

THE INFLUENCE OF ROLE PLAY ON THE SOCIAL EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN AT PLOSOHARJO 1 KINDERGARTEN

Meity Mulya Susanti¹, Jayanti Dwi Puspita², Sri Untari³

^{1,2,3} Department of Nursing, An Nuur University, Purwodadi, Central Java, Indonesia

meityms@unan.ac.id

Background: As one of the crucial aspects in child development, social-emotional development includes the ability of a child to interact with others, integrate themselves in the social environment, and understand various norms and rules applied. Objective: This study aims to investigate how role-playing activities affect children's social-emotional aspects. Methodology: This study was categorized as pre-experimental research, applying a one group pre-test post-test without control group design. The population as well as the research sample (total sampling) were 30 students of Plosoharjo 1 Kindergarten. To assess the significance of pre-intervention and post-intervention differences, paired t-test was used. Results: The initial stage of analysis showed normality of pretest and posttest data distribution ($p > 0.05$). Following this, testing with the paired t-test resulted in a t value = -9.12 and a p value = 0.000 (not reaching 0.05), meaning that the difference between pre- and post-intervention was statistically significant. Implications: Given its effectiveness in improving children's social-emotional skills, the role-playing method is very potential to be further developed in BKB activities or learning in the kindergarten/early childhood environment.

Keywords : role-playing; social emotional development; pre-school