Role Playing Learning Method as A Solution to Improve The Learning Outcomes of Civic Education Elementary School Students of Election and Election Materials

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Info Articles

Abstract

The implementation of the Role Playing Method is a learning method in which students can be involved in planned learning activities designed based on experience by playing roles to improve learning outcomes of PKN (Civic Education) elementary school students on election and regional election material. The implementation of the Role Playing method is very effective in improving student learning outcomes. The impact of using the Role Playing method is an increase in student understanding, students are trained to take initiative and be creative and the ability to solve problems according to the content of the story discussion.

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INTRODUCTION

This Scientific Paper is titled "Role Playing Learning Method as a Solution To Improve The Learning Outcomes of PKN Elementary School Students of Election and Election Materials". PKN is one of the very important lessons mastered well by students, this is because PKN learning has benefits for daily life.

Based on the study of the results of several journals, problems were found in elementary school students, namely the low learning outcomes of students in PKN subjects. This can be seen in journals found problems such as the number of students whose PKN value under KKM compared to those that exceed the predetermined KKM, the low understanding of students in identifying short stuffing questions and story questions, and students have not been able to conclude the results obtained from PKN material provided by the teacher.

The problem can be solved by using role playing learning method is one part of cooperative learning method, where role playing learning method is developed by involving students in studying the materials included in a lesson and checking their understanding of the content of the lesson by role playing.

Predicting results using the Learning Role Playing Method students are believed to improve learning outcomes in the cognitive realm, namely: remembering (C1), understanding (C2), applying (C3), analyzing (C4), and evaluating (C6). Affective areas that include reception (A1), responding (A2), organiasation (A4), living (A5); and the realm of skills (psychomotor) which includes mimicking (P1), manipulating (P2), experience (P3) and articulation (P4).

Citizenship Education is one of the general subjects in elementary school. In the appendix permendiknas No. 22 year 2006 it is stated that the subjects of PKN are subjects that focus on political democracy (government, constitution, institutions - democratic institutions, rule of law, human rights, rights and obligations of citizens, and democratic process) to train students to think, analyze, behave and act democratically based on Pancasila and the 1945 Constitution. Therefore, in order to train students to think critically, analyze, behave and act democratically, students must first understand the subject matter being taught. Because, if students do not understand the material then students will find it difficult to deal with problems so as to make student learning outcomes low.

The use of learning methods in learning activities must also be absolutely appropriate in their use in accordance with the learning to be delivered, because using the right learning methods will make better learning outcomes. In the use of the right learning method, it is determined by a teacher who will use it, because whether or not active learning is successful depends on a teacher using the learning method. The quality of the learning process in the classroom is positively correlated with the quality of educational outcomes, namely the competence of graduates. This means that the more quality of the student's learning process, the higher the result. Even the quality of education is not seen from the "quality of results" but rather on the "quality of the process". Therefore, the quality of the learning process will have an impact on the ability of the process of thinking, behaving and acting with high quality as well. In other words, a student's thinking prowess will depend heavily on how the student learns.

In this case the learning outcomes become an important part of the teaching and learning process. The result of learning according to Robert Gagne is the capacity of people who allow a variety of appearances. Capacity means that a person is able to perform certain appearances. Student learning outcomes in learning demonstrate the abilities students have after receiving their learning experience (Kustawan, 2013:15). Whereas according to (Ahmad, 2013:5) "the student's learning outcome is the ability to be obtained by the child after going through the learning activities". So the ability of students in the learning process will be seen from the learning results. Participants of all three programs speak of their own awareness as one of the advantages gained from the reflect

method. Most of them have improved their ability to analyze and solve problems according to their ability to come up with ideas.

Another opinion that explains the results of learning is Purwanto in (Liriwati, 2018) that the learning outcome is a change in behavior that occurs after a person follows the learning process in accordance with educational objectives. Thus, a person will experience changes after he or she has learned. While Nawawi in Susanto (2016) argues that the learning outcome is the success rate of a student in learning various subject matter in the school in the score and obtained from the test results.

Various efforts are made to improve the learning process, so that effective learning is carried out optimally which can be seen from the acquisition of learning completion is the meaning of learning outcomes for Arifin (2016). The learning results obtained are able to change the behavior or even the thinking patterns of students related to learning. The success of the teaching and learning process is determined by a teacher who transfers knowledge through the learning process. The ability of teachers in choosing methods relevant to the purpose and learning materials is the key to success in achieving student learning achievement. The tendency of learning today is still centered on teachers by telling stories or speaking. Students are less actively involved in the learning process. As a result the level of student understanding of the subject matter is low.

The fact that Aqliyah (2015) happened in the field of various findings in the classroom revealed that PKN learning in elementary school has not taken place as expected. Teachers still use conventional learning with lecture methods and tend to use theoretical and memorized learning techniques so that learning activities are rigid, monotonous and boring. As seen in this Bekasi elementary school, when the author interviews with the homeroom teacher and the principal in elementary school, the student's learning outcomes in pkn subjects are one of the lowest subjects than other subjects, according to the homeroom teacher because their understanding of PKN subjects is very low.

In this case, an innovative learning method is needed as the first step of improvement, because the more effective a learning method is implemented, the higher the learning outcomes that will be obtained by students. Learning methods that invite students to be directly involved in learning, material estimation based on creativity and expression of students in venting their imagination related to the subject matter that he is in without limitations of words and motion, but not out of teaching materials is a very suitable learning method in addressing the problem (Nurhasana, 2019).

Citizenship learning should be presented by teachers using various forms of learning methods that improve students understanding of pkn concepts, solve problems and foster social skills, so as to improve learning outcomes so that students can achieve pkn learning indicators well, not only hapalan and make students do not want to learn PKN, because it is considered difficult. In line with that Zaini in Iskandar (2017) stated that the use of Role Playing method is one of the application of teaching based on experience, according to him role playing or Role Playing as a planned learning activity designed to achieve specific goals. Through role-playing students learn to use the concept of roles, realize the existence of different roles and think about their behavior and the behavior of others, then in this method students will be required to solve problems in role-playing. Involving or inviting students to be directly involved in learning, mastery of lesson materials based on creativity and expression of students in venting their imagination related to the subject matter that he is in without limitations of words and motion, but not out of teaching materials is one form of meaningful learning through role playing learning methods according to Hamalik in Nurhasannah (2016).

The application of role playing method facilitates students to learn actively through role playing. Thus, the activities in the learning involve active students and create a new atmosphere and provide a different learning experience, thus forming students to think more creatively and play an

active role in learning (Majid, 2015). It can be concluded that Role Playing is a learning where students can be involved in learning activities and provide a fun learning atmosphere so that students feel happy, do not feel bored and students become more enthusiastic in taking lessons. Then, students can connect their knowledge with the knowledge they had before, because role-playing is usually related to social situations in everyday life. The learning scenario created by the teacher presents the lesson material by showing and showing or dramatizing the way of behavior in social relations.

Based on the results of research that Kristina did earlier in 2013 in grade IV SDN 3 in Ambengan Role Playing learning method is considered to improve students learning outcomes in PKN subject matter, this is evident from the results of the study results pkn students are 53.69% and increased to 80.65%. This event is also in line with the findings of research conducted by Tuken (2016) at SDN IV Parepare that the learning outcomes obtained by 77% of students are complete with good kulification.

In addition, the success of the study results was also found in research conducted by Rahim (2019) at SDN Jatimekar II Bekasi, in his research stated that the results of pre-cycle test research 58.30 increased to 71.08, and increased with an average score of 87.50. The success of the study results was also found in a study conducted by Iskandar (2017) at SDN 1 Ciamis stated the results of research on Pre-Cycle with classical completion of 25%. In Cycle I, classical completion is 27%. Cycle II classical completion reaches 78%.

From some of the results of research conducted by previous research, it appears that the effectiveness of Role Playing learning methods on student learning outcomes can be improved, therefore I am interested in choosing the title "Role Playing Learning Method as a Solution To Improve Learning Outcomes pkn Elementary School Students Election Materials And Elections" as the title of Scientific Papers.

Purpose of Ideas
1) To improve the learning outcomes of PKN elementary school students.
2) To apply Role Playing learning method in improving pkn learning outcomes of elementary school students.

Benefits of Ideas
1) For Students
   a) Obtaining interesting and not boring learning for students.
   b) Can improve students learning outcomes so as to change the achievement rating better.
2) For Teachers, it can be used as input that role playing learning methods in learning can be used as an alternative in pkn teaching and learning activities.
3) For schools, it can be used as a reference for improving the quality of learning in the classroom in improving the understanding and learning outcomes of PKN lessons.
4) For Writers
   a) This article can be used as learning and experience in an effort to improve students learning outcomes in math lessons through Role Playing learning methods.
   b) Can use to increase knowledge in the use of methods in a learning process.

a. Current Conditions of The Originator of Ideas

The learning process is essentially a combination of two concepts, namely learning conducted by students and teaching conducted by teachers, where in the learning process there is interaction between teachers and students and produce learning outcomes. A very important factor in the implementation of learning is the learning outcomes, because it will provide an information to the teacher about the progress of the students and is the overall learning achievement of the students, and that becomes an indicator of basic competencies and levels of behavior change in students. This is in line with the opinion of Yuliani and Bambang in Iskandar (2017) stated that the learning

outcomes are a reflection of the ability of children achieved from a stage of learning experience in one basic competency.

Meanwhile, according to Bloom in Arifin (2016) the learning results are various efforts made to improve the learning process, so that effective learning is done optimally which can be seen from the acquisition of learning completion. The learning results obtained are able to change the behavior or even the thinking patterns of students related to learning.

Based on data reviewed from several journals on PKN learning in elementary schools, it is known that students learning outcomes tend to be low. As claimed by Rahim in his research (2020) that the learning outcomes of students in PKN subjects are still below KKM which is 70. Similarly, rossi and Reza (2017) research obtained information that student learning outcomes in PKN lessons are relatively low. Then Ketut, et al (2016) in his research said that the student learning outcomes are still low because there are still many students whose grades have not reached the kkm that has been set at 65. In his research Ketut (2016) also explained the low learning outcomes of the students because: first, many students are less interested in PKN lessons and consider that PKN subjects are lessons that are just memorization, drab, and boring, so that students are less enthusiastic and less active in following the learning process pkn. Second, teachers still use conventional learning methods or lectures, have not implemented innovative methods of learning in the classroom, so learning is more centered on teachers and students only listen and record what the teacher is saying. This causes many students who have not achieved the Minimum Completion Criteria score (KKM) score that has been set by the school in pkn subjects, namely 65.

Choosing the right learning method can make the learning atmosphere more enjoyable and possible for students to develop their creativity. Role Playing method is considered very suitable because it can provide a fun learning atmosphere that will make an impact on students learning motivation and increased student discipline. The motivation of learning is very high to make students more active and enthusiastic in following the teaching and learning process is one of the determinants of whether or not students succeed in achieving learning outcomes.

Based on the results of research that Iskandar conducted earlier in 2017 in grade IV SD Negeri 1 in Ciamis Role Playing learning method is considered to improve students learning outcomes in PKN subject matter, this is evident from the results of research on pkn learning outcomes in Cycle I, the average student score of 64 with classical completion of 27%. Cycle II students averaged 75 with classical completion reaching 78%.

In addition, the success of the learning results was also found in research conducted by Sarniyati (2019) at SDN 12 Air Pura Kecamatan Air Pura Kabupaten Pesisir Selatan, in his research stated the average research results obtained in cycle I was 6.96 and increased in cycle II which is 8.57.

From the explanation above, it can be known that PKN learning should use innovative and varied learning (Tuken, 2016). Choosing the right learning method can make the learning atmosphere more enjoyable and possible for students to develop their creativity. A pleasant atmosphere will make an impact on students learning motivation and increased student discipline so as to improve students learning outcomes in PKN subjects.

b. Solutions Ever Offered

The solution that has been offered in improving learning outcomes in elementary schools in PKN subjects is to use articulation learning methods. According to Agustini (2016) Articulation learning method is a learning method that emphasizes students ability to speak, such as mentioning the word clearly and repeating it again. According to Suprijono (2017) Articulation learning method is a method that demands students be active in learning where students are formed into small groups that each student in the group has the task of interviewing his groupmates about the newly discussed material.

While according to Nur (2017) articulation learning method is a method in which students are asked to convey material obtained from the teacher to their partner in turn, in the couple there are presenters and listeners. Nur also suggests that articulation methods are used with the aim that students can help students in understanding difficult concepts, this approach is useful to help students develop cooperation skills, critical thinking and the ability to help friends. Then Ferdian (2019) stated that articulation learning can stimulate students curiosity about the material taught by a teacher in class by increasing students confidence to ask questions by encouraging students to conduct interviews or chain messages.

Based on research conducted by Nur in 2017 with the title "Comparison of Role Playing Learning Methods And Articulation Learning Methods Against The Learning Outcomes of Grade VII Students in MTS Gowa Gowa District" obtained the results of learning using lower articulation methods, because when the learning process of students feel a little saturated, they are the same as reading and hearing what writings are explained by the teacher in front of the class , in addition, it is required to remember all material that has been submitted by the teacher and must be re-conveyed to his/her partner.

This is in line with Barokah in Nur (2017) which argues that articulation methods are still many shortcomings including: (1) Learning activities only verbalism (understanding words). (2) The material obtained by the students is few. (3) Many groups report and need to be monitored. (4) Fewer ideas emerge. (5) If there is a dispute there is no mediator.

If the learning process of PKN is not improved, then PKN learning will be difficult to control the extent of the acquisition of children in learning, students will get a less than maximum education, not quality and less meaningful so that it makes articulation learning methods in an effort to improve students learning outcomes in PKN lessons to be not maximal.

From these problems, learning needs to be developed that can improve students learning outcomes, then provide opportunities for students to play an active role in the teaching and learning process to be more meaningful to students. To realize that we need to do or apply an interesting and appropriate learning method, so that all students become easier to understand the lesson materials delivered by the teacher. One of the methods that has such criteria is the Role Playing method.

c. Proposed Ideas

To improve students learning outcomes in Natural Science subjects in elementary school the author proposes a cooperative learning method of role playing type. Role Playing method is a learning method where students can be involved in planned learning activities designed based on experience by role playing. According to Zaini in Rossi Iskandar (2017) stated role playing or Role Playing as a planned learning activity designed to achieve specific goals. Through role-playing students learn to use the concept of roles, aiming to realize the existence of different roles and think about their behavior and the behavior of others, furthermore in this method students will be required to solve problems in role-playing. Role Playing method that applies hands-on practice to the learning process can encourage improvement of students cognitive learning outcomes (Nurhasanah, 2016).

In accordance with the characteristics of elementary school students who still enjoy playing and need a pleasant learning atmosphere in the sense of hands-on practice. Role Playing learning method is a method that focuses on the ability to apply knowledge to problem solving that is packaged in an interesting game, namely by role playing, which will make students trained to take initiative and creative (Budiansyah, 2017).

Learning methods that invite students to be directly involved in learning, material estimation based on creativity and expression of students in venting their imagination related to the subject matter that he is in without limitations of words and motion, but not out of teaching materials is a very suitable learning method in addressing the problem of learning outcomes. The application of role playing method facilitates students to learn actively through role playing. Thus the activities in

the learning involve active students and create a new atmosphere and provide a different learning experience, thus forming students to think more creatively and play an active role in learning (Majid, 2015).

The steps of Role Playing method that should be applied according to Marisa (2019) are as follows:

1) The selection of problems, teachers raise problems raised from the lives of students so that they can feel the problem and be encouraged to find a solution.
2) Role selection, choosing a role that suits the issues to be discussed, describing the karekter and what the players should do.
3) Putting together the stages of role-playing, in which case the teacher has made the dialogue the student can also add his own dialogue.
4) Prepare the observer, the observer of this is all students who do not become players or actors.
5) Casting, in this stage the learners begin to react according to their respective roles contained in the role-playing scenario.
6) Discussion or evaluation, discussing lesson issues as well as questions arising from students.
7) Decision making that has been made.

Similar to the usual learning methods, Role Playing also has advantages and disadvantages. The advantages of role playing method according to Mansyur (2016) are:

1) Improving students full intelligence through the incorporation of physical motion with intellectual activity,
2) The student's memory of the material studied is stronger, because the student builds his or her own knowledge,
3) Students will be trained to take initiative and be creative.
4) Apply knowledge to troubleshooting.
5) Develop an empathetic understanding to students.
6) Instill a sense of responsibility for the assignment received in the student.
7) Foster teamwork.

Role Playing method also has weaknesses, the following weaknesses of Role Playing according to Syaiful Bahri Djamarah in Budiansyah (2017):

1) Most of the children who do not participate in their play become less active,
2) A lot of time consuming, both preparation time in order to understand the content of the lesson materials and on the implementation of role-playing,
3) The adjoining classes will be interrupted by the voices of the players and the audience who sometimes clap, shout and so on.

Based on the explanation above, it can be concluded that this Role Playing method can improve students learning outcomes in PKN subjects and can have a positive impact. This is reinforced by previous relevant research conducted by Rahim and Dwiprabowo (2020) "Application of Role Playing Method in PPKN Subjects in Elementary Schools" The application of Role Playing Method in PKN subjects of Election and Election materials, makes students more active, creative, intertwined cooperation and students are directly involved in conducting activities so that in the learning activities of grade VI students of SDN Jatimekar II Bekasi , has improved.

In a previous study conducted by Rahim (2020) "Application of Role Playing Method in PPKN Subjects in Elementary School" The results showed that there was a significant increase in ppkn learning outcomes in election and election materials in grade VI students. This is evidenced by pre-cycle test results of 58.30 increasing to 71.08 in cycle I, and in cycle II increasing with an average value of 87.50. This shows that the learning of election and election materials has improved well.

d. How Far The Current Condition of the Originator of Ideas Can Be Improved

Referring to the solution that has been offered before by applying articulation learning methods to improve students learning outcomes in PKN lessons, it turns out that students learning outcomes in PKN lessons can be improved but there are still many shortcomings so that it is less than maximum. Articulation learning methods are less than optimal to apply in PKN learning in the classroom because students are difficult to control, whether it is true that they are doing the task or someone else; especially for group assignments, not infrequently actively working and completing them are certain members only while the other members do not participate well, it is not easy to give tasks that match the individual differences of students, often giving monotonous (non-varied) tasks can cause boredom of students, and it is difficult to evaluate whether students really understand the results of their own resume writing.

Researchers conducted by Nur (2017) Role Playing method is more effective because it can cover the shortcomings of articulation method. So the Role Playing method is superior to the solutions ever offered. According to Nurhasannah (2016) Role Playing method has advantages, namely: (1) Improving students intelligence in full through the incorporation of physical motion with intellectual activity, (2) Students memory of the material studied is stronger, because students build their own knowledge, (3) Students train themselves to train, understand, and remember the content of the discussion to be studied. (4) Students will be trained to take initiative and be creative, (5) Role Playing can lead students to work together in groups. (6) Instill a sense of responsibility for the assignment received in the student. (7) Students are free to express their imagination into movements and pronunciations of words according to the role they play. (8) creating more meaningful learners, (9) students gain new experiences in their lives. On the advantages stated above, Role Playing method can help students in improving learning outcomes and help students be more active in following learning.

Based on the explanation above, the author proposes role playing learning method to improve the previous PKN learning. Because role playing learning method looks able to make students interested so that they have high motivation to follow pkn subjects. After applying the Role Playing learning method well, the expected results are able to remind students of the learning outcomes in PKN subjects, with indicators of learning outcomes according to Marisa (2019) namely:

1) Indicators of cognitive aspects
   a) Memory or knowledge, i.e. the ability to remember material that has been studied.
   b) Comprehension, i.e. the ability to capture understanding, translate and interpret.
   c) Application, which is the ability to use materials that have been learned in new and real situations.
   d) Analysis, namely the ability to decipher,idintify and unite separate parts, connecting between parts to build a whole & so on.
   e) Synthesis, which is the ability to gather, unite separate parts in order to build a whole and part of it.
   f) Assessment, which is the ability to review the value or price of something, such as a statement or research report based on a criterion.

2) Affective aspect indicators
   a) Receiving, which is the willingness to present himself to receive or pay attention to a stimulant.
   b) Arrest (responding), i.e. participation, reacting, showing the pleasure of responding voluntarily.
   c) Valuing, i.e. the sensitivity of the catch to the value of a stimulus, responsibility, consistency, and commitment.

d) Organization, which is to integrate different values, solve conflicts between values and build a value system and conceptualize a value.

e) Characterization, which is the process of affection in which an individual has a value system of his own that controls his behavior for a long time that forms his lifestyle, this learning outcome relates to the general pattern of personal, social and emotional self-adjustment.

3) Indicators of psychomotor aspects

a) Imitation is imitating the activities that teachers do in choosing leaders at the time of dramatic action,

b) Manipulation is manipulating dramatic acts that have never been done but based on teacher guidelines or directives.

c) Natural-itation i.e. natural improvisation in dramatic and

d) Articulation is the right articulation and can be understood in dramatic action.

e.   Parties Considered Can Help Implement Ideas

Some related parties to improve the learning outcomes of primary school PKN subjects using Role Playing learning methods include:

1) Students act as subjects to apply Role Playing learning methods and to improve student learning outcomes in national education subjects in elementary schools.

2) Teachers act as educators who implement Role Playing learning methods that can later be used as reference material or input on effective learning methods as an effort to improve student learning outcomes in citizenship education subjects in elementary schools.

3) The principal serves as the education leader responsible for the implementation of educational activities, school administration, the construction of other educational personnel and the utilization and maintenance of facilities and infrastructure.

So that the process or stages to improve students learning outcomes in PKN subjects in schools can be carried out properly and successfully.

f.   Strategic Steps To Be Taken To Implement Ideas

To overcome the problem of low results of learning elections and elections in PKN subjects in elementary schools is to apply implementation measures using role playing learning methods. According to Marisa (2019) The steps of role playing method are as follows:

a) The selection of problems, teachers raise problems raised from the lives of students so that they can feel the problem and be encouraged to find a solution.

b) Role selection, choosing a role that suits the issues to be discussed, describing the karekter and what the players should do.

c) Develop the stages of role-playing, in which case the teacher has made the dialogue students can also add their own dialogue.

d) Prepare the observer, the observer of this is all students who do not become players or actors.

e) Casting, in this stage the learners begin to react in accordance with their respective roles contained in the role-playing scenario.

f) Discussion or evaluation, discussing lesson issues as well as questions arising from students.

g) Decision making that has been made.

Marisa (2019) also added recommendations that for teachers, it is expected that teachers can prepare everything more maturely so that the use of time during the implementation of learning is more effective and efficient, as planned in RPP. While the recommendations from Tuken (2016) to overcome the shortcomings of Role Playing methods such as: some students who do not participate

in role-playing become very passive, teachers should ask students to help prepare for the completeness of role play and to avoid adjoining classes that are disturbed by the voices of the players, teachers should provide stimulus in the form of pat focus if the class starts not conducive. With this the author compiles the strategic steps of applying role playing learning methods as follows:

        a)   Planning stages

Planning is the first step in developing a strategy to carry out the implementation stage. The first step of this stage is to find or make a syllabus of subjects to be conducted, then from the syllabus developed into RPP includes SK, KD, indicators, values of the nation's character, learning objectives, teaching materials, learning strategies or cooperative learning methods type Role Playing method, steps of learning activities, tools or media and resources and assessments.

        b)   Stages of Implementation

After making the planners, then the author makes the stages of implementing actions that include carrying out learning activities by using role playing learning methods to improve the learning outcomes in the subjects of Citizenship Education as follows:

1. Preparation and instruction, the purpose of this stage is to generate students' interest, give learners a positive feeling about the upcoming learning experience, and put learners in optimal situations for learning. Specifically, it includes: The teacher explains in general the use of Role Playing methods as well as the material to be played. (a) Explaining to students the learning steps using role-playing methods, (b) Warming up that is, the teacher motivates the student by explaining the importance of learning social issues, (c) Selecting players, the teacher invites students to discuss the character and form a role-playing group, (d) Prepare the observer, the teacher forms the group as an observer, (e) Organize the Stage, the teacher discusses with the student where and how this role will be played, (f) Discusses the scenario describing the sequence of the role play.

2. Dramatic action and discussion, this stage is a core activity in the learning method role playing, namely Role Playing, the teacher asks and observes the student playing the existing role, at first there will be many students who are still confused to play the role he should do. Teachers continue to provide guidance in this Role Playing method. The teacher invites students to discuss the games that have been played. Specifically, what teachers do is: a) student processing activities. b) active effort or feedback or re-effort. c) real-world simulation. d) the game in learning. e) learning action training. f) troubleshooting activities. g) individual reflection and articulation. h) paired or grouped dialogues. i) collaborative teaching and review. j) practical activities of building skill and k) teaching back.

3. Role-playing evaluation, at this stage teachers and students evaluate the roles performed. After that, playing a re-role, the teacher guides and asks the other students to re-play the scenario. Sharing experiences and conclusions, Teachers guide students to share experiences about the roles they have performed and guide students to make conclusions from the material they have learned. Things that can be done are: a) the application of the real world b) the creation and implementation of an action plan. c) strengthening implementation activities. d) material reinforcement of the persesi. e) continuous training. f) feedback and performance evaluation. g) support activities of comrades and h) changes in organization and supportive environment.

        c)   Observation stage

Written test assessments and role-playing practices as evaluations to measure success rates. This value is done using tests. This assessment is done using tests in the form of story questions that have been presented by the students. Each is asked to discuss and answer the problems that exist in the story in groups. At the end of the students were asked to present the results of the discussion in front of another group, the teacher assessed based on indicators of learning outcomes in the cognitive realm, namely C1 (Knowledge), C2 (Understanding), C3 (Pe-nerapan), C4 (Analysis), and C6 (Evaluation). affective areas that include reception (A1), responding (A2), organiasation (A4), living (A5); and the realm of skills (psychomotor) which includes mimicking (P1), manipulating (P2), experience (P3) and articulation (P4).

         d) Reflection

To know the extent of the effectiveness of implementation, deficiencies and advantages arising after applying the Role Playing method, conducted until the student's PKN learning results increase in accordance with the indicators of learning outcomes according to Bloom Taxonomy in the cognitive realm of C1 to C6 such as: re-explaining, giving examples, classifying, collecting. In order to avoid obstacles, at the planning stage teachers must have formed a large group so that the duration of the role performance is not too much.

CONCLUSION

    a. **Proposed Ideas**

In a citizenship education learning process (PKN), learning outcomes have an important role and are indispensable for elementary school students. The idea that the author proposes to improve students' learning outcomes is to apply role playing learning methods. Role Playing method is very suitable to be used in learning because it is able to improve students' learning outcomes, and can have a positive impact in learning, all students become more active, enthusiastic and ready to follow the learning, the learning process becomes more fun and not boring.

Bloom's taxonomy in Arifin (2019) divides cognitive abilities into 6 levels, namely remembering (C1), understanding (C2), applying (C3), analyzing (C4), and evaluating (C6). Affective areas that include reception (A1), responding (A2), organiasation (A4), living (A5); and the realm of skills (psychomotor) which includes mimicking (P1), manipulating (P2), experience (P3) and articulation (P4). So to maximize the achievement of learning outcomes, role playing learning methods are offered in this writing.

Role Playing learning method is a learning method where students can be involved in planned learning activities designed based on experience by role playing. Role Playing methods are also more focused on student engagement, so that students can be more active in the learning process. Role Playing Method Steps as follows 1) Preparation, 2) Dramatic Action, 3) Evaluation (Sukawardhiana, 2013).

    b. **Proposed Implementation Techniques**

The following technical implementation will be carried out on the use of Role Playing method in the primary school PKN Election and Election materials. The steps to use role playing method include:

    Initial activities :

    Aperception:

    1) Explain the usage as well as the steps of the Role Playing method.

    2) Conveying the purpose of learning.

    Motivation:

    1) Explaining the importance of studying social issues.

    Core Activities :

Exploration:
1) Forming role-playing groups and observers.
2) Deliver the material and discuss the role to be played.
3) Provide direction for scenarios that describe the sequence of role play.

Elaboration:
1) Ask students to perform role-playing in accordance with the briefings described.
2) Guide students in role-playing and problem solving.
3) Upon completion, provide reinforcement of the material and strengthening of the persesi.
4) Give evaluation questions.

Confirmation:
1) Ask students to share their experiences of the role they have performed.
2) Give students the opportunity to ask questions.

Final Activity:
1) Conveying to students to continue practicing and to apply in daily life.

c. Predict the Results to Be Obtained (Benefits And Impact of Ideas)

Predicting the results that will be obtained from the application of role playing learning methods is that there is an increase in the results of learning elections and elections in the subjects of Citizenship Education (PKN) elementary school students with indicators of learning outcomes in the cognitive realm: (C1) considering the content of the discussion to be played and the dialogue contained in the dramatic story, (C2) understanding the problems contained in the story, (C3) applying or realizing democratic behavior in dramatic acts , (C4) analyze the content of the story, (C6) assess or examine the role and problems in the story. Affective realm: (A1) accepting or paying attention at the time of dramatic action, (A2) participation or responding voluntarily at the time of dramatic action, (A4) organizing or dividing the problems contained in the story of the play, (A5) internalizing or characterize his behavior when in the process of dramatic action. Psychomotor realm: (P1) imitating the activities of the teacher in choosing the leader at the time of dramatic action, (P2) manipulating dramatic acts, (P3) improvisation naturally in dramatic acts and (P4) proper articulation and can be understood in dramatic acts. This Scientific Paper is expected to provide input for schools to improve the learning process so as to produce more optimal learning. The recommendations of this writing should be that the next researcher or author can prepare things more maturely such as forming large groups and teachers also set the duration of time for learning in accordance with the learning objectives so that it is more effective and efficient in PKN lessons in elementary schools that can be delivered by applying role playing learning methods.

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