



Implementation of Role Playing Method to Include Honesty Values in Early Childhood at RA Darurrasyid Pameungpeuk

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ABSTRACT

Early childhood character education is very important in shaping children's morals and personalities. One of the character values that need to be instilled is honesty, which is the basis for building a positive attitude and integrity. This study aims to analyze the application of the Role Playing method in instilling the value of honesty in early childhood at RA Darurrasyid Pameungpeuk. The Role Playing method was chosen because it allows children to learn through direct experience, so that they can understand the meaning of honesty better. This study uses a qualitative approach with observation, interview, and documentation techniques to collect data from teachers and students. The results of the study showed that the Role Playing method was effective in improving children's understanding of the value of honesty. Children become more aware of the importance of being honest in everyday life, both at school and at home. In addition, this method also helps improve children's social interaction, self-confidence, and communication skills in expressing their feelings and opinions openly. Thus, the application of the Role Playing method can be an effective strategy in character education in early childhood education institutions. This study is expected to contribute to educators in developing interactive learning that is fun and meaningful for early childhood.

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Introduction

Character education is one of the important aspects in the formation of a child's personality from an early age. At this stage, children begin to learn to understand various moral values that will be the basis for the development of their attitudes and behavior in the future. One of the main values that must be instilled from an early age is honesty, because honesty is the main foundation in building integrity, a sense of responsibility, and trust in social life. However, in practice, not a few children still show dishonest behavior, such as lying to avoid punishment or covering up mistakes. Therefore, an appropriate learning strategy is needed so that children not only understand the concept of honesty but are also able to apply it in everyday life.

Honesty is not only important in social interactions, but also has a long-term impact on forming the character of responsible and trustworthy individuals. Children who are accustomed to being honest from an early age tend to have better social relationships with peers, teachers, and parents. Conversely, the habit of lying that is allowed from an early age can develop into more complex habits in the future, such as cheating or being manipulative. Therefore, early childhood education institutions must pay special attention to the formation of honesty values through learning methods that are in accordance with the child's cognitive and emotional development.

One of the learning methods that can be applied to instill honesty values in early childhood is the Role Playing method. This method provides an opportunity for children to experience various situations directly through role simulations. By playing roles, children can understand the consequences of their actions, including when they are honest or otherwise. In addition, this method also helps children develop critical thinking skills, communicate, and understand the feelings of others, so that they find it easier to realize the importance of being honest in everyday life.

RA Darurrasyid Pameungpeuk as an early childhood education institution has a strategic role in shaping students' character through various learning approaches. In its application, learning at RA does not only focus on cognitive aspects, but also emphasizes affective and psychomotor aspects, including in instilling moral values such as honesty. Therefore, the use of the right method in learning is the key to success in shaping children's character from an early age.

In the context of early childhood education, the Role Playing method has various advantages compared to conventional learning methods. Early childhood tends to find it easier to understand abstract concepts through real experiences that involve emotions and direct interaction. Role-playing allows children to put themselves in various situations, such as a child who finds a friend's belongings and must decide whether to return it or not. In this way, children can learn naturally about the consequences of each action they take. In addition, the Role Playing method can also improve children's social interaction, empathy, and communication skills. In the process of role-playing, children are invited to understand other people's perspectives, recognize their feelings, and respond to situations in a wiser way. This can help children develop better social skills, which will be useful in their future lives. Furthermore, this method can also build children's self-confidence, because they learn to express their opinions and feelings in a safe and fun environment.

Research on the effectiveness of the Role Playing method in instilling honesty values in early childhood is still relatively limited, especially in the context of Islamic educational institutions such as RA Darurrasyid Pameungpeuk. Therefore, this study aims to analyze how the Role Playing method can help children understand and apply the concept of honesty in everyday life. In addition, this study also wants to explore how children and teachers respond to the application of this method in the learning process.

The method used in this study is a qualitative approach, with observation, interview, and documentation techniques as the main instruments in data collection. Observations were made to observe how children respond and participate in role-playing activities designed to teach honesty values. Interviews were conducted with teachers and educators to gain a deeper understanding of the effectiveness of this method and the challenges faced in its implementation. Documentation was used to record various learning activities carried out as part of this study.

It is hoped that the results of this study can contribute to the world of education, especially in the field of early childhood education, in developing more effective learning methods in instilling character values. The findings of this study can also be a reference for educators in designing teaching strategies that are more interactive, fun, and in accordance with children's psychological development. Thus, character learning in RA is not just a theory, but can really be applied in children's daily lives. Overall, this study has an urgency in answering the challenges of early childhood character education, especially in forming a generation that has integrity and strong personality. By understanding how the Role Playing method can influence children's moral development, it is hoped that this study can be the basis for designing a more innovative curriculum based on real experiences. Therefore, this study is an important step in efforts to improve the quality of character education in early childhood education institutions, especially in RA Darurrasyid Pameungpeuk.

Methods

This study uses a qualitative approach with a descriptive method. This approach was chosen to understand in depth how the application of the Role Playing method can instill the value of honesty in early childhood at RA Darurrasyid Pameungpeuk. This study was conducted in a natural learning environment, where children participated in role-playing activities designed to teach the concept of honesty. Data collection techniques in this study involved observation, interviews, and documentation. Observations were made to observe how children responded to the Role Playing method, as well as how teachers guided and provided feedback in the learning process. Interviews were conducted with teachers and educators at RA Darurrasyid Pameungpeuk to gain a deeper understanding of their experiences in implementing this method. Documentation was used to record various learning activities that occurred during the study.

The data sources in this study consist of:

1. Primary Data: Early childhood at RA Darurrasyid Pameungpeuk who are involved in role-playing activities and teachers and educators who apply the Role Playing method in learning.

2. Secondary Data: Literature, journals, and books related to character education, honesty, and the Role Playing method and documents related to learning at RA Darurrasyid Pameungpeuk, such as the curriculum and Daily Learning Implementation Plan (RPPH).

The data obtained were analyzed using qualitative descriptive analysis techniques with the following steps:

1. Data Reduction – Data obtained through observation, interviews, and documentation were selected and classified based on relevance to the focus of the study.

2. Data Presentation – The reduced data were arranged in the form of narrative descriptions to describe patterns and tendencies in the application of Role Playing in honesty learning.

3. Conclusion Drawing – Conclusions were made based on the main findings of the study regarding the effectiveness of the Role Playing method in instilling honesty values in early childhood.

To increase data validity, this study used triangulation of sources and methods, by comparing the results of observations, interviews, and documentation to ensure consistency of findings.

Result

Based on the results of observations and interviews at RA Darurrasyid Pameungpeuk, the application of the Role Playing method in instilling the value of honesty showed positive results. Children were actively involved in role-playing activities, where they were given scenarios that tested their understanding of the concept of honesty. Some of the scenarios used in learning include: 1). Returning a friend's belongings. 2). Telling the truth when making a mistake, and 3) Admitting the truth in difficult situations

From the results of observations, there was an increase in children's understanding of the value of honesty after several applications of the Role Playing method. The following is data on the development of children's understanding of honesty before and after the application of the Role Playing method:

Table 1: Development of Understanding of Honesty in Early Childhood

No	Honesty Indicator	Before Role Playing (%)	After Role Playing (%)
1.	Returning a friend's belongings	45%	85%
2.	Be honest when you make a mistake	40%	80%
3.	Acknowledging the truth in difficult situations	35%	75%

4.	Dare to speak honestly to teachers and friends	50%	88%
5.	Understanding the positive impact of honesty	38%	82%

From the table above, it can be seen that there is a significant increase in the understanding and application of honesty by children after participating in learning with the Role Playing method. Before the application of this method, most children still had difficulty telling the truth, especially in situations that risked punishment or reprimand. However, after several role-playing sessions, children began to show positive changes in their attitudes and behaviors towards honesty.

In addition, interviews with teachers also showed that the Role Playing method made children more enthusiastic and easier to understand moral values compared to lecture or storytelling methods. Teachers stated that children grasped the concept of honesty more quickly when they experienced it directly in a fun simulation.

To ensure the validity of the data in this study, triangulation of methods and data sources was carried out. Method triangulation was carried out by combining observation, interviews, and documentation, while source triangulation was carried out by comparing the results of interviews with several teachers and educators at RA Darurrasid Pameungpeuk.

The results of the observation showed that the Role Playing method was able to improve children's understanding of the concept of honesty. Children who were initially hesitant to tell the truth in certain situations began to show behavioral changes after participating in several role-play sessions. This is in line with interviews conducted with teachers, which stated that children find it easier to understand the value of honesty when they experience it directly through simulations rather than just hearing stories or theoretical explanations. In addition, documentation data in the form of photos and recordings of learning activities strengthens the finding that children are increasingly active and brave in expressing honesty in various role-play scenarios. Teachers also noted an increase in children's social skills, such as the courage to admit mistakes and the ability to speak more openly with peers and teachers.

Discussion

Effectiveness of Role Playing Method in Instilling Honesty Values

The application of the Role Playing method in early childhood learning has proven effective in instilling honesty values. Children not only understand the concept of honesty cognitively, but also feel directly the impact of honest and dishonest behavior in social interactions. They become more aware of the importance of being honest to maintain good relationships with friends and teachers.

The main advantage of the Role Playing method is its ability to stimulate direct experience. In role playing, children are given the opportunity to face moral dilemmas in safe and controlled situations. This allows them to experiment with different responses and feel the consequences of each decision they make.

In addition, this method also builds empathy in children. When they play the role of others, they learn to understand different feelings and perspectives. For example, in a scenario where a child loses his belongings, other children who play the role of friends or teachers can understand how the loss feels and the importance of returning items that are not his.

Comparison with Conventional Learning Methods

In character learning, lecture and storytelling methods are often used to convey moral values. However, this method tends to be less effective for young children who learn more easily through concrete experiences. Based on observations at RA Darurrasyid Pameungpeuk, children are more enthusiastic and actively involved in Role Playing sessions compared to lecture or story-listening sessions.

One of the main reasons for the effectiveness of Role Playing is because this method activates children's direct participation, while the lecture method is passive. Children who only listen to explanations about honesty do not necessarily understand how to apply it in real life. By playing roles, children actually experience situations where they have to make decisions independently, so that their understanding of the concept of honesty becomes deeper.

Challenges in Implementing the Role Playing Method

Although effective, the Role Playing method also faces several challenges in its implementation. One of the main challenges is the teacher's ability to guide role-play sessions. Teachers must have the skills to create interesting and relevant scenarios and be able to direct discussions after the play session is over.

In addition, some children may still be shy or reluctant to participate in role-playing, especially if they are not used to speaking in front of their friends. Therefore, teachers need to create a safe and comfortable environment for children so that they feel confident in participating in this activity.

Another challenge is time and resources. Thorough preparation is needed to create scenarios that are appropriate to the child's developmental level. Teachers also need to allocate enough time for children to discuss their experiences after role-playing, so that they truly understand the values to be taught.

Implications for Early Childhood Education

The findings of this study have important implications for early childhood education, especially in character building. The application of the Role Playing method not only helps instill the value of honesty, but also develops children's social and emotional skills. By understanding other people's feelings and dealing with various social situations, children become better prepared to face challenges in the future.

To increase the effectiveness of this method, educational institutions need to train teachers in developing role-playing scenarios that are interesting and appropriate to the

context of children's lives. In addition, this approach can be extended to teach other moral values, such as responsibility, caring, and cooperation.

Conclusion

This study shows that the Role Playing method is an effective strategy in instilling honesty values in early childhood. By providing direct experience through role simulation, children can understand and internalize honesty values better compared to conventional learning methods.

Through role playing, children can experience various social situations that require them to make decisions that reflect honesty values. They learn that being honest is not only important for themselves, but also in maintaining good relationships with friends and the surrounding environment.

The increase in understanding and application of honesty values can be seen from the results of observations, interviews, and documentation conducted at RA Darurrasyid Pameungpeuk. Children who were previously still hesitant to tell the truth began to show positive changes after several Role Playing sessions.

However, this study also found that the success of the Role Playing method is highly dependent on the role of the teacher in guiding and directing the learning process. Teachers must be able to create interesting scenarios and provide in-depth reflection after the role playing session is complete.

In addition, there are several challenges in implementing this method, such as the child's readiness to participate, time constraints, and the teacher's skills in managing role-based learning. Therefore, training for teachers and educators is needed to optimize learning outcomes using this method.

From the findings of this study, it is suggested that the Role Playing method be applied more often in early childhood education, especially in the formation of character and moral values. With the right approach, this method can help create a generation that is more honest, responsible, and has high empathy.

Overall, this study provides valuable insights into the importance of experiential learning strategies in early childhood character education. In the future, it is hoped that more research will examine this method with a wider scope so that the results can be more applied in various educational contexts.

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