

D Sh62 D F., Eimplementation Of Role Play Learning In Developing Early Childhood Character In Class B At Ra Al-Istiqomah Pemenang

Fahmi¹, Lalu Marzoan², Lalu Belik Made Dwipa³

^{1,2} Pendidikan Anak Usia Dini (PAUD) STKIP HAMZAR

³ Pendidikan Guru Sekolah Dasar (PGSD) STKIP HAMZAR

Email: Fahmiwati3@gmail.com¹

Abstract

This study aims to describe the implementation of role-playing learning in developing the character of early childhood students in Class B at RA Al-Istiqomah Pemenang. The research approach used is descriptive qualitative with data collection techniques including observation, interviews, and documentation. The results show that role-playing activities help develop various aspects of children's character, such as responsibility, discipline, cooperation, and honesty. Teachers act as facilitators in designing and directing role-playing activities according to the learning theme. Supporting factors include teacher creativity and active child participation, while the main obstacles are limited facilities and time. Overall, role-playing learning is proven effective in shaping positive character in early childhood.

Keywords: learning, role-playing, character, early childhood

INTRODUCTION

Early childhood education is a learning process conducted using engaging and developmental methods tailored to the child's needs, aimed at holistically enhancing their basic abilities. Early childhood is a term referring to children between the ages of birth and six (Suyanto, 2005).

According to Susanto (2011), education is a means to enlighten the nation. Through education, understanding and values that foster ethics and reflect human nature are expected to be formed. Meanwhile, character is the attitude or personality that distinguishes one person from another. Character education is the process of internalizing moral principles in children to develop their identity.

In today's era of globalization, the world of education is experiencing fierce competition between institutions, many educational institutions have been abandoned by their managers for various reasons (Ibrahim, 2022), therefore a solution is needed quality management, including in character learning process activities in the early stages of child development.

Character education is crucial for all levels of education, from elementary school to university. In general, character education is needed from an early age. If a person's character is formed at an early age, it will remain unchanged throughout adulthood, even with changes in lifestyle (Hasanah & Fajri, 2022).

With early character education, it is hoped that fundamental issues in education, which have recently become a frequent topic, can be addressed as attention together to be overcome, therefore there is a need for an educational pattern that expected is very important in the early stages of a child's life because it forms the foundation for subsequent levels of education. The national education system explains that early childhood education is an effort to develop children from birth to six years of age (Sriyanti and Pratiwi E.S., 2022).

Character education is essentially about encouraging the birth of a good generation (insan kamil). The growth and development of good character will encourage students to grow with the capacity and commitment to do various good things and do everything right and have a purpose in life. The goal is to be able to forge oneself perfectly so that the potentials within oneself develop fully, making them more human. Character education aims to improve the quality of the educational process and outcomes that lead to the formation of character and noble morals of students in an integrated and balanced manner in accordance with the graduate competency standards in each educational unit Arifin in (Basyiroh et al., 2023)

Developing behavior to build, improve, guide, organize, design, because behavior can differentiate individuals, in this context it is an effort carried out to build individual human beings so that they reflect positive behavior,

character education has a deeper meaning than moral education, because it is not only related to the aspects of right and wrong but efforts to form positive habits in everyday life. Thus, the process of human growth with the right approach at an early age affects the growth of early childhood in the future, one of which must be developed at an early age is character or personality (Nuryanto, 2016). Because the formation of a person's basic character occurs during childhood, parents and educators have a responsible role in educating children to become good individuals. Intense stimulation is essential for a child's growth and development because what they see and hear will be remembered into adulthood. To prepare a child's good character, efforts are needed by both teachers and educators, namely through educational learning that focuses on character education (Shaleh, 2012).

According to (Kuriawan, 2021) the purpose education character is a main target Which necessary. This is achieved by helping children develop their abilities as the nation's next generation, in accordance with the principles of noble culture and character. Furthermore, character education also aims to develop children's routines and character that align with good principles and shape them into quality successors to the nation.

Training students to become the nation's future leaders. Early childhood education as a learning education structure is a forum that functions to provide stimulus and support during the student's growth and development phase, in accordance with the child's innate character. Educational activities aim to assist parents in preparing their children for school and provide educational encouragement.

Teaching character to young children can be done in various ways, one of which is through play. Role-playing involves imagination, where children pretend to be someone or be in a specific situation similar to what they would find in the real world. Because young children have strong imaginations, role-playing is a particularly effective way to foster their character development (Purba, 2020).

Theater simulation learning is a learning strategy based on social interaction, which is education that tasks children with bringing

characters to life in the content of lessons and events to be conveyed in a simple narrative model (Husnah & Hasanah, 2019).

Role-playing learning was pioneered by George Shaftell in (Nikmah et al., 2022) with the assumption that role-playing learning can support children to express feelings and direct awareness through spontaneous interactions accompanied by analysis of real-life situations or uncovering life problems.

Through role-playing, children learn to cooperate, share, and compromise, as well as build harmonious relationships with others. Role-playing is a learning method in which children pretend or act according to a predetermined role, imitating the situation of a character in such a way as to express a person's behavior, expressions, and gestures in human relationships (Rustamaji & Cahniyo Wijaya Kuswanto, 2019).

Role-playing is a game that involves playing characters or objects around children, thereby developing their imagination and appreciation for the material being played. Role-playing involves acting out the role of the person they are playing, for example, a child playing the role of a doctor, teacher, police officer, trader, and so on (Febriana & Aziz, 2019).

Role-playing dominates the game, and participants use props and imagination, as well as the social interactions necessary to carry out the stages of the game. Through role-playing, children can learn various things that exist around their environment. Role-playing involves cooperation because of the process of interaction and negotiation within it, as well as individual responsibility for acting out the scene (Siska, 2011). Experts explain that through role-playing, lessons and character building are responsible in playing their responsibilities for a role, because children must be consistent. By instilling character through play, children will be able to more easily apply it in both the school environment and the family environment. Character education is a system of instilling values in school residents that includes three components, namely: knowledge, awareness, and actions to implement these values. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System has

formulated the functions and objectives of national education, especially character education, which must be pursued in education in Indonesia. Therefore, the objectives of national education are the basis for developing cultural education and national character (Aini, 2019).

According to Vygotsky (Mawarni Purnamasari & Na'imah, 2020), playing is not just a fun activity, but also an opportunity for children to get guidance in understanding the world, which is important for their cognitive development. Role playing also trains students to think critically and solve problems in certain contexts. For example, when children play a doctor, they learn about responsibility and professional communication. Role playing has a positive factor in developing students' language character both in general and in specific contexts such as medical language or other technical terms.

Based on the results of initial observations at RA Al-Istiqomah, the process of implementing role-playing learning for character development is designed to accommodate various children's learning styles, but of course this is not free from obstacles, especially in the process of creating motivation, concentration and consistency among children is not easy, in this context research on the application of role-playing learning for character development in Early Childhood is one of the studies that must be considered and must be relevant.

Through this research, researchers are expected to identify the application of role-playing learning to the character development of early childhood, as well as understand the impact of the application of role-playing on the character development of early childhood. With a deep understanding of the implementation of the application of role-playing learning to the character development of early childhood, it is hoped that it can provide a positive contribution to improving the quality of education at RA AL-Istiqomah and other institutions.

The reason the researcher took the RA AL-Istiqomah Pemenang school and took the title of role-playing learning for the development of AUD characters is that the researcher wanted to know what methods or methods teachers use in teaching role-playing learning to develop

children's characters and how they should behave, especially socially, this is related to children's honesty.

This research aims to provide a clear picture of how to implement role play in children's character development, so that it can be a reference for developing more effective curriculum and learning strategies.

From the above background, the researcher is interested in conducting research with the title "Implementation of Role-Playing Learning in Developing the Character of Early Childhood" at RA Al-Istiqomah Pemenang in 2024/2025.

METHOD

The approach and type of research used in this study is a qualitative approach, because qualitative research is a descriptive research method that deepens the results obtained so that readers can understand in detail whether the researcher chooses between qualitative or quantitative research, (Sugiyono, 2019) defines qualitative research as research to study natural conditions that make instruments the key to research. Meanwhile (Moleong, 2012) defines qualitative research as research that seeks to understand the phenomena related to events felt by the subject.

According to Milan and Schumcher in (Gunawan, 2015) this is an investigative approach because researchers usually collect data directly or face to face and interact directly with people at the research location.

The location of this research is at RA AL-Istiqomah Pemenang.

The techniques used in collecting data in this study were through observation, interviews and documentation.

a. Observation

Based on its purpose, observation is defined as a data collection technique that relies on direct or indirect sensing of the object being studied. This allows the resulting data to be descriptive as *arrangement* research, subjects, events and the meanings conveyed by participants. In this study, the researcher used participant observation techniques (*complete participants*) where in this

study the researcher acts as an observer who is generally known by the research subjects (Sutikno P.H. Sobry, 2020)

b. Interview

An interview is a method used to gather information directly with an informant face-to-face to obtain complete and in-depth data. This means the informant is free to answer questions completely and in-depth, leaving nothing to hide. This method aims to make the interview feel like a conversation (Arsianto, 2011).

c. Documentation

Documentation is a method of collecting data for use in social research methodology in researching historical data, in the form of documentation data in the form of letters, memories and reports as well as diaries.

The data analysis technique used is according to BogdanIn (Sugiyono, 2020) it is said that data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be communicated to others.

The data analysis process carried out by adopting and applying the interactive pattern developed by Miles and Haburmen in (Saldana, 2014) is as follows:

1. Data Reduction (*Data Reduction*)

Reducing means selecting, summarizing the main points, focusing on important things, looking for themes and patterns, with data that has been reduced it will provide a clearer picture, and make it easier for researchers to collect further data and researchers can organize the data to the stage of concluding it and searching for it again if necessary.

2. Data Display

After data reduction, the next step is display (data presentation). In qualitative research, data presentation can be done in the form of concise figures, charts, relationships between categories, and the like. Data display makes it easier for researchers to understand what is happening and plan further work.

3. Drawing Conclusions and Verification

The conclusion of qualitative research may answer the initial question, but it may not because the problem and its formulation are flexible and can change after the researcher makes observations in the field.

As for testing the validity of the data, triangulation of sources and techniques is used.

RESULTS AND DISCUSSION

1. Implementation of Role-Play Learning in Developing the Character of Early Childhood Class B at Ra Al-Istiqomah

Based on the results of the research that has been carried out, it can be concluded that the implementation of role-playing learning plays an important role in developing the character of early childhood, especially in the aspects of honesty, discipline, and independence. The explanation of each character is as follows.

a) Honesty

The character of honesty in early childhood needs to be instilled from an early age because it is an important provision in their social life. Based on the results of observations and interviews, efforts made by teachers in developing honesty are through guidance and providing good examples. Teachers guide children to always be honest with anyone and anywhere, both in role-playing activities and daily activities. However, in the process of character development, several obstacles were found, such as children who still like to lie for fear of punishment or seeking attention. Therefore, teachers provide a persuasive approach by providing examples of honest behavior, giving praise when children tell the truth, and creating a comfortable classroom atmosphere so that children feel comfortable and are not afraid to tell the truth. Developing the character of honesty through role-playing is done with certain scenarios, for example, children pretend to be traders, buyers, doctors, or other professions. In these activities, teachers insert messages of honesty so that children are accustomed to applying them in their daily lives.

b) Discipline

Discipline is an important character trait that must be taught from an early age. At RA Al-Istiqomah, teachers instill and develop discipline in children through role-playing by implementing simple rules. For example, children are invited to role-play as sellers and buyers, where they must follow instructions, wait their turn, and adhere to mutual agreements. Interviews with teachers revealed that most children still need guidance on time discipline and rules. Teachers provide explanations in simple language so children easily understand the importance of discipline. Teachers also provide concrete examples in daily life, such as arriving on time, tidying up toys after use, and queuing while playing. Through role-playing activities, children gradually learn to understand and practice discipline in a fun way without feeling pressured.

c) Independence

Early childhood independence can also be enhanced through role-playing activities. Children are given the opportunity to choose their desired role, prepare their own toys, and play their roles according to their abilities. Observations show that through these activities, children become more confident, dare to try new things, and are less dependent on teachers or parents for help. For example, when role-playing as a vendor, children learn to manage their own merchandise. However, some children still appear to lack confidence and hesitate. Therefore, teachers continue to provide motivation, support, and positive examples so that children are brave and accustomed to being independent in all activities.

In line with this, Sahrudin in (Andriani, 2011) stated that character formation in children is very important. because it aims to form individuals with noble morals, have a tolerant attitude, like

to help, and uphold the spirit of mutual cooperation, and always have an interest in piety to God Almighty. is an important foundation in forming a child's character so that they grow into individuals with noble morals, there are three main things about noble morals including, honesty, trustworthiness, discipline, responsibility and independence.

2. Supporting and Inhibiting Factors in the Implementation of Role-Play Learning in Developing the Character of Early Childhood at Ra Al-Istiqomah Pemenang

a. Supporting Factors

Every activity is inextricably linked to success factors, often referred to as supporting factors. A conducive environment can support the development of character traits such as honesty, discipline, and independence, as these traits are inherent in children and therefore require further development. Character development is influenced by factors such as teachers, parents, and the environment, including both the school and the family.

b. Inhibiting Factors

Apart from the supporting factors above, every activity certainly has obstacles that can hinder the process in developing the character of honesty, discipline and independence in RaAl-istiqomah.

Children have a great fear that makes it difficult for them to tell the truth, because they are afraid of being blamed by the teacher when the child makes a mistake, this of course becomes an obstacle in the process of developing the character of honesty in children.

Children are immersed in their pleasure when playing. This situation hinders the development of honest character. Teachers are less consistent, the teacher's inability to develop discipline comes from the teacher himself who is less consistent in providing learning to children as has been explained, discipline is

introduced gradually according to the needs and abilities of the child.

CONCLUSION

Based on the discussion, the researcher can conclude that the implementation of role-playing learning in developing the character of early childhood at Ra Al-Istiqomah was carried out well, the aim being to find out the development of children's character such as their honesty, discipline and independence.

- a. The development of honesty character in early childhood is often done to guide them to be honest and true to anyone. Instilling and developing behavior so that children act according to the rules, instilling behavior so that children keep promises and must not break them, instilling behavior so that children are willing to accept something given that belongs to them.
- b. To instill discipline, teachers always set an example, doing things first, and then the children will imitate what the teacher does. The individual approach of teachers is considered as a parent and children are trusted, children feel comfortable being around the teacher. This approach is carried out to influence the child according to the child's character so that the child behaves in a disciplined manner.
- c. The habituation method used by teachers involves providing direct examples, with the hope that children can immediately practice the positive attitudes they demonstrate. Teachers also encourage children to interact with their surroundings.
- d. Based on the findings above, the instilling of independent character values in children is a concrete form. This can be seen from the habituation activities during learning, both from the initial activities to the final activities. This is seen in the habituation activities for children, in the core activities of instilling children's independence, it is seen when children tidy up their own toys after playing and it is confirmed that the independent character values that have been given to children at school. The hope of teachers and parents after the implementation of the installation of independent character

values at school and at home can be a provision that can lead children to have an independent attitude or character until the child is an adult so that children can do all their activities themselves without having to always depend on others.

The involvement of teachers and parents is very important for mutual communication, because sometimes children's attitudes at school and in the school, environment is different, so it requires the involvement of parents and teachers.

Supporting factors: Because teachers and parents are role models for children to learn in the school environment and the surrounding environment, the surrounding environment has its own rules, when at school there are rules that must be obeyed and teachers are role models for school, the involvement of parents and teachers is important and communicates with each other, because sometimes children's behavior at school and at home is different so it requires the involvement of parents and teachers and also Inhibiting factors: Children easily forget what they have just done, this becomes an obstacle in instilling the development of honesty character in children, differences in children's characters, differences in character from one child to another are very different, those who have good characters are easy to direct, but children who have good characters are difficult to direct,

Teachers are aware that children who have character will develop according to the character that exists in the child. Due to the differences in character in children, teachers cannot instill the character values of discipline in a short time, but must do it gradually or repeatedly so that all children understand and comprehend what is conveyed by teachers and parents.

SUGGESTION

Based on the research conducted, researchers can make suggestions to the relevant parties, namely:

1. headmaster
Further increasing the potential of teachers and students, the output produced is output that is able to compete in the world of education.
2. Teacher

We should make new innovations in role-playing learning, both in the use of models, strategies, methods and techniques. With these innovations, it is hoped that the quality of schools can be improved again and we will always strive to innovate and encourage children through the principle of playing while learning so that they do not get too bored.

3. For researchers

It is recommended that other researchers develop this research by including other values such as language and cognitive aspects, and this will further increase the potential of teachers and students so that the output produced is competent in education.

ACKNOWLEDGEMENT

Special thanks are extended to RA Al-Istiqomah who has provided the opportunity to carry out this research and to the entire academic community of STKIP Hamzar who has supported this research.

BIBLIOGRAPHY

- Aini, Q. (2019). Pengembangan Karakter Sopan Santun Melalui Kegiatan Bermain Peran Pada Anak Usia Dini Di Tk Adirasa Jumiang. *Islamic EduKids*, 1(2), 41–48. <https://doi.org/10.20414/iek.v1i2.1699>
- Andriani, T. (2011). Permainan Tradisional Dalam Membentuk Karakter Anak Usia Dini. *Jurnal Pendidikan*, 9(1).
- Arsianto, E. (2011). *Metodologi Penelitian untuk Public Relations Kuantitatif Dan Kualitatif* (2nd ed.). Simbiosis Rekatama Media.
- Basyiroh, I., Ramdani, C., Husni, J., & Al Badar Cipulus Purwakarta, S. (2023). Ragam Aktivitas Bermain Untuk Meningkatkan Kemampuan Fisik Motorik Anak Usia Dini (Pengabdian Kepada Masyarakat Di Ra Syifausudur Cibaduyut Bandung). *Burangrang: Jurnal Pusat Penelitian Dan Pengabdian Kepada Masyarakat (P3M)*, 1(1), 1–5. <https://journal.albadar.ac.id/index.php/burangrang>
- Febriana, E., & 'Aziz, H. (2019). Implementasi Model Pembelajaran Sentra Bermain Peran untuk Menanamkan Nilai Moral Anak. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 3(2), 115–130. <https://doi.org/10.14421/jga.2018.32-05>
- Gunawan, I. (2015). *Metode Penelitian Kualitatif Teori Dan Praktik*. PT. Bumi Aksara.
- Hasanah, U., & Fajri, N. (2022). Konsep Pendidikan Karakter Anak Usia Dini. *EDUKIDS: Jurnal Inovasi Pendidikan Anak Usia Dini*, 2(2), 116–126. <https://doi.org/10.51878/edukids.v2i2.1775>
- Husnah, U., & Hasanah, H. (2019). Pengaruh Metode Bermain Peran Terhadap Perkembangan Sosial Emosional Anak Usia Dini di TK Dharma Wanita Pakusari Kabupaten Jember. *JECIE (Journal of Early Childhood and Inclusive Education)*, 3(1), 27–34.
- Ibrahim. (2022). Perencanaan Pemasaran Jasa Pendidikan Jambura. *Jurnal Of Educational Manajemnt*, 3(3).
- Kuriawan, A. (2021). *Implementasi Pendidikan Karakter*.
- Mawarni Purnamasari, & Na'imah, N. (2020). Peran Pendidik dalam Konsep Psikologi Perkembangan Anak Usia Dini. *Jurnal Pelita PAUD*, 4(2), 295–303. <https://doi.org/10.33222/pelitapaud.v4i2.990>
- Moleong, L. j. (2012). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Nikmah, F., Izzati, U. A., & Darminto, E. (2022). Penerapan Metode Bermain Peran Berbasis Profesi Untuk Meningkatkan Kemandirian Dan Rasa Percaya Diri Anak Usia 5-6 Tahun. *Jurnal Pendidikan, Sains Sosial, Dan Agama*, 8(1), 295–308. <https://doi.org/10.53565/pssa.v8i1.487>
- Nuryanto, S. (2016). *Berkisah Metode Penguatan Nilai Karakter Islami Pada Anak Usia Dini*. Universitas Muhammadiyah Ponorogo.
- Purba, M. D. (2020). *Menanamkan Moral Sejak Dini Melalui Buku Bergambar Pilar Karakter Sopan Santun Pada Anak Usia Dini Di Desa Gerbang Sari, Kecamatan Tapung Hilir Kabupaten Kampar*. 2(1).

- Rustamaji, D. sofa nurhidayah, & Cahniyo Wijaya Kuswanto. (2019). Implementasi Pendidikan Karakter Anak Usia Dini melalui Metode Bermain Peran Usia 5-6 Tahun di Taman Kanak-Kanak An-Nahl Bandar Lampung. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 3(01), 1–9. <https://doi.org/10.31849/paud-lectura.v3i01.3080>
- Saldana. (2014). *Qualitatif Data Analysis, A Methode Sourcebook, Edition 3*. Sage Publication.
- Shaleh, M. (2012). *Membangun Karakter Dengan Hati Nurani*. Erlangga.
- Siska, Y. (2011). Penerapan metode bermain peran (role playing) dalam meningkatkan keterampilan sosial dan keterampilan berbicara anak usia dini. *Edisi Khusus*, 2, 31–37.
file:///C:/Users/Acer/Downloads/Penerapan_Metode_Bermain_Peran_Role_Play.pdf
- Sriyanti Dan Pratiwi E.S. (2022). Implementasi Pendidikan Karakter Melalui Bermain Peran Di RA Nurul Hidayah. *Jurnal Pendidikan Karakter Anak Usia Dini*.
- Sugiyono. (2019). *Metode Penelitian: Kuantitatif, Kualitatif, Kuantitatif, R & D*. Alfabeta.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Susanto, A. (2011). *Perkembangan Anak Usia Dini*. Universitas Terbuka.
- Sutikno P.H. Sobry. (2020). *Penelitian Kualitatif. Mengenai Seputar Apa Dan Bagaimana Cara Praktis Menulis Dan Melakukan Penelitian Kualitatif Secara Benar Dari A Sampai Z*. . Holistica.
- Suyanto, S. (2005). *Dasar-Dasar Pendidikan Anak Usia Dini*. Hikayat Publishing.