Effect of Role Playing on Ability
Social Child Age 4-5 Years

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ABSTRACT
Early childhood is the most important and fundamental initial period in the range of growth and development of human life. Early childhood education is one of the appropriate institutions to support child development. Through PAUD institutions or schools, children receive stimulation from teachers to improve children's development. Children will receive stimuli for their development, such as reading and writing development, initial numeracy skills, creativity development, language development, and children's morale. In addition, developments that require stimuli from outside or from educational institutions, namely the social development of children.

Type of research is using a quasi- experimental or experimental apparent . The population of the study was 70 children that consist of TK A, TK B. Mechanical taking samples using the technique Probability sa m pling that is a sample of saturated or often called the total sampling tyang class of experiments it was taken as random . Instrument collection of data using the guidelines for observation , documentation and technical analysis of the data using statistical descriptive and statistical inferential .

Results of the study is to show the influence that significantly between methods play a role in the ability of social child . This can be seen from the average value of children's social abilities before and after being treated is from 6.4 to 13.86. This is also evidenced from the results of hypothesis testing where Tcount > T table, namely 5.797> 1.701.

Keywords: Play a Role, Capability Social Children

BACKGROUND

Early childhood is the most important and fundamental initial period in the range of growth and development of human life. Early childhood education is one of the appropriate institutions to support child development. Through PAUD institutions or schools, children get stimulation from teachers to improve children's development. Children will receive stimuli for their development, such as reading and writing development, initial numeracy skills, creativity development, language development, and children's morale. In addition, developments that require stimuli from outside or from educational institutions, namely the social development of children (Ambara, Didith Pramunditya 2014)

Based on observations made at Nurul Huda Kindergarten on children's social development, some children in the class have not been able to work or play in groups properly. Thirteen out of thirty children in the class cannot socialize well with other people or friends. His egocentric nature is still prominent, unable to accept friends' opinions, fighting over toys, even disturbing friends who are playing.

Through observations of researchers on pre-action activities, it was found that the problem was that teachers often used the lecture method to students. In learning activities that only use the lecture method it will be boring for children, because children's concentration power is still minimal and they are still very active. The lecture method according to the children is only sitting in their chairs listening to the teacher's lecture, so that the children do not socialize with the teacher and their friends. The child will move on the orders of the teacher.

So that children can learn effectively and are not boring and explore all the aspects that need to be developed in children, especially children's social development, it is necessary to choose learning methods that are appropriate to the child's world, able to spur children's courage and emotions to interact with other friends. Learning should provide opportunities for children to be actively involved in activities. In order for children's social development to develop optimally, stimulation or stimulation through learning activities needs to be applied with a fun method. Play for early childhood can learn and learn many things, be able to recognize rules, socialize, place themselves, organize emotions, tolerance, cooperation, and uphold sportsmanship. Therefore, for early childhood it is not There are days without playing, and playing for them is a very important learning activity (Asrul and Ahmad Syukri, 2016)

METHODS

The population in the study is the whole child students in kindergarten Nurul Huda Year Lesson 2019 /2020 which amounted to 70 students. While the sample is child students in kindergarten Nurul Huda group A Year Lesson 201 9 /20 20 are distributed in two classes, namely, class shafa numbered as many as 15 students and class Marwa numbered as many as 15 students. Research conducted on children aged 4-5 years in kindergarten Nurul Huda Village Gedongboyountung District of Turi district of Lamongan. The research is conducted on children TK Nurul Huda in Semester Even the teaching of 2019 /2020. In research it using using quasi-experimental design. This method uses a control class or comparison class. Designs that are used are nonequivalent control group. Nonequivalent control group scheme

Instruments are used in research this is a guideline observation. Guidelines for observation used researcher to guide that can help carry out the observation that more focused and systematic. Data obtained during observation can provide information on the entire

learning process. Observations were made to collect data about children's activities and participation. Data analysis techniques in quantitative research used statistics. There are two kinds of statistics that are used for the analysis of the data in the study of quantitative, namely statistics descriptive, and statistical inferensial. Statistik descriptive can be used when the researchers simply wanted to make a conclusion that applies to populations where the sample was taken. But when researchers want to make a conclusion that applies to the population, then the technique of analysis that is used is the statistical inferential.

Normality Test

Test normality aims to determine whether the observed increase the development of social amak on grade control and experiment derived from populations that distribution is normal or not. Criteria testing which is used is if the value of *significance* (sig.) Is more substantial than α (=0.05) then H0 is accepted. Calculation of normality uses the Liliefors test. According to Matondang, the normality testing hypothesis is:

H 0: The sample comes from a normally distributed population.
Ha: The sample comes from a population with an abnormal distribution.

Homogeneity Test

The homogeneity test aims to determine whether the observation improves social development of the amak in the control and experimental classes has a homogeneous data variance or not. Criteria testing which is used is if the value of significance (sig.) Is more substantial than α (= 0.05) then H0 is accepted.

Hypothesis Test

To test the hypothesis, the authors use statistics with the t test formula as follows:

$$ t = \frac{\bar{X}_1 - \bar{X}_2}{S_2 \frac{\bar{1}}{n_1} - \frac{\bar{1}}{n_2}} $$

Remarks :
X_1: Average final test score of the experimental class
X_2: The average final test score of the control class
n_1: Number of samples for the experimental class
n_2: The number of samples for the control class

When the price t_{count} more smaller dai price t_{table} ($t_{count} < t t_{abel}$), means that the hypothesis of work is rejected , it means do not exist differences were significant between the increase in the development of social by using a method of playing a role . But when the price t_{count} more substantial than the price of t_{table} ($t_{count} > t t_{abel}$), means that the hypothesis of work is accepted , meaning that there is a difference that is significant in the development of social by using the method of playing a role and without using methods play a role in Tk Nurul Huda Village gedongboyountung Turi Subdistrict uses the observation sheet that has been prepared .

RESULTS
1.   **Value pretest and Posttest ability Social Class Experiment**
        From the results of the pretest giving, it was found that the average value of the social abilities of the experimental class children was 6.4, while the average value of the

social abilities of the control class students was 6.2. It turns out that from testing the pretest value of the experimental class and the control class, it was found that both classes had the same initial ability (normal) and the two classes were homogeneous. In summary, the pretest results of the two groups are shown in the following table.

Table 4.1.

Data pretest and Posttest ability Social Class Experiment

No.	Statistics	Pretest	Posttest
1	N	15	15
2	Total Score	96	208
3	Average	6.4	13,867
4	S. Baku	1,724	1,885
5	Variance	2,971	3, 552
6	Maximum	9	15
7	Minimum	4	10

The Pretest and Postest Value of the Control Class Social Ability

After knowing the child's initial social abilities, then both the experimental and control classes were given treatment. For the experimental class, learning was implemented using the role- playing method. Whereas in the control class using conventional methods. At the end of the meeting, the child was again given a posttest. The purpose given post-test is to determine the ability of social children from second grade after the conducted study by the method of playing a role in classroom experiments and learning conventional in -class control.

In summary, the results of the posttests of the two groups are shown in the following table :

Table 4.2.

Data Postes ability of Social Class Experiment and Class Controls

No.	Statistics	Pretest	Postets
1	N	15	15
2	Total Score	93	155
3	Average	6.2	10,333
4	S. Baku	1,521	2,193
5	Variance	2,314	4,810
6	Maximum	8	14
7	Minimum	4	8

The average value of social skills of children from both classes, both pretest and postes can be seen in the following table

Table 4.3.
Summary Average
Value pretest and posttest ability Social Children Second Class

Information	Experiment Class		Control Class	
	Pretest	Postes	Pretest	Postes
Total value	96	208	93	155
Average	6.4	13,867	6.2	10,333

B.   Analysis of Research Data.
   Test Research Requirements
    Data Normality Test
 To test the normality of the data used test Liliefors which aims to determine whether the dissemination of data results of the study have distribution data distributed normal or not. Samples are normally distributed if filled
with $L_0 < L_{table}$ at a significant level $\alpha =$
0.05. The pretest data normality test in the experimental class obtained $L_0 (0.1910)$
$< L_{table} (0.2200)$ and the pretest data for the control class obtained $L_0 (0.1265)$
$< L_{table} (0.2200)$. From the posttest data for the Social Ability of the experimental class children, it was obtained $L_0 (0.1292) < L_{table} (0.2200)$ and the post-
test data of the control class students ' Social Ability was obtained $L_0 (0.1958)$
$< L_{table} (0.2200)$. By thus can be concluded that the distribution of
data pretest and posttest ability Social children with methods play a role and methods of conventional distributed normally. In summary, the calculation of the research data is shown in the following table :

Table 4.4.
Summary of Normality Test Results of Children's Social Ability Data

Class	Pretest			Postes		
	L0	Ltabel	Information	L0	Ltabel	Information
Experiment	0.1910	0.2200	Normal	0.1292	0.2200	Normal
Control	0.1265	0.2200	Normal	0.1958	0.2200	Normal

b. Homogeneity Test
Testing the homogeneity of the data to determine whether the samples were used in the study come from a population that is homogeneous or not. For the homogeneity test, the two variances similarity test was used, namely the F test. If $F_{count} \geq F_{table}$ then H_0
is rejected and if $F_{count} < F_{table}$ then H_0 is accepted . With the numerator degrees of freedom = $(n_1 - 1)$ and the denominator degrees of freedom = $(n_2 - 1)$ with the real level $\alpha = 0.05$.
A summary of the results of the calculation of the homogeneity test of children's social abilities is presented in the following table.

Table 4.5.
Data on Homogeneity of Children's Social Ability Test Results

Data	Biggest Variance	Smallest Variance	F count	F table	Information
Pretest	2,971	2,314	1.28395	2,4837	Homogeneous
Data	Biggest Variance	Smallest Variant	F count	Ftable	Information
Postes	4,810	3,552	1,35389	2,4837	Homogeneous

2. Hypothesis Testing

After it is known that the experimental class and the control class are normally distributed and homogeneous, then hypothesis testing is carried out. Hypothesis testing in this study uses a different test. The data used in testing the hypothesis in the research of this is that the data difference between the score of the average post-test with a score of average pre-test in class experiments and in classroom control. Hypothesis testing is done by a one-party test so that the criteria for accepting or rejecting H_0 is if $t_{count} > t_{table}$ at the real level $\alpha = 0.05$ H_a is accepted and H_0 is rejected. The following is presented in the table of the results of the calculation of the hypothesis test . The following is presented in the table of the results of the calculation of the hypothesis test :

Table 4.6. Summary of Hypothesis Test Calculations

Difference in Average Score Posttest-Pretest		Dk	T count	T table	Conclusion
Class Experiment	Class Control				
7,467	4,133	28	5,797	1,701	tcount > ttable

From the hypothesis testing of children's social abilities ,   it is obtained $t_{count} > t_{table}$, namely 5.797 > 1.701, then H_0 is rejected and H_a is accepted .
By thus can be concluded that the average ability of social child who is taught the method of playing a role much better than average ability of social children ages early are taught with methods conventionally or with other words methods of playing the role of impact positively on the ability of social children ages early in kindergarten Nurul Huda in 2020.

DISCUSSION

Roles can be defined as a series of feelings, words and actions, as a pattern relationship is unique which is indicated by an individual against himself and to others. Playing the role of trying to help people to understand the role itself and the role that played others, she understood the feelings, attitudes and values of the underlying.
Playing is allowed in Islamic teachings, because it is needed in human life to get pleasure. Activity play is not bound at the time specified when only desired to do. Will but Islam also gives instructions so that the people of Islam did not neglect themselves obedient to

God or wasted time due to busy playing only to obtain pleasure alone. State is described in the Qur'an Surah Al-Jumu'ah verse: Meaning: and when they see a commercial or game, they broke up for towards him and they leave you're standing (preaching). Say: "What's that on the side of Allah is better than the game and commerce", and Allah best of givers provision. Then the concept of Islam in the play are very encouraged by the Prophet Muhammad. Prophet Muhammad often once joking and playing-main together with children. Mentioned in a history that he often holding Hasan and Husain on the back of him, then playing piggyback. He often incorporate a bit of water to mouth his, then spout it to face Hasan, until Hasan was laughing. History above illustrates that each of the parents should always took myself to play Shared children. In addition it can also be interpreted that in educating the son of his daughter should be interspersed with a variety of games, so that children feel happy and comfortable in following the process of learning. Role playing according to Ramayulis is: "Presentation of material by way of showing demonstrations, both in the form of description and reality. Everything is shaped behavior behavior in relationships social that later prompted some of the participants learners to play it. Meanwhile, according to Sudjana play a role is an activity of learning that emphasizes the ability of the appearance of the participant students to portray the status and functions of parties other there is the life of real-Pratiwi argued: "Playing the role is one of the models of learning that is directed at efforts to solving the problems that relating to the relationship between human beings". Playing the role including one of a kind play an active, be interpreted as giving the attributes specific to the objects, situations and children memeranka n character that he choose. Role playing is known as pretend, dramatic, symbolic or fantasy play. This play activity is a type of play that is commonly done by children aged 4-6 years. Activities play a role to do a self or together with his friends, by using the tools the game and without the tools the game. Based on the research Engga, Atti Yudiernawati and Neni Maemunah (2017) that the method of playing the role of influence in the development of social child. In peneletian Engga this progress indicators that want to achieve that communications are good and can hang out with friends. From Egga's research it is proven that with using the method of playing the role of a child can communicate with both and can hang out with his friends.

CONCLUSION
The conclusions that can be put forward in this study are in accordance with the objectives and problems that have been formulated. Based on the results of the data analysis that has been done, it can be concluded that:
The average value of the ability of social child who is taught the method of playing a role is 13.867
The average value of the ability of social child who is taught the method field is 10.333
There influence were significant between methods play a role in the ability of social child in kindergarten Nurul Huda village of Gedong boyountung kecamaytan Turi District Lamongan year 2020 It is seen from the value of the average ability of social child before and after a given treatment is of 6.4 becomes 13, 867. it is also evidenced from the results of testing the hypothesis where t count > t table is 5.797> 1.701

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