THE APPLICATION OF ROLE-PLAYING LEARNING TO IMPROVE THE ATTITUDE OF NATIONAL CULTURE DIVERSITY OF ELEMENTARY SCHOOL STUDENTS

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<td><strong>History:</strong></td>
<td>This study aims to improve the students’ cultural diversity based on the application of role playing learning models in elementary schools. This type of research is classroom action research, conducted in two cycles. The data is collected by observation and questionnaire techniques. This research was conducted on fourth grade students of 33 students. The success of the research is determined by the class average score that must be at least 70. The obtained data were analyzed descriptively. The results showed that there was an increase in the students’ cultural diversity from first cycle to second cycle. The results showed a change in cultural diversity attitudes of elementary school children after role playing learning, where students could respect and appreciate the differences of cultural, ethnic, racial, and regional language of students. Role playing learning can be applied in elementary schools to improve the national cultural diversity attitude of students.</td>
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A. Introduction

Education in Indonesia is inseparable from cultural differences because, Indonesia is a country that consists of various ethnic groups, cultures, ethnicities, and religions so Indonesia can simply be called a multicultural society. However, on the other hand, the multicultural reality is faced with an urgent need to reconstruct Indonesia's national culture which can become an integrated force that binds all ethnic and cultural diversity.

Indonesia has a plurality of tribes, this tribes plurality is one of the characteristics of Indonesian society that should be proud. However, without we realize that the plurality also holds the potential for conflicts that can threaten the life of the nation and state. It is not only in communities where conflicts often occur, but among students also often reported fights among fellow students of different schools. Because of the immature attitudes among students so the tolerance's attitude possessed is still deficient (Rufaida, 2017). Another factor that influencing Civics learning outcomes is the inappropriate learning method, which is a monotonous and less pleasant methods (Usmaedi & Pamungkas Alamsyah, 2016).

To minimize the above problems, schools must be instilled the values of togetherness, tolerance, and being able to adapt to various differences. This direction of the education process can be pursued with multicultural education, multicultural education is the process of instilling the way of life respecting, sincere, and cultural diversity tolerant that lives in the midst of a plural society. With multicultural education, it is expected that the nation's mental flexibility on facing the clash of social conflicts.

Schools must provide teachers with sufficient knowledge so they can conduct the multicultural education and teaching. This requires teachers to validate students’ culture and use their cultural knowledge to develop the curriculum to help students become the agents of change in their communities and see the cultural diversity as assets (Djonko-Moore, Jiang, & Gibson, 2018).

In this state of the art, some previous research are taken as the examples or guide for the conducted research which
will later become a reference and comparison in conducting this research. Such as cultural and language differences are the main factors as the critical determinant of the multicultural citizenship education progress. Based on these findings, there is a need for teachers or educators awareness and ability to understand the culture and best practices in multicultural education (Kumi-Yeboah & Smith, 2016).

The uniqueness of this research is the inclusion of discussion among students, especially the elementary school-age children because they are the beginning of the formation of tolerance, mutual respect and appreciate. Therefore the teacher has an important role in teaching methods where value-based learning is the right used learning because in that learning students can take meaning from each played learning. It expected to form students' attitudes, especially those related to cultural differences (Dr. Roli Rai, 2014). Civics teacher plays an important role in this matter, according to Jakni (2014) which says that civic education is a scientific discipline knowledge that studies the citizens' nature of a country, both in the concept of the relationship between citizens and the state (Penelitian et al., 2018).

Attitude according to Winkel is a tendency to accept or reject an object as a valuable or good object and the non-valuable or not good object (Weeks, 2015).

The purpose of this research is to improve students' cultural diversity attitudes based on the use of role-playing learning models in elementary schools, students begin to form cultural diversity attitudes by using role-playing methods where the Role Play Learning Techniques is a learning model that can be used by teachers to form attitudes about cultural diversity in elementary schools, because clarification of values can encourage students to (1) empathize (to understand other people's feelings; see other people's perspectives); (2) solving problems; (3) state the attitude: agree, disagree, reject or accept the opinions of others (Istiningsih, 2006).

Role-playing can engage students to interact with other people who play a role. Doing that does not only result in sympathy but also empathy and learning to put ourselves in the others' position and consider problems with a different perspective. Because empathy,
sympathy, love, and friendship are generated during interactions, role plays will be effective. So to have a clear attitude about yourself, the others' attitude is also important (Rai, 2014). This means that the Value Clarification Techniques learning model type Role-playing can be used to increase cultural diversity material because it engages students to try to see things from the others’ perspective (sympathy and empathy).

B. Research Methodology

The method used is qualitative action research. In this research, the thing that was improved was the attitude of National Cultural Diversity in students through the learning model of Value Clarification Technique type Role Playing. Data sources are 33 students. In this action research the researcher acts as the designer of the learning process assisted by collaborators, the researcher will design and implement actions while observing the action implementation, noting important things that will be used as review material and improvements for the next cycle. Observations and reflections from actions taken can be used as the material for data analysis and planning for the next cycle.

Class action research is also described as a dynamic process in four aspects, namely planning, action, observation, and reflection must be understood are not as steps that solve themselves, but rather a spiral moment that involves planning, action, observation, and reflection (Kemiss & McTaggart (2013).

C. Research Result and Discussion

The results of this research are there is an increase in the national cultural diversity attitude by using role play VCT learning models. This research was conducted in two cycles with the aim of improving the learning process. In using the learning model, JPSD Vol. 6 No. 2, September 2020 ISSN 2540-9093 E-ISSN 2503-0558
(2) Preparation of observation sheets for each learning session. (3) Preparing each cycle by giving test questions. (4) Preparation of attitude and activity assessment sheets. (5) Actions at this stage, educators conduct learning as usual but by using a role play type VCT learning model that has been prepared in accordance with the guidelines in the Learning Implementation Plan that has been made. In the first cycle, the subject used is about the unity importance and unity in ethnic and cultural groups. From the second cycles that have been conducted, it can be concluded that there is an increase in the attitudes of students' national cultural diversity such as racial differences, ethnicity, language, nationality, and religion, through the role-playing method can be seen visually in the Comparative Cycle diagram of national cultural diversity in the picture below:

![Comparison of Students' national cultural diversity attitudes in Civics Learning of Cycle I and II](image)

**Figure 1.** Comparison of Students' national cultural diversity attitudes in Civics Learning of Cycle I and II

Apart from the above, the authors analyzed data obtained from questionnaires in cycle I and cycle II. The comparison of data analysis results of questionnaires attitudes towards national cultural diversity in the civic learning of Cycle I and cycle II are presented in the diagram below:
Figure 2. Comparison of the Questionnaires Attitudes on the Students' National Cultural Diversity of Students in Civic Learning in Cycle I and Cycle II.

The picture above shows the questionnaire score of national cultural diversity attitude in cycle I learning, students who scored below the minimal completeness criteria were 10 students 30.3%, students who have reached the minimal completeness criteria were 23 students 69.6%.

In the second cycle, it can be seen a very significant increase score, so the score below the minimal completeness criteria is no longer exists. It can be seen in cycle I there are still 10 students who score below the minimal completeness criteria, but in cycle II all students fulfill the minimal completeness criteria.

The researcher emphasizes that changes in attitudes of students' cultural diversity are observed and described in the field notes and other documentation. Furthermore, the comparison results of the data analysis of civic learning activities using the role-playing method can be seen in the observations of the first and second cycles presented in the diagram below:
Figure 3. Comparison of Observation Results of Teacher and Student Activities through Cycle I and II Role Playing Methods

Based on the diagram, the first cycle of the observation results of the teacher obtained 75% and students 78%, and then in the second cycle, the observation of the teacher and students obtained 100%. Based on the field record data and documentation from the learning process and based on the theory studied by the researcher, it can be explained that there has been an increase in Civic learning about students' national cultural diversity attitudes through role-playing methods, such as students starting to respect the ethnicity of other people's religious cultures. This is due to the role-playing process that gives students many opportunities to be able to respect diversity as something beautiful.

Students can also respect other people because playing role will teach students to respect differences of other students who have different ethnic and cultural backgrounds, such as many different opinions at each opportunity to evaluate their friends after role-playing is complete. Students are also taught how to be able to tolerate other people who are different, such as accepting students who are appointed by the teacher to do role plays, and students must play the roles that have been given by the teacher. Eventually, students are taught how to act and behave that reflect the beauty of differences, such as not mocking their friends who use the local language, dark skin, and dress differently from other students, because
these differences make Indonesia rich and united according to the principle of Unity in Diversity (Bhinneka Tunggal Ika) which is different but still one.

D. Conclusion

This research can be concluded that in citizenship education learning about national cultural diversity material makes students more aware of the importance of respecting different religious, cultural, and tribes. Students can reflect the attitude of the beautiful diversity of students' national culture, such as tolerance to friends from various ethnic groups and religion, and can work with everyone. There was a significant increase in students' national cultural diversity material using the role-playing type of VCT learning model from the first cycle of 10 students who had not yet reached the Minimum Completion Criteria, while the II cycle 100% of students had reached the Minimum Completion Criteria, where the specified Minimum Completion Criteria was 70.

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