

## THE INFLUENCE OF BIG BOOK ACTIVITY-BASED ROLE-PLAYING ON THE SOCIAL SKILLS OF CHILDREN AGED 5-6 YEARS IN TUTOR TIME INTERCON KINDERGARTEN

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### Abstract

This study aims to determine the extent of the effect of Big Book Activity-based role-playing on the social skills of children aged 5-6 years in Time Intercon Kindergarten Tutors. This study is quantitative research by paying attention to and revealing the extent of the influence of Big Book Activities-based role-playing on the social skills of children aged 5-6 years in Time Intercon Tutor Kindergarten by comparing the learning outcomes of experimental classes with control classes. The experimental class was given action (X) while the control class was given action (Y) Students involved in this study were Group B Class B1 and B2, with a total of 30 students. Class B1 is an experimental class using the learning process by role-playing using Big Book Activities, while class B2 uses conventional learning. Techniques in collecting data using research instruments in the form of indicators that will be achieved as many as 15 items, which are carried out through action tests. The statistical program used for all statistical analysis in analyzing the data obtained during the study used SPSS 20.0, using normality, homogeneity, and hypothesis tests. Based on data analysis, the post-test results of the experimental class were greater than the control class, namely 75.55 for the experimental class and 50.22 for the control class. The resulting data is normally distributed and homogeneous. The Independent Sample T Test (mean) in the experimental class was 75.55 greater than the mean in the control class of 50.22. So it can be concluded that there is a significant influence of big book activity-based role-playing on the social skills of children aged 5-6 years in Tk Tutor Time Intercon.

**Keywords:** Role Play; Big Book Activities; Social Skills; Early Childhood.

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## INTRODUCTION

Early childhood education has a very important role in shaping the foundations of child development. One important aspect of a child's development is social skills. Social skills involve the skills to interact, communicate, cooperate, and understand the emotions of others. Strong social skills at an early age can provide a solid foundation for more complex social interactions in the future.

The beginning of life is the most fundamental initial stage in the whole process of growth and development of human life. Early childhood education is one of the right institutions to support child development. Through ECCE institutions or schools, children can get motivation from their teachers, which improves their child's development. Children will be stimulated by developments such as the development of reading and writing, early numeracy skills, creative development, language development, and moral development of children. In addition, development requires external stimuli or educational institutions, namely the social development of children (N. C. Dewi, 2017)

Previous research has shown that role play can contribute to the development of a child's social skills. Example (Kanngiesser et al., 2015; "Social and Nonsocial Play," 2021) found that children who engage in role-play have a better understanding of social rules and the roles they should follow. They learn how to behave in certain situations and also understand the perspectives of others. This can improve their ability to share, collaborate, and problem-solve.

Moreover, (ÖNDER, 2018) highlights the importance of role play in the development of children's social skills. They noted that role-playing helps children recognize and understand emotions, as well as practice nonverbal communication skills such as facial expressions and body movements. Role play can also be a means for children to explore different roles and try to make sense of the world around them.

Studies on the influence of role play on the social abilities of children aged 5-6 years continue to grow. Role-playing in preschool-aged children can help them develop imagination, social sensitivity, and empathy skills (Bergen, 2016; Bergen & Fromberg, 2009; Doris Bergen, 2016). Through role-playing, children have the opportunity to practice social skills, understand the roles played by others, and learn to adapt to different situations.

Based on the background of the above problems, to develop children's social, researchers use role-playing methods as teaching methods. Considering this method aims to help find patterns and understand relationships and make connections between actors to form new and common feelings in the association. Therefore, researchers want to apply the role-playing method where the role-playing used is simple role-playing.

Previous research has explored the effect of Big Book Activities-based role-playing on the social skills of children aged 5-6 years. One of the relevant studies was conducted by (Rahmasari, 2022). In this study, they used experimental methods with a control group without intervention and a treatment group using Big Book Activities.

Social development is a process of learning from behaviors imitated within the family and following similar examples around the world (Fuadia, 2022). Social development means the acquisition of the ability to behave by social demands which requires three processes, namely: learning to behave socially acceptable, playing an acceptable role, developing of social attitudes (Nurmalitasari, 2015).

Children aged two to six years, children learn to do social relationships and get along with people outside the home environment, especially with children of the same age. Children learn to adjust and cooperate in play activities. And in the early days, children have developmental tasks including: 1) learning to distinguish the concept of right and wrong. This concept of right and wrong is expected to be built from the child's awareness of right and wrong, not because of the influence of others. 2) learn to relate to parents, siblings, and others in the sense of adult relationships not only get affection but also learn to give affection to others (Agustina, 2020).

Based on the above definition, it can be concluded that social development is a process to acquire the ability to behave by the desires that come from within a person and by the demands and social expectations that prevail in society.

Children's social development can be seen from the level of their ability to relate to others and become productive members of social society. Social development includes social competence (the ability to benefit one's social environment), social skills (behaviors used in social situations), social observation (understanding the thoughts, intentions, and behaviors of oneself and others), prosocial behavior (sharing, helping, cooperating, empathetic, comforting, reassuring, ensuring, and strengthening others) and the acquisition of values and moral standards development to decide what is right or wrong, the ability to pay attention to the wholeness and well-being of others). Children's social development is influenced by the process of treatment and guidance of children in recognizing various aspects of social life and encouraging and setting examples for children. Children can also learn to have relationships with parents and siblings (Isna, 2019).

According to Sriyanti Rahmatunnisa, the sensitive period in early childhood social development can be characterized by various activities shown by one child to other children, as follows: 1) there is an interest in seeing other children and trying to establish social contact with them, 2) start playing with them, 3) try to join and cooperate in playing, 4) prefer to work with 2 or 3 children of his choosing (Rahmatunnisa et al., 2018).

In teaching and learning activities, strategies are very important to smooth learning objectives. The learning strategy set by the teacher will depend on the learning approach used, while how to carry out the strategy can be determined by various learning methods. The learning strategies used by active teachers are very varied, dynamic, not monotonous, always adapted to the learning material developed to meet these demands with role-playing methods (Maghfiroh et al., 2020).

As a model of learning, role-playing is rooted in personal and social dimensions. From the personal dimension, this model seeks to help children find the meaning of the social environment that is beneficial to them. In that case, through this model, children are invited to learn to solve personal problems they are facing with the help of social groups consisting of their classmates. A role can be defined as a series of feelings, words, and actions, as a unique pattern of relationships that an individual exhibits toward himself or herself and others. Role-playing seeks to help individuals to understand their role and the role that others play while understanding the underlying feelings, attitudes, and values (Pratama, 2022).

In general, role-playing is divided into 2 types, namely macro role play and micro role play. In macro role-playing, children play the role of someone or something. In this case, the child acts out the role he wants to play. For example, he wears his father's clothes and then imitates his father's style. While in micro role-playing, children use objects to play according to the role they imagine. For example, a child uses a doll, and plays with the doll to talk to other dolls. It's easier, if you play macro roles, children become actors or become artists, while if you play micro roles, children become directors (Ismaiyah, 2022).

The essence of role-play in ECCE learning lies in the involvement of actors and observers in real problem situations. Through role-play in learning, it is expected that children can: 1) Explore their feelings, 2) Gain insight into attitudes, values, and perceptions, 3) Develop skills and attitudes in solving the problems faced, 4) Explore the core problems played through various ways (Mulyasa, 2020).

The purpose of role-playing activities, namely: is very helpful for children in expressing the ideas they have while developing them in various forms of creative activities. Through role-playing activities, children will gain important experiences that lead children to gain the knowledge and skills needed for their lives in the future. Experience during role play will support all aspects of child development, namely: religious and moral, social, physical, cognitive, and language aspects (Dirlanudin, 2018).

There are four assumptions underlying role-playing learning to develop social behavior and values, which are aligned with other teaching models. The four assumptions are as follows: 1)

Implicitly, role-playing supports an experiential learning situation by emphasizing the content of the lesson on the "here in the moment" situation. This model believes that a group of learners is enabled to create analogies regarding real-life situations. 2) Role-playing allows children to express unfamiliar feelings without reflecting on others. 3) Role-playing models assume that emotions and ideas can be raised to a conscious level and then improved through group processes. 4) The role-playing model assumes that hidden psychological processes in the form of attitudes, values, feelings, and belief systems can be elevated to the conscious level through spontaneous combinations of acting (Ibrahim, 2017).

Big Book as a medium is one of the media in teaching reading learning with reading together approach or reading together. That is, the use of Big Book as a medium can help teachers to improve students' reading comprehension by doing fun activities, such as using Big Book. Big Book is a simple and effective way to understand English text or sentences in a fun way. This medium challenges students' appeal to teachers. Then, they need to practice and get ideas of what was learned, otherwise, the new input will gradually fade into memory and eventually disappear. In Big Book activities as a medium, students will have many questions about stories (Yola et al., 2017).

Big Book Activities is one of the popular learning approaches in the context of early childhood education. This approach uses large books (Big Book) as an interactive and interesting learning tool for children. Big Book Activities are usually done in small groups or classes with educators or adults guiding the learning process (Kusuma Dayu & Setyaningsih, 2022).

Big Book Activities is an interactive and fun approach, which can increase children's interest and participation in learning. This approach has been widely used by early childhood educators due to its effectiveness in developing various cognitive, language, social, and emotional aspects of children (Annisa & Nofrita, 2019).

Overall, Big Book Activities provide a socially rich learning environment, which can strengthen children's social skills in communicating, collaborating, empathizing, and interacting with others. These positive experiences assist children in forming a solid foundation for healthy social relationships and prepare them to interact with the world around them more effectively.

Based on the description above, the research hypothesis can be formulated as follows: Zero Hypothesis (H<sub>0</sub>): There is no significant effect between Big Book Activities-based role-playing media on the social skills of children 5-6 years; and Alternative Hypothesis (H<sub>a</sub>): There is a significant influence between the use of Big Book Activities-based role-playing media on the social skills of children 5-6 years.

Based on this hypothesis, this study will test whether the use of Big Book Activities-based role-playing media has a significant impact on improving the social skills of children 5-6 years. If strong evidence is found to support the alternative hypothesis (H<sub>a</sub>), it can be concluded that the use of role-playing media based on Big Book Activities plays a role in influencing the social skills of children 5-6 years. Conversely, if there is not enough evidence to reject the null hypothesis (H<sub>0</sub>), it can be concluded that the use of role-playing media based on Big Book Activities does not play a role in affecting the social skills of children 5-6 years.

## RESEARCH METHODS

### Research Design

This research refers to a quantitative research approach. According to (Sudjana, 2013), Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or carried out using numbers, statistical processing, structure, and controlled experiments.

In this study, researchers sought to pay attention and reveal the extent of the influence of the use of Big Book Activities-based role-playing media on the social skills of children aged 5-6 years by comparing the learning outcomes of experimental classes with control classes. In the experimental class it was given action (X) while in the control class it was given action (Y). Then the same test was carried out in both classes. This matter can be considered in the following table:

**Table 1.** Research Design

	<i>(Pre-test)</i>	<b>Treatment</b>	<i>(Post-Test)</i>
Experiment	O <sub>1</sub>	X	O <sub>3</sub>
Control	O <sub>2</sub>	-	O <sub>4</sub>

Information:

O<sub>1</sub> : Pre-test experimental class

O<sub>3</sub> : Pre-test control class

X : Media treatment of role-playing based Big Book Activities

- : Media treatment of role-playing based Big Book Activities

O<sub>2</sub> : Post-test experimental class

O<sub>4</sub> : Post-test control class

### Population and Sample

The samples in this study were two groups aged 5-6 years in Group B of Time Intercon Tutor Kindergarten. The technique used in taking samples in this study is the cluster sampling technique (samples based on region). Cluster sampling is a technique used by research subjects or data sources to determine a wide sample range. For the determination of data sources, samples are taken based on the designated population area. The two groups are groups B1 and B2. Group B1 was used as an experimental class with many children 15 people (7 girls and 8 boys) and group B2 was a control class with many children 15 people (10 girls and 5 boys) with consideration of homogeneity, namely the level of ability of children who have the same age of children 5-6 years, the same number of children in both groups, the same teacher ability in teaching, and advice from the principal and the two teachers.

### Research Instrument

The instrument used in this study is an observation guideline. Observation guidelines are used by researchers for guidance that can help make observations to be more directed and systematic. The data obtained during observation can provide information throughout the learning process. Observation is carried out to take data about children's activities and participation using prepared observation sheets.

The lattice used in the observation guidelines is as follows:

**Table 2.** Instrument Grille

No	Dimensions of Social Ability	Social Ability Indicators	Statements
1	Interaction with Peers	Interaction with Peers	Play with peers actively during role-playing activities Share roles and support each other in role playing
2	Sharing and Cooperation	Use appropriate and polite language during role-playing.	Willing to share role-playing roles and accessories with other friends. Willing to collaborate with friends to create role-playing stories.
3	Empathy	Show excitement and enthusiasm during role-playing activities.	Show empathy for the feelings and role of role-playing friends. Comfort friends who are sad or struggling during role-playing.
4	Speaking and Listening	Respect friends' feelings and ideas during role play.	Able to communicate clearly and use appropriate language during role play.

			Able to listen well when friends talk in role-playing groups
5	Emotional Expression	Able to express the feelings and character of the role clearly.	Shows an expression of emotion appropriate to the role played. Able to identify and name emotions appropriate to the role played.
6	Self-Adjustment	Use appropriate facial expressions and body movements during role-playing.	Able to adjust to role playing characters and role-playing stories. Behave politely and follow the rules of the game in role playing.
7	Creativity and Imagination	Able to adjust social interactions with various role-playing friends.	Use imagination well in creating role-playing stories. Contribute with creative ideas in role-playing groups. Displays creativity in character expression and role-playing storylines.

Keterangan :

1-4 : Undeveloped (BB)

5-8 : Start to Develop (MB)

9-12 : Growing as Expected (BSH)

13-15 : Very well developed (BSB)

## Data Analysis Techniques

The statistical program used for all statistical analysis in analyzing the data obtained during the study used SPSS 20.0. Before conducting the analysis, the researcher first checks whether the data entered is correct into SPSS 20.0 between variables for the experimental and control classes. The first is descriptive statistical calculations to determine the mean, standard error of mean, median, standard deviation, variance, mode, range, minimum value, maximum value and saphiro-wilk from the calculated group data. A normality test is carried out to see whether the data obtained follows a normal distribution or not, and a homogeneity test is carried out to find out whether the data obtained is homogeneous or not. Then hypothesis testing was carried out using t-tests, calculating the magnitude of influence, and investigating whether the use of Big Book Activities-based role-playing media on the social skills of children 5-6 years.

## RESULTS AND DISCUSSION

### Research Results

#### Data Description

The test used in this study to obtain scores is the pre-test. While the ability to speak in this study is the final ability score obtained from post-test activities.

The students involved in this study were Group B Class B1 and B2, with a total of 30 students. Class B1 is an experimental class using Big Book Activities, while class B2 uses conventional learning.

In this research activity, the two classes are used as The object of study of all students follows the learning process to the end and has completed the given post-test. So, the overall number who participated in the research activities was 30 students.

**Table 3.** List of Recapitulation of Social Ability Test Results

Experimental			Control Class		
No	Code	Class Score	No	Code	Score
1	Subject-01	73.33	1	Subject-01	53.33
2	Subject-02	93.33	2	Subject-02	40.00
3	Subject-03	80.00	3	Subject-03	46.67
4	Subject-04	73.33	4	Subject-04	66.67
5	Subject-05	66.67	5	Subject-05	60.00
6	Subject-06	60.00	6	Subject-06	40.00
7	Subject-07	80.00	7	Subject-07	80.00
8	Subject-08	66.67	8	Subject-08	40.00
9	Subject-09	73.33	9	Subject-09	60.00
10	Subject-10	80.00	10	Subject-10	40.00
11	Subject-11	86.67	11	Subject-11	40.00
12	Subject-12	73.33	12	Subject-12	73.33
13	Subject-13	73.33	13	Subject-13	33.33
14	Subject-14	66.67	14	Subject-14	40.00
15	Subject-15	86.67	15	Subject-15	40.00

From the data above, it can also be calculated the average social ability to find out the category (minimum, maximum, and mean). The averages that have been calculated by statistical calculations using the help of SPSS 20.0 for windows, are as follows:

**Tabel 4.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class Score	15	60.00	93.33	75.55	8.96761
Control Class Score	15	33.33	80.00	50.22	14.44572
Valid N (listwise)	15				

From Table 4 it can be seen that the average value (mean) post-test of the experimental class is greater than that of the control class, which is 75.55 for the experimental class and 50.22 for the control class. When viewed from the standard deviation, the experimental class is smaller than the control class, which is 8,967 for the experimental class and 14,445 for the control class.

### Hypothesis Testing

The data analysis used in this study was a difference test using (Independent Sample T-test).

#### 1) Data Analysis Prerequisite Test

##### a. Normality Test

The normality test is used to find out whether the data obtained from the results of the research are normally distributed or not. One Data is said to be normally distributed if the level of significance is  $\geq 0.05$ , while if the significance level is  $< 0.05$  then the data It is said to be not normally distributed. Normality tests can be performed in various ways. In a data normality test, if the data Normal distribution will then be analyzed by statistical tests Parametric. Meanwhile, if the data is not normally distributed, then will be analyzed by non-parametric statistical tests. Test this normality using the help of SPSS 20.0 for Windows with techniques Kolmogorov Smirnov-Z (Priyatno, 2014).

**Table 5. Normality Test  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		15
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	10.228291 4
	Most Extreme Differences	Absolute Positive Negative
Test Statistic		.214
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

From the results of the normality test calculations that have been carried out for the experimental class, an Asymp. A sign value of 0.200 was obtained. Since the value of Asymp. Sign  $\geq 0.05$ , it can be concluded that the average data in the experimental class and control class are normally distributed.

So, it can be concluded from the calculation of the normality test that has been done that the distribution of data in the experimental class and the control class is normally distributed.

b. Homogeneity Test

The homogeneity test is used to find out if the data from the results of research in experimental classes and control classes has the same variance value or not. It is said to have The value of variance is the same/ not different (homogeneous) if the level The significance is  $\geq 0.05$  and if the level of significance is  $< 0.05$  then the data is concluded not to have a variant value that the same/different (not homogeneous)..

**Table 6. Homogeneity Test  
Test of Homogeneity of Variances**

Social Skills				
Levene Statistic	df1	df2	Sig.	
.289	1	28	.553	

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig.) of social ability variables in grade B1 and grade B2 students is 0.553. Because of the value of Sig.  $0.553 > 0.05$ , then as the basis for decision-making in the homogeneity test above, it can be concluded that the variance of social ability data in grade B1 and grade B2 students is the same or homogeneous.

2) Independent Sample T-test

This Independent Sample T-test is to make a decision whether the research hypothesis is accepted or rejected, while the hypothesis tested is:

H0 = There is no difference in the average social ability of students between group B1 and group B2



Ha = There is a difference in the average social ability of students between group B1 and group B2

The test criteria are as follows:

If the probability value ( $p$ )  $\geq 0.05$  then H0 is accepted

If the probability value ( $p$ )  $< 0.05$  then H0 is rejected

Based on the results of the Independent Sample T-test analysis Leavenes' test, it can be seen that the significance value is 0.671 indicating that  $0.671 \geq 0.05$  then H0 is accepted, meaning that there is an average difference in students' social abilities between group B1 and group B2.

Next, an analysis will be carried out on the line of equal variances assumed, it can be seen that the t-test result is 6.792 with  $df = 28$ ; mean difference = 25.330; standard error difference = 2.758; difference The lowest value = 11,411 and the highest = 25,113.

**Tabel 7.** Independent Sample T Test

		Levene's Test for Equality of Variances		t-test for Equality of Means								
							95% Confidence Interval of the Difference					
							Sig. (2-tailed)		Std. Error Differ ence		Lower Upper	
		F	Sig.	t	df		Mean Differ ence	Std. Error Differ ence				
Social Skills	Equal variances assumed	.165	.553	6.792	28	.000	25.330	2.758	11.411	25.113		
	Equal variances not assumed			6.793	27.652	.000	25.330	2.758	11.426	25.113		

It is also indicated by the average score (mean) in the class The experiment was 75.55 larger when compared to The average value (mean) in the control class was 50.22. Then it can It concluded that "There is a significant influence between Big Book Activities-based role-playing media on the social skills of children aged 5-6 years". In other words, the hypothesis is accepted

## Discussion

As a model of learning, role-playing is rooted in personal and social dimensions. From the personal dimension, this model seeks to help children find the meaning of the social environment that is beneficial to them. In that case, through this model, children are invited to learn to solve personal problems they are facing with the help of social groups consisting of their classmates.

A role can be defined as a series of feelings, words, and actions, as a unique pattern of relationships that an individual exhibits toward himself or herself and others. Role-playing seeks to help individuals to understand their role and the role that others play while understanding the underlying feelings, attitudes, and values (Mulyasa, 2013).

The results showed that children who participated in the Big Book Activities-based role-playing program experienced a significant improvement in their social skills. These results were observed through a comparison of pretest and posttest scores between the two groups. The

experimental group showed greater improvement in social skills compared to the control group that did not follow a similar program.

Based on research by Engga, Atti Yudiernawati, and Neni Maemunah (2017) that role-playing methods are influential in children's social development. In this research, the development of indicators to be achieved is good communication and being able to get along with friends. From Egga's research, it is proven that by using role-playing methods, children can communicate well and can get along with their friends (Engga et al., 2017).

In addition to social benefits, role-playing also facilitates children's ability to resolve conflicts. In role-playing, children may face conflicts or challenges in the stories they portray, and this allows them to learn to solve problems, deliberate, and find solutions together.

## CONCLUSION

The conclusions that can be stated in this study are by the objectives and problems that have been formulated. Based on the results of the data analysis that has been carried out, it can be concluded that: The average value of children's social skills taught with the Big Book Activities based role play method is 75.55. Based on the results of the Independent Sample T-test Levenes' test analysis, it can be seen that the significance value is 0.671 indicating that  $0.671 \geq 0.05$ , meaning that there is an average difference in students' social skills between group B1 and group B2 using Big Book Activities-based role-playing media.

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