Improving Early Childhood Social-Emotional Intelligence through Role-Playing Methods in Group B

Arkam Lahiya[1], La Hasini[2], Tofhan Mamonto[3], Merdi F. Mamonto[4], Sabil Mokodenseho[5]

[1,2,3,4,5] Institut Agama Islam Muhammadiyah Kotamobagu, Indonesia

✉ arkaml2017@gmail.com

Abstract

Role-playing is a learning method easily applied in early childhood education. Children easily model the characters they like and become their favorites. With role-playing, all aspects of child development can quickly be developed. However, it needs direction and guidance from the teacher so that the desired outcome can develop properly. Therefore, this study discusses how role-playing can develop the social-emotional development aspects of early childhood in group B. This study uses classroom action research methodology. The research was conducted on 18 children in group B. The results of this study show the success of role-playing in developing the social-emotional aspects of early childhood. Through the learning cycle carried out, there are most children whose social-emotional development aspects develop as expected.

INTRODUCTION

Law of the National Education System NO.20 of 2003 CHAPTER I, paragraph 14, states that Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education, which is organized in formal, non-formal and informal channels (Law of the Republic of Indonesia (Sisdiknas), 2003). Early childhood education is a process of fostering the growth and development of children aged birth to six years as a whole which includes physical and non-physical aspects by providing stimulation for appropriate physical, spiritual (moral and spiritual), motoric, intellectual, emotional, and social development so that children grow and develop optimally (Education, Culture, & Indonesia, 2016). Early childhood education is learning that is done by playing while learning, so children will feel happier and not feel forced when they do learning. Feeling happy and comfortable will have a more positive influence on children (Suyadi, 2014).

Teachers significantly improve their students' EQ (Emotional Quotient / Emotional Intelligence). The step that must be taken is to try to improve the EQ of their students by utilizing the learning process (Utama, 2018). Thus the learning process will be gratifying because it is built on mutual respect and responds to each other's needs (Tamprin Budi Santoso, 2020). In training children's social-emotional development, it can start with family education. Then proceed to the school level (Kartikawati, Roni, Purwanti, & State

Islamic Raden Intan Bandar Lampung, 2022). In kindergarten, teachers need to develop emotional abilities, which is now commonly called emotional intelligence. This emotional intelligence is a very high and intelligent emotional ability so that a person can do something appropriate and successful and adjust to current and future situations (Kushendar & Mayra, 2021). For this reason, kindergarten as a form of preschool education can form the basis for forming children's personalities (Uswatun Hasanah & Khusnul Muslimah, Aufilana Rahmatika, 2021). There are several social-emotional developments that have been regulated in Curriculum 13, as in the table below:

Table I. Indicators of Social-Emotional Development of Early Childhood Ages 5 - 6 Years old

Developmental Aspects	Achievement Indicator
Social-Emotional	Have a cooperative attitude behavior Have an attitude of responsibility Recognize the emotions of self and others Self-confidence

In the school environment, teachers have the duty and responsibility to educate, guide and assist their students and teach them about socializing (Ferdian Utama, 2017). Therefore, to achieve social-emotional achievement a teacher must be able to apply several learning methods and strategies that can make children socialize. Based on the results of initial observations at RA Miftahul Huda Rama Gunawan, emotional abilities in children aged 5-6 years in group B, are still very lacking. It is evident from the time span from group A entry to now entering group B semester I they are still many who are less able to manage and express emotions appropriately, from 18 children consisting of 10 girls and 8 boys who are able and look at emotional maturity is only a little.

Role-playing is a game that children do by playing, characters, objects, animals, or plants that are around the child. Through this game, children's imagination, creativity, empathy, and appreciation can develop. Children can become whatever they want and they can also manipulate objects, as they wish. If he admires his mother, he will act out the character of his mother, as he used to see her. However, on the other hand, if he dislikes a particular character, he will never present that character in his play. Even if he plays it, he will change the character of the character into a person he wants (Martuti, 2006). According to Hurlock, role-playing is pretend play - pretend play is an active way of playing where the child walks, through language clearly related to the material. Role-playing activities can lead to children's social skills. Because by working together children can socialize with other friends.

As the research entitled on efforts to develop emotional abilities through macro role-playing methods in group B children, Klaten. Emiliana darsri winarti stated that the use of role-playing methods can develop children's emotional skills in group B in Klaten. From the cycles of activities that have been carried out, the following results are obtained: in cycle I percentage of students who are able to play characters in the story was 14 children (70%), in cycle II presented a more interesting role with another theme and success became 16 children (80%) (Emiliana Darsri Winarti, 2013). From the research above, there are several differences with this research, among others, if in the research above the teacher in developing social-emotional teachers uses learning media while this study the teacher learns by playing roles While the similarities between the research above and this study, both develop social-emotional although with different methods.

METHOD

This research was conducted using class action research. The approach uses a cycle in learning. The learning cycle contains several stages. Among them are the preparation stage, the action implementation stage, the observation stage, and the reflection stage. The research was conducted at RA Seputih Mataram, with 18 children consisting of 8 boys and 10 girls. The data collection method was through observation. The researcher himself carried out Data collection through word, assisted by collaboration, namely the class teacher and principal. Observations were made in the class and used as the research subject to get a candid picture of children's learning activities in the classroom. Observations include teachers' and children's teaching and learning process using the picture story method.

The things that were observed included the child's ability to ask questions, make guesses and finally make answers, the child's attention to the story delivered by the researcher, confidence when performing in front of the class and the discovery of new vocabulary and children's imagination when telling stories in front of the class. Then interviews were conducted, as a process of obtaining information for research purposes by means of questions and answers while meeting face to face between the interviewer and the interviewee (respondent) with a tool called an interview guide. Interviews were conducted with the principal, teachers and students to find out the responses of teachers and children about learning by playing roles. Field notes need to be done, according to Bogdan and Biklen in Moleong is a written record of what is heard, seen, experienced, and thought in the context of data collection and reflection on data in qualitative research. Field notes record findings during learning obtained by researchers that are not observed in the observation guidelines. Finally, documentation is used to collect data about past events or incidents that have been documented. Documentation is a method of obtaining or knowing something with books or archives related to the study. Documentation was used to obtain school data and names of group B children, as well as photos recording the research action process.

In this class action research, data is analyzed since the learning activity is carried out and developed during the reflection process until the report preparation process. Interactive analysis was used for continuity and depth in teaching data in this study. Data analyzed descriptively qualitative with interactive analysis consisting of data reduction, data presentation and conclusion drawing is done in an interactive form with data collection as a cyclical process. Data reduction is an activity of summarizing, selecting key things, focusing on important things, looking for themes and patterns and discarding unnecessary things. Data reduction is done through data selection, data simplification and transformation of rough data from field notes. Data presentation is an organized data presentation technique, arranged in a relationship pattern, so that it will be easier to understand. The presentation of data in this study is in the form of the results of assigning tasks that are arranged so that they are easy to understand and carried out in stages. Conclusion drawing is decision-making supported by valid and consistent evidence. In this study, conclusions were drawn using discussions with collaboration partners after presenting the data.

RESULT AND DISCUSSION
Early Childhood Social-Emotional Development

Development is a series of progressive changes that occur as a result of qualitative maturation and experience (Paramita, 2010). Children are social creatures who need to play with their peers. They will be very happy if asked to work together in making plans and completing their work. They will work together to encourage children to build self-concept through social interaction at school. For this reason, learning is done in helping

the development of self-esteem when given the opportunity to work together (Slamet Suyanto, 2005).

Hurlock states that social development is a person's ability to behave and interact with social elements of society. This is much influenced by personal traits that easily understand others. Chronologically, newborn children do not yet have a social nature. A child's early life is characterized by a very selfish life. Piaget pointed out that there is a high egocentric nature in children because children cannot yet understand the different perspectives of other people's thoughts. Children only think about themselves and are not yet able to socialize well with others. He sees the problem from one side, namely from himself. He does not understand that other people can have different views from his. Everything they do is for themselves, not for others.

Children are social creatures and they need socialization with their peers. They will be very happy if asked to cooperate in making plans and completing their work. Together they encourage each other, children build their self-concept through social interactions at school. They will build satisfaction through self-esteem when given the opportunity to work together with their friends. For this reason, learning is carried out in helping the development of self-esteem by incorporating social learning strategies such as cooperation, teacher simulation from peers, and cross-age learning (Patmonodewo, 2003). Social-emotional problems that often arise in school-age children include prolonged anxiety or fear that is not following reality, a tendency to depression, the beginning of apathy and avoidance of people in the environment, hostile attitudes towards children and others, sleep disturbances, restlessness, delirium, nightmares, and decreased appetite.

Social development in childhood grows out of their close relationship with their parents or caregivers at home, especially family members. Social interactions then extend from the household to neighbors and from neighbors to kindergarten. Children's social development is strongly influenced by the process of parental treatment or guidance of children in introducing various aspects of social life or the norms of community life and encouraging and giving examples to their children how to apply these norms in everyday life. This process of parental guidance is commonly called socialization. Social development begins to be rather complex when the child reaches the age of four (early kindergarten entry) (Hibana S. Rahman, 2005). There are three goals of social emotional development, namely: achieving self of self or self-understanding in dealing with others, taking responsibility for themselves which includes the ability to follow rules and routines, respecting others and taking initiative, displaying social behaviors, such as empathy, sharing and waiting for their turn.

Social-emotional development is the sensitivity of children to understand the feelings of others when interacting in everyday life, all humans in this world, especially from early childhood, will not be separated from differences, demanding to be brave and able to face differences in social life both between individuals and groups, and this process continues until it can be accepted by their social community (Suyadi, 2010). Social skills are the ability of individuals to initiate or maintain a positive relationship in social interaction, from an early age children learn these skills by imitating, imitating, and pretending to be like what is modeled which is strengthened by the environment around the child, family, friends and the community where he lives in the form of habituation and practice.

The conclusion is that social development is the level of children's interactions with other people, ranging from parents, siblings, and playmates, to society at large, while emotional development is an overflow of feelings when children interact with others, Social-emotional development is a child's sensitivity to understand the feelings of others, when interacting in everyday life, in the environment where he lives, with whom, what to do and how to behave that takes place continuously so that it successfully adapts to what is expected by others around him.

Early childhood, from the aspect of social-emotional development, is expected to have the abilities, competencies, and learning outcomes to be achieved. Abilities, competencies, and learning outcomes can also be obtained by utilizing existing literature facilities at school, namely the library (Mokodenseho, Mokodenseho, Idris, Mamonto, & Awumbas, 2023). The Standard Level of Child Development Achievement is a nominal criterion of child development qualifications that includes religious and moral values, physical motor, cognitive, language, social emotions and art. So STPPA is the output of PAUD services. Some of the abilities and competencies and learning outcomes to be achieved are the ability to recognize the surrounding environment, recognize nature, recognize the social climate, the role of society, and appreciate social diversity, as well as the culture that surrounds the child and can develop self-concept, a positive attitude towards learning, have good self-control and have a sense of empathy for the problems of others (Sanan, 2010). The minimum criteria coverage of each development in the Social-emotional STPPA includes:

1) Self-awareness: demonstrating self-ability, recognizing one's feelings and self-control, and being able to adjust to others
2) Sense of Responsibility for Self and Others: knowing his/her rights, obeying rules, self-regulating, and taking responsibility for his/her behavior for the good of others.
3) Prosocial Behavior: able to play with peers, understand feelings, respond, share, and respect the rights and opinions of others; be cooperative, tolerant, and behave politely.

The link between children's social and emotional development Emotions are attitudes from the heart. Robert K. Cooper as quoted by Ary Ginanjar Agustian says that the heart activates our deepest values, turning them from something we think into something we live. The heart can know which things are not allowed, or cannot be understood by our minds. The heart is the source of courage and passion, integrity and commitment. The heart is the energy source and deep feelings that require us to learn, create cooperation, lead, and serve (Ary Ginanjar Agustian, 2006).

The last three actions (cooperation, leading, and serving) are social. All three are related to other people. Cooperation is working as a team between one person and another, which means that each person needs the other. Leading describes one's ability to nurture and protect others. Serving is the realization of oneself to be useful to others. In the social-emotional context, emotions drive one's social activities. As expressed by Cooper above, emotions reside in one's heart. The heart demands a person to learn, create cooperation, lead, and serve. By looking at the picture above, it is known that a heart that has divine belief is the source of one's emotions, and from these emotions, social responsibility arises (Idris; & Mokodenseho, 2021). Therefore, social competence is determined by one's emotional competence. Someone who has high emotional intelligence tends to be socially competent.

Daniel Goleman states that a child's emotional maturity is the key to success in establishing relationships with others (social). This skill is a significant factor in supporting success in socializing with others. Goleman also explained that one of the keys to social skills is how well or poorly a person expresses his feelings. From the information above, it can be seen that emotional development is very influential on a child's social development. This is because social interaction requires specific skills driven by the child's emotional state, such as initiating interactions (motivation), maintaining relationships (empathy), and resolving conflicts. Moral and religious development also affects children's emotional intelligence. Children who can control themselves and easily show empathy and compassion will easily socialize with people around them, especially with their friends (Idris, Willya, Mokodenseho, & Musthan, 2023).

In developing children's social-emotional development, educators should understand the stages of children's social-emotional development as described above. By looking at these stages of social-emotional development, the opportunity to develop social-emotional should be done early, especially at kindergarten age. During this period, children begin to develop their relationships outside, namely with their peers whose homes are some distance apart. In fact, in big cities, these children begin to know their friends who come from various regions, which of course have their own cultural characteristics. Based on the above explanation, what needs to be used as the main footing is the good emotional development of children. If emotional development is not done first, then social development is feared to be unsuccessful. It will be easier if both aspects are done together.

In developing students' social-emotional development, teachers should master the following principal actions.
1) Be a good example
2) Teaching emotion recognition
3) Responding to children's feelings
4) Train self-control
5) Practicing emotion management
6) Applying discipline with the concept of empathy
7) Train communication skills
8) Expressing emotions with words
9) Increase dynamic play
10) Listen to beautiful music with a regular rhythm
11) Anger, sadness, and anxiety are not taboos
12) Enveloping a positive climate

From the explanation above, it can be concluded that the principles of developing social emotions are to train communication, apply child discipline, and so on.

Early Childhood Social-Emotional Development through Role Play
Role play is also known as symbolic play, make-believe role play, fantasy imagination, or drama play. There are two types of role play: large role play and small role play. Role play is also a game in which players play the roles of imaginary characters and collaborate to weave a story together. Role play is also called pretend or fantasy (Amal, 2015).

This play is characterized by the ability of children to present their actual or imaginary experiences through objects, movements and language. According to Hurloc, role play is a form of active play in which children, through apparent behavior and language, relate to the material as if it were happening.

Teachers can play an active role in preparing or developing basic knowledge such as simulations that will be given to children to be interested in themes or stories, and prepare appropriate game equipment and instructions for use. Based on the above opinion, the researcher can conclude that role-playing is a game in which the people involved in it act as other people and play a role chosen by the people involved. And role play is a kind of game that has goals, rules, and simultaneously involves the element of fun. Role play is very important for children who have difficulty in playing games that develop social skills. Because it requires many children, it is beneficial for educators to develop social skills.

The stages of play are also in line with cognitive and moral development. Cognitive development, according to Piaget, is divided into five stages: sensory-motor, pre-operational, concrete operational stage and operational stage. Kindergarten children are in the pre-operational stage, children are able to imitate the behavior they see such as

playing cooking, war, for example if the cooking game is the role of a mother cooking (B. Hurlock, 2010).

Based on the type, role play is divided into two types: macro and micro. Macro role play uses real tools, children can use the tools they use, with this children can express their ideas with gestures to play someone or something, for example stirring sand in a bowl pretending to make a cake. Berman macro role children become someone who wants to be a mother, father, policeman, driver, pilot and so on. Based on the above understanding, it can be concluded that macro role is where children can act out a role they want by using equipment that can be used by characters in reality. While micro role play is where children play a role through small or miniature play tools or objects. In this small role play, the child acts as a puppeteer who is the driving force that animates the play tool, to play a scene of roles in the role play scenario. In micro role play, children learn to be directors, they play other small objects and toys such as houses, mini sofas, mini beds, dolls and so on.

Based on the explanation above, the researcher can conclude that micro role play is a role played by children through small characters such as to carry out a scenario that exists in the child's imagination. There are several characteristics of role play, namely: the child imitates the role, the child remains in the role for several minutes, the child uses the body and objects to express the imagination with objects and people, the child, interacts with others, and the child can launch to speak. Role-playing has several benefits including the use of good words in accordance with SPOK, increased vocabulary, higher overall language, and curiosity.

Social and emotional skills are higher including playing with peers more, more group activities, being able to solve problems by talking aggression down, more empathy. According to Isenberg, role-playing is beneficial for social-emotional development, including children developing verbal and non-verbal communication skills.

This research is a classroom action research, using 2 cycles, namely:

1. The first cycle of researchers used material entitled the profession of a Doctor, researchers used media dolls, teachers prepared lesson plans, children were invited to sit in a circle, the teacher explained the duties of a doctor, what were the benefits of the doctor's tools then the child was invited to act as a doctor and a patient, then the teacher evaluated how the child's social-emotional when playing a role. And researchers use research instruments with observation sheets.
2. The second cycle of researchers used material entitled the doctor's profession, but in this second cycle, the teacher used learning media dolls and doctor's tools. Where children have the role of doctor, nurse, doll as a child. Then the teacher evaluates how the child's social-emotional when role-playing using doll media and doctor's tools. And in this study researchers used observation sheets as research instruments.

After the two cycles were carried out, the results obtained that the role-playing method can improve the social-emotional of early childhood in RA Seputih Mataram. Of the 18 children consisting of 10 girls and 8 boys 90% of the children have developed as expected, and 10% of the children are starting to develop. This research contributes to several stakeholders involved, including providing input in the development of science, besides that it can also provide psychological understanding to teachers in developing early childhood social-emotional intelligence through the role-playing method. Then the results of this study can be a reference for further research, and give meaning to the cooperation between teachers and students in an effort to improve early childhood social-emotional intelligence in children.

99

CONCLUSION

Role-playing is one of the learning methods that develop and always exists in early childhood education. This makes role-playing so easy to apply in the learning process for children. Each child can model the role played from several characters. Especially characters that are favored by children. However, children must also adjust the characters determined by the teacher, sometimes the characters of each character have different levels of difficulty. The teacher can give examples of the role of each character played. The goal is to provide an overview of the child and make it easier for the child to act out the specified character. Through role-playing, the results of the above research are, it turns out that role-playing can develop the social-emotional aspects of early childhood.

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