

**IMPLEMENTATION OF THE ROLE PLAYING METHOD IN DEVELOPING  
ASPECTS OF EARLY CHILDHOOD SOCIAL DEVELOPMENT AT RA RAUDHLATUL  
HIDAYAH CIREBON**

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**ABSTRACT**

This research article aims to find out how to implement the role playing method in developing aspects of early childhood development in learning. The method used by tutors greatly affects the growth of children. Various types of methods that can be used for early childhood development include the role playing method. The current phenomenon is that children's social potential is not increasing very much, in this case it occurs because of environmental aspects and a lack of activities that can increase children's social potential, causing some children to be unable to interact and have a good social conscience, for example, not wanting to work with friends their own age. The method used in this research is descriptive qualitative method. Especially the social development of children. In the topic role-playing method that can be given describes topics that are close to the child's world, for example: family and professions with these topics, role-playing will take place more effectively because children know and act directly on the characters they will play and children will interact with other friends . So that in this way social development can be honed to the maximum.

**Keywords:** *role Playing, Aspects of Social Development, Early Childhood*

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**INTRODUCTION**

PAUD early childhood is a special person with all the abilities he has. When a child is born, he does not have a social personality. that is, he does not yet have the power to make friends with other people. so he wants the education and upbringing of other people, especially the elderly as his closest people. Law Number 20 of 2003 concerning the National Education System article 1 Number 14 in latif et al (2013) confirms that:

*"Early childhood education (PAUD) is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development, so that children have readiness to enter further education, both education formally at school or non-formally.*

AUD early childhood are children aged 0-8 years who each personality has its own characteristics. In the early age, the child enters the era of glory or is said to be the golden age because in that era is the era of the child's sensibility for coaching which is given to developing the intellect that is in the child by giving encouragement according to the pace of his progress. Early childhood becomes a very important center of attention to be given encouragement, so that each child grows according to the level and pace of progress by providing various excitation that triggers children to improve the abilities they already have. Basically, every child does not want to be free from emotional social development. Often the child's emotional social progress is often sidelined by parents and teachers. As a result, not infrequently children with their parents often feel angry and angry when the teacher does not allow them not to play during teaching and learning activities, want to succeed alone and play alone, are busy with their world schedule, and often there are children who are more physically active from the others as a result the teacher focused on him and the way teaching and learning activities were not supportive. Emotional social progress is a change in attitude accompanied by special feelings that come from within, which fill early childhood when relating to other people. (Wiyani 2014) in line with that, Khairani explained, social progress is an increase in people's ability to relate to other people.

Programs for developing children's social behavior in kindergartens are very meaningful, because the development of social actions is shown to improve social well-being, such as cooperation, helping, loving, compassion, empathy, and mutual desire for one another. For Latifah and Sagala (2015), the social change identity of children aged 5-6 years, is having cooperative actions with their friends, demonstrating empathetic actions, proving open-minded behavior and being able to understand rules.

The identity of the increased social behavior contained in the child is the emergence of motivation and willingness from the child himself so that he can participate in activities that his friends try, and there is the child's ambition so that he can be obtained as a person who participates in a group, and there is a child's will to always together and playing with friends their own age, as a result children feel dissatisfied if they only play with their siblings or siblings. (Marlina, n.d.)

PAUD children are children who are in the stage of concrete pre-operational change, while playing is really fun. For this reason, teachers or teachers in PAUD must be smart in sorting out and determining the methods to be used to increase the vision of progress in early childhood, so that early childhood can develop properly with the intelligence they have so that it will greatly affect their future. The life of early childhood

is also called the period of play, in the principle of children's education it is called learning while playing. Role-playing techniques are teaching and learning activities that are used by teachers to show the potential for the performance of teaching participants in order to gain experience that they play and one of the efforts to improve social and recognize children's self.

How to play position is a teaching method in providing learning modules as well as self-training experiences in which the guided child plays various special positions that are similar to the storyline being played, for example with children playing doctors, buying and selling vegetables and the like. The teaching and learning activities carried out will be more appropriate and fluid if the teacher can use this role-playing technique in an accurate way which needs to be aligned first with the situation of the child who wants to play that position. (Sriharyati 2016). This role-playing technique has a storyline, which causes the child to assume that it is integrated. Children can interact, talk, and socialize with the environment and friends around them.

Role-playing strategies have been applied in every PAUD institution, both in the form of center and zone teaching and learning activities, however, there are still teachers who have not optimally implemented this playing method in their schools. In addition, in this role-playing activity it only appears in a few themes, for example in the theme of work, while role-playing activities can be tried in all themes and are supported by the teacher's productivity.

So from that early childhood education is an important foundation for developing children's character through various ways of teaching and learning activities, so that what is expected by parents, teachers can increase the intellect angles because the stimulants given in early childhood will be more digestible fast.

Even though the children are taking advantage of the setting and the conditions of their surroundings, in the step of the role playing technique the children are already able to interact and speak well, the children are also trained to collaborate and participate in planned conversations. When a child is able to play position, it means that the child has been able to demonstrate good social potential, because playing position requires a variety of language skills, self-confidence, productivity, creativity, initiative, teamwork and honesty.

According to Smilansky, role playing (Sosiodrama) encompasses three significant zones in the child, which depict useful parts not only for role play but also for school stimulants and life stimulant games. "The three perspectives are productivity progress, intellectual and language changes and social skills . On the other hand, for Pamela A. Coughlin, role playing results in various views of child growth, namely social change, sentimental progress and intellectual progress. From the two statements above, the author summarizes that positional play activities can increase various perspectives of early childhood development, including social change in early childhood.

RA Raudhlatul Hidayah applying Howard Gardner's principles forms the basis of

the KBM stages which are tried every day with the mission of children recognizing the skills that children have, so that the teaching and learning activities that are tried are carried out perfectly. RA Raudhlatul Hidayah in his learning prioritizes practicing while playing. Playing for Hurlock, one of the things that can increase a child's creativity is the availability of play tools that trigger an urge for experimentation and investigation, namely the willingness to carry out experiments and explore new possibilities that children do not yet know. (Ratna Wulan 2011) Children's happiness will appear in each lesson describing the components of child development by itself without the demand that children be able to reproduce something creative like RA Raudhlatul Hidayah tried by playing a role triggering children to express their will and the potential they have.

Role play is seen in a way as a basis for growth in production, memory levels, teamwork, family transformation theory, ability to gather special angles. Role-playing activities also have great benefits especially for increasing creativity in self-training.

#### **METHOD**

This research is field research that is qualitative in nature, namely field research or so-called *field research*, The purpose of qualitative field research is research in which the research data information is from the field, whether it is data information by means of speech or by way of writing (documents). (Sugiono 2010) Based on the source, data information in this study can be divided into two groups, namely sources primary data and secondary data sources. Data collection techniques carried out were observation, interviews, and documentation.

#### **RESULTS AND DISCUSSION**

Early childhood is an era of growth and development that is very decisive for children in the future and also called the golden age (The golden age). (Suyadi & Ulfah 2017) In this era, parents, teachers, and guardians should train better and the intellect that

owned by the child, because in that era a window of opportunity was opened which would make it easier for the brain to receive and digest what the child was informed or heard and wanted to be embedded in his brain. then children who are in the pre-school era or the sensitive period, they want to easily welcome stimuli from the outside. (Suyadi and Maulidya Ulfah 2013)

the identity of early childhood is a person who has a passionate character, is active, spontaneous, and relatively has great curiosity, has a light level of concern, is easy to fail, has a high level of imagination, is adventurous, has no evaluation of other activities, time to train himself who is very potential and willing to be friends. (Madyawati 2017) Early childhood education is an effort that is made in providing coaching to children by providing stimulation to facilitate and help physical and spiritual growth, so

that after that the child has the psychology and readiness to continue his education to the next level. which is higher. The mission that is expected from carrying out education for early childhood is so that the abilities that exist in children can grow as well as possible and provide psychological readiness for children so that they are able and willing to upgrade their education to a higher level, so that in the future children can get used to and relate to environment.

The theory of Social AUD potential (Early Childhood) emphasizes concern for the development and skills of a tolerant character. The child's ability to regulate his own sentiments with other people with feelings and concern between fellow individuals and the potential to regulate his own or other people's sentiments means that he can relate in a positive way with friends in his class or with the elderly around him. Social growth is one of the significant progress in children. Children who have positive social potential will make children easily familiarize themselves positively with their environment, be able to enjoy their childhood and be able to become adults with positive adaptive potential.

According to Rahma and Nurhafiza explained that the mission of early childhood coordination activities is to prepare children to participate in an ever-increasing world, increase the potential to act in harmony with others in various social situations, make understanding actively in teaching and learning activities equal functions, strengthen correspondence between children and between children and educators (Rahma Defy Chaniago 2019). Social competence needs to be raised as soon as possible. This development will be the initial basic goal for children so that one day they will become children who have social intelligence in the future. If a child is able to form positive social relationships, then the need for game techniques that are really fun and with games that are fun for early childhood. One way to increase the social potential of children is to use role playing techniques. Role playing will make it easier to collaborate with playing the characters that will be played in a child's game so that it is easy to develop social potential.

Interwoven Role Playing techniques with Social Power. Role-playing games are one of the most effective ways to create a real life atmosphere. This technique provides a comfortable space for children to imagine, experiment, with new attitudes and skills. Teaching and learning activities to have a holistic personality include sentiment, psychomotor or understanding. One of them is by using teaching and learning activities that are more interesting for children to increase social potential by playing while practicing children will feel more secure in exploring what is inside themselves and their memories. Where children will be active in playing their role. Teachers are required to be innovative in order to attract children's sympathy, one of which is by using

interesting means of teaching and learning activities. The illustration: in position play activities, carrying out telling activities and professional playing activities, for example the role of a farmer, which is played by children playing various kinds of equipment of similar farmers: hoe, sickle, sickle, and so on. From these activities children continue to care about other people, are confident, comply with rules, dare to express opinions, convey their will and are willing to collaborate and cooperate with each other. interact with each other. (Ni Luh Nita Kusuma Dewi, Luh Ayu Tirtayani, n.d.)

## **CONCLUSION**

Early childhood is an individual who is in an early period of life which is very meaningful, because the way his growth increases very quickly in this era. Children at an early age have a special character, have different abilities, interests, and abilities and have special characteristics that have goals that are appropriate to their age level. Role playing techniques are methods that support the development of various special judgments in self-training and children's social change.

This result stems from the use of how to play the role of children will really improve by playing with children will interact together, so that children are interested and active in exploring teaching and learning activities, besides that, accustomed to training and adding to the feeling by helping, creating activities that are different each time. meetings in groups so that in the end the teaching and learning activities are more fun for children and there is a greater sense of wanting to help in playing together. This technique will be very useful for children and can add activities related to activities in increasing children's social change so that their growth can be felt optimally.

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