# The Effect of Role-Playing Methods on the Development of Children's Social Behavior in Group B at Al-Fiqihiyah Kindergarten in Palu City

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## ARTICLE INFO

## A B S T R A C T

This study aims to determine the effect of role-playing methods on the development of children's social behavior in Group B of Al-Fiqihiyah Kindergarten in Palu City. Social behavior is an important skill that needs to be developed from an early age, including caring, cooperation, and mutual assistance. This study used a quantitative approach with a one-group pretest-posttest design, involving 15 children as research subjects. Data collection techniques included observation, interviews, and documentation, while data analysis was performed statistically using a t-test through the SPSS program. The results showed a significant increase in children's social behavior after being given treatment in the form of role-playing methods. The pretest average score of 4.93 increased to 8.13 on the posttest. In addition, the Not Yet Developed (BB) category, which previously dominated, decreased dramatically to 0% after the treatment, while the Developing as Expected (BSH) and Developing Very Well (BSB) categories increased significantly. The t-test showed a Sig. (2-tailed) value of $0.000 < 0.05$, which means H0 is rejected and H1 is accepted, so it can be concluded that the role-playing method has a significant effect on children's social behavior. Thus, the role-playing method can be used as an effective learning strategy in developing the social aspects of early childhood.

## 1. Introduction

According to Law Number 20 of 2003 concerning the National Education System, Article 1 point 14 states that Early Childhood Education (PAUD) is an effort aimed at children from birth to six years of age, carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children are prepared to enter further education. It is important to pay special attention to early childhood because the foundations laid during this period can have

a long-term impact on a child's development (Wahyuningsih et al., 2023). Suryana (2020) states that early childhood is the most important and fundamental period in the entire span of human growth and development. In the context of education, early childhood education aims to provide an environment that supports children's holistic development, helping them build the social, cognitive, motor, and emotional skills necessary to succeed in education and life in the future (Wahyuni, 2020).

Early childhood is a period when children interact with their social environment, therefore it is necessary to develop children's social skills at this age. Social development is the ability to behave in accordance with social demands and to socialize and enjoy social activities. According to Mansur in Muhammad Fadillah (2017), social development includes two aspects, namely social competence and social responsibility. Hurclok in Siti Hartina (2020) states that "psychomotor skills are related to accuracy, speed, strength, and coordination of balance." Meanwhile, according to the Ministry of Education and Culture (2008), "learning methods can be defined as the means used to implement plans that have been formulated in the form of concrete and practical activities in order to achieve learning objectives."

According to Abidin (2020), role-playing is often referred to as drama or theater. Through role-playing, children can develop various aspects, including emotional, social, mental, intellectual, moral, religious, and physical aspects. In the role-playing process, children are not only encouraged to speak, but also to express ideas through their body movements (Inten, 2021). Juanda (2013) states that "the purpose of role-playing is to describe an event in the past or to learn about it, starting with various possibilities that may occur in the present or future, then appointing several students (children) to play roles according to the purpose of the story." The actors play their roles according to their imagination about the subject being played.

In classroom activities, a problem is briefly demonstrated so that children can understand the situation being acted out. Differences in knowledge about the real world obtained directly further develop their cognitive abilities, especially in thinking skills, and develop their affective abilities, especially social skills, attitudes, and community values (Mardiani, 2020). Social behavior is the ability to behave as part of social skills. Character building from an early age is expected to become a part of them until adulthood (Ratno, 2021, Kusbiantari et al., 2022). Nasrima (2016) states that a person's social behavior is a relative trait of a person to respond to others in different ways. Ibrahim (2020) defines social behavior as an atmosphere of mutual dependence that is necessary to ensure human existence. Ahmadi (2020) argues that social behavior is an individual's awareness that determines real actions towards social objects (objects of many people in a group) and is repeated.

Children's social behavior is influenced by several factors, both from the school environment and their place of residence, according to Sunarto (2002), who states that "Society is the environment where children and adolescents learn about various norms and values from their respective religions, which greatly influences the

formation of their personalities." The role-playing method that is implemented will create interactions between the characters played by each child. According to Sudjana in Reza Juanda (2020), "The purpose of role-playing is for students or children to appreciate and empathize with the feelings of others, fostering a sense of responsibility in students (children)."

Based on the results of observations and interviews that have been conducted, in reality, in group B of AL-FIQIHIYAH Kindergarten for the 2025/2026 academic year, the children in the classroom appear to be unable to work together, unable to respect others (teachers and friends), and unable to share with their friends, because the learning process is not effective, so the children lack enthusiasm and excitement in participating in the learning process. The development of children's social behavior is very important to be developed optimally with various learning methods, including storytelling (Madyawati: 2021), demonstration (Nurhayati: 2020), role-playing (Rahmadani, 2020), and so on. The solution to the problem of developing children's social behavior is to use role-playing, which is one method that can be used to develop children's social behavior (Khayyirah et al., 2024; Hartati et al., 2025; Rosyida et al., 2025; Saputri et al., 2025). Through role-playing, children can learn behaviors such as cooperation, respect for others (teachers and friends), responsibility, discipline, sociability, sharing, and emotional control (Maghfiroh, 2020).

The purpose of this study is to determine the effect of role-playing on the social behavior of children in Group B at Al-Fiqihiyah Kindergarten, the social behavior of children in Group B at Al-Fiqihiyah Kindergarten, and the effect of role-playing on the social behavior of children in Group B at Al-Fiqihiyah Kindergarten. Furthermore, there are three main aspects of concern: (1) the aspect of caring; (2) the aspect of cooperation; (3) the aspect of helping others.

## 2.    Methodology

The method used in this study is a quantitative approach. The purpose of quantitative research is to emphasize the analysis of numerical data processed using statistical methods related to the assessment of observations of children's social behavior development from role-playing activities. The type of research used is experimental research. Experimental research is a way to find a causal relationship between two factors deliberately induced by researchers by eliminating or reducing or setting aside other factors that could interfere. The type of experiment in this study is Intact-Group Comparison. There are two types of variables in this study, namely Independent Variables and Dependent Variables.

The research design used is based on Sugiyono's (2015) formulation, namely the one-group-pretest-posttest design. This design can compare the situation before the simple science experiment on creativity with the situation after the simple science experiment on creativity. The situation before the simple science experiment on

creativity is symbolized by O1, and the situation after the simple science experiment on creativity is symbolized by O2. The design is as follows:
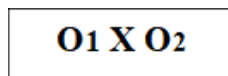
$$\boxed{O_1 \ X \ O_2}$$

Figure 1. Research Design

Information :
O1      : (pretest)
X       : (trement)
O2      : (posttest)

The research subjects were 15 children in group B at the Al-Fiqihiyah Palu Integrated Early Childhood Education Center, consisting of 7 boys and 8 girls. To facilitate the implementation of this research, several data collection techniques were used, namely observation, documentation, and interviews. To determine the percentage or average of the aspects observed, the data was processed quantitatively using calculations based on percentages (%) in accordance with the formula proposed by Sugiono (2015), as follows:

$$P = F/N \ x \ 100\%$$

P = percentage
f = frequency of activity performed
N = number of samples (children)
% = fixed number

This hypothesis testing was conducted using inferential analysis or t-tests with the help of SPSS-16 software to determine children's creativity before and after treatment. Accepted or rejected, it was consulted in the t-table with a significance level of 95% ($\alpha$ = 0.05%). If the calculation was $\geq$ the table, H0 was rejected and H1 was accepted. Then, when compared with the significance level of sig $\alpha > 0.05$, H1 and H0 were rejected.

## 3.    Results and Discussion

The first step taken by the researcher was to observe Group B at AL-FIQIHIYAH Kindergarten in Palu City. The purpose of this study was to determine the effect of role-playing activities on children's social behavior. Furthermore, there were three main aspects of concern: (1) the aspect of caring; (2) the aspect of cooperation; (3) the aspect of helping others. The researcher will present observations before and after the role-playing method was applied, as well as the recapitulation and research results. The data on children's social behavior obtained by the researcher in the field before the role-playing method was applied, based on the three aspects observed, can be seen in Table 1.

Table 1. Observation of Children's Social Behavior Before Treatment

| Name | Concern | Aspects Observed Team Work | Help Each Other | Total |
|---|---|---|---|---|
| Altaf | 2 | 2 | 1 | 5 |
| Abil | 1 | 1 | 2 | 4 |
| Alfatih | 1 | 2 | 1 | 4 |
| Rasya | 2 | 3 | 2 | 7 |
| Sadam | 3 | 3 | 2 | 8 |
| Azlan | 1 | 2 | 1 | 4 |
| Shafiy | 2 | 1 | 1 | 4 |
| Jasmin | 1 | 2 | 1 | 4 |
| gania | 1 | 2 | 2 | 5 |
| Raniah | 1 | 2 | 1 | 5 |
| Safwana | 1 | 1 | 2 | 4 |
| Zayyan | 2 | 2 | 2 | 6 |
| Moh Rafif | 1 | 1 | 1 | 4 |
| Vania | 2 | 2 | 1 | 5 |
| vidia | 2 | 1 | 2 | 5 |

Information:
4: Developing Very Well (BSB)                    Highest score: 11
3: Developing as Expected (BSH)                  Lowest score: 6
2: Starting to Develop (MB)
1: Not Yet Developing (BB)

According to Table 1, of the 10 children who were the subjects of the study, in terms of caring, no children were in category 4 or BSB, 4 children were in category 2 or MB, and 11 children were in category 1 or BB. In terms of cooperation, none of the children were in category 4 or BSB, 2 children were in category 3 or BSH, 5 children were in category 2 or MB, and 8 children were in category 1 or BB. In terms of helpfulness, none of the children were in category 4 or BSB, 1 child was in category BSH, 6 children were in category 2 or MB, and 8 children were in category 1 or BB. In addition, 2 children received the highest score of 7, and 4 children received the lowest score of 4. The table regarding caring can be seen in Table 2.

Table 2. Concern Category

| Category | Frequency | Percentage (%) |
|---|---|---|
| Developing Very Well (BSH) | 0 | 0% |
| Developing as Expected (BSH) | 1 | 10% |
| Starting to Develop (MB) | 6 | 60% |
| Not Yet Developing (BB) | 8 | 80% |
| Total | 15 | 100% |

According to table 2 for children's social behavior in caring, there are 0 children (0%) in the BSB category, 1 child (10%) in the (BSH) category, there are 6 children (60%) in the MB category and there are 8 children (80%) in the BB category. The results of observations of children's social behavior after being given treatment can be seen in table 3 below.

Table 3. Score after treatment

| Category | Frequency | Percentage (%) |
|---|---|---|
| Developing Very Well (BSH) | 2 | 20% |
| Developing as Expected (BSH) | 7 | 70% |
| Starting to Develop (MB) | 6 | 60% |
| Not Yet Developing (BB) | 0 | 0% |
| Total | 15 | 100% |

According to Table 3 on children's social behavior in terms of caring, there were 2 children (20%) in the BSB category, 7 children (70%) in the BSH category, 6 children (60%) in the MB category, and 0 children (0%) in the BB category. The table on cooperation can be seen in Table 4.

Table 4. Cooperation Aspects

| Category | Frequency | Percentage (%) |
|---|---|---|
| Developing Very Well (BSH) | 0 | 0% |
| Developing as Expected (BSH) | 2 | 20% |
| Starting to Develop (MB) | 5 | 50% |
| Not Yet Developing (BB) | 8 | 80% |
| Total | 15 | 100% |

According to Table 4 on children's social behavior in cooperation, there were 0 children (0%) in the BSB category, 2 children (20%) in the BSH category, 8 children (80%) in the MB category, and 5 children (50%) in the BB category. The results of observations of children's social behavior after treatment are shown in Table 5 below.

Table 5. Cooperation Aspects

| Category | Frequency | Percentage (%) |
|---|---|---|
| Developing Very Well (BSH) | 2 | 20% |
| Developing as Expected (BSH) | 7 | 70% |
| Starting to Develop (MB) | 6 | 60% |
| Not Yet Developing (BB) | 0 | 0% |
| Total | 15 | 100% |

According to Table 5, for children's social behavior in cooperation, there were 2 children (20%) in the BSB category, 7 children (70%) in the BSH category, 6 children (60%) in the MB category, and 0 children (0%) in the BB category. The following table regarding the aspect of helping others can be seen in Table 6.

Table 6. The Aspect of Mutual Aid

| Category | Frequency | Percentage (%) |
|---|---|---|
| Developing Very Well (BSH) | 0 | 0% |
| Developing as Expected (BSH) | 0 | 0% |
| Starting to Develop (MB) | 7 | 70% |
| Not Yet Developing (BB) | 8 | 80% |
| Total | 15 | 100% |

According to Table 6 on children's social behavior in helping others, there were 0 children (0%) in the BSB category, 0 children (0%) in the BSH category, 7 children (70%) in the MB category, and 8 children (80%) in the BB category. The results of observations of children's social behavior after treatment are shown in Table 7 below.

Table 7. The Aspect of Mutual Aid

| Category | Frequency | Percentage (%) |
|---|---|---|
| Developing Very Well (BSH) | 3 | 30% |
| Developing as Expected (BSH) | 4 | 40% |
| Starting to Develop (MB) | 8 | 80% |
| Not Yet Developing (BB) | 0 | 0% |
| Total | 10 | 100% |

According to Table 7, regarding children's social behavior in helping others, there were 3 children (30%) in the BSB category, 4 children (40%) in the BSH category, 8 children (80%) in the MB category, and 0 children (0%) in the BB category. Based on these results, the summary of observation results before and after treatment can be seen.

Table 8. Summary of Observation Results Before Treatment

| Category | Observed Social Behavior Skills | | | | | | Average % |
|---|---|---|---|---|---|---|---|
| | Concern | | Team Work | | Help Each Other | | |
| | F | % | F | % | F | % | |
| Developing Very Well (BSB) | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| Developing as Expected (BSH) | 1 | 10% | 2 | 20% | 2 | 20% | 8,91% |
| Starting to Develop (MB) | 6 | 60% | 5 | 50% | 5 | 50% | 34,85% |
| Not Yet Developing (BB) | 8 | 80% | 8 | 80% | 8 | 80% | 56,24% |
| Total | 15 | 100 | 15 | 100 | 15 | 100 | 100% |

According to Table 8, from the results of the recapitulation of observations before the treatment in the form of role-playing was given, in the three aspects that had been observed, there was 0% in the BSB category, 8.91% in the BSH category, 34.85% in the MB category, and 56.24% in the BB category. The results of observations of children's social behavior after the treatment was given can be seen in Table 9 below.

Table 9. Recapitulation of Observation Results Before Treatment

| Category | Observed Social Behavior Skills | | | | | | Average % |
|---|---|---|---|---|---|---|---|
| | Concern | | Team Work | | Help Each Other | | |
| | F | % | F | % | F | % | |
| Developing Very Well (BSB) | 2 | 20% | 2 | 20% | 3 | 30% | 15,59% |
| Developing as Expected (BSH) | 7 | 70% | 7 | 70% | 4 | 40% | 40,00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Starting to Develop (MB) | 6 | 60% | 6 | 60% | 8 | 80% | 44,44% |
| Not Yet Developing (BB) | 0 | 0% | 0 | 0% | 0 | 0% | 0,00% |
| Total | 15 | 100% | 15 | 100% | 15 | 100% | 100% |

According to Table 9, from the results of the recapitulation of observations before being given treatment in the form of play methods, in the three aspects that were observed, there were 15.59% in the BSB category, 40.00% in the BSH category, 44.44% in the MB category, and 0.00% in the BB category. As shown in Figure 2 below, there were 15 children who were the subjects of the study. The BSB category is marked with an orange diagram for all aspects observed, starting from responsibility, cooperation, and mutual assistance. Then, the yellow diagram is the BSH category, followed by the green diagram for the MB category, and finally the brown diagram for the BB category.
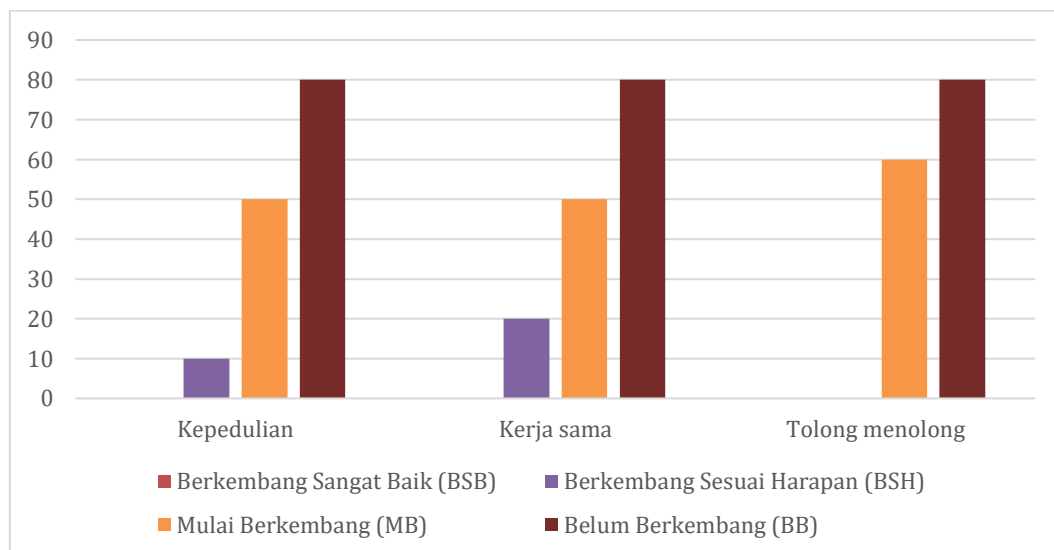


Figure 2. Histogram of Children's Social Behavior Observations Before Treatment

According to the results of the histogram in Figure 2, in the three aspects observed, it can be seen that in the first aspect, the brown diagram or BB category and the green diagram or MB category are very prominent, while the orange BSB category and blue BSH category are not very prominent. The third aspect that stands out is the MB and BB categories, marked by green and brown colors. Meanwhile, the BSB category does not appear in orange. The results of observing children's social behavior after treatment can be seen in Figure 3 below.
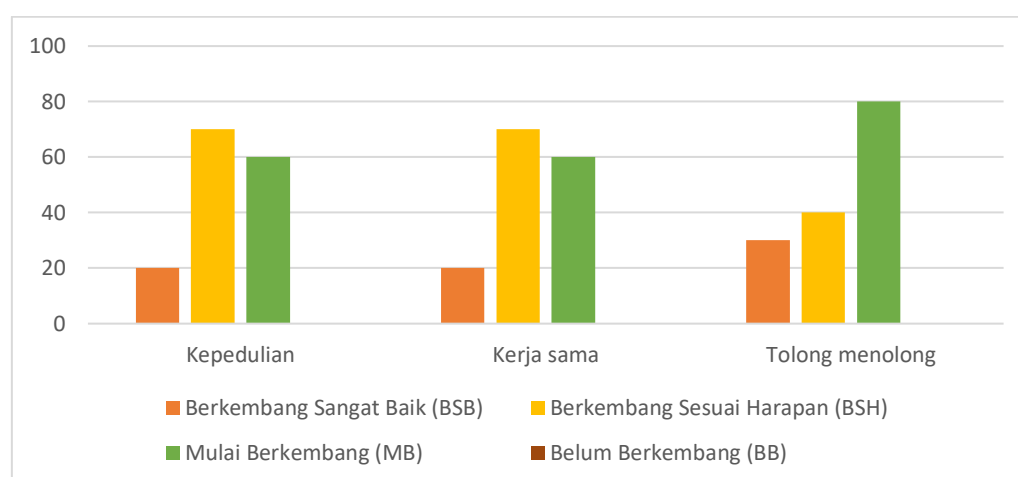
Figure 3. Histogram of Social Behavior Observations After Treatment

According to the results of the histogram in Figure 3, there are differences in the diagrams after treatment in the form of role-playing methods. In the three aspects that have been observed, the orange diagram or BSH category has begun to appear. Then, the BSB category or yellow diagram stands out. Meanwhile, the MB category, marked by a green diagram, is still visible, and the BB category, marked by a brown diagram, is no longer very visible in terms of concern and cooperation. Based on the description of the observation table of the recapitulation results, it can be seen that the children's social behavior has developed better and in line with the expectations of the teachers and researchers, as seen from the results obtained that most of the children are in the BSH category. Therefore, it can be concluded that there is a significant change in children's social behavior before and after being given treatment in the form of the Role-Playing method. This can be seen from the observations made from the first week to the second week, where there was a change that was very much in line with the teachers' expectations. Based on the description of several tables observing children's social behavior, it can be concluded that the role-playing method implemented by the researcher had an effect on the social behavior of children in group B at Al-fiqihiyah Koya Palu Kindergarten. To make the data more significant, descriptive statistical analysis and inferential analysis were performed to test the statistical hypothesis using the SPSS program.

***Descriptive Statistical Analysis***

With this description, the initial and final conditions of the children's social behavior can be seen. The descriptive statistical analysis can be seen in Table 10.

Table 10. Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| | | **Descriptive Statistics** | | | |
| Before | 15 | 4.00 | 8.00 | 4.9333 | 1.22280 |
| After | 15 | 7.00 | 12.00 | 8.1333 | 1.64172 |
| Valid N (listwise) | 15 | | | | |

According to Table 10, it can be explained that the children's social behavior before treatment was 4.93, and after treatment, the average score increased to 8.13. Meanwhile, the highest score before the treatment was 7, and the highest score after the treatment was 11. The lowest score before the treatment was 4, and after the treatment, it increased to 6. Furthermore, the standard deviation before the treatment was 1.22, and after the treatment, it was 1.64.

### Inferential Analysis

Before the data is processed for the t-test, a normality test must first be carried out. This is in accordance with Hamdi (2014), who states that the normality test aims to determine whether the data distribution is normal or not. This is important to know because it is related to the selection of the appropriate statistical test to use. The following is a description of the normality test table below:

Table 11. Inferential Analysis

| Tests of Normality | | | | | |
|---|---|---|---|---|---|
| Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| Statistic | df | Sig. | Statistic | df | Sig. |
| .278 | 15 | .003 | .766 | 15 | .001 |
| .288 | 15 | .002 | .741 | 15 | .001 |

a. Lilliefors Significance Correction

According to Table 11, there is a Shapiro-Wilk normality test. The Shapiro-Wilk test is a method or formula for calculating data distribution created by Shapiro and Wilk. The Shapiro-Wilk method is an effective and valid normality test method used for small samples.

### Paired Sample Statistics

Table 12. Paired Sample Statistics

| Paired Samples Statistics | | | | | |
|---|---|---|---|---|---|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Before | 4.9333 | 15 | 1.22280 | .31573 |
| | After | 8.1333 | 15 | 1.64172 | .42389 |

Table 12 shows the average scores of the children before and after the treatment. Before the treatment, the average score was 4.93, while after the treatment, the average score was 8.13.

### Paired Samples Correlations

Table 13. Paired Samples Correlations

| Paired Samples Correlations | | | | |
|---|---|---|---|---|
| | | N | Correlation | Sig. |
| Pair 1 | Before and After | 15 | .823 | .000 |

According to Table 13, the correlation between the two variables is 0.82 with a significance level of 0.00. This indicates that the relationship between the two mean scores before and after is strong and significant.

### *Paired Samples Test*

<div align="center">Tabel 14. Paired Samples Test</div>

| | | | | | | | | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
| **Paired Samples Test** | | | | | | | | |
| | **Paired Differences** | | | | | | | |
| | | | | **95% Confidence Interval of the Difference** | | | | |
| | **Mean** | **Std. Deviation** | **Std. Error Mean** | **Lower** | **Upper** | **T** | **df** | |
| Pair 1 Before – After | -3.20000 | .94112 | .24300 | -3.72118 | -2.67882 | -13.169 | 14 | .000 |

According to Table 14, it can be seen that the Sig. (2-tailed) value is 0.000 < 0.05, so H0 is rejected and H1 is accepted as follows: H1 = There is an effect of role-playing on the social behavior of children in Group B at Al-Fiqihiyah Kindergarten in Palu City.

### *Discussion*

This study aims to determine how role-playing activities affect the social behavior of children in Group B at Al-Fiqihiyah Kindergarten in Palu City, especially in terms of caring, cooperation, and mutual assistance. Before the treatment, the children's social behavior had developed but was not yet optimal. After the continuous application of the role-playing method, there was an increase in all aspects observed (Istiqomah et al. 2025; Sari et al., 2025; Suarmita et al., 2025). In terms of the Role-Playing Method, role-playing is a learning method that is suitable for early childhood because it supports emotional, social, intellectual, moral, and language development. Children learn to play certain characters, interact, dialogue, and understand language in a real context. The results of the study show that after the application of this method, children's social behavior developed better. In terms of children's social behavior, social behavior includes children's ability to adapt to their environment. Observations show that children's social behavior improved after the role-playing method was implemented. Children appeared more enthusiastic and showed improvement in the aspects observed (Sari et al., 2025; Hasniar et al., 2025).

Meanwhile, in terms of empathy, before the treatment, none of the children were categorized as Developing Very Well (BSB), and most were still Not Yet Developing (BB). After the treatment, the number of children in the VDE and VSH categories increased, while the NDE category became 0%. This shows that role-playing can foster empathy and concern in children. In terms of Cooperation, before the treatment, no children were in the VDE category, while the NDE category dominated. After the treatment, the number of children in the BSB and BSH

categories increased, and the BB category became 0%. Role-playing helps children learn to work together to solve problems. Meanwhile, in the Helping Aspect, before the treatment, the majority of children were in the BB category. After the treatment, there was a significant increase in the BSB and BSH categories. This shows that through role-playing, children find it easier to help their friends.

In the Influence of Role-Playing Methods, the overall percentage data shows a positive change between before and after the treatment. The BSB and BSH categories increased, while the BB category dropped to 0%. Thus, the role-playing method has been proven to be effective in improving children's social behavior, particularly in terms of caring, cooperation, and helping others. Therefore, it can be concluded that the role-playing method has a strong influence on the social behavior development of children in group B at Al-Fiqihiyah Kindergarten in Palu City, as indicated by improvements in all aspects observed after the treatment was given.

## 4.  Conclusion

This study aims to determine how role-playing methods can influence children's social behavior, particularly in group B of Al-Fiqihiyah Kindergarten in Palu City. Based on the results of observations before the treatment, the children's social behavior skills were varied and mostly needed improvement. Through the application of role-playing methods, researchers found significant improvements in three aspects of social behavior that were observed, namely caring, cooperation, and mutual assistance. After the treatment was given, it was seen that more children reached the categories of Developing as Expected (BSH) and Developing Very Well (BSB), while the category of Not Yet Developing (BB) was no longer found.

The role-playing method has been proven to provide direct experiences that encourage children to interact, communicate, and act out various social situations relevant to everyday life. This activity is not only fun, but also helps children understand other people's feelings, learn to cooperate, and foster an attitude of caring and mutual assistance. Overall, the results of the study show that the role-playing method has a strong influence on children's social behavior development. With continuous application, this method can be an effective learning strategy to support the social-emotional development of early childhood, especially at Al-Fiqihiyah Kindergarten in Palu City.

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