

ROLE PLAY IN MARKET DAY FOR STIMULATION EARLY CHILDHOOD SOCIAL EMOTIONAL

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ABSTRACT

The development of children's social and emotional abilities is essential for supporting their future quality of life. Efforts to develop these abilities can be made through various activities that are engaging for children. The aim of this study is to understand the development of children's social and emotional skills, to describe the implementation of role-playing methods using the market day technique on children's social and emotional development, and to identify the challenges faced by teachers in applying the role-playing method. This study uses a qualitative descriptive approach. The subjects of this study are students and teachers at TK PGRI Tanjungkerta. Data were collected using observation, interviews, and documentation methods, with data analysis consisting of data reduction, data presentation, and conclusion drawing. The instruments used in this study are interview guidelines and observation sheets. The results of the study show that the application of the role-playing method using the market day technique on social and emotional development yielded an average score of 86.41% with the criteria of developing as expected (BSH). In the implementation of the role-playing method, teachers followed the predetermined steps. The challenges faced by teachers included a lack of assistant teachers and limited time. However, these challenges were successfully managed. The results of this study can be used as a reference in efforts to develop social and emotional skills in early childhood.

Key Words: *Role Playing, Social Emotional, Early Childhood*

ABSTRAK

Pengembangan kemampuan social emosional anak sangat diperlukan untuk mendukung kualitas hidup anak kedepannya. Upaya pengembangannya bisa dilakukan menggunakan berbagai kegiatan yang menarik bagi anak. Tujuan penelitian ini untuk mengetahui perkembangan sosial emosional anak, mendeskripsikan gambaran penerapan metode bermain peran dengan teknik market day terhadap perkembangan sosial emosional anak, dan mengetahui kendala yang dihadapi guru dalam menerapkan metode bermain peran. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian ini yaitu peserta didik dan guru yang ada di TK PGRI Tanjungkerta. Data dikumpulkan menggunakan metode observasi, wawancara, dan dokumentasi, dengan analisis datanya yaitu reduksi data, penyajian data, dan pengambilan kesimpulan. Instrumen yang digunakan dalam penelitian ini adalah pedoman wawancara dan lembar observasi. Hasil penelitian penerapan metode bermain peran dengan teknik market day terhadap perkembangan sosial emosional yaitu perkembangan sosial emosional anak di TK PGRI Tanjungkerta setelah menerapkan metode bermain peran mendapatkan nilai rata-rata 86,41% dengan kriteria berkembang sesuai harapan (BSH), dalam penerapan metode bermain peran juga guru menggunakan langkah-langkah sesuai dengan yang telah ditentukan, dan dalam penerapannya guru mengalami kendala yaitu kurangnya guru pendamping dan waktu yang singkat. Namun kendala yang terjadi dapat diatasi dengan baik. Hasil penelitian ini dapat digunakan sebagai rujukan dalam upaya mengembangkan kemampuan social emosional pada anak usia dini.

Kata Kunci: *Bermain Peran, Sosial Emosional, Anak Usia Dini*

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INTRODUCTION

Market day events provide a fun and engaging environment for children to develop important skills that they can carry with them throughout their lives. Not only do they learn valuable lessons about entrepreneurship, but also developing their social emotional (Hanik et al., 2023). Market day can provide teaching to young children to learn entrepreneurship, so that children get used to it and make it easier for children to live their lives in the future (Rukmana et al., 2023). Market day activities can be integrated into existing programs in formal education so that children learn to interact in entrepreneurial activities.

Human life is inseparable from education, especially formal education. In the Republic of Indonesia, educational activities are divided into three educational pathways, namely formal education (education organized in structured manner), non-formal education (education organized outside the school system), and informal education (education organized independently). One form of formal education is early childhood education.

Early childhood education is an effort to stimulate, guide, nurture, provide learning activities that can help children's growth and development. This is in line with the Law of the Republic of Indonesia Number 20 of 2003 page 6 concerning the National Education system article 1, item 14 states that early childhood education is a development aimed at children from birth to six years which carried out through providing educational stimulation to help physical and spiritual growth and development so that children have readiness to enter further education (Aripudin Opan, 2021).

Early childhood education institutions provide opportunities for children to develop all aspects of development, one of which is social emotional development. Social emotional development is very important in a person because of its relationship with the child's ability to establish interactions with others. Children's social emotional development needs to be instilled early so that children are able to control their emotions when they are interacting with others (Syahrul & Nurhafizah, 2021). Social and emotional development begins in the earliest moments. Infants learn through social interactions with the adults who care for them and most are born with

the ability to read basic social cues. For example, in the first hours of life, infants turn their heads toward their parents voices. Childrens's social emotional development refers to children's learning to regulate and understand situations and emotions in interacting with people around them, be it parents, siblings, peers, or other people.

Social-emotional development requires an understanding of one's own role including both the outward and hidden actions in feelings, perceptions and attitudes. The essence of role play is aimed at helping children understand their own roles and the roles played by other while trying to understand their underlying feelings, attitudes and values. Role play is an activity of portraying characters or objects in the environment around the child that aims to develop imagination and appreciation of the development material being implemented. This role-playing method provides opportunities for children to study human behavior. Children can explore their feelings, appreciate the perceptions and behaviors of others and learn to engage and interact in the decision-making process. Thus, the role-playing method means dramatizing the way of behavior in social relationship (Hidayah, 2022)

Role playing has many advantages because it has a positive impact on early childhood development. The purpose of role playing according to Mulyasa 2012 is to explore feelings, gain insight into attitudes, values and perceptions, develop skills and attitudes in solving the problems faced, explore the core of the problem being played through various ways (Rahmawati, 2014), Meanwhile, according to Carcium, the purpose of role playing is to motivate children, attract and attention of children, provide opportunities for children to explore situations of dissent and problems in the child's social life environment, attract children to ask questions, develop children's

communication skills, train children to play an active role in real life. (Lestari & Puji, 2019).

METHODS

This research uses a qualitative descriptive approach using the subjects of 2 students and 2 teachers. Data collection techniques in this study were carried out by interviews, observation, and documentation. The observation instrument consist of indicator of social emotional development using 4 scale criteria. That criteria are undevelop (BB), starting to develop (MB), developing according to the expectation

(BSH) and Developing very well (BSB). Data analysis techniques using data reduction, data presentation, and conclusion making. This research was conducted at PGRI Tanjungkerta Kindergarten, precisely on April eleven, Tanjungkerta Village, Karangkencana District, Kuningan Regency. In this study, researchers observed children's social emotional development using observation checklist consist of social emotional development indicator, interviews were conducted with 1 teacher and 1 principal to explore more in-depth information from the results of observations, and documentation is expected to clarify the report on the focus of the research so that it is more valid.

RESULTS AND DISCUSSION

Market day activities have an impact on social emotional development. Data obtained from observations of social emotional development group B children at PGRI Tanjungkerta Kindergarten showed 86.41%, which met the criteria for developing as expected (BSH) including a very good category. Children's social-emotional development is very important in a person because of its relationship with the child's ability to establish interactions with others. Children's social emotional development needs to be developed from an early age so that children are able to control their emotions when interacting with others. (Darojat, 2020).

According to the observation result indicate that after role playing market day children are able to carry out activities to completion 90.6% with very good developing criteria (BSB). children are able to prepare merchandise together. This results seems suitable to Hurlock's one of charaterisc of social development, namely cooperation (Dewi, 2020). However, in this study researchers only used 1 characteristic of social development, namely cooperation, according to Davis (Wulandari, 2021) that there are several indicators of cooperation, namely: Responsibility, jointly completing work, namely by giving responsibility can create good cooperation.

Market day event that held in Tanjungkerta kindergarten provides children pretending became buyer or seller. They do role playing in market day activities. The role-playing method is a technique to provide play experiences to children through simulation. Ahmadi and Prasetyo 2005 (Srihayati, 2016) suggested that the role-

playing method is often called "sociodrama". It is an educational method that provides opportunities for children to simulate their attitudes, behaviors, or respect as they would normally do in social relationships with the community.

Market day gives an experiences for children related to manage themselves. This activity has also an influence on children's social-emotional, including the ability of Social Awareness (Amalia & Andriani, 2023), as evidenced by the absence of a bargaining process between students in order to respect each other's merchandise, Ability to Relate, as evidenced by the communication between one student and another without any embarrassment, and Dare to Make Decisions, as evidenced by students being able to make decisions in transactions.

In implementing the role-playing method with market day techniques, of course there are obstacles. Based on the results of research conducted at PGRI Tanjungkerta Kindergarten Kuningan Regency related to the obstacles faced by teachers are as follows: the lack of accompanying teachers, the inequality in the number of teachers and students is one of the obstacles faced by teachers because in essence according to Government Regulation of the Republic of Indonesia Number 74 of 2008 is 1: 15 (1 teacher versus 15 students) and should not serve more than 15 students. (Suwandi, 2020). However, in reality found in the field by researchers, that PGRI Tanjungkerta Kindergarten still accepts more than 30 students so that there is a lack of accompanying teachers in the learning implementation process.

The accompanying teacher is very helpful and can improve the overall quality of children's learning. A Accompanying teachers are expected to be able to help children in many ways things, such as disciplining students, helping students who still need guidance, provide guidance to resolve it problems during teaching, and make him a capable trainer in honing students' skills according to their potential that he has (Aurina & Zulkarnaen, 2022). In this market day activity needs accompanying teachers in directing, guiding, assessing and evaluating students in the process implementation of activities being carried out. Lack of teachers companion in an activity, especially market day activities will cause commotion in the activity. Children become not conditioned and does not comply with existing regulations

Teachers also experience obstacles in the distribution of preparation time. The lack of preparation time makes us only promote 3 types of merchandise to be sold.

During the market day, the difficulties faced by other teachers were related to communication with parents. One of them is related to parents who are negligent in preparing their children to act as sellers but forget to bring their merchandise. Those obstacles related to communication and preparation. The cooperative relationship between parents, teachers and institutions is also the main key to strength in carrying out each program, including market day (Triana et al., 2024).

CONCLUSION

The implementation of role-playing methods with market day techniques in developing children's social emotional development at PGRI Tanjungkerta Kindergarten has gone well. It can be seen that the use of role-playing methods with market day techniques in children's social emotional development can achieve the expected indicators of achievement. In addition, the role-playing method with market day techniques provides fun activities for children as well as high child enthusiasm. Of course, in implementing the role-playing method with market day techniques, it must be in accordance with the steps that have been determined in order to achieve a certain goal. Every activity must have obstacles, as for the obstacles faced by teachers in implementing the method of playing with market day techniques is the lack of accompanying teachers, and the preparation time is quite short.

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