Applying Role-Play Method in Enhancing Social Intelligence of Early Childhood Learners

Indrawati Indrawati
FKIP
University of Bengkulu
Bengkulu, Indonesia
tindrawati61@gmail.com

Abstract—**Teachers at the kindergarten schools often use motonous teaching methods resulting in student's poor motivation in learning processes. It is expected that the teachers use various teaching strategy in or der to improve not only the students interest in learning but also their social awareness. This research aims to enhance social intelligence of young learners using role play method at Kindergarten school (PAUD). The subject of this study was young children covering 14 young learners with the age range from 5 to 6 years old who go schooling at the school of Negeri Pembina 1 in Bengkulu city, object of the study social intelligence. In the study, Classroom Action Research (CAR) was implemented through two cycles where three meetings were conducted in each cycles. The results of this study show that there was a high development of the learners' intelligence on social abilities which were affected by the implementation of motion games role play. The calculation result of every aspects concerned proved the increase at every class meetings. The increase of the learners' social ability was shown by the calculation result of t. test where the increase of learners' social ability was from -34.2143 to -41.4286. The conclusion of the study proved that the implementation of motion games role play increased the learners' ability in social intelligence among the young learners.**

Keywords—*role play; social intelligence*

I. INTRODUCTION

Early age is a golden period for a person because at this time all information can be absorbed easily and quickly by children through all five senses. As an analogy that children are like sponge that is able to absorb water without caring whether the water is clean or dirty, therefore this period is often referred to as a critical period to introduce and instill all things positive and useful for the development of children in the future.

National Education System Law Number 20 of 2003 Government Regulation on Early Childhood Education article 1 paragraph 1, states that: "Early Childhood Education, hereinafter referred to as PAUD, is a coaching effort that is shown to children from birth to six years of age carried out through giving educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Physical and spiritual growth and development in early childhood is learning that can be done by playing while learning, so that children will feel happier and do not feel forced when they are learning. Feeling happy and comfortable will have a positive effect on the child. Early Childhood Education education that is currently being developed is BCCT (Beyond Center and Circle Time). Early childhood is very important Santrock and Yussen in Solehudin argue that early age is a period full of important and unique events that lay the foundation for one's life in adulthood [1].

The development of the level of knowledge of early childhood is influenced by several factors. One of the factors is environmental factors. This environmental factor is also influenced by the condition of an area. The regional conditions of an area vary between urban and rural areas.

Based on the author's observation, early childhood knowledge in PAUD Negeri Pembina 1 Bengkulu is still very lacking. This is due to lack of facilities and infrastructure and lack of teacher creativity in presenting learning. As seen in the author's observation, in the lessons in PAUD Negeri Pembina 1 Bengkulu, from 14 children only 5 children were able to develop their intelligence and cognitive. 9 children have not been able to develop social intelligence, such as in remembering, listening to letters and numbers, in counting and in creating their own work. This is because the application of learning provided by teachers is always monotonous and highly prioritizes calistung, so that children become bored and lazy. Therefore, it is necessary to have effective learning methods to increase the knowledge of early childhood.

One effective learning method that can be applied to improve social intelligence in early childhood in this school is through role playing. Through role playing, it is expected to easily absorb the knowledge conveyed to children, be able to be absorbed properly.

Based on this background, the authors conducted a study on the application of role playing in learning to improve the social intelligence of early childhood in PA Negeri Pembina 1 Bengkulu Province.

II. THEORETICAL STUDY

A. Early Childhood Learning

1) Understanding learning: According to Winkel Early childhood learning is a process of interaction between

children, parents, or other adults in an environment to achieve developmental tasks [2]. The interaction that is built is a factor that influences the achievement of the learning objectives. This is because these interactions reflect a relationship between children will gain meaningful experience, so that the learning process can take place smoothly.

Meanwhile, according to Mulyasa, learning in early childhood education needs to pay attention to the relationship between the introduction of teaching materials with the characteristics of development and the types and principles of early childhood learning [3]. If the child's orientation is only emphasized on academic achievement, then they can only achieve the skills that the teacher hopes at the school.

Dimyati and Mudjiono argued that learning is a preparation prepared by the teacher to attract and provide information to children, so that preparations designed by the teacher can help children in facing goals [4].

Based on the above opinion it can be concluded that early childhood learning is a process of interaction between children, parents, or other adults in an environment to achieve developmental tasks. This is because these interactions reflect a relationship between children will gain meaningful experience, so that the learning process can take place smoothly.

B. Role Playing

1) Understanding the learning method of role playing: Learning method is an art and science to bring learning in such a way that the goals that have been set can be achieved efficiently and effectively [5].

According to Sudjana learning method is, "Learning method is the method used by the teacher in making relationships with students during the teaching process" [6].

According to Sutikno states, "Learning methods are ways of presenting learning material conducted by educators so that learning processes occur in students in an effort to achieve goals [7]. According to Gerlach and Elly learning methods can be interpreted as a systematic plan to convey information [8].

Based on the understanding above, the learning method that was stated can be concluded as a method or strategy that is carried out by a teacher so that the learning process occurs in students to achieve goals.

2) Defintion of role playing: Joise and Weil say role-playing is a teaching strategy that belongs to social learning models [9]. This strategy emphasizes the social nature of learning, and considers that cooperative behavior can stimulate children both socially and intellectually.

Hadfield mentions that role playing strategies are a game of motion in which there are goals, rules and at the same time involve elements of joy for children [10].

Based on the opinions stated above, the role-play method is;

"A series of activities carried out by children in learning in early childhood classes. Which is taken in the age range of 5-6 years and class B5 in order to develop the intelligence potential of children, related to the aspects of social intelligence in which

the children are involved in a game that pretends to be someone else".

C. Social Intelligence

1) Definition of early childhood social intelligence: According to Gordon, there are several indicators related to children's social intelligence, namely children will be good at coping with conflict and naturally embedded the ability to become leaders, able to read the feelings and situations of others, be responsive to emotions and can communicate with minority people, like a shy child. Children tend to have many friends over time [11]. Early childhood children tend to be egocentric and rarely see events from the point of view of others. Lwin describes social intelligence as the ability to understand and predict feelings, temperaments, moods, intentions and desires of others then respond appropriately [12]. Williams reveals that social intelligence is the ability to understand and interact well with others [13]. Could, On Intelligence, Monash University: 1994, in Slavin explains that social intelligence is an ability to understand and manage human relationships [14]. This intelligence is an intelligence that uplifts the function of the soul as an internal device of self that has the ability and sensitivity to see the meaning behind this reality.

Based on the statement above, it can be concluded that social intelligence is one of the estuaries of the educational process in character, therefore integral social intelligence is one of the characteristics that need to be developed for early childhood. Elements of social intelligence are managed in two categories, namely what we feel about others and what we do with that awareness. So social intelligence means a person's ability to interact, get along, understand and cooperate with other people in different situations by using social skills possessed.

2) Aspects of social intelligence: Armstrong, as for aspects that include social intelligence are [15]: a) Leading, b) Organizing, c) Integrating, d) Sharing, e) Loving, f) Speaking, g) Socialization, h) Being a peacemaker, i) Group games, j) Clubs, k) Friends, l) Groups and cooperation.

Based on social intelligence above, not all aspects are used as research. There are several aspects that will be used in the research, interacting, socialization and collaboration.

a) Interaction: Interaction is contact and communication which is interpreted as a mutual influence between various aspects of shared life [16]. Walgito interaction is a relationship between an individual one with another individual, one individual can influence another individual or vice versa, so there is a reciprocal relationship [17].

b) Socialization: Syamsudin (in Nugraha, et al. stated that "socialization is the process of learning to become social beings" [18], whereas according to Loree (in Nugraha et al.) "socialization is a process in which individuals (especially) children exercise sensitivity towards social stimuli, especially the pressures and demands of life (group) and associating with behavior, like other people in the social environment " [18].

c) Cooperation: According to Agus in cooperation is a joint effort between individuals or groups of people to achieve one or more common goals [19]. Sentosa also states that cooperation is a form of social interaction where the purpose of one group member is closely related to the goals of the other group members or group goals as a whole so that an individual can only achieve goals if other individuals also achieve goals [20].

Based on the description above, the writer can conclude cooperation, interaction, socialization is the activity of two or more people to achieve a goal that has been agreed upon in a certain period of time. In early childhood education, cooperation can be interpreted as a joint effort in completing tasks and skills to build friendship among peers, as well as the surrounding environment, which can be categorized as compactness in the rules of a game, especially when playing roles.

D. Thinking Framework

The thinking framework in this study is:

Role play learning methods can improve the social intelligence of early childhood because "The application of role playing methods contributes greatly to children's social intelligence, as seen from children who were hesitant and shy when playing roles and interacting and speaking no doubt. to play its role, the child can respond to the conversation and can speak freely when playing the role.

To do the right role playing method, the teacher must always do it repeatedly because the role playing method cannot only be done in a short time or once in a while. Role playing activities can provide opportunities for children to play diverse roles. The experience gained by children when interacting with other people can be a provision for children to adjust to their environment.

For that, role playing activities can improve children's social skills. The first activity is that children are asked to play a macro role where children directly play roles that have been determined by the teacher. When playing a macro role, the child is given the freedom to dialogue in accordance with his imagination. This is expected to encourage children to be able to interact with their friends. In this activity the child will learn to obey the rules of the game that has been agreed upon, patiently waiting for his turn, willing to share with friends and cooperate with friends. Playing a macro role can train children's skills to work together and interact with their environment.

E. Hypothesis

The action hypothesis in this study is, if role playing is applied correctly, children's social intelligence will increase.

III. RESEARCH METHODOLOGY

The purpose of this study is to describe and explain the phenomenon of the practice of PAUD children's learning in class, through role playing learning methods. The research place was carried out in PAUD Negeri 1 of Bengkulu Province in class B5, consisting of 14 children. The background is attempted to be authentic and free from the influence of bias, objects not knowing are being studied, learning takes place as usual all activities that occur in the classroom through playing roles played by the children themselves.

This study uses role playing learning methods. Joise and Weil [9], Hadfield [10], said role playing means helping individuals understand their own roles and the roles played by others.

Mechanism of data collection and analysis on Jonh Elliot's model of data collecting in this study uses several provisions; 1). Observation sheets for teachers, in carrying out learning with role playing models. 2) using a scale, whether using this method can improve social intelligence and observe child development.

IV. RESEARCH FINDINGS

The findings of research results to improve social intelligence by role playing methods consist of aspects of accuracy, enthusiasm, appreciation, compactness showing improvement seen from the pie-chart (attached) after the role playing learning method was performed. According to Aristotle (zoon politicon) in Gunawan, humans are social creatures who have a natural tendency to gather in groups of people too, so that they need a good way of socializing or making friends [21]. Likewise, the early age children are getting older and need a way to socialize and interact with other people so that the need for proper handling so that the child does not lose direction in determining his future life.

The child changes depending on his mood and sometimes the roles played by other friends he wants also need to be repeated. Beaty et al. states that social intelligence or also called prosocial behavior includes behaviors such as [22]: (a) empathy in which children express emotion by giving attention to someone who is depressed because of a problem and expressing the feelings of others who are experiencing conflict as a form that the child is aware of the feelings that others experience; (b) generosity in which children share and give their belongings to someone; (c) cooperation in which children take turns or take turns and obey orders voluntarily without provoking arguments; and (d) provide assistance in which children help someone to complete a task and help someone in need. This is evidenced by the results in the Kurniah study that role playing methods can improve early childhood interpersonal intelligence which increases the frequency of children "less" increases to more "good" [23].

From these findings, it can be concluded that in applying role playing methods to improve the social intelligence of children of PAUD Negeri Pembina 1's increases well, from the description that increasing children's intelligence requires concrete and strategic efforts such as involving children in real phenomena in life starting from sharing behavior with friends and having a sense of empathy and solidarity, and most importantly maybe the child already knows which one he has and which one his friends has so that he knows well about the rights, in the future further reducing the seeds of corruption when children become adults based on a habit.

What was stated above has implications for the lives of children, especially for children in the PAUD Negeri Pembina 1 Province of Bengkulu, of course the teachers also have an obligation to harmonize learning with the development of children's intelligence, especially social intelligence, although all intelligence in children must develop properly in accordance with age level of children, developmental level because basically children have very potential intelligence at certain ages to be developed, intelligence possessed in accordance with the theory Gadner, says that humans (children) are in various contexts and that all this context is needed and nourishes a variety of different intelligences [24].

V. CONCLUSION

The application of role playing learning methods that are carried out appropriately, in improving social intelligence of children, can be done by the following steps: 1) The teacher prepares the themes and scenarios to be taught, 2) Children are taught to memorize words first, 3) After memorizing the word according to the character, the children are taught the movement in stages according to the theme to be played 4) After all the steps have been taught, the children are taught to express with the spoken word. In addition, the application of role playing in the implementation of the steps made must vary according to the theme of learning and aspects of development.

The role playing method can improve social intelligence; a) actively and consciously involving children in activities, and helping teachers to control their emotional, learning style and intellectual level of learning. b). On the other hand, role playing is interesting, fun and causes children to interact, as evidenced from the cycle 1 result of 61.15% to 82.4% in the second cycle (attached). From the t test, an increase of -34.2143 reached -41.4246. With t count calculated at -7,885 with a significant 0,000. Thus children's intelligence increases if role play is done correctly received at the 0.05 level of significance.

Based on the results of the research that has been carried out, overall it can be concluded that one of the alternatives to improve the social intelligence of early childhood is through role playing learning methods, especially for the PAUD Negeri Pembina 1 City of Bengkulu class B5 specifically and generally for all classes there is the PAUD, because it is very visible that this role playing method is very much loved by children.

REFERENCES

[1] A. Solehudin, Konsep Dasar Pendidikan Prasekolah. Bandung: Depdikbud, 2000.

[2] S. Winkel, Bimbingan dan Konseling, di Institusi Pendidikan. Jakarta: PT. Grasindo, 1991.

[3] Mulyasa, Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT Remaja Rosdakarya, 2014.

[4] Dimyati and Mudjiono, Belajar dan Pembelajaran. Jakarta: PT Rineka Cipta, 2009.

[5] T.R. Joni, Strategi Belajar Mengajar. Suatu Tinjauan Pengantar Jakarta: Depdikbud. Ditjen Pendidikan Tinggi. Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1999.

[6] N. Sudjana, Dasar-Dasar Proses Belajar Mengajar. Bandung: Sinar Baru Algensindo, 2005.

[7] M.S. Sutikno, Belajar dan pembelajaran. Bandung: Prospect, 2009.

[8] Gerlach and D.P. Ely, Multimedia Learning: Prinsip-prinsip dan Aplikasi, Yogyakarta, 1980.

[9] B. Joyce and M. Weil, Model of teaching. New Jersey: Prentice Hall, 1980.

[10] J. Hadfield, Classroom Dynamic. Oxford University Press. 1986.

[11] J. Gordon, and L. O'Toole, "Learning for well-being: creativity and inner diversity," Cambridge Journal of Education, vol. 45, no. 3, pp. 333-346, 2015.

[12] M. Lwin, A. Khoo, K. Lyen, and C. Sim, Cara Mengembangkan Berbagai Komponen Kecerdasan. Jakarta: Indeks, 2008.

[13] H.W. Williams, "Characteristics that distinguish outstanding urban principals: Emotional intelligence, social intelligence and environmental adaptation," Journal of Management Development, vol. 27, no. 1, pp. 36-54, 2008.

[14] R. Slavin, Psikologi pendidikan edisi kesembilan jlid 2, Diterjemahkan oleh Samosir. Jakarta: PT. Indeks, 2011.

[15] T. Armstrong, 7 Kinds of Smart: Menemukan dan Meningkatkan Kecerdasan anda berdasarkan Teori Multiple Intelligences. Jakarta: Gramedia, 2002.

[16] J. Saleh, M. Aljaam, A. Karime, and A. El Saddik, "An edutainment system for assisting qatari children with moderate intellectual and learning disability through exerting physical activities", in IEEE Global Engineering Education Conference, pp. 886–892, 2013.

[17] B. Walgito, Psikologi Sosial Suatu Pengantar. Yogyakarta: Andi Offset, 2003.

[18] A. Nugraha and Y. Rachmawati, Metode pengembangan sosial emosional. Jakarta: Universitas Terbuka, 2008.

[19] S. Agus, Cooperative Learning Teori dan Aplikasi Paikem, Yogyakarta: Pustaka Pelajar, 2016.

[20] S. Santoso, Dinamika Kelompok. Jakarta: BumiAksara, 1992.

[21] A.H. Gunawan, Sosiologi Pendidikan: Suatu analisis sosiologi tentang pelbagai problem Pendidikan. Rineka Cipta, 2000.

[22] P.J. Silvia and R.E. Beaty, "Making creative metaphors: The importance of fluid intelligence for creative thought," Intelligence, vol. 40, no. 4, pp. 343-351, 2012.

[23] I. Kurniasih, Pendidikan anak usia dini. Jakarta: Edukasia, 2009.

[24] H. Gardner and T. Hatch, "Multiple intelligences go to school: Educational implications of the theory of multiple intelligences," Educational Researcher, vol. 18, no. 8, pp. 4-9, 1989.