Teacher's Efforts to Improve Emotional Social Intelligence through Role-Playing Methods in Play Groups Sakinah 23, Bonjol, Koto Besar District, Dharmasraya Regency

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Abstract. This research aims to find out the efforts of teachers in improving children's emotional-social intelligence through role-playing methods. This research uses descriptive quantitative methods assisted by observation techniques, interview techniques, and documentation techniques. Analytical techniques are used data reduction to conduct data verified, tested data credibility through data triangulation. The results showed an increase in children's emotional intelligence through role-playing methods characterized by evidence of a percentage of 62% very well-developed results.

Keywords: Teacher's Effort; Emotional Social Intelligence; Role Playing Method

1   Introduction

Education has an important role in people's lives. Education is used to create the character of a nation that respects and respects each other. Education plays a role in improving the quality of survival of Indonesian people. Education should instill in every community involved in education to get attention from the government, especially in early childhood. PAUD is early childhood education. Education in early childhood is needed to improve the learning process in improving children's ability to have social-emotional intelligence that adapts to society, nation, and state [1]. Early childhood education can be defined as creating a learning process in children aged 0-6 years.

Thus, it can say that education sought children's independence consciously and planned through the learning process. The purpose of the application of education in early childhood is to receive stimulation to develop the skills of children to become money-believing. God-fearing people behave well, creatively, innovatively, confidently, and responsible citizens [2]. Early age is when children need to get the growth and development of the child's life. This period is identified as a fundamental period in the next child's life until the final stage of their development. The golden age is the time that becomes the main feature in stimulating the development of children. This golden age is called a critical period that can repeat at a later

stage. If the child's skills are not stimulated properly at this stage, it can hinder the development of children in the next stage.

Learning goals can be achieved if aspects of development can be carried out according to the stage of development, such as religious and moral development, physical and motor development, cognitive development, discussed development, and social-emotional development. From the above developmental stage, this study focuses on early childhood social, emotional development. This social-emotional development is related to the child's ability to communicate with others. This emotional social is the embodiment of communicating with others based on social norms, and children can control their feelings according to their expression [3].

As for the target aspect of early childhood development based on the National Standard of Early Childhood Education No. 137 of 2014 [4], there are three aspects, namely (a) self-awareness including (1) independence; (2) Taste control; (3) Confidence; (4) discipline; (6) persistence, (b) Responsibility towards oneself and others includes (1) the care of self and the environment; (2) respect for others; (3) help each other, (c) prosocial behavior includes (1) enthusiasm; (2) comply with the rules in the game; (3) respect for others; (4) Empathy. Based on all three aspects of early childhood development above, this study uses aspects of social, behavioral development related to role-playing methods. This social aspect can show the child's enthusiastic attitude in carrying out the game and complying with the rules that apply in the game [5]; [6].

Play is a place to make the change of proficiency in the child into a visible skill through games to create children's creativity (Pane and Siagian, Role-playing enables figures or objects around children to develop their imagination in the learning process through active play [7]. This role-playing can define as giving special devices to objects, conditions, and children playing selected characters [8]. The role-playing method is a learning method that uses behavior in an application ([9]. Having special characteristics can find solutions to the tasks given by the teacher [10]. The advantages of role-playing, namely students are trained to have initiative and creative power. Second, students' talents can be stimulated from the beginning and grow the seeds of art in school. Third, foster cooperation between players. Fourth, students are responsible for the role given by the teacher. Fifth, students have adequate language skills to be understood by other students [11]; [12].

In the learning process at PAUD, students find problems related to social relatedness. Solutions can implement by discussing Q&A between teacher and child, discovery, and inquiry [13]. For this reason, teachers play a role in finding solutions through learning strategies used in PAUD. One solution in finding such solutions is role-playing that communicates with others [14]; [15]. The results of observations conducted in the Sakinah 23 Bonjol PlayGroup, some children have not been able to socialize with their classmates, such as their inequality in performing the task given by the teacher.

In addition, the lack of aspects of social-emotional development is evidenced through the inability of children to adapt to others. The results of the assessment of aspects of child development in the Sakinah 23 PlayGroup dominated by a percentage rate of 44% in the achievement of child development is still not (BB), 22% in the category of starting to develop (MB), 22% in the category of developing as expected (BSH), 14% in the category of developing very well (BSB).

The formulation of the problem in this study, how teachers' efforts to improve emotional social intelligence through role playing in the playing group Sakinah 23 Bonjol, Koto Besar subdistrict, Dharmasraya Regency. This research aims to determine the efforts of teachers in

improving the emotional, social intelligence of early childhood with role-playing methods in Sakinah 23 Bonjol playgroup, Koto Besar Subdistrict, Dharmasraya Regency.

The theory used in this research starts from the social development of children starting from the formation of social personality, covering the personal and family, culture, nation, and so on. Social development is behavior that is relevant to social demands [16]. Socializing is the ability to behave according to social norms and rules [17]. Social development is the development of children's behavior in adapting to norms and rules in society. These developments go through the process of maturation and learning targets from responses obtained from others. Play makes the child's social function able to develop. Social harmony can support the development of the child's health in an optimal manner [18].

Social development is a time when the child meets their primary physiological needs. At this time, the child argues that other individuals help him to meet his needs perfectly. In addition, he also found something else in his neighborhood. At this time, children view the fulfillment of these needs with subjectivity, sometimes contrary to reality [19]. In comparison, emotional development is one of the factors to prioritize the success of children in life. Although the child has good skills, if emotional development is not good, the child will get difficulty in association and life, given the importance of optimal emotional development [18].

There is a soul in which there are emotions, which can separate from it, emotions are human feelings, such as happy, happy, safe, good and bad circumstances in it, emotions are a special feeling or thought in a person both biological and psychological people to act to do something ([20]; [21]. The essence of play is a process that the child repeatedly performs to gain pleasure, and there is no targeted end goal [22]; [23]. Role-playing is a way of educating children through learning materials [24]. Playing a role in question is to play a certain role by the storyline so that learning is directed and orderly so that children can think and communicate with the surrounding environment and friends [25]; [26].

2   Research Methods

This research is descriptive qualitative research that can describe the actual situation [27]. The research subjects taken from this study were students in the playing group Sakinah 23 Bonjol, Koto Besar Subdistrict, Dharmasraya Regency. Data feeders use observation techniques, interview techniques, and documentation techniques. Data analysis techniques use reducing data obtained by grouping, classifying, and analyzing by drawing conclusions and verifying, and testing the credibility of data through data triangulation based on the techniques used in this study.

3   Results and Discussion

3.1. Results

The efforts of teachers in improving the emotional social abilities of early childhood through role-playing methods in the Sakinah 23 Bonjol PlayGroup are described as follows.

a.   Selection of playing themes

Teachers make this effort to improve children's social and emotional abilities by drawing up a daily learning implementation plan (RPPH) to achieve learning targets in the learning process (Yeni, 2021).

b. Story-making scenario
Creating storyline scenarios is necessary to determine the role-playing characters so that the game can do regularly.
c. Provision of role-playing tools
The observation results show that role-playing tools need to be prepared, such as toys in the form of apples, pears, grapes, and so on.
d. Supervision and assistance of children in role-playing.
Teachers tell students the rules in role-playing so that each student can follow role-playing games regularly to understand children in role-playing.
e. Provision of role-playing tools
The observation results show that role-playing tools need to be prepared, such as toys in the form of apples, pears, grapes, and so on.
f. Explanation of the use of tools in role-playing
Explanation of the use of tools in role-playing needs to be done by teachers to make students understand their use.
g. Division of tasks through role-playing
The task that children play in role-playing is to eliminate the incomprehension of students in role-playing, for example, role-playing about the doctor profession. Teacher divides duties among children as doctors and patients
h. Supervision and mentoring of children in role-playing.
The form of supervision and mentoring of teachers in role-playing to children is the child's incompetence in playing their role and avoiding forgotten activities.
i. Discussion and evaluation of values and messages in role-playing
In playing a role, the teacher repeats material given, such as the role of fruit traders in the market. Children understand tolerance and respect for buyers.
j. Supervision and assistance of children in role-playing.
The form of supervision and mentoring of teachers in role-playing to children is the child's incompetence in playing their role and avoiding forgotten activities.

3.2 Discussion

After these role-playing activities are applied, it shows improvement in the social-emotional development aspect of the child [28]. This improvement is explained through four indicators, such as the explanation below.
a. Enthusiasm
Students are refreshed in carrying out the game in role-playing activities. The results showed that aspects of social-emotional development in children are dominated by their role in role-playing activities between sales and buyers.
b. Comply with the rules of the game
Obeying the rules in the game is necessary for a game. If the child has obeyed it, then the game will be more orderly and directed so that it impacts the child's social-emotional development well.
c. Respect for others
This attitude of appreciation is necessary for a game. When the child has been able to appreciate others, then his emotional, social development develops by the stage of development.

d. Empathy

If the child can understand empathy, then the child's emotional, social development can also develop well. The results showed that dominated by social-emotional development has developed as expected [29]; [30].

Based on results of the study refer four indicators above showed that ranked first as much as 61% in the category of developing very well (BSB), the second rank as much as 28% was in the category of developing as expected (BSH), the third rank as much as 11% in the category began to develop.

4 Conclusion

The results showed that there was an increase in emotional, social intelligence through role-playing methods. This method can help teachers develop the social-emotional aspects of children proven from the result of achieving emotional, social development of children dominated by the category of developing very well as much as 61%.

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