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Integrating Character Education through Role Play in English Learning

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Abstrak

Pendidikan merupakan proses memanusiakan manusia, hal ini dapat dipahami karena untuk mencapai status manusia seutuhnya tidak mungkin tanpa melalui proses pendidikan. Pendidikan bukan hanya proses transfer pengetahuan, tetapi juga memberikan kesempatan kepada peserta didik untuk mengembangkan karakternya. Tujuan dari penelitian ini adalah untuk mengintegrasikan permainan peran ke dalam pembelajaran bahasa Inggris. Bermain peran juga dapat dijadikan sebagai salah satu pembelajaran yang menarik di dalam kelas. Oleh karena itu, seluruh aspek pembelajaran melalui role-playing digali dan dibimbing bagaimana penerapannya di dalam kelas. Oleh karena itu, semua aspek pengajaran melalui role-playing dieksplorasi dan diberikan panduan tentang bagaimana menggunakannya di dalam kelas. Pendidikan karakter tidak hanya diberikan pada mata kuliah pengembangan kepribadian, seperti Agama, Kewarganegaraan atau Pancasila. Kursus Bahasa Inggris juga dapat memuat kegiatan yang dapat meningkatkan nilai karakter, salah satunya dapat mengintegrasikan metode role playing. Dalam menetapkan tujuan pembelajaran, sangat penting membekali siswa dengan berbagai kegiatan pembelajaran yang dapat membangun karakter.

Kata kunci: *Pendidikan Karakter, Bermain Peran, Pembelajaran Bahasa Inggris*

Abstract

Education is a process of humanizing humans. This is understandable because achieving full human status is impossible without an educational process. Education is a process of transferring knowledge and provides opportunities for students to develop their character. The purpose of this study is to integrate role play into learning English. Role-playing can also be used as one of the interesting lessons in the classroom. Therefore, all aspects of learning through role-playing are explored and guided on how to apply them in the classroom. Therefore, all aspects of teaching through role-playing are explored, and guidance is given on how to use them in the classroom. Character education is not only given in personality development courses, such as Religion, Citizenship or Pancasila. The English course can also contain activities that can increase character values, one of which can integrate the role-playing method. It is very important to equip students with various learning activities to build character in setting learning objectives.

Keywords: Education Characters, Role Playing, English Learning

INTRODUCTION

In essence, education is a humanizing process. This is understandable because achieving full human status is impossible without an educational process. Education does not only have goals for the future because if that happens, it will further distance humans from their humanity, but education must also be able to enable humans to live to carry out their humanitarian duties, namely to be able to find self-perfection as human beings.

Degradation means setback, decline or decline in something, while morals are morals or character, according to the Big Indonesian Dictionary. If we interpret both, moral degradation is a phenomenon of the declining character of a person or group of people. According to Lickona (2012), there are 10 indications of symptoms of decreased morale that need attention in order to change for the better; 1) Violence and acts of anarchy, 2) Theft, 3) Cheating, 4) Not heeding the applicable rules, 5) Fights between students, 6) Intolerance, 7) Use of bad language, 8) Early sexual maturity and deviation, 9) self-destructive attitude, 10) drug abuse.

The Covid-19 era gave birth to a bad culture in education, killed the creativity of lecturers and teachers, and many lost their enthusiasm for learning and ignored educators' explanations. This apprehensive condition can erode students' enthusiasm, so the online virtual distribution system leaves a lot of sorrow in the world of education for parents and certain communities. One of the government's main programs, especially the Ministry of

National Education, to improve the quality of educational processes and outputs is the development of character education. Character education is not a new thing in the Indonesian national education system.

According to (Lickona, 2004), substantively, three behaviors are related to one another, namely moral knowledge, moral feeling, and moral behavior. Based on these three components, it can be stated that good morals are supported by knowledge of good and the desire to do good and to do good.

According to (Haryati, 2017), character education can be integrated into each subject's teaching and learning process. He further said that learning materials related to norms or values in each subject need to be studied, explained, and related to the context of everyday life. From this statement, English can also be the basis for implementing character education in the classroom for EFL learners.

Budden states that Role-play is a speaking activity when you put yourself in someone else's shoes or your position but put yourself in an imaginary situation. According to Roestiyah, "The role-playing learning method is one of the teaching and learning methods carried out by a teacher at school. In this discussion, the process of interaction between two or more individuals involved, exchanging experiences, information, and problem-solving, all of them can be active, don't just be passive listeners. The process of role-playing provides direct examples of human behavior, which become a vehicle for students to (1) explore their feelings; (2) gain insight into their attitudes, values, and perceptions; (3) develop their problem-solving skills and attitudes; and (4) exploring the subject matter in various ways (B. Joyce & Weil, 1980). Through role-playing techniques, students can improve their ability to respect themselves and the feelings of others, and they can learn good behavior to handle difficult situations. They can practice their problem-solving ability (BR Joyce & Weil, 1972).

RESEARCH METHOD

This research was conducted by using a qualitative descriptive research. This study aims to reveal the facts, phenomena, and circumstances that existed during the research process. The data was collected by using literature study, it is carried out by collecting relevant or appropriate data needed for research from books, scientific articles, news, and other credible sources that are reliable and also by the research topic being conducted. The data then described and the writer provides several suggestions for improving learning (Zed, 2004).

RESULTS AND DISCUSSION

Bahriyeva (2021) states the stages of role-play are as follows: 1. Identify the situation, 2. Add details, 3. Assign roles, 4. Play scenarios, and 5. Discuss Results Your Students Have Learned

In Situation Identification, to start at this stage, in English learning activities, students are collected and given the problems they face. Ensure students clearly understand the problem to be tackled and what they want to achieve during the activity. You can also engage in discussion to help participants think about the problem and what they might do in the situation.

The second stage is adding details. Explain thoroughly, providing specific details to make the role-play session as realistic as possible. At this stage, it is necessary to consider using scenarios that students may experience in their daily lives or those related to the course they are currently taking.

In the next stage, the scenario that has been created gives roles to the participants for the various fictional characters involved in the scene. Some of the characters may be employees who will handle the situation. Other participants may represent supporting characters, such as customers. Some attendees can also watch the show and provide feedback.

In the fourth stage, ask a few participants to act out scenarios and develop various strategies for solving the situation. For example, if the goal of your role-play activity is to provide a solution to a health problem, other students may develop different ways of dealing with health problems.

In the last stage, all students must discuss the role-play activity after it is finished. A teacher could ask each role player why they did a certain action or made a certain statement during a scenario.

Speaking skills are important to facilitate communication with others. Limited (unskilled) speaking skills will disrupt the continuity of the communication process between the messenger and the listener (the person receiving the information). By speaking properly and correctly, the meaning of the message to be conveyed by the sender can be well received by the listeners (Naiborhu, 2019).

Language is a communication tool humans use to interact with other people around them. Human communication can be in small groups or large groups because, in essence, humans are social beings who need relationships with other people so that communication

can run smoothly. Humans need language skills both orally and in writing (Mustika & Lestari, 2020; Naiborhu, 2019). English has become a language that must be mastered by everyone, not only because of its status as a world language but because English has become a support for a better life (Mustika & Lestari, 2020). By speaking properly and correctly, the meaning of the message to be conveyed by the sender can be well received by the listeners (Kusuma, 2019).

One of the teacher's efforts in improving non-technical English speaking skills is that the teacher must know linguistics, psychology and social theories that can help the smooth running of teaching and learning. The technical effort is that there are two teacher efforts to improve students' speaking skills, namely using aids and equipment appropriately according to the material and in line with the contents of the teaching objectives that have been formulated. One is the socio-drama method or role-playing (Fatmawati, 2017).

Role Playing is a learning model directed at solving problems involving human relations, especially students' lives. This learning model also trains students to uphold democratic values. In this learning method, students will practice learning material by playing a role according to the specified theme and related to the material being studied. With hands-on practice, students will easily understand and easily remember the use of expressions and sentence patterns in English. With high understanding and memory, it is hoped that student learning outcomes will also increase according to the minimum completeness criteria according to the goals set. Teaching and learning activities by applying learning methods by playing roles are seen as learning experiences that lead students to high student achievement. A learning environment with direct experience has great potential to be able to guide students in their development (Pradana, 2019).

The role-playing method is effective in that students carry out play activities or play the role of other figures with full appreciation and creativity based on the role of a case being discussed as learning material at the time (Lestari, 2019). Role-playing is one of the learning techniques used in the teaching and learning process, especially in conversational skills (Utama, 2017). The learning method with this method was chosen because it is by the learning material and emphasizes the skills in learning, namely speaking skills (Sciati, 2021).

CONCLUSION

Character education is absolutely something that is carried out in the world of education, including at the university level. At this level, it also has the same obligation to build the character of its students. Character education is not only given in personality

development courses, such as Religion, Citizenship or Pancasila. The English course can also contain activities that can increase character values, one of which can integrate the role-playing method. It is very important to equip students with various learning activities to build character in setting learning objectives. This activity can be applied in the whole language learning process. This work can be done in groups, and students can maintain their role personas throughout the class period. Students are more involved when they try to respond to material from the perspective of their character roles

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