

IMPLEMENTATION OF THE ROLE PLAYING METHOD TO DEVELOP SOCIO-EMOTIONAL DEVELOPMENT OF 5-6 YEAR-OLD CHILDREN AT NU 76 MUSLIMAT PAUD

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ABSTRACT

This study aims to describe the implementation of the *role playing* method in developing the social-emotional skills of children aged 5–6 years at PAUD Muslimat NU 76 Baddurrih Pademawu Pamekasan. The background of this study is based on the social-emotional problems found in children, such as difficulty cooperating, limited adaptability, emotional instability, and low self-confidence in interacting with peers and their environment. The *role playing* method was chosen because it is a learning strategy that is appropriate to early childhood characteristics, where children learn through play and direct experience. This research used a qualitative approach with a descriptive research design. Data sources were obtained through observation, interviews, and documentation involving teachers, school principals, and students. Data analysis techniques included data reduction, data presentation, and conclusion drawing, while data validity was tested through source, technique, and time triangulation. The results showed that the implementation of the *role playing* method helped improve children's social-emotional skills, including cooperation, communication, empathy, emotional control, and self-confidence. Children became more active, were able to follow rules, understand social roles, and interact positively with peers. Therefore, the *role playing* method is proven to be an effective, enjoyable, and meaningful learning strategy for developing early childhood social-emotional skills.

Informasi Artikel

Kata Kunci:

metode role playing, sosial emosional, anak usia dini, PAUD

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi metode *role playing* dalam mengembangkan kemampuan sosial emosional anak usia 5–6 tahun di PAUD Muslimat NU 76. Latar belakang penelitian ini didasarkan pada masih ditemukannya permasalahan sosial emosional anak, seperti kurang mampu bekerja sama, sulit beradaptasi, mudah marah, serta kurang percaya diri dalam berinteraksi dengan teman sebaya maupun lingkungan sekitar. Metode *role playing* dipilih karena merupakan strategi pembelajaran yang sesuai dengan karakteristik anak usia dini yang belajar melalui bermain dan pengalaman langsung. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Sumber data diperoleh melalui observasi, wawancara, dan dokumentasi yang melibatkan guru, kepala sekolah, dan peserta didik. Teknik analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji menggunakan triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa implementasi metode *role playing* dapat membantu meningkatkan kemampuan sosial emosional anak, seperti kemampuan bekerja sama, komunikasi, empati, pengendalian emosi, serta kepercayaan diri. Anak menjadi lebih aktif, mampu mengikuti aturan, memahami peran sosial, dan berinteraksi positif dengan teman sebaya. Dengan demikian, metode *role playing* terbukti efektif sebagai strategi pembelajaran yang menyenangkan dan bermakna dalam mengembangkan sosial emosional anak usia dini.

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1. Introduction

Early childhood education (PAUD) is a crucial foundation for character formation and overall child development, including social and emotional aspects. Children aged 5-6 years are at a developmental stage where they begin to learn to understand their own and others' feelings, cooperate, and manage emotions in various situations.

Early Childhood Education as a development effort aimed at children from birth to the age of six years, which is carried out through educational stimulation to support physical and spiritual growth. This prepares them for further education. Early childhood education refers to the learning and development process targeted at children from birth to around the age of 8 years, especially before they enter formal education at the elementary level. Early childhood is a very important time for children to maximize their potential, during which the child's developmental stage must be optimally stimulated (Istiqomah & Ma'sum Aprilly, 2023, p. 14).

Based on observations at the NU 76 Muslimat Early Childhood Education Center (PAUD), it was found that several children aged 5–6 years still experience difficulties in social-emotional development, such as being easily angered, teasing friends, having difficulty working together, having poor communication skills, and tending to isolate themselves and participate less in group activities. This condition indicates the need for interesting, enjoyable, and appropriate learning methods that are appropriate to the characteristics of early childhood to help optimally develop their social-emotional abilities.

One method that can be used is role-playing. Role-playing is a learning activity that provides children with the opportunity to portray specific characters or situations through imaginative play. Through this method, children can learn to understand others' feelings, cooperate, communicate, obey rules, and express emotions appropriately. Furthermore, role-playing can also boost children's self-confidence, creativity, and social skills because learning is conducted in an active and enjoyable manner.

2. Method

The research method used in this study is qualitative with a descriptive approach. This study aims to understand in-depth the implementation of the role-playing method in developing the social and emotional well-being of children aged 5–6 years at the Muslimat NU 76 Early Childhood Education Center.

The research location was Muslimat NU 76 Early Childhood Education (PAUD). Subjects included the principal, class teachers, and children aged 5–6 years who

participated in learning activities using the role-playing method. The research location was selected based on initial observations that indicated social-emotional issues in children, such as difficulty working together, low self-confidence, and poor peer interaction skills.

Data collection techniques included observation, interviews, and documentation. Observations were used to observe children's activities during the role-playing learning process. Interviews were conducted with teachers and the principal to obtain information regarding the implementation of the role-playing method and children's development. Documentation was used to supplement the data, including photos of activities, developmental notes, and other supporting documents.

The research method describes the stages of research or development undertaken to achieve the research objectives/targets. Each stage is explained briefly, for example, in one paragraph.

This chapter describes the materials/subjects/platforms used in the research, including the subjects/materials studied, the tools/software used, the experimental design, sampling techniques, test plan (variables to be measured and data collection techniques), and the statistical analysis and models used.

3. Results And Discussion

a. Results

Based on research conducted at the Muslimat NU 76, the implementation of the role-playing method showed an improvement in the social-emotional development of children aged 5–6 years. This was evident in changes in children's behavior before and after the method was implemented.

1) Implementation of the Role-Playing Method

Teachers implemented the role-playing method through simple themes such as:

- Playing Doctor and Patient
- Playing Buying and Selling
- Playing Family
- Playing School

Example activity:

Children role-play as a family helping each other, as friends helping each other, or as friends sharing toys.

In these activities, children are given the opportunity to choose roles and interact with friends. The teacher acts as a facilitator and guide.

2) Children's Social and Emotional Development

After implementing the role-playing method, children's social and emotional development showed improvements, including:

- Children became more confident in performing in front of friends.

- Children were able to work together.
 - Children began to understand their friends' feelings.
 - Children became more disciplined in following rules.
 - Children were able to control their emotions while playing.
- 3) Supporting Factors
- Teacher creativity in creating play scenarios
 - Interesting learning media.
 - School and parental support
 - Comfortable learning environment.
- 4) Inhibiting Factors
- Some children are shy about performing
 - Differences in children's communication skills.
 - Limited learning time.
 - Lack of specific play medi

b. Discussion

Based on the research results, the role-playing method has proven effective in developing the social and emotional skills of children aged 5-6 years at the NU 76 Muslimat Early Childhood Education Center. Role-playing provides direct learning experiences, making it easier for children to understand social values in everyday life.

This method aligns with the characteristics of early childhood, who enjoy playing and imagining. When children play a role, they not only learn to speak but also understand others' feelings, cooperate, and adhere to social rules.

Research shows that children's social and emotional development improves through active interaction during role-playing activities. Children learn to communicate with friends, solve simple problems, and adapt to their social environment. This aligns with the theory that social development plays a crucial role in shaping children's behavior.

Furthermore, role-playing activities can boost children's self-confidence because they are given the opportunity to perform and express themselves freely. When teachers provide positive support, children feel valued and motivated to try their best to play their roles. These successful experiences help children become more confident in interacting with their surroundings.

Emotionally, role-playing teaches children to control their emotions and learn patience. Children learn that every game has rules that must be followed collectively. The ability to take turns and share roles demonstrates the development of emotional control in early childhood. Empathy development is also evident during the activities. Children begin to understand how to be kind to others

through the characters they play. These experiences help them understand the values of caring, helping others, and respecting friends.

However, implementing role-playing methods still faces several obstacles. Some children take longer to adapt due to shyness or inactivity. Furthermore, limited media and play equipment also hinder creating a more engaging play environment. To overcome these obstacles, teachers approach passive children individually and provide continuous motivation. They also utilize simple tools available in the school environment as role-playing media. Overall, the implementation of the role-playing method has had a positive impact on the social and emotional development of 5-6-year-old children at the Muslimat NU 76 Early Childhood Education Center (PAUD). Children become more active, confident, able to work collaboratively, and able to control their emotions and show empathy towards their peers. Therefore, the role-playing method is highly appropriate as a learning strategy in early childhood education.

4. Conclusion

Based on the research results, it can be concluded that the implementation of the role-playing method is effective in developing the social-emotional skills of children aged 5-6 years at the Muslimat NU 76 Early Childhood Education Center. This method improves children's abilities to interact, cooperate, control emotions, and foster self-confidence. Furthermore, role-playing activities provide concrete and enjoyable learning experiences, enabling children to be more active and engaged in the learning process. Therefore, the role-playing method can be used as an alternative learning strategy that aligns with the characteristics of early childhood, enabling optimal social-emotional development.

First, teachers are advised to be more creative in designing and developing varied role-playing activities to maximize children's involvement and social-emotional development.

Second, schools are encouraged to support the implementation of innovative learning methods such as role-playing by providing adequate facilities and infrastructure.

Third, future researchers are advised to expand this research with other variables or methods and employ a broader approach to obtain more comprehensive results. Fourth, for readers/PAUD educators, the role playing method can be used as a reference in developing fun and effective learning strategies for early childhood.

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