

Teacher Strategy in Improving Children's Interaction through Methods to Role Play

Soraya Rosna Samta
Student o Early Childhood Education
 Yogyakarta State University
 Yogyakarta, Indonesia
 yayazusna@gmail.com

Suparno
Leacturer of Early Childhood Education
 Yogyakarta State University
 Yogyakarta, Indonesia
 suparno_plb@uny.ac.id

Abstract—The purpose of this study was to examine how educators organize role playing activities and what types of strategies educators use to enhance social interaction of 3-year-olds. This research was conducted at Oasis Kids National Plus School Semarang through observation, documentation and interviews with educators to get their views and experiences about social interaction with peers through role playing. The findings of this study yielded the importance of the role of educators in developing social interactions with peers.

Keywords—teacher strategy, social interaction, role playing

I. INTRODUCTION

Teacher strategy is very important in a learning process in the education world. To achieve a learning goal a teacher must design learning in accordance with the development of the child. Defines that a strategy is a pattern that is planned and determined in order to carry out activities that include the objectives of the activities who are involved in the activities, the contents of the activities, the process of activities and supporting facilities. The teaching and learning process of a teacher is required to have a strategy that aims to enable children to learn effectively and achieve goals in learning. Good learning is learning gained from the environment around children, such as from the environment of peers, parents and educators.

The first children learn through social interaction through peers, siblings, parents and educators. This is the initial period for children to learn about the social environment [1]. the process of learning children's social interactions can be influenced by various parties, the most important being people who are around children such as peers. Friend relationships become triggers in increasing social interaction in children with existing games in the child's environment. Playing is the most efficient time in detecting children's social interactions with peers [2]. Designing play activities by providing the best conditions in the child's development needs, and supporting social skills with peers is a very important process in increasing social interaction in children. As Educators have the responsibility in understanding problems in children, understanding children's perspectives, strategies needed in social interaction with peers, and developing children's social interactions with peers broadly. Therefore, as educators play an important role in getting the benefits of playing to improve children's social interaction.

Playing is an early childhood world and it is the right of every child to play, without age. Through playing children has various benefits for development, this aspect of development supports each other and cannot be separated. If one aspect is not given the opportunity to develop,

there will be an imbalance because playing is a fun activity and is a need that is inherent in every child. thus the child can learn various skills happily without feeling forced or forced. The role of educators is needed in the development of early childhood potential. The development of the potential of early childhood as the nation's next generation can be pursued through development in various fields supported by the entire community.

The process of early childhood learning should be carried out in a fun, inspiring, challenging manner, motivating children to participate actively giving opportunities to be creative and independent in accordance with the stages of physical and psychological development. Therefore efforts to improve children's social interaction are very important. Education is a social process that cannot occur without interaction between children. As for learning is an individual and social process when children connect with other children in building mutual understanding and knowledge. As an effort to develop social interaction in children, educators can use the role playing method. With the role playing method, it is hoped that it can develop children's social interaction, of course by using strategies, interesting material and media so that it is easy to be followed by children, because by playing the role of the child will have the opportunity to be another person from him, as well as the desired character. With the method of playing such learning roles and strategies children have the opportunity to explore their potential.

Role playing begins to appear in line with the growing ability of children to think symbolically. In playing roles with peers, it will be an important milestone in children's social development. Through social activities it is expected that the egocentric nature of children will diminish, and children gradually develop into social beings who can socialize and adapt to the environment. According to the study Sendil and Erden in [3], suggests that there is a teacher strategy to improve children's social interaction skills during unstructured play. However, this research is more critical of educator strategies to improve social interaction in children through well-structured role playing games. Role playing is characterized by the interaction with people around the child, so that children are able to engage in collaboration in playing. The role playing method is a way of mastering learning materials through the development and appreciation of students. Role play includes one type of active play, which is defined as giving certain attributes to objects, situations and children playing the chosen character. What the child does is displayed in every real and observable behavior and usually involves the use of language. The child imitates the character he admires or fears both that the child encounters in everyday

life and from the character that the child sees in the film. For example the role of a trader. Children must be able to act as traders as they see around them, for example in the market, or as buyers. Through the role of a trader, children must interact with people who come to buy their wares. As traders must be able to offer their merchandise so that buyers are interested in buying their wares.

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The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the proposed method. Section IV presents the obtained results and

following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

Suggested that a strategy is a pattern that will be determined and planned through activities or actions that include the objectives, goals, content, processes and means that support learning. Strategy is the ways that will be chosen and used by an educator in conveying the learning that will be taught so as to facilitate the child in achieving the goals of learning. Learning is obtained through people around the child, one of whom is a peer.

Peers have an important role in improving the process of social interaction in children which includes the level of support, facilitation, and involvement of teachers in social interaction activities. In the direction of all the literature investigated inductively, the theoretical framework emerged and the Vygotsky-Proximal Development Zone (ZPD) theory was considered to be a guide for this study. ZPD is the distance between the actual level of development as determined by independent problem solving and the level of potential development determined through problem solving under the guidance of an adult or working with a more capable colleague [4]. Through adult guidance, children can learn things with active involvement and through time they can achieve their own tasks. Therefore, the classroom environment must be structured in such a way as to create an atmosphere that is supportive and guided by educators [5]. The framework of Vygotsky's theory is thought to provide a kind of perspective to guide this research by investigating the essence of the experience of educators as a means of facilitating social interactions related to peers among children.

Abdullah in [6], states that social interactions that seem simple are actually a fairly complex process, which is based on various psychological factors, including:

- The imitation factor is the urge to imitate others. Stating that imitation is the only factor underlying social interaction.
- Factor suggestion is an urge for someone to do or behave as expected by the suggestion. In suggestion, people intentionally actively provide views, opinions, suggestions, norms, etc., so that others can receive and do what is given.
- The identification factor is the factor that drives to be identical (the same) with others. People tend to be identical to others who are respected high value, admired, and so on.
- The sympathy factor is a factor of feeling attracted to others. Sympathy develops in relation to others. With the added sympathy, there will be deep understanding or create a sense of social for those who are sympathetic.

Play learning methods need to be given to children ranging from early childhood education to equip them with the ability to think logically, analytically, systematically, critically, and creatively as well as the ability to work together. In line Daniau in [7] which states that traits in role playing such as the world of games, rules, scenarios, and atmosphere, bring participants, as characters, players, people, and humans, to explore their identity through various forms of interaction. Play learning method is a learning method that prioritizes

groups. Every child in the group has different levels of ability (high, medium, low) and if possible group members come from different races, cultures, tribes and pay attention to gender equality. Play learning method prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning objectives. The purpose of playing learning methods is that children's academic learning outcomes increase and children can receive a variety of diversity from their friends, as well as the development of social skills. Not just developing social skills. However, bringing children to create communities, solve problems, develop creativity, and explore identity [8]. and the development of social skills. Not just developing social skills. However, bringing children to create communities, solve problems, develop creativity, and explore identity [8]. and the development of social skills. Not just developing social skills. However, bringing children to create communities, solve problems, develop creativity, and explore identity [8].

The principles of good role playing according to Daniau in [7] include:

- Uncertainty, accept the opportunity to adjust the game to different situations and just play for fun
- Rules, respect for the rules of the game and improve collaboration between players
- Personal involvement, engaging in games, encouraging others to do the same, and playing seriously but not excessive
- Pretend, enhance the realism of the game develop the ability to distance and empathize while playing seriously

III. PROPOSED METHOD

This section presents the proposed method.

A. Method

This study uses a qualitative approach that describes various ways in which individual experiences are explored more deeply [9]. This study uses this type of phenomenology. The experience of people related to the phenomenon under study is also called phenomenological research [10]. Because this study aims to describe the experience of early childhood teachers from a phenomenon that is, related to social interaction when playing a role, qualitative-phenomenological research finds a more appropriate strategy to use. Before conducting the research, researchers conducted interviews with two early childhood educators and then revised questions. After the pilot study, some types of behavior are included and observation instruments are made for both taking descriptive and reflective notes. Observations included activities designed by the teacher, activities initiated by children, educator behavior, instructions on peer interaction, teacher strategies on child interaction, demographic information about the place of time and date of the field of observation.

B. Context and Participants

Participants in this study were three early childhood education teachers who worked at Oasis Kids National Plus School Semarang. Applying role playing time as a criterion in determining participants in phenomenological research is to select individuals who experience the phenomena that are studied and share the nature and meaning of phenomena in the research under study [9].

C. Data Collection Procedures and Analysis

Observations are carried out before the interview to prevent teachers from getting the idea behind the research giving the desired answers related to the strategies they use and tend to do the desired practice appropriately. Semi-structured interviews, an open coding inductive process for analyzing grouping data and finding explanations to them analysis of observation record data opened openly by independent research. Then the second researcher and observer learn together to understand the code that appears.

Figures 1, 2 and 3 as following depicts the roles pay by students.



Fig1. Children play the role of seller



Fig 2. Children play role washing



Fig 3. Children play role ironing

IV. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Results

Organizing role playing time to facilitate social interactions related to peers is found to be done by the teacher through using the following strategies: asking questions, making suggestions, encouraging, observing, providing solutions, organizing activities, providing assistance, giving direction, praising, participating in playing, arranging physical environment. The codes that appear for this observation are collected in two categories: social interactions related to teacher-centered peers and social interactions related to child-centered friends. The code has the function of arranging segments related to a particular construction or theme.

B. Social interactions related to the teacher

The types of methods applied by teachers such as asking questions, giving directions, offering solutions, arranging activities and making suggestions are considered as teacher-centered strategies and examples are given below by stating excerpts from the teacher. In observation, it was found that, the teacher made a physical design arrangement of the play area by creating a clearly defined angle of interest or activity table where certain material was placed by the teacher. In this category, children are not allowed to play in areas other than those offered. The TCPSI category reflects the use of individual direct teacher strategies to support peer relationships during role playing.

Teacher (T2): "Look, there is Ehsan, don't you want to call him to play with you?" (Suggested)

T3: "Take the blue shirt and show the buyer"
(Giving direction)

T2: "Zafran came and joined the activities of your friends"
(Giving orders)

Q: "Children don't take toys without asking permission"
(Giving Guidance, Correcting the use of social skills)

T3: "Today, I organize three activities for you; three of the children will go to the first game" (Organizing Activities, Giving Commands)

C. Social interactions related to peers

The choice of children to make groups, intrinsic motivation to play in groups, observe children's games, encourage, praise, participate in children's games, environmental settings are considered child-centered strategies and examples are given below by stating quotations from educators. In observation, contrary to the teacher's view, it is seen that the teacher makes physical arrangements from the role playing area by creating limited choices for children to participate in play activities and allows children to choose among various choices according to their interests and needs. In this category, children are not allowed to play in areas other than those offered. Although role playing observations reveal most of the connections centered on educators,

T2: "In the role playing activities children are welcome to create groups with" (Children's choice to create groups)

T1: "Children in the role playing area play well with each other".

(Praising, encouraging, motivating)

T3: "Zahra and reno groups are nice to each other"

(Praising, encouraging, motivating)

D. The display of the teacher in the organization writes the activity of playing time with social interactions related to peers

The following codes are driven from interviews in the sense of views about the organization: the benefits of role playing for both children and teachers and organizational strategies for playing roles with social interactions related to peers.

a) Benefits of role playing for both children and teachers

Teachers say that the organization of role playing is very important for both teachers and children. Those moments allow children to express themselves freely, learn to share, learn appropriate social ways (asking, giving and receiving), socializing, learning to accept, developing preferences and problem-solving abilities. In addition, besides getting children, the teacher also stated some benefits for themselves. They experience some kind of monitoring of children's personality. In addition, they also reported that, through the use of role playing time, they implemented a kind of indirect arrangement and allowed positive social interaction among children. Benefits are exemplified by quotes collected from the teacher's experience reported:

Q: "The time to play a role is the only time where children can get rid of teacher authority and can express themselves freely ..."

T2: "In playing the role of the children do not know what the teacher wants, what is the direction. So that the child can behave naturally which allows the teacher to observe, and shift the child's development to a higher level with the help of other games"

b) Strategies for organizations with social interactions related to peers

They state that, teachers must be involved in children's play to motivate them and teach them to shape social interaction by being exemplary, must make notes about children's groups and relationships, patterns of social interaction, improve the use of social skills and even intervene, resolve peer conflict and directs them to resolve themselves, including some neglected children in the established peer group, asking questions about the use of social skills and appropriate peer relationships. Strategies for organizational role playing time are exemplified by citations collected from teacher experience reported:

Q: "If two children experience some kind of problem, I ask other children in the class whether they can solve this problem or not. I think, this way of behaving can lead children to think whether they really can solve it or not "I believe that, this teaches children to be confident and solve the problems they will face with their peers."

T2: "Educators join groups of children when playing roles to motivate them to be in groups, to share and feel relaxed. In this way, educators can observe indirectly children behave socially, behave appropriately towards peers, and so on. The teacher must observe, detect, and correct it by explaining how to behave as needed.

E. Consistency of views and practices of educators

When asked about their views and experiences, most educators expressed a child-centered strategy such as making suggestions, organizing activities, making observations, encouraging, praising, and so on. However, educators say they do not expect children to behave in a number of ways in playing roles, educators have some rules and regulations when playing roles. In addition, in observing one of the time playing roles, educators require children to engage in special behaviors rather than giving children choices to choose the activities they want. Educators generally decide to do activities rather than children and give them direction to get involved. Although the practices considered teacher-centered were observed in playing time, in the interview the educator reported that, children play role-free activities to choose friends. educators emphasize that activities are planned because of the children's development needs and state that educators offer choices to their children in how to choose activities. Therefore, a kind of inconsistency is observed in the views and practices of some teachers

V. CONCLUSION

As suggested based on interview data, playing time is an important role in the means of both educators and children. It is emphasized in the literature that, a number of games that are primarily aimed at children, are useful and necessary for the development of children. Besides the importance of providing a place for role playing time in daily plans, conditioning the tools and materials in the game is very important. Although the inconsistency between the views and practices of educators is observed, all teachers state that the physical design of the class becomes a kind of obstacle for them to design playing time more structured. Because of the small class size they are limited to certain activities. classroom settings, material quality, and designing angles have an effect on peer interaction among children. Therefore, we can

conclude that, although teachers may have a child-centered approach, they may behave teacher-centered. Likewise, although teachers may want to support peer interaction among children in free play time, due to limitations in the physical design of their classrooms, their practice may differ from their views.

In the direction of this research finding several implications can be offered to preschool teachers, school administrators and curriculum developers. By knowing the important effects of peer relations on all children's development, peer relationships must be encouraged and cared for by teachers, schools and parents. Teacher education to support children's social interaction is important. It seems necessary to enrich course content related to emphasizing children's social development, the importance of peer relationships and the overall welfare of children. In addition, early childhood educators must attend training related to the development of children's social skills, peer relationships and related teaching strategies to improve children's learning and development.

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