

ROLE PLAYING METHOD TO INCLUDE CHARACTERS OF SOCIAL CARE AND EMPATHY IN PANCASILA EDUCATION

Dhian Indriyanawati¹, Arief Cahyo Utomo²

^{1,2}Universitas Muhammadiyah Surakarta
a510200225@student.ums.ac.id

Abstract

Character education is one part of the personality formation process that must be applied and instilled to improve the quality of the nation. To instill and improve the character through the world of education because it greatly influences each individual to have a good character. One of the characters that is considered important in the learning process is social care and empathy because by having this personality it can be beneficial for everyone in the environment and must be instilled early on through the role-playing method learning process. The aim of this study is to explain the role-playing method's application and its effects on Pancasila Education in class V at Rejosari State Elementary School in terms of fostering social concern and empathy. This kind of study employs qualitative descriptive research. Teachers and children in class V at Rejosari State Elementary School served as the study's subjects. In this study, semi-structured interviews, documentation, and observational methods were employed as the data gathering methods. This study employed source and technique triangulation as part of its data validity technique. Data reduction, data visualization, and conclusion drafting are some of the data analysis approaches that are employed. The results of this study indicate that teachers and students of grade V of Rejosari State Elementary School already have quite good social care and empathy characters in the learning process using the role-playing method in Pancasila Education, shown by the attitude of helping each other, comforting friends who are sad, and being able to control anger.

Keywords: *character; role playing; social care; empath; Pancasila Education*

Abstrak

Pendidikan karakter merupakan salah satu bagian dari proses pembentukan kepribadian yang harus diterapkan dan ditanamkan untuk meningkatkan kualitas bangsa. Untuk menanamkan dan meningkatkan karakter tersebut dengan melalui dunia pendidikan karena sangat berpengaruh kepada setiap individu untuk memiliki karakter yang baik. Salah satu karakter yang dianggap penting pada proses pembelajaran yaitu peduli sosial dan empati karena dengan mempunyai kepribadian tersebut bisa bermanfaat bagi semua orang di sekitar lingkungan dan harus ditanamkan sejak dini dengan melalui proses pembelajaran metode *role playing*. Tujuan penelitian ini adalah untuk menjelaskan penerapan metode bermain peran dan pengaruhnya terhadap Pendidikan Pancasila di kelas V SD Negeri Rejosari dalam hal menumbuhkan rasa peduli dan empati sosial. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Subjek penelitian adalah guru dan anak kelas V SD Negeri Rejosari. Dalam penelitian ini, metode pengumpulan data yang digunakan adalah wawancara semi terstruktur, dokumentasi, dan observasi. Penelitian ini menggunakan triangulasi sumber dan teknik sebagai bagian dari teknik keabsahan data. Pendekatan analisis data yang digunakan adalah reduksi data, visualisasi data, dan penyusunan simpulan. Hasil penelitian ini menunjukkan bahwa guru dan siswa kelas V SD Negeri Rejosari sudah memiliki karakter peduli sosial dan empati yang cukup baik dalam proses pembelajaran yang menggunakan metode *role playing* pada Pendidikan Pancasila, ditunjukkan adanya perilaku saling membantu satu sama lain, menghibur teman yang sedang sedih, mampu menahan amarah.

Kata Kunci: *karakter; role playing; peduli sosial; empati; Pendidikan Pancasila*

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Introduction

Character education is one part of the personality formation process that must be applied and instilled to improve the nation's quality. To instill and improve this character through the world of education because it dramatically influences each individual to have a good character. With education in Indonesia, society, especially children, will have the potential that can be developed to be helpful in their surroundings. According to (Mariatul et al., 2024), education significantly impacts competence, democracy, and the quality of human resources. Therefore, innovation and creativity in education must always be carried out to improve the quality of education and the character of every child in the nation. Every student in school must have critical, active thinking skills and a positive character for themselves and others, which can be instilled in them since school to develop optimally. One thing that can be done to instill student character is learning Pancasila and Citizenship Education (PPKN).

Pancasila and Citizenship Education (PPKN) is a subject that should be taught to school students. Pancasila and Citizenship Education is one of the educational concepts that shapes students as citizens with character (Fanny Subarkah & Mubarak Ahmad, 2022). In community life, it is inseparable from the influence of implementing PPKN lessons because there is one thing that every individual must have, one of which is character. According to Taek et al. (2021) Children can take on roles in the surrounding environment through character education. According to (Yudia Fauzi et al., 2013) PPKN can help students form mindsets and characters in each child as citizens who reflect human values. This agrees with the researcher that PPKN learning will be able to shape character because it includes all the values that apply in society. This prompted the Government to take the initiative in 2017 and 2018 with the Strengthening of Character Education (PPK) as stated in Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening of Character Education and Permendikbud Number 20 of 2018 concerning Strengthening of Character Education in Formal Education Units.

Given the increasingly advanced era, many attitudes are found to be less concerned and less empathetic towards the surrounding environment, especially in children whose sense of concern has begun to diminish. Elementary schools are among the leading educational institutions that produce a generation with noble morals and good character in each student. According to Asna (2024), elementary school education is the most accurate time to instill character education. Developing and instilling character must start early through school habits such as learning models and methods carried out by educators and educator strategies when teaching material to their students, which are helpful for students' attitudes and behavior when receiving learning material. Therefore, teachers as educators need to provide knowledge and skills and instill character values in students. Maria Montessori (Hasanah et al., 2022) explains that the stages of child development at a maximum of 6 years old, when still in elementary school, is the most suitable time to instill character in children. Character education should be able to introduce students to values cognitively and effectively and implement them in everyday life (Nuri Novianti, 2022).

One of the characteristics considered important in the learning process is social care and empathy because having this personality can benefit everyone in the environment and must be instilled from an early age (Akollo et al., 2020). Character education implemented in Pancasila Education can change a person's personality and instill habits that can exceed moral education because character education not only introduces morals that are developed, for example, the introduction of the concept of right and wrong, good and bad. Therefore, character education is essential for everyone (Taek et al., 2021). By building children's character through the role-playing method in Pancasila Education learning in schools, it is hoped that it can provide and

be able to instill character, one of which is the character of social care and empathy for fellow human beings, and is helpful for oneself. The ideals of character education that are based on faith, Pancasila, and culture include 1) Having noble character; 2) Sincere; 3) Accepting reality; 4) Orderly; 5) Diligent; 6) Creative; 7) Independent; 8) Democracy; 9) Curiosity; 10) Love for the homeland; 11) Love for the homeland; 12) Self-esteem; 13) Able to communicate; 14) Love peace; 15) Read a lot; 16) Care for the environment; 17) Care for society; and 18) Responsibility are qualities of concern for the community that is expected to be reflected in all of these character traits (Arif & Tamrin, 2024).

Based on the results of observations and interviews with Mrs. Suci Puspitasari as the homeroom teacher of fifth-grade of Rejosari State Elementary School, which were conducted by researchers from May to August 2024 in fifth-grade of Rejosari State Elementary School, showed that students' sense of caring and empathy was quite good. This was shown when students were in class during PPKN learning using the role-playing method. Students helped those with difficulty reading the script text to play a role in front of the class, and students' concern in class was also shown by assisting friends who did not bring stationery. When in and outside the class there are sad friends, students who see it directly show their care and empathy for the sad friend by comforting them in their way. Furthermore, the learning methods and models applied by the teacher have varied, ranging from habituation learning, deliberation practice learning models, role-playing learning models, project citizen learning, and learning by caramel, and some students are less communicative during the learning process because they feel embarrassed to express themselves. On this occasion, the researcher observed the teachers' learning activities using the role-playing method in Pancasila Education learning with the material on applying Pancasila principles in everyday life.

Based on research on the role-playing method in instilling student character that several researchers have conducted. First, research conducted by Syahnita (2021), explains that in using the role-playing method, students easily understand and accept the material; besides that, students are enthusiastic and excited in the learning process. Second, research conducted by Zilfira et al. (2016) states that the study results are expected to help students have empathy because the STAD (Student Teams-Achievement Divisions) learning model encourages students to encourage each other, help each other, and increase empathy. Third, research conducted by Ramadhani (2022) states that instilling social values of empathy in students in social studies learning on social relations material for seventh-grade of SMP Negeri 1 Sambit Ponorogo has a positive impact because it has been proven that students have become more generous in kindness without any control from the teacher. Fourth, research conducted by Putra et al. (2019) explains that the role-playing method is effective in forming the empathetic character and social skills of inclusive students, with the note that its application must be adjusted to the individual needs of each student. From this description, the relevance of this study is to discuss and research the role-playing method in instilling attitudes of social care and empathy in students, which are then analyzed so that they can produce a new statement based on facts. The difference between several literature studies and this study lies in terms of the location of the research and the focus of the research. In this study, the researcher only focuses on the role-playing method to instill social care and empathy characters through Pancasila Education learning in fifth-grade of Rejosari State Elementary School.

Based on the problems that arise in "How can the role-playing method instill social care and empathy characters in PPKN lessons for fifth-grade students of Rejosari State Elementary School" and previous research that has been described, the researcher is interested in studying the role-playing method to instill social care and empathy characters in Pancasila Education in fifth-grade of Rejosari State Elementary School. Thus, this study aims to describe the application of the role-playing method to instill social care and empathy characters in Pancasila Education in fifth-grade of Rejosari State Elementary School. With this study, education activists are expected to learn about the role-playing method to instill social care and empathy in Pancasila Education.

Research Methodology

This study uses a qualitative research type because the data is based on existing facts, and an analysis must be performed. According to Prasrihamni et al. (2022), explains the significance of several individuals or groups of people with social problems, known as qualitative research. The stages carried out in this qualitative research are as follows (Umar Sidiq, 2019): a. Choosing a problem here, the researcher chooses the problem of how the role-playing method can instill a character of social care and empathy in elementary school students, b. Here, the researcher collects relevant materials relevant to the research title to be used as a reference for writing; c. Determining the strategy and development of instruments, the researcher conducts observations, interviews, and documentation as research support at this stage; d. Collecting data: At this stage, the researcher conducts research at school. e. Reporting research results: In the last stage, the researcher compiles and reports the research results coherently and using research procedures. At the same time, the research design uses a descriptive approach because it helps collect information about the existence of a symptom.

The study was conducted for four months, from May to August 2024, at Rejosari State Elementary School at Jalan Prof. Soeharso, Karanggeneng, Boyolali. The subjects of this study involved fifth-grade teachers and fifth-grade students of Rejosari State Elementary School. At the same time, The object of the study was the role-playing method to instill social care and empathy in characters in Pancasila Education.

Semi-structured interviews, documentation, and observation are used to obtain data in this study. The researcher visited the school directly to observe the ongoing learning process during the observation stage and when the teacher was taught material about applying the Pancasila principles by the teacher using the role-playing method to instill social care and empathy characters in students. The observations that the researcher carried out were four times, with a duration of 30 minutes for each observation. Furthermore, the researcher interviewed fifth-grade teachers and fifth-grade students on social care and empathy at the semi-structured interview stage. In addition, the researcher also completed the research by documenting the school conditions, learning activity report books/teacher daily journals, photos of learning implementation activities, and photos of students that reflect caring and empathetic attitudes towards school residents to strengthen the data collected.

The research instruments for this study were observation guidelines during role-playing learning activities and when outside and inside the classroom that showed caring and empathetic attitudes towards friends and teachers, as well as semi-structured interview sheets regarding caring and empathetic attitudes. To obtain valid data, the researcher used triangulation techniques to verify the accuracy of the data. Source triangulation and technique triangulation are the data triangulation methods used. Fifth-grade teachers and fifth-grade students act as sources of triangulation. Semi-structured interviews, documentation, and observation techniques are the three methodologies used in the triangulation process.

Furthermore, the data analysis technique used was the Miles and Huberman analysis technique, namely data reduction, data presentation, and conclusion (Sri Annisa & Mailani, 2023). Data reduction: The researcher conducted research at the school by observing the learning process using the role-playing method in PPKN lessons with the material of implementing the Pancasila principles to instill a caring and empathetic character attitude in students. I also interviewed fifth-grade teachers and fifth-grade students of Rejosari Elementary School. Data presentation, namely the evidence obtained, has been grouped after that presented in the form of an exposition that aims to describe the data in a structured manner. The next stage is making conclusions based on the data that has been collected, which has gone through the data reduction stage.

Results and Discussion

Based on the research results and observations that researchers have carried out, teachers use the roleplaying method for learning materials based on applying the Pancasila principles. The roleplaying method can support students in learning to find character because students can practice expressing their character according to the chosen role. The roleplaying method during the teaching and learning process by teachers indirectly teaches and instills character in students, which can train attitudes of empathy, care, hatred, anger, and others according to the role played by students. This follows Iswandi (2012: 6) (Kibtiyah, 2024) that the roleplaying method is a method that can convey learning materials by acting out roles in certain problem conditions with the aim that students can find solutions to the problems faced.

When researchers conducted observations in class, the following were the stages in implementing the roleplaying method in fifth-grade of Rejosari State Elementary School used by teachers, including: 1) The teacher creates a scenario according to the material taken; 2) The teacher explains the skills to be achieved; 3) The teacher forms students into several groups whose members are adjusted to the scenario; 4) The teacher invites each student to study the prepared script; 5) The teacher calls the groups in turn to practice the characters that have been prepared in the scenario; 6) Other students observe the groups practicing in class; 7) After everyone has finished practicing their scenario, each student is given a worksheet to write comments on the group's performance; 8) Each group presents the conclusions that have been written on the worksheet; 9) The teacher conveys a general conclusion; and 10) Evaluation of learning. This is in line with the stages of the roleplaying method, which are also stated by Mustofa (2018), including 1) Designing a scenario, 2) Formulating learning objectives, 3) Roleplaying stages, 4) Creating groups of 4-5 people, 5) Conveying the skills achieved; 6) Identifying the roles needed; 7) Analyzing the presentation of each group; 9) Each group conveys a conclusion; and 10) The teacher conveys a general conclusion.

After the researcher finished observing the learning, when the teacher used the roleplaying method, the researcher interviewed the teacher as the homeroom teacher of fifth-grade, Mrs. Suci Puspitasari. This interview discussed using the roleplaying method in Pancasila Education learning to instill social care and empathy in students.



Figure 1. Interview with fifth-grades teacher

Based on the results of an interview with Mrs. Suci Puspitasari, the homeroom teacher of fifth-grade of Rejosari Elementary School, her role-playing method can instill a character of social care and empathy in students because it is very effective in the learning process and through this method it can instill a character of social care and empathy that can be directly applied to learning by inserting a scene in the scenario. What Mrs. Suci Puspitasari did in learning the role-playing method was first to create a scenario about the values of Pancasila in everyday life so that students could feel the relevance of caring and empathy in everyday life, after creating the scenario, the intent and purpose of the learning were explained until the last stage, namely evaluation. By using this role-playing method, it can be seen that students have a caring and empathetic character towards friends and teachers. The role-playing method teachers use can help students find their character during learning.

Mrs. Suci Puspitasari also explained that teachers not only teach but also educate; this is in line with the opinion (Rudiawan & Asmaroini, 2022) bahwa guru mempunyai kewajiban membentuk serta menanamkan karakter kepada siswa that teachers must shape and instill character in students, so teachers are required to be able to provide positive examples and are supported by moral encouragement to students to become better. This is the same as the answer from the research resource person, namely Mrs. Suci Puspitasari, regarding examples that can be done to others that students can show social care and empathy by holding social activities such as getting used to visiting sick friends, replacing friends who are on duty as ceremony officers when their friends suddenly get sick, helping fellow friends when they experience difficulties and teachers play an essential role in strengthening and instilling character in students because in addition to teaching at school, teachers also play a role as second parents to students. After all, it is sure that parents of students at home hand over their children to teachers at school. This follows (Endelta et al., 2022) that the habits carried out will form students' attitudes to be enthusiastic and try to improve positive attitudes. Their surroundings influence students' social care and empathy. Students will have positive characters if the environment is positive, and vice versa. Therefore, instilling social care and empathy in students is very important for teachers to implement to develop their characters (Amaniyah & Nasith, 2022). Things that can influence students to have a high social care and empathy attitude are providing socialization regarding the importance of caring for others when someone experiences difficulties in anything (Sulistianingrum & Humaisi, 2022).

Then, based on an interview with Mrs. Suci Puspitasari regarding the obstacles faced when using the role-playing method to instill caring and empathy in Pancasila Education, there are still some students who feel awkward acting out the characters in the scenario, the level of skills and self-confidence of students varies, managing time is a challenge because of the dense curriculum, compiling scenarios that must be able to attract students, and there are some students who need emotional support after playing a role that is difficult for students. Using the selected learning models and methods of learning must be able to develop and motivate interest in learning Pancasila Education (Rahmawati & Dewi, 2020).

According to Huda (2014:210) (Asna, 2024), "the role-playing method has advantages and disadvantages in its application. The benefits of the role-playing approach include leaving a lasting impression on students, creating an interesting learning environment, making learning fun, igniting students' enthusiasm for learning, and encouraging a sense of togetherness among all students. While the disadvantages of the role-playing method are that it takes a long time, requires maximum preparation of time and energy, students find it difficult to play the characters from the scenarios created if they are not trained properly from the start". Therefore, teachers are required to be more active in providing learning methods so that students calmly grasp the material well even though they use various methods used by teachers, especially the role-playing method, which requires readiness from teachers and students. Moreover, it makes the learning method more practical when used in class while still paying attention to the learning process's material and stages (Suparjo, 2017).

Next is an interview with Mrs. Suci Puspitasari regarding the attitude of caring and empathy in students, saying that "as social beings who live side by side, the attitude of caring and empathy is critical because it is very much needed in everyday life. When we see someone having difficulties, we must help them; that is what is meant by our attitude of caring and empathy towards others". Based on the interview results, caring and empathy are very important because they will benefit those around them who need help. Therefore, the character of caring and empathy must be instilled in students so that they can properly apply their character to their surroundings. As a social individual, they certainly feel the difficulties of others, so there will be a desire to help them and provide assistance (Putry Agung, 2018).



Figure 2. Interview with fifth-grades student

Furthermore, when the researcher interviewed fifth-grade students of Rejosari State Elementary School with questions that the researcher asked regarding the attitude of caring and empathetic characters toward others when using the role-playing method in a class, it can be concluded that social concern, according to students is helping friends read scenarios who have difficulty reading or do not understand the meaning of the scenario, helping teachers bring items that will be used in learning into the classroom, comforting friends who feel sad, being able to control anger when at school so as not to disturb other friends, treating friends and teachers as well as possible, trying to understand friends' feelings, showing cooperative behavior between friends and teachers.

Empathy according to Saptono (2011:134) in (Rofi'ah, 2020) states that "empathy is a mental condition that makes someone feel or identify themselves in the same feeling or mind as another person or group." This phrase shows empathy benefits everyday life because it can benefit oneself and others. Based on interviews with teachers and fifth-grade students of Rejosari Elementary School, empathy must be instilled in students to contribute to others needing help, making their problems feel lighter. In the school environment, social care can also be demonstrated by helping each other, greeting each other, and appreciating and respecting every school member. School is a place to increase knowledge and expand and develop social experiences in the surrounding environment so that students can address the social problems they face with high thinking.

The impact of role-playing learning methods on social care and empathy in Pancasila Education

Based on the results of the analysis of interviews and observations conducted by researchers, the impact of role-playing learning methods was visible after teachers used the method, one of which was that students became more active and could have good caring and empathetic characters toward fellow school residents because, in this method, it can indirectly instill various characters. Dewi (2022) explains that students with an empathetic character benefit from social skills; the more adept a person is at socializing, the more likely they are to be able to build relationships with others. According to this opinion, it can be explained that someone who has an excellent empathy character will be able to establish relationships with people more efficiently, including students who have high empathy; they will feel the same feeling when they see their friends experiencing difficulties, can evaluate cooperation positively, can pour out good relationships, can distance themselves from various social conflicts because of high sensitivity in understanding feelings from other people's perspectives. People close to you will distance themselves and hate you if you lack empathy because they will consider you selfish, indifferent to the needs of others, and lacking in solidarity (Dewi, 2022).

The role-playing method of learning social care and empathy in Pancasila Education will help every student develop a good character for themselves. Thanks to the advantages of Pancasila Education, Indonesian people can develop into citizens who are knowledgeable, capable, have noble morals, are devoted to the nation and state, and live these values in their mindset and behavior as stated in the 1945 Constitution (Kibtiyah, 2024). Based on this description, teachers can instill character in students without having to eliminate the students'

personalities. However, teachers can instill more caring and empathetic characters by providing fun methods for students. With social care, friends can help each other, share, empathize, cooperate, respect, be responsible, and be polite (Haryanti et al., 2021).

Based on the results of interviews with students and teachers about social care and empathy in learning the role-playing method, it can be outlined that they can express different personalities through scenarios that the instructor has built. Hence, teachers and students already have perfect characters during learning activities that use the role-playing approach. Moreover, teachers can also feel happy when they see their students enthusiastic about helping their friends who are having difficulties in class and outside the classroom; that is one answer to the impact of learning the role-playing method on social care and empathy in Pancasila Education.

Conclusion

Based on the information along with the results and discussion in the research above, the researcher concludes that the role-playing method is advantageous in instilling social care and empathy in students in Pancasila and Citizenship Education, especially in fifth-grade students of Rejosari State Elementary School because with this method students become more likely to have characters that are very useful for others and themselves. Furthermore, the stages used by teachers when teaching in class in implementing the role-playing method in fifth-grade of Rejosari State Elementary School are 1) The teacher creates a scenario according to the material taken, 2) The teacher provides an explanation of the competencies to be achieved, 3) The teacher forms students into several groups whose members are adjusted to the scenario, 4) The teacher asks each student to study the scenario that has been prepared, 5) The teacher calls the group in turn to practice the characters that have been prepared in the scenario, 6) Other students observe the group practicing in front of the class, 7) After everyone has finished practicing their scenario, each student is given a worksheet to write comments on the group's performance, 8) Each group conveys the conclusions that have been written on the worksheet, 9) The teacher conveys a general conclusion, and 10) Evaluation of learning.

Based on the literature review that has been described above, the results of observations and interviews with teachers and students of fifth-grade of Rejosari State Elementary School showed that the role-playing method can improve their personality and character and in the application of the method can be embedded in the material on the application of the Pancasila principles, one of which can create various characters in students, namely training empathy, social care, hatred, anger, and others according to the role of the chosen character so that in their daily lives students can apply these various characters well.

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