IMPLEMENTATION OF ROLE PLAYING METHOD IN IMPROVING EARLY CHILDHOOD SELF-RELIANCE IN BANDA ACEH

1FitriahHayati

1STKIP Bina Bangsa Getsempena, Banda Aceh, Indonesia

fitriahhayati@ymail.com

ABSTRACT

Early Childhood Education aims to help develop various potentials of children such as independence in order to grow into an optimal person in the future. This is also in line with the expectation of teachers and parents who expect each child to be able to complete his or her own simple tasks such as tidying equipment, washing hands and storing bags and shoes in place. However, the expectation is very worrying for teachers and parents because based on the results of pre-observation during the odd semester 2015/2016 seen that the level of independence of children is very low, most children are still not able to do their own simple tasks related to him and tend to ask for help teachers to Do it. This research uses a qualitative approach with a total sample of 60 children from four schools in Banda Aceh. Data were collected through observation sheets. The results showed that at the first meeting the application of role-playing method with the theme of "profession" obtained the results of 15% (9 children) are at a very good level of independence, 20% (12 children) are at a good level of independence, 40% (24 children) are at a sufficient level of independence and 25% (15 children) are at a low level of independence. At the second meeting the application of the role-playing method with the theme of "environment" it is found that 25% (12 children) achieve a very good level of independence, 40% (24 children) are at a good level of independence, 25% (15 children) are at the level Sufficient independence and 10% (10 children) are at a low level of independence. At the third meeting the application of the role-playing method with the theme, it is found that the result of 40% (24 children) are at a very good level of independence, 40% (24 children) are at a level of independence is good, 5% (3 children) are at the level of independence and 5% (3 children) are at a level of lack of independence. Based on these results, it can be concluded that the role play method improve the independence of early childhood.

Keywords: Early childhood, independence, role play
INTRODUCTION

Education is a very basic thing for human life, one of them is early childhood education. PAUD is the first and foremost education in the life of the child. At this time is the most appropriate time to provide stimulation and stimulation is good for the development of children in the future. Children also need to be prepared to be more independent in entering the life of society.

One way that can be done to stimulate the development in early childhood is by the using of learning methods that is accordance with the needs of children and stages of development. Role-playing method is one method that trains the child to feel like someone else, to see the behavior of the person they will identify, because basically the child likes to play fantasies, parenthood, imitate the favorite cartoon character and so on.

Role play is an effective development method in which a person plays the character of another person and tries to think and act in the manner or point of view of the figure he portrays. Role-playing provides a natural example of real human behavior and can be used by children to realize their feelings and build attitudes toward their own values and understanding (Suryani, 2010: 101). Role play is expected to train children to be confident and independent without having to depend on others. Independence is an individual attitude that is cumulatively obtained during development, where individuals will continue to learn to be independent in dealing with various situations in the environment so that individuals are able to think and act on their own. By looking at the problems above, then the role play method has the goal to train the ability to catch, to train the power of concentration, to train conclusions, help the development of intelligence, fantasy development and help make decisions without the help of others. To make children more independent, so that children can do something without the help of others both from the school as well as the parents because independence is a very important thing that must be owned by every child.

The reality is seen in the environment of kindergarten or early childhood not all children are able to perform activities independently. Some of them still need the help of friends and teachers to fulfill their needs, such as asking for help accompanying hand washing, opening shoes, picking up bags, covering supplies, and asking for drinking water. This independent attitude often occurs in PAUD environment.
Based on the observations that the authors did during the odd semester of 2015/2016 in several PAUDs in the Banda Aceh area, it appears that some of them still need teacher assistance to fulfill their needs, such as asking for help accompanying hand washing, opening shoes, picking up bags, closing supplies, and Asking for a drink of water and even when finished playing the child is less responsible for tidying up his toys again. From the above symptoms researchers interested in developing a learning method that aims to help teachers in improving the independence of children so as to realize a generation of smart, superior and independent in accordance with the expectations of parents, communities and nations.

METHODS

In this study using a qualitative approach that is a research process based on a methodology that investigates a social phenomenon and human problems. Moleong (2008) suggests that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words of people and observed behavior. An approach that examines or describes a situation as it is on the ground with a view to knowing how the role play process and whether role play can enhance the child's independence.

The study was conducted on 4 schools with a total sample of 60 children. Data were collected through an observation sheet. Aspects observed in the observation are: courage and confidence, having a sense of responsibility, able to work alone (without the help of others), master the skill, able to control emotions.

RESULTS AND DISCUSSION

The study was conducted in three meetings, at the first meeting of the application of role-playing method with the theme of "profession" obtained 15% (9 children) is at a very good level of independence, 20% (12 children) are at a good level of independence, 40% (24 children) are at a sufficient level of independence and 25% (15 children) are at a low level of independence. This indicates that the level of independence of children in general is still in the less stages. In the second meeting the application of the role-playing method with the theme of "environment" found that 25% (12 children) results in a very good level of independence, 40% (24 children) are at a good level of independence, 25% (15 children) are at the level Sufficient independence and 10% (10 children) are at a low level of
Implementation of Role Playing Method in Improving Early Childhood Self-Reliance in Banda Aceh. (Fitriah Hayati)

indpendence. At this phase, the level of children’s independence is increase. The third meeting of the application of role-playing method with the theme of "vehicle" is obtained 40% (24 children) is at a very good level of independence, 40% (24 children) are at a level of independence is good, 5% (3 children) are at the level of independence enough and 5% (3 children) are at a level of lack of independence. At this meeting the level of independence of children is increasing and in accordance with the expected criteria of completeness is 75%.

Based on these results, it can be seen the level of independence of children is increase through role play method. The study was conducted for six weeks with details; the first meeting with the theme of "profession" and sub-theme of all kinds of work done in the first week. At this meeting the number of children who are not independent, from the five aspects of independence observed, only a small part that began to show the attitude of independence. Meanwhile, the rest still must be accompanied by teachers and even some who have not been able at all. At the second meeting on the theme "environment" and the sub theme of my house, my school, was done in the third week. At this meeting began to see an increase in the independence of children where children begin to dare to do activities without having to be accompanied by teachers. The third meeting with the theme of "vehicle" and sub theme of land, sea and air vehicles showed a very good improvement. Children begin to show independence in doing this activity seen from the start of courage and confidence, have a sense of responsibility, able to work alone (without the help of others), master the skills and able to control the emotions in performing their respective roles according to a predetermined themes.

CONCLUSION

Based on these results it can be concluded that role playing activities can improve the independence of early childhood. In addition to role play, motivation and creativity of teachers also affect the independence of children. The connection between independence and creative learning methods is that a teacher is required to be creative or to develop or create diverse learning activities that meet the various levels of the child's abilities. Teacher’s creativity affect the children to acquire new ideas during learning, they are more encourage to learn at home or at school, and teachers can find new inspiration from children after creative learning methods are implemented by teachers at school.
REFERENCES


Undang-undang RI nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional pada pasal 1 ayat 14.