.

The Urgency of *Role Playing Models* in Improving the Character of Speech Manners at P5 Activities in Elementary Schools

Laesti Nurishlah[1], Subiyono[2], Siti Nurul Safitri[3]

[1,2,3]STAI Sabili Bandung

INTRODUCTION

Learning and character are closely interrelated in individual development. The learning process is not only about the acquisition of knowledge and skills, but also shaping the character of a person. Learning often includes certain values such as honesty, hard work, and empathy (Anisyah dkk., 2023). Through this process, individuals learn how these values can be applied in everyday life, shaping their character (Hermansyah dkk., 2021). The learning process often involves challenges and difficulties. How a person responds to and overcomes these challenges can shape their character. Perseverance, resilience, and toughness are examples of character traits that can develop through experiential learning (Firdaus & Fauzian, 2020).

Learning often involves interacting with others, be it classmates, teachers, or mentors. Through these interactions, individuals can learn about cooperation, effective communication, and empathy, all of which are important components of character. The learning process often involves reflection on the experience and

knowledge gained. Through this reflection, individuals can develop a deeper understanding of themselves, their values, and how they want to shape their character.

Teachers and other authority figures often serve as role models in the learning process. How they act and behave can affect the character building of their students (Kapoh dkk., 2023). Positive role models can inspire students to develop strong and positive character. Thus, learning has great potential to shape a person's character and help them become better individuals (Tuhuteru dkk., 2023).

Problems in learning and character can arise from various factors. Sometimes, the educational curriculum is not aligned with the values that are desired to be instilled in the character of the individual (Ichsan, 2021). This can result in a conflict between what is taught in school and what is considered important by society or the family. Inequalities in access to education can lead to gaps in character building. Individuals who do not have equal access to quality education may not have the same opportunities to develop values and skills that are considered important in character building.

A less supportive social environment can hinder positive character building through learning. Lack of support from family, peers, or teachers can make individuals feel unmotivated or unappreciated, which can affect their character development. Every individual has a different learning style. Mismatches between student learning styles and teacher teaching methods can hinder effective understanding and character development. For example, more visual students may struggle in an environment dominated by lectures.

Unsupportive school cultures, such as bullying or unfair treatment, can undermine students' confidence and self-esteem. This can hinder positive character building and cause a negative impact on their emotional and social development. Sometimes, desirable values such as honesty, responsibility, and empathy are not explicitly integrated in the curriculum and learning experience. This can make it difficult for students to identify and understand these values in the context of everyday life.

Addressing these issues requires a holistic approach that involves collaboration between educators, families, and communities to create a learning environment that supports and facilitates positive character building in each individual. Role modeling is a learning method that involves simulating real-life situations in which individuals act as specific characters and interact according to a given scenario. By playing a role in demanding situations, individuals have firsthand experience in applying desirable values and skills in character building. This helps them understand the consequences of their actions and learn from the experience.

Character manners and good speech (good communication ethics) are very important in various activities, including in P5, which can refer to Presentations,

Meetings, Exhibitions, or any event that involves social interaction. Applying manners and good speech to P5 activities, individuals can create a positive, supportive and productive environment for all involved. It also helps build good relationships and strengthens interpersonal communication skills.

Research on the implementation of role playing in improving the character of manners and good speech in P5 activities can provide a deep understanding of the effectiveness of this method. This research will provide empirical evidence on the effectiveness of role models in improving the character of manners and good speech in the context of P5 activities. This is important to ensure that the use of this method is based on solid evidence and not just on assumptions or beliefs. In addition, this study can investigate the specific context in which role models are used in P5 activities and the determinants that influence their effectiveness. This can include aspects such as organizational culture, management support, and level of participant engagement.

As such, this research will not only provide valuable insight into the effectiveness of role models in enhancing character in the context of P5 activities, but can also provide practical direction and a significant contribution to the literature and educational practice.

METHOD

This research uses *library research* method with qualitative approach (Sugiono, 2015; Suryana & Priatna, 2007). Primary data sources are obtained from journals and books related to role playing model expression in improving the character of manners and speech in P5 activities. While secondary data sources are taken from journal articles, books, other writings that are considered relevant to the research topic.

The data collection techniques used are observation and documentation. Both are considered important to do in order to get accurate data. Meanwhile, the data was analyzed by qualitative analysis. First, data is collected, selected, and interpreted in order to obtain original and accurate research results that can be accounted for.

RESULTS AND DISCUSSION
Role Playing Learning Model as a Relevant Model in Character Education

The essence of the role playing model is a learning method that involves simulating real-life situations in which learners act as certain characters. In this context, learners present or participate in situations created to simulate experiences relevant to a specific goal, be it for learning, skill development, or character building.

This model involves creating situations that simulate real-life experiences in which learners must assume the role of specific characters (Mansir dkk., 2020).

These situations can come from a variety of contexts, including professional, social, or personal environments. Learners are given specific roles or characters that they must play in the simulation. This can involve a variety of roles, from historical figures to working professionals to fictional characters, depending on the desired learning or development goals.

The role playing model emphasizes the interaction between learners in the created situation. They must communicate, collaborate, and interact with each other according to their respective roles, thus creating a dynamic and action-oriented learning experience (Kaffa & Miaz, 2022). Role playing is used to achieve specific learning objectives, such as a better understanding of a concept, the development of interpersonal skills, or the formation of certain characters. This goal becomes the main focus in the design and implementation of simulations. Once role playing is complete, it is important for learners to reflect on their experiences and receive feedback on their performance. This helps them understand the lessons learned from the simulation and ways they can improve their skills or understanding in the future (Hendrik dkk., t.t.).

The essence of role playing models is to provide immersive, interactive, and real-life relevant learning experiences, where learners can be actively involved in their learning process. By placing themselves in different roles, they can broaden their understanding of the world and develop the skills necessary to succeed in a variety of contexts. The role playing learning model has strong relevance in character education because it combines direct experience with desired values.

Role playing allows learners to interact directly with real-life situations where desired characters can be applied. This allows them to feel and understand those values in a relevant context. By acting as a particular character, learners can develop empathy for other people's perspectives and understand the impact of their actions on others. It helps strengthen social skills and promotes inclusive and empathetic attitudes. Role playing is a form of active learning in which learners are actively involved in the learning process. This allows them to gain a deeper and sustained understanding of character values than simply listening or reading about them.

Through role playing, learners can practice interpersonal skills such as effective communication, negotiation, and problem solving. This helps them become better individuals at interacting with others in various life contexts. Acting as a specific character allows learners to identify and articulate values that are important to them. This strengthens their personal identity and helps them build a strong and consistent character. Role playing provides opportunities for immediate feedback from instructors or fellow learners, which can help learners improve their behaviors and strategies in a safe and structured context.

Thus, the role playing learning model is an effective tool in character education because it combines direct experience, active learning, interpersonal

skill development, and reinforcement of identity values. This provides a valuable opportunity for learners to become better and responsible individuals in society.

Posisi Karakter Sopan Santun dan Bertutur Kata Dalam P5

The essence of P5 activities (Presentations, Meetings, Exhibitions and the like) in schools is to create an environment where students can develop skills essential for their lives and careers. P5 activities provide opportunities for students to develop their communication skillska (Muktamar dkk., 2024). This includes the ability to convey ideas clearly and persuasively, listen carefully, and interact well with their peers.

By participating in P5 activities, students can gain greater confidence in public speaking, communicating with others, and presenting their ideas or work (Suastra, 2023). This is an important aspect in the formation of a strong personality. P5 activities often involve collaboration between students in groups or teams. It helps students to learn to work together, value the contributions of others, and achieve common goals. P5 activities encourage active learning, where students not only passively receive information but also engage in the learning process through presentations, discussions or demonstrations (Dwi Alfina & Hasanah, 2024). This helps strengthen the understanding and retention of the material.

Through P5 activities, students can develop social and emotional skills such as empathy, cooperation, conflict management and leadership. This is important in preparing them to interact positively in society. P5 activities also provide opportunities for students to showcase their work or achievements to the public (Amelia dkk., 2024). This can increase students' motivation and give recognition for their efforts (Oktavia, 2023).

The essence of P5 activities in schools is to create a learning environment that is dynamic, inclusive and oriented towards the development of various skills relevant for student success in the future. It not only helps students in their academic achievements, but also in the formation of their personality and readiness to face real-world challenges. In the context of P5 (Presentations, Meetings, Exhibitions, etc.), the character of manners and speech holds a very important position.

Character manners and good speech help in creating a positive first impression. This affects how others respond and interact with us in P5 situations. Good manners and well-spoken speech help in building strong and harmonious relationships with others. This creates a positive environment where effective collaboration and communication can occur. Speaking with good manners is a way to respect and respect others. This shows that we pay attention to their feelings and needs, which is important in maintaining a good interpersonal relationship.

When participating in P5, it's important to be able to convey the message clearly and effectively. Speaking with good manners helps in ensuring that our message is well received by the audience. When we speak with good manners, it helps in boosting our confidence. This makes us feel more comfortable and confident when speaking in front of a crowd or in demanding social situations.

In a professional context, character manners and good speech help in creating a positive work culture. This includes respecting colleagues, avoiding unnecessary conflict, and creating an inclusive and collaborative work environment. As such, manners and good speech play an important role in every aspect of the P5, helping to create good relationships, convey messages clearly and build a positive working environment.

The Urgency and Actualization of Role Playing Learning Models in Improving the Character of Manners and Speech in P5 activities

The role playing learning model has great potential in improving the character of manners and speech in P5 activities. Design role playing scenarios that are appropriate to the context of P5 activities and emphasise social interactions that require good manners and communication. For example, simulating a presentation in front of a class or a role in a group discussion.

Once the simulation is complete, provide participants with constructive feedback about their behavior. Give praise for polite behavior and suggestions for improvement if needed. Encourage participants to reflect on their experiences in role playing and discuss how they can relate the learning to real-life situations outside the classroom.

During role playing, learners should be given the opportunity to apply character principles such as respecting the opinions of others, listening carefully, and speaking politely (Azizah, 2022). The role playing learning model should be integrated with the subject matter being studied so that students can see the relationship between academic concepts and character development. During and after role playing, monitor and evaluate students' progress in practicing character manners and speech. Identify areas that need improvement and follow up with appropriate actions. By applying the role playing learning model well, schools can create an environment that supports students' character building in terms of good manners and communication, which will bring long-term benefits to their personal and academic development (Giyono & Saptatiningsih, 2023).

The urgency and actualization of role playing learning models in improving the character of manners and speech in P5 activities is very important. Role playing models provide students with hands-on experience in interacting with real-life situations where good manners and speech are required. By acting as a specific character in a relevant scenario, students can directly feel and understand the importance of such behavior in a practical context (Budiman dkk., 2023).

Role playing encourages active learning where students are directly involved in the learning process. They not only listen to or read about the principles of good manners and speech, but also apply them in simulated situations. This reinforces the understanding and retention of the concept. Role playing helps in the development of students' interpersonal skills, including the ability to communicate effectively, listen with empathy, and interact politely and respectfully (Fuaddah dkk., 2023). These skills are particularly important in the context of P5 activities where social interaction is frequent. Through role playing, students can develop empathy for other people's perspectives and understand the impact of their behavior on others. This helps them become more sensitive to the feelings and needs of others, which is an important aspect of good manners and speech.

The implementation of role playing models can help in shaping the character of students by reinforcing values such as patience, understanding, cooperation, and tolerance. This helps them become better and more responsive individuals in a variety of life situations. Thus, the role playing learning model has a high urgency and actualization in improving the character of manners and speech in P5 activities. It not only provides an immersive and meaningful learning experience for students, but also helps them develop skills and attitudes that are essential for success in their personal and professional lives.

CONCLUSION

Role playing models allow students to learn through hands-on experience, which deepens their understanding of the importance of good manners and communication in real-life situations. By playing a role in situations that simulate social interaction, students can develop interpersonal skills such as empathy, active listening, and polite speaking. Participation in role playing helps students to build their confidence in communicating with others and conveying their ideas clearly and effectively. The role playing model creates an active and enjoyable learning environment where students can be directly involved in the learning process, thereby increasing their engagement and retention of the concepts taught. Through role playing, students learn to value and respect the opinions of others, which can help strengthen interpersonal relationships and create a more positive and inclusive school environment. By considering the urgency and benefits offered by the role playing learning model, its use is expected to be an effective strategy in improving the character of manners and speech in P5 activities in elementary schools. This will not only help students in their personal development, but also bring a positive impact on the quality of social interaction at school and outside of school.

REFERENCE

Amelia, L., Khoirunnisa, R., & Putri, S. K. (2024). Problematika Implementasi Proyek P5 di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, *8*(1), 1469–1475.

Anisyah, N., Marwah, S., & Yumarni, V. (2023). Pendidikan Karakter dalam Pembentukan Akhlak Anak Pra Sekolah. *Murhum : Jurnal Pendidikan Anak Usia Dini*, *4*(1), 287–295. https://doi.org/10.37985/murhum.v4i1.164

Azizah, N. (2022). Penerapan Metode Role Playing Untuk Meningkatkan Keterampilan Berbicara dan Motivasi Belajar Siswa dalam Menguasai Congratulations Expressions. *Educatif Journal of Education Research*, *4*(1), 121–131. https://doi.org/10.36654/educatif.v4i1.275

Budiman, B., Suherman, A., Tarigan, B., Juliantine, T., & Burhaein, E. (2023). Application of Role-Playing Model in Physical Education to Develop Student Social Skills. *Jurnal Pendidikan Jasmani Dan Olahraga*, *8*(2), 288–295. https://doi.org/10.17509/jpjo.v8i2.60138

Dwi Alfina, I. A., & Hasanah, F. N. (2024). Analisis Implementasi Kurikulum Merdeka dalam Proses Pembelajaran Kegiatan P5 Berbasis Teknologi Informasi dan Komunikasi di SMK Negeri 2 Buduran. *Physical Sciences, Life Science and Engineering*, *1*(2), 14. https://doi.org/10.47134/pslse.v1i2.195

Firdaus, M. A., & Fauzian, R. (2020). Pendidikan Akhlak Karimah Berbasis Kultur Pesantren. *Jurnal Pendidikan Islam*, *11*(2), 136–151.

Fuaddah, F. E., Pulmasari, M., & Puteriani, T. (2023). Implementasi Metode Role Playing Sebagai Upaya Mengatasi Problematika Pembelajaran SKI di Mas Darussalam Kota Bengkulu. *Jurnal Pendidikan Tambusai*, *7*(3), 32045–32049.

Giyono, S. K., & Saptatiningsih, R. I. (2023). Development of Evaluation-Based Role Playing Methods in Civics Subjects in Improving the Character of Nationalism. *Jourbal Of Etika Demokrasi*, *8*(4), 537–549. https://doi.org/DOI: 10.26618/jed.v%vi%i.10385

Hendrik, D., Berlian, Z. E., & Idi, A. (t.t.). Internalization of Islamic Religious Educational Values Through Role Playing Methods In The Learning of Aqidah Akhlak. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(4), 2933–2948. https://doi.org/DOI: 10.30868/ei.v12i04.5101

Hermansyah, Y., Hasanudin, H., Laesti, N., & Nursholihah, S. (2021). Application of Religious Tolerance Character Through Civics Learning at Madrasah Ibtidaiyah. *Jurnal Ilmiah Wahana Pendidikan*, *8*(9), 411–421. https://doi.org/10.5281/ZENODO.10802622

Ichsan, F. N. (2021). Implementasi Perencanaan Pendidikan Dalam Meningkatkan Karakter Bangsa Melalui Penguatan Pelaksanaan Kurikulum. *Al-Riwayah: Jurnal Kependidikan*, *13*(2), 225–412.

Kaffa, Z., & Miaz, Y. (2022). Pengembangan Lembar Kerja Peserta Didik Berbasis Role Playing pada Pembelajaran Tematik Terpadu di Sekolah Dasar. *Jurnal Basicedu*, *6*(5), 8228–8238. https://doi.org/10.31004/basicedu.v6i5.3344

Kapoh, R. J., Pattiasina, P. J., Rutumalessy, M., Wariunsora, M., Tabelessy, N., & Santika, I. G. N. (2023). Analyzing the Teacher's Central Role in Effort to Realize Quality Character Education. *Journal of Education Research*, *4*(2), 452–459.

Mansir, F.-, Tumin, T., & Purnomo, H. (2020). Role Playing Learning Method in The Subject of Aqidah Akhlak at Madrasa. *Nazhruna: Jurnal Pendidikan Islam*, *3*(2), 191–201. https://doi.org/10.31538/nzh.v3i2.675

Muktamar, A., Yusri, H., & Amalia, B. R. (2024). Transformasi Pendidikan: Menyelami Penerapan Proyek P5 untuk Membentuk Karakter Siswa. *Journal of International Multidisciplinary Research*, *2*(2), 1–8.

Oktavia, S. (2023). PENGUATAN KARAKTER KREATIF MELALUI PROJEK PENGUATAN PROFIL PELAJAR PANCASILA PADA TEMA KEWIRAUSAHAAN DI KELAS XI SMAN 1 KRIAN. *Civilia : Jurnal Kajian Hukum dan Pendidikan Kewarganegaraan*, *2*(3), 1–17.

Suastra, I. W. (2023). Projek P5 sebagai Penerapan Diferensiasi Pembelajaran dalam Kurikulum Merdeka: Literature Review Studi Kasus Implementasi P5 di Sekolah. *Empiricism Journal*, *4*(2), 515–525.

Sugiono. (2015). *Metode Penelitian Kualitatif*. Alfabeta.

Suryana, Y., & Priatna, T. (2007). *Metode Penelitian Pendidikan*. Azkia Pustaka.

Tuhuteru, L., Pratiwi, E. Y. R., Suryowidiyanti, T., Mahendika, D., & Abdullah, D. (2023). Strategies For Primary School Students Understanding Of Character Education Through The Active Role Of Teachers. *Journal on Education*, *5*(4), 13569–13577. https://doi.org/10.31004/joe.v5i4.2365