

Implementation Method Learning *Role Playing* for Improving Students' Understanding of Pancasila Values in Grade V of Derok Elementary School

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Abstract: This study aims to determine the application of the role playing learning method in improving students' understanding of Pancasila values in grade V of SDI Derok, Raihat District, Belu Regency, East Nusa Tenggara. The background of this study is the low level of students' understanding of the meaning of the Pancasila principles, which is seen from their lack of discipline, low cooperation, and minimal sense of responsibility in school activities. This study uses a descriptive qualitative approach with the type of Classroom Action Research (CAR) which is carried out in two cycles. Each cycle includes four stages, namely: planning, implementation, observation, and reflection. The research subjects consisted of 20 grade V students of SDI Derok. Data were collected through observation, interviews, comprehension tests, and documentation. Data analysis was carried out descriptively qualitatively through data reduction, data presentation, and drawing conclusions. The results of the study indicate that the application of the role playing method can improve students' understanding of Pancasila values. In the initial condition, only 46% of students understood the meaning of the Pancasila principles well. After implementing the role-playing method in cycle I, understanding increased to 54.54%, and in cycle II, it increased again to 86.36%. In addition to cognitive improvements, positive attitude changes occur, such as student cooperation, responsibility, and discipline during learning activities. Thus, the role-playing learning method has proven effective in improving the understanding and practice of Pancasila values in elementary schools. This method also makes learning more meaningful, interactive, and enjoyable for students.

Keywords : Classroom Action Research; Elementary School; Pancasila Values; Role Playing; Students' Understanding.

1. INTRODUCTION

Education plays a fundamental role in shaping the character, morals, and potential of students as a whole. This aligns with the mandate of the National Education System Law of the Republic of Indonesia, which states that education functions to develop abilities and shape the character and civilization of a dignified nation. Among the various subjects available, Pancasila Education is the most important in instilling these values. Sublime nation like deity, humanity, unity, democracy, And justice social, Which is foundation moral and ethics for generation successor nation. So that these values can be internalized and applied in the lives of students, the Pancasila learning process should not only focus on cognitive aspects, but also... on aspect affective And psychomotor .

Reality shows that learning Pancasila Education often faces various challenges. Observation beginning Which done in class V Elementary School Presidential Instruction Derok in August 2025 revealed that students' understanding of values Pancasila Still is

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relatively low. Matter This caused by by monotonous learning methods, only centered on the educator (teacher-centered learning), more prioritize lecture, so that learners become passive and bored. This condition leads to a lack of interaction, low student engagement, and a lack of application of Pancasila values in daily life. For example, during the learning process, students demonstrate minimal cooperation in group assignments and a low sense of responsibility in completing assignments.

To overcome this problem, it is necessary to update learning methods. Which capable create atmosphere learning that is more interactive, fun, and effective. Wrong One learning methods that can The method applied is the use of the *Role Playing* learning method . This method allows students to play a role. as figure certain And play a role scenario, so that they can directly experiencing, experiencing, and understanding the values contained within. With this method, learning becomes more contextual and meaningful.

A number of previous studies have shown the effectiveness of *the role playing method* in increase understanding, motivation, and student learning outcomes. The research conducted by Andiyani (2024) And Primary Putra (2018) showed that this method is significant increase achievements learning and student activities. In addition, Aufa Sarifah (2022) confirm that method This provides a more interactive and in-depth learning experience in studying Education. Pancasila. With thus, The application of role-playing methods can improve students' understanding.

However, most previous research still focuses on improving learning outcomes in general, and not many have specifically examined how method *role playing* can Increasing in-depth understanding of Pancasila values in the context of elementary school learning. Furthermore, no studies have been found describing the contextual application of this method in elementary schools, particularly in the Belu region. Therefore, further research is needed to fill this gap. The *role-playing method* has the potential to be a solution to address this problem. low understanding And results Study learners on eye lesson Education Pan casila.

Based on this background, this study was conducted with the aim of understanding in depth how the application of *role-playing learning methods* can improve students' understanding of Pancasila values in fifth grade at SD Inpres Derok. This research is expected to contribute. theoretical And practical for educators, students, and future researchers, especially in designing more effective learning strategies to form a generation with character, noble morals, independence, and responsibility.

2. METHOD STUDY

Study This use type Study Class Action (PTK) with a tan approach qualitative, reflective and collaborative in nature and aims to improve quality learning systematically in the classroom. This approach was chosen to address problem specific m identified in class V SD Inpres Derok and for get results Study Which op timal. Study This adopt design Kemmis model & McTaggart Which implemented in two cycle. Every cycle consists of from There are four main stages: planning, action implementation, observation, and reflection. The action and observation stages are carried out simultaneously, and the results of the reflection in Cycle I are used as the basis for improving actions in Cycle II to achieve continuous improvement.

This research was conducted in the semester even year teachings 2024/2025, with 22 fifth grade students as research subjects, consisting of 13 male students and 9 female students. The research location was chosen based on the results of initial observations which showed low understanding learners towards Pancasila values and the support from the school to develop creative learning methods. The research procedure was divided into two cycles. In Cycle I, planning began in the form of developing teaching modules, student worksheets (LKPD), and research instruments such as test questions and observation sheets. This was followed by implementing learning using the *role-playing method* , where observations were made. during process ongoing For monitor the activities of educators and students. At the end of the cycle, done reflection based on results observation and results test end. If the results on Cycle I Not yet reach criteria the success that set, so to be continued to Cycle II with similar actions, but adjusted and improved based on the findings and weakness on cycle previously, especially in the core stages of learning.

Data collection in this study was conducted using several techniques, namely observation, testing, and documentation. Observation was used to monitor learning

activities and student behavior throughout the process, using observation sheets to assess the suitability of the plan and the learning objectives. And implementation action. Test given in form question choice double as many as 20 items at the end of each cycle, to measure understanding learners to Pancasila values. Meanwhile, documentation is used as supporting data in the form of photos activity, Plan Implementation Learning (RPP), And instrument study others. The success criteria in this study were determined if 70% of the total number of students achieved a minimum score of 75, in accordance with the applicable Learning Objective Achievement Criteria (KKTP).

3. RESULTS AND DISCUSSION

Implementation of Learning with *the Role Playing Method*

Based on observations made during the Classroom Action Research (CAR), the implementation of the *role-playing method* showed significant improvement from Cycle I to Cycle II. In Cycle I, the implementation of learning was still considered adequate. The implementation of educators' teaching activities reached 62.96%, and the implementation of student activities reached 62.96%. Study learners get The percentage was 61.90%, both of which were in the sufficient category. Some of the obstacles identified in this cycle included educators not appointing certain students as specific observers, which resulted in students who No play role not enough carry out their duties well. In addition, directions from educators Still not enough maximum, make Students were still confused during role-playing, and interaction and discussion between the players and observers were minimal. These shortcomings became the basis for reflection for improvements in Cycle II. These improvements focused on providing stronger motivation to students, preparing scenarios that were easier to understand, and And give directions Which more clearly, including specifically designating observers.

In Cycle II, there was significant improvement. Teachers' teaching activity increased to 85.18% in the first meeting and 96.29% in the second meeting. Student learning activities also increased, reaching 80.95% at the first meeting and 95.23% at the second meeting. second, both of them in good category. Improvement This happen Because educator has addressed shortcomings in the previous cycle. Educators motivated students to be more active and confident, prepared scenarios were easier to understand, and students acting as observers performed their duties effectively. This improvement in the quality of the teaching and learning process demonstrates that the *role-playing method* can be implemented more effectively and effectively to enhance student understanding.

Improvement Understanding Learners

The increase in students' understanding is measured using the learning outcome tests given. on end cycle. Results test This shows a significant increase from Cycle I to Cycle II, indicating that the *role-playing method is effective in improving* student learning outcomes. In Cycle I, the test results showed that the average class score was 77.11. However, of the 22 students, only 12 students (54.54%) achieved the completion score. This result indicates that the actions in Cycle I were not successful because they did not reach the established success indicator, namely 70% overall completion.

Based on the results of reflection and improvements in Cycle I, educators and researchers continued to Cycle II. Results test on Cycle II showed remarkable improvement. The average class score rose drastically to 85.76. Furthermore, the number of students who completed the course increased. increase become 19 learners (86.36%). This level of completion has exceeded the established success indicators, so the research was declared successful and did not need to be continued to the next cycle.

This significant increase in student understanding is a direct impact of improvement quality process learning. As shown by observation data, in Cycle II, students became more active, enthusiastic, and confident because educators had improved their implementation methods. This active involvement enabled students to not only memorize but also internalize and practice the values of Pancasila. This improved their understanding. become more strong And permanent, which reflected from improvement mark average and learning completeness dramatically.

Table 1. Description of the Completeness of Students' Understanding of Pancasila Values by Applying *the Role Playing Method* in Cycles I and II

Mark Category	Cycle I	Cycle II
Completed (75-100)	12 learners (54.54%)	19 learners (86.36%)
No Completed (0- 74)	10 learners (45.45%)	3 learners (13.63%)

Findings Study

The findings of this study indicate that student *-centered learning* is far more effective than traditional learning, which tends to be teacher-centered. These findings align with previous research demonstrating the effectiveness of the *role-playing method* in improving student motivation, cooperation, and learning outcomes due to its fun and participatory nature. The application of this method in fifth-grade students at SD Inpres Derok not only successfully improved cognitive understanding but also improved students' psychomotor skills.

This research proves that to instill abstract values such as Pancasila, an approach that focuses on direct experience and appreciation is necessary. (affective aspect and psychomotor) is far more effective than lecture methods that focus solely on cognitive aspects. Through role-playing, students can directly experience and understand Pancasila values such as tolerance, cooperation, and social justice, making it easier for them to internalize them in their daily lives.

The improvement process observed in this study is a validation of the Classroom Action Research (CAR) model itself. The increase in Cycle II was not solely due to the *role-playing method*, but rather due to the interactive and interactive process. reflective Which attached on model PTK. Disadvantages Which identified in Cycle I, such as educators who did not appoint observers specifically and lacked direction, in a way on purpose repaired on Cycle II. This improvement directly resulted in a significant increase in quality. implementation learning, Which This in turn leads to increased student understanding and learning outcomes. This indicates that the success of this research lies in a continuous cycle of improvement.

This research has novelty in the application of *the role playing method* contextually to increase understanding values Pancasila on learners school basic, especially in the affective aspect which has been not enough become focus in Pancasila Education learning. Different from previous research which generally focused on improving learning outcomes in general. cognitive, study This emphasize on the appreciation of Pancasila values through experience direct And involvement active students in the learning process. In addition, the use of the Classroom Action Research approach (PTK) give mark plus because it is possible existence reflection And continuous improvement in the learning process. Context study Which done in SDI Derok, Maumutin Village-Raihat District-Belu, also made a new contribution, considering that there is still lack of study similar in region Thus, this research not only provides theoretical contributions, but also offer solution practical for educator in designing Pancasila Education learning that is more enjoyable, meaningful and effective.

4. CONCLUSION AND SUGGESTION

Based on results study on, can It was concluded that the application of *the role playing learning method* was successful in significantly increasing students' understanding of Pancasila values in Class V of SD Inpres Derok. Success this is marked with there is an increase in the implementation of learning. The learning process using *the role playing method* shows an increase quality from Cycle I to Cycle II, with very good achievement. This improvement occurred thanks to improvements and reflection. Which done by educator And researchers, so that students become more active, enthusiastic, and focused and Improved Learning Outcomes: Student understanding increases significantly. This is indicated by an increase in the average class score and the level of completion Study Which soaring from The increase in success rate increased from 54.54% in Cycle I to 86.36% in Cycle II. This increase exceeded the established success indicators, thus declaring the research action successful.

From the research day, there are several suggestions: **For educators**, it is recommended to use the method learning *role playing* as Wrong One alternative in create A

more interactive, enjoyable, and student-centered learning environment, especially in abstract subjects like Pancasila Education. Educators should also not focus on just one learning method, but rather try other methods, such as *problem based learning* or *project based learning* to increase the effectiveness of learning and student engagement in class. **For students**, it is hoped that can more active And brave in expressing self during process learning takes place, because active involvement has been proven to increase understanding and appreciation to material Which For future researchers, this study can be used as a reference for further developing the *role-playing method*, either by *varying the form of implementation* or by *integrating it with other learning media*. Besides That, recommended so that further research can broaden the focus of the study to aspects of students' attitudes and social skills, or compare the effectiveness of *the role playing method* with method other learning for get description Which more comprehensive information about the impact of the method on student development.

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