

Leadership Based on Role Playing in Class V SDN 90 Sipatana Indonesian

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Abstract: Social skills are very important for children because during school time peer relations so that children can learn to socialize. The purpose of this study is to determine student leadership through role playing. In this study, data collection was carried out through observation, observation, teacher interviews, teaching experiments. The purpose of applying this role playing method is to foster the character of leaders in elementary school children to gain the ability to solve their own problems. And in forming superior character, training students' soul leadership can also train students' self-confidence. By playing the role of social skills can be obtained, students can develop and carry out social relations well and improve social skills.

Keywords: Leadership, role playing, social, students

Introduction

Education as struggle, conducted in a manner aware and structured, for increase potency individual. Struggle for reach destination education no fought for individually by teacher, student or person old, but need cooperation from third component the. Education as struggle together from three component, third component the each other interact for give and accept answer which good form knowledge, behavior and attitude which useful for life which will come. Connection Among student and teacher no only related with management class, but also with reception value, development behavior and resolve difficulty which faced student (Vivian & Lucy, 2021).

an education very important thing for effort prepare future generations so as not to Becomes retarded and fragile human being in all p. Existence education for child Becomes supplies and share Foundation future life and development come. According to Law No. 20 of 2003 education is effort conscious and planned for realize atmosphere learning and the learning process for participants educate in a manner active develop potency himself for have religious spiritual power, control self, personality, intelligence, morals glorious, as well necessary skills himself, society, nation and state (Vidian & Lucy, 2021).

Skills social is very important for child because at school connection friend peer is means important child for could study socialize. Socialize could seen from attitude polite, friendly, sharing, sympathy and empathy to friend peer them to be created atmosphere comfortable play. Skills social Children are also influenced by the environment social them. If environment they embed values good social so child grow Becomes a person who has a high social sense also otherwise. Man need someone else to develop life for more forward. Skills social needed for realize good interaction with other people and the environment student. Skills social is ability base in life human. Without have Skills social, human no could interact with others (Vidian & Lucy, 2021).

Skills social originated from say good and social. Say Skills originated from say "skilled" because covers process study from not yet experienced Becomes skilled. Somebody which can To do something with fast but wrong no can called smart. Skills social is skills that can obtained through the learning process about ways overcome and do connection social with ok. Viewed social skills important for child is Skills communication skills adapt self and skills intertwine connection good

with environment. Skills social is ability individual for communicate effective good with other people verbally or nonverbally (Vidian & Lucy, 2021).

Skills social child participant educate covers communicate, work same, negotiation, skill leadership skills special for distribution work, develop system for increase efficiency and reliability activity group, social values for cooperation, courtesy, as well tolerance for people (Vidian & Lucy, 2021).

Intelligence inerpersional is wrong one aspect most important which could influence development child . According to Evangeline Harris Stefanakis, intelligence interpersonal consists from three aspect, namely: ability for understand atmosphere heart and feeling person other, relate good with person other, entertain from various corner view, role in leadership. Part from Skills interpersonal which must mastered on child age early is ability for relate good with person other. Ability be friends and guard friendship very important for child in interact and communicate with person other. Not all child have ability interact social with ok, like disclose thought and her feelings (Vivian & Lucy, 2021).

For build a learning process teach more pleasant as well as easy, play role one possible alternative taken. However, success as well as decline quality education permanent always returned again to the teacher. Although so, p that still excessive because success of the learning process teach could influenced by many factor including: participant students, methods, tools, facilities teaching, as well situation learn. Play models role is learning through development imagination as well as appreciation participant educate. this model could practice understanding, responsibility answer, as well skilled at mastery studied material. Play models role is method which learning as part from form driven simulation for create past events or history, creation events actual, as well as future events happen in the future or in the future (Vidian & Lucy, 2021).

Seen in the learning process Skills speak student not yet develop optimally. And one of them can seen in the learning process this is student often a lot saturation in learning because lack of motivation student in learning, no believe himself student speak in front of general (speak in front of friends classmate) for put forward opinion and passivity student in the learning process that causes learning not enough meaning so that impact on results learn which is not maximally so that the learning process in schools the more interesting attention students, us could apply a model with use learning cooperative. In the learning model cooperative this Shiva work same each other help with friend group for finish assignments given by the teacher and also by learning cooperative, the interaction that occurs within group could practice student for accept lesson with ok. Applied learning model researcher is a learning model role-playing type. Learning models this type of role playing is something method mastery materials lesson through development imagination and understanding students (Vidian & Lucy, 2021).

Learning models play role (role playing) is the first model, produced according to assumption that really possible realize analogy authentic into the something situation problem life concrete, second that play role can support students express feelings and even let go, third that implementation psychological involve attitudes, values and beliefs our as well as lead to awareness pass involvement accompanying spontaneous analysis. Play role give opportunity to students for practice put self they in roles and conditions to be increase awareness to points and beliefs myself and others (Vidian & Lucy, 2021).

on range 3-6 years old in a manner general currently follow Group Play, Kindergarten or the like. Besides that, children also experience rapid growth and development because at the stage this child is in the golden age (golden period), window opportunity (window of opportunity, and critical period) (Depkes RI, 2010). that parent nor educator should capable optimizing interpersonal skills of their children (Vidian & Lucy, 2021).

Part big time children especially on period child spent for play with friend peers because world child is world play and because play child age early is activity which fun. By because that, activity game which used in study this is game role micro . Micro-role play is something form game active where child role as mastermind, role as brain controller, trigger equipment play for represent scene,

represent scenario play role and method child interact, communicate with person other. develop imagination, expression, and creativity child (Vivian & Lucy, 2021).

Role or role in concept, got defined as something Suite feelings, speech and actions. Method education play role (role playing) is type learn what's in it there is activity very popular play child age early, so no in a manner are you serious study with persistent with full notice what the teacher says. By because that, with use method play role, child could understand role which played put self in other people's situations that the teacher wants, especially those concerning life school, family and behavior the people around child (Vidian & Lucy, 2021).

Method play role is method mastery materials lesson through development imagination and appreciation student with play it as figure life or object die. As for prepare activity inside learning class with use method role playing, then need notice a number of step following, ie preparation and direction, action drama and discussion, as well evaluation activity play role (Vidian & Lucy, 2021).

In development character in children age early needed a possible approach Becomes guide for parents as well as educators in form superior character. one aspect in education character is leadership. Role educators as well as parents really important in form character child since early for them have good character since age as early as maybe (Vidian & Lucy, 2021).

Destination learning from stimulation leadership through method play role is grow character leadership in children age early for obtain ability share not quite enough answer, got take decision with right, capable solve problem, and can play role in accordance with given scenario. Capabilities the integrated with character leadership that is honest, integrity, fair, courageous, learner, and cooperative (Vidian & Lucy, 2021).

Game role is proof first that intelligence interpersonal could used for change behavior child During interaction teacher child. that influence connection social in life school daily kids. Part from they only play in house together sibling or his assistant and play alone, so that seldom interact with person other. Thing this in a manner experience influence intelligence interpersonal child so that raises behavior apathetic, egocentric and not enough value person other consequence difficulty in interact social (Damayanti, 2018).

Skills social is very important for child because at school connection friend peer is means important child for could study socialize. Socialize could seen from attitude polite, friendly, sharing, sympathy and empathy to friend peer them to be created atmosphere comfortable play. Skills social Children are also influenced by the environment social them. If environment they embed values good social so child grow Becomes a person who has a high social sense also otherwise (Fahreza & Rahmi , 2018).

Play role is method learning play role for solve related issues with phenomenon social, related issues connection Among man like problem mischief youth, drugs, overview authoritarian families, and so on. Psychodrama is method learning with play dotted role reject from problems psychological. Role playing or play role is method learning as part from directed simulation for create incident history, creation events actual, or possible incidents emerge in the future (Fahreza & Rahmi , 2018).

Method play role is presentation ingredient with method show demonstration , fine in form description nor reality. Everything shaped Act behavior and relationships later social requested several participants educate for play it. Syntax from learning models this is: the teacher prepares scenario learning, pointing a number of student for study scenario the, formation group students, delivery competence, pointing student for play scenario that has study, group student discuss the role played by the actor; presentation results group, guidance inference, and reflection (Fahreza & Rahmi , 2018).

kindly more complete, following steps systematically:

1. The teacher ordered prepare scenario to be displayed
2. The teacher points a number of student for study scenario already be prepared in a number of day before activity learn how to teach
3. Teacher forms group students whose members are five people
4. Teacher gives explanation about desired competence achieved

5. The teacher calls the students who have appointed for play scenario already be prepared
6. Every student are in the group while observe medium scenario demonstrated
7. When done displayed, each student given sheet work for discuss appearance each group
8. Every group convey results in conclusion
9. Teacher gives conclusion in a manner general
10. Evaluation

Gait teacher Becomes key success in reach destination education as well as learning at school. Education means something in common very not can inseparable from life human, no our realize education cover various type aspect good something that comes in to in nor out. The Role Playing model is used for help the participants educate gather as well as organize moral issues, social, improve empathy towards others, as well make an effort repair Skills social. When reviewed from in essence, the playing model role more drip focus on engagement participant as well as observer of the situation or problem real as well as attempted overcome it (Mayore , 2022).

Included method simulation is sociodrama, (sociodrama = related with problem social), psychodrama (psychodrama = related with problem psychological), and play role (role playing). There are several element in play roles, including :

- a. Play role with imitate role, for example play imitate talks between teachers and students, or parents with child.
- b. Persistence, son To do activity play with persistent at least During ten minutes.
- c. Interaction, at the very least there is two inside one scene.
- d. Verbal communication, on every scene there is verbal interaction between playing children.
- e. Play with To do imitation, son play pretend with To do the role of the people around him, with imitate Act behavior and talk.
- f. Play pretend like something object, child To do movement and imitation appropriate sound with object, for example child pretend Becomes car while run and imitate voice car (Azizah , 2019).

Play role conducted with method direct participant educate for imitate something activity or dramatize situation, idea, or character special. So in Thing this child invited for play role macro. Role play large (macro) uses tool with size indeed. Child gets use tool it in the activity play. As for the stages in play role:

1. Teacher delivers destination learning,
2. The teacher explained problem,
3. Election player role,
4. Teachers and participants educate arrange game to be done,
5. Participant educate To do game and observed participant students who don't follow play,
6. Teacher does evaluation and guidance discussion related problems and games that have been done. (Zahrotunnisa & Rukhiyah , 2018).

Method play role give opportunity to students for practice put self they in roles and conditions to be increase awareness to points and beliefs myself and others. The main steps of role playing include:

1. Choose circumstances play role
2. Prepare activity play role
3. Choose participant or player role
4. Prepare viewer
5. Play role (do activity play role) (Sarinurdiantini & Setyadi , 2021).

Problems education is one most things discussed, mainly related with quality lessons in schools that experience decline. Of course just all that is challenge for teachers so that take action in repair all existing weaknesses. Someone who believes self will feel himself capable in a manner social, mature in a manner emotional, satisfying in Thing intelligence, successful, adequate, optimistic, assertive, independent, confident with himself, go on step, and have character leadership (Yulianto , 2020).

Based on data in the field with observation, observation and giving the questionnaire on October 10, 2022 shows that student grade 5 sdn 90 sipatana active all in learning, only 2 people or 3 people who do not active in class. On observation this, we group 3 use study in program form for knowing leadership in role student that is leadership roll-play based.

Leadership based on roll playing is a program learning that can teachers use for make student active inside class nor outside class. Learning this conducted with blend learning existing curriculum. The initial student no active in class, got use solution learning this, besides practice leadership soul students can too practice believe self student. Interviews were also conducted with guardian grade 5, above name mother farida indriani. He explain about leadership soul students in class, from Interview he known to the average student active class, can say 90% of students active. So from we use the research program this for test liveliness student the.

Obtained problem moment research, there is students who are lazy to write but active in class, students who are lazy to write but disturb friends who study , students are quiet difficult interact with his friends, too difficult student mingle and make friends . From several problem, we made this program, with 2 trials learning. Learning first using roll playing, learning second use thematic. From two learning the could distinguished response student in catch learning.

Destination activity study this for help the teacher in resolve problem or difficulty in teach student in the classroom tall and honed ability leadership in form roll playing learning. Benefit activity this for student, added learning and trying method new, benefits for teachers can help complete problem class, and benefits for us to know and train the programs we make as well complete Duty management based school.

Method

In study this, researcher will To do data retrieval through observation , interview student use questionnaire, teacher interview immediately, then process data, and create conclusion. Is the learning program leadership student based on deep role playing learning in the classroom could help solve problem student class. this program carried out in class V SDN 90 sipatana.

Type research used is quantitative. Study quantitative usually use design explanation, where object review study explanation (explanatory research) is for test connection between the hypothesized variables. On type study this, obviously there is hypothesis to be tested the truth. hypothesis that alone describe connection Among two or more variable; for knowing is something variable associate or no with variable other; or is something variable caused/affected or not by variables other. (Mulyadi , 2011).

Results and Discussion

Results

Activity this conducted at SDN 90 Sipatana, Jl. Yusuf Hasiru, Bulotada Tim., Kec. Sipatana, Gorontalo Regency. First day activity will be held on October 3, 2022, on the day first we use method observation and observation especially formerly for observe situation class v at SDN 90 Sipatana. In the learning process Mrs. Farida Indriani as guardian class v uses method talk and ask responsible for the learning process.

Then day second implementation activity conducted on October 10, 2022, on the day second this we do Interview with the guardian teacher class v namely Mrs. Farida Indriani about leadership students in class v SDN 90 Sipatana. Mrs. Farida explained that "Teachers are a exemplary, so the teacher must give example especially formerly to student like what a leader it. After delivering example then the teacher reflects student like what everyday, like what his leadership. Example small like not quite enough responsible for cleanliness class".

He also explained one method grow attitude leadership the students in class is at the moment implementation ceremony flag every day Monday when class v to be executor ceremony he ask his students for alternate Becomes leader ceremony.

We continue activity study third on October 18, 2022, we did practice teach use role playing method. This role playing method conducted with method direct participant educate for imitate something activity or dramatize situation, idea, or character certain.

After the learning process we share questionnaire to student for knowing how influence role playing method in the learning process. Questionnaire shared to the 22 students present in the class. Questionnaire consists of the 5 questions that must be answered by students. after that Step next is withdrawal questionnaire and assessment from each alternative answer. Then results observation processed with method count results response student use formula percentage results questionnaire following:

$$P = \frac{f}{n} \times 100$$

P = Percentage

f = Frequency every answer questionnaire

n = Amount respondent

Following this is the result data observation through questionnaire distributed to students class v SDN 90 Sipatana.

1. I more easy understand lesson which taught through method roles play.

Those who answered " Yes " were 19 students

$$P = \frac{19}{22} \times 100 = 86,36 \%$$

Those who answered " No " were 3 students

$$P = \frac{3}{22} \times 100 = 13,63 \%$$

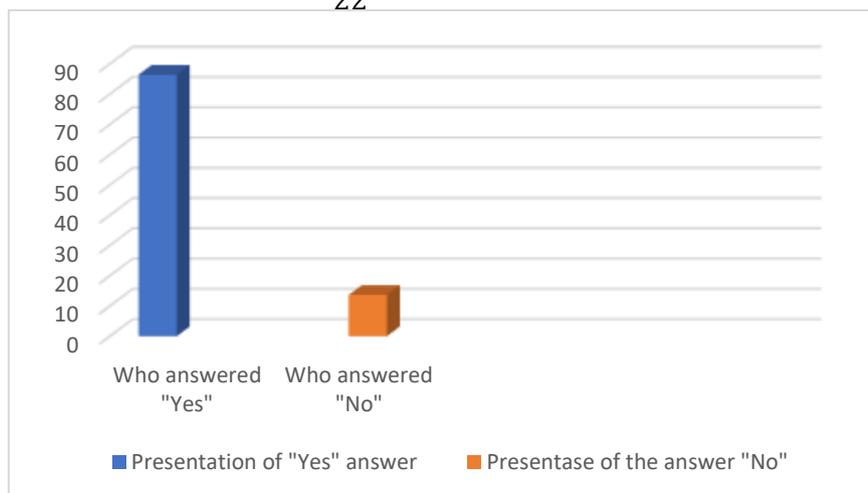


Figure 1 Percentage Chart Answer Students on Questions First

Viewed from the diagram above percentage students who chose "YES" was 86.36% while those who chose " No " were 13.63%. So got concluded with role playing method Students in class v SDN 90 Sipatana could more easy understand lessons delivered.

2. With learning role play method Becomes more interesting .

Those who answered " Yes " were 22 students

$$P = \frac{22}{22} \times 100 = 100 \%$$

Those who answered " No " were 0 students

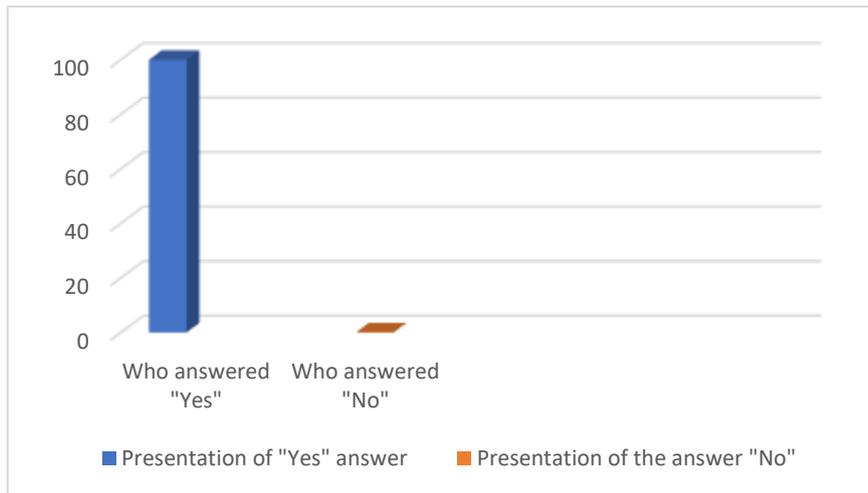


Figure 2 Percentage Chart Answer Students on Questions Second

Viewed from the diagram above percentage students who choose "YES" is 100% while those who choose " No " are 0%. So got concluded learning Becomes more interesting with use role play method.

3. I am more believe self for Up forward class moment play role.

Those who answered " Yes " were 18 students

$$P = \frac{18}{22} \times 100 = 82 \%$$

Those who answered " No " were 4 students

$$P = \frac{4}{22} \times 100 = 18 \%$$

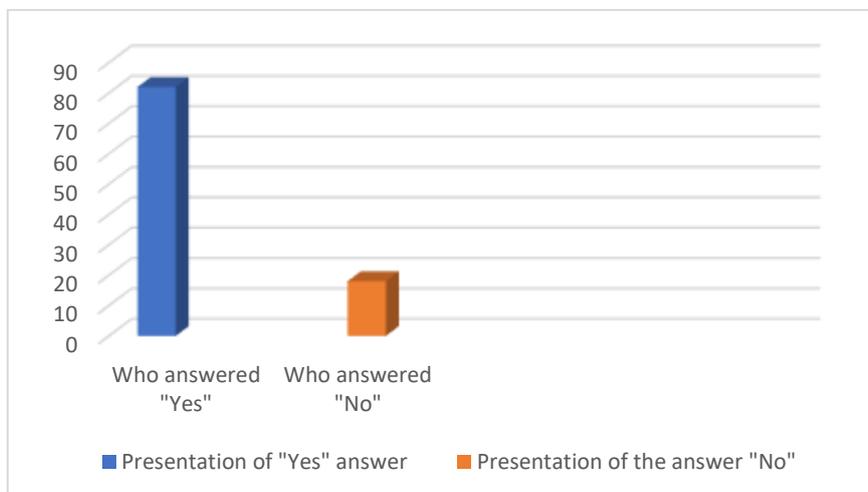


Figure 3 Percentage Chart Answer Students on Questions Third

Viewed from the diagram above percentage students who chose "YES" were 82% while those who chose " No " were 18%. So got concluded with play role could make Students in class v SDN 90 Sipatana more believe self for Up forward class.

4. I can communicate with good moment play role.

Those who answered " Yes " were 21 students

$$P = \frac{21}{22} \times 100 = 95,45 \%$$

One student answered " No "

$$P = \frac{1}{22} \times 100 = 4,54 \%$$

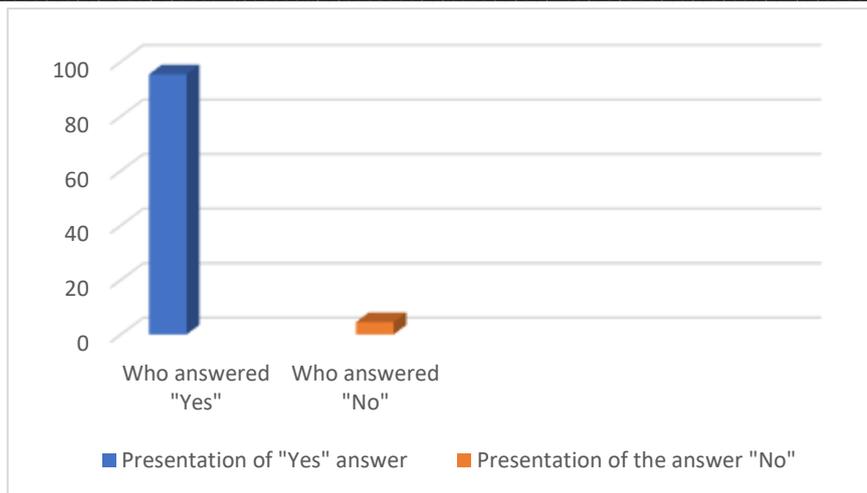


Figure 4 Percentage Chart Answer Students on Questions Fourth

Viewed from the diagram above percentage students who chose "YES" was 95.45% while those who chose " No " were 4.54%. So got concluded Students in class v SDN 90 Sipatana can communicate with good moment play role.

5. With play role I can more brave for expression.

Those who answered " Yes " were 19 students

$$P = \frac{19}{22} \times 100 = 86,36 \%$$

Those who answered " No " were 3 students

$$P = \frac{3}{22} \times 100 = 13,63 \%$$

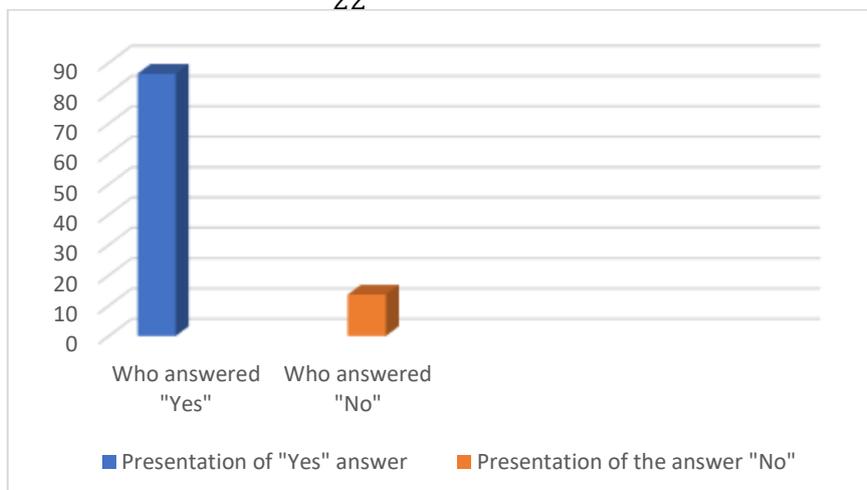


Figure 5 Percentage Chart Answer Students on Questions Fifth

Viewed from the diagram above percentage students who chose "YES" was 86.36% while those who chose " No " were 13.63%. So got concluded with role playing method Students in class v SDN 90 Sipatana bida more brave for expression.

Discussion

Leadership Role-playing based

Leadership education is an empowering process source power human on unit institution. This show that leadership tight relation with source power human, no source power nature. on the basis this, leader should have various Skills in manage source power man it, start from Skills communication, effort influencing, exemplary, and adjustment environment organization (Irwansyah , 2022).

Leadership will done in a manner effective when functions management is also carried out optimally, includes function planning, implementing, directing, monitoring, and evaluating.

because that, leader must creative, innovative, democratic, visionary, and spirited transformative in develop the institution he leads. With thus, governance source power human on unit institution education will create generation capable gold bring progress on each sector life nation and state (Irwansyah , 2022).

Leadership are processes of influencing, motivating, organizing activities, relationships work together and team work for reach goals and objectives organization (Rahmat , 2021)

Function leadership is symptom social, because must embodied in interaction between individual inside situation something group or organization. (Rahmat & Husain, 2021). Leadership no characteristic stagnant. Meaning, no only depend on ever theory held succeeded at one institution so applied to other institutions, or not just either apply practice the same leadership from time to time. this based on acceleration world development and sophistication technology moment this . Besides adaptive , leadership must also characteristic innovative , to be able replied needs society and developments of the times rapidly (Irwansyah , 2022).

Education is something important in increase source power man who can dependable. Likewise with the same leadership importance in determine success a organizations, institutions, even a country. Not there is institution ongoing education with good if no there is leadership in it and not there is capable leadership made example if no started with education (Sapitri , 2022).

Play role could used for foresee decisions, such as "how response competitor our if our lower price ?" Deep game role, an administrator asks people to play roles and use their " decisions " . as estimate . Kind of exercise that could produce realistic simulation from interactions between conflict groups. Game role must in accordance with situation actual in things important , like that player role must rather similar with those represented in situation actual , and players role must read instructions for role they before read about situation the . Play most effective role for prediction when two conflicting parties respond change large (Armstrong, 2001).

Play role have extraordinary potential normal for the class average school elementary and intermediate . With take the role of others and with pretend feel like , think like , and act like everyone else, students could play feeling the real them without risk penalty or revenge . They know that they only acting , and with thereby could disclose usual feeling hidden . Experience this could raises spontaneity and creativity more individual large in previous children stressed or inhibited (Chesler & Fox, 1966).

Enhancement opportunity for understand self myself and others open Street for change behavior . Reach outlook systematic about self self , others, and motivation for various action could help student in clarify values they alone and independently effective direct or change behavior they alone . With practice various behavior in series practice play role and with discuss respective effects , students possible could make more choice realistic for action they than before . A supportive atmosphere too legitimize in the eyes peerhelping process students in class , encouraging they for give and take insight , advice, and assistance (Chesler & Fox, 1966).

Play role too used for show no problem too personal but widespread between and among people and groups . Problems social , so far reflect conflict Among humans and humans , can dramatized with good inside class . For example , depiction class about problem prejudice could cause more understanding big about dynamics phenomenon this and some clarification about method handle it happened . understanding like that no need pure abstract , on the level theoretical or moralistic ; that could covers behavior available alternatives when somebody Becomes witness on something action or feelings of racial , religious, or bias economy . Next , an example scale small from incident politics , for example taking decision politics , or dilemma faced criminals and courts could checked in class . Depiction this could help make student aware will problem social choice and meaning human for those involved . They could help him for check different ways in complete conflict social and personal and for identify gains and losses from every road . Exercises the possible no reduce conflict , however could give Skills student for face her world in a manner more effective . He possible see how a number of from problem this social universal reflected in relationship alone with other individuals and groups and how Thing that influence must decision he made inside his life themselves (Chesler & Fox, 1966).

Game role which help somebody understand behavior they alone and behavior person other could liberate they for Fulfill potency intellectual they with more ok . Study substantial has show that interpersonal relationships and feelings price high self or low influence performance academic student. With thereby game a role directed at understanding and change interpersonal situations can in a manner no direct lead to level performance more academic high . But so can used for serve Theory academic (Chesler & Fox, 1966).

Incident history or contemporary could played in class for dramatize the feelings and conflicts of the participants in situation important . After introduction short about the plot and characters , students could play role a stories , novels, or plays in class language England . Comparison Among depiction students and presentations writer could stimulate deep discussion about style and angle view author , context and tradition history and topic similar . playing technique role could bring on the study Theory academic dramatic import , immediacy , and involvement possible students less in class (Chesler & Fox, 1966).

Success in implementation activity Leadership Students in Grade 5 SDN 90 Sipatana based Method Role Play learning can is known through results distribution questionnaire to student . Then liveliness student During activity carried out .

Factor supporters activity study this originated from good cooperation with head school that has give permission for To do study at his school lead as well as openness father/mother teacher at SDN 90 Sipatana . Besides it is also cohesiveness , liveliness , and respect student specifically student class 5 SDN 90 Sipatana was also very helpful researcher in doing activity study this .

Besides factor supporters , our researchers also found several inhibiting factors , among others is the adjacent class hour with rest hours students , so a number of student concentration disturbed because nearby time rest . Proximity student with the teacher sometimes make student tend not enough value when the teacher talks . And finally palm application the role-playing method there is a number of students who are still not enough believe self .

Planting Attitude Leadership in Children

Conditions that can help student in discover and grow good attitude that is when the interaction process occurs together that is in activity cooperation in group . Because deep activity this student demanded for each other give information , keep attitude one with others, motivation for complete Duty in a manner together . However no can always denied just occur problem in activity group this that is no exists participation from member for work task , less sense of acceptance member in group so that occur inconveniences learning , less have it good attitude , no exists good cooperation so that even less feels no helped also otherwise smart only can control himself himself (Nafisah, 2017).

There is a number of method grow behavior discipline among other ways authoritarian , permissive , and democratic . Authoritarian way use strict rules and regulations . Permissive way is can a little disciplined or no disciplined . Democratic way use communication , socialization rules and regulations , discussion , and reasoning for help child understand reason rules and regulations certain implemented and the desired goals. Ability cooperate with others and as member participating groups active role in complete something problem is valuable skill. Cooperation is also needed interaction more from one parties (Yusup , 2019).

Capacity leadership student could developed anywhere, but in between all the place development that , school is the place development capacity leadership students who have opportunity biggest for success . it caused because almost whole clan young all over part of the world is students at school . They To do interaction , communication , cooperation , and mutual share with his friends at school . Besides it's the students study behave obey to teachers, also educated for have ability think critical and learn lead, through various their activities follow inside and outside activity learning in the classroom (Hasanah , 2022).

Destination from design learning is for help create settings and sessions learner- and activity centered education . Activity study authentic could more involve participant educate. Play role is example interesting of learning and teaching strategies active .This could combines drama,

simulation, play, and demonstration case life related reality with topics whatever. This strategy has been applied recently (from 2013 to 2015) in college tall Zealand New, in course analysis and design system in degree programs bachelor computing and technology information. Plan design learning arranged with hope that activity play role will give contribution positive for course this (Erturk, 2015).

Conclusion

Research that we have carried out at SDN 90 Sipatana bring benefit for students, teachers and our own group. Seen that students and teachers are very enthusiastic in reception and research process going on. Teacher gives impression good for us with provide advice and we also provide fruit hand as well as lingering memories for party school. Student welcomed us and in the process of observation, learning in class they seen active in answer all the questions we ask. As in our material leadership student roll playing based or play role.

Play role could used for foresee decisions, such as "how response competitor our if our lower price?" Deep game role, an administrator asks people to play roles and use their "decisions". as estimate. Kind of exercise that could produce realistic simulation from interactions between conflict groups.

Game role must in accordance with situation actual in things important, like that player role must rather similar with those represented in situation actual, and players role must read instructions for role they before read about situation the. Play most effective role for prediction when two conflicting parties respond change big. Learning used this, can continued by the teachers in the school the.

Acknowledgment

Accept we say thank you to lecturer potent eye course "Management Based School in Elementary School" by Prof. Dr. Abdul Rahmat. M.Pd and Mrs. Dr. Hj. Rusmin Husain, S.Pd, M.Pd and Head SDN 90 Sipatana school, Mrs. Sofrin R. Yunus, S.Pd.

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