



## Differences in Personal Social Development Before and After Role Playing in Preschool Children 4-5 Years Old

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### ABSTRACT

4-5 year olds should learn to improve personal social development. One effective way to improve personal social development is to play a role. The purpose of this study was to determine the differences in role play in personal social development in preschoolers (ages 4-5 years). The method of this research is Pre-experimental design using One Group Pre Post test design with sample of 30 respondents. The sampling technique using purposive sampling using statistical test of Wilcoxon. A data collection is done using Denver II only on the social development sector before intervention and after intervention. The result of the research shows that before the intervention of playing role as much as 25 (80,6%) children experience delay in personal social development. After playing role intervention role play a number of 12 children experience improvement in personal social development, so a number of 10 (32,2%) normal child 18 (58,1%) caution 3 (9,7%) child delayed. The result of statistical test shows that there is a difference of role play to social development in preschool children (4-5 years) with significant value 0,001 (0,001 <0,05). The conclusion in this study is that proper simulation of preschoolers should be done to improve the social development of children.

### KEYWORDS

Roleplay, Social development, Preschool

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### INTRODUCTION

The preschool period is an important period for the growth and development of children to improve child development (Adriana, 2013). Early childhood is a child aged 0-6 years, which is done through educational stimuli to help growth and development both physically and mentally so that





children have readiness to enter further education. Early age is the stage of early development or golden age where children begin to develop their social and motor skills which are stimulated through the surrounding environment (Dewi, 2017). At this time, the potential of children begins to grow and develop very quickly, at an early age children really need stimulus or stimulation from various media. the stimulus given to children must be in accordance with the age of the child so that the child's development becomes optimal (Trian, 2017). So that the child's development becomes optimal (Triananda, 2010).

One of the basic abilities that must be done by all children aged 4-5 years is the ability of personal social development. Personal social development needs to be understood so that we know the stages of personal social development and recognize early any disturbances in personal social development (Soetjningsih, 2016). Every aspect of individual development, whether social, emotional, influences each other (Anwar and Ahmad, 2007).

When providing stimulus, the stimulus provided must be fun and not boring so that children are happy and can do the stimulus well, the stimulus provided must be creative and innovative so that learning goes as expected. Giving stimulus must be according to the age of the child so that the child's development quickly increases. Activities can be with games that children like. can be fun activities or games according to the age development stage. Therefore, in play activities there must be an educational element so that children do not realize that they have learned personal social development (Adriana, 2011).

In preschool children in the learning process, children are generally able to interact and actively socialize with the surrounding environment. The fact that many children are found in their independence is still difficult to interact with others, for example, children are alone, do not want to hang out, which causes a lack of self-fulfillment in children. And also the lack of props to improve personal social development (Cahyani, 2011; Sulistyawati, 2014).

The incidence of child development disorders around the world is still relatively high, namely in the United States 12-16%, Thailand 24%, Argentina 22% and Indonesia 13-16% (Hidayat, 2010). Delays that occur include, among others, children lacking socialization. In the US, 9.5%-14.2% experience social problems that negatively affect children (Cooper, 2009). About 16% in Indonesia experience neurodevelopmental disorders ranging from mild to severe (MOH RI, 2013). The prevalence of child development disorders in Indonesia tends to increase in the last 6 years. The prevalence of child social development problems in the US is 12-16%, while in Indonesia it is 13-18%.

Based on a preliminary study of 5 children aged 4-5 years at the Muslimat NU Curung Rejo Kindergarten, Kepanjen District, it shows that children's personal social development is still not maximized. It was found that 3 (60%) children did not want to interact with their friends. While 2 (40%) children are still alone. And 2 (40%) children are still being watched by their parents. From this data, personal social development is still lacking.

One of the factors that influence personal social development is psychosocial factors, namely the school environment (Sulistyawati, 2014). In addition, learning in the classroom that is less interesting causes children to become bored and uninterested again in terms of delivery, media, and lack of infrastructure that causes children to be lazy to learn. This certainly causes a serious impact in the future in personal, social and academic development. There are several methods given to children to develop their potential. Playing while learning is effective for improving children's personal and social development. One of the learning games to develop children's personal social development in preschool children aged 4-5 years is role play (Adelia, 2012 in Kadek 2017).





The role-playing method is a group play activity carried out by children by playing the characters they play in the story. Where in this role play children can learn to live, take responsibility and make good decisions. The purpose of role playing is to help improve abilities for children by playing roles in a simple way. This role play is cast or character according to the age of the child and the problem. Thus children become excited because learning becomes fun and learning while playing (Djaila and Hanis, 2015).

There is research that has been done about sociodrama games on the stimulation of children's social development. Researcher (Risqi, 2010) showed that sociodrama stimulation affects children's social-emotional development. Researcher of sociodrama stimulation on children development in general assessing from 4 developmental sectors namely gross motor, fine motor, speech and language and personal social has never been done.

From the description above, the researcher is interested in conducting research at the Muslimat NU Curung Rejo Kindergarten, Kepanjen District with the aim of to improve personal social interacting behavior in children through role play.

### MATERIALS AND METHODS

This study used a research design in the form of Pre-Experimental Design with a One Group Pre-Post Test Design research design involving one group of subjects. The subject group was observed before the intervention, then observed again after the intervention. The population in this study were all students aged 4-5 years at the Muslimat NU Curung Rejo Kindergarten, Kepanjen District, totaling 40 students. The instrument in this study is using DDST on aspects of personal social development only. Statistical analysis used is univariate and bivariate with Wilcoxon statistical test with tabular display and frequency distribution.

### RESULTS

Table 1. Characteristics of Respondent

No	Characteristic	F	P
<b>1</b>	<b>Age</b>		
	4,0-4,3 years old	12	38,7%
	4,4-4,6 years old	11	35,5%
	4,7-4,9 years old	8	25,8%
	4,10-5,0 years old	0	0%
<b>2</b>	<b>Gender</b>		
	Boy	13	41,9%
	Girl	18	58,1%
<b>3</b>	<b>Parents' Job</b>		
	Farmer	9	29,0%
	Entrepreneur	7	22,6%
	Private employee	15	48,4%
	Civil servants	0	0%
<b>4</b>	<b>Last Education of Parents</b>		





Elementary school	8	25,8%
Junior High School	12	38,7%
Senior High School	11	35,5%
Bachelor Degree	0	0%

Based on Table 1, it is known that of the 31 respondents, almost half were children whose age range was 4.0-4.3 years, namely 14 children (38.7%). Furthermore, based on gender, more than half of the respondents were female as many as 18 children (58.1%). Characteristics based on parents' occupations, almost half of the respondents whose parents worked as private sector as many as 15 children (48.4%). Characteristics based on parental education, namely almost half of the respondents whose parents graduated from junior high school as many as 12 children (38.7%).

Table 2. Social Personal Development Before and After Role Play Intervention

No.	DDST II	Pre-test		Post-test	
		F	(%)	F	(%)
1.	Normal	-	-	10	32,3%
2.	Caution	25	80,6%	18	58,1%

Based on table 2, it was found that in the pre-test most respondents got DDST results with caution scores, totaling 25 respondents (80.6%) and delayed 6 respondents (19.4%). Whereas in the post test, 10 children experienced an increase in personal social development where 7 children from caution to normal and 3 children from delayed to caution.

Table 3. Wilcoxon Statistical Test

	n (Total sample)	Median (Minimum – maximum)	P
Pre test	31	3 (3-4)	0,001
Post test	31	3 (2-4)	

From the Wilcoxon Signed Rank Test calculation, the statistical test results were obtained with a p value of 0.001 (0.001 < 0.05). This means that there are differences in personal social development before and after role-playing in preschool children (4-5 years).

## DISCUSSION

From the pre-test data conducted at the Muslimat NU Curung Rejo Kindergarten, Kepanjen District with 40 children as respondents, it was found that most of the children, namely 31 children, experienced delays, namely 25 children (80.6%) showed DDST results with caution and a total of 6 children (19.4%) showed DDST results with delayed. While the DDST results in 9 children are normal and advanced, so they must be drop out according to the exclusion criteria. This shows that personal social development at the age of 4-5 years at the Muslimat NU Curung Rejo Kindergarten, Kepanjen District is still lacking.

Personal social development is one aspect of child development which includes independence, interacting and socializing with their environment such as wearing their own clothes, going to the





toilet by themselves, reacting calmly and not fussing when left by their parents, brushing their teeth without help, wanting to be independent, dressing without help, buttoning their clothes, social interaction, and playing roles, playing with several children (Andriana, 2011). There are several factors that influence the personal social development of children aged 4-5 years, including the relationship between parents, siblings, lack of stimulus, the order of children in the family, the number of families, family behavior, interaction with friends, gender, occupation, education (Cahyani, 2011, Soejinin Gsih, 2013).

Personal social development is one aspect of child development which includes independence, interacting and socializing with their environment such as wearing their own clothes, going to the toilet themselves, reacting calmly and not fussing when left by their parents, brushing their teeth without help, wanting to be independent, dressing without help, buttoning their clothes, social interaction, and playing roles, playing with several children (Andriana, 2011). There are several factors that influence the personal social development of children aged 4-5 years, including the relationship between parents, siblings, lack of stimulus, the order of children in the family, family size, family behavior, interaction with friends, gender, occupation, education (Cahyani, 2011; Soejinin gsih, 2013).

The results of the post test on personal social development conducted after the provision of role-playing interventions for 9 meetings, each meeting was held for 60 minutes, the results showed that 10 children (32.3%) became normal, while a small proportion, namely 3 children (9.7%) experienced delayed. This shows that the results of the role-playing intervention went well and increased the percentage.

Role play is an activity that can make children develop problem-solving potential, imaginative power and develop the child's world and can also improve interaction and communication in children (Andrianto, 2009; Rabiah, 2014). Through the role-playing method, children are invited to learn to solve personal problems, with the help of social groups whose members are their own friends. Through role play, children try to exploit the problems of human relationships by acting them out (Darmadi, 2017).

From the results of the discussion above, including the theory and facts facts, researchers can conclude that after doing role play there is an increase in personal social development. When children play roles, children learn to solve existing problems, with the help of the surrounding environment such as classmates, and children are able to judge a person and carry out the assigned tasks. thus, children are able to improve aspects of personal and social development.

The results in this study indicate that there is a difference in role play on the personal development of children aged 4-5 years as many as 31 respondents. It is known that after role playing, personal social development in children has increased. This is in accordance with the results of the analysis of personal social development before being given role play, 25 children (80.6%) experienced coughtion and 6 children (19.4%) delayed. Whereas after the role-playing intervention, the results showed that 10 children (32.2%) became normal, 18 children (58.1%) became coughtion and 3 children (9.7%) delayed. It can be concluded that there is an increase in personal social development after being given a role-playing intervention as many as 12 children who have improved, 10 normal children 18 children coughtion to normal and 3 children from delayed to coughtion.

Data analysis was performed using the Wilcoxon statistical test with a significance level of 0.05 using the SPSS 16.0 program. From the Wilcoxon Signed Rank Test calculation, the statistical test results were obtained with a p value (Asymp. Sig 2-tiled) of 0.001 (0.001 <0.05). It can be concluded that H0gagal is accepted, that is, there is a difference in personal social development





before and after role-playing in preschool children (4-5 years) at the Muslimat Nu Curung Rejo Kindergarten, Kepanjen District.

This is in line with research (Rizqi, 2010) which states that there is an increase in children's personal social development after role playing. Through the role-playing method, children are invited to learn to solve personal problems, with the help of social groups whose members are their own friends. Through role play, children try to exploit the problems of human relations by acting them out (Darmadi, 2017). Other factors that can support personal social development in addition to the role-playing stimulus, namely the relationship between parents, siblings, the number of family, family behavior, interaction with friends, gender, occupation, education (Andriana, 2011, Cahyani, 2011).

From the results of the discussion above, including the theory and facts facts, the researcher can conclude that after doing role play there is an increase in personal social development. Through role playing, children can learn to solve existing problems, with the help of the surrounding environment such as classmates, and children are able to judge a person and carry out the tasks given. thus, children are able to improve aspects of personal and social development.

Improved personal social development can also be supported by time, children's enthusiasm and cooperation between teaching teachers who help in this study. At the time of providing the stimulus must be in accordance with the student's situation so that the child is eager to participate in role-playing activities. The interaction given by the researcher to the child will increase the child's enthusiasm so that the child is interested in being given the intervention. Cooperation of teaching teachers is also needed for the implementation of role-playing stimulus so that success in research can be achieved. so that success in research can be achieved.

## CONCLUSIONS

Before the role-playing intervention, 25 children (80.6%) showed DDST results with caution and 6 children (19.4%) showed DDST results with delayed. After the intervention of playing picture cards, the results of 10 children (32.3%) became normal, and 3 children (9.7%) experienced delayed. It can be concluded that there is an increase in personal social development after the intervention of role playing as many as 12 children who have increased, where 7 children from caution to normal and 3 children from delayed to caution. From the data above, it can be concluded that there are differences before and after role playing can improve personal social development in preschool children (4-5 years).

## Conflict of Interest

The authors declare that they have no known financial or interpersonal conflicts that might have looked to have influenced the research presented in this study.

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