



## An Application of the Role Play Method in Improving the Social and Emotional Abilities of Children Aged 4-5 Years at PAUD Alqomar

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### ABSTRACT

Alqomar PAUD Many social and emotional skills of children aged 4 to 5 years are still underdeveloped, so teachers attempt to develop children's social and emotional skills through role-playing methods. The aim of this research is to determine the application of the role-playing method to improve the social and emotional skills of children aged 4-5 years at PAUD Alqomar. This research is field research using qualitative methods. The main data sources are teachers and students. Alkmaar Early Childhood Education Research Site. Currently, inductive methods are used for data analysis. Based on the results of the discussion, it can be concluded that the application of the role-playing method to improve the social and emotional skills of children aged 4-5 years has been achieved well at PAUD Alqomar. The use of role play techniques at PAUD Alqomar has been proven to improve the social and emotional skills of children aged 4 to 5 years. This can be seen from the child's skills before the role-playing method was introduced, but after the role-playing method was introduced, the child's social and emotional skills began to develop.

**Keywords:** *Role Play Method, Social Emotional, Social and Emotional Abilities*

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## INTRODUCTION

Raising children is a process of comprehensive development and improvement of a child from birth to six years of age, which includes all physical and non-physical aspects, including physical, deeper, motoric goals, close to home, instilling the joy of social progress. and be right. When children develop optimally, they are able to grow and develop (Pertwi, et al, 2021). Education is for human survival, prepares us to be creative, and is an absolute need that must be met. In Islam, there is a verse in the Al-Quran which gives meaning to the importance of developing the younger generation, especially in Surah An-Nahl chapter 78.

And God, I will come out of you from the cores of your mother

It means : *And God brought you out of your mother's womb in ignorance, and gave you hearing, sight and heart, so that you may be grateful. (An Nahl: 78)*

Based on the verse above, we can understand that the young generation is born in a state of helplessness, vulnerability, and has no idea (no information) whatsoever. However, God equips babies with hearing, sight and soul (especially explanations which according to substantial judgment, have their center in the heart) (Halimatuzzuhrotulaini, 2020).

Children are at a brilliant time throughout the age range of human events. This period is a difficult period, during this period children are very open to progress from their current situation (Pramunditya, et al, 2014). The brilliant age is when children begin to be sensitive to various improvements in various educational efforts and their current circumstances, whether intentional or unexpected. It is during this period that physical and mental abilities mature so that children are ready to answer and understand all formative tasks that should arise in their daily behavior (Sujiono, 2013).

The progress of the younger generation includes various points of view. In general, youth progress includes physical, social, emotional and mental changes (Sit, 2015). This exploration will focus attention on several aspects of the social capacity and environment around the younger generation. Social and emotional skills are skills that are interrelated and influence each other. Children's emotions are signals they receive to exert a positive influence on others. On the other hand, children's personal reactions are also influenced by the actions of other people. Good social and emotional skills are skills that children must develop from an early age. Because this behavior greatly influences and determines the child's abilities in the future (Tatminingsih, 2019).

The child's social character is strengthened by his refusal to understand other people's emotions in everyday life. The level of interaction that children have with other people starts from parents, relatives, friends, and the wider environment (Lubis, 2019). Social emotional improvement is very important for a person, because it is related to the child's ability to cooperate with others. In addition, children at school have a lot of direct contact with teachers and friends, thus strengthening their closeness with their families (Nurhasanah et al., 2021).

Looking at the data above, we can conclude that socio-emotional progress is an outpouring of emotions when children interact with other people. Socio-emotional improvement is when a child stops trying to understand other people's emotions.

How the child relates to the environment, especially with his friends is one of the characteristics of the child's social development. The climate will greatly affect the child's development, especially the child's social improvement which should be seen through the child's communication with his peers. The problem that still occurs is that children who do not get along with their friends are not helped by educators to play with their friends. Children who don't socialize with their peers spend more energy resting with their parents (Melinda and Izzati, 2021).

In order to encourage the development of the younger generation, one of the efforts of educators is to apply role-playing techniques to children. Role playing strategies are an appropriate technique for young children. Because this strategy is considered a stupid act and can bring joy to the personal and social development of young people (Husnah and Hasanah, 2019). Role-playing is one technique used to improve children's social perspectives in the home environment, but how many factors support and hinder the implementation of this most common role-playing strategy? Supporting variables include media, teacher imagination, performance techniques, and children's enthusiasm. Disincentives include children being selfish, children not concentrating, and children often being shy (Maghfiroh, et al, 2020).

Based on a pre-survey conducted at PAUD Alqomar on October 10 2023, researchers conducted interviews with teachers of the 4-5 year age group at PAUD Alqomar who said that there was a lack of use of innovative learning methods such as role playing at PAUD Alqomar and that there were still many children who could not carrying out role-playing activities correctly, this is because role-playing activities are carried out in groups and each group must know their respective roles, so that

children's abilities in learning activities by role-playing at Alqomar PAUD are not optimal. As a result, it causes children's social-emotional abilities to be low. Children still don't seem enthusiastic about playing competitive games, children still can't obey the rules in games, children still don't seem able to respect other people, especially in role-playing activities.

Researchers are interested in discussing social emotional abilities in children aged 4-5 years at PAUD Alqomar because on average children aged 4-5 years have not developed their social emotional abilities optimally, this is due to the lack of application of learning methods that can optimize children's abilities in social emotional matters. such as the application of role playing methods. So children still seem less enthusiastic about games that have rules in them, this is because children still don't understand and obey the rules in a game. Based on the preliminary study data above, it can be explained that the average social and emotional skills of children aged 4-5 years at PAUD Alqomar are still underdeveloped. There are 6 students who have not yet developed, 5 students in the early development category, and 1 child in the expected development category. On the other hand, not a single child scored in the very well developed category. Therefore, in this research, we chose to develop the social and emotional skills of children aged 4 to 5 years at PAUD Alqomar, because these skills are still relatively underdeveloped.

Based on the observations above, researchers found the application of the role playing method to improve the social emotional skills of children aged 4-5 years at PAUD Alqomar for the 2023/2024 academic year. Researchers are interested in conducting research on this focus variable.

## **METHOD**

This kind of exploration is field research, specifically a technique for finding out explicitly and logically about what is happening out of nowhere in the midst of an individual's life (Mardalis, 2014). In accordance with the title taken by scientists, this examination uses a subjective methodology and its structure is expressive. Qualitative research is research that seeks to clarify answers to momentum problems from an information perspective, so that it also presents information, describes and elaborates it (Narbuko and Achmadi, 2013). Meanwhile, subjective is an examination strategy based on postpositivist reasoning, used to explore the normal state of items, the information gathering method is carried out using triangulation (mixed), information investigation is inductive/subjective, and subjective exploration results in emphasizing meaning as opposed to it. to speculation (Sugiyono, 2018). Based on the data above, this exploration will describe and describe the use of role-playing strategies in working on social capacities near the home in children aged 4-5 years. Experts decided to break down the use of role-playing strategies on the grounds that educational experiences using role-playing techniques that have been carried out by researchers have been proven to positively influence children's social-personal turn of events. However, there are still some children whose social and emotional improvement is not yet ideal.

Sources of information in this examination can be divided into two, namely humans and non-humans. There are three information gathering techniques in this exploration, namely perception, meetings, and documentation. The information legitimacy test that can be carried out is the Triangulation test. What is meant by Triangulation is a procedure for checking the validity of information that uses several different options for the information to be checked or as a correlation with that information (Kartika and Fauzi, 2019). To examine the information obtained in

gathering important information, experts use subjective conversations, and their perspective is inductive, namely a perspective that starts from reality or real events, then from reality or real events. Substantial specific matters are taken from general speculations (Izzah, 2018). The development of information checking in this exploration is collecting information, reducing information, displaying information, checking (Hidayati and Khairulyadi, 2017).

## RESULTS AND DISCUSSION

This research was conducted at PAUD Alqomar Margakarya. PAUD Alqomar was founded in 2020. PAUD Alqomar is located in hamlet 3, Margakarya Village, Jati Agung District, South Lampung Regency. Alqomar PAUD was founded in this village because the founder saw that there were no education services for early childhood in the village. PAUD Alqomar has the vision "To form early childhood children who are "Ammat Cekat" who have noble character, are independent, skilled, intelligent and have character." Data on educators and education staff at PAUD Alqomar Margakarya are Komariyah as principal, Qois Azizah as secretary, Cindy Anggraini as teacher and Rani Kusniawati as accompanying teacher.

### **Application of Role Playing Methods for Children Aged 4-5 Years at PAUD Alqomar**

The application of the role playing method for children aged 4-5 years at PAUD Alqomar is as follows:

#### **1. The teacher gathers the children**

Before carrying out the action, the teacher first gathers the children and provides instructions and rules so that the role play can be carried out successfully. Cindy Angrein, a teacher of 4 and 5 year olds, said:

"Before the role play was carried out, Rani Kustiawati and I first gathered the children and received instructions and rules for carrying out the role play, understanding the guidelines for carrying out the role play, so that they could carry out the role play."

For example, when children play role-playing games with the theme of transportation. The educator gathers the children in advance and assigns each person a role to play. There are people who work as drivers, engineers, pilots and travelers. Educators who act as transport drivers or travelers provide instructions and rules during the game, such as: The ability to complete certain tasks and not leave the game before the game ends.

From the information above, of course the Alqomar PAUD teacher gathers the children first and gives titles and rules for playing roles, so that children understand and follow the existing format so that the role play is successful.



**Picture 1. The teacher gathers the children**

The diagram above corresponds to the type of role-playing proposed by Yuliana Nuraini and Bambang Sudiono. They say there are eight stages of role playing in early childhood, and the diagram above represents the first step in teaching role playing, especially for educators. Give children guidelines and rules of the game to summarize.

## **2. The teacher talks about play equipment**

Regarding the consequences of perception, before the action occurs the teacher understands the tools used by the child as a whole. Mrs. Rani Kustiwati, educator of children aged 4-5 years said:

"Before the role play action takes place, I usually already understand the tools that will be used during the role play, so that the children always understand how to use the tools that will be used later during the role play.

Cindy Angrein, a teacher of 4 and 5 year olds, said:

"Actually, Rani Kustiwati and I have arranged and understood the tools we will use so that the children are not confused when they participate."

For example, when taking part in the subject of transportation. The instructor understands what will be said when shuffling transportation methods, for example discussions between drivers and passengers, for example when asking their destination? Get off where? In this situation, educators only coordinate and do not help children's discussions.

Increase the confidence and creativity of the younger generation in discussing situations like this. Based on the information above, the author believes that the existing facts show that local educators understand the tools used by students to play and are not directly involved in role-playing games only as storytellers.



**Figure 2. Teacher talks about play equipment**

The picture above is in accordance with the way of role playing proposed by Yuliana Nuraini and Bambang Sujiono who revealed that there are eight stages in role playing during childhood, and the picture above is in accordance with the next step, especially educators talking about play equipment.

### **3. The teacher provides direction**

Regarding the influence of perception, educators provide instructions before playing, measure participation, and count children to convey understanding before acting. Mrs. Rani Kustiawati, educator of children aged 4-5 years said:

"Before the role play practice takes place, I usually give pre-play instructions, measure participation, and count the number of children together."

Cindy Angrein, a teacher of 4-5 year olds, said:

"Before the role play movement occurs, I usually measure participation and count the children before the action occurs, this aims to guarantee status and find out who will be given the job by the educator."

Looking at the confirmation above, of course educators at PAUD Alqomar when role playing occurs before the action occurs, educators give directions before playing and measure participation and count the number of children together.



**Figure 3. The teacher gives directions, takes attendance and counts the number of children before playing**

The photo above corresponds to the type of role-playing proposed by Yuliana Nuraini and Bambang Sudiono. They identified eight stages of role playing in early childhood. The diagram above corresponds to the third step where the educator conducts a role play. Give it a title before you play. Measure participation and count the number of children.

**4. Students are asked to obey the rules that apply in the game**

In taking on roles, teachers should give tasks to children according to their roles, and avoid children fighting with each other when taking on roles. Apart from that, children are also expected to follow all the standards taught by educators. Cindy Angrein, educator of children aged 4-5 years, explains:

"Before doing the role play exercise, Rani Kustiwati and I gathered the children and gave them assignments according to the work they were going to do so that they wouldn't get confused or argue with their friends while taking part, for example "While taking part in the transportation, the educator divided the tasks among the children. children, there are also those who officially become drivers, pilots, engineers and travelers."

Based on the author's analysis, educators at Alqomar PAUD before carrying out role-playing exercises should gather the children first and ensure that they are suitable for the tasks they have to do, so that the children's role-playing exercises can be carried out well. I will give you a task. Please do not fight when participating. Educators must provide opportunities for the younger generation to choose jobs, for example by taking part in the transportation sector. Children can choose the job they need, for example children decide to become a driver, mechanic or traveller. However, based on the perception created by creators at PAUD Alqomar, educators determine the work that children will play without giving children the opportunity to choose the work they need. In carrying out tasks, educators give children the opportunity to choose their jobs, for example children can choose jobs as a driver, pilor, engineer, explorer, and so on.

The rules that children must obey when playing roles are that each child gets one role in one game, meaning that if a child plays the role of a driver, then the child must try to demonstrate himself in driving a train. The next rule is that if one round of role playing has been completed, the child is allowed to exchange role positions with other friends. This is done so that the child does not get bored while learning. Apart from that, this activity also aims to explore children's potential and imagination in playing role-playing games.



**Figure 4. Children obey the rules of the game**

The picture above corresponds to the steps in role playing explained by Yuliana Nuraini and Bambang Sudiono who state that there are eight steps in role playing in early childhood, and the diagram above corresponds to the fourth step, which is consistent with the steps. The rules that apply in the game.

#### **5. The teacher prepares play equipment**

Considering the consequences of the perception carried out at PAUD Alqomar, before the movement occurred, educators arranged the equipment that students would use while playing roles. As stated by Mrs. Cindy Anggraini, educator of the 4-5 year age group:

"In general, Rani Kustiawati and I prepare the tools that the children will use to carry out their roles before they come to school. The problem is when the children are already at school and the educators are not yet busy. Preparing media"

As stated by Mrs. Rani Kustiawati as teacher of the 4-5 year age group:

"Educators generally plan everything well, as far as the equipment used, most educators use ordinary materials found in public environments, fake media and media that are accessible in schools."

For example, when taking part in transportation. The instructor prepares the media to be used while taking on a role. To use this transportation method, educators decide to prepare media from fake materials, for example instructor planning vehicles, toy trains, etc.

Based on the creator's examination, educators at Alqomar PAUD generally prepare the equipment that will be used when taking part before the children enter school. In accordance with the results of the following documentation:



**Figure 5. The teacher prepares the tools before the children play**

The image above is compared with the ways of role playing proposed by Yuliana Nuraini and Bambang Sujiono who state that there are eight stages in role playing during childhood, and the image above relates to the fifth step, more specifically the educator has arranged the tools beforehand. young people playing.

**6. Children are asked to be enthusiastic in playing positive competitive games**

With regard to the consequences of perception, before the action occurs, the educator arranges the play area according to their respective roles, children play according to their place based on the roles and tools that have been previously determined, and if the children feel bored they are allowed to change positions. In addition, it can be seen that in role-playing educational experiences, young people are enthusiastic about taking on their respective roles. As expressed by Mrs. Rani Kustiawati, educator of the 4-5 year age group:

"If the work and equipment have been conveyed to the students, the next stage is for the children to be placed in their respective situations according to the work which is not fully specified."

As stated by Mrs. Cindy Anggraini, instructor for the 4-5 year age group:

"After dividing the roles, the teacher arranges their respective places, then if students experience boredom or boredom with the roles they have received, they can be exchanged for other roles."



**Figure 6. Children playing enthusiastically**

The picture above is compared with the way of role playing proposed by Yuliana Nuraini and Bambang Sujiono who stated that there are eight stages in role

playing in youth, and the picture above relates to step 6, namely young people who play enthusiastically in game.

**7. The teacher supervises and accompanies the children in playing**

Regarding the consequences of cognition carried out during role-playing exercises, educators accompany and guide children before these movements are carried out by deciding to condition the role-playing exercises to be carried out consciously. Educators will guide and help as much as possible. Cindy Angrein, a teacher of 4 to 5 year olds, says about children who may still be a little confused or don't understand their work:

"When the role-playing movement emerged, Rani Kustiwati and I walked with the children with the strong intention of encouraging them to run consciously while role-playing. If, for example, there are children who neglect to show off their work, that's where we help them."

Judging from the assertion above, the educators at PAUD Alqomar, when role-playing occurs, before the movement occurs, the teacher accompanies and guides the children wholeheartedly to shape them so that the role-playing action can take place deliberately. In this action it can be seen that the child can respect other people, this is shown. When teachers provide guidance to children in carrying out their tasks, children pay attention to the teacher's directions and can complete these directions well without giving reasons or problems to the teacher.



**Picture 7. Children appreciate others**

The picture above is in accordance with the way of role playing proposed by Yuliana Nuraini and Bambang Sujiono who stated that there are eight stages in role playing during childhood, and the picture above is in accordance with the seventh step, namely the educator only arranges to walk with the child in playing, assuming children need instructors who can help, educators don't talk much and don't help children much.

**8. After playing time was almost over, the teacher tidied up the game with the help of the children as a form of empathy**

Observation results: After the activity is completed, the children will clean or tidy up their play equipment and be supervised or assisted by the teacher. This is as stated by Mrs. Cindy Anggraini, teacher of the 4-5 year age group:

"When the learning activity is over, all children are required to clean up and tidy up the play equipment that has been used."

Based on the statement above, the teacher at PAUD Alqomar, after completing the children's role playing activities, has been able to take responsibility for tidying up the play equipment that has been used. This aims to ensure that children can maintain cleanliness and be responsible for the play equipment that has been used. By forming a child's empathetic attitude towards cleanliness and responsibility for play equipment, it is hoped that this can be implemented in other activities, in particular children can have empathy and be able to maintain cleanliness and have responsibility for themselves and their environment, both in the school environment and in the environment around where the child lives.



**Figure 8. Children show empathy by tidying up play equipment**

The image above relates to the ways of role playing proposed by Yuliana Nuraini and Bambang Sujiono who revealed that there are eight stages in role playing during childhood, and the image above is compared with the eighth step, namely the educator cleans up the game with the help of several young people.

### **Increasing the Social Emotional Capabilities of Children Aged 4-5 Years at PAUD Alqomar**

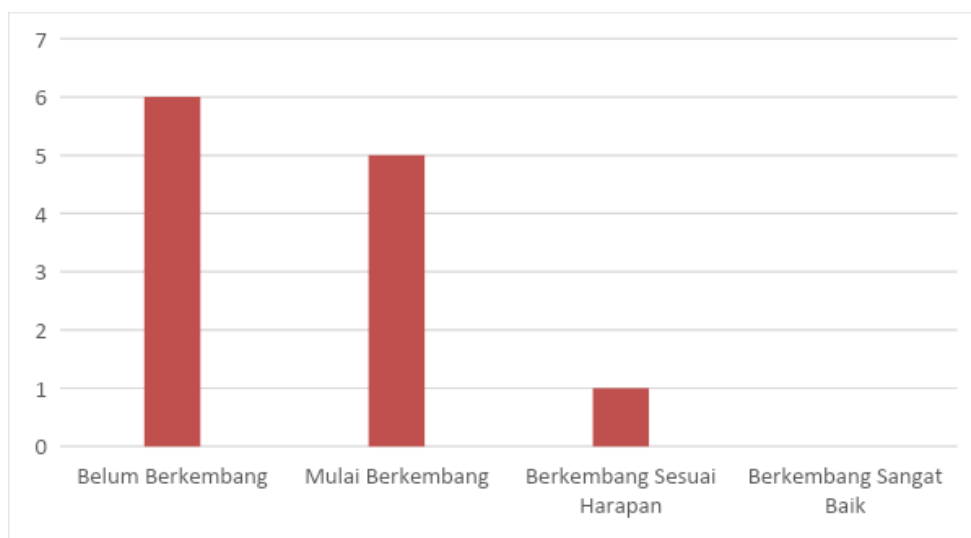
The progress of the younger generation includes various points of view. Usually, the improvement of the younger generation includes changes in physical, social, environmental and mental conditions. This examination will focus on the social capacities and environment around the child.

Social self-improvement in children is when children do not try to understand other people's emotions when participating in everyday life. A child's level of connectedness with other people begins with his parents, siblings, close friends and the wider environment. Social emotional improvement is very important for a person because it is related to the child's ability to communicate with other people. Especially at school, children often have direct contact with teachers and peers, thus strengthening their social development.

Researchers are interested in discussing social emotional abilities in children aged 4-5 years at PAUD Alqomar because on average children aged 4-5 years have not developed their social emotional abilities optimally, this is due to the lack of application of learning methods that can optimize children's abilities in social

emotional matters. such as the application of role playing methods. So children still seem less enthusiastic about games that have rules in them, this is because children still don't understand and obey the rules in a game. This is proven from the following data obtained at PAUD Alqomar:

**Diagram 1. Pre-survey data on social emotional abilities of children aged 4-5 years at Alqomar PAUD in 2023**

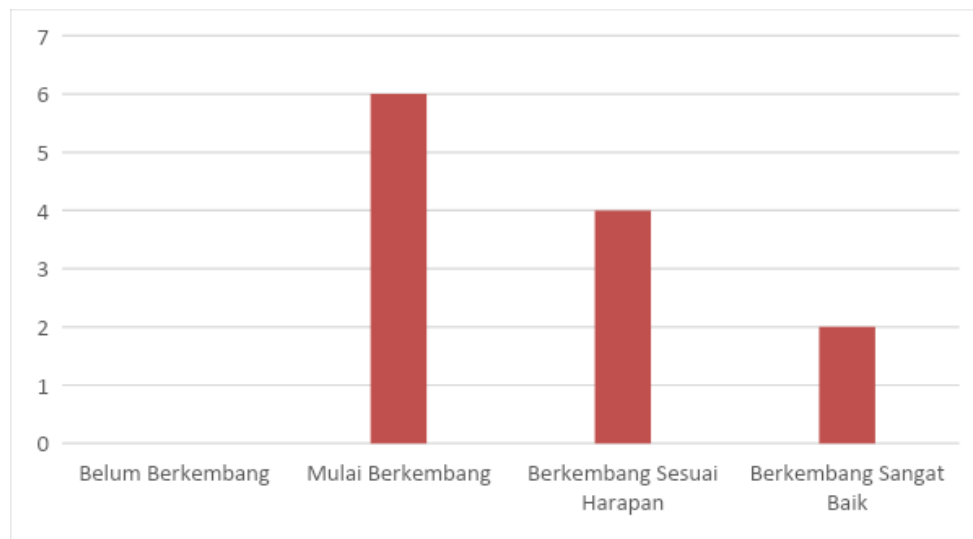


Considering the pre-review information above, it is understandable that the deep social capacities of children aged 4-5 years at Alqomar PAUD have not yet developed. There were 6 students who were BB, so at that time there were 5 different children in the MB class, apart from that there was 1 child who got BSH. For a while, there were no young people getting BSB classes. Therefore, this research decided to increase the deep social capacity of children aged 4-5 years at PAUD Alqomar because social emotional capacity is still quite low.

Then, it is at that time that educators make various efforts to foster social emotional abilities in children by using role-playing strategies. Role-playing exercises are one of the techniques used to cultivate children's social-emotional perspective and there are several factors that can support and hinder the most common way of implementing this role-playing strategy. Some of the supporting variables include media, educational innovation, performance methods, and children's enthusiasm. Meanwhile, pressing factors include children's egocentrism, children who are not yet focused, children who tend to be humble.

The social emotional capacity of children at PAUD Alqomar began to develop after implementing role-playing techniques. This can be seen from the attached information obtained at PAUD Alqomar:

**Diagram 2. Data from Research on Social Emotional Abilities  
Children aged 4-5 years at PAUD Alqomar**



Based on information from fair and square research on child freedom at PAUD Alqomar, namely that out of a total of 12 children aged 4-5 years, there were 6 children who received MB, 4 children received BSH, and 2 children received BSB, so perhaps currently there is not one even children who receive the BB classification.

Children are at a brilliant time throughout the age range of human events. This period is a difficult period, during this period children are very open to changes from their current circumstances. The brilliant age is when children begin to be sensitive to various incentives from various educational efforts and their current circumstances, both intentional and unexpected. It is during this period that physical and mental abilities mature so that children are ready to answer and understand every formative task that should appear in their daily behavior. One effort that researchers can make to develop children's true capacities is by utilizing role-playing techniques.

The role-playing technique is a training approach that gives children the opportunity to display a person's mentality, behavior or appreciation, which is generally expected in normal relationships (Fajriani and Kurnia, 2020). Overall, through this role-playing technique, children learn how to respect other people's feelings and how to help others.

The role-playing strategy implemented at PAUD Alqomar is in accordance with the proposed hypothesis. The means of implementing the role play strategy presented by Yuliana Nuraini and Bambang Sudiono consists of eight stages. Namely: 1) The educator gathers the children and provides instructions and principles of the game. 2) Educators discuss the tools children use to play. 3) Before playing, the teacher gives a title, measures participation, and totals the number of children. 4) Educators should give tasks to children before playing in groups and avoid fighting when children play. 5) The teacher prepares the equipment before the children play. 6) Children can play in their own place and exercise when tired. 7) Educators only supervise and accompany children when playing, only if the child needs it, in this case the teacher can help, and the teacher doesn't talk much and doesn't help the child much. 8) When play time is almost over, the teacher prepares various types of picture books and the teacher completes the game with the help of several children (Zahro, 2018).

The use of role play techniques at PAUD Alqomar has been proven to improve social emotional skills in children aged 4 to 5 years. This was revealed from data collected by PAUD Alqomar researchers. As is known, if teachers do not use role-playing techniques then the social and emotional skills of children aged 4 to 5 years are still classified as underdeveloped, with the following characteristics: Six children have not developed and five others have not developed. There is one child who is placed in the "beginning of development" category and one child who is placed in the "expected development" category. After the teacher practices the role playing method according to the steps above, the child's social and emotional skills begin to develop as detailed below. Six children received the "beginning of development" category and four children received the "developing as expected" category. 'Category' and its two children developed it very well.

## CONCLUSION

The application of the role play method to improve the social and emotional skills of children aged 4 to 5 years at PAUD Alqomar has developed well and is in accordance with theory. This means, 1) the teacher gathers the children and gives instructions and rules; . 2) The teacher tells about the tools that children play with. 3) The teacher gives instructions, monitors attendance, and counts children before playing. 4) It is best for the teacher to divide the children's assignments into several groups before playing so as not to discuss assignments while playing. 5) The teacher prepares the tools before the children play. 6) Children can play according to their respective locations and exercise when bored. 7) The teacher only supervises and accompanies when the child is playing and can help the child if needed, the teacher doesn't talk much and doesn't help the child much. 8) After the game is almost finished, the teacher saves it with the help of several children. The use of role play techniques at PAUD Alqomar has been proven to improve the social and emotional skills of children aged 4 to 5 years. This can be seen from the child's skills before the role-playing method was introduced, but after the role-playing method was introduced, the child's social and emotional skills began to develop..

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