

Role Play Method in Resolving Interpersonal Conflicts for Kindergarten Students in Bandar Lampung

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ABSTRACT

In this study, interpersonal conflict was experienced by kindergarten students Rasyidul Jannah in daily learning. The purpose of this study is to determine the use of role-playing in resolving interpersonal conflicts in kindergarten students in Bandar Lampung. The research design is descriptive quantitative. Subjects studied were obtained from the recommendation of kindergarten teachers. Data collection is conducted using questionnaires, interviews, observation, and documentation. Based on the findings, the researcher found positive results after applying the role-play method. In the last meeting, students were able to manage their interpersonal conflicts. It can be concluded that the use of the role play is successful, and it can be used as one of the methods in resolving interpersonal disputes among students in Bandar Lampung.

Keywords: *Role play, interpersonal conflict.*

1. INTRODUCTION

The function of kindergarten education is to foster, grow, develop all the potentials of children optimally so that the underlying behaviours and abilities are formed following the stages of their development to have the readiness to enter further education [1]. In the process of child development, children will encounter some problems such as physical, intellectual, social, emotional, and language development. There are three types of issues, namely personal, social, and learning issues/skills.

Personal problems are problems relating to children's understanding of the condition of themselves and their environment, the formation of self-concept and self-esteem, fostering motivation (encouragement) to get achievement, fostering responsible behaviour, and the ability to adapt. Social problems are problems relating to interpersonal relationships, namely how children can relate to peers, younger people, older people, as well as how to deal with other people who have cultural backgrounds or habits that are different from themselves.

Kindergarten students are children who come from different family environments. These family differences bring differences in habits, patterns of parenting customs, and so on. The existence of these cultural differences makes teachers and children must be able to interact well because the weaknesses of the child's ability to interact with different environments can cause problems in the world of children. Personal, social, and skills abilities are

seen as essential aspects that children need to have. Based on the above explanation, guidance in kindergarten is directed at achieving these abilities.

Teachers should help children to get out of the problems mentioned above for improving the quality of quality education, especially in kindergartens. This problem needs to get the attention of all parties. There are several obstacles to improving the quality of education, such as interpersonal conflict among students who behave in a way that does not support learning. As a result, children cannot grow and develop based on the level of achievement of development that makes children not ready to follow an education at the Elementary School or MI.

According to Dwidjo Saputro as quoted by Dharlinda Suri, children problem can be seen from: 1) Frequency of behaviour that deviates the intention, how many actions that cause problems to arise; 2) Intensity, which is the level of depth of problematic behaviour; 3) Age, that is, the unusual behaviour of children who are not under the stage of development of their age; and 4) Size of cultural norms, children can be problematic, depending on the size of the local culture [2]. Each aspect of development is inseparable from one another; each aspect of the development will influence each other. This aspect is called integrative development, meaning that all aspects of evolution as a whole are influential.

Bandura state personal and deviant individual behaviour is a process that initially emerged from a unique learning experience and not just a method of developing hereditary factors or physical means [3]. The symptoms are part of the main obstacles in preparing quality Indonesian people. The tendency of these symptoms to show the existence of behaviour does not support learning must be changed to be corrected. To change and solve the interpersonal conflict, kindergarten teachers can guide and help them, such as; (1) helping children who experience emotional disturbances, (2) helping children who have academic difficulties.

This study examines the formal education setting in kindergarten. This kindergarten-level schooling is based on the idea that the role play can be used in kindergartens to reduce interpersonal conflict. According to Moeslichtoen, role play is to play using imagination, using language or acting as particular objects, specific situations, or certain people, and certain animals, which in the real world are not done [4]. Furthermore, Janice J. Beaty said drama or sociodrama is a game that involves playing social roles with other people and sulking on a child's pretend play when two or more children carry parts that are related and interact with each other [5]. Mulyasa states role play is one alternative that can be used effectively in learning. In this case, role-playing is directed at solving problems that concern human relations, especially those concerning the lives of students [6]. And then, Santrock in Uray Herlina defines the definition of role play as a fun activity that someone does to get pleasure [7]. Meanwhile, Hamzah B. Uno and Nurdin explain the role-play method is deliberately designed to solve problems that begin with a case, and then there will be someone who plays according to the case to solve the problem [8].

Based on the above explanation, it can be concluded that role play is a learning technique that can be done by students by playing a role in the dramatization of social or psychological problems. In social life, role-playing is a technique in which students portray imaginative situations to help them in understanding themselves and others in resolving conflicts.

The purpose of role-playing focuses on behaviour patterns and their consequences by allowing participants to experience the situation, assessing actual and non-behavioural behaviour, deepening their behaviour, and practicing the skills needed to deal with the situation constructively. According to Hamzah B. Uno and Nurdin, learning with role-playing models is carried out into several stages, as follows: (1) motivate groups of students, (2) choose the cast, (3) prepare the observer, (4) prepare the stages of role play, (5) casting, (6) discuss and evaluate, (7) role play, (8) share experiences and draw generalizations [8].

Weni Puspita suggests conflicts between individuals (interpersonal) are conflicts that often occur, especially

between individuals and individuals [9]. Furthermore, Ahmadi said disputes between individuals arise between one person or more people, sometimes substantive regarding differences of opinion, interests, or emotional nature regarding differences in tastes, feelings like or dislike [10]. According to Johnson and Johnson in Tri and Hudaniah, interpersonal conflict is an interpersonal conflict where a person's actions result in obstructing, inhibiting, disrupting the activities of others [11].

Differences between individuals make it easy for individuals to disagree, which cause a conflict, which is a dispute that occurs between two people with different interests and cannot work well together. The vast difference makes one individual to another individual make it difficult to interact and communicate. There is no closeness between individuals to keep their distance and feel awkward. As a result, they cannot work well together, even though the requirement for inter-individual to work well together is that there is persuasive communication that is effectively established.

Alex mentions several reasons for the emergence of interpersonal conflict as follows: differences of opinion, misunderstanding, one or both parties feel disadvantaged, and too sensitive feelings [12]. Furthermore, Dedi Supriadi reveals the kindergarten period is a transition from family life to school life [13]. At this time, the children face various conditions that tend to be different from the situation in their home environment. In the home environment, children only face mothers, fathers, and other family members. In the school environment, children will meet other children who differ significantly from their families. This case requires kindergarten children to be able to adjust to their friends at school. Kindergarten students are the first developments in formal education and are crucial for the subsequent development of learning behaviour. Based on these problems, the researcher was interested in conducting a study of the method of playing a role in resolving interpersonal conflict in early childhood.

Based on the background of the problem above, the purpose of this study is to describe interpersonal dispute resolution using the role-play method in RJ Kindergarten, Bandar Lampung.

2. METHOD

This research uses the descriptive qualitative method. In this case, the role-playing technique resolves interpersonal conflicts in RJ Kindergarten, Bandar Lampung in the first semester of the Academic Year 2019/2020. This research focuses on resolving interpersonal conflicts through role-playing methods. Subjects of this research are students who have characteristics of interpersonal conflict behaviour. These subjects are students in class B with ages 5 – 6 years consisting of 5 students. Kindergarten students who are

the research subjects have received permission, both from the school and their respective parents. Data collection techniques in this study are: observation, interview, and documentation. Observations made during the four meetings held every week in a period of one month. Interviews were conducted with classroom teachers. Meanwhile, the documentation is in the form of observation sheets and research photos as well as recorded interviews.

3. RESULT AND DISCUSSION

3.1. Result

Initially, online learning became the teachers' Students who experience interpersonal conflict in the initial conditions obtained from the data of kindergarten teachers (Leny, 35 years) who teach in kindergarten class B for 15 students. Based on researchers' observations and documentation at Rasyidul Jannah Kindergarten, there were five students as research subjects. Kindergarten students have interpersonal conflicts that are often experienced in daily activities, such as taunting each other, fighting over toys, borrowing goods, and then damaging the products, being rude.

Table 1. Observation data for July – August interpersonal conflict at RJ Kindergarten

No	Type of Conflict	%
1	Fighting over toys	5,8
2	Taunting each other	5,2
3	Borrowing and damaging the goods	4,3
4	Being rude	3,8

Based on the planning of the role play, there were five kindergarten students as subjects on the topic of resolving interpersonal conflict. Before implementing role-playing activities, the teacher makes a story scenario that will be played by students. Then the teacher trains students to act out the story based on the script that has been created by the teacher.

Table 2. Implementation plan play a role in help interpersonal conflict at RJ Kindergarten

A	Topics	<ol style="list-style-type: none"> 1. Share with friends. 2. Love friends. 3. Respect for loan items. 4. Be empathetic to your friends.
B	Function	Interpersonal conflict solutions
C	Goals	<ol style="list-style-type: none"> 1. Children can share with friends. 2. Children love their friends.

		<ol style="list-style-type: none"> 3. Respect the property of others. 4. Children can feel the feelings of other friends.
D	Time	4 x 30 minutes
E	Source	Character story book
F	Implementation	<ol style="list-style-type: none"> 1. The teacher greets students with sentences that make students excited and motivates students to play roles according to the scenario that has been created by the teacher. 2. The teacher chooses students as actors. 3. The teacher reads a story scenario. 4. The teacher directs students in each of the roles that have been determined. 5. Students play roles following predetermined scenarios. 6. Closing.
G	Evaluation	The teacher conducts an immediate assessment of the process of implementing role-playing in the alleviation of interpersonal problems.

Based on scenario planning that has been made by teachers, there were five students as subjects with the topic of interpersonal conflict resolution by following the stages that have been set 4 times. At the first meeting, Mrs Leny made a scenario about the topic "Sharing with Friends," which will be played by five students with initials (Al, Zo, Rh, Bl, Ms.). Each student is ready with their respective dialogues and roles. In this stage, each student still looks shy and lacks focus. At the second meeting, the topic was "Loving Friends." Each student has been trained to play roles according to the scenario. In this meeting, the students seemed to be focused and not shy anymore. At the third meeting, the topic was "Appreciating Loan Items." The dialogues in the scenario are pronounced, and there are almost no errors in their pronunciation. At the fourth meeting, the topic was "Being Empathetic to Friends." On this topic, students play very perfect roles. They can live the tasks they perform well and without mistakes. Comparison of Initial and Final Conditions of interpersonal conflict after the Role Play Method can be seen in the following table.

Table 3. Comparison of initial and final conditions on interpersonal conflict

No	Type of Conflict	Pre-Conditions	Final Conditions
1	Fighting over toys	5,82 %	4,50 %
2	Taunting each other	5,20 %	3,95 %
3	Borrowing and damaging the goods	4,35 %	3,20 %
4	Being rude	3,83 %	2,10 %
Total		19,20 %	13,75 %

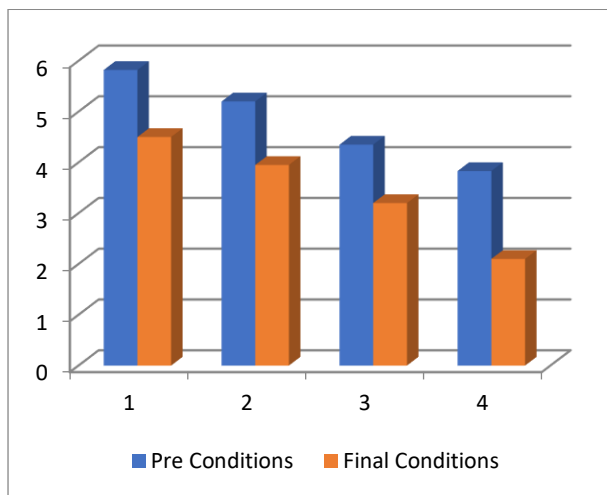


Figure 1 Comparison of pre and final conditions of interpersonal conflict at kindergarten students Rasyidul Jannah Sukarame Bandar Lampung after being given the role-playing method.

Based on the data above, kindergarten teachers conducted four times playing a role for a month, and there were five students of 4 conflicts that occurred known to 19.20%. It was obtained from observing interpersonal conflict. Then after the teacher implemented the role-playing method, the data collected decreased by 13.75%. The precondition of the first conflict is 5.82%, and it is reduced by 4.50%. The prerequisite of the second conflict is 5.20%, and it is decreased by 3.95. The precondition of the third conflict is 4.35% and it has been reduced by 3.20. The prerequisite of the fourth conflict is 3.83%, and it is decreased by 2.10. Based on the explanation above, there were five students experiencing a decrease in interpersonal conflict.

3.2. Discussion

In the first meeting, playing the role of "Sharing with Friends," the condition of the five children still seems tense. Each of them playing roles still feels stiff. There are even some words that they say outside the scenario

that has been created by the teacher. Even students who initiate AI just quietly do not want to talk, so the teacher asks the child to speak according to the role assigned to them. While the other children pay attention and laugh. To neutralize the atmosphere so as not to be too stiff, the teacher invited the children to sing the Lampung Children's song entitled "Sharing Juadah Bleu," the children sang together. They looked delighted. After the atmosphere was rather calm, the children returned to play the role according to the scenario that had been made before.

At the second meeting, the teacher had composed the scenario for the role of "Loving Friends." The meeting began with singing with the song "Loving *Handai* and *Tolan*." Some children dance while singing. Then the teacher asked students who had the initials AI, Zo, Rh, BI, Ms. to play the role of "Loving Friends." At this second meeting. They can play the part well, and each student can play a better purpose. At the end of playing this role, the five students shake hands and hug each other. One of the children named Annisa shouted, "Like *teletabis* hurting." The children all laughed, happy with the teacher. The moral message delivered by them is: "Children of all always love their friends and be kind to all friends."

At the third meeting, five students expressed their readiness to play the role of "Appreciating Loan Items." Previously, the teacher made scenarios and practiced positions on the topic "Appreciating Loan Items." After completing the students' role play, the teacher conveyed a moral message to the students that "if they borrow something with a friend, the loan should be taken care of so as not to be damaged or to be eliminated." The five students nodded their heads while smiling. One of them, AI, gave a thumbs-up and was followed by Zo, Rh, BI, Ms. They all laughed and were followed by other students.

In the fourth meeting, teachers were ready with the scenario and the topic "Being Empathetic to Friends." Teachers motivate children by playing applause. The children are delighted with this game. Then the teacher prepares the children to play roles according to the scenario that has been created by the teacher. The students can play the role very well. There was no longer any tension between them. All the scripts can be done well. After completing the role play, the teacher delivered a moral message to the children: "That all children must be able to love all their friends. If a friend experiences sadness, you should be ready to cheer up a sad friend and care for your friend ". Children listen attentively to the moral message delivered by the teacher.

4. CONCLUSION AND RECOMMENDATION

4.1. Conclusion

Based on the results, it is known that students have been able to understand interpersonal conflict. Five students decreased in interpersonal conflict because the method of role-playing can provide an opportunity to express feelings. It has been designed to solve problems so that students can socialize well with their peers.

4.2 Recommendation

Kindergarten teachers are expected to be able to supervise and provide guidance if students are found to experience interpersonal conflict as soon as possible. Kindergarten teachers can use the role-playing method in resolving interpersonal disputes. Furthermore, the results of this study are expected to be analysed more and more valid in an increase in the number of samples, then could use a better design.

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