



Implementation of A Role-Playing Central Learning Model in the Formation of Children's Character at the Age of 4-5 Years

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Abstract

The role play center model provides a stimulating environment for children to learn through play. In this research, the children observed were students at the Al-Azhar Kowel Pamekasan Kindergarten. This research aims to describe the process of implementing the role-playing center learning model as an effort to shape character, moral values to strengthen children's character. Knowing the results of implementing the role-playing center learning model in forming children's character and describing the supporting and inhibiting factors for implementing the learning model in character-building in play groups. This research uses descriptive qualitative methods. With data collection methods using observation, interviews and documentation. The interview subjects in this research were three or two teachers who were interviewed by the researcher. Based on the consideration that the implementation of the role-playing learning model in character formation involves various aspects which must be explored in depth and comprehensively in this research. The results of the research show that the implementation of the role-playing center learning model in character building play groups at PAUD Al-Azhar Kowel Pamekasan begins with 1) The teacher gathers the children first, 2) The teacher explains the rules of play to the children, 3) explains the theme and sub-theme of role playing with children, 4) dividing roles among children according to the topic, 5) children can carry out role playing activities, 6) the teacher supervises children when role playing activities are carried out.

Keywords : central learning, character formation, early childhood

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Puryani, 2022). One of the important levels of education for students is early childhood education, because children are at a golden *age* which can absorb and optimize a lot of potential and knowledge.

Early childhood education is education that aims to form quality Indonesian children, namely children who grow and develop according to their level of development so that they have optimal readiness to enter basic education and navigate life in adulthood and also to help prepare children to achieve academic learning readiness. at school (Walujo and Listyowati, 2017).

The learning model that suits the characteristics of early childhood is carried out through play activities through a central learning model. The central learning model was adapted by Creative Preschool Florida, USA. The learning center model attempts to stimulate children to play actively in game centers (Suyadi 2010). There are several forms of learning center models, one of which is role-playing centers. Role playing centers are centers provided for early childhood education. Role playing centers can be defined as learning activities that involve children being active in playing certain roles, such as playing pretend, playing dramas about fantasy, imagination, physicality and/or things that have happened (Laila Qodari Gilang Wahyuningrum, 2022).

The role-playing learning model is carried out by a child or with another person/group in working together and discussing to be able to train children's independence in their sense of responsibility to act out the tasks of family members, procedures and habits in the family with various household equipment. as well as activities in the surrounding environment (Islam, U., Ulama, N., & Dini, 2023). Through role-playing activities, children can play a role that will grow children's self-confidence, regarding emotional forms, being able to appreciate their own feelings and those of others, as well as respecting others and knowing their own strengths and weaknesses (Heijnen, 2013).

Role playing is active play that involves handling events, language, and actions. Children love to play and act out experiences they have in the outside world. Children can practice speaking, experimenting, following directions, and socializing while playing at role-play centers. The children will be introduced to an adventurous environment through the use of method acting, as if they were actors in a favorite film. There, children are free to act and say what they want without worrying about doing something wrong or being reprimanded. They will disappear into the roles they play (Ashar, 2023).

Role play centers are one of the centers that are very interesting for children, role play centers facilitate children to think creatively and imaginatively. A play center is also an activity area designed inside or outside the classroom, containing various play activities with the required materials and media and arranged based on the child's abilities. Role-playing centers are centers that are usually the most superior for children at school because role-playing games make children play both micro and macro roles. Children can pretend to be anything according to a predetermined theme (Hasanah, 2020).

Playing is a way to express yourself freely while experiencing pleasure. Young children's development can benefit greatly from play. Children's growth and development, both physically and psychologically, are greatly helped by playing. Children test their hypotheses about how the world works through play, which often results in brilliant, if sometimes wrong, conclusions (Ashar, 2023).

Role playing can instill good characters in children's roles so that in real world applications children are used to good characters exemplified by the family. Apart from being able to socialize with other people, children can also express their feelings and develop their social emotional development to become skilled and creative, especially through role playing centers. This is one way so that children can learn not only to know themselves, but also to

know and act as other people so that children can socialize with their friends, and can get children used to it so that children can communicate with other people who are already within the small circle of the family and wider community (Adlan Alif, 2020).

Role playing is a learning method that gives children the opportunity to form a character that can develop their imagination in playing a character so that they can appreciate the characteristics of that character or object (Novi Dyah Ayu Putri, 2023). The benefits of role playing according to (Latif, 2013) are: 1) able to support children in having the ability to separate thoughts from activities and objects, 2) the ability to restrain impulses and organize self- directed actions deliberately and flexibly, 3) the ability to differentiate between imagination and reality , 4) the ability to socialize and communicate with friends.

The formation of a child's character is not just born, there is a process that goes through so that this process becomes an inherent character in a child. Starting from the moment the child is born and grows into an adult in the family environment, socializing with friends in play groups, school, and even the community. As a parent, without realizing it, a parent's negative attitude towards their child will actually bring the child down. For example, when parents hit and apply pressure which makes children behave negatively, have low self-esteem, feel inferior, are timid, and don't dare to take risks, these characters will be carried into adulthood (Prasanti and Fitriani, 2018).

Suyadi said that instilling character values is an important target in the PAUD learning process. Children are taught and trained from an early age on character values such as responsibility, honesty, independence, discipline and self-confidence. Instilling character values from an early age must refer to aspects of child development (Ilmiyati, 2015). The learning that has been used as a basic source or reference in play group learning at Al-Azhar Kowel Kindergarten is role-playing center learning. With role-playing learning centers, various character values can be formed in early childhood at the Al-Azhar Kowel Kindergarten.

This learning influences six aspects of development, one of which is religious and moral values, where learning centers on role playing, children can act out stories in real life, such as being able to imitate things that are mutually respectful, honest, responsible and self-confident. With role-playing learning centers, it can also improve various character values of early childhood at the Al-Azhar Kowel Pamekasan Kindergarten. In terms of children's social emotional abilities, this can be seen from the child's interactions with peers and interactions between children and teachers. From children's language development, it can be seen from how children communicate with friends and teachers during the learning process, while children's artistic development can increase creativity by giving children opportunities to explore and play.

In line with changes in the curriculum, the role-playing center learning model continues to be implemented at Al-Azhar Kowel Kindergarten which can shape the character of early childhood with the aim that children can have honest, confident, responsible, disciplined character and can improve bad character. good because today's social interactions are very different from those of the past. Therefore, the researcher wants to examine how the

role-playing center learning model in character formation is applied at the AL-Azhar Kowel Pamekasan Kindergarten and the researcher also wants to know each child's character with various different characters at the Al-Azhar Kowel Kindergarten.

Literature Review

Previous research relevant to the author's research includes:

- 1) The thesis written by Devi Sofa Nurhidayah from the State Islamic University of Raden Intan Lampung, with the title *"Implementation of Early Childhood Character Education Through Role Playing Methods for Ages 5-6 Years at An-Nahl Kindergarten Bandar Lampung"* explains the importance of forming character values , character education can be developed by teachers by implementing character education through role-playing methods. The results of this research aim to find out how character education is implemented through early childhood role playing methods at the An-Nahl Kindergarten in Bandar Lampung. This research method uses a qualitative descriptive approach involving 1 teacher and 14 children while the research object is the implementation of early childhood character education through role playing methods aged 5-6 years at An-Nahl Kindergarten Bandar Lampung, data was collected through observation, interviews, and documentation.

The similarities between this research and the research to be conducted are the similarities in the type of research, both are qualitative and both discuss role-playing learning centers. However, the difference lies in the focus of discussing role-playing methods. In this thesis, the focus is on the role-playing learning model in forming children's character. Meanwhile, the thesis does not focus on character formation, only on learning to play roles. Apart from that, on the research location and research subjects. This research was conducted in Pamekasan and researcher Devi Sofa Nurhidayah in Lampung. The research subjects were Al-Azhar Kowel PAUD-KB children, while researcher Yora Harlistyarintica was Kindergarten children.

- 2) The thesis by Yufita Trirezeki from Mataram State Islamic University, with the title *"Application of the Role Playing Method in Improving Early Childhood Language Skills at RA Thariqul Izzah"* explains the application of the role playing method to improve children's language skills . The results of this research aim to improve children's language skills through the application of role-playing methods in group B1 at RA Thariqul Izzah Mataram for the 2023/2024 academic year. The results of the research can be concluded that the application of the role playing method can improve the language skills of children in group B at RA Thariqul Izzah Mataram for the 2023/2024 academic year. This is in accordance with the evaluation results which showed an increase in children's language skills . What this researcher has in common with the research that will be carried out is using and equally implementing role-playing learning. However, the difference is that Yufita Trirezeki's thesis discusses children's language development using the role-playing method.
- 3) The thesis by Erma Febriana, Sunan Kalijaga State Islamic University, Yogyakarta, with the title *"Implementation of the Role Playing Center Learning Model to Instill Moral Values in Children in Class B2 RA Tiara Chandra Yogyakarta"*, explains about Moral values must be formed or instilled from early childhood. Moral education is an absolute need that must be fulfilled for human life. Because this education will shape children into

individuals with good character. However, morals are an abstract concept so they require appropriate methods in providing or teaching these values to young children . What this research has in common with the research to be conducted is that both use a role-playing learning model. The difference is, Erma Febriana's thesis conducted research at RA while the thesis that I wrote was research at Kindergarten. The second difference is that Erma Febriana's thesis focused on instilling moral values in children, while my thesis focused on the central learning model in forming children's character.

Methods

Researchers used a descriptive qualitative approach. This descriptive qualitative approach was carried out using data collection techniques, namely observation, interviews and documentation. The data collection is intended to find out the extent to which the role-playing center learning model has been implemented in the character formation of play groups at the Al-Azhar Kowel Pamekasan Kindergarten. This qualitative descriptive research aims to describe what learning models are in effect or currently occurring, by examining the implementation of the role-playing center learning model in character building in play groups at the Al-Azhar Kowel Pamekasan Kindergarten.

According to (Sugiyono, 2016), the qualitative descriptive method is a research method based on the philosophy of postpositivism, which is used in natural object conditions where the researcher is a key instrument . In this way, the researcher hopes that by using this descriptive qualitative approach, he can reveal and describe the implementation of the role-playing center learning model in forming character in the play group at Al-Azhar Kowel Pamekasan Preschool. The descriptive qualitative research approach method is also a method used by researchers in order to find knowledge or a theory in a study at a certain time or when conducting research (Mukhtar, 2013).

Descriptive research is the most basic form of research intended to describe or describe existing phenomena, both natural phenomena and human engineering. This method is used to find out how events or phenomena occur in a place within a certain period of time, especially in relation to the implementation of the role-playing center learning model in character building in play groups at the Al-Azhar Kowel Pamekasan Kindergarten. Data was obtained through interviews, observation and documentation. The research was conducted at the Al-Azhar Kowel Pamekasan Kindergarten

Results/Findings

Based on the results of observations carried out at the Al-Azhar Kowel Pamekasan Kindergarten, researchers found that the role-playing learning model centered on the formation of children's character starts from the opening activity where the teacher prepares the students, the opening activity is filled with lining up, saying hello, patting. clap, then enter the class and read prayers, short suras, sing, introduce themes and sub-themes according to the RPPH.

The next activity is the core activity where the researcher begins to introduce the media that will be used in learning, what materials and pictures are available and explains how to demonstrate them. Then some children are given the opportunity and time to choose the image media that will be used as their acting characters, so that they are free to choose according to their wishes. Based on the results of the analysis, in this activity children are asked to act out the role of the character and the tasks of that character's role.

The next process is closing or demonstration, in this activity the children are asked how they felt during the lesson, ask what they have done, tell them about the theme then read a prayer before going home, and say hello. Evaluation is carried out after learning is completed, where assessments are carried out every day which include the process and results of activities during teaching and learning activities (KBM).



Picture 1. Activities in Classroom

Based on the results of the activities above, the application of role-playing centers to form a character in the play group at PAUD Al-Azhar Kowel Pamekasan is increasing with the existence of learning media using teaching aids. Apart from looking at children's religious and moral values, they can also form characters such as discipline, self-confidence and honesty, role playing using these teaching aids can also increase children's enthusiasm for learning. This shows that the use of props media really helps children's learning process because role playing is like children moving into the real world, students like the atmosphere of this role playing activity using different media. So that students can add new insight into the media used and develop various kinds of characters.

Based on the results of observations made from start to finish, it shows that the character of early childhood is quite good. With the role-playing center learning model, it can be seen from several values, children can show various kinds of character, starting from self-confidence, discipline, and honesty. In accordance with what was conveyed by Mrs. Rika as Kindergarten A teacher, she said that at Al-Azhar Kowel Pamekasan Kindergarten, several play centers were implemented and one of the ones used in this institution was the role-playing center. The media that is often used in role-playing centers is like story books, props, digital media such as videos tailored to the theme. The way in which the role-playing learning model is implemented is carried out in order to shape children's character by means of teachers conceptualizing a role-playing activity that is in accordance with the theme. The teacher also

provides the tools and materials needed in the role playing center, not only that, the teacher also introduces the functions and benefits of the tools used and the teacher accompanies the children and observes when the children play roles. There are encouraging and inhibiting factors in implementing role-playing games. Teachers are one of the driving factors in forming children's character, where teachers become good role models for children because children actually imitate what they see and say what they hear. In this way, children will easily have good character from an early age.

Meanwhile, in inhibiting factors, a poor community environment is a measure of a child's lack of confidence so that children are less active in class because children actually spend more time with their parents and the surrounding environment than at school. This can influence the formation of early childhood character. From this game we can observe what characters can improve a child's character. In accordance with what was stated by the head of the kindergarten, Ustad Heri, that the application of role-playing learning center games can shape children's character in respecting teachers and elders and loving their friends in class, these games also get children used to helping each other and work together in completing assignments or problems in the classroom and we as teachers also get the children used to apologizing, saying thank you and asking for help if they need help and lastly we as teachers also teach children to be responsible towards yourself.

The implementation of role play centers is able to improve children's character from an early age. With this application, you can find out various kinds of values that are embedded in children, such as self-confidence, discipline and honesty which are formed by several activities that we provide and can be well received by children. This makes it very easy for us as teachers or researchers to improve children's character formation.

Discussion

Character is a human's inner nature that influences all thoughts and behavior, character and character. Character is also a subjective assessment of moral and mental quality. So the term character is closely related to a person's personality. A person can be called a person of character if his behavior is in accordance with moral rules. Therefore, character formation requires example and early touch which is very important to give during the golden age because at this time children are quickly stimulated in their thinking. In this case, children with low character are children whose level of social emotional development is low so that the child is at risk of experiencing difficulties in learning, interacting socially, and being unable to control themselves. Early childhood is a period of preparation for real school, so character development through role playing is a very early thing for children to do in character building. Forming the character of early childhood is done through role playing activities by getting to know various professions. Improving children's character abilities can be done by using learning media.

Media is a tool used in learning. Learning media can make it easier for educators to carry out learning activities. The use of media in learning is very important because it is very much used in the teaching and learning process. Learning media are forms of communication,

both printed and audio-visual, as well as equipment. Learning media is also an intermediary tool in the learning process.

Role playing is an introduction to character in early childhood, because through role playing children are not only stimulated with picture media in the form of story books, but can also be used with various media so that children learn to understand the concrete storyline. Role playing is a way of mastering learning materials through developing children's imagination and appreciation. Developing children's imagination and appreciation by acting as living characters or inanimate objects. This game is generally played by more than one person, it depends on what is being played.

The results of observations carried out from 29 April 2024 to 11 May 2024 at the Al-Azhar Kowel Pamekasan Kindergarten show that the implementation of the role-playing center learning model in forming children's character in play groups can help in forming children's character with the stages carried out in using the central learning model role playing, and also received a positive response from teachers and school principals because the large role playing center learning model was rarely implemented in previous learning, while previous learning often used the small role playing center learning model. With the implementation of the role-playing center learning model, children become more enthusiastic in participating in learning. Role playing is a way of mastering learning materials through developing children's imagination and appreciation of the theme, which can cause children to think creatively in producing the real life experienced by children, so that children are able to come up with several character values when playing roles. Before the activity is carried out, the teacher first prepares the materials and tools needed by the child so that the child can easily play or demonstrate the movements. During the activity the teacher pays attention to the child's process of completing the tasks given by the teacher.

Apart from that, children can understand what they are doing and what the purpose of the activities they are doing is. The children were also very enthusiastic when given the opportunity to convey to the teacher what they had done. This was also discussed by Yuliaty Siantajani that building meaning and purpose in play is the highest ability achieved by children and the highest role played by teachers.

Based on the results of observations made from start to finish, it shows that children's character formation improves through a learning model that focuses on playing a big role in accordance with its objectives. Improvement occurs when children act out characters using simple media. During the learning process, researchers directly observed how children's character was formed, such as honesty, discipline, self-confidence, creativity and skills through this media. Of the 20 children, there are 3 children with the initials A, K, J who are still lacking in character formation in terms of religious and moral values. According to Mrs. Rika, the class teacher at Kindergarten A, said that the three children found it difficult to control their anger even though the children had been accustomed to being like other friends.

Conclusion

Based on the results of the research conducted, the implementation of the role-playing center learning model in character formation in play groups at the Al-Azhar Kowel Pamekasan Kindergarten experienced very good learning changes. Thus, it can be concluded that role-playing in character formation is one way to shape children's character by so that it can be imitated in instilling in the surrounding environment, and also can have a stronger sense of responsibility. Children feel happy in participating in learning with a learning model centered on role playing and using media that children like, of course reducing feelings of boredom and the desired goals will be achieved. The implementation of the role-playing learning model in character building for children is: providing opportunities to form better character, children are able to instill character from an early age if it is implemented as early as possible. Children are more confident, their desire to try to demonstrate is greater, and children can present various kinds of materials and tasks for a character. This media can train children's courage to try and can motivate teachers to create a fun and varied learning atmosphere in the classroom by using creative role-playing media that will attract children's interest and attention in learning.

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