

**THE REINFORCEMENT OF CHARACTER EDUCATION MODEL IN ELEMENTARY SCHOOL THROUGH PROSPEROUS FAMILY ROLE PLAY TECHNIQUE (BPKS) IN SOCIAL STUDIES SUBJECT**

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**ABSTRACT**

Character building through school as a means of student's guidance character and development can be done through various ways like through integrated technique in all of subjects and customized behaviour in school environment. Role play is a very useful technique in building elementary student's character because students are free to take decision and express their feeling. Teacher can evaluate students' experience through observation during implementing role play.

This research aims at describing the reinforcement of the implementation of character education model in elementary school through prosperous family role play in Social Studies (IPS) subject. The method used in this research is research and development, the data are collected through observation and interview in elementary school in Cilacap regency. The technique of analyzing the data which refers to the comprehensive study between the learning process and learning result before and after implementing prosperous family role play (BPKS) technique.

The research result shows that the reinforcement of the implementation of character education in school through implementing prosperous family role play (BPKS) in IPS subject can be done through 1) warming up the group's atmosphere, 2) choosing the participant, 3) arranging the setting, 4) providing the researcher, 5) observing the role play, 6) discussing and evaluating as well as asking question, 7) re-role playing and trying, 8) discussing and evaluating as well as thinking, 9) sharing and generalizing experiences and communicating.

**Keyword: Character Education, Elementary School, Prosperous Family Role Play (BPKS) technique, Social Studies Subject.**

**A. INTRODUCTION**

Why is character education needed to be conducted? The basic reason is because character education is used as the foundation to embody national development vision. According to Endah Sulistyowati (2012:5) the vision need to be accomplished is creating society which is well-behaved, has morality, ethic, culture and civilize based on the five basic principles of the Republic of

Indonesia. Besides, character education as the effort to support the embody of national vision as mandated in Indonesian basic principles and the opening of Indonesian constitution.

Law no 20/2003 about national education system verse 3 mentions that: national education functions to develop the ability and to shape character as well as nation's civilization, while the aim is to develop students' potential in order to be human who believe and obey in God, well-behaved, healthy, knowledgefull, creative, independent and be a democratic citizen and also be responsible citizen (Elfindri. 2012: 26).

The importance of character education according to Zainal Aqib (2011:28) on elementary school level is to form positive character that children need to be trained through habit, independent, respect, creative, active, hard work, and responsible. Children's creativity and activeness also need to be grown and to be motivated gradually. Character education as a pedagogical effort has purpose to make every single person comprehend fully on his individuality.

According to Rusman (2011:54) there are many factors which cause the phenomena, viewed from the component of education held, are factors: teacher, curriculum (material, technique, source, and assessment), learning facilities and leadership factor on education unit. In this case, the failure in internalizing value as character formation is caused by some factors, such as: 1) the choice of learning strategy, technique, and implementation technique which isn't appropriate in learning process, teacher tends to maintain old paradigm and conventional like: material-oriented, teacher centered learning, and cognitive assessment; (2) the taught value isn't integrated with material which is taught, so that the taught value is difficult to be understood and less implemented in daily life.

Joyce, Weil, Calhoun (2011:328) said that role-play puts in character values on students which appropriate with the development of elementary school age, this condition is really enjoyable for students. Accordingly, it can be expected that by role playing, the problem faced by students can be managed well. Role play is also an important activity for the grown and development of phisics, social, emotional, intellectual, and spiritual of elementary school students. Role play put on students to understand environment, make interaction, and develop emotion and imagination well. Role play is an activity to get fun which is happened naturally, students will get happiness, comfort, information, knowledge, and motivation to socialize.

Role play can fully comprehend the running event easily, it can also take the moral value over the event by their own feeling, moreover it can improve professional ability of students, and can create the chance for new job. The characteristic of role play is improving individual and

social behavior of students so that role play is in line with learning process in elementary school especially on Social Studies (IPS) subject.

Social Studies subject aims at preparing students to be a good citizen based on Indonesian basic principle and Constitutional of 1945 by focusing on individual development which can comprehend problems around their environment (family, school, society) even which comes from social environment that discuss between human and their surroundings, and even as an individual or as a member of society. In a reality, the material of Social Studies which is taught in the elementary school is unfocus so that the effect on character value tend to be faded. This condition can be seen on negative behavior when students are back to their society.

In this case, character education model by using BPKS is meant as the creation of a common learning technique into a character education model by implementing various kinds of interaction along with create happy atmosphere to awaken students' desire. Character education model by using BPKS also take into consideration all of learning system which encourage the existance of learning interaction. The main thing in BPKS technique is considering the differences os students' condition and maximizing learning process. BPKS technique focuses on the dinamic relation in class environment along with create effective interaction for learning in a created family setting.

## **B. METHOD**

This research uses Research and Development technique which aims at producing modification model of learning curriculum in Social Studies subject by using role play to form students' character. The procedures in research and development commonly follow these ten steps which are suggested by Gall and Borg (2003: 775) which cover: (1) research and information collecting planning: discuss and gather information through reading on literature, doing observation, interview, and preparing report on development;(2) planning: plan on prototype which will be developed, include determine the skill which will be developed, determine basic competence, formulate the goals/indicators that will be achieved, determine learning steps, and determine type of evaluation; (3) develop preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) operational product revision; (8) operational field testing; (9) final product revision; (10) dissemination and implementation.

This research was conducted in five elementary school which are located in SD N Jeparawetan 1, SD N Alangamba 01, SD N Binangun 01, SD N Bangkal 01 as experimental group and control group. The research was conducted in odd semester of 2015/2016. This research was

conducted in several school in Cilacap regency with the following consideration: Cilacap regency has elementary school with very different scope area that covers language and also geographical condition. The field observation was conducted in several school in Cilacap regency, in private school and also state school. The observation was conducted in relation with character education in Social Studies learning process. This needs to be done to observe the result of character education in Social Studies learning process.

The interview and questionnaire which were conducted to elementary students to find out: (1) students' interest in participating learning process; (2) the importance of character education in Social Studies subject; (3) the difficulties during learning process; (4) students' opinion about the teacher. Meanwhile, the interview and questionnaire for grade IV teacher is to seek for: (1) teacher's skill and performance in improving students' character in Social Studies material; (2) teacher's ability in planning of Social Studies learning which is connected to character values; (3) Social Studies learning process; (4) the policy on Social Studies learning in thematic model and (5) teacher's innovation which is implemented to internalize character value in Social Studies learning in the classroom.

The data source in this research are: teacher, students, headmaster, school committee and school supervisor. The technique of collecting the data are questionnaire, interview, observation and documentation related to Social Studies learning process. This research used the analysis technique which refers to cooperative thinking model which shows the comparison between the process and learning result before and after implement character education model by using BPKS technique.

### **C. RESULTS**

Character building of nation has wide range multidimensional of urgency. It has wide range because it is related to the development of multi aspect of nation's superiority potentials. It is multidimensional because it covers nation's dimensions which great and strong. In this matter, Endah Sulistyowati (2012:5) said, there are some reasons why character education needs to be implemented in elementary school, such as: a) character is a very essential thing in nation live, character is not accidentally appear, it needs to be built and formed to be valuable nation. Therefore, it needs appropriate effort and strategy in order that Indonesian society keep preserving their culture and nation's character. This is the school's role as core strategy of nation's character formation.

The assessment of character value formation on subject is focused on student as individual. This matter can be seen from learning result and value internalization which is formed through

attitude and behavior in daily interaction. To conduct the assessment, teacher can implement authentic assessment. The technique and instrument which is chosen and implemented is not only measure the achievement of student's cognitive, but also measure students' character. Furthermore, it is needed to be implemented assessment technique which is applied to develop students' character.

Role play, principally, is learning to "present" the real roles in "role show" in the class, which is next used as the tool of reflection in order that student gives judgement, such as: judge the strength and weaknesses of each roles, moreover gives advice on improvement of each roles in the show. This learning emphasizes on problem which is played in the show rather than the students' ability in acting the role.

According to Djumingin, (2011 : 175-176), there are some strengths of implementing role play learning model. Those strengths are: (1) it grab students' attention because social problems are usefull for them; (2) by role playing, the students can feel others' feeling, admit others' opinion, mutual understanding, and tolerance; (3) train students to design discovery; (4) think and creative; (5) solve the faced problem realistically because the students can feel it; (6) identify and investigate; (7) interpret and evaluate the result of observation; (8) stimulate the development of students' thinking progress to solve the faced problem appropriately; (9) can make school education be more relevant with real life, especially work world; (10) students are free to take decision and express their feeling; (11) give strong and long lasting impression in students' memory. Besides, it also fun experience which is difficult to be forgotten; (12) it is very interesting, so that it makes the class be more dinamic and full of enthusiastic; (13) rise up the passion and spirit of optimism inside of students and grow up togetherness feeling and high social brotherhood (Santoso, 2011).

On the opposite of having strength, learning model of role play is not a perfect learning model and for sure it also has weaknesses as other learning model. These weaknesses are: (1) some of topics are difficult to be internalized with this technique, such as: the limitation of lab tools rises problem for students to see and observe and conclude the event or concept, (2) teacher must understand well the steps otherwise it will ruin the entire learning process, (3) need longer time allocation (Djumingin, 2011 : 175-176), (4) most of chosen students as actor feel shy to perform certain scene; if there is failure during the show of sociodrama and role play, it will not only give bad impression, but also th learning goal is not accomplished (Santoso, 2011)

According to Joyce, Weil dan Calhoun (2011 : 341) there are two reasons why teacher decides to use role play technique, one of them is start program of social studies which is

systematic, where role play provide many materials to be discussed and analyzed. Therefore, a problem in a certain situation will probably be chosen. The second reason is to give group advice to the students to face daily problem, role play can rise up this problem to be researched by students and help students to solve the problem.

From some explanations above it can be concluded that role play is a learning model which can improve students' imagination, awake patriotic spirit inside of students, think of ongoing event easily, take moral values which is exist on students' thinking, improve professional ability of students, grow up new knowledge for students and find and solve their own problem. Meanwhile, BPKS technique will increase students' confidence, independence, responsible so that BPKS technique will rise students' interpersonal and social intelligence in society.

#### **D. DISCUSSION**

The development of Social Studies which its basic from social studies in America, then get adjustment with Indonesian condition, especially related to goal, material and management. Since its characteristic which is in the form of simplification of Social Studiess concept, IPS in Indonesia is become subject for students in level elementary school, and junior high school. Meanwhile, for the upper level, start from senior high school and university, Social Studies is learnt based on its branches.

In Social Studies, it is known the term Social Studies and *Ilmu Pengetahuan Sosial (IPS)*. The term IPS and its existance in school curriculum can't be liberated from the development of social studies in America. The term *Ilmu Pengetahuan Sosial (IPS)* is the translation from English ie, social studies which is developed in United States (Wahab, dkk, 2009 : 14). Thus, the movement and concept of socia studies in United States has influenced the thought of social studies in Indonesia. Based on above explanation, it can be encluded that social studies is a subject which is taught for students in the level of elementary school, junior high school, to examine about human live in society, and the source is taken from social studies discipline.

The steps of learning model according to Bruce Joyce, Marsha Weil dan Emily Calhoun (2011 : 333) are as follows: 1) warming up the group's atmosphere, 2) choosing the participant, 3) arranging the setting, 4) providing the researcher, 5) the role playing, 6) discussing and evaluating, 7) re-role playing, 8) discussing and evaluating, 9) sharing and generalizing experiences.

Model of character education by using Role Play technique of Bruce Joyce (2011 : 233) in the book entitled Models of Teaching is drawn as prosperous family in family life. BPKS technique

will be developed into 9 steps which is integrated or combined with the learning model of Scientific Model approach (learning model in curriculum 2013), i.e: 1) warming up the group's atmosphere, 2) choosing the participant, 3) arranging the setting, 4) providing the researcher, 5) **observing** the role play, 6) discussing and evaluating as well as asking question, 7) re-role playing and **trying**, 8) discussing and evaluating as well as **thinking**, 9) sharing and generalizing experiences and **communicating**. While the character value which will be risen in BPKS technique are honest, care of environment, respect achievement, independent, in interaction with family, friend, neighbour, and teacher and formed a harmonism which is drawn with prosperous family in family life.

Bryan, Laura (2005) in his journal entitled "*Once Upon & Time : A Grimm Approach*" stated that implement character education in the school is really important. Teachers are suggested to implement character education to the students continuously. This can be done through infiltrate character education in various of learning model. This research is relevant to author study that in every learning activity in a classroom, character education must be implemented in all of learning theme as well as all subject.

Sue roger dan Yuie Evans, (2015), in their research entitled "*Inside Role Play in early Childhood Education*" stated that role play is meaningful and relevant to students learning. The happiness of children by role play is widely admitted, moreover for children of age three to five years old because it can help to improve the social competence and to explore language and ideas about their world. Based on this research and classroom practice it present students' perspective to have debate ability, firm on formal activity, and on be flexible to the environment. It also provide students' view on role play with their friends for example practice role play in the class. Role play emphasizes more in certain subject such as reading and math.

The concept of BPKS technique refers to Bruce joice (2011 : 329) version in model of teaching Role Play which is applied with scientific approach. These are the steps: 1) warming up the group's atmosphere, 2) choosing the participant, 3) arranging the setting, 4) providing the researcher, 5) **observing** the role play, 6) discussing and evaluating as well as asking question, 7) re-role playing and **trying**, 8) discussing and evaluating as well as **thinking**, 9) sharing and generalizing experiences and **communicating**. BPKS technique is implemented in elementary school in social studies subject especially on the theme "the beauty of togetherness", the character value which will be developed related to core competence and considering characteristic of role play learning model in the first semester, ie: honest, discipline, care of environment and respect

achievement, from those four attitude which will be developed in BPKS technique are part of 18 attitude in character education.

Further explanation about the reinforcement of character education in elementary school through BPKS technique in IPS subject are as follows:

| ACTIVITY  | DESCRIPTION OF ACTIVITY  | TIME ALLOCATION | Expected Character in BPKS Technique   |
|---|--|-----------------|--|
| <b>Opening</b><br>1. warming up the group's atmosphere,<br>2. choosing the participant,<br>3. arranging the setting,<br>4. providing the researcher,  | <ul style="list-style-type: none"> <li>• Teacher greets and prays together with students continued by take attendance list</li> <li>• Teacher motivates students by singing "Aku Anak Indonesia" song</li> <li>• Teacher delivers learning goal and motivates students in group (<i>warming up the group's</i>)</li> <li>• Present information to organize students in group by choosing the actor (<i>choosing the participant</i>)</li> <li>• Prepare instrument of learning observation and help students to arrange the role play (<i>arranging the setting</i>)</li> <li>• Facilitate and prepare chosen observer together with the students (<i>providing the researcher</i>)</li> </ul>   | 10 minutes      | <ul style="list-style-type: none"> <li>• Discipline</li> <li>• Care of environment</li> <li>• Democracy</li> </ul>         |
| <b>Main Activity</b><br><b>Exploration</b><br><b>Elaboration</b><br><b>Confirmation</b><br>5. observing the role play<br>6. discussing and evaluating as well as asking question<br>7. re-role playing and trying<br>8. discussing and evaluating as well as thinking | <ul style="list-style-type: none"> <li>• Teacher explains the steps of BPKS technique</li> <li>• Students read text " Mengenal Suku Minang"</li> <li>• Students take important information and write it in the form of mind map and make it as a role.</li> <li>• Students observe culture map of differencess of custom cloth, custom house, and custom dance (<i>guide and observe</i>) in a role.</li> <li>• Students answer the question based on culture map that they observe and discuss question in group. (<i>Thinking</i>)</li> <li>• Every group play the role from discussion result and evaluation of discussion result as well as facilitate students to question. (<i>discuss, evaluate and question</i>)</li> <li>• Teacher guides student to re-act after evaluation. (re-role and try)</li> <li>• Teacher guide and helps, directs students and evaluates and think on material. (<i>Discuss,</i></li> </ul> | 55 minutes      | <ul style="list-style-type: none"> <li>• Respect on achievement</li> <li>• Care on Society</li> <li>• Democracy</li> </ul> |

| ACTIVITY  | DESCRIPTION OF ACTIVITY  | TIME ALLOCATION | Expected Character in BPKS Technique  |
|---|--|-----------------|---|
|   | evaluate and think)  |                 |   |
| <b>Closing</b><br>9. sharing and generalizing experiences and communicating | <ul style="list-style-type: none"> <li>• Students answer the contemplative question on the book.</li> <li>• Teacher close the activity by asking what activity of the day and what they feel.</li> <li>• Teacher gives homework to the students to seek the other information about the existence of Indonesian culture by asking to their parents or neighbour, watching television or reading the book.</li> <li>• Teacher delivers moral message and character values which is saved on the role play and remind that God creates human uniquely and different one each other, so that as civilized human we need to respect the togetherness and diversity with other human.</li> <li>• Teacher close the meeting, develop material, summarize, and inform learning result such as presentation, wall magazine, and portfolio (<i>share and generalize experiences and communicate</i>)</li> </ul> | 10 minutes      | <ul style="list-style-type: none"> <li>• Respect on achievement</li> <li>• Democracy</li> <li>• Honest</li> </ul> |

## CONCLUSION

The reinforcement of the implementation of character education model in elementary school through prosperous family role play (BPKS) technique in Social Studies subject can be done through the following steps:

- (1) warming up the group's atmosphere,
- (2) choosing the participant,
- (3) arranging the setting,
- (4) providing the researcher,
- (5) observing the role play
- (6) discussing and evaluating as well as asking question
- (7) re-role playing and trying
- (8) discussing and evaluating as well as thinking
- (9) sharing and generalizing experiences and communicating.

The BPKS technique was implemented in elementary school on Social Studies subject at learning theme “ the beauty of togetherness”, the character value that will be developed related to core competence and consider characteristic of learning model of role play on first semester, ie: **honesty, discipline, care of environment, and respect on achievement**, those four character that will be developed in BPKS technique are part of 18 character education.

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