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The Effect of Role-Playing Methods on Aud's Social Interaction Skills at Mekar Mekarti Kindergarten, Pasangkayu Regency

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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 at Mekar Mekarti Kindergarten in Pasangkayu Regency. 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

Education is assistance provided to children in their physical and spiritual growth to reach adulthood. Children's education must begin at an early age, even from the womb, because a child's growth and development begins in the prenatal stage, i.e., in the womb (Amrullah, 2022). Children have different characteristics from one child to another. Children have unique characters, are active, curious, have high imagination, enjoy making friends, and enjoy new things so that they can grow (Ayunda, 2021). Early childhood education is a golden age for human development,

often referred to as the Golden Age. This period is a time of rapid growth and brain development for a child (Nurasyiah, 2023). Young children are individuals who are undergoing a process of rapid growth and development, even described as developmental leaps (Febriana, 2023).

The learning process in kindergarten involves the development of several skills, such as religious and moral values, language, physical motor skills, cognitive skills, social-emotional skills, and artistic skills. All of these skills are very important because they form the basis for children to be able to adapt to their environment and further development (Wulandari, 2020). Social interaction skills are the ability of a person or community member to establish relationships with others and solve problems, thereby achieving harmonious adaptation (Sudirjo, 2021). Children's social skills are acquired through the process of socialization with their environment. If children can socialize well, it will affect their social skills at the next stage, starting from their parents, siblings, playmates, to the community (Batinah, 2022). Social skills are forms of behavior, actions, and attitudes that individuals must possess, such as caring, mutual respect, mutual appreciation, cooperation, empathy, and loving one another (Asmidar, 2019).

Role-playing is a learning method that gives children the opportunity to develop their imagination by playing a character so that they can internalize the characteristics of that character or object. Through role-playing, children are able to practice socializing, communicating, and empathizing with other children. The role-playing method is often used for participation, active learning, and the development of social and emotional skills. It also helps students experience learning in a more in-depth and practical context (Husnah & Hasanah, 2019). To improve children's social interaction skills, researchers chose the role-playing method (Sebagai, 2021). Role-playing has several benefits, namely: a) increasing children's self-confidence through the roles they play; b) developing language skills; c) providing opportunities to solve problems; d) building social and empathy skills; and e) providing a positive view of children's imagination. (Islam, 2024).

In the context of role-playing, a child will act or pretend to be something so that they will discover various things in it, such as new experiences, meaningful experiences, imagination, and imagination, which are actually a world loved by children (Pratiwi, 2021). The dimensions of child development, which include language, intellectual, emotional, social, motor, self-concept, interests, and talents, and the final goal is to conduct early detection of possible disorders in the growth and development of a child's potential (Ma'sum, 2018).

Social interaction is a basis in the social process that occurs due to the existence of dynamic social relationships, including relationships between individuals, individuals and groups, and between groups (Maisyarah, 2019). Communication between humans or individuals is carried out both verbally and through gestures, and this activity is a form of social interaction (Ningsih, 2021). In general, the model of social interaction characteristics can be interpreted as a model of social interaction between individuals, between groups, and between groups (Pebriana, 2017). Factors that can influence children's social interaction include the role of

parents in caring for their children, the environment, and relationships between peers (Munisa, 2020). The environment can also be a place for children to socialize outside the home, where they can meet more people, such as peers, younger children, and adults, thereby increasing their social interaction and allowing them to play their role in the environment smoothly (Munisa, 2020). When children feel comfortable socializing with their peers and their environment, their social development will be optimal (Ponorogo, 2024). The purpose of this study is to determine the effect of role-playing methods on the social behavior of children at Mekar Mekarti Kindergarten in Pasangkayu Regency, the social behavior of children in group B at Al-Fiqihiyah Kindergarten, and the effect of role-playing methods on the social behavior of children at Mekar Mekarti Kindergarten in Pasangkayu Regency. Furthermore, there are three main aspects of concern: (1) cooperation; (2) respect for others/tolerance; (3) polite behavior.

2. Methodology

The type of research used in this study is quantitative research. According to Sugiyono (2014), "Quantitative research can be defined as a research method based on positivism philosophy, used to study a specific population or sample." The type of research used in this study is quasi-experimental research. This design has a control group, but it cannot fully control external variables that affect the implementation of the experiment (Sugiyono, 2015). The design used is a nonequivalent control group design, which involves two class groups, namely the experimental group and the control group. 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 being given a simple science experiment on creativity with the situation after being given a 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:

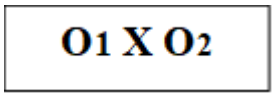

Figure 1. Research Design

Description:
O1: Observation Before Treatment
X: Treatment
O2: Observation After Treatment

The data collection techniques used in this study were observation sheets, interviews, tests, and documentation. The subjects of this study were informants who served as sources of research data (Mukhtazar, 2020: 45). This research was conducted in group B of Mekar Mekarti Kindergarten, which consisted of 16 children. To determine the percentage or average of the aspects that had been observed, the data was processed quantitatively using calculations based on

percentages (%) in accordance with the formula found by Sujiono (2012:43) as follows:

$$\mathbf{P = F/N \times 100\%}$$

P = Percentage
f = Frequency of Observation Results
N = Number of cases (Total frequency)

This hypothesis testing was conducted using inferential analysis or t-tests with the help of SPSS 1 for Windows to determine children's creativity before and after treatment. Accepted or rejected, it is consulted in the t-table with a significance level of 95% ($\alpha = 0.05\%$). If the calculation is ≥ the table, H0 is rejected and H1 is accepted. Then, when compared with the significance level sig $\alpha > 0.05$, H1 and H0 are rejected.

3. Result and Discussion

In this study, three aspects were observed, namely: 1) cooperation, 2) respect for others/tolerance, 3) polite behavior. The process of obtaining all data related to this study, presented in observations from the first week to the second week with the results of all data, will be described below. Based on the three aspects observed, see Table 1.

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

No.	Child's Name	Observed Aspects			Total
		Collaboration	Respecting others/tolerance	Polite Behavior	
1.	LA	1	3	1	4
2.	AF	2	2	1	5
3.	TO	2	1	3	6
4.	AZ	1	1	2	4
5.	AL	2	1	2	5
6.	IN	1	2	1	4
7.	MA	2	1	1	4
8.	AI	1	3	2	6
9.	AU	3	1	3	7
10.	SY	2	1	1	4
11	KA	1	1	3	5
12	SH	1	2	2	5

Description:
4: Developing Very Well (BSB)
3: Developing as Expected (BSH)
2: Starting to Develop (MB)
1: Not Yet Developing (BB)

Highest score: 11
Lowest score: 6

According to Table 1, it can be seen that of the 12 children who were the subjects of the study, in terms of cooperation for category 4 or BSB, there were no children in this category, category 3 or BSH had 1 child, category 2 or MB had 5 children, and category 1 or BB had 6 children. The second aspect is respect for

others/tolerance. For category 4 or BSB, there were no children in this category; for category 3 or BSH, there were 2 children; for category 2 or MB, there were 3 children; and for category 1 or BB, there were 7 children. The third aspect is polite behavior. For category 4 or BSB, there are no children in this category, category 3 or BSH has 3 children, category 2 or MB has 4 children, and category 1 or BB has 5 children. In addition, there is 1 child who received the highest score of 7 and 5 children who received the lowest score of 4. The table regarding Social Interaction Aspect of Cooperation can be seen in Table 2.

Table 2. Social Interaction Aspect of Cooperation

No	Category	Frequency (f)	Percentage (%)
1.	Developing Very Well (BSB)	0	0%
2.	Developing as Expected (BSH)	1	8%
3.	Starting to Develop (MB)	5	42%
4.	Not Yet Developing (BB)	6	50%
	Number (n)	12	100%

According to Table 2 on children's social interaction in cooperation, there were 0 children (0%) in the BSB category, 1 child (8%) in the BSH category, 5 children (42%) in the MB category, and 6 children (50%) in the BB category. The results of observations of children's social behavior after treatment are shown in Table 3 below.

Table 3. Social Interaction Aspects of Cooperation

No	Category	Frequency (f)	Percentage (%)
1.	Developing Very Well (BSB)	6	50%
2.	Developing as Expected (BSH)	3	25%
3.	Starting to Develop (MB)	2	17%
4.	Not Yet Developing (BB)	1	8%
	Number (n)	12	100%

According to Table 3 on children's social interaction in cooperation, there were 6 children (50%) in the BSB category, 3 children (25%) in the BSH category, 2 children (17%) in the MB category, and 1 child (8%) in the BB category. Table 4 shows the social interaction aspect of respecting others/tolerance.

Table 4. Social Interaction Aspect of Respecting Others/Tolerance

No	Category	Frequency (f)	Percentage (%)
1.	Developing Very Well (BSB)	0	0%
2.	Developing as Expected (BSH)	2	17%
3.	Starting to Develop (MB)	3	25%
4.	Not Yet Developing (BB)	7	58%
	Number (n)	12	100%

According to Table 4 on children's social interaction in respecting others/tolerance, there were 0 children (0%) in the BSB category, 2 children (17%) in the BSH category, 3 children (25%) in the MB category, and 7 children (58%) in the BB category. The results of observations of children's social behavior after treatment can be seen in Table 5 below.

Table 5. Social Interaction Aspects of Respecting Others/Tolerance

No	Category	Frequency (f)	Percentage (%)
1.	Developing Very Well (BSB)	5	42%
2.	Developing as Expected (BSH)	5	42%
3.	Starting to Develop (MB)	1	8%
4.	Not Yet Developing (BB)	1	8%
	Number (n)	12	100%

According to Table 5, for children's social interaction in respecting others/tolerance, there were 5 children (42%) in the BSB category, 5 children (42%) in the BSH category, 1 child (8%) in the MB category, and 1 child (8%) in the BB category. The following table shows the aspects of social interaction and polite behavior in Table 6.

Table 6. Social Interaction Aspect of Polite Behavior

No	Category	Frequency (f)	Percentage (%)
1.	Developing Very Well (BSB)	0	0%
2.	Developing as Expected (BSH)	3	25%
3.	Starting to Develop (MB)	4	33%
4.	Not Yet Developing (BB)	5	42%
	Number (n)	12	100%

According to Table 6 on children's social interaction in polite behavior, there were 0 children (0%) in the BSB category, 3 children (25%) in the BSH category, 4 children (33%) in the MB category, and 5 children (42%) in the BB category. The results of observations of children's social behavior after treatment are shown in Table 7 below.

Table 7. Aspects of Mutual Assistance

No	Category	Frequency (f)	Percentage (%)
1.	Developing Very Well (BSB)	4	33%
2.	Developing as Expected (BSH)	6	50%
3.	Starting to Develop (MB)	2	17%
4.	Not Yet Developing (BB)	0	0%
	Number (n)	12	100%

According to Table 7, for children's social interaction in cooperation, there were 4 children (33%) in the BSB category, 6 children (50%) in the BSH category, 2 children (17%) in the MB category, and 0 children (0%) in the BB category. 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 were observed, there was 0% in the BSB category, 16.67% in the BSH category, 33.33% in the MB category, and 50% in the BB category. According to Table 9, from the results of the recapitulation of observations after being given treatment in the form of play methods, in the three aspects that were observed, there were 41.67% in the BSB category, 39% in the BSH category, 14% in the MB category, and 5.335 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 Aspects of Social Interaction Skills						Average %
	Collaboration		Respecting others/tolerance		Polite Behavior		
	F	%	F	%	F	%	
Developing Very Well (BSB)	0	0	0	0	0	0	0%
Developing as Expected (BSH)	1	8	2	17	3	25	16,67%
Starting to Develop (MB)	5	42	3	25	4	33	33,33%
Not Yet Developing (BB)	6	50	7	58	5	42	50%
Total	12	100	12	100	12	100	100%

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 After Treatment

Category	Observed Aspects of Social Interaction Skills						Rata-rata %
	Collaboration		Respecting others/tolerance		Polite Behavior		
	F	%	F	%	F	%	
Developing Very Well (BSB)	6	50	5	42	4	33	41,67%
Developing as Expected (BSH)	3	25	5	42	6	50	39%
Starting to Develop (MB)	2	17	1	8	2	17	14%
Not Yet Developing (BB)	1	8	1	8	0	0	5,33%
Total	12	100	12	100	12	100	100%

As shown in Figure 2 below, there were 12 children who were the subjects of the study. The BSB category is marked with a blue diagram for all aspects observed, starting from the aspects of cooperation, respect for others/tolerance, and polite behavior. Then, the red diagram is the BSH category, followed by the green diagram for the MB category, and finally the purple diagram for the BB category.

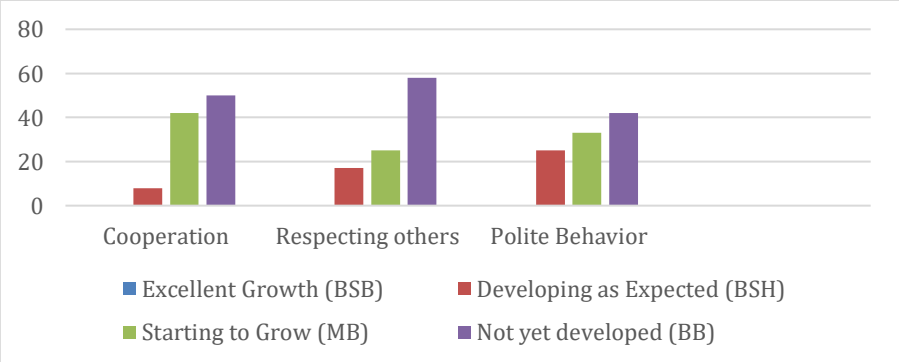

Figure 2. Histogram of Children's Social Interaction Observations Before Treatment

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 yellow diagram or BB category and the gray diagram or MB category are very prominent, while the blue diagram or BSB category and the brown diagram or BSH category are not very prominent. The third aspect that stands out is the MB and BB categories, marked by gray and yellow colors. Meanwhile, the BSB category does not appear in blue in the diagram. The results of observing children's social interactions after being given treatment can be seen in Figure 3 below.

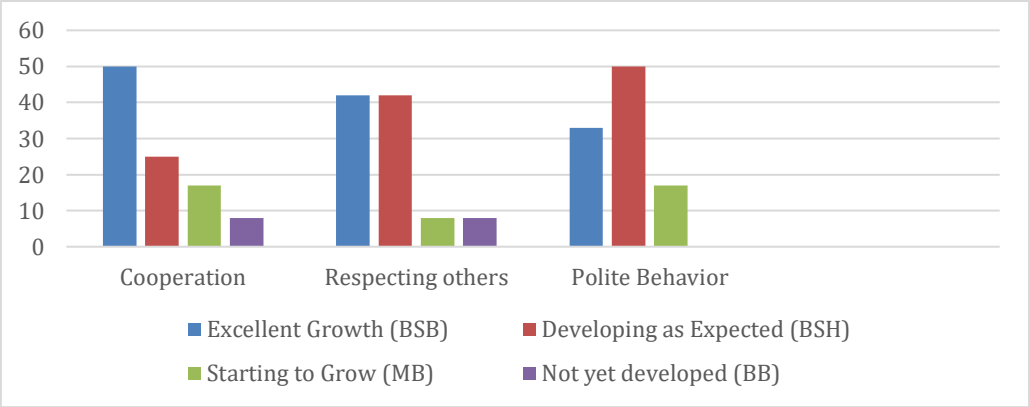

Figure 3. Histogram of Social Interaction Observations After Treatment

According to the results of the histogram in Figure 3, there is a difference in the diagram after treatment in the form of role-playing. In the three aspects that have been observed, the blue diagram or BSB category is the most dominant or prominent. Then, the BSH category or brown diagram is prominent. Meanwhile, the MB category, marked by a gray diagram, is still visible, and the BB category, marked by a yellow diagram, is no longer visible in the aspects of cooperation and respect for others/tolerance. Based on the description of the observation table of the recapitulation results, it can be seen that the children's social interactions have 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 BSB category.

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 Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Stb eror	Std. diveation Statistic	Variance Statistic
Before treatment	12	3	4	7	4,92	288	996	992
After treatment	12	5	7	12	9,58	417	1.443	2.083
Valid N (Listwise)	12							

According to Table 10, it can be explained that the average value of social interaction development before treatment was 4.92, and after treatment, the average value increased to 9.58. Meanwhile, the highest value before treatment was 7 and the highest value after treatment was 12, while the lowest value before treatment was 4 and after treatment was 7. Furthermore, the standard deviation before treatment was 996 and after treatment was 1,443.

Inferential Analysis

According to the data processed in the t-test, normality must first be tested. The normality test is carried out to determine whether a distribution is normal or not. This data is important to know because it is related to the appropriate statistical test to use. Below is the normality test table in Table 11.

Table 11. Inferential Analysis

	Shapiro-Wilk		
	Statistic	**df**	**Sig**
Before Treatment	840	12	028
After Treatment	960	12	780

According to Table 11, it can be seen that the df (degrees of freedom) value before and after treatment is 12. This means that the data sample for each activity is less than 50. Therefore, the Shapiro-Wilk technique detects this.

Paired Sample Test

According to Table 12, it can be seen that the calculated t-value is -12.410 in the plus-minus t-test, and for the t-table df 11, it is 2.20115, so the calculated t-value is >t-table (12.410>2.20115). Therefore, it can be concluded that H0 is rejected and H1 is accepted, which means that there is an effect of the role-playing method on the development of social interaction among children in Group B at Mekar Mekarti Kindergarten in Pasangkayu Regency.

Tabel 12. Uji-t (Paired Sampel Test)

	Paired Differences							
	Mean	**Std Deviation**	**Std Eror Mean**	**95% confindence Interval of the Difference**		**T**	**df**	**Sig (2 thailed)**
				Lower	**Upper**			
Pair I Before and After Treatment	-4.667	1.303	.376	-5.494	-3.839	-12.410	11	.000

According to Table 12, it can be seen that the calculated t-value is -12.410 in the plus-minus t-test, and for the t-table df 11, it is 2.20115, so the calculated t-value is >t-table (12.410>2.20115). Therefore, it can be concluded that H0 is rejected and H1 is accepted, which means that there is an effect of the role-playing method on

the development of social interaction among children in Group B at Mekar Mekarti Kindergarten in Pasangkayu Regency.

Discussion

Research on Group B at Mekar Mekarti Kindergarten (12 children) shows that the role-playing method has a positive effect on children's social interaction development, particularly in three aspects: cooperation, respect for others/tolerance, and polite behavior. Looking at the three aspects, namely the aspect of cooperation before the treatment, most children were in the Starting to Develop and Not Yet Developed categories. After role-playing, the majority improved to the categories of Developing Very Well and Developing as Expected. This improvement occurred because the teacher provided rules for playing, assigned roles, and provided guidance so that the children were able to wait for their turn, cooperate, and follow group rules.

In the aspect of Respect for Others/Tolerance, initially the children tended not to develop tolerance because they wanted to be the main character and were not yet able to accept differences in roles. After the treatment, many children improved to the BSB and BSH categories. The teacher's approach through discussing feelings and providing guidance in group play helped children appreciate their friends, behave well, and cooperate. Role-playing taught children to accept differences, respect opinions, and be inclusive. Before the treatment, the majority of children were in the MB and BB categories. After role-playing, most improved to the BSH and BSB categories.

Teachers set examples and explained the rules of politeness so that children were able to listen when others were speaking, use polite language, apologize, and greet others. Role-playing helped instill polite behavior from an early age through direct practice in interactions. Therefore, it can be concluded that the role-playing method was proven to be effective in improving children's social interaction skills in the three aspects observed. In line with the research (Yunifia, 2023) that the use of the role-playing method is quite effective in optimizing students' self-confidence, there is a relevance to this study, namely in the aspect to be studied regarding the role-playing method for children. The difference lies in its application, which will be carried out on children's self-confidence, while the researcher uses children's social interaction skills. Through this activity, children learn to cooperate, respect others, and demonstrate polite behavior in daily interactions.

4. Conclusion

Based on the results of research on the effect of role-playing methods on children's social interaction skills in Group B of Mekar Mekarti Kindergarten in Pasangkayu Regency, it can be concluded that children's social interaction skills before the application of role-playing methods were still not as developed as expected. Many children showed difficulties in interacting with their peers, teachers, and other people. Children tended to play alone, were unable to cooperate, were unable to

wait for their turn, were selective in choosing friends, and displayed rude behavior in communication. After the implementation of the role-playing method in the learning process, there was a significant increase in children's social interaction skills. Children became more enthusiastic, able to cooperate, willing to play with all friends, and able to show a more respectful attitude towards others. This improvement in skills was evident from the post-test score, which rose from 4.92 to 9.58. The t-test results showed that there was a significant effect of the role-playing method on children's social interaction skills. The t-count value was greater than the t-table (12.410 > 2.20115) with a significance value of 0.000 < 0.05, so H0 was rejected and H1 was accepted. Thus, the role-playing method was proven to be effective in improving the social interaction skills of children in Group B at Mekar Mekarti Kindergarten.

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