai Pancasila. Meskipun terdapat kendala seperti keterbatasan waktu dan sarana, hambatan tersebut tidak secara signifikan mengurangi efektivitas model ini. Simpulan dari penelitian ini menyatakan bahwa Role Playing adalah model pembelajaran yang efektif untuk menginternalisasi nilai-nilai Pancasila pada peserta didik sekolah dasar.

Kata kunci: persepsi, Role Playing, Pancasila, sekolah dasar



INTRODUCTION

Pancasila education in elementary schools has a strategic role in shaping the character of students, including strengthening the understanding and experience of Pancasila values which are the basis of the Indonesian state. According to Martayadi, U. & Marzuki, M. (2019:14) Pancasila values are core values that must be maintained and preserved by Indonesian citizens. Each principle contains very deep values or meanings. However, in practice, learning Pancasila values is often felt to be less interesting and does not actively involve students. This often makes students only understand concepts theoretically without emotional involvement and deep understanding of the experience of these values. Based on initial observations, many students showed limitations in understanding the meaning and importance of values such as unity, justice, and democracy contained in Pancasila. Students only pay attention to what the teacher gives in the learning process, learning models are rarely used by teachers in the learning process (Anggraini, T., et al, 2022:4126). This is due to the limited resources and relevant and interesting learning materials, so that teachers have difficulty in linking Pancasila values to everyday life. Students who have characteristics that like to play and real things, are a consideration for teachers to find a learning model that is in accordance with the character of students and the material of Pancasila values.

Pancasila values education plays an important role in shaping the next generation who have a deep understanding and are able to practice the nation's noble values. However, the low effectiveness of learning Pancasila values in elementary schools due to learning models that are less interesting and less relevant to the characteristics of students indicates an urgent need to innovate learning. The urgency of this research is also reinforced by the need to answer the challenges of the globalization era, where students are expected to be able to internalize and apply Pancasila values in everyday life as an effort to maintain national identity.

In line with this phenomenon, there needs to be a different learning model from before, so that students are more enthusiastic in learning Pancasila Education. The Role Playing learning model is expected to overcome this problem. This model encourages students to play roles in situations related to the subject matter. Slavin in Pudjiarti, ES (2023:3) states that group-based learning can increase student involvement and focus through activities that involve emotions and social interactions. In addition, the constructivist learning theory according to Vygotsky suggests that from the experiences that students have gone through in situations that resemble real contexts, their understanding will be deeper, where they play an active role in learning activities (Ariani, N et al.; 2022:18). The Role Playing learning model is a learning model in which students show pretend behavior that is visible or imitation of situations from the application of Pancasila values (Bancin et al.; 2023:13505). Wibowo, A., & Masruro, S. (2022:107) in their research said that the Role Playing model is a learning model that involves interaction between two or more students about a topic or situation , which means that the Role Playing model is a learning model that involves interaction between two or more students about a topic or situation. The syntax of the Role Playing learning model according to Taniredja et al. as quoted by Lamiada, L. (2022:15) explains the steps of learning the Role Playing learning model , namely: (1) the teacher compiles/prepares the scenarios to be shown, (2) appoints several students to study the scenarios a few days before the KBM, (3) the teacher forms a group of students consisting of five people, (4) gives an explanation about the competencies to be achieved, (5) calls the students who have been appointed to act out the scenarios that have been prepared, (6) each student in their group while observing students were given a sheet work to discuss the performance of each group, (7) each group conveys its conclusions, (8) the teacher gives general conclusions, (9) evaluation, and (10) closing , which means that the steps of Role Playing include: (1) the teacher compiles the scenarios to be shown, (2) appoints several students to study the scenarios a few days before the KBM, (3) the teacher forms

a group of students consisting of five people, (4) provide an explanation of the competencies to be achieved, (5) call students who have been appointed to act out the prepared scenario, (6) each student in their group while observing the students is given a worksheet to discuss the performance of each group, (7) each group conveys its conclusions, (8) the teacher provides a general conclusion, (9) evaluation, and (10) closing. The advantages of the Role Playing model are that it involves all students to play an active role, have the same opportunity to advance their skills in working together (Yarinap, J., Mahfud, H., & Adi, FP, 2020:20). The advantages of the Role Playing learning model according to Sudjana (Ulmarhamah, LN, & Walidi, A., 2024:3422) are as follows: 1). attract students' attention through the roles displayed; 2). Learning with this Role Playing model can be done in small groups or large groups; 3). Help students understand other people's experiences through character roles; 4). Helping students analyze problems and understand situations that occur in the role play; 5). Developing and training students' abilities to play a role in facing a problem, as well as training students' self-confidence.

In the context of learning Pancasila values, the Role Playing model can help students internalize values such as unity and mutual cooperation through simulations of daily life situations that contain conflict and cooperation. In addition, this model allows teachers to invite students to explore the meaning of Pancasila values through fun and meaningful learning experiences. Therefore, this study focuses on exploring students' perceptions of the effectiveness of the Role Playing learning model in the process of learning Pancasila values, especially in the context of learning in phase C of elementary school.

Based on the description above, the formulation of the problem in this study is: What is the perception of phase C students towards the Role Playing learning model in the process of learning Pancasila values in elementary schools?, How effective is the Role Playing learning model in helping students apply Pancasila values through daily life simulations?, and what obstacles are faced in implementing the Role Playing learning model in the process of learning Pancasila values in elementary schools?

From the formulation of the problem above, the objectives of this study are: to determine the perceptions of phase C students towards the Role Playing learning model in the process of learning Pancasila values in elementary schools, to analyze the effectiveness of the Role Playing learning model in helping students apply Pancasila values, and to identify obstacles faced in implementing the Role Playing learning model in the process of learning Pancasila values in elementary schools.

METHOD

This study uses a descriptive qualitative method to identify students' perceptions of the implementation of the Role Playing learning model. According to Hermansyah in Rosyid, HAA, Marmoah, S., & Adi, FP (2023:108) qualitative descriptive research is a type of research that aims to describe in detail an event experienced by the research subject. The research subjects were elementary school phase C students. The research data were obtained through a questionnaire on students' perceptions of the implementation of the Role Playing learning model, and interviews with students conducted in the first week of October 2024. The data collection technique in this study used the Milles & Hubberman model, namely with the stages of data reduction, data presentation, and drawing conclusions (Latifah, N., & Supena, A., 2021: 1177). The data reduction stage is to determine data that is relevant to the research objectives. Data reduction does not only occur after the data is collected, but continues throughout the research process. The data presentation stage is the process of compiling information that has been reduced into an organized form. In this study, the results of observations and interviews are presented in the form of thematic narratives that show certain patterns

and trends. The conclusion drawing stage is carried out based on the results of data reduction and presentation. This stage involves the analysis process to determine the meaning of the data that has been collected.

RESULTS AND DISCUSSION

This study describes the results based on questionnaire and interview data, most students showed a positive perception of the implementation of the Role Playing learning model. The following is a presentation of research data based on indicators in the questionnaire:

Students' Enthusiasm in Role Playing

The results of the study show that the Role Playing model has succeeded in increasing students' enthusiasm. Most students consider this model interesting and fun, because it allows them to play a direct role in situations that reflect Pancasila values, such as unity, mutual cooperation, and justice. One student said, "I like role playing, especially when I can pretend to be an important figure. So it feels like I understand more about what to do in real life." This shows that role playing helps students become actively involved emotionally in learning. Students not only listen to the teacher's explanation, but also feel involved in a deep learning experience. Another thing is that some students feel nervous when they have to appear in front of their friends. One student stated, "I'm nervous when I have to speak in front, afraid of making mistakes." This shows that although the Role Playing model creates enthusiasm, strategies are needed to help students with low self-confidence to be more comfortable performing in front of the class.

Social Interaction and Cooperation

The Role Playing model has succeeded in creating a strong atmosphere of cooperation among students. What is apparent is the increase in social interaction when they discuss scenarios, divide roles, and compose dialogues together. Students also learn to respect the opinions of their friends. In observations, it was seen that students listened to each other's ideas better, although sometimes there were differences of opinion that required mediation from the teacher. It was also seen that students with smaller or less prominent roles tended to be less active. They only followed instructions without really understanding the roles they played. Students felt more involved and active in the learning process. They stated that the Role Playing activity made them better understand the values contained in Pancasila, because the learning experience felt more alive and relevant to everyday life. This is in line with the opinion of Ruminto, F. M. (2024:1283) who stated that the Role Playing learning model can help students solve everyday problems, one of which is how to behave towards differences. In addition, in accordance with Vygotsky's constructivist learning theory, direct experience through active roles in real situations will make students' understanding deeper and more meaningful. This shows that Role Playing is an effective learning model in instilling Pancasila values in phase C students in elementary schools.

Understanding Material Through Simulation

The Role Playing learning model has been proven effective in helping students understand the values of Pancasila, especially unity and mutual cooperation. Role-playing activities carried out by students allow them to feel for themselves how to apply these values in a context that resembles a real situation. From the results of the questionnaire, most students felt that through the Role Playing learning model they were

better able to understand the abstract concepts contained in the values of Pancasila, because they practiced them in simulation situations. Students with active roles in simulations tend to find it easier to understand abstract concepts. However, students who do not understand the contents of the scenario need more guidance to be able to grasp the message being conveyed.

In addition, students expressed that they found it easier to remember and apply the Pancasila values outside the school environment. The Role Playing model also provides an opportunity for each student to play a role and collaborate in groups, thus training communication, cooperation, and empathy skills. This supports the opinion of Salma, F. A., Attalina, S. N. C., & Hamidaturrohmah, H. (2023:658) in their research, that the Role Playing model has high effectiveness in learning, through the use of this model students can be actively involved in the learning process. Malinda, M. V., Utama, E. G., & Mulyani, S. (2024:64) said that The Role Playing learning model presents student-centered learning activities so that students will play an active role in learning, which means that the Role Playing learning model presents learning activities that are centered on students so that students will be more active in participating in learning. Role-playing allows learners to practice civic knowledge in a safe environment, increasing knowledge retention and learner engagement (Halverson et al., 2024). The role-playing model has been shown to be effective in internalizing Pancasila values. Role-playing supports the internalization of Pancasila values through exploration of practical scenarios, discussion, and reflection (Rombot et al., 2018). In the process of role-playing, it increases the cognitive, emotional, and democratic competencies of learners (Hallgren & Österlind, 2019).

Although it shows positive results, there are several obstacles in implementing the Role Playing learning model in learning Pancasila values. Based on interviews with students and observation results, the main obstacle is the limited time in implementing Role Playing activities as a whole. Several teachers also said that the large number of students in one class causes limited time in providing adequate roles for each student. In addition, the limited availability of facilities and infrastructure in schools is also a challenge, especially in providing adequate space for Role Playing activities that require active movement. However, despite several obstacles, the data shows that teachers and students are generally able to overcome these obstacles with various strategies, such as dividing students into small groups or using wider open spaces. These obstacles do not reduce the effectiveness of the Role Playing learning model in helping students internalize Pancasila values, but provide input for improvement in future implementation.

CONCLUSION

This study shows that the Role Playing learning model has significant effectiveness in improving the understanding and application of Pancasila values among phase C students in elementary schools. Based on the results of data analysis, the majority of students have a positive perception of the application of this model because it is interesting, engaging, and allows them to practice Pancasila values in real-life simulations. This model increases student enthusiasm, helps them understand the experiences of others, and encourages collaboration and reflection. However, there are several obstacles, such as the nervousness of some students when performing in front of a group, which indicates the need for further mentoring strategies.

The practical implications of this study are as follows:

For Teachers:

Teachers can adopt the Role Playing learning model as an innovative alternative for learning Pancasila values. Teachers need to provide support to students who lack confidence so that they are more comfortable playing an active role in the learning process.

For Students:

This model provides space for students to learn through direct experience, so that they not only understand the values of Pancasila theoretically, but are also able to apply them in everyday life.

For Schools:

Schools can support the use of the Role Playing model by providing adequate resources, such as learning scenarios and flexible spaces for implementing simulation activities.

The theoretical implications of this study are that this study strengthens the theory of constructivist learning which states that real-world experience-based learning can improve deep understanding. In addition, the results of this study support Slavin's view of cooperative learning which increases students' emotional and social involvement.

Recommendations:

For Teachers:

It is recommended to prepare scenarios that are relevant and interesting for students, and involve them in the scenario-making process to increase their sense of ownership of learning.

For Other Researchers:

Further research can be conducted to test the effectiveness of the Role Playing model on other materials or different age groups in order to expand the generalization of the results of this study. Researchers can examine the integration of this model with digital technology to provide variations in its application.

For Policy Makers:

Improve teacher training related to learning innovations, including the use of the Role Playing model, to improve the quality of Pancasila values education.

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