

## **Role Play Method for Social Emotional and Cognitive Development of 4-5 Years Old Children at Paud Amelia 1 Nedam, Sarmi district, Sarmi Regency**

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### **Abstract**

*The Role Play method is one of the important methods to be applied in the teaching process, especially for early childhood. It is very helpful for children to develop social emotional and cognitive during their growth. The purpose of this research is to find out how the role of the Role Play method in the social emotional and cognitive development of Early Childhood. The method used is descriptive qualitative with data processing techniques through observation and interviews using teachers as respondents. With the application of this Role Play method, it really helps children to appear confident in front of their friends, children dare to show the ability to collaborate in the classroom, help peers, this also helps children be confident in their abilities, and be able to show self-control and patience, besides that children are able to manage their emotions and are able to imagine and create. In using this method, there are several things that need to be considered so that it can be right on target, one of which is that the teacher must prepare himself and prepare what is needed before using this method. It should also be noted that the Role Play method has supporting factors and inhibiting factors.*

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## **1. INTRODUCTION**

A school is a type of educational institution intended to provide formal education and a learning environment for students, where they learn under the guidance of educators or teachers. Under the Ministry of National Education, schools in Indonesia are an institution. Educational institutions starting from kindergarten, primary school, junior high school, and senior high school are known as schools. The preschool age is organised by the government through Kindergarten Education or Early Childhood Education.

The coaching initiative known as Early Childhood Education is designed to benefit children between the ages of one and six (Rohmani, 2020). Early childhood education is a form of education offered to students between the ages of one and six. The main objective of early childhood education is to facilitate the physical and mental development of children in preparation for entering further basic education. It includes formal, non-formal and informal education.

Early childhood development includes various interrelated components that occur progressively. Children experience a critical period of growth and development during their early childhood, which typically lasts from birth to about age six. The quality of interactions with parents and caregivers, genetics, family environment, education and health are factors that can influence early childhood development. The role of parents and educators is crucial in encouraging and facilitating children's development during this period. Children's full potential can be realised through the provision of adequate attention and affection, a safe and supportive environment, and appropriate stimulation.

Understanding early childhood development is very important, because the current state of a child's development will have a long-term impact on his or her life. Understanding the early childhood development process can help parents and educators prepare themselves to optimise this process (Khaironi, 2018). There are several factors that contribute to early childhood development including language, social morals, religious awareness, and personality. (Isnainia & Na'imah, 2020). From an early age, parents are crucial in developing and providing a positive environment, as this will have a positive influence on the child's future (Khamim Zarkasih Putro, 2021). Development of executive functions (EFs) is associated with role-playing in early infancy, although research findings are inconsistent (Sukhikh et al., 2022)

Children's character and abilities are influenced by their interrelated social-emotional and cognitive development, which are two important components of early childhood development. Social-emotional development processes include children's capacity to understand, regulate and articulate their emotions, as well as their interactions with others. Cognitive development relates to the capacity to analyse, learn and solve problems. It comprises the diverse mental abilities required to understand and engage with the environment. A research revealed that (Narumi & Rizana, 2023). The cognitive aspect relates to the child's ability to think, the language aspect relates to the child's ability to understand and articulate language, the physical motor aspect relates to the child's ability to coordinate large muscle movements and fine head movements and the social emotional aspect relates to the child's ability to interact with his social environment, and the moral aspect relates to the child's ability to regulate his behaviour (Talango, 2020).

The use of the role play method is very influential on the ability to detect growth, development and mental emotional problems in children. (Wisnu et al., 2020). Role play, as a work methodology in preschool age, leads to the use of new meaning systems that prepare the child to carry out present and future complex symbolic actions (Bonilla-Sánchez et al., 2022). The use of role-playing methods in early childhood (5-6 years) can have an effect in developing children's empathy (Akollo et al., 2020). To improve children's social-emotional development, educators apply the role-playing method in early childhood (Maghfiroh et al., 2020). Role-playing is a learning method that requires learners to assume the role of a particular character or situation in order to understand the behaviours, perspectives and skills associated with that role. Often, this approach is implemented in educational and training contexts to develop cognitive, emotional, and social abilities. In addition to facilitating the internalisation of learning in an interactive and fun way, the role-playing method is an effective instrument for teaching various skills and knowledge.

The Role Play method has been implemented at Amelia's early childhood education 1 Nedam, Sarmi District, Sarmi Regency to improve children's social-emotional and cognitive abilities through stimulating activities. Role play allows children to investigate the different roles they take on in their social environment, including roles as friends, family members, and figures in everyday life. In this role play, children can develop an understanding of their roles in social relationships, collaborate, communicate effectively, expand their vocabulary, improve their language skills, regulate their emotions, and enhance their cognitive and thinking abilities. The role play method gives children the opportunity to develop their imagination by creating stories, scenarios, and various roles. This allows them to think critically and solve problems that arise in their environment. Therefore, the role-playing method in the Early Childhood Education curriculum has the potential to significantly enhance children's cognitive and social-emotional development.

Based on the results of temporary observations made by researchers at Amelia's early childhood education 1 Nedam, the Role Play method has been applied in children's learning in Sarmi District, Sarmi Regency but still needs to be developed so that it is applied by

children properly. To date, educators have been able to objectively assess children's cognitive and social-emotional abilities. Children have begun to understand their own problems, as well as their difficulties in interacting and sharing with peers in general. Therefore, the researcher is interested in examining the extent to which the Role Play method can be implemented in the classroom by Amelia's early childhood education 1 Nedam teachers in Sarmi District, Sarmi Regency.

## 2. METHOD

Qualitative research is a form of research designed to understand social reality, which involves observing the world as it is, not as it should be. Therefore, a qualitative researcher must have an open-minded perspective (Murdiyanto, 2020). Qualitative research is a scientific and research methodology that allows understanding and explaining phenomena in a deeper context, especially in the context of early childhood socio-emotional and cognitive development at early childhood education Amelia 1 Naidem. The data collection methodology used in this study consisted of documentation, interviews, and observation. Researchers directly observed the learning process carried out by teachers using the Role Play method during the observation stage, which was designed for the development of children's cognitive and socio-emotional abilities. To obtain information and research findings, researchers conducted in-depth interviews with class teachers. Obtained documentation in the form of assessment data and photographs.

## 3. RESULTS AND DISCUSSION

The results of this study discuss the social, emotional, and cognitive development of children who learn by using the Role Play method at Amelia's early childhood education 1 Naidem. It is known that early childhood social-emotional development is an important component in child development. This is because children at this age begin to develop the ability to understand their own emotions, interact with others, and build positive social relationships. Similarly, cognitive development includes the ability to reflect, solve problems and acquire knowledge. At this age, children experience rapid cognitive development that serves as the foundation for their future learning and abilities. Early childhood development is closely linked to cognitive and socio-emotional capacities.

Role-playing is an effective learning method for early childhood. In this approach, children are asked to embody or take on certain roles within a predetermined scenario or subject matter. To observe children's cognitive and social-emotional development, educators apply the role-playing approach. In the context of early childhood education, the role-playing method is designed to provide an engaging and fun learning experience for children. To become proficient in the Role Play method, teachers must ensure that the classroom is appropriate for the method, curriculum, and children's abilities. For that, the educator begins the planning and preparation process. The teacher's planning and preparation is as follows: **First and foremost:** Teachers create teaching materials, including lesson plans. The teaching materials prepared by the teacher must be in accordance with the theme and subtheme to be taught. Given that the sub-theme is 'Work', the Role Play method is used. The teacher then creates the narrative of the role play. **Second:** The teacher prepares additional learning materials, such as: 1. skewers, 2. pictures of professions, 3. coloured pencils, 4. adhesive, and 5. letter paper. **Third:** The teacher assigns students to role-play in groups consisting of: doctor, teacher, police, army, air force, navy, farmer, employee, and tailor. The preparation for learning is as follows:

1. Teachers are required to make lesson plans that are in accordance with the theme of the role that will be played by students.

2. Teachers are required to create a script or storyline for role-playing.
3. The teacher is required to prepare the tools and materials that the students need, such as professional clothes, pictures, and professional props, to ensure that the roles they play are authentic.
4. The teacher discusses the intricacies of role-playing.
5. A spacious classroom or circle to allow children to freely perform their roles.
6. The teacher engages in conversation with the children about the value of the role they are playing.
7. The teacher evaluates the roles played by the children.

The function of the educator in role-play learning is as a facilitator and guide. Apart from facilitating social interaction among children, the educator should also be able to provide constructive feedback and give clear directions. In addition, the educator's responsibilities also include selecting roles and situations that are appropriate to the theme. The Role Play method requires teachers to not only prepare teaching materials and learning media, but also take a creative role in facilitating learning. This is because teachers must provide meaningful explanations for children to ensure that they understand the learning process through role play. In role play, teachers create scenarios to facilitate children's understanding of their roles. In this role play, teachers assist parents in preparing their children to wear professional clothing appropriate to their role. This approach allows children to develop their emotional abilities and feel proud of their appearance.

The Role Play method can be integrated with other learning methods or media to improve the effectiveness of the teaching and learning process and child development in early childhood education. One of them is the storytelling method with role play. This method allows students to conquer the learning material by enhancing their imagination and appreciation by taking on the role of living or inanimate characters (Yohana et al., 2019). The storytelling method serves as fun and a powerful tool to educate, inspire, and shape knowledge (Marselina Ponglimbong, 2024). This approach promotes children's social, emotional and cognitive development. Role Play can be combined with a variety of other methods, including nature exploration, creative art activities, singing or music, movement-based games, and storytelling with pictures. At early childhood education Amelia 1, the teachers integrate the Role Play method with creative art activities, such as collage, drawing, colouring and folding. The Role Play method, when combined with other learning methods in early childhood education, can help children in the development of various attributes, including language, motor, and cognitive development, with special emphasis on social-emotional development. However, there are several factors that teachers should consider when integrating the Role Play method with other learning media, including the following: Learning objectives, student characteristics, learning environment and unity of method. The fifth and sixth factors are feedback and reflection, and active learning experiences. ECD teachers can integrate the Role Play method in an effective way and in accordance with the learning needs of their students by considering the factors mentioned above.

The thinking ability of the human brain in relation to cognition is referred to as cognitive, while social emotional is the achievement of one's readiness to socialise and interact with others. As students grow older, they begin to form rational thoughts during cognitive development. Language development can lead students in the use of widely recognised language, while socioemotional and moral development affects students' ability to interact with their environment and their responses to environmental events (Sapthania et al., 2023). The role play method is very beneficial for children, as it helps them to regulate their emotions and engage in social interaction through acting out and discussing a situation. In addition, it is related to children's cognitive development and the

developmental stages of early childhood. Role play is a game that relies on imagination and creativity (Robingatin et al., 2021).

Children's cognitive abilities develop at every stage of their development, evolving from basic, concrete representations to intricate, abstract beliefs and attitudes (Rawzatul Zannat et al., 2023). Bonding anticipated indications of newborn social-affective development, encompassing social-emotional, behavioral, and temperamental consequences (Le Bas et al., 2022) The development of cognitive and social emotional skills in children can be facilitated through role play. In addition, children are also given many opportunities and experiences to act out and experience events that occur around them through role play. The explanations and assistance provided by the teachers at Amelia's early childhood education 1 Nadem are inseparable from this incident. However, in order for young children to develop empathy and understand the emotions of others, it is necessary to consider the character of the child. Early childhood emotions and characters are different, and some children are able to empathise with the emotions of others, while others are unable to do so. Therefore, instruction and direction from the teacher is necessary.

The role-playing method is mainly aimed at providing meaningful learning experiences for children that allow them to organically develop social-emotional and cognitive skills. In addition, children can retain a sense of the roles they play in the family and community environment. Positive feedback and praise can be given to children by educators when they communicate their ideas effectively, solve problems, or engage in role-play scenarios. Children will be encouraged to continue participating and improving their abilities as a result of this recognition.

The role-playing method has the potential to provide many benefits for early childhood education at Amelia's early childhood education 1 Nadem. The method also provides opportunities for children to improve their cognitive abilities and socialise with their environment. They develop the ability to respect other people's opinions and ideas, co-operate and share roles in role-play situations. This benefits them in the development of tolerance, co-operation and interpersonal communication skills. In addition, educators can apply role-playing techniques to teach children about the importance of respecting individual differences and understanding gender equality. Role-playing provides opportunities for children to develop their ability to listen to each other, respect the perspectives of others, and understand that each individual has a valuable role and contribution to make to society.

During the role play process, it was clear that some children were adept at playing their roles, while others felt apprehensive and anxious about speaking and performing their roles. However, with support from peers and guidance from teachers, these children were able to perform their roles effectively. Therefore, it is evident that the Role Play method is very beneficial in improving the cognitive and social-emotional abilities of children at Amelia's early childhood education are: 1). Children have the courage to perform in front of their peers. 2). Children have demonstrated the ability to collaborate. 3). In the classroom, children are helping their peers. 4). Children are very confident in their abilities. 5. Children show self-control and patience. 6. Children are able to manage their emotions. 7. Able to imagine and create. Role play is influenced by a teacher's capacity to identify one's own emotions is nurtured by expanding the child's emotional vocabulary, allowing the child to identify all the emotions they experience through words such as anxious, happy, excited, and angry (Farihah, 2017). In addition, teachers can implement strategies that improve students' communication skills, including conversations, singing, role-playing/sociodrama, travelling, questioning and storytelling. Students should be able to understand and accept

the diverse materials taught by teachers who are also friendly, patient and have good speaking skills (I Made Sutika et al., 2020).

There are several supporting factors and inhibiting factors that need to be considered in using the Role Play method. Supporting factors such as: In accordance with the child's developmental stage, can increase Imagination and Creativity, improve social skills, improve understanding of concepts cognitively, increase self-confidence, adequate resources can be accessed, environmental and parental support, learning materials and media that have been developed and produced by educators to facilitate the learning process (Sumedi et al., 2023). In Amelia's early childhood education 1 Nadem there are teachers and students. As for inhibiting factors such as: Failure of students to communicate effectively, less conducive environment, limited experience with minors, lack of children's interest and talent, relatively much time is required for the role-playing method, the role-playing method requires high creativity and inventiveness from both the instructor and the student, a quality not all teachers possess, the majority of students appointed as actors experience feelings of embarrassment when they are required to perform certain scenes, failure in carrying out role-playing not only creates a negative impression, but also implies that the teaching objectives were not achieved.

#### 4. CONCLUSION

The role play method is very useful for children's socio-emotional and cognitive development at Amelia's early childhood education 1 Naidem Sarmi, it is proven that children have the courage to perform in front of their friends, children have shown the ability to collaborate, in the classroom, children help their peers, children are very confident in their abilities, children show self-control and patience, children are able to manage their emotions and are able to imagine and create. This can happen because it is supported by several things including the readiness of the teacher in preparing teaching materials according to the theme related to the role play method.

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