


The Relationship Between Creativity Of Nursing Students In Building Bona Pasogit Character Through Role Playing Learning Models

Leryanti Situmorang¹, Putri Simamora², Marito pakpahan³
DIII Nursing Study Program Institute of health science Doloksanggul

Article Info	ABSTRACT
<p>E-mail: leryantiveronika.situmorang@student.stikeskb.ac.id putriwidia.simamora@student.stikeskb.ac.id maritooktaria.pakpahan@student.stikeskb.ac.id</p>	<p>At this time, schools are experiencing serious challenges regarding educating their students who are the golden generation of the nation's future regarding their character and creativity. The formation of character and creativity is a goal of national education. In learning that is still dominated by lecturers, students are not free to be creative and only follow orders from the teacher so they cannot express themselves. One way to develop student character and creativity is through the role playing learning model, namely so that students do not get restrained in learning. This study uses the library study method which aims to determine the increase in character development and student creativity through the role playing learning model. The use of this literature study method refers to the opinion of Moh. Nazir is a data collection technique by conducting a review study of books, literature, and reports that have something to do with the problem being solved. Through the role playing learning model, it is expected that students can develop responsible and confident characters and build their creativity so that they can create strong personalities.</p> <p>Keywords: character, creativity, role playing</p>
<p>This is an open access article under the CC BY-NC license</p> 	

INTRODUCTION

Education is a conscious and planned effort in the process of mentoring and learning for individuals so that they grow and develop into human beings who are independent, responsible, creative, knowledgeable, healthy and have noble character (UU No. 20 of 2003). This is done so that the next generation is more cultured and qualified in social life (Utami & Mustadi, 2017: 14). The National Education System (Sisdiknas) emphasizes that "National education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (UU No. 20 of 2003 article3).

In the Big Indonesian Dictionary, character means 'psychological, moral or ethical characteristics that distinguish one person from another; character; character' while creativity is 'the ability to create; creativity; about being creative'. Character education is a system of instilling character values in school members which includes components of knowledge, intelligence or will, and actions to implement these values. Currently character

education is a strategic issue in the context of education in Indonesia, which is related to the moral crisis that has occurred recently. The lack of creativity also supports the destruction of the nation's morale. The decline in the character and creativity of the nation, if not prevented immediately, will have a negative impact on future lives.

Lickona (1991:13-18) argues that there are ten signs of the times that must be watched out for, because if these signs already exist, it means that a nation is heading for the brink of collapse. The signs in question are: (1) increasing violence among adolescents; (2) dishonesty is cultivated; (3) there is mutual suspicion and hatred among people; (4) lower respect for parents and teachers; (5) the influence of a strong peer group in acts of violence; (6) the blurring of good and bad moral guidelines; (7) use of bad language and words; (8) sexual abuse and child maturation; (9) low sense of individual and citizen responsibility; and (10) increased self-destructive behavior, such as drugs, alcohol and free sex.

From Lickona's statement regarding the signs of the times to watch out for, Indonesia has started to show these signs. This is a concern for all groups, especially for education practitioners, given the important role of education in the formation and development of student character so that various efforts to improve national character must continue to be carried out (Wahyuni & Mustadi, 2016: 247). However, if the young generation that is being formed now is a generation that is characterless and rigid and uncreative, then Indonesia has little hope of becoming a golden Indonesia in the future. Education has an important role in the formation and development of student character and creativity so that various efforts must be carried out continuously.

Education is considered as a preventive alternative because education builds a new generation of a better nation. There are factors that influence the character of students, starting from internal factors, namely from the family, to external or outside the family. This internal factor is in the form of parents separating so that it disturbs the child's mentality, there is also domestic violence which often occurs in children or in the child's parents, so that children experience mental pressure which can affect the child's psyche. External factors can be the environment and playmates. Internal factors that are not conducive are the living environment that does not support good relationships, For example, children who grow up in a rural environment, which incidentally belongs to the lower middle class, where most of the people there have jobs, such as factory workers, prostitutes, and a lot of gambling. All of this indirectly affects children so they get used to things like that. Children who develop in a negative environment will indirectly get used to negative circumstances as well (Sasmito & Mustadi, 2015).

One of the alternative efforts to implement character development and creativity is through the application of role playing models in learning activities. The role playing learning model is a planned learning activity designed to achieve specific educational goals, a way of mastering learning materials through the development of imagination and appreciation of students. The development of imagination and appreciation is carried out by students by playing them as living figures or inanimate objects. This game is generally done by more than one person, it depends on what is being played. In applying the role playing learning model, students are expected to be able to develop their character and creativity. This can be achieved if students directly work and interact with each other and

solve problems through demonstration. Therefore, this method is able to produce a valuable experience for students. This game is generally done by more than one person, it depends on what is being played. In applying the role playing learning model, students are expected to be able to develop their character and creativity.

This can be achieved if students directly work and interact with each other and solve problems through demonstration. Therefore, this method is able to produce a valuable experience for students. This game is generally done by more than one person, it depends on what is being played. In applying the role playing learning model, students are expected to be able to develop their character and creativity. This can be achieved if students directly work and interact with each other and solve problems through demonstration. Therefore, this method is able to produce a valuable experience for students. This can be achieved if students directly work and interact with each other and solve problems through demonstration. Therefore, this method is able to produce a valuable experience for students. This can be achieved if students directly work and interact with each other and solve problems through demonstration. Therefore, this method is able to produce a valuable experience for students.

METHOD

This study uses the library study method, which is based on Moh. Nazir in his book entitled 'Research Methods' states that what is meant by: "Library study is a data collection technique by conducting a review study of books, literature, records, and reports that have something to do with the problem being solved. ." Furthermore, literature study is an important step where after a researcher determines a research topic, the next step is to conduct studies related to theories related to the research topic. In the search for theory, researchers will collect as much information as possible from related literature. Library sources can be obtained from: books, journals, magazines, research results (thesis and dissertation), and other appropriate sources (internet, newspapers etc.). If we have obtained the relevant literature, then it is immediately compiled regularly for use in research. Therefore literature study includes general processes such as: identifying theories systematically, finding literature, and analyzing documents that contain information related to the research topic. Systematics in the study of literature is intended as a research process using methods, approaches, methods, and analysis tools that are designed and applied appropriately. Regarding the analytical tools that must be used, of course the approach to literature study is different in its working pattern when compared to non-library studies. The analytical tools in the study of literature are:

1. Comparative analysis, namely: by comparing the research object with the comparative concept. In this research, 2 possibilities will be generated: a. The conclusion states that the concept under study is the same as the comparison concept, and b. The conclusions studied stated the dissimilarity. The main purpose of this kind of research is to compare whether the cases under study have similarities with the concept of the examiner.
2. Historical analysis, namely: by analyzing events in the past to find out why and how an event occurred. The results found are useful for determining whether the series of events is very important to be considered in decision making. Literature study has

certain steps, namely: List all the variables that need to be studied.; search for each variable in the "subject encyclopedia"; Choose a description of the materials needed from the available sources.; Examine the index that contains the variables and the topic of the problem under study.; Furthermore, what becomes more specific is to look for articles, books, and biographies that are very helpful in obtaining materials that are relevant to the problem under study.; After the relevant information is found, the researcher then "reviews" and arranges the literature in order of importance and relevance to the problem being studied.; Information materials obtained are then read, recorded, organized, and rewritten.; The process of writing research.; Data collection techniques by conducting a review study of books, literature, records, and reports that have something to do with the problem being solved.

RESULTS AND DISCUSSION

In this study, we got the results that through the role playing learning model characters and creativity can be developed. Learning by playing roles strongly encourages students to learn actively and obtain more improved learning outcomes. The application of the role playing method increases learning outcomes and the character of self-confidence, leadership, responsibility, respect for others and friendship, this is evident from the increase in student activity in playing roles in learning role playing. In addition, students also develop their creativity from the way they take the initiative in playing something to support their role playing and get good learning outcomes. These results were obtained from a literature study of books and research data from the journal concerned.

DISCUSSION

The term 'character' comes from the Greek *karasso*, which means 'blueprint', 'base format' or 'print' as in a fingerprint. Others argue that the term 'character' comes from the Greek *charassein*, which means 'to make sharp' or 'to make deep'. According to Lickona, character education includes three main elements, namely knowing the good (knowing the good), loving the good (desiring the good), and doing good (doing the good). Character education can be interpreted as a conscious and planned effort to know the truth or goodness, love it and do it in everyday life.

Character education is an intentional effort to develop good character based on core virtues that are objectively good for individuals and society. One consistent belief expressed in the document is that "Character education permeates every aspect of the school day." These programs insist that character education can only be effective if it flows through every aspect of the school program. The character curriculum should effect "positive change in the culture and environment of the school rather than being a supplemental or isolated programme.

According to Arthur, character education is basically a multidisciplinary endeavor, which requires adherents and critics to ask different questions and apply different methods of approaching the subject. He believes that we can actively shape character in ourselves and in others. Character education is usually seen as a specific approach to moral education. Creativity is basically a term that is easy to pronounce and difficult to define with certainty, so it is an ambiguous term. It is even more ambiguous when this term is used by

ordinary people, because everything that is strange and unique is creative, even if something is not beneficial to others. Experts have actually developed the notion of creativity in the form of popular understanding and psychological meaning (Hurlock, 1978). In general, creativity can be interpreted as the ability to think about something in a new and unusual way and produce unique regrests about various problems.

In this study, to develop student character and creativity, researchers integrated this character education into the role playing learning model. Role playing or role playing is a kind of movement game in which there are goals, rules and at the same time involves an element of fun. Role playing is a learning model through developing the imagination and appreciation of students by means of students playing a character, whether living or inanimate. This model can develop appreciation, responsibility, and skills in interpreting the material being studied.

Students will do learning by Role Playing. In practice, students actually still want to play and do what they like, this makes students lack character, but with guidance from the lecturer by pulling them in and comfortable with role playing learning, later they will find their enjoyment in learning so that they can improve creativity and character. At first it was difficult because having fun is something everyone likes, including college students, but to have good character sometimes means sacrificing short-term pleasures for long-term fulfillment. According to author Thomas Lickona, people with good character develop satisfaction from behaving morally.

In guiding students in developing their character and creativity, teachers must also be creative. According to Beetlestone, creative lecturers will show: Commitment; Knowledge of the subject matter; Knowledge of techniques/skills; Engagement with assignments. Teachers also demonstrate the ability to: Provide guidance; Provide direction and focus; Sensitive and aware; Active listening; Protect students from ridicule and belittling; Recognize when real effort needs further encouragement; Promote a climate that supports creative ideas.

According to Suharto (2013), the steps for implementing the role playing method are:

1. Lecturers must explain and introduce students to the technique of implementing this role playing method.
2. The lecturer appoints several students who will play roles where each will look for solutions to problems according to their role while other students become spectators with certain tasks as well.
3. Lecturers must choose urgent problems so that they interest students.
4. Lecturers must be able to tell the events that will be played while arranging the first scene so that students understand the events,
5. The lecturer gives explanations to the actors as well as possible, so that they know their role assignments, master the problem and are good at expression and dialogue.
6. Students who do not play roles become active spectators, besides hearing and seeing, students must provide suggestions and criticism to students who have played roles.
7. If students are not used to it, the lecturer needs to assist them in generating the first sentence in the dialogue.

8. After the role play reaches a climax situation, it must be stopped so that the possibility of solving the problem can be discussed in general. So that the audience has the opportunity to argue, assess the game and so on. Role playing can also be stopped if you are at a dead end.
9. As a follow-up to the results of the discussion, a question and answer session, a discussion or an essay in the form of a play will be held.

This study uses the method of literature study. The author took two research journal data that were in line so that the results were obtained as discussed earlier. The two journals are:

1. Suharto. "Increasing Motivation to Study Nursing with Role Playing Learning Methods (Role Palying)." (Dynamics). No. 3, Vol. 3, p. 416-423, 2013.

In this journal, the learning outcomes of Level 2 students in nursing lessons, especially in KMB material, are still very low. The general objective of this PTK is to find out the success of students in learning nursing on KMB material if the lecturer uses role playing learning. The specific objectives of implementing this PTK are: to determine the effectiveness gained from role playing learning on nursing learning outcomes, and to improve lecturer performance by carrying out innovative learning in the form of role playing learning. The subjects of this study were 27 level 2 students of the Diploma 3 Nursing Study Program, consisting of 5 males and 22 females. In this study there were 3 variables studied, namely student learning outcomes, student activities and lecturer performance. However, we will only describe student activity variables. This research was conducted in two cycles.

In Cycle I:

Criteria	Number of Students	Percentage
Very active	3	9.4%
Active	16	59.4%
Moderately Active	5	18.8%
Less Active	3	12.5%

From the table it can be seen that there are still a number of students in the less active category with a percentage of 12.5%. the researcher decided that it was necessary to carry out a further cycle (cycle II) to correct the deficiencies that existed in the implementation of the first cycle.

Cycle II:

Criteria	Number of Students	Percentage
Very active	10	31.3%
Active	16	59.4%
Moderately Active	1	9.3%
Active		
Less Active	0	0%

The conclusion from this research is that learning to play a role (role playing) can increase the learning activities of level 2 students of the D3 Nursing Study Program on

KMB teaching materials. This is illustrated by the average cycle I activity which reached 68.8% and increased by 88.7% in cycle II.

2. Craciun, Dana. "Role – Playing as a Creative Method in Science Education." (Journal of Science and Arts). No. 1, Vol. 12, p. 175-182, 2010.

This study investigates teaching about structure and physics with the topic of abstract phenomena using role playing activities. The aim is to show that role playing activities are a creative method in learning science and argue for their use in understanding and teaching abstract phenomena. The following topics are introduced in this study: description of activities, reactions of students when playing roles and activities of students to design and develop their intuition about complex and abstract learning. It also analyzes how this role-playing activity can be used in teaching and how it can make teachers aware of student learning, so that students are aware of their own learning activities and how students evaluate their understanding of the material being studied from the lecturer's perspective. Due to the fact that playing a role is something interesting, it can be done in a motivating way and can involve students in activities that can be expected in the lecture hall. After the learning activities were carried out by the lecturer using the role playing method and then at the end of the lesson the lecturer distributed questionnaires regarding the role playing method. And the result is that role-playing activities in science class influence student development: interpersonal skills, creativity, scientific knowledge, self-confidence, communication skills, responsibility, and leadership skills.

The conclusion from Craciun's research is that the role playing method can increase learning motivation; actively and consciously involve students in activities, and help lecturers to control their emotions, learning styles and students' intellectual level in learning. Through this method, we can develop skills and abilities such as responsibility and leadership in learning, peer learning/teaching, group work, self-confidence or creative problem solving that would be difficult to develop using traditional teaching techniques.

CONCLUSION

The conclusion from this study is that student character and creativity can be developed through role playing learning models. By using role playing students can appreciate and appreciate the feelings of others, can develop skills and abilities such as responsibility and leadership in learning, study/teaching partners, group work, self-confidence or creative problem solving.

REFERENCE

- Adelia, V. 2012. *Methods of Teaching Children Outside the Classroom (Outdoor Study)*. Divapress: Yogyakarta.
- Ambarini, R. 2017. "Character Development and Creativity in Early Childhood Through Total Physical Response Warm Up Games." *Journal of Education*, Volume 1, Number 1, June 2017. Accessed on October 19, 2017, from <https://Journal.Uny.Ac.Id/Index.Php/Jk/Article/Download/9740/Pdf>.
- Arthur, J. 2003. *Education with Character: The moral economy of schooling*. London: Routledge Falmer.



- Beetlestone, F. 1998. *Creative Children, Imaginative Teaching* (N. Yusron, Trans.). Bandung: Nusa Media Publisher. (Original work published 1998).
- Craciun, D. "Role-Playing As A Creative Method In Science Education." *Journal of Science and Arts*, Number 1, Volume 12, 2010. Retrieved October 20, 2017, from Http://Www.lcstm.Ro/DOCS/Josa/Josa_2010_1/C.11_Role_Playing_As_A_Creative_Method_In_Science_Education.Pdf.
- Department of Education and Culture. 1999. *Student Development and Learning*. Jakarta: Depdikbud.
- Ministry of National Education. 2008. *Big Indonesian Dictionary Language Center fourth edition*. Jakarta: Gramedia Pustaka Utama.
- Hadfield, J. 1986. *Classroom Dynamic Resource Books for Teachers*. New York: Oxford University Press.
- Hurlock, EB 1978. *Child Development*. Singapore: McGraw-Hill Book Company.
- Lickona, T. 1991. *Educating for Character How Our School Can Teach Respect and Responsibility*. New York: Bantam Books.
- Utami, K., N., and Ali, M. 2017. "Development of Thematic Learning Devices in Improving Character, Motivation, and Learning Achievement of Elementary School Students." *Journal of Character Education*, Year VII, Number 1, April 2017. Accessed on October 16, 2017, from <Https://Journal.Uny.Ac.Id/Index.Php/Jpka/Article/Download/15492/9688>.
- Sasmito, LF, and Ali, M. 2015. "Development of Thematic-Integrative Student Worksheets Based on Character Education in Elementary School Students." *Journal of Character Education*, Year V, Number 1, April 2015. Accessed on October 16, 2017, from <https://journal.uny.ac.id/index.php/jpka/article/download/8613/7105>.
- Mardiyah, S., Yulianingsih, W., & Putri, L. S. R. (2020). "Family School: Creating a Social Environment to Foster Empathy and Creativity in Early Childhood." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 576