

The Effectiveness of Role Play Techniques to Develop Responsibility Characters of Early Children in Paud, Jepara District

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Abstract:- This study used a research and development (research and development) approach, while the method in this study used a mixed method design sequence, namely qualitative and quantitative methods used in an integrated and complementary manner. This research was a development research, namely the Role Play Technique group guidance model based on RA Kartini's exemplary values to develop early childhood character. The role play technique group guidance model based on the values of RA Kartini developed in this study proved to be effective in improving the character of student responsibility. This is evidenced by the results of feasibility test and the effectiveness test of the RA Kartini values-based group guidance model with a role play technique to improve the character of student responsibility, indicating that the mean pretest mean score when compared with the posttest mean score shows an increase.

Keywords:- Effectiveness, Role Playing, Responsibility, Students, Early Age.

I. INTRODUCTION

Character are the special values inherent in individuals obtained from the family environment and social environment. Character can be seen from the form of a person's behavior. Behavior does not stand alone, but is integrated with attitudes and values (Lapsley and Narvaez, 2006). Character is not born only in the form of rhetoric and goodwill, but character is born from honesty and loyalty inherent in moral values (Josephson, 2013). The Josephson Institute (in Ambarita and Pangaribuan, 2011) proposes six pillars of character (The Six Pillars of Character), namely: things that can be trusted (trustworthy), respectful, responsible, fairness, care or indifference (caring), citizenship (citizen).

The above characters are owned by RA. Kartini, among others; care for others, have a responsibility and a spirit to be independent. Kartini has been active in correspondence for five years since 1899 with acquaintances

from the Netherlands, such as Stella Zeehandelaar, Prof. and Mrs. F.K. Anton, and Mrs. Abendanon. His writings contain a lot about family life, customs, backwardness of women, and most importantly the importance of education for their people. Universal values taken from the spirit of Kartini's struggle such as responsibility. One of the characteristics of Kartini's responsibility is that of successfully overcoming the poverty that surrounds the carving craftsmen in Kampungakanggunung.

Their work is valued cheaply by the people in Jepara, not worth the hard work they have done. Kartini together with her two younger siblings Roekmini and Kardinah tried to contact some Dutch people in Semarang and Batavia and Oost en West (an association that helped revive handicrafts in the Dutch East Indies) to help promote Jepara carving. The character of responsibility is an important character possessed by individuals. The view related to the character of responsibility according to Lee, (2001); and Prout, (2005). In this case the responsibility is the person who is responsible is doing what should be done, planning ahead, persevering and always trying, always doing the best, self-control, disciplined, thinking before acting and considering consequences, responsible for words, actions and attitudes, and setting good examples for others.

In addition to the very important character of the child's responsibility for independence, this is useful for the child's life process in the future so that the character of independence needs to be instilled in the child. The character of children's independence is helped by internal and external factors (Ali and Asrori, 2008; Astuti, 2009). According to James (2002), it explains the parenting patterns of parents who always criticize, always protect, really oppose, ignore, self-regulate, and excessive emotional demands on parenting, so that the child is not independent, the behavior of parents is excessive in educating. If it is not immediately changed it will have an adverse effect on the child where the child becomes submissive, waiting for orders, does not believe in himself, is too afraid to be blamed, which in the end the child cannot be independent in making decisions. The character of caring for children can

be formed when children have more examples of sensitive parenting that can calm their distress and over time learn from this type of interaction how to better regulate their own emotions (Sroufe, 2005).

According to Joyce and Weil (2000), role playing is a teaching strategy that belongs to a group of social models. This strategy emphasizes the social nature of learning and views that cooperative behavior can stimulate students both socially and intellectually. This opinion is reinforced by Fogg (2001) who states that learning using role-playing strategies increases student activity in learning activities. Santrock (1995: 272) states that role playing is a fun activity, furthermore, role playing is an activity carried out by someone to get pleasure, role playing is a method of group guidance and counseling carried out consciously and discussing roles in groups. Santrock also stated that role playing allows students to be able to overcome frustration and is a medium for therapists to analyze conflicts and how they resolve them.

This research uses role playing technique which is one of the techniques that can be done in a group guidance setting where the characteristics of early childhood who like to see and practice, dislike monotonous things will certainly be a challenge for counseling teachers to create more fun group dynamics. One way that can be used to make group dynamics more enjoyable is role playing techniques. According to Jacob (2006), to make youth active in group activities, the supervisor must design active and interesting activities, through role playing techniques it will make it easier for members to be actively involved in activities.

RA Kartini's character in education and religion emerged as a response to the socio-cultural conditions of his time and the life dilemmas he faced. His social and religious views were formed from various components that embodied the distinctive characteristics of modernist Javanese struggle (Manij, 2013). Based on the results of research by Yohana Karolina Wolly (2017), entitled Implementation of RA Kartini's heroic values in social studies learning at SMPS KartiniMataloko, it shows that RA Kartini's heroic values are understood as values that need to be passed on to the younger generation, especially young girls, such as high fighting spirit. In fighting for the fate of women. The values of the heroism of R.A Kartini are very well understood by the teacher, making it easier for the teacher to transfer the heroic values of R.A Kartini to students through learning. From this study the exemplary values of RA. Kartini is used as a stepping stone to foster the character of responsibility, care and independence of early childhood. What is different from this research is the exemplary values of RA. Kartini, which will be outlined in the implementation of counseling guidance services, namely group counseling which will be used as an intervention tool to develop the character of responsibility, care and independence for early childhood in Early Childhood Education, Jeparo district.

The aims of study was to test the effectiveness of role play technique based on the exemplary values of RA. Kartini to develop the character of responsibility for early childhood in Early Childhood Education, Jeparo district.

II. LITERATURE REVIEW

➤ *Character Education for Early Childhood*

Character education in early childhood is very much needed nowadays because the Indonesian nation is currently experiencing a character crisis in the nation's children. Character here is a person's character, character, morals, or personality which is formed from the internalization of various virtues that are believed and used as a basis for point of view, thought, attitude and action. These virtues are in the form of a number of moral values and norms, such as honesty, courage to act, trustworthiness, respect for others, discipline, independence, hard work, creativity. Character education is very appropriate starting from within the family, which is the first environment for children's character development. Children are the generation who will determine the fate of the nation in the future. The children's character that is formed from now on will greatly determine the character of the nation in the future. Children's characters will be well formed if they are given enough space in the process of growth and development to express themselves freely.

➤ *Responsible*

Stevenson (2006) divides children's characters into fifty without discriminating the main source. One of them is the character of responsibility (responsibility). According to him, being responsible means answering actions. If you say you're going to do something, keep your promise. If you make a mistake, admit it and take responsibility for the consequences. As they get older, children will have more freedom to act as they please. Neither the teachers nor the parents will be there to hold it accountable. The child will have to take responsibility for his own life and actions.

➤ *Group Counseling Concepts*

Understanding Group Guidance Wibowo (2019: 17) states that group guidance is a group activity where the group leader provides information and directs discussions so that group members become more social or to help group members achieve common goals.

Rusmana (2009: 13) group guidance is the process of providing assistance to individuals through a group atmosphere (group dynamics) which allows each member to actively participate and experience various experiences in developing the insights, attitudes and or skills needed in an effort to prevent problems or in an effort personal development. Students through group guidance activities are expected to be able to use and develop their abilities optimally, make appropriate and wise choices, and be able to overcome the problems they face both at Sekolah and outside of Sekolah. In addition, students are also expected to gain directed, flexible, broad and dynamic perceptions and insights (Fithriyana, 2014). Meanwhile, according to Gibson and Mitchell (2011: 52) group guidance refers to group

activities that focus on providing information or experiences through a group activity that has been planned and organized.

According to Gazda (in Irawan, 2013) suggests that group guidance is a process of providing assistance to individuals through a group atmosphere that allows individuals to develop the necessary insight and understanding about certain problems, explore and determine the best alternative to solve that problem in developing their personality. Through group guidance services students can take advantage of all information, responses, and other student reactions to solve existing problems. Information activities for groups of students to help them formulate appropriate plans and decisions. Group guidance is carried out to provide personal, vocational, and social information.

Activities in group guidance are said to be providing information for specific purposes for group members. Group guidance can provide convenience for the growth and development of clients (group members), where in this group guidance clients can use group interactions to increase understanding and acceptance of values, ideals or goals, as well as real behavior attitudes.

One type of counseling service that is applied in schools is group guidance services. Individuals will have more opportunities to know themselves better through interaction experiences in group guidance. This service can be used as a vehicle for making a positive contribution to improving student social behavior to be directed to be more positive and to prevent aggressive behavior that is often carried out by school age teenagers, namely student behavior that can harm others (Mariana, 2014).

From some of the definitions of group guidance above, it can be concluded that group guidance is a group activity carried out by a group of people by utilizing group dynamics. Group dynamics, namely the interaction of exchanging opinions, providing responses, suggestions, and so on, where group leaders provide useful information in order to help individuals achieve optimal development, both in planning and making appropriate decisions.

➤ *Role Playing Techniques*

Role playing technique is a learning model in which individuals (students) act out imaginative situations (and parallel to real life) with the aim of helping to achieve self-understanding, improving skills (including problem solving skills), analyzing behavior, or showing people else how someone behaves or how someone should behave Hitchen and Drachen (2009: 6) in Harviainen (2009: 5) mention the definition of role playing, namely "A role-playing game is a game set in an imaginary world. Players are free to choose how to explore the game world, in terms of the path through the world they take, and may revisit areas previously explored. The amount of the game world potentially available for exploration is typically large. Role playing is a game where players are free to explore how the game plays and take part in their respective roles.

Montola (2007: 179) in Harviainen (2009 :) explains "I see role-playing as an interactive process of defining and re-defining an imaginary game world, done by a group of participants according to a recognized structure of power. One or more or participants are players, who portray anthropomorphic characters that delimit the players' power to define ". Role playing is an interactive process about providing a new definition and redefinition of an imaginative game world that is carried out by groups of players to identify their own strengths where one or more players will play certain characters to define their strengths.

Jarvis et al. (2002: 1) also argue that role playing is "strategies to emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually". Role playing is a strategy that emphasizes learning the social environment and sees collaborative behavior that is simulated by students socially and intellectually.

Based on the opinions of various experts, it can be seen that role playing is an activity that almost resembles a drama in terms of its implementation. Role playing activities emphasize the players to act out situations in everyday life so that students are able to understand and deal with problems that arise in everyday life.

➤ *Role Playing As A Technique To Increase Student Responsibility*

Role playing will help students to use concepts and opinions that are appropriate to the experience they get from the role played. Through their involvement, students are able to instill helpful attitudes, gain direct experience, students practice to empathize and understand their friends and something that is a normal process in learning is not eliminated. Through role playing activities, players will experience firsthand the experiences of problems that arise in everyday life. In addition, the players will also gain new experiences on how to act and interact effectively in everyday life, because in role playing activities, students will practice communicating and empathizing with their co-stars. This is later intended to increase children's responsibility.

Based on various theories, the hypothesis of this study is the role play technique group guidance model based on RA exemplary values. Kartini is effective in developing Early Childhood Character in Paud, Jepara Regency "

III. METHOD

This study uses a research and development (research and development) approach, while the method in this study uses a mixed method design sequence, namely qualitative and quantitative methods used in an integrated and complementary manner. This research is a development research, namely the Role Play Technique group guidance model based on RA Kartini's exemplary values to develop early childhood character. As a source of data, early childhood, in this case are all students or students in the Play

Group (KB), Play Group (KB) educators / teachers, and parents, guardians of students.

and parents of students. The data analysis method used was data validity, data reliability and t paired sample test.

Meanwhile, for the development and validation phase of the hypothetical model as the subject, there are 3 professors of guidance and counseling. For the trial phase of the model, the research subjects were Playgroup educators

IV. RESULT

The results of the study describe that the character profiles of KB SKA MatahariJepara students based on the self-responsibility aspect score are listed in Table 1

NO	Character Aspec	Respondent						
		1	2	3	4	5	6	7
1	Responsibility	6,2	7,7	6,2	5,5	6,6	6,1	6,1

Table1:- Character Profiles of Kb SkaMahariJepara Students Based on the Score of Self-Responsibility Aspects

Based on Table 1, it can be understood that the score results of 7 students are 5.5% of students have a low level of self-responsibility recognition, 62% have a moderate level of self-responsibility recognition, and 7.7% have a high level of self-responsibility recognition. That is, in the aspect of self-responsibility, it was found that 5.5% of KB SKA MatahariJepara students had the lowest level of responsibility ability, while 6.1% to 66% of 7 students, 5 students had moderate self-responsibility recognition skills, meaning that most students KB SKA MatahariJepara has the ability to recognize moderate self-responsibility. 1 student out of 7 students has the ability to recognize self-responsibility 7.7%. This means that a small proportion of SKA MatahariJepara students have the ability to recognize high self-responsibility. Thus, KB SKA MatahariJepara needs to improve the students' responsibility character skills.

Character in Early Childhood in PAUD Jepara Regency, both from the pre-test group and the posttest group. Based on the results of the acquisition score, it shows that the mean pretest score when compared to the posttest mean score shows an increase. The average score of student processing before getting treatment model group guidance model RA Kartini's exemplary-based role play technique was 55.7 while the mean score of student character after receiving the model treatment was 62.8, if you look at the magnitude of the student's average score before getting treatment and after getting treatment shows an increase character ability of 34.4.

The results of the analysis of the character score data of the KB SKA MatahariJepara students who were the research subjects on the effectiveness of the role play technique group guidance model based on RA exemplary values. Kartini to Develop Responsible, Caring, Independent

The effectiveness of role playing in increasing children's responsibility is tested through paired t-test or paired t-test. Previously, we did a paired t test for each pre-test and post-test results for each class. The effectiveness test was carried out in order to compare the pre-test and post-test scores of the research subjects, with the assumption that the data were normally distributed. The results of the effectiveness test of role playing in increasing children's responsibility can be seen in Table 2.

Information	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Post Test - Pre Test	6,3454	0,6120	0,02120	-6,267	-12,400	-6,208	6	,000	

Table 2:- Paired Sample test
Source: Data processed, 2020

Table 2 shows that there is a significant difference in the results of the pre test or post test. If the t count is greater than the t table, the technique used is effective in improving certain aspects of certain groups at $\alpha = 0.05$. The significance value of t count from the pre test results shows that there is a significant difference between the results of the pre test and the post test by comparing the significance t count of $0.000 < 0.005$. This shows that the Role Palying technique is effective in increasing the responsibility of KB SKA MatahariJepara students.

V. DISCUSSION

Based on the presentation of research data and testing of research hypotheses above, the section below presents a discussion of the findings of the research which includes (1) the effectiveness of the group guidance model through role play to increase the character of the responsibility of KB SKA MatahariJepara students.

The results of this analysis indicate that the group guidance model through the developed role play is more effective in increasing the ability to obey the rules than the

ability to know when to need help, but does not underestimate one's own talents and abilities. If the ranking of the effectiveness of the model's influence on improving students' abilities in each aspect of the character of responsibility is as follows: (1) obeying the rules, (2) showing self-ability, (3) respecting others, (4)) shows initiative to solve problems, (5) interacts well with peers, (6) admits mistakes, (7) cares about the environment, (8) is polite showing initiative to solve problems, (9) the ability to keep promises, (10) the ability to know when to need help, but not underestimate one's own talents and abilities.

Based on the experience of teachers who become facilitators of group guidance through role play, it was found that each of the ten aspects of the character of student responsibility all increased, although it was rather difficult to distinguish the degree of difference in improvement between abilities in the ten aspects of these characters. However, from the implementation of discussions and role-playing games in the framework of improving student character, it was found that the ability that was most easily identified for improvement was the ability of students to show understanding of obeying the rules they experienced and experienced by others. This can be seen from the way students provide explanations about obeying the rules both for themselves and for others. In addition, the teacher acknowledges that the ability to obey the rules is the most difficult ability for students to experience because in role play and reflection activities, they often complain about ways of overcoming problems related to the character of being good for themselves to be able to their friends.

This model of group guidance through role play is more effectively used to improve students' ability to obey rules than the ability to know when to need help, but does not underestimate one's own talents and abilities. This occurs partly because (a) the ability to know when to need help, but not underestimating one's own talents and abilities are more difficult and more complex than the ability to obey rules and (b) the ability to know when to need help, but not underestimating talent and one's own abilities require more time and skill than the ability to obey the rules.

On the other hand, the ability to know when to need help, but not underestimating one's own talents and abilities is easier to develop than other character abilities because (a) these abilities are more in line with the daily habits of students in more learning activities. use intellectual abilities rather than their character abilities and (b) the results of research by Mayer, Solovey, and Caruzo (2004) show that the ability of characters to obey rules is the aspect of character that has the highest correlation with intellectual intelligence while the aspects of knowing when to need help, but not responding trivial talents and abilities possessed by oneself is less correlated.

Role playing technique was chosen to increase student responsibility on the grounds that the specific purpose of treatment is related to the function of understanding, prevention and alleviation, individual learning and practicing content in the form of values, perceptions,

affections, attitudes, actions and habits related to personal and social life can be needed to increase responsibility. Then, role playing techniques are used because this technique facilitates students to practice empathy, understand themselves from other perspectives, get support from others, get new concepts from the roles played, gain new experiences, engage in groups and see how other people are. behave effectively.

VI. CONCLUSION AND RECOMMENDATION

Based on the research results, it can be concluded that role playing technique can increase student responsibility. This is evidenced by the results of the description analysis which states that there is an increase in responsibility before treatment and after treatment (tratment). The effectiveness of role playing techniques has been shown to increase student responsibility after receiving treatment with role playing techniques. A significant increase can be seen from the results of the paired sample t test so that the hypothesis is accepted.

Based on the results of the research that has been done, several suggestions can be made as follows 1) The process and results of this development research provide theoretical contributions in the form of conceptual, methodological, and findings related to the expansion of knowledge about the concepts and practices of tutoring through role playing that can be utilized by students and other researchers as a reference source in developing other products that are similar to the issues of implementing BK services, especially learning guidance through role playing in schools; 2) Teachers need to pay attention to the psychological condition of their students properly, so that the development of students, especially early childhood, can take place well too, the character of responsibility is one of the important aspects that must be considered and improved and 3) The values-based group guidance model of RA Kartini With this role play technique, it is still open for further researchers to be further tested by expanding the model components, accommodating the substance aspects of group guidance services, uncovering obstacles to modeling and involving external assessments and others in order to perfect the model.

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