

ROLE-PLAYING METHODS TO IMPROVE EARLY CHILDHOOD'S EMOTIONAL ABILITIES

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ABSTRACT

Educational stimuli that are considered to have an essential role in children's lives from an early age are emotional development. Emotional development is related to all aspects of child development. Young children tend to express their emotions freely or openly at this stage. This research aims to see the role-play method's effectiveness in improving young children's emotional abilities at school. This research uses an experimental method with a quasi-experiment type and a quantitative approach. Data were collected using a pre-test and post-test on 25 children. The difference in the emotional abilities of Group A children in PAUD Nurus Syifah Sumber, Cirebon Regency, before and after implementing the role-playing method is proven by the $t_{count} = 14.687$. This value is compared with the t_{table} at $db = 25-2 = 23$ with a significance of 0.05 (5%), resulting in a t_{table} of 1.714. Based on the provisions, if $t_{count} > t_{table}$, then H_0 is rejected. Thus, it can be seen that $t_{count} > t_{table}$ ($14.687 > 1.714$), which means that H_0 (null hypothesis) is rejected, meaning that there is a significant difference in children's emotional abilities before and after implementing the role-playing method with a difference level of 56% which means that children's emotional abilities are more significant. Good when using role-playing methods. This research concludes that the role-playing method can improve the emotional abilities of young children.

Keywords: Method, Role Playing, Emotional Ability.

INTRODUCTION

Early childhood is a golden age (Hamzah, 2020). As also explained, early childhood is a group of children who are in a unique growth and development process, in the sense of having a growth and development pattern (fine and gross motor coordination) (Hamzah, 2020), Intelligence (thinking, creativity, emotional Intelligence, and spiritual Intelligence), social-emotional (attitudes and behaviors as well as religion), language and communication that are specific to the child's growth and development level (Suryani, 2019).

Based on the uniqueness of its growth and development, early childhood is divided into four stages, namely (a) the period of birth of infants up to 12 months, (b) the toddler period (toddler) age 1-3 years, (c) the preschool period of 3-6 years old, (d) the early grade period of elementary school 6-8 years (Ndari et al., 2019). Early childhood growth and development need to be directed at laying the right foundations for the growth and development of the whole human being (Maghfiroh et al., 2020), namely the growth and development of physical, thinking, creativity, social-emotional, language, and communication that are balanced as the basis for the formation of a complete person (Muliyana & Wardhana, 2022). During this period, children can participate and take the initiative in physical activities, but there are various activities that teachers or parents prohibit. Children often have doubts about choosing what they want to do and must do (Jamilah, 2019).

Emotional expression in children easily changes quickly from one form of expression to another (Bakri & Nasucha, 2021). Children in a state of joy can suddenly turn into anger because something feels unpleasant; conversely, if children are in a state of anger, persuasion with something

pleasant can turn cheerful (Habibi, 2018). In addition, good emotional expressions in children can cause pleasant social judgments, while poor emotional expressions, such as jealousy, anger, or fear, can cause unpleasant social judgments (Fitri, 2019). Children who behave like that will be shunned by friends and judged as whiny, grumpy, or other nicknames. The assessment children get from their environment can form a negative self-concept, and they cannot adjust to their environment (Nurjannah & Zalyana, 2018).

The Qur'an commands humans to master all forms of emotions, including angry emotions. Excessive emotions will speed up a person's heartbeat. This is due to a contraction of blood pressure in the body's organs, causing blood to flow more rapidly. If left unchecked, this condition will eventually harm the heart (Rahmat, 2012a). Excessive anger can also increase the hormone adrenaline production, leading to the onset of great force. It is feared that this force can cause a person to carry out physical attacks and harm the person who arouses his anger (Almu'tasim, 2019). In addition, when a person experiences emotions, their lymph production will decrease drastically (Falasifa, 2023). This condition can disrupt the digestive process, causing the onset of various gastric diseases (Rahmat, 2012b).

One of the proper methods to introduce emotions to children is to use the play method. Early childhood education is one of the educational institutions that provides learning through the growth and development of children and has the principle of playing while learning and learning while playing (Andini & Ramiati, 2020). Through play, children can learn and do activities. Through role-playing, children can develop their emotional abilities. Children can express their emotions without fear, embarrassment, or rejection by their environment (Agusniatih & Manopa, 2019). He can also release his pent-up emotions due to social pressure. In role-playing, a child can play a character who is grumpy, kind, afraid, affectionate, and so on (Fadlillah, 2019).

METHODS

The method used in this study is experimental. The approach in this study is a quantitative approach and a Quasi-Experimental type (Priadana & Sunarsi, 2021). This type of research is similar to the classical type of research. However, it is more helpful for researchers to see causal relationships between various existing situations called quasi-action because it is a variation of classical experimental research (Kusumastuti et al., 2020). The population in this study is all children of Group A of PAUD Nurus Syifah Sumber Cirebon Regency, which totals 25 children. In this study, the sampling technique used is probability sampling, with the technique taken being saturated sampling (census) (Unaradjan, 2019). The data collection technique uses tests, attitude scales, and observations. Then, the data analysis uses Descriptive Statistical Analysis, Ideal Score Analysis, Data Normality Test, Homogeneity Test, T-test, and Hypothesis Test (Muhidin, 2017).

RESULT AND DISCUSSION

Description of Research Data

First, an overview of the X1 variable (Children's Emotional Ability Before Applying the Role-Playing Method in Group A of PAUD Nurus Syifah Sumber Cirebon Regency). The observation is

carried out during the learning process. In this learning process, the researcher uses demonstration and lecture methods to deliver learning materials to children.

Categorization of Children's Emotional Abilities Before Using the Role-Playing Method
(Pre-Test)

Category	Score Range	<i>f</i>	%
High	$X \geq 12$	0	0%
Quite High	8 - 11	10	40%
Less High	$X \leq 7$	15	60%
sum		25	100%

As many as 40% of children have emotional abilities in the reasonably high category. Moreover, The rest, namely 60% of children, have emotional abilities, including a lack of category. Based on the analysis category results, the ideal score above is less high when viewed from the Mean (average) of the X1 variable data, which reaches 7.44. This shows that children's emotional abilities before using the role-playing method in group A of PAUD Nurus Syifah Sumber Cirebon Regency are included in the category of less high. Meanwhile, the % of children who have begun to develop (MB) is only 10 or 40%.

Second, Variable X2 (Children's Emotional Ability After Applying the Role Playing Method in Group A of PAUD Nurus Syifah Sumber Cirebon Regency). The data of variable X2, namely children's emotional ability after applying the role-playing method in Group A of PAUD Nurus Syifah Sumber Cirebon Regency, was obtained from the observation results of 25 children. The observation process is carried out during the learning process. In this learning process, the researcher uses a role-playing method to deliver learning materials in front of children. In addition, children are asked to play roles in front of the class, namely with predetermined roles. When children play roles in front of the class, their level of confidence will be known based on indicators that have been adjusted.

Categorization of Children's Sense of Emotional Ability After Applying the Role-Playing Method
(Pre-Test)

Category	Score Range	<i>f</i>	%
High	$X \geq 12$	24	96%
Quite High	8 - 11	1	4%
Less High	$X \leq 7$	0	0%
Sum		25	100%

Based on the table above, it can be concluded that 96% of children have emotional abilities that are included in the high category. As many as 4% of children have emotional abilities in the reasonably high category. Moreover, the rest, namely 0% of children, have emotional ability, including the category of not being high. Based on the analysis category results, the ideal score above is high, based on the mean (average) of the X2 variable data, which reaches 17.3. This shows that the emotional ability of children after applying the role-playing method in Group A of PAUD Nurus Syifah Sumber Cirebon Regency is in the high category. Meanwhile, the number of children have the confidence to develop according to expectations (BSH) and develop very well (BSB) is 24 children, with a percentage of 96%.

Testing Requirements Analysis

First, the Normality Test of the Distribution of X¹ Variables, namely to find out whether the X1 variable is normally distributed or not, it is necessary to test using the Chi-Squared formula, with the decision criterion if $\chi^2_{\text{count}} \leq \chi^2_{\text{table}}$, then the distribution of data is usually distributed (Mufarrikoh, 2019).

Based on the table above, the Chi-Squared price is calculated as 4.28, while the Chi-Squared price of the table is $\alpha = 5\%$ with $dk = 4 - 1 = 3$, which is 7,81. Thus, $\chi^2_{\text{count}} < \chi^2_{\text{table}}$, which is $4.28 < 7.81$, this result can be concluded that the score of the X¹ variable comes from a normally distributed population.

Normality Test Results of X1 Variable Data			
Normality Test	χ^2_{count}	χ^2_{table}	Decision
Variable X1	4,28	7,81	Normally distributed

Second, the Normality Test of the Distribution of X² Variables, namely to find out whether the X2 variable is normally distributed or not, is necessary to test using the Chi-Squared formula, with the decision criterion that if $\chi^2_{\text{count}} \leq \chi^2_{\text{table}}$, then the data is usually distributed.. (Habiby, 2017).

Based on the table above, the Chi-Square price is calculated at 6.50, while the Chi-Square price of the table is $\alpha = 5\%$ with $dk = 6 - 1 = 5$, which is 11.07. Thus $\chi^2_{\text{count}} < \chi^2_{\text{table}}$, table, which is $6.50 < 11.07$, this result can be concluded that the score of the X2 variable comes from a normally distributed population.

Results of the X2 Variable Data Normality Test				
Normality Test	Uji Normalitas	χ^2_{count}	χ^2_{table}	Decision
Variable X2	Variabel X2	6,50	11,07	Normally distributed

Third, Data Homogeneity Test, The homogeneity test is intended to provide confidence that the set of data manipulated in a series of analyses does indeed come from a population that is similar in diversity (Hanief & Himawanto, 2017). To detect that the deviation of the estimate is manageable,

the homogeneity of the variation of the population group from which the sample was taken needs to be tested. The result of the calculation was that the value of the X1 variant was equal to 5.27. Meanwhile, the value of the X2 variant was equal to 121.25. Because $F_{\text{count}} < F_{\text{table}} (0,05; 24; 24)$ which is $0.04 < 2.02$, then Accept H_0 . This means that the variance of the child's emotional ability data score before applying the role-playing method (X1) and the variance of the child's emotional ability data score after applying the role-playing method (X2) is homogeneous at a confidence level of 95%.

Fourth, Hypothesis Testing (Test "t") This analysis is used to find out the difference in results (comparison) between variable X1 and variable X2 (Pramesti, 2015). Paying attention to the results of $t_0 = 14.687$ is then compared with the t_{table} at $db = N-2 = 25-2 = 23$ at a significant level of 5% (0,05 the value of $t_{\text{table}} = 1,714$. Thus, if we compare the calculated t_0 of 14.687 and the standard t_{table} of 1.714, it can be seen that t_0 is greater than the t_{table} ($t_0 > t_{\text{table}}$), which is $14,687 > 1,714$. Therefore, it can be concluded that there is a difference in the emotional ability of Group A children at PAUD Nurus Syifah Sumber Cirebon Regency before and after the application of the role-playing method.

The big difference is in the percentage of children's confidence after and before applying the storytelling method, namely $96\% - 40\% = 56\%$. Thus, based on the significant difference in children's emotional abilities before and after applying the role-playing method, it turns out that children's emotional abilities are better when role-playing is applied in the learning process. This result also proves that role play is more effective in improving the emotional abilities of Group A children at PAUD Nurus Syifah Sumber Cirebon Regency.

CONCLUSION

The emotional ability of Group A children at PAUD Nurus Syifah Sumber Cirebon Regency before applying the role-playing method based on data analysis obtained an average score of 7.44. Meanwhile, based on the results of the ideal score analysis, it was found that 60% of children's emotional abilities were not high.

After applying the role-playing method based on data analysis, the emotional ability of Group A children at PAUD Nurus Syifah Sumber Cirebon Regency obtained an average score of 17.3. Meanwhile, the analysis of the ideal score found that 96% of children's emotional abilities were high.

The difference in the emotional ability of Group A children in PAUD Nurus Syifah Sumber Cirebon Regency before and after the application of the role-playing method was proven by the local value = 14.687. This value is compared to the table in $db = 25-2 = 23$ with a significance of 0.05 (5%), obtaining a table of 1.714. Based on the provision that if the $t_{\text{count}} > t_{\text{table}}$, H_0 is rejected. Thus, it can be seen that the $t_{\text{count}} > t_{\text{table}}$ ($14.687 > 1.714$), which means that H_0 (null hypothesis) is rejected, meaning that there is a significant difference in children's emotional abilities before and after the application of the role-playing method with a difference of 56% which means that children's emotional abilities are better when using the role-playing method.

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