

The Effectiveness of Role-Playing Methods for Early Childhood Emotional Social Development and Independence

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Abstract

This research is focusing on the development of early childhood character, especially social emotional and child independence. This study aims to analyze the effectiveness of role-playing learning for the development of emotional social attitudes and independence of early childhood. The research is an experimental method with a quasi-experimental type of research and pretest-posttest design. The research population is all Kindergarten students in the target area 5, Godong District, Central Java. The research sample are 22 children. Sampling used a suitability random draw technique. The data analysis technique used the statistical calculation of the Mann-Whitney test. The results of the study indicate that the themed role-play learning in collaboration to develop children's social emotional character obtained a mean value of 42.07 from the maximum score of 50. The development of self-reliance character, learning to play a role obtained a mean value of 33.82. This shows that role playing learning is more effective for developing social emotional characters compared to the development of students' independent character with a mean difference of 8.25.

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INTRODUCTION

Early childhood is a sensitive period in various aspects of development, namely the early period of developing physical, motor, language, social emotional, and cognitive abilities. Early childhood education is pre-school education that prepares students to enter primary school education, which aims to help lay the foundation for the development of attitudes, knowledge, creative skills needed by children in adjusting to their environment and for further growth and development. Early childhood education is a guidance effort intended for children from birth to the age of 6 years (Hidayah, 2020). According to Ananda and Fadhilaturrahmi (2018), early childhood is often referred to as the golden age phase, because at this time the various abilities of children grow and develop very rapidly. This golden period usually refers to the ability of a child's brain to learn new things (Kmurawak, 2019), so it needs an appropriate and professional management and educator system (Lestari, 2020).

Wulandari (2019) argued that the future of early childhood is a golden period, so that sometimes almost all potential children experience a sensitive time to grow and develop quickly and intensely, where every child's development is not the same because each individual has different developments. To achieve optimal development, children must receive proper education from an early age, so that a variety of early childhood education appears with the aim of producing a generation that not only has quality knowledge, but also has a good personality.

Provision of appropriate stimulation and facilities at this time will greatly affect the children's development process. Aisyah (2010) mentions several principles of early childhood development such as physical, social, emotional, and cognitive aspects that are closely related to each other. The children's development occurs in an ongoing sequence with varying ranges between children and between developmental areas of each function.

One aspect of the target of early childhood education is social emotional development. This is considered important because a good children's social emotional development will make it easier for children to communicate with the surrounding environment, both in the form of communication with peers, teachers and family. According to Engga et al. (2017) social development is the achievement of maturity in social relationships and as a learning process in adapting to group norms, morals, and traditions. In other words, social development is a learning process in order to be able to adapt to become a unit, communicate with each other and cooperate with the environment. Furthermore, positive emotional social development can make it easier for children to get along with friends and learn better, and can do better activities in the social environment (Nurjannah, 2017).

At the stage of the children social development process, the existence of the family also has an important role, where parents who provide services, good and right choices for children will foster a sense of confidence in children (Hulukati, 2016). Musyarofah (2017) argues that children's social development is strongly influenced by the treatment or guidance process of parents in the family and teachers, school principals and other education personnel in introducing various aspects of social life, or norms of social life or encouraging and giving examples to children how apply these norms in everyday life. Ceka (2016) explains that every child who grows up and is educated in the presence of the mother is certainly expected to achieve appropriate physical, psychological, and social development. These social-emotional skills include forming close and secure relationships, engaging in positive interactions with others, surviving, problem solving, understanding, expressing, and regulating emotions; and resolve peer conflict (McLaughli et al., 2017).

In addition to the social and emotional aspects, children also need to have an attitude of independence. The independence of children who are fostered from an early age by educators

in schools and parents in the family environment, will make children accustomed to having an independent lifestyle slowly and validly. Each child has a different level of independence, both in terms of process and personal quality, where this is influenced by various factors, both internal and external.

Dewisyahiddah and Basri (2018) interpret early childhood independence as the ability to carry out daily activities or tasks alone or with little guidance, according to the stages of development and capacity. Independent children are children who are active, independent, creative, competent and spontaneous. Dadan (2016) argues that the independence possessed by a child based on the level of developmental achievement shows that achievement in the social emotional aspect in the field of independence must be achieved according to his/her age level.

The reality found in the real live is that parents often interfere or think that their children are still small and cannot do anything so that children are not left alone and given the opportunity to do what they want to do on their own. This behavior results in the development of children in training children's independence is hampered. Parents who often leave their children due to work also hinder several stages of development due to the lack of parental attention at each stage of the children's growth, especially independence, even though independent attitudes can be accustomed starting from an early age.

Teachers as learning managers are expected to be able to apply appropriate and appropriate methods so that they are able to develop children's social emotional abilities and independence, one of which is the role playing method applied by the teacher. Educators or teachers have an important role as learning facilitators who accompany children to achieve learning goals. As a learning facilitator, teachers are required to have a willingness to learn for life, to develop an innovative attitude. Related to this phenomenon, a high work ethic has been shown to have a positive effect on teacher professionalism. On the other hand, the findings

also show that less creative and innovative learning in the classroom needs to be removed and shifted to more effective learning (Saptono, 2020).

According to Dewi et al. (2017), the role-playing method is a children's activity to behave prosocial towards people around him such as children sharing with others, playing with peers, knowing the feelings of their friends, and responding fairly, respecting the rights/opinions/works of others, and showing an attitude tolerant. Daniastuti (2018) describes role playing as a technique that allows children to explore realistic situations by interacting with other people in a managed manner to develop experiences. According to Krebt (2017), role playing can be fun and directs to develop learning because of the communication and cooperation of children so as to foster interest in learning.

Rumilasari et al. (2016) argues that role playing is a game that plays characters or objects around children so that they can develop imagination and appreciation of the material for the activities carried out. Through role playing, children will imagine and explore the potentials that exist in children, as well as try to explore relationships between humans by demonstrating and discussing them, so that together children can explore feelings, attitudes, values, and various problem-solving strategies.

Krisdiana (2020) suggests that role playing is an activity to play a role that is very close to real life carried out by children according to the role card, which involves fantasy or imagination to be someone else or be yourself in certain situations for a while, improvise dialogue and create the world. real in the scenario. In the role-playing process, the interaction between children means that children need a topic to talk to each other, in which the topic used must be adapted to the children's level and interesting for them. In addition, role-playing includes topics and interlocutors.

The results of observations in kindergartens in the target area of 5 Godong District, Grobogan Regency from November to December 2018 in 10 Kindergartens, show the

condition of the development of social character and the character of children's independence. In the aspect of the social emotional character of the children, which is represented by four indicators, it shows that the children's empathy is 60%, generosity is 50%, the attitude of cooperation is 47.5% and the attitude of caring for fellow friends is 52.50%. It is known that the Dharma Wanita Tungu Kindergarten and Dharma Wanita Pahesan Kindergarten reach a percentage of 50%, which is in the sufficient category, meaning that it is lower than other kindergartens.

In the aspect of the character of the children's independence, which is also represented by four indicators, it shows that the character of the children's independence in doing all their activities independently is 47.50%, the character of the independence of the children makes decisions and choices in accordance with the view of 60%, the character of the independence of socializing with others without the need for company. parents are 62.5% and children's independence in controlling their emotions can even empathize with others by 72.50%. It is known that Dharma Wanita Tungu Kindergarten reaches a percentage of 44% and Dharma Wanita Pahesan Kindergarten reaches a percentage of 50%, which is in the sufficient category, meaning that it is lower than other kindergartens.

In terms of institutions related to infrastructure and certified teacher status, there are 1 Kindergarten (10%) in the very good category, there are 7 Kindergartens (70%) in the good category, there are 2 Kindergartens (20%) in the quite low category. The results of these observations indicate that children's social emotional and independence are still low so they still need to be improved. This can be seen from the Dharma Wanita Tungu Kindergarten by

47% and the Dharma Wanita Pahesan Kindergarten by 50%, both of which are at the same level.

The impact of the condition of social emotional development and low independence of children will reduce children's behavior patterns in everyday life, both at school and at home. Therefore, the role-playing method is one of the alternative methods to be applied by the teacher.

Several studies related to the development of children's social emotional abilities have been studied from various perspectives. Among them research Engga et al. (2017) which shows that there is an effect of role playing on the social development of children aged 4-6 years in Tunas Bangsa Bonti Kindergarten, Sanggau Regency, West Kalimantan. Abidin's research (2017) shows that there is an effective influence of role-playing activities with hand puppets on independence in fulfilling Activity Daily living in children with mild mental retardation in Aisyiyah 58 Kindergarten Surabaya.

The purpose of this study was to analyze the effectiveness of the role-playing method in improving the social-emotional development and independence of early childhood in Kindergarten, Godong District, Grobogan Regency, Central Java.

METHODS

This study uses a quasi-experimental research method, where to determine the effect of a treatment on the characteristics of the subjects studied, namely the Dharma Wanita Tungu Kindergarten group of 15 children and the Dharma Wanita Pahesan Kindergarten group of 17 children. The design used in this study is the Pretest and Posttest Group, as shown in Table 1:

Table 1. Research Design (Pretest-Posttest)

Class	Pretest	Treatment	Posttest
Class A	O1	X1	O2
Class B	O3	X2	O4

Description:

- O1 : Class A Pretest Results
- O2 : Class A Posttest Results
- O3 : Class B Pretest Results
- O4 : Class B Posttest Results
- X1 : Treatment (role playing) on social and emotional.
- X2 : Treatment (role playing) towards independence.

Kindergartens which are both under the auspices of a village foundation with economic conditions and balanced parental education. The samples in this study were Dharma Wanita Tungu Kindergarten with 15 children and Dharma Wanita Pahesan Kindergarten with 17 children.

Data collection techniques used in this study were questionnaires and observation techniques. These two techniques are used to measure the effectiveness of learning the role-playing method on children's social emotional development and independence. The collected data is processed to determine the normality test in order to determine whether the analyzed data is normal or not. The normality test used is the Kolmogorov-Smirnov test, as shown in Table 2.

The population in this study were kindergarten children in Godong District, totaling 10 kindergartens. Sampling was done through a suitability random draw technique. In this case, it is Kindergarten that has a balance of accredited B, has a balanced number of children, educators in both Kindergartens have been certified as Professional teachers, and

Table 2. Normality Test Results

	Pre Test Class A	Post Test Class A	Pre Test Class B	Post Test Class B
N	15	15	17	17
Kolmogorov-Smirnov Z	812	1.268	944	662
Asymp. Sig. (2-tailed)	525	080	335	773

RESULTS AND DISCUSSION

The main form of treatment in this study is role play. The main activity of role playing is in the form of collaboration, such as wanting to play together, wanting to interact with other people, and wanting to plan activities together. As the following picture.

In the final test, the results of research observations aimed to determine whether there was an increase in the character of children from the two experimental classes after receiving the same treatment. The final test of the observation results also aims to determine whether there is a difference in the effectiveness of role playing learning with the theme of cooperation on increasing children's social emotional characters compared to increasing children's independence character.

The character of the child in question is the social emotional character of the child at the Dharma Wanita Tanggu Kindergarten and the independent character of the child at the Dharma Wanita Pahesan Kindergarten. Children's character data was obtained through a process of observation (observation) by researchers on the development of children's character through role-playing learning activities for 8 meetings with the weight of the material on an ongoing basis.

Tabulation of the results of the assessment of the observation of children's character before and after learning to play roles with the theme of working together well in the Dharma Wanita Tungu Kindergarten and the independent character of the Dharma Wanita Pahesan Kindergarten, as shown in Table 3 below:

Table 3. Data Description of Children's Social Emotional Character Variables

Number	Pretest	Posttest
1-15	0.1	0.2
Amount	332	631
Mean	22.13	42.07
Max	35	47
Min	11	24

Researchers provide treatment in the form of learning to play a role in the form of cooperation between children. Through this treatment, the child's social emotional character has increased significantly. This can be seen from the average score before role playing learning is 22.13, and after role playing learning shows the social emotional character of children with an average value of 42.07. This shows that the treatment of role playing learning contributes to the social emotional changes of children.

Changes in the difference in the average values above indicate that the application of the role-playing method for kindergarten children contribute to changes in children's social emotional development. This is in accordance with the substance of the role playing method, where the role playing method is a group play activity carried out by children by playing the characters they play in the story. Where in this role play children can learn to appreciate, be responsible, and make good decisions. In addition, in the activities of this role-playing method, children will be taught to behave prosocial towards those around them such as children sharing with others, playing with peers, knowing their friends' feelings, and responding

fairly, respecting the rights/opinions/works of others, as well as showing a tolerant attitude (Dewi, 2017).

In order to find out various changes in children's social emotional development, Ananda (2018) suggests that indicators of social emotional development, including children who have the ability to change behavior in the form of positive emotions when interacting socially or dealing with other people, namely peers/adults, have empathy, cooperate and be responsible. Furthermore, Ananda explains that the emotional social process is very necessary in team learning or group learning because children relate to peers so that children must be able to control their emotions to create a conducive climate for learning. On the other hand, children who lack good emotional social behavior in learning activities are detailed, among others, less accepting opinions from others, often interrupting people's conversations, being less able to control or controlling themselves and their temperament at will.

Based on the results of observations, it is also seen that through role playing learning shows the development of the child's independence character as shown in Table 4.

Table 4. Data Description of Child Independence Character Variables

Number	Pretest	Posttest
1-17	0.3	0.4
Amount	375	575
Mean	22.06	33.82
Max	36	46
Min	11	21

Researchers also gave treatment in the form of learning to play a role in the form of

cooperation on 17 children. Through this treatment the character of the child's

independence has increased significantly. This can be seen from the average value before learning to play the role of 22.06, and after learning to play the role shows the character of the child's independence has increased with an average value of 33.82 This indicates an increase in the average value (mean) of the development of the children's independence character with a difference in value of 11.76.

The results are in line with the expression of Dewisyahiddah and Basri (2018) that preschool age is a very appropriate age to develop children's independence, because at preschool age children have learned to separate themselves from their families and parents to enter a wider environment, namely the school environment. At this stage the children really must start learning to get to know his new environment, the school environment which at first was very foreign to the child. Children no longer have to depend on their parents, and have to start getting to know the teacher as a substitute for their parents at school, and get to know their new friends at school. Furthermore, Dewisyahiddah and Basri explain that in general independence can be measured through how children behave physically, but not

only that independence can also manifest in their emotional and social behavior.

A simple example, children aged 3-4 years who can use cutlery should be able to eat by themselves, use their own pants, and when they want to defecate, they can also go to the toilet by themselves. In other words, children can do this basic ability is a form of physical independence. The character of independence is very beneficial for children, as stated by Abidin (2017) that self-care exercises as part of children's independence are needed so that children are able to take care of themselves, so that children do not become a burden to others, besides the ability to take care of themselves as part of children's independence can grow self-confidence in children, eliminating low self-esteem and being able to develop their abilities and potential so that in the end the child will have a strong personality and be able to adapt to the environment.

The research data that has been collected is then tested again to determine the difference in the effect of the role-playing method on the development of children's social emotional characters before and after treatment in the Deaf Kindergarten as shown in Table 5.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation
Pair	Pre Test Score	22.1333	15	8.17546
	Post Test Score	42.0667	15	7.07578

As an effect of treatment in the form of role playing in the form of cooperation between children, it contributes to changes in children's character from before and after treatment, especially in social emotional characters. This means that there is a difference in the average social emotional character of children before

and after using role playing learning with a difference of 19.93.

The effectiveness of the role-playing method on children's social emotional development between before and after treatment as shown in Table 6.

Table 6. Paired Samples Test

		Mean	Std. Deviation	Sig. (2-tailed)
Pair 1	Pre Test score - Post Test score	-1.99333E1	7.91442	.000

Table 6 shows that the significance (P-value) is 0.000 which means it is smaller than 0.05 ($P < 0.05$). This means that the provision of learning by playing role-playing themes in collaboration has a significant effect on the effectiveness of increasing the social emotional character of children in Dharma Wanita Tungu Kindergarten.

The effectiveness of the role playing learning model in Dharma Wanita Tungu Kindergarten is intended to determine the improvement of children's character, especially children's social emotional character. In this case, what is analyzed is the data before and after learning using role playing with the theme of working together at the Dharma Wanita Tungu Kindergarten.

The importance of social emotional character for children, so it is recognized that social and emotional experiences with primary caregivers and interactions with children and other adults early in life set the stage for future academic and personal outcomes, and support other areas of development. As children develop social and emotional skills, they gain the confidence and competence needed to build relationships, solve problems, and cope with emotions. Social and emotional competence due to late school readiness has received great attention. Research shows that social skills and accompanying process skills (e.g., attention and learning approaches) that are evident at school entry (i.e. around age 5 years) are the best predictors of later social and emotional competencies, such as managing behavior, making social connections, and tolerate frustration with peers. Social and emotional competence also often predict academic achievement in a unique way, even when other factors such as previous academic success are taken into account.

Through role playing learning with the theme of working together, children feel happy

and are directly involved with the roles they play in their groups. Children can directly practice collaborating with their classmates in learning in accordance with the aspects of cooperation that have been determined by the teacher. Although, there are still some children who are not used to it, but with the practice of working together directly and repeatedly, the social emotional character of children can emerge and be embedded in children. This is in line with Carter's (2016) explanation that social emotional development is related to caring, empathy, respect, and appreciation for diversity. This is the impact of the positive benefits revealed by Kilgour et al. (2016) that role playing as a type of active and participatory learning activity that creates interaction between children and simulation scenarios. This is reinforced by several previous studies such as Masitah (2018) which states that there is an increase in the moral and social emotional development of early childhood through the habituation method in Al-Hikmah Kindergarten.

Rashid and Qaisar's research (2017) revealed that the role-playing learning method is a productive teaching approach in improving and developing critical thinking patterns in social emotional attitudes. Research Engga et al. (2017) which shows that there is an effect of role playing on the social development of children aged 4-6 years in Tunas Bangsa Bonti Kindergarten, Sanggau Regency, West Kalimantan. This implies that changes in children's social development at the age of 4-6 years appear as a result of role playing.

The next stage is research data was tested to determine the differences in the role playing method on the development of children's independence before and after treatment at Pahesan Kindergarten. As shown in Table 7.

Table 7. Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	PreTestscore	22.0588	17	8.11226
	PostTestscore	33.8235	17	8.24041

Based on Table 7 shows as an effect of treatment in the form of role playing in the form of cooperation between children, it contributes to changes in children's character from before and after treatment, especially on the character of independence. There is a difference in the average character of children's independence

between before and after using role playing learning with a difference of 11.77.

The effectiveness of the role-playing method on the development of children's independence between before and after treatment. As shown in Table 8.

Table 8. Paired Samples Test

		Mean	Std. Deviation	Sig. (2-tailed)
Pair 1	PreTestScore- PostTestScore	-1.17647E1	9.04523	.000

Based on Table 8 the Paired Samples Test shows that the significance (P-value) is 0.000 which is smaller than 0.05 ($P < 0.05$). This means that the provision of role-playing learning with the theme of collaboration significantly influences the effectiveness of increasing the character of children's independence in Dharma Wanita Pahesan Kindergarten. Rusmayadi (2019) stated that an indication of early childhood independence refers to the children's ability to carry out daily activities or tasks on their own or with very little assistance according to their stage of development or capacity.

The effectiveness of learning using the role-playing method carried out at the Dharma Wanita Pahesan Kindergarten is also intended to determine the improvement of children's character, especially the character of children's independence. In this case, what is analyzed is the data before and after learning using role playing for 8 meetings.

The results of this study strengthen Abidin's research (2017) showing that there is an effect of role playing activities with hand

puppets on independence in fulfilling Activity Daily living in children with mild mental retardation at Aisyiyah 58 Kindergarten Surabaya. The similarities between Abidin's research and this research are experimental research, the application of the role playing method and to determine the increase in children's independence. The difference is that Abidin's research only leads to an increase in children's independence, while this study is more complete on 2 dependent variables, namely increasing children's social emotional development and children's independence. The position of this research strengthens Abidin's research because this research is more complete, in addition to proving the increase in children's independence, it is also to determine the increase in children's social emotional development.

Differences in the effectiveness of the role playing method in the development of social emotional characters compared to the independence of early childhood in Kindergarten area 5 Grobogan as shown in Table 9.

Table 9. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Emotional social Independence	– Class A	15	42.07	7.076	1.827
	Class B	17	33.82	8.240	1.999

Table 9 shows that Dharma Wanita Tungu Kindergarten there is a difference in the average value of the emotional social character and the average value of the child's independence character after using role playing learning with a difference of 8.25. That is, the two groups, namely Dharma Wanita Tungu Kindergarten and Dharma Wanita Pahesan Kindergarten, obtained different results for the same treatment in the form of a role-playing method with the theme of working together.

Based on the output shows that the value of sig. Levene's Test for Equality of Variances is $0.913 > 0.05$, meaning that the data variance is homogeneous or the same. So that the interpretation decision is based on the Equal variances assumed column, where the value of Sig. (2-tailed) of $0.005 < 0.05$. So it can be concluded that there is a significant (significant) difference between the value of the social emotional character of the child and the value of the character of the children's independence by learning to play a role.

At this stage the discussion focuses on knowing the differences in the effectiveness of the two characters with the same treatment, namely role playing. Dharma Wanita Tanggu Kindergarten focuses on social emotional characters while Dharma Wanita Pahesan Kindergarten focuses on children's independent character.

Based on data analysis, it shows that there are differences in the average social emotional character and the average independence of children after using role playing learning. That is, the two groups of Kindergarten get different results for the same treatment in the form of playing the role of the theme of working together. In addition, there is a significant difference between the value of the social emotional character of the child and the value of the character of the child's independence by

learning to play a role, where the value of the social emotional character is higher than the value of the character of the child's independence. Thus, it can be said that there is a significant difference in effectiveness between the two groups of Dharma Wanita Deaf Kindergarten and Dharma Wanita Pahesan Kindergarten.

Through role playing learning, the theme of working together is able to change the influence of social character and children's independence. These changes can be seen from the indications that the social character is more dominant than the independent character of the child. These results support several previous studies that have been carried out by Engga et al. (2017) and Abidin (2017), which describe changes in the social emotional character and independence of children because of the role-playing method.

CONCLUSION

The conclusions of the study include: First, role playing learning with a collaborative theme is considered effective for developing the social emotional character of children in Dharma Wanita Tanggu Kindergarten. Second, role playing learning with the theme of collaboration is considered effective for developing the independent character of children in Dharma Wanita Pahesan Kindergarten. Third, learning to play a role is more effective in developing social-emotional character than early childhood independence.

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