ROLE PLAYING-ASSISTED PBL MODEL TO IMPROVE STUDENT UNDERSTANDING IN GRADE V OF ELEMENTARY SCHOOL

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Abstract

This study aims to examine the effectiveness of the Problem Based Learning (PBL) model combined with the Role Playing method in improving students' understanding of civic education content in fifth-grade elementary classes. The study was motivated by the low student engagement and learning outcomes in Civic Education (PKn), which is still predominantly delivered through lectures. PBL encourages real-world problem-solving, while Role Playing allows students to experience civic roles firsthand through simulation. A qualitative approach with a case study design was used. The participants were 17 fifth-grade students at SD IT Tazkia Insani. Data were collected through observation, interviews, and documentation. The findings revealed that the integration of PBL and Role Playing created a more engaging, student-centered learning environment. Students became more confident, collaborative, and critical in their thinking. Most importantly, students' understanding of the topic "Duties and Roles of Mayors and Regents" significantly improved, both conceptually and in practical application. These results indicate that Civic Education is more effective when learning involves active participation and real-life context. The PBL model assisted by Role Playing is recommended as a strategy to enhance elementary students' comprehension of civic concepts and promote character education.

Keywords: Civic Education; PBL; Role Playing; content understanding

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penerapan model Problem Based Learning (PBL) yang dipadukan dengan metode Role Playing dalam meningkatkan pemahaman siswa terhadap materi Pendidikan Kewarganegaraan (PKn) di kelas V sekolah dasar. Latar belakang penelitian ini didasarkan pada rendahnya keterlibatan dan motivasi belajar siswa dalam pembelajaran PKn yang masih didominasi metode ceramah. PBL memungkinkan siswa belajar melalui pemecahan masalah nyata, sedangkan Role Playing mendorong siswa memahami peran dan tanggung jawab warga negara secara langsung melalui simulasi. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian adalah 17 siswa kelas V SD IT Tazkia Insani. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model PBL berbantuan Role Playing menciptakan pembelajaran yang lebih aktif, menyenangkan, dan bermakna. Siswa lebih percaya diri, kreatif, serta mampu bekerja sama dan berpikir kritis. Yang paling penting, pemahaman siswa terhadap materi "Tugas dan Peran Bupati dan Wali Kota" meningkat secara signifikan, baik dari segi konsep maupun penerapannya dalam kehidupan sehari-hari. Temuan ini menunjukkan bahwa pembelajaran PKn akan lebih efektif jika menggunakan pendekatan yang melibatkan pengalaman langsung dan kerja kelompok. Model PBL berbantuan Role Playing direkomendasikan sebagai strategi pembelajaran yang mendukung peningkatan pemahaman konsep kewarganegaraan siswa di sekolah dasar.

Kata kunci*: Pendidikan Kewarganegaraan; PBL; Role Playing; Pemahaman Materi*

Introduction

Civics Education (PKn) is an essential subject in elementary schools because it plays a crucial role in shaping students' character and personality as citizens based on the values of Pancasila. Therefore, PKn learning emphasizes not only cognitive mastery of the material but also aims to develop critical thinking skills, problem-solving abilities, and active participation in social, national, and state life.

One of the challenges in implementing Civics learning in elementary schools is creating an engaging learning environment that supports student engagement. In practice, Civics learning is often delivered using conventional methods that are one-way and less interactive. Teachers have not fully utilized media, methods, and strategies in the learning process. They also have not created interactive and enjoyable learning. Most teachers prefer simple teaching methods such as lectures because they are considered easy and do not require much preparation of teaching materials. As a result, the classroom atmosphere becomes monotonous, and teachers talk more. Students tend to be quiet and simply listen to the teacher's explanations rather than actively participating in the learning. The same thing happens when they are asked questions or asked to express their opinions; students are accustomed to a teacher-focused learning approach (Setiadi et al., 2023). This, in turn, leads to boredom and low student motivation. This impacts students' suboptimal higher-order thinking skills in understanding civics concepts.

A more innovative and student-centered learning approach is needed to address the challenge of students' low understanding and participatory attitudes in PPKn learning. One relevant and potential model is Problem-Based Learning (PBL), a learning model that invites students to face real or contextual problems relevant to everyday life. PBL is believed to be able to improve students' understanding, problem-solving, and communication skills. emphasized that learning approaches that emphasize active student involvement, such as the role-play method in the context of deliberation material, can improve conceptual understanding while shaping students' character. Rahma et al., (2023) This real-experience-oriented learning not only strengthens cognitive understanding but also fosters democratic attitudes, cooperation, and communication skills that are highly relevant in Pancasila education. This is in line with the principle of Problem-Based Learning (PBL) which places students at the center of learning and encourages them to think critically, actively, and collaboratively in solving real problems. Meanwhile, according to Safitri et al., (2024) Problem-Based Learning is an educational approach that focuses on solving issues. In the PBL approach, students are faced with a challenge or situation that requires them to identify a problem, find a solution, and implement that solution. The PBL approach directly engages students in the learning process and encourages them to cultivate critical thinking, problem-solving, and collaboration skills.

The application of the PBL model in Civics learning in elementary schools plays a significant role in increasing student engagement and motivation. By presenting authentic problems relevant to their lives, such as social, legal, or political issues, students are encouraged to think critically and actively participate in the learning process. Furthermore, PBL also supports collaborative activities and teamwork in problem-solving. The Problem-Based Learning (PBL) model is a learning method that emphasizes the use of real-world problems as a basis for students to think analytically and solve problems. Mubaroq et al. (2022) stated that the application of the Problem-Based Learning (PBL) model in Civics learning based on the Independent Curriculum can improve student learning outcomes.

Through learning stages that emphasize problem-solving, students become more active, think critically, and are able to relate the material to everyday life. In this approach, the teacher's

role is as a supporter and allows students to work in teams by applying complex real problems. (Rukmana et al., 2023) Not only using the PBL model but the learning process is assisted by the role playing method. Role playing is a learning method that in its implementation requires cooperation between students. (Agustina, 2022). Based on the results of previous research conducted by Ananda, (2019) shows that Civics learning with the role playing method is a student-centered approach and is effective in developing the affective and psychomotor domains. This method is carried out through three main stages, namely the preparation stage, the implementation stage, and the follow-up stage. These three stages help students to understand the role in real terms, practice social skills, and reflect on the experiences gained during the role playing process. This indicates that the Role Playing method has positive potential to be applied to various learning materials, including in the context of civic education, especially when combined with problem-based approaches such as Problem Based Learning (PBL). Meanwhile, the results of Salma et al.'s (2023) study showed that the Problem-Based Learning (PBL) model combined with the role-playing method significantly improved the learning outcomes of third-grade elementary school students in Civics. This approach not only engaged students but also helped them understand the material in a more contextual and meaningful way.

Based on this description, this study aims to determine the understanding and application of the Problem-Based Learning (PBL) model combined with the role-playing method in Civics learning in elementary schools. The combination of these two approaches is expected to provide a more comprehensive picture of increasing student engagement, critical thinking skills, and understanding of civic values through role-playing simulations in the context of real-life problems students face.

Research Methods

This research employed a qualitative approach with a case study design. This approach was chosen because it allowed researchers to gain a deeper understanding of students' experiences in Pancasila Education learning using the Problem-Based Learning (PBL) model with role-playing. The subjects were fifth-grade students at SD IT Tazkia Insani who had participated in Civics learning using the PBL approach with role-playing.

Sampling was conducted purposively, selecting students who were active and engaged in the problem-based learning process. Data collection techniques included observation, interviews, and documentation. Direct observations were conducted during the learning process to assess student engagement, group collaboration, and role-playing in simulations. Interviews were conducted with students, classroom teachers, and parents to gain a deeper perspective on their understanding and responses to the implementation of this model. Documentation was used to collect supporting evidence, such as photos of activities, student notes, and group work results.

The data obtained were analyzed using thematic analysis. Through this process, researchers identified patterns, categories, and themes that emerged from the collected data. To ensure data validity, source triangulation was conducted by comparing data from observations, interviews, and documentation. Furthermore, a feasibility test was conducted beforehand to ensure that the questions align with the research objectives and provide in-depth information.

Results and Discussion

Research results show that the application of the Problem-Based Learning (PBL) model combined with the Role-Playing method in Pancasila Education teaching in elementary schools has a very positive impact on student engagement and understanding. The combination of these two approaches creates a more active, contextual, and enjoyable learning environment. Through activities centered on real-life problems and role-playing simulations, students not only engage in critical thinking and problem-solving but also gain a deeper understanding of civic values.

The PBL model encourages students to learn through experience, where they are challenged to confront problems directly related to everyday life. According to Usman (Ilham Saputro et al., 2023), Problem-Based Learning is a learning method that utilizes real-life issues as a basis for initiating discussions in the learning process, which are then integrated with new knowledge through analytical thinking and solutions. When combined with the role-playing method, students can experience firsthand the roles and responsibilities of citizens, such as regional leaders, community leaders, or civilians. Latifah & Priantari (2024) state that the role-playing method gives students the freedom to express themselves and develop their potential through the roles they play. Meanwhile, Fitri Ayu Ningsih (2024) notes that the role-playing method can significantly enhance students' creativity and social skills. This approach helps students develop social skills, communication, teamwork, and empathy for the situations faced by others. This process also strengthens students' character and instills the values of Pancasila in a more contextual way.

In general, the application of a problem-based learning model assisted by role-playing has proven to be an effective strategy in improving the quality of Civics learning in elementary schools. This approach is able to overcome student boredom with conventional learning methods and provides more space for students to think independently, creatively, and reflectively. Thus, Civics learning is not only a means of transferring knowledge, but also a medium for strengthening character and developing active and responsible citizenship attitudes. According to Nurrohim et al., (2022), the role-playing method has been proven to increase student activeness in the learning process, especially in Pancasila Education learning in grade V of elementary school. Through this method, students are not only required to understand the material theoretically but are also directly involved in role-playing games that are appropriate to real-life contexts. The results of the study showed a significant increase in student activeness in asking questions, answering questions, and expressing opinions during the learning process. Thus, role-playing is an active learning strategy that can create a fun learning atmosphere, foster self-confidence, and develop critical thinking and collaboration skills among students.

Observations were conducted directly by the researcher and the class teacher during the Pancasila Education learning process on the topic "The Duties and Roles of Regents and Mayors." The learning process involved problem-based learning combined with role-playing methods, involving 17 students in small groups.
The following are the main findings from the observations:

Table 1. Observation of the PBL Learning Process with Role-Playing Assistance

Observed Aspects	Observation Findings
Student involvement during group discussions	Around 88% of students actively discussed, asked each other questions, and gave opinions in designing the role flow and understanding the role of regional officials.
Ability to work in a team	Students demonstrated good cooperation skills, sharing roles such as narrator, mayor, sub-district head, etc.
Courage to appear in front of the class	As many as 13 out of 17 students (76%) appeared confident when playing their respective characters.
Creativity while role playing	Students add improvisations such as regional accents or funny dialogue that fits the context.
Interaction with teachers during learning	Students actively ask questions and confirm the contents of their roles to the teacher who acts as a facilitator.
Students' attitudes towards the learning process	Almost all students looked enthusiastic and enjoyed the learning process with positive expressions.
Discipline and participation during the process	Students are more orderly, don't get bored easily, and are able to complete activities within the specified time.
Creativity while role playing	Students add improvisations such as regional accents or funny dialogue that fits the context.

Based on observations made during the Pancasila Education learning process using the Problem Based Learning (PBL) model assisted by Role Playing, it was found that this method was able to increase the active involvement of fifth-grade students at SD IT Tazkia Insani. This was evident in the students' enthusiasm in participating in group discussions, role-playing, and presenting their roles in front of the class. As many as 88% of students showed active participation during discussions and group activities, which reflects the ability to work together and respect each other's opinions. In line with the research findings of Meliza et al., (2025) After implementing PBL, students showed clear progress in participation, became more enthusiastic in following the learning process, and had a deeper understanding of the material. This improvement was also seen in the results of the learning evaluation, which showed an increase in grades and an increase in the number of students who successfully passed the Minimum Completion Criteria (KKM).

The ability to perform in front of the class also improved. Of the total of 17 students, approximately 76% or 13 students performed confidently and played their roles well. Even students who were usually passive began to show courage to perform, this shows the positive impact of the Role Playing method on developing student self-confidence. In addition, student creativity also emerged through improvisation in dialogue, the use of body language, and the addition of humor or local elements in role-playing. This is in line with research conducted by Nur Rokhman, Wawan Setiawardani, (2019) showing that the role-playing learning model can increase student self-confidence and learning outcomes in Pancasila Education lessons. In this method, students are invited to play a role according to the material being studied, for example, becoming characters who demonstrate attitudes of mutual cooperation, honesty, or responsibility.

a significant role. Teachers also act as facilitators, actively guiding and providing space for students to explore . opinion of Rahmawati & Suryadi, (2019) The teacher's role in

facilitating learning has a positive impact on student learning success. This means that the better a teacher performs their role as a facilitator, the higher the level of learning effectiveness achieved by students. The learning process occurs in an orderly and time-efficient manner, as students quickly grasp the material through visualization and direct experience.

Overall, observations indicate that the application of the problem-based learning (PBL) model combined with the role-playing method creates a more meaningful and interactive learning environment. Students are not merely passive recipients of material but are directly involved in the learning process through roles played according to the context of the given problem.

This approach has also proven effective in improving students' understanding of the material, as they learn through hands-on experience and group discussions. Furthermore, students' social skills, such as cooperation, communication, and self-confidence, also develop positively during the activity.

Table 2. Interviews with students

Question	Student Answers
What do you think about learning using Role Playing?	It was fun and enjoyable, I learned the roles of the regent and mayor by playing.
Do you feel more understanding after this lesson?	Yes, because he directly plays the role of a regional official.
Do you feel more confident when performing?	Now I have the courage to appear in front of my friends.
Which part did you like the most about this activity?	Perform in front of the class with a group.
Would you like to learn like this again in another lesson?	Yes, because it makes learning more fun.

Interviews with students showed that the implementation of the Problem Based Learning (PBL) model assisted by Role Playing provided a fun and meaningful learning experience. Students felt more interested and involved because they not only listened to explanations but also directly practiced their roles as government figures. This is in line with the findings of Nirmayani's research, (2020). First, the use of role-playing models can improve the learning process of civics education in elementary schools. Second, the application of role-playing models in the teaching and learning process becomes more meaningful for students. Third, the role-playing method is very possible to be implemented with students from third to sixth grade. This is because at that age, students begin to be able to understand roles, work together, and express their ideas and feelings more openly. In other words, this method is appropriate for the cognitive and social developmental stages of elementary school students, so it can be applied effectively at various levels of middle to upper grades.

Fourth, in teaching using role-playing methods, it is important to emphasize providing concrete and enjoyable learning experiences for students. Teachers need to create relevant and contextual scenarios to ensure students feel emotionally and intellectually engaged. To strengthen this understanding, the following presents the results of interviews with teachers regarding their views and experiences in implementing role-playing methods in learning.

Table 3. Interview with teachers

Question	Teacher's Answer
What is your response to the implementation of the PBL model assisted by Role Playing?	This model is very effective and makes students understand the material faster.
Are there any changes in students' behavior or motivation to learn?	Students are more active, confident, and orderly when working in groups.
How does this learning impact the understanding of material concepts?	Students understand better because they experience the role directly.
Do you plan to use this method in future lessons?	Yes, I want to expand to other subjects such as Social Studies and Indonesian.
What are the challenges in implementing this method?	Preparation is quite long, but the result is worth it.

Role-playing activities also help students understand the material contextually and applicatively. Research by Yuliani & Wijaya (2020) shows that the role-playing method facilitates students' learning through experience, which indirectly improves their understanding and absorption of citizenship material. In this context, students not only learn cognitively but also develop affective and psychomotor aspects. Role-playing has a positive impact on students' values, attitudes, and feelings. The application of this model successfully fosters an attitude of tolerance, mutual respect, and trains students to control their egos. Through the role-playing process, students can feel and understand the perspectives of others, which can develop empathy (Mariana, 2023) .

Interviews with teachers revealed that students were more enthusiastic, motivated, and understood the material more easily. Research by A. Safitri (2023) found that students were motivated to learn through a problem-based learning approach and could easily understand civics material.

However, teachers also face challenges in implementing this model, such as the need for more time and complex preparation. However, based on their experience, the perceived benefits far outweigh these limitations. According to findings by Haris & Nuraini (2022), careful planning in PBL learning can overcome technical obstacles and increase the effectiveness of the overall learning process. Challenges faced by role-playing include several things, such as the need for thorough preparation and a large allocation of time. This is in line with the statement of Wahirdi & Khairuman (2024). There is variation in students' levels of confidence when engaging in activities. Therefore, the teacher's role as a facilitator is crucial in creating a supportive atmosphere and encouraging active student participation.

Finally, PBL and Role Playing-based learning not only improves students' understanding of the material "Duties and Roles of Regents and Mayors", but also shapes students' character to be communicative, confident, and able to work together. As stated by Rahim & Dwiprabowo, (2020) Role Playing can encourage students to be more active and can improve student learning outcomes, it is hoped that every school can implement this learning method.

Conclusion

The implementation of the Problem-Based Learning (PBL) model, supported by the Role-Playing method, has proven effective in improving students' understanding of Civics in fifth-grade elementary school. Learning becomes more active, enjoyable, and contextual. Students not only understand the concept of "The Duties and Roles of Regents and Mayors," but also demonstrate increased engagement, collaboration, self-confidence, and critical thinking

skills. Therefore, this model is suitable for implementation as a learning strategy to strengthen students' character and national insight from an early age.

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