



The Effect of Role-Playing Methods on Early Childhood Social-Emotional Development

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Abstract

This research is a quantitative study using an experimental method. The research design employed is a one-group pretest-posttest aimed at (1) determining the social skills of children in Group B at KB Al-Qalam before the role-playing method is applied, (2) determining the socio-emotional skills of children in Group B at KB Al-Qalam after the role-playing method is applied, and (3) analyzing whether there is an influence of the role-playing method on the socio-emotional development of early childhood children in Group B at KB Al-Qalam. The independent variable in this study is the role-playing method, while the dependent variable is the socio-emotional skills of the children. The sample in this study consists of all children in Group B at KB Al-Qalam, totalling 15 children. The data obtained from the research show that (1) the social skills of children in Group B at KB Al-Qalam before the role-playing method was applied were in the very low category, with a percentage of 60%, (2) the socio-emotional skills of children in Group B at KB Al-Qalam after the role-playing method was applied were in the moderate category, with a percentage of 33%, and (3) there is an influence of the role-playing method in developing the socio-emotional skills of children in Group B at KB Al-Qalam.

Keywords: role-playing methods, social development, emotional

Abstrak

Penelitian ini adalah penelitian kuantitatif dengan metode eksperimen. Desain penelitian yang digunakan adalah one group pretest-posttest yang bertujuan (1) untuk mengetahui kemampuan sosial anak kelompok B KB Al-Qalam sebelum diberikan metode bermain peran, (2) untuk mengetahui kemampuan sosial emosional anak kelompok B KB Al-Qalam setelah diberikan metode bermain peran, (3) untuk mengetahui apakah ada pengaruh metode bermain peran terhadap perkembangan sosial emosional anak usia dini kelompok B di KB Al-Qalam. Variabel bebas dalam penelitian ini adalah metode bermain peran, sedangkan variabel terikatnya adalah kemampuan sosial emosional anak. Sampel dalam

penelitian ini adalah seluruh anak kelompok B KB Al-Qalam dengan jumlah 15 anak. Data hasil penelitian diperoleh (1) kemampuan sosial anak kelompok B KB Al-Qalam sebelum diberikan metode bermain peran berada pada kategori sangat rendah dengan jumlah persentase sebesar 60%, (2) kemampuan sosial emosional anak kelompok B KB Al-Qalam setelah diberikan metode bermain peran berada dalam kategori sedang dengan persentase sebesar 33%, (3) terdapat pengaruh metode bermain peran dalam mengembangkan kemampuan sosial emosional anak kelompok B di KB Al-Qalam.

Kata kunci: *metode bermain peran, perkembangan sosial, emosional*

Introduction

Early childhood education is a form of educational service for children until they enter the basic education stage (Gerin et al., 2024). Education is advised to develop children's potential as optimally as possible with the stage of children's growth and development through play activities while learning (Umezaki et al., 2024). One aspect of early childhood development is social and emotional (Yang, 2024). Social-emotional development is indeed different, but in reality they influence each other (McInnes et al., 2024). The social and emotional behaviors expected from children at an early age are good behaviors, such as discipline, independence, responsibility, confidence, honesty, fairness, loyalty to friends, compassion for others, and high tolerance (Ministry of Education, 2009).

Role playing, also known as symbolic play, pretense, fantasy, imagination or drama play, is very important for the cognitive, social and emotional development of children at the age of 3-6 years (Tedjasaputra, 2001.). The "*role play*" learning method is a very effective method used to simulate real situations (Gintings, 2008). In this method, a learning scenario is prepared based on certain operational procedures or activities to be taught.

Through role-playing, children will learn to cooperate, share, and compromise and build harmonious relationships with others (Zarra-Nezhad et al., 2024). In line with this, Tykklainen & Laakso (2010) said that by role-playing, children begin to learn to negotiate and interact with their peers about the role played, and the players must be able to maintain their role when playing roles, this means that role-playing has benefits, namely being able to form children's cooperation and responsibility skills (Duko et al., 2024). In addition, by role-playing, children can increase their social imagination, as well as get the opportunity to play in these various games, and can be more flexible and play more complicated, and children can be more socially competent with teachers (Yuli tri Andini and Eka Ramiati, 2020).

In role-playing, children can understand and understand the feelings of others, because each child is asked to play a certain role (Duff, 2024). To play the character, of course, children must animate the attitude and behavior of the character who is played well (Giordano et al., 2024). The process played by children in playing this role indirectly teaches children how to understand and understand the feelings of others (Hendra Surya, 2006). Through the role play method, it is hoped that it can develop children's social emotions. Through this role-playing

method, children can develop the ability to interact with friends, practice patience, healthy competition, be willing to give in and accept defeat and congratulate friends who win.

Research Method

This study uses a quantitative method with the type of experiment (*experiment*) in the form of *one group pretest-posttest design*. *One group pretest-posttest design* is a group of experiments that are measured by the dependent variable (*pre-test*), then given a simulation and the dependent variable is measured again (*post-test*), without any comparison group. *One group of pretests-posttests* is first carried out *pre-test*, before being given treatment so that the effect of the results of the treatment can be known more accurately by comparing the conditions before being given treatment. According to Sugiyono (2016), the experimental method can be interpreted as a research method used to find the influence of a certain treatment on others under controlled conditions.

This study consists of two variables, namely the independent variable (X) and the bound variable (Y). The free variable in this study is the role-playing method and the bound variable is social-emotional. The data collection techniques carried out in this study are: First, the observations carried out in this study are structured observations using a *checklist* format. Observations were made during the activity which aimed to measure social emotions. The activity was carried out 3 times in accordance with the treatment applied. The activity is displayed in the form of a score. Then the score obtained is converted into a value. Second, documentation. In this section, documentation is in the form of photographs at the time of the research.

The data analysis technique used in this study is inferential statistics. Inferential statistics or probability statistics is a statistical technique used to analyze sample data whose results are applied or generalized to a population, called probability statistics, because the conclusions applied to a population based on the sample data are actually opportunistic. This means that there is a chance of error and a chance of truth expressed in percent, for example, a problem that states an "influence", it is more appropriate to use the "f" test (regression), a problem that states a relationship or correlation of the moment process, a comparison of two variables is used by the "t" test if more than two variables are used in the "variable analysis" test, and so on.

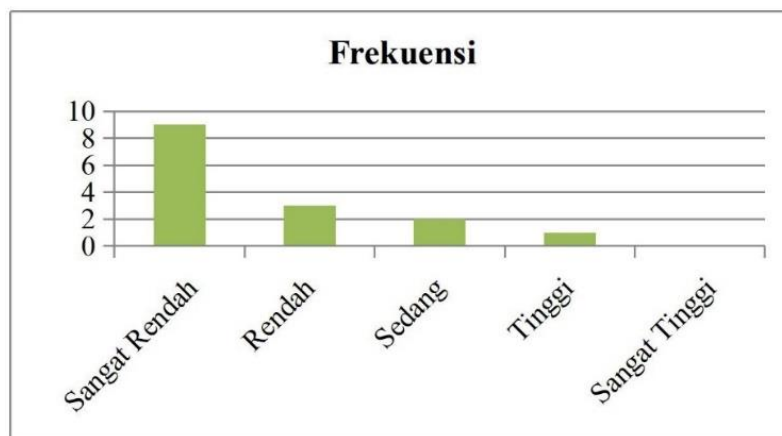
Results

The determination of categorization is in accordance with the Likert scale with categorization specifications (very high, high, medium, low, and very low).

Table 1. Categorization of the Development of Children's Social and Emotional Skills before Playing Children's Role Playing

It	Value	Category	Freque ncy	Weight Value	Percentage (%)
1	16 - 25	Very Low	9	F	60
2	26 - 35	Low	3	D	20
3	36 - 45	Keep	2	C	13
4	46 - 55	Tall	1	B	7
5	56 - 65	Very High	0	A	0
	Sum		15		10

Based on the table above, it was obtained from the development of children's social skills before doing the *pretest* role-playing method, a very low category of 9 people with a score range of 16-25. The low category is 3 with a score range of 26 - 35, the medium category is 2 with a score range of 36 - 45, the high category is 1 with a score range of 46 - 55. The results show that the social-emotional development of *pretest children* in the role-playing method is in the very low category, with a total percentage of 60% and a score range of 16-25.



Based on the diagram, the average score of the development of children's emotional social skills before applying the experimental *pretest* role play method in group B KB Al-Qalam children is mostly including low classification, in the range of 26 - 35 values with an average score of 28.87. This shows that social skills need to be developed again.

a. Development of Social-Emotional Skills after Doing the Role Playing Method of Group B Children KB Al-Qalam

The results of the research were carried out after the method of role-playing children in group B KB Al-Qalam. The results of the observation of the development of children's social-emotional abilities were given in the form of the distribution of observation instruments for developmental assessment in the form of positive value statements

consisting of BB (not yet developed), MB (starting to develop), BSH (developing as expected), BSB (developing very well). The posttest was given in the experimental class. The number of children who took the *posttest* was 15, consisting of 8 boys and 7 girls. Answering several statements that have been used to determine alignment, namely using the *product moment* correlation technique found by Pearson.

Based on the data obtained from the observation of the development of children's social-emotional abilities carried out through the observation of developmental assessment instruments in carrying out the *posttest* role-playing method, it was obtained that, 4 people were in the low category with a score range of 26 - 35 or 27%, the medium category was 5 people with a score range of 36 - 45 or 33%, the high category was 4 people with a score range of 46 - 55 or 27%, Very high category as many as 2 people with a score range of 56 - 65 or 13%.

Based on the diagram above, it shows that the development of children's social-emotional skills in the role-playing method in the *posttest* in group B children of KB Al-Qalam, including very high qualifications, is in the range of 56 - 65 with an average score of 13%, meaning that the development of social-emotional skills has developed after doing the role-playing method. Therefore, the role-playing method can be used by teachers to develop children's social-emotional skills.

Jamilah said that with the method of role-playing, children can imitate someone's behavior in a drama. Role play can develop interpersonal skills or the ability of individuals to interact with others so that they can develop children's social-emotional skills.

Therefore, to find out the socio-emotional development of group B children of KB Al-Qalam, Nepo Village, Mallusetasi District, Barru Regency, we can use the role-playing method.

b. The Influence of Role Playing Methods in Developing the Social-Emotional Skills of Group B Children of KB Al-Qalam

Table 2. Pretest and Posttest Results Before and After Doing Method of Role Playing Group B Children of KB Al-Qalam

Statistics	Statistical Value	
	<i>Pretest</i>	<i>Post Test</i>
Number of samples	15	15
Lowest Rate	20	26
Highest Value	54	60

The maximum scores obtained in the *pretest* and *posttest* before and after doing the method of role-playing children in group B KB Al-Qalam were 54 and 60 respectively, while the minimum scores obtained from the *pretest* and *posttest* were 20 and 26.

E	4	5	2025	3136	2520
1	5	6	2916	3600	3240
Sum	433	621	1410	2719	1922

Based on the above explanation, the author can conclude that the role-playing method has an influence in developing emotional social skills, especially in group B children of KB Al-Qalam.

Discussion

Obtained from the results of the analysis, the discussion of the results of this study is as follows:

1. The social-emotional skills of children in group B KB Al-Qalam before doing the role-playing method

The development of the emotional social skills of group B children of KB Al-Qalam in *the pretest* was obtained that, in the very low category as many as 9 people with a score range of 16-25 or 60%, the low category as many as 3 people with a score range of 26-35 or 20%, the medium category as many as 2 people with a score range of 36-45 or 13%, the high category as many as 1 person with a score range of 46-55 or 7%. The results illustrate that the development of pretest children's social-emotional skills towards the role-playing method is in the low category because the number of percentages is 60% with a score of 16-25.

Based on research conducted on children in group B KB Al-Qalam before doing the role-playing method, it illustrates that there are still many children who have not developed their social-emotional skills because there are still many children who cannot interact and communicate well. Before the researcher carried out the role-playing method, the researcher observed children whose social-emotional skills had not yet developed, the researcher saw that some children did not interact with each other and just sat quietly and did not want to join their friends.

This role-playing activity is also rarely used in learning activities so that when role-playing is used for learning for children it is a new thing so they are very enthusiastic about playing.

The social-emotional skills of children in group B KB Al-Qalam before doing the role-playing method, some children have not been able to interact so that children's social skills are very necessary to be developed and trained. In order to develop children's social-emotional skills, an interesting and fun learning method is needed so that children are more enthusiastic about participating in learning. One of the methods that can be used to develop children's social-emotional skills is the role-playing method. So perhaps this needs to be applied in group B of KB Al-Qalam.

2. The social-emotional ability of children in group B of KB Al-Qalam after doing the role-playing method

The posttest results *obtained* 4 people were in the low category with a score range of 26 - 35 or 27%, the medium category as many as 5 people with a score range of 36 - 45 or 33%, the high category as many as 4 people with a score range of 46 - 55 or 27%, the very high category as many as 2 people with a score range of 56 - 65 or 13%.

The role-playing method carried out by the researcher in group B KB Al-Qalam is by playing cooking, where children are asked to play according to the group that the researcher has determined. When the child was playing a role, the researcher observed the child who was playing. Some children are still not able to interact well, not only that some children do not want to join when playing and do not want to talk.

At the time of the study, children were fighting over toys and there were also those fighting for role-playing materials. When there is a commotion, the researcher stops the game temporarily and after everything is finished, the researcher continues the game and the research process takes place and the children who take turns to play the role play again play the role as determined by the researcher and the child who has not yet got his turn to play sits quietly while listening to his friends who play the role.

After the game is over, the researcher explains and re-demonstrates the role-playing game well, and the child who is able to play his role is able to follow the researcher and participate in demonstrating the tools according to the battle so that the child is able to play the role properly and correctly.

3. The Influence of Role-Playing Methods in Developing Social-Emotional Skills of Children in Group B KB Al-Qalam

The role-playing method is very influential in developing social-emotional skills, where this role-playing method allows children to interact and communicate, one of the ways for children to interact with their friends is by doing a role-playing method where children play a role to develop their social-emotional skills.

Play can also help children develop in all aspects. Playing *nukan* is not only fun but also as a means of learning to gain knowledge, form behavior, and socialize. Through role-playing, children get the opportunity to choose activities that they like. Children can imagine, solve problems, and converse freely, and they can work in groups and have fun experiences.

Role playing can also make children happy because children are directly involved in fun activities and children are free to choose roles with the topic they want so that children can imagine that they are playing a real role. The role-playing method can also foster cooperation between one child and another so that children can communicate well. The role-playing method that is carried out is also very capable of making the development of children's social-emotional skills better, because the role-playing method gives children an understanding of good behavior that is not good.

The method of playing peraqann is very influential in developing children's social-emotional skills because by role-playing children can interact when children want to join others without choosing friends, children can communicate well and there is cooperation between friends who are in distress, other children can help children who are in distress.

The results of research conducted at KB Al-Qalam show that using the role play method has many aspects that can be developed and also helps children socialize with friends. This learning method can bring children into fun learning where children are able to develop their social-emotional skills and are able to increase children's communication in interacting around them.

Conclusion

Based on the results of the research and discussion, the following conclusions can be drawn:

1. The development of social-emotional skills of children in group B KB Al-Qalam before performing the role-playing method is in the very low category, with a percentage of 60% and a score range of 16 – 25. This shows that the development of social-emotional skills of group B children is in a very low category.
2. The development of social-emotional skills of children in group B KB Al-Qalam after using the role-playing method is in the medium category, with 33% with a score range of 36 – 45. This shows that the development of social skills of group B children is in the medium category.
3. The role-playing method has an influence on developing the social memotional skills of children of group B KB Al-Qalam. Doing the role-playing method to develop children's social-emotional was moderately improved. It can be concluded that the social ability of children before being given *treatment (pretest)* there are 9 children (60%) in the very low category, 3 children (20%) in the low category, 2 children (13%) in the medium category and 1 child (7%) in the high category. So it can be concluded that the percentage of research results is very low.

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