

The Effect Of Role-Playing Method On The Socio-Emotional Development Of 5–6-Year-Old Children At Sasak Lestari Paud In Academic Year 2024/2025

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Abstract

The purpose of this study is to determine the effect of role-playing methods on the social-emotional development of 5-6-year-old children at the Sasak Lestari Early Childhood Education Center. This is a quantitative study to determine the effect of role-playing methods on the social-emotional development of 5-6-year-old children at the Sasak Lestari Early Childhood Education Center in the 2024/2025 academic year. Dusun Gereneng, Desa Anyar, Kecamatan Bayan, Kabupaten Lombok Utara In this quantitative study, a single group pretest and posttest design was used. The study consists of two variables: an independent variable and a dependent variable. The independent variable in this study is the role-playing method, while the dependent variable is social-emotional ability. The sample size is 12 students. The data collection technique used by the researcher was a pretest-posttest design, where the pretest was used to assess students' initial abilities, while the posttest was used to assess the extent of students' development after the intervention, with t-test analysis. The results of the study indicate that the application of the role-playing method on students' social-emotional skills has a significant effect. The results of the data normality test showed that the data used in this study was normally distributed according to the decision-making criteria that if the calculated $r > 0.05$, then the data was normally distributed. Conversely, if the sig value < 0.05 , then the data was not normally distributed. In the pre-test results, the sig value was $0.936 > 0.05$, so the data was normal. In the post-test results, the sig value was $0.875 > 0.05$, indicating that the data is normally distributed. After implementing role-playing on children's social-emotional development, significant results were obtained, where the pre-test scores improved from 46.6 to 75, 45 to 91.6, and so on. Thus, the conclusion from this role-playing method is that there are 4 children who have begun to develop (MB), 6 children who are developing as expected (BSH), and 2 children who have developed very well.

Keywords: Role-Playing Method, Children's Social-Emotional Development

INTRODUCTION

Early childhood education (PAUD) is essentially about facilitating the overall development and growth of children or finding solutions for children's personalities within the educational goals being implemented (Suyanto, 2005). Because at an early age, it is very important to meet children's needs, both in terms of development and growth, so that children can grow and develop according to their age level.

According to Law Number 20 of 2003 defines early childhood as children aged 0 to 6 years. This is because children during this period require significant stimulation for their growth and development, as this period significantly influences their future development (Ministry of National Education, 2003).

Early childhood, specifically between 5 and 6 years old, is known as the golden age in the development of children's abilities. During this period, children experience rapid growth in physical, cognitive, social, and emotional aspects (Hasanah & Fajri, 2022). One of the skills that needs to be optimally stimulated in children at this age is social emotional skills. Social

emotional skills are an important part of social intelligence, which includes the ability to recognize emotions in oneself and others, manage emotions, and build effective interpersonal relationships. Goleman in (E Berk, 2012) explains that social emotional skills are an important foundation for supporting children's success in education and their lives in the future because when a child's social emotional skills are well stimulated at an early age, it will have an impact until the child is an adult.

Based on observations conducted by researchers at the UD Sasak Lestari Early Childhood Education School, it turns out that the social and emotional skills of children aged 5-6 years are not yet fully developed. One of the causes is a lack of varied learning methods that tend to limit children's ability to explore their environment. A learning approach that is too teacher-centered often reduces children's opportunities to develop their imagination and ability to manage their social and emotional skills. Based on this, a more effective learning method is needed to support social and emotional skills.

One relevant method to support children's social-emotional development is role-playing. Role-playing is an activity focused on drama, where children are asked to play specific roles (Husnah & Hasanah, 2019). Role-playing allows children to imaginatively explore various situations and characters, engages them in realistic simulations, and encourages creative thinking. The advantages of role-playing include:

This method also supports the development of social, emotional, and communication skills. Previous research has shown that role-playing has a positive impact on various aspects of child development, including social and emotional skills.

However, there is still little research specifically addressing the influence of role-playing methods on the social-emotional development of children aged 5-6 years in a quantitative context. Therefore, this study aims to empirically measure the influence of role-playing methods on the social-emotional development of children aged 5-6 years, thereby contributing to the development of more varied learning methods.

Based on the existing problems and the basic ideas that have been explained previously, the researcher is interested in conducting a study entitled, "The Effect of Role-Playing Methods on the Social Emotional Skills of 5-6-Year-Old Children at Sasak Lestari PAUD in the 2024/2025 Academic Year".

METHOD

Researchers use quantitative methodology, namely pre-experimental design. (Sugiyono, 2020) defines quantitative research as a positivist-based research methodology used to test pre-formed hypotheses through data collection using research instruments, research on specific populations or samples, and quantitative and statistical data analysis. Research based on numbers and statistical analysis is known as the quantitative approach.

The design used is the pre-experimental design used by the researcher, namely the One-Group Pretest-Posttest Design. This design contains a pretest before treatment is given, so that the results of the treatment can be known

more accurately, namely with a posttest (Sugiyono, 2017).

$$O_1 X O_2$$

THE₁ = pretest score

THE₂ = posttest score

X = treatment

The research location was at PAUD Sasak Lestari, with a population and sample of all class B students with a total of 12 children, while the data collection techniques and tools used were question sheets of *pretest* and *posttest*.

Research related to how well a researcher assesses what needs to be measured is considered valid (Budiastuti, 2018). So, this research uses *Validation Test Product Moment Pearson Correlation* by using reliability testing of *Alpha Cronbach*.

The data analysis technique uses a Normality test with hypothesis testing using the t test of *paired sample T-test*. So, in this study, the T test was used to determine the effect of the role-playing method on the social-emotional abilities of children aged 5-6 years.

1. If the significance value of the t-test > 0.05 then H₀ accepted and H₁ rejected. This means there is no influence between the independent variable and the dependent variable.
2. If the significance value of the t-test < 0.05 then H₀ rejected and H₁ accepted. This means that there is an influence between the independent variable and the dependent variable. In this study, the author conducted a T-test with the help of SPSS 16. (Ghozali, 2016)

RESULTS AND DISCUSSION

In its implementation, this research was conducted using three stages: first, the pretest stage, the researcher observed the child's initial abilities; second, the researcher provided treatment by implementing a role-playing method; and third, the posttest stage, the researcher observed the child's social-emotional abilities after being given treatment. From these three stages, the results were:

1. **The Pre Test and Post Test instruments were declared valid after**

**conducting validity and reliability tests
on the instruments.**

Table 01. Validity Test

R-Table	T-Count	Information
0,576	0,70	Valid
0,576	0,73	Valid
0,576	0,72	Valid
0,576	0,63	Valid
0,576	0,73	Valid
0,576	0,64	Valid
0,576	0,74	Valid
0,576	0,61	Valid
0,576	0,63	Valid
0,576	0,75	Valid
0,576	0,61	Valid
0,576	0,70	Valid
0,576	0,68	Valid
0,576	0,64	Valid
0,576	0,77	Valid

The results of the data validity test can be seen in the SPSS 25 output results in table 4.2 above. To assess whether the data is valid or not, it is shown in the row.

2. The results of the data normality test using two statistical methods (Kolmogorov-Smirnov and Shapiro-Wilk)

Table 02. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	ic			tic		
PRETEST	.126	12	.200*	.973	12	.936
POSTTEST	.163	12	.200*	.967	12	.875

The output data shows that the data used is normally distributed. This can be proven in the basis of decision-making: if the sig result is >0.05 , then the data is normal. Conversely, if the sig value is <0.05 , then the data is not normal. In the pre-test results, the sig result is $0.936 > 0.05$, then the data is normal. In the post-test results, the sig result is $0.875 > 0.05$, then the data is normally distributed.

3. T-Test Results

Hypothesis testing is a crucial statement of its position in research. A hypothesis is a tentative statement or opinion that is still weak or lacking in validity and therefore needs to be proven, or a tentative assumption. (Anugraha and Gangga: 2021). Hypothesis testing uses a t-test because the data is normally distributed, and data processing is assisted by SPSS version 25 software. The results can be seen in the SPSS output.

Table 03. Hypothesis (T-Test)

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	
Pair 1	PRETEST – POSTTEST	-19.333	3.651	1.054	-21.653	
		Paired Differences		t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference				
		Upper				
Pair 1	PRETEST – POSTTEST	-17.013		-18.341	11	.000

The results of the hypothesis test with 12 respondents where the calculated T value > t table where the calculated T result was 18,341 > 1.78229 which means that Ho is rejected and H1 is accepted with a note that the 2-tailed sig value is 0.000 < 0.05 which means there is an influence.

DISCUSSION

The results of data normality indicate that the data used in this study are normally distributed according to the decision-making criteria that if the calculated $r > 0.05$ then the data is normally distributed. Conversely, if the sig value < 0.05 then the data is not normal. In the pre-test results, the sig value is 0.936 > 0.05, so

the data is normal. In the post-test results, the sig value is 0.875 > 0.05, so the data is normally distributed.

The results of the hypothesis test with 12 respondents where the calculated T value > t table where the calculated T result was 18,341 > 1.78229 which means that Ho is rejected and H1 is accepted with a note that the 2-tailed sig value is 0.000 < 0.05 which means there is an influence.

The results show that there is a significant influence of the use of the role-playing method on the social emotions of children aged 5-6 years at PAUD Sasak Lestari. Acceptance of the hypothesis shows that students who are given the implementation of role-playing can have an impact so that learning outcomes increase compared to before being given treatment, proven by being given a pre-test to find out the initial abilities before being given treatment and a post-test to find out the abilities after being given treatment.

Based on the research conducted, it shows that the average score of learning outcomes with the pre-test role-playing method is 33.33% While the average value of the post-test results is 66.67% The lowest score of students at the pre-test time is 26.6 and the highest value achieved is 68.3 while the lowest score of students in the post-test is 58.3 and the highest value is 96.6. After the implementation of role-playing on children's social emotions, significant results were obtained where the pre-test got results from 46.6 to 75, 45 to 91.6 and so on. So it was concluded that the results of this role-playing method were that there were 4 children who had started to develop (MB), 6 children who developed according to expectations (BSH) and 2 children who had developed very well.

Role-playing is a skill-building method that involves children in imaginative situations, where they imitate the roles of adults or specific characters (Sujiono, 2016). Social-emotional skills include self-awareness, emotional regulation, and social skills that help children interact with their surroundings (Azizah, 2025). The role-playing method in this study aims to evaluate children's social-emotional abilities.

This aligns with Rachmawati & Kurniawati's opinion, explaining that socio-dramatic role-playing allows children to explore social roles and develop creativity through interactions with others (Nikmah et al., 2022). This role-playing method allows children to explore the world around them, thereby stimulating children's social-emotional abilities. This method, which uses the buying and selling role-playing method, is used.

Role-playing is a learning method that can be used in a constructivist approach, an approach that emphasizes that knowledge is constructed by students through experience and interaction (Husnah & Hasanah, 2019). In role-playing, children actively participate in expressing their ideas, feelings, and understanding of a particular situation by playing a character within a specific social context.

Based on the 3 theories above, it can be stated that the role-playing method should be developed by teachers as a guideline in improving the social skills of early childhood so that it influences the student's learning process. The advantages of the role-playing method used in this study are that children can learn directly, children are not easily bored in learning activities. This proves that the role-playing method as a learning method will have a good effect on the process, interest and learning outcomes of students. By using the role-playing method, students are more enthusiastic and enthusiastic about participating in learning. So, students' interest in learning can be increased through the role-playing method. Based on the results of the study, (Pre-test) was used to determine students' initial abilities, then applied a learning from various sources, after that (post-test) to determine students' abilities after using the role-playing method. So it can be seen the changes when the teacher had not used flannel board media and after the teacher used it, where the results had a positive effect on developing the social-emotional abilities of early childhood.

CONCLUSION

The application of learning using the role-playing method for the social emotional of children aged 5-6 years at PAUD Sasak Lestari

in the 2024/2025 academic year, the average value in the pre-test. In the Pre-test results, the sig result is $0.936 > 0.05$, so the data is normal. In the post-test results, the sig result is $0.875 > 0.05$, so the data is normally distributed. After the implementation of role-playing on the social emotions of children, significant results were obtained where the pre-test results were 46.6 to 75, 45 to 91.6 and so on. so that the conclusion of the results of this role-playing method is that there are 4 children who have started to develop (MB), 6 children who are developing according to expectations (BSH) and 2 children who have developed very well.

From the research conducted by the researcher, namely on the Influence of the role-playing method on the social emotional of children aged 5-6 years at PAUD Sasak Lestari in the 2024/2025 Academic Year, it can be concluded that there is an influence in the use of the role-playing method on the social emotional of children aged 5-6 years at PAUD Sasak Lestari. We can know this from the results of the t-test analysis $n-2) 12-2 = 10$ thus. T table is $1.78229 < T$ count which means H_0 is rejected and H_1 is accepted with a note that the 2-tailed sig value is $0.000 < \text{from the T table which is } 0.05$ which means there is an influence.

SUGGESTION

Hopefully it can be useful as a reference for teachers that by utilizing the role-playing method in learning, especially the role-playing method for students' social and emotional development, they will quickly understand the material for longer and remember the material that has been taught using the role-playing method.

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