



---

## THE EFFECT OF ROLE PLAYING METHOD ON CITIZENSHIP EDUCATION LEARNING IN SDN KAUMAN 2 BLITAR CITY

Gunawan<sup>1</sup>, Shirly Rizky Kusumaningrum<sup>2</sup>, Radeni Sukma Indra Dewi<sup>3</sup>

<sup>1</sup>UPT Satuan Pendidikan SDN Kauman 2

<sup>2</sup>Pascasarjana, Pendidikan Dasar, Universitas Negeri Malang, Malang, 65145

<sup>3</sup>Pascasarjana, Pendidikan Dasar, Universitas Negeri Malang, Malang, 65145

E-mail: [gun.gundol85@gmail.com](mailto:gun.gundol85@gmail.com)<sup>1</sup>, [shirly.rizki.pasca@um.ac.id](mailto:shirly.rizki.pasca@um.ac.id)<sup>2</sup>

[radenisukmaindradewi.pasca@um.ac.id](mailto:radenisukmaindradewi.pasca@um.ac.id)<sup>3</sup>

---

### Article History:

Received:01-10-2022

Revised: 17-10-2022

Accepted:02-11-2022

### Keywords:

Role Playing Method,  
Citizenship Education,  
Influence

**Abstract:** *This research is motivated by observations carried out in Class 4 at SDN Kauman 2, it is explained that in Civics Education learning teachers still apply the lecture method and students are only smart in cognitive terms, it has an impact on the quality of one-way learning and student behavior which is still not reflected. good behavior that is not in accordance with the practice of Pancasila. The purpose of this study is to describe the effect of the role playing method on the learning process of civic education and to explain the planning of learning civics education with the application of the role playing method to first grade students at SDN Kauman 2. This study uses a qualitative approach with four stages, namely planning, implementation, observation, and contemplation. The subjects taken in this study were the first grade students of SDN Kauman 2, Blitar City. From the research that has been done, it is obtained data that the role playing method can improve the quality of Civics Education learning process and can develop more creative learning planning and make students active.*

---

© 2022 SENTRI: Jurnal Riset Ilmiah

---

## INTRODUCTION

Learning is an activity to teach students and an effort to make students learn. In the learning process, teachers need to prepare many methods that will be used. However, there are still many teachers who have not implemented it. Through observations made at SDN Kauman 2, they only use the lecture method in the teaching process. Lack of teacher awareness of the need for learning methods can affect the smoothness of the learning process. This is because the teacher does not prepare learning methods which are considered a waste of time. They prefer to apply the lecture method in learning by referring to the student's book modules. The teacher's lack of awareness of the need for learning methods makes students less understanding of the material being taught, especially in Civics Education learning, because most of the material in Civics learning is related to the behavior of everyday life as well as the nation and state.

Elementary school is the first step to acquire student knowledge. One of the subjects that will be studied by students in elementary school is Citizenship Education (PKn). As explained by (Putera & Qalbi, 2020) that "Citizenship Education is a subject that prioritizes the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled, character Indonesian citizens as stipulated by the Pancasila and the Constitution. 1945". Citizenship Education Learning carried out in elementary schools has a very important role in improving the quality of education. However, most students still think of Citizenship Education as a lesson that emphasizes memorization.

For example, in learning Citizenship Education in grade 4 of SDN Kauman 2, students only memorize Pancasila and draw its symbols. But in their behavior, they are still unable to practice Pancasila in their daily life. And by observing the learning process that takes place in elementary schools in the surrounding environment, precisely in Blitar City, Kepanjenkidul District, it is explained that in learning Citizenship Education, teachers in the learning process also only demand students' cognitive abilities. Students are strived to be smart in terms of material but they are very lacking in terms of the application of their behavior in everyday life. Citizenship Education Learning is strived to prepare students to have good personalities. Citizenship Learning helps students to have an attitude of respect and respect for others. Because in Citizenship Education learning values are given how to behave properly in accordance with Pancasila. One way to realize learning that can develop critical thinking, character and student behavior in learning is the process by using the role playing method. In this study the authors chose grade 4 students because their characteristics were still happy to play. With the role playing method is expected to develop students' skills in the learning process and interaction between students can be well established.

The role playing method is a way of mastering the subject matter through the development of students' imagination and appreciation. The development of these skills and appreciation is carried out by students by playing the role of living or inanimate objects. This role-playing method is generally carried out by more than one person, it depends on what is being played. From this understanding, it can be seen that the role playing method requires the ability of students to be able to act out a situation that Ocktober have been experienced in everyday life. By using the role playing method, students will also experience a different learning process from what they are used to so far.

Based on the background description above, the writer is interested in discussing this problem in a classroom action research entitled "Role Playing: The Appropriate Method of Learning Civics at SDN Kauman 2, Blitar City Class 4". In general, this study aims to describe the effect of the role playing method on the learning process of Citizenship Education in grade 4 students of SDN Kauman 2, Blitar City. Specifically, this study aims to describe: 1) Civics learning planning by applying the role playing method to the first grade students of SDN Kauman 2, Blitar City. 2) The effect of the role playing method on the personality of grade 4 students at SDN Kauman 2, Blitar City.

The learning method is a way that teachers use to get student learning outcomes that can be maximally utilized both individually and in groups. The Role Playing method is a role playing method. The role playing method is a learning method that concerns the needs of students that leads to solving problems related to human relations. The Role Playing method is categorized as a behavioral method that is applied in the development of learning activities. The role-playing method is a teaching technique that displays demonstrations both in the form of facts and descriptions (Barat, 2018). The role playing

method is in the form of behavior and social relations between humans and then some students are asked to act. This method is used to develop speaking skills and the individual's ability to behave to interact with other people.

From the two opinions above, it can be concluded that the role playing method is a way of playing a role by playing a character in the form of a short demonstration by students with the main emphasis on the characteristics of a person, which is colored by discussion activities that discuss discussion problems about new problems that are demonstrated. There are steps that the teacher needs to take when applying learning methods using role playing techniques. The steps that need to be done are as follows: 1) The teacher prepares a learning plan by making a conversational text. 2) The teacher forms students into groups. 3) The teacher explains to students the competencies to be achieved in the role playing method. 4) Then the teacher appoints students to play a role according to the conversation text that the teacher makes. 5) Each student observes other students who model the conversation text. 4) The teacher asks each group to make a conclusion related to the demonstration that has been shown. 7) The teacher provides conclusions to all students with conclusions related to related subject matter.

In accordance with the National Council for Social Studies (NSCC) of the United States, Citizenship Education learning is a process that leads to positive attitudes that can shape a citizen's view of his role in public. Citizenship Education is also a way to deliver individuals as citizens who have a sense of love for the homeland and behave well in Indonesia. Civic Education learning is built with the following paradigm: First, curricular learning Civic education is designed to develop individual potentials to become citizens who have noble character, are intelligent, participatory, and responsible. Second, theoretically Citizenship learning is designed to unify Pancasila values, concepts, ideas, and morals. Third, pragmatically, Civic Education learning is designed to promote student learning experiences which are manifested in behaving in everyday life both for the social life of the community, nation and state.

From the statement above, it can be concluded that Civic Education Learning aims to shape citizens into good citizens, have character, carry out their obligations and obtain their rights, and can enter directly into society. Citizenship Education is a major subject that tends to be theoretical, so teachers tend to use conventional learning methods when carrying out the learning process, namely the lecture method. Therefore, teachers are required to be able to create a learning method that can increase student interest, especially in Civic Education Learning.

## **METHOD**

This research was conducted at SDN Kauman 2, Kepanjenkidul District, Blitar City. This study uses a qualitative approach. A qualitative approach can provide a direct description of student expressions related to understanding student attitudes and a subject towards new learning methods, student activities while attending lessons, enthusiasm in learning, self-confidence, attention, and learning motivation that can be described in the form of sentences. The type of research used in this research is Classroom Action Research. Classroom Action Research is research conducted directly in the classroom with the hope of improving the quality of learning practices. The variables in this study are To describe the effect of the role playing method on the learning process of Citizenship Education and explain Citizenship Education learning planning by applying the role playing method to grade I students at SDN Kauman 2, Blitar City.

In this study, the research subjects to be studied were teachers and first grade students at SDN Kauman 2 with a total of 13 students consisting of 11 male students and 9 female students. The place of this research is SDN Kauman 2 which is located on Jalan Kali Brantas No 55 Blitar City, Kepanjenkidul District. This study carried out a total of 1 cycle consisting of 1 face-to-face meeting. The study was conducted on October 3, 2022. The sampling technique used in this study was using probability sampling technique. Probability Sampling is a sampling technique that provides equal opportunities for each individual randomly from the existing population. One of the sampling techniques used in probability sampling is simple random sampling. By using simple random sampling, the sample is determined randomly. Selection of male and female students in class 4 from a predetermined population. The instruments used in this study were in the form of observation sheets, field notes, and documentation.

The observation sheet is a tool used to observe events that occur in the learning process carried out. Field Notes, which are writings that can be seen from what is seen, what is heard, what is thought, and what is experienced in the process of collecting data and reflecting on data in qualitative. Documentation is a tool in a study as a reinforcement of the data that has been obtained in the field as evidence of carrying out research. The document contains photos related to the learning implementation process (Arsyad & Sulfemi, 2018). The stages in this study consisted of 4, namely learning planning, implementation, observation of the student activities they did, and reflection.

## **RESULT AND DISCUSSION**

The results in this study are divided into four stages, namely planning, implementation, observation, and reflection. The planning of the Role playing Model in Citizenship Education learning is compiled in the form of a Learning Implementation Plan (RPP) and research support instruments. Plans are prepared based on the 2013 Curriculum in Citizenship Education class 4 semester II subjects. Learning planning is presented in 2 x 35 minutes at each meeting in class. The learning material is carried out in accordance with the joint decision between the researcher and the grade I teacher at SDN Kauman 2.

The 1st meeting was held on Saturday on the 1st of October 2022 with a time of 2 x 35 minutes, starting at 08.00 to 09. 00 WIB. The application of the method carried out in grade 4 uses the role playing method which consists of 4 steps, namely: preparing a learning design by making conversational texts, forming students into several groups, each group consisting of men and women, explaining to students the competencies to be achieved in the role-playing method, the teacher appoints students to play a role in accordance with the conversational text that the teacher makes, each student observes other students who are modeling the conversational text, each group makes conclusions related to the demonstration that has been displayed, the teacher provides conclusions to all students with conclusions relating to related subject matter.

The results of observations during the first meeting for lesson plans that were held by the teacher had implemented learning that made students skilled in speaking and behaving by incorporating the role playing method. In the assessment of students' activity by role playing using conversational texts, they were initially embarrassed to play roles. However, after their friends came forward they were more confident and came forward to demonstrate the text of the conversation. Associated with student learning outcomes they quite understand and understand about the practice of Pancasila which is associated with their behavior in everyday life.

Based on the observations made, it has shown the expected success in using the role playing method for grade 4 students. Even though they are still shy and there are still those who cannot read, they dare to play roles and move forward. So that indirectly they believe in their abilities. And for lesson planning, the teacher has also implemented the role playing method well and can be used in the future. Based on the findings obtained, in the discussion at the time of planning are Citizenship education learning planning related to the practice of Pancasila precepts has increased in several aspects of assessment. In the planning process, the teacher prepares a lesson plan designed by applying the role playing method. Lower grade students still like to play.

In the step of preparing the lesson plan, the teacher incorporates the role-playing method into the lesson plans for the subject of Citizenship Education. The teacher uses conversational texts related to the practice of Pancasila in everyday life. The use of the role playing method is in accordance with the characteristics of the 1st graders of SD Kauman 2. Improving the quality of the role playing method is categorized as good. Therefore, learning planning is said to be quite successful. In the process of applying the role playing method to grade 4 students, the teacher instills in the students the concept that in learning civics education, students can not only draw and memorize.

However, students must also be able to apply the practice of Pancasila in their daily lives. After that the teacher formed the students into 3 groups, in each group there were girls and boys. However, there is also a group consisting of only men. Then the teacher gives an understanding to students that by playing the role playing method students can achieve competencies that are able to apply the practice of Pancasila in everyday life. Then the teacher comes to each group by giving the conversation text and appointing students who are adapted to the characters in the conversation text. After that, each group that is ready to come forward in front of the class by bringing the conversation text and then practicing it.

In the first group, it was seen that the students were able to practice the movements directly even though they were still using conversational texts as an example. In the first group there is one child who is still difficult to read. However, other friends also helped him to be able to read the text of the conversation. This makes them able to relate well socially.

In the second group, consisting of three men and two women, they practice the second Pancasila practice that can be done in everyday life. In reading the text their conversation is already fluent. And also one of the children can move his limbs. At first there was one of the students who did not want to go forward. But after seeing her friends come forward, the girl is confident and brave to play the role.

In group 3, they played a role with the theme of practicing the fifth Pancasila which is usually done in everyday life. They consist of 3 boys. They have been able to read the conversation text that has been provided. Although they are not yet able to move their limbs, they are confident in communicating with other friends and can understand the meaning of the fifth Pancasila practice. Other students observe students demonstrating the conversation text in front of the class. After the group did the role playing method, one of them made a conclusion regarding the conversational text that had been demonstrated. Then take turns with another group to demonstrate the text. Then the teacher gives a general conclusion regarding the Citizenship Education material, namely the Practice of Pancasila in everyday life which has been demonstrated through the role playing method.

## CONCLUSION

Based on the results of the observation, it can be concluded that the role playing method can improve the quality Citizenship Education learning process and can develop a more creative learning plan and make students active. This can be seen from changes in student behavior when playing roles with friends, students learn by exploring themselves by communicating well with others, being able to move their bodies to play the role of other figures, and can increase the level of student confidence in dealing directly with people other. And in learning planning it is also suitable to include role playing methods in the Citizenship Education learning process which makes students more skilled.

## REFERENCES

- [1] Arsyad, A., & Sulfemi, W. B. (2018). Metode Role Playing Berbantu Media Audio Visual. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 3(2477–8427), 41–44. <https://journal.stkipsingkawang.ac.id/index.php/JurnalPIPSI/article/view/1012>.
- [2] Barat, K. A. (2018). *Peningkatan Keterampilan Sosial* 79. 5(1), 79–90.
- [3] Putera, R. F., & Qalbi, Z. (2020). Penggunaan Model Gi (Group Investigation) Pada Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar. *Jurnal Pendidikan*, 11(1), 20. <https://doi.org/10.31258/jp.11.1.20-32>.