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Optimizing the Professional Role Playing Method to Foster Responsibility and Self Confidence in the Pancasila Education Course for Third Graders at SD Muhammadiyah 2 Kauman Surakarta

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A B S T R A C T

Character education plays a crucial role in shaping students' attitudes and behaviors from an early age, particularly in elementary school. Two important character traits that need to be developed are responsibility and self-confidence in learning activities. This study aims to analyze the implementation of the professional role-playing method in Pancasila Education lessons and its impact on improving responsibility and self-confidence among third-grade students at SD Muhammadiyah 2 Kauman Surakarta. This research employs a qualitative approach with a case study design. The subjects include Pancasila Education teachers and third-grade students selected through purposive sampling. Data were collected through observation, semi-structured interviews, and documentation. Data validity was ensured through source and technique triangulation, while analysis involved data reduction, data presentation, and conclusion drawing. The findings show that the professional role-playing method effectively enhances students' responsibility, as seen in their ability to complete tasks on time, follow classroom rules, fulfill learning obligations, and correct mistakes. It also improves self-confidence, reflected in students' willingness to present, express opinions, and actively participate. However, challenges remain, including differences in confidence levels and limited instructional time.

1. Introduction

Responsibility is a person's ability to accept and carry out tasks, as well as to understand the consequences of their actions on themselves and their social environment. In elementary school students, particularly third graders, responsibility develops through concrete experiences such as following school rules

and carrying out group tasks (Azizah, 2024). In Pancasila education, the value of responsibility is a primary focus in shaping the character of disciplined and ethical citizens (Abbas, 2025). Therefore, learning that emphasizes hands-on practice is crucial for instilling this value from an early age.

One effective approach to instilling responsibility and self-confidence is the role-playing method. This method allows students to take on specific professions such as teachers, doctors, or community leaders, enabling them to understand social roles and the responsibilities that accompany them (Nurgiansah et al., 2021). Research indicates that the implementation of the role-playing method can enhance the integration of responsibility values in Civic Education (PPKn) learning and encourage students' active participation in learning activities. In addition to fostering responsibility, the role-playing method also plays a role in boosting students' self-confidence. Self-confidence is an individual's belief in their ability to face challenges and achieve goals (Alpian et al., 2020). Through role-playing activities, students gain experience speaking in front of peers, collaborating, and expressing ideas, thereby enhancing their courage and social skills (Febrianti et al., 2023). The role-playing method is considered one of the alternatives capable of increasing student engagement (Septiani, 2025).

Thus, the role-playing method in Pancasila Education can serve as an effective strategy for developing students' character, particularly responsibility and self-confidence. This approach not only helps students understand the values of Pancasila theoretically but also internalize them through active and contextual learning experiences (Nanda et al., 2024; Aksara, 2024). Through interactive learning, students are expected to be able to apply moral and social values in their daily lives. The professional role-playing method is one active learning approach that provides students with the opportunity to understand social roles through simulations of specific professions, such as teachers, doctors, or police officers. This method helps students learn about responsibility, empathy, and social values through direct experience in situations that resemble real life (Rahman, 2021). In elementary school education, this method is considered effective because it actively engages students, ensuring they not only receive theoretical material but also practice moral and social values in learning activities (Ruminto, 2024).

The implementation of the role-playing method involves several stages, ranging from scenario development, introducing roles to students, conducting simulations, group interactions, to reflection and evaluation of learning outcomes (Yunus, 2023). Through these steps, students are given the opportunity to understand the duties of a profession, communicate with peers, and collaborate within a group. This process not only enhances understanding of the material but also develops students' social skills, sense of responsibility, and self confidence in learning activities (Hamzah, 2023). The role playing method offers various benefits in education, particularly in fostering students' sense of responsibility and self-confidence. Through professional simulation activities, students learn to perform their roles responsibly, express their opinions boldly, and value group collaboration (Sari, 2021). Additionally, this method can increase student engagement in learning because they

directly experience the situations being studied, making their understanding of the values of Pancasila more meaningful (Hidayati, 2024).

Responsibility is one of the key values in character education that must be instilled starting from elementary school. This value relates to students' ability to consistently fulfill moral and social obligations and apply them in daily life, in alignment with the humanistic values of Pancasila (Rosita et al., 2022). Responsibility is also defined as an individual's awareness and willingness to carry out tasks earnestly, independently, and with readiness to accept the consequences of their actions (Jingga, 2023; Ansori et al., 2021). The cultivation of a responsible character can be achieved through various strategies, such as modeling by teachers and parents, assigning purposeful tasks, establishing routine activities, and reflecting on students' behavior (Marfungah, 2025). Additionally, learning activities such as role-playing can help students understand responsibility through direct experience as they assume specific roles and collaborate within groups (Saputro et al., 2025).

Responsibility offers various benefits for student development, including fostering discipline, commitment, and independence in learning. Through direct experiences in learning activities, students learn to perform tasks according to their roles, collaborate with peers, and understand the consequences of their actions (Rahmah et al., 2024). Additionally, responsibility also influences improved academic performance as students become accustomed to managing their time, completing tasks independently, and maintaining their commitment to learning. In the context of research, the development of writing skills is crucial for students because it directly correlates with their future workplace communication (Trastiawan, 2025). In learning, responsibility serves to train students to carry out tasks according to rules, collaborate in groups, and develop discipline and consistency in learning activities. The primary goal of instilling responsibility is to shape students who possess moral awareness, are able to contribute positively to their social environment, and are prepared to fulfill their roles as good members of society (Farid, 2023).

However, fostering a sense of responsibility also presents several challenges. The process of developing this trait requires a significant amount of time, consistency between the school and home environments, and adaptation to each student's emotional and cognitive abilities. If not implemented properly for example, through the use of excessive rewards students may become dependent on external incentives and lack an internal sense of responsibility (Alam, 2025). Responsibility in students can be observed through several indicators, such as completing tasks on time, adhering to school rules, being active in learning activities, being able to collaborate in groups, and having the courage to acknowledge mistakes and correct them (Jayuni et al., 2022). These indicators demonstrate that responsibility is not limited to academic tasks but also encompasses students' attitudes toward discipline, independence, and commitment to the learning process.

Self-confidence offers numerous benefits for student development, including enhancing the courage to speak up, communication skills, social interaction, and

readiness to face learning challenges. Students with self-confidence are also more likely to be active in learning activities, capable of developing their potential, and possess better emotional well-being. In the learning process, self-confidence serves as a psychological foundation that encourages students to learn independently, take initiative, and boldly express ideas and opinions (Ramadani, 2023). The goal of developing self-confidence is to help students reduce shyness, enhance their courage to communicate, and maximize their learning potential through active participation in classroom activities. Students with self-confidence are able to overcome various challenges without feeling anxious about the situations and conditions they face (Miranda, 2025).

However, developing self-confidence also presents several challenges. Not all students can immediately demonstrate an increase in self-confidence, as this is influenced by individual factors, prior learning experiences, and social support (Oktarianto et al., 2024). Therefore, teachers need to provide consistent guidance and support so that students can develop self-confidence gradually. Self-confidence in students can be observed through several indicators, such as the courage to speak in front of the class, the willingness to express opinions or ask questions, active participation in learning activities, the ability to work independently, and the ability to interact and communicate with peers and teachers (Fauziah, 2025). These indicators demonstrate that self-confidence plays a crucial role in enhancing student engagement in the learning process. Teachers must serve as role models, sources of inspiration, and motivators for students' learning enthusiasm (Nafiaty, 2025).

This study aims to explain how role-playing can be effectively used to foster and strengthen students' sense of responsibility through various activities that encourage them to understand and carry out their tasks and roles. Additionally, this study aims to explain the application of role-playing strategies in boosting students' self-confidence so that they are able to actively participate and boldly express themselves in learning activities. Furthermore, this study aims to identify and analyze the various challenges faced by teachers and students in implementing the professional role-playing method, so that appropriate solutions can be found to ensure the method is applied more effectively in the learning process.

2. Methodology

This study employs a qualitative approach using a case study design to gain an in-depth understanding of the application of the professional role-playing method in Pancasila Education instruction and its impact on the development of students' sense of responsibility and self-confidence. A case study was chosen because it allows the researcher to examine learning phenomena contextually through direct observation of interactions among teachers, students, and classroom situations. The research was conducted in a single case unit, namely the third-grade class at SD Muhammadiyah 2 Kauman Surakarta, so the focus of the study was to comprehensively understand the learning process within a real-world context. This approach aims to yield contextual understanding and analytical generalizations, rather than statistical generalizations (Ilhami, 2024).

The research was conducted at SD Muhammadiyah 2 Kauman Surakarta from December through February. The research stages included proposal development, research coordination and permitting, initial learning observations, instrument development and validation, implementation of learning using the professional role-playing method, data collection, data analysis, and the preparation of the research report. The research object was the application of the professional role-playing method in Pancasila Education instruction, as well as efforts to enhance students' sense of responsibility and self-confidence. The research object is a phenomenon that can be scientifically observed and serves as the basis for determining the direction of the research (Nasution, 2024). The research subjects consist of third-grade Pancasila Education teachers and third-grade students at SD Muhammadiyah 2 Kauman Surakarta. Subject selection was conducted purposively based on relevance and the ability to provide information related to the phenomenon under study (Wijaya, 2025).

Research data consists of words, actions, and documents that depict social reality in the learning process (Mardatillah, 2025). This study uses primary and secondary data. Primary data was obtained through observation of learning activities, interviews with teachers and students, and documentation of learning activities such as photos, videos, and field notes. Secondary data was obtained from school documents such as Lesson Plans (RPP), syllabi, Pancasila Education textbooks, and classroom administrative documents that support an understanding of the learning context (Ghifari, 2024). Data sources were selected purposively to obtain relevant and in-depth information (Haifa et al., 2025).

Data collection techniques in this study include observation, interviews, and documentation. Observations were conducted to directly observe learning activities, student interactions, and behaviors demonstrating responsibility and self-confidence during role-playing activities (Teza et al., 2024). Semi-structured interviews were used to gather information regarding the experiences and perspectives of both teachers and students regarding the implementation of the professional role-playing method in Pancasila Education instruction. Documentation was used as supporting evidence in the form of photos, videos, field notes, and student work related to the learning activities (Putri, 2025).

The validity of the data in this study was tested through source triangulation and methodological triangulation. Source triangulation was conducted by comparing data obtained from various sources, such as teachers, students, and learning documents, to ensure the consistency of the information. Meanwhile, methodological triangulation was conducted by using several data collection methods, namely observation, interviews, and documentation, so that the data obtained was more credible and reliable (Khusniawati, 2024).

Data analysis was conducted through three stages: data reduction, data presentation, and drawing conclusions (Hidayati, 2024). Data reduction involved simplifying, summarizing, and focusing on data relevant to the research objectives (Rahmani et al., 2025). Next, the data is presented in the form of descriptive narratives and key quotes to facilitate understanding of the research findings (Ningi, 2022). The final

stage is drawing conclusions through data interpretation and verification by comparing various data sources so that the research results can be scientifically justified.

3. Result and Discussion

Result

The research findings were obtained through observation, interviews, and documentation in the third-grade class at SD Muhammadiyah 2 Kauman Surakarta. The data collected focused on the application of the professional role playing method in Pancasila education and its impact on students' sense of responsibility. During the learning process, students appeared enthusiastic about participating in the activities from the preparation stage through to the role playing implementation. The teacher also noted that this method made students more active and confident when presenting in front of the class. One student remarked that the role playing activities made learning feel more enjoyable.

"Learning becomes fun because we can play while learning." (W/PD/20012026). Based on the research problem formulation, the research results are presented through several indicators of student responsibility: completing tasks on time, fulfilling academic obligations, adhering to school rules, being self-reliant and taking responsibility for mistakes, and being able to manage time and demonstrate commitment.

Application of the Professional Role-Playing Method to Enhance Responsibility

a. Completing tasks on time

Observation results indicate that the application of the professional role-playing method encourages students to complete tasks on time. Students were observed immediately working on tasks after instructions were given by the teacher. They understood that the assigned tasks were part of the preparation for the role-playing activity and thus needed to be completed properly. The teacher explained that this method makes students more responsible for the tasks assigned. "If the children know that the task will be used for role-playing, they finish it more quickly." (W/G/21012026).

This is further reinforced by students' statements acknowledging the importance of completing tasks before the role-playing activity begins. "If we're not ready, we can't participate in the role-play, so we have to finish it right away." (W/PD/20012026). Observations showed that students immediately took out their writing materials, read the task instructions, and discussed with their groups so that the tasks could be completed on time. Documentation of the worksheets also showed that most students were able to submit their assignments by the specified deadline.

Figure 1. Students Working Diligently on Their Assignments Before The Role Playing Activity

The overall data from observations, interviews, and documentation indicate that the professional role-playing method is effective in raising students' awareness of the importance of completing assignments on time as a form of academic responsibility.

b. Fulfilling academic responsibilities

Observation results show that students are not only physically present in class but also actively participate in learning activities. They pay attention to the teacher's explanations, follow instructions, and strive to understand the material to be used in the role-playing activity. The teacher noted that this method helps students stay more focused during learning. "The children become more focused. They know they have to study first so they can perform their roles later." (W/G/21012026). One student also noted that understanding the material is essential to performing their role effectively. "If we don't study, we'll get confused during the role-play." (W/PD/20012026). Throughout the activity, students were actively answering questions, discussing with their groupmates, and following the teacher's guidance well.

Figure 2. Learning Activities Prior to The Role Playing Activity

Documentation of the learning activities shows that the class proceeded in a conducive manner and that students participated actively. This indicates that the role-playing method is effective in raising students' awareness of their learning responsibilities.

c. Discipline regarding school rules

Based on the observation results, students demonstrated a disciplined attitude toward classroom rules during the learning activities. They sat quietly, paid attention to the teacher's explanations, and followed the flow of the learning activities well. The teacher explained that role-playing activities make it easier to guide the students. "Once the role-playing activity begins, the children become more disciplined because they know there are rules." (W/G/21012026). Students also recognize the importance of following rules so that activities run smoothly. "If it's too chaotic, the role-playing won't go smoothly." (W/PD/20012026). Role-playing activities require cooperation and order, so students strive to maintain proper behavior throughout the learning process.

Figure 3. Class Rules Agreed Upon by Teachers and Students

The documentation shows that there is an agreement on classroom rules that serve as a guide for student behavior during learning. This helps instill discipline and a sense of responsibility in participating in learning activities.

d. Independent and accountable for mistakes

Observations show that students are beginning to demonstrate independence in completing tasks and taking responsibility for their mistakes. Students try to understand the tasks on their own before asking the teacher for help. The teacher explained that students are starting to have the courage to correct their own mistakes. "If they make a mistake, they don't just stop; they try to correct it." (W/G/21012026). Students also expressed the same sentiment regarding their attitude when making mistakes. "If we make a mistake, we fix it so it's right." (W/PD/20012026). During role-playing activities, students were seen accepting feedback from both the teacher and their peers and striving to correct the mistakes that occurred.

Figure 4. Students Reflecting and Correcting Mistakes During A Role Playing Activity

The teacher's reflection notes indicate that students continued with the task despite making mistakes. This suggests that students are beginning to take responsibility for their learning process.

e. Able to manage time and demonstrate commitment

Observation results show that students are able to manage their study time well and demonstrate commitment to completing tasks until finished. Students make optimal use of learning time and remain focused on learning activities. The teacher noted that students showed earnestness in completing tasks. "Even though time was almost up, the children still tried to finish their tasks." (W/G/21012026). Students also stated that they continue to work on their assignments until they are finished. "If it's not finished, we keep working on it until it's done." (W/PD/20012026). Documentation of the learning activity schedule shows that students participate in activities according to the time allocations set by the school. This helps students learn to manage their time and complete tasks with full responsibility.

Implementation of the Professional Role-Playing Method to Boost Self-Confidence

Based on the results of observations, interviews, and documentation, the implementation of the professional role-playing method in Pancasila Education lessons has a positive impact on boosting the self-confidence of third-grade students. This method directly involves students in learning activities, so students do not merely passively receive material but actively participate in various learning activities. Students' self-confidence in this study was observed through several indicators, namely the courage to present and speak in front of the class, the courage to express opinions and ask questions, active participation in learning activities, confidence in completing tasks and accepting feedback, as well as the ability to interact and communicate with peers and teachers.

a) Courage to present and speak in front of the class

Observation results indicate that the implementation of the professional role-playing method can enhance students' courage to present and speak in front of the class. In this activity, students portray specific professions and deliver dialogues in front of their peers. This activity provides students with the opportunity to practice speaking courageously and expressing themselves directly. Some students who were previously more passive began to show the courage to perform. Although they initially appeared shy and hesitant, the students still made an effort to carry out the assigned roles until completion. As the activity progressed, the students appeared more confident and no longer refused when asked to perform in front of the class. The teacher also noted that the role-playing activity encourages students to be brave in performing.

"Once they start role-playing, the children have no choice but to perform. From there, their courage becomes evident." (W/G/21012026). This is reinforced by students' statements that they feel more confident when taking on specific roles. "When I play a role, I become braver speaking in front of others." (W/PD/20012026). Based on activity documentation, students can be seen performing their roles and speaking in front of the class. This indicates that students are beginning to feel confident in delivering dialogue and actively participating in learning.

Figure 5. Students Performing in a Role Play

Based on the results of observations, interviews, and documentation, it can be concluded that most students have shown increased confidence in performing and speaking in front of the class following the implementation of the professional role-play method.

b) Confidence in expressing opinions and asking questions

The research findings indicate that students have begun to express their opinions and ask questions during the learning process. Through role-playing activities and discussions, students have the opportunity to share ideas and responses related to the material being studied. During these activities, students were observed to be

more active in raising their hands to ask questions or share their opinions. Students also began to respond to their peers' opinions by offering comments or additional explanations. This situation indicates that the learning atmosphere has become more interactive and encourages students to participate actively. The teacher noted that discussion and role-playing activities make students more confident in expressing their opinions.

"Once we have discussions and role-playing, the children become more confident in expressing their opinions." (W/G/21012026). This statement is also supported by the students. "Once we understand, we become brave enough to ask questions or answer." (W/PD/20012026). Activity documentation shows that students are brave enough to raise their hands to ask questions or express their opinions during the lesson.

Figure 6. Students Are Confident Enough to Raise Their Hands to Ask Questions

c) Active in learning activities

The observation results show that the use of the professional role-playing method makes students more active in learning activities. Students not only listen to the teacher's explanations but also participate directly in discussions, role-playing activities, and sharing their opinions in class. The teacher noted that the classroom atmosphere becomes more lively when role-playing activities are conducted. "The children become more active and enthusiastic." (W/G/21012026). The students expressed the same sentiment. "Learning becomes fun, so I want to keep participating." (W/PD/20012026). Role-playing activities make the learning process more engaging, thereby motivating students to participate more actively in learning activities.

d) Confidence in completing tasks and accepting feedback

Observation results indicate that students demonstrate confidence in completing tasks assigned by the teacher. Students strive to complete tasks according to their individual abilities and do not easily give up when facing difficulties. Additionally, students exhibit an open attitude toward accepting feedback or suggestions from both teachers and peers. When receiving corrections, students make an effort to understand and correct their mistakes. The teacher noted that students are willing

to correct their mistakes after receiving feedback. “When given feedback, the students are willing to make corrections.” (W/G/21012026). This is further supported by the students’ statements. “If we make a mistake and are told about it, we’ll fix it.” (W/PD/20012026).

e) Able to interact and communicate with peers and teachers

Observation results indicate that students are able to interact and communicate effectively during the learning process. This is evident when students discuss in groups, collaborate to complete tasks, and present discussion outcomes in front of the class. Students also feel confident communicating with the teacher, whether to express opinions or ask questions when facing difficulties in understanding the material. The teacher noted that discussion and role-playing activities make student communication more evident. “During discussions and role-playing, their communication is clearly visible.” (W/G/21012026). Students also expressed the same sentiment. “When we’re in groups, we talk more and work together.” (W/PD/20012026).

Based on the results of observations, interviews, and documentation, it can be concluded that the implementation of the professional role-playing method is able to boost students’ self-confidence. This is evident from the students’ courage to speak in front of the class, their willingness to express opinions and ask questions, their increased activity in learning, their confidence in completing tasks, and their ability to interact and communicate effectively with both peers and teachers.

Challenges in Implementing the Professional Role-Playing Method

Based on observations, interviews, and documentation, the implementation of the professional role-playing method in Pancasila Education lessons faces several challenges, including student personality traits, time constraints, and communication skills. One of the main challenges is the varying levels of student self-confidence. Not all students are willing to speak in front of the class; some introverted students require additional encouragement from teachers or peers. The teacher stated:

“For this class, most students already have a certain level of self-confidence, but there are still one or two introverted students who lack confidence.” (W/G/21012026). However, as the activity progressed, students began to show courage, though not yet to their full potential. Another challenge relates to communication skills and vocabulary. Some students struggled to deliver their lines according to their roles due to language limitations. The teacher adapted by allowing students to use their own sentences so they could still participate:

“If anyone is having trouble, they can use their own words—as long as their classmates understand and the communication flows.” (W/G/21012026). Limited class time also posed a challenge, as the role-playing method requires preparation, practice, and performance. The teacher emphasizes grouping students and providing clear instructions to ensure the activity remains effective within the

limited time. Despite this, student enthusiasm remains high. Students appear happy, enthusiastic, and work together in groups to carry out their respective roles. The teacher states:

"The students have been enthusiastic from the start—happy, joyful, and eager to get involved." (W/G/21012026). In conclusion, the main obstacles in implementing the professional role-playing method are differences in student personalities, limited communication skills, and limited learning time. Nevertheless, the students' enthusiasm and cooperation ensure that the learning process remains effective and enjoyable.

Discussion

The Application of Professional Role-Playing to Enhance Student Responsibility

This study analyzes the application of professional role-playing to enhance student responsibility in the third-grade class at SD Muhammadiyah 02 Kauman Surakarta through observation, interviews, and documentation. The results indicate that this method is effective in developing students' discipline, independence, and time management skills. Indicators of completing tasks on time show that students who initially procrastinated on tasks began to learn to plan and complete them according to schedule (Supriadi, 2023). Role-playing activities provide simulated professional experiences that foster an awareness of the importance of responsibility. The learning engagement indicator shows that students became more active, prepared to learn, and participatory in every classroom activity. These findings align with previous research (Farid, 2023), which emphasizes the role of teachers and character modules in fostering awareness of academic responsibility. Indicators of discipline regarding school rules reveal that students better adhere to schedules, dress codes, and classroom rules. This aligns with the research by Rosita (2022), Jayuni et al. (2022), and Supriadi (2023), which underscores the importance of consistent rules and behavioral reinforcement from both teachers and parents.

Indicators of independence and accountability for mistakes show that students are able to correct their own mistakes without relying on teacher guidance, consistent with the findings of Nuraeni (2022) and Jayuni et al. (2022). Role-playing provides a real-world context for practicing independence. Indicators of time management and commitment to school activities show that students are better able to balance academic tasks, role-playing, and extracurricular activities. These results align with Solviana (2025), who emphasizes the importance of structured experiences for building students' discipline and time management skills. Overall, the five indicators show that the professional role-playing method successfully enhances students' sense of responsibility in a tangible way, encompassing discipline, independence, and time management skills. Professional simulation experiences not only teach the theory of responsibility but also shape students' behavior through practices relevant to daily life.

Implementation of the Professional Role-Playing Method to Boost Self-Confidence

Research findings indicate that the implementation of the professional role-playing method significantly boosts students' self-confidence. Initially, many students tended to be passive, hesitant to speak, and afraid to present in front of the class. However, after several role-playing sessions, they began to demonstrate stronger verbal expression, dared to take turns speaking, and conveyed ideas even though mistakes occasionally occurred (Angelica, 2025). Role-playing creates a safe classroom environment, allowing students to experiment and learn from mistakes, thereby gradually reducing speaking anxiety (Indriani, 2025). Additionally, this method encourages students to think critically, ask questions, and actively participate in group discussions. Students learn to adapt their interactions with peers, provide mutual corrections, and offer constructive feedback, which enhances interpersonal communication skills and engagement in learning (Zulfa et al., 2024).

Findings also indicate that role-playing enhances students' ability to accept suggestions and feedback from both teachers and peers, strengthening their confidence in completing tasks in a reflective and adaptive manner (Wasilah, 2024). Furthermore, students become more active in social communication, dare to lead discussions, and engage in collaborative, two-way interactions with peers and teachers (Nindialisma, 2025). Overall, the professional role-playing method successfully transforms students from passive participants into active participants who are more confident, willing to speak up, engaged in social interactions, and possess better interpersonal communication skills, thereby making learning more contextual, interactive, and enjoyable.

Barriers or Conditions in the Implementation of the Professional Role-Playing Method

Research findings indicate that the implementation of the professional role-playing method provides a beneficial learning experience; however, there are several barriers and conditions that influence its implementation. One of the main barriers is classroom management, as high student enthusiasm can lead to a less controlled learning environment, requiring teachers to intervene to maintain focus and the pace of the activity. Additionally, differences in students' psychological readiness and abilities lead to uneven engagement; some students are initially anxious or lack the confidence to actively participate in their roles, which aligns with Suryani's (2021) findings.

Another challenge arises when discussions and interactions require quick responses, as some students tend to memorize dialogues rather than communicate naturally. Limited vocabulary and insufficient mastery of language structures also pose challenges, particularly in more complex situations (Kholili et al., 2024). Nevertheless, supportive conditions such as increased student interest and engagement, social interaction, and improved collaboration indicate that professional role-playing remains effective when well-facilitated. Teachers can provide support through training in dialogue structure, vocabulary reinforcement,

and the development of appropriate scenarios, enabling students to explore roles more effectively and in a manner relevant to the learning material (Ferdiyansyah et al., 2022). Overall, the professional role-playing method produces a dynamic and interactive learning experience, although it requires classroom management strategies and teacher support to address barriers related to language, self-confidence, and student readiness.

Based on the research findings and discussion, it can be concluded that the implementation of the professional role-playing method in Pancasila Education lessons in Grade 3 at SD Muhammadiyah 2 Kauman Surakarta effectively supports the development of students' character traits of responsibility and self confidence. The research findings indicate that role-playing activities provide concrete and contextual learning experiences, enabling students to understand and practice the value of responsibility directly. This aligns with the theory stating that responsibility develops through real-life experiences such as carrying out tasks, following rules, and collaborating in groups (Rosita et al., 2022). Through role playing activities, students learn to complete tasks on time, fulfill their academic obligations, follow classroom rules, and take responsibility for their mistakes. Additionally, the role-playing method has been proven to enhance students' self-confidence. Activities such as presenting in front of the class, engaging in dialogue, and interacting with peers provide students with opportunities to express themselves and practice speaking confidence. These findings support the view that active learning experiences can enhance students' self confidence, communication skills, and participation in learning (Alpian et al., 2020). However, the implementation of the role playing method also faces several challenges, such as differences in students' confidence levels, limited vocabulary, and time constraints. Therefore, teachers need to design activities creatively, provide step by step guidance, and create a supportive learning environment so that the role-playing method can be optimally applied to foster students' sense of responsibility and self confidence.

4. Conslusion

Based on the results of the research and discussion regarding efforts to optimize the professional role-playing method in third-grade learning at SD Muhammadiyah 2 Kauman Surakarta, it can be concluded that the planned and systematic application of the role-playing method is capable of enhancing students' sense of responsibility and self-confidence. Through professional role playing activities, students gain direct, contextual, and meaningful learning experiences. This process enables students not only to understand the values of Pancasila theoretically but also to internalize them through actions and behavior during the learning process. Indicators of students' sense of responsibility are evident in their ability to complete assigned tasks, adhere to agreed-upon rules, collaborate in groups, and be prepared to accept the consequences of their actions. Additionally, role-playing activities foster the development of self-confidence in students. This is demonstrated through students' courage to present in front of the class, their ability to express opinions, and increased social interaction among students during the learning process.

In its implementation, the teacher plays a crucial role as a classroom manager, facilitator, and motivator. The teacher is responsible for creating a safe, enjoyable, and conducive learning environment so that students feel comfortable actively participating in learning activities. Teachers are also able to address various challenges that arise in the implementation of the role playing method, such as differences in students' levels of self-confidence or time constraints. Observation results indicate that the majority of students actively engage in role-playing activities, ranging from portraying characters, engaging in dialogue, to presenting the outcomes of the activity in front of the class. Compared to conventional learning, students appear more enthusiastic, focused, and participatory. Furthermore, interview results with teachers indicate that the professional role playing method helps students understand the learning material while fostering positive attitudes, particularly responsibility and self confidence. Therefore, the professional role-playing method is worthy of being optimized as an effective and practical learning strategy in the Pancasila Education subject at the elementary school level.

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