EXPERIMENTAL STUDY BASED ON ROLE PLAY METHOD TO IMPROVE SOCIAL SKILLS FOR PRE-SCHOOL AGED CHILDREN OF STREET

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EXPERIMENTAL STUDY BASED ON ROLE PLAY METHOD TO IMPROVE SOCIAL SKILLS FOR PRE-SCHOOL AGED CHILDREN OF STREET

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Abstract

Purpose: This research aims at identifying the influence of Role Play method in increasing the social skill of pre-school aged street children. The experimental design used is one group pre-test post-test design.

Methodology: The method of collecting the data uses observation using check list as the primary data and uses an interview to get secondary data. The subject of the research involves five children with the characteristics of living in Yogyakarta, pre-school aged street children of 3.5-6 years old, and children of the young street mother.

Result: The research result shows there is a significant difference in their social skill between before the training (pretest) and after the training (post-test). The means of social skill score is higher after the training than before the training using Role Play method.

Implications: Wilcoxon non-parametric statistical analysis is used to analyze the data. Each subject is analyzed qualitatively to know their social skill difference between before and after the training using a Role Play method.

Keywords: Pre-school aged children, Role Play, Social skill, Street children community, Training

INTRODUCTION

Recent researches prove that early childhood development affects further development and improves work productivity in their adult period so that it is necessary to stimulate their skills maximally during their childhood. (S. Aisyah, T. Chandrawati, S. Tatminingsih, D. Novita, D. Setiawan, U. L. Budi, and M. Amini, 2008) At his critical period, a child needs encouragement or stimulation to allow his potential develop optimally. (Soetjiningsih, Jakarta: EGC (2003).) Early stimulation is very necessary to rouse all aspects of child's development one of them is stimulating his social skill.

Based on the observation and interview done on the street children community in Yogyakarta, there are still many pre-school aged children born among young mothers of street community, who get difficulty in adapting to their social environment, have less social values, behave improperly in their social environment, become easy to argue, are unwilling to share feelings with their peers, get difficulty in communicating with their peers to play games together, insist their desires on others, and break rules. Some young mothers of the street community show that they do not know how to stimulate their children potentials correctly especially how to stimulate their social skill.

By social skill, it is possible for a child to get the skill how to get along with and interact with others successfully such as in positive interaction, communication, in receiving and giving attention when other persons speak and in following instructions. (Gresham, 1997; Muyambiri and Chabaefe, 2018).

Janice and Beaty (E. Afiati, 2006)say that social skill or also called proposional behavior covers the skills such as (a) emphaty where the children can express their deep feeling to the persons under stress due to some problems and can express other persons' feeling due to a conflict as a form of their solidarity feeling; (b) generousity or charity where the children share and give their possession to others; (c) cooperation where children take turn or to be in turn to obey rules voluntarily without any dispute; and (d) giving a help where the children help others to complete a task and help others, who are necessary for it.

Social skills are necessary to teach to pre-school aged children. Bilir and Bal (Iman) (E. D. Iman, 2014) explains that early childhood is a period, where children need to get acquaintance with values, behaviors, and habit related to their social and culture environment. The child's social development becomes one of the parents' attention. Social skills need to be taught to children to maximize their social development. Parents, as well as teachers, should train their social skills as early as possible so that in future they will not get difficulty in getting along with others. The research done by Restuwati and Kumara (E. S. Restuwati and A. Kumara, 2014) shows that the stimulation of social skill through a

program called "temanku sahabatku" or "my friend my mate" can improve children's social and charity behaviors on pre-school aged children, where those behaviors are parts of social skills to develop.

Beaty (Afiati) explains that there are four social skill dimensions, which develop in accordance with their playing activities, i.e. taking initiative to be involved in the mates' activity, joining in the play (entering playing activity), maintaining the role as the play goes on, and overcoming interpersonal conflicts during the game. This research reefers to the dimensions proposed by Beaty (Afiati)due to the similar field problems.

The stimulation of the child's development should be done by the people around him especially by the parents with some problems faced by the parents stimulating the skills. Role-playing is a method to solve problems in the group, which makes it possible for children to find some human problems to be spontaneously responded and then followed by guided discussion. (F. Shaftel and G. Shaftel, 1982) One the child's playing development at early childhood is that the child tends to be involved in a game requiring physical movements actively and this can be achieved through Role Play. (R. Wulan, 2011). According to Manorom and Pollock (K. Manorom and Z. Pollock, 2006) the Role Play method is a teaching method, which is useful to develop the skills and academic knowledge through environmental stimulation process. Role Play is also flexible to be implemented in any educational settings either indoor or outdoor setting even at home setting (M. Giddings and C. F. Halverson, 1981) furthermore at child care centers. The child is free to actualize himself in the game and is free to choose the person with whom he will play the game (S. Y. Ok, 2000) so that it will make the parents easy to stimulate him to take part in the Role Play whenever and wherever and requires little money due to the economic factor of the parents, who belong to the middle or low class.

Recent researches related to Role Play were the one done by Tarnoto and Martani, (N. Tarnoto and W. Martani, Humanitas, 11, 1 (2014).) which shows that Role Play can improve environmental care attitudes of pre-school aged children and the other one done by Rusmaladewi and Martani, (Rusmaladewi and W. 2014) which shows that Role Play entitled "Pelangi di Sekolahku" or "The Rainbow at My School" can improve tolerance attitudes of pre-school aged children. Tolerance feeling is one of the social skill aspects. Many previous types of research on Role Play method have been done, but in this research, Role Play is done to improve social skills of pre-school aged street children.

In real life, when an individual faces a certain situation, he will feel, think, and act. Children in their playing process are required to feel, think and act so that they have to decide based on different possibilities. Shaftel & Shaftel say that Role Play method includes eight level: group warming up, choosing roles, preparing audience, preparing the stage, playing the game, talking the theme and evaluation, playing the game again, sharing experiences and generalization.

Based on the description above, this research aims at testing if the training of role-playing is effective in improving the social skill of pre-school aged children at the street community. The implication of the research for young mothers of street community is that they master the knowledge and skill in using the Role Play method independently to improve the social skill of pre-school aged children.

RESEARCH METHOD

The research approach in in this research is the quantitative approach. The type of research makes use of quasi experiment one, which controls the extra variable less strictly and which makes it possible to have unrandomized samples. (M. D. Myers and D. Avison, Qualitative Research in Information Systems, London: Sage (2002).) This is done due to the pure experiment where random samples are not needed.

The subjects of the research are pre-school aged children of young street community mothers living in Yogyakarta city. The number of subjects is five persons with the characteristics: street children living in Yogyakarta, aged between 3.5-6 years old, and children of young street mothers.

The data collecting method uses an observation method using a check list. The researchers also use an interview to get secondary data or complementary data for the social skill before and after the training of Role Play. The social skill is measured using characteristics proposed by Beaty (Afiati) initiative to interact with their peers, to join in the game (the game activity), to keep his role during the play, and to overcome interpersonal conflict during the game.

The experimental design uses One-Group Pretest – Post Test Design. The pretest was done before the training, and the post-test is done one week after the last session of the training.

$$(KE)\ O_1 \Rightarrow X \Rightarrow O_2$$

Legend: O1: measurement before training (*pretest*)
O2: measurement after the treatment (*posttest*)
X: the treatment is the training of Role Play

Figure 1. Chart of Experimental Design

The validity procedure, which is used in this research is the content validity, where items in the observation guide suit to the measurement domain limit determined before and the ability to observe the desired data. The test toward the content of guided observation in this research uses professional judgment, i.e. the researchers ask for a judgment from an expert, in this case, they ask for the judgment to experts in early childhood psychological development on the items in the guided observation compared with the blue print of measurement instrument. After a trial, items are selected to be used to get the data. (S. Azwar, Psychological Scale-up (in Indonesia). Yogyakarta: Pustaka Pelajar (2012).)

The reliability procedure involves raters, which is usually named as the agreement among raters (inter-rater agreement) also called inter-rater reliability. If in the case of the self-report, the degree of reliability is shown by the internal consistence as seen from one item and other items high relationship, in the case of reliability among raters the thing, which is tested is the consistence of the raters. So the position of the item is replaced by the man's position or rater. (J. Cohen, Educational and Psychological Measurement, 20, 1 (1960).) develops coefficient to measure conformity or agreement among raters, which is then known as Kappa coefficient.

The instrument or material to be used in this research are: (a) Informed consent (b) guided observation to measure the child's social skill, (c) training modul "Bermain Peran", (d) training working sheet: evaluation sheet, observation sheet, and working sheet for participants in meetings (e) rooms or venue for the training, (f) audio visual equipments such as laptop, speakers, LCD, microphone, (g) dolls and puppets as teaching aids, (h) stationery (i) handycam and cassette for observation, and (j) camera.

The research procedures are carried out in three phases as follow:

1. Preparatory Phase

    a. The researchers carry out a preliminary study on problems related to the social skill of pre-school aged street children.

    b. The researchers conducted a literary study on articles in journals and other scientific literature connected to child's social skill.

    c. The researchers wrote a training module "Role Play," which was adapted to the characteristics of the research subject, i.e., pre-school aged children of 4 – 6 years old.

    d. The researchers composed a means of measurement a guided observation based literature and conducted professional judgment.

    e. The researchers determined an experimental group in the research.

    f. The researchers selected a supporting team, i.e., field research assistants.

2. Implementation Phase

    a. The researchers with the help of research assistants distributed informed consent to the experimental group concerning their agreement to be the subject of research. Furthermore, they informed the subjects of the research about the training so that they could spare their time to follow the training "Role Play"

    b. Before the training "Role Play" the researchers measured the social skill using guided observation towards the experimental group as a pretest.

    c. The researchers coordinated and simulated the training "Role Play."

    d. The researchers carried out the training "Role Play."

    e. The researchers measured the social skill again using guided observation as Post-test after

    f. The researchers analyzed the data and made a research report.

The data analysis was done by using a nonparametric statistical analysis Wilcoxon and qualitative analysis for each subject to know the level of significant difference of social skill before and after the training of "Role Play". The data analysis was done using SPSS (*Statistical Package for Social Science*) version 17.0.

RESEARCH RESULT

1. The description of Research Subjects

The followings are the description of the five research subjects.

Table 1. Description of Research Subjects

No	Initials	Age	Result of Pre-test	Result of Post-test
1	Tt	five years old	12	19
2	Adr	four years old	8	19
3	Nc	3,5 years old	1	18
4	Rv	3,5 years old	13	18
5	Rn	four years old	6	13

2. Hypothetical Test

The following is the result of descriptive statistical analysis of the means of social skill scale based on pre-test and post-test.

Table 2. The Means of Social Skill Score

Measurement	Mean
Pretest	8,00
Posttest	17,40

From table 2, it can be seen that there is a difference of means score of the children's social skill. The score of the pre-school aged children's social skill improved from pre-test to post-test, which means there was an improvement of the children's social skill after the training of "Role Play". Wilcoxon test was done to know the significant difference between the measurement during pre-test and post-test.

3. Wilcoxon Test

The result of Wilcoxon test can be seen in the following table.

Table 3. The Result of Wilcoxon Test

Source	Mean Difference	Z	P
Pretests-posttest	9,40	-2,032	0,042 (2-tailed)/ 0,021 (1-tailed)

From the table above, it can be seen that the result of Wilcoxon test is to know the difference of the children's social skill level between before (pre-test) and after the treatment (post-test) shows Z= -2.032 and 0.021 (tailed) so that $p < 0.05$, which means significant. It means there is a significant difference of the level of the children's social skill before (pre-test) and after the training (post-test). The average means of their social skill after the training is higher than before the training of "Role Playing". It means the training is effective to improve the pre-school aged children's social skill.

DISCUSSION

The result of the research shows that there is a significant difference of the pre-school aged street children's social skill after the training of Role Play. The children's social skill improves after the training. This is by the statement of (J. Reunamo, H. Chun Lee, R. Wu, L. Chen Wang, W. Yi Mau, and C. Jung Lin, European Early Childhood Education Research Journal, 21 (2013).)which says that role-playing gives a good opportunity to children to experience and to get acquaintance with social changes in an environment, so that they can take part giving creative ideas. Experiencing changes in the role-playing help the children feel the changes at different atmospheres. This can help them to adapt themselves to changes around their environment fast so that their social skill development can develop maximally. This is also relevant to the results of research conducted by Rusmaladewi dan Martani that role play can increase knowledge of tolerance of pre-school age children. Tolerance is one aspect of social skills that need to be developed.

The method of play is also able to improve social skills because according to (O. A. Sogunro, Journal of Management Development, 23, 4 (2006).) role play method is the most effective method to use in training and education. Role-

playing methods can also increase interest in a particular topic and improve student skills. (E. K. Amstrong, (2003).) In this study, the children become more interested in the topic being discussed and can maximize the early childhood social skills of street children community.

Shaftel and Shaftel[7] argued that role-play is a problem-solving method in a group that allows children to explore human problems, responded spontaneously and followed by directed discussion. According to Manorom and Pollock role play is a useful teaching method for developing skills and academic knowledge through the process of environmental stimulation.

Play a role is also very flexible to use anywhere in the education system in the room, outdoor and at home as well as game situations in child care, children will be free to create how children will play and with whom children play, it also makes it easier for parents to stimulate role playing every time, so the child feels uncomfortable and feels he is playing with his friend. This situation makes the material and social skills taught easily absorbed by the Child. This is by the characteristic that is very prominent in early childhood is playing. (J. W. Santrock, 2002)

This fact also shows that the role-playing method is one of teaching method suitable to teach and develop social skill at childhood because Role Play makes the children experience the situation rather than discuss it. Significantly, Role Play prevents from a boring situation, which requires them to behave according to the rules and makes them possible to be free to have experience. (E. Wood and J. Cook, 2009) Furthermore, through role play, children can express creativity, develop their imagination and solve problems. (S. Rogers and J. Evans, 2008)

One of the social skill aspects, which is intensively observed in recent researches is the children's initiative to play a game by starting a conversation such as calling a name has been identified in some subjects because during the training the children are trained to start to get along with others by calling and welcoming new friends in playing situation so that they master the social skill to communicate and to interact with people around them. Role Play also indirectly improve their vocabulary because they directly interact with their peers, who have mastered different vocabulary.

This is supported by the researches done by (H. M. Bosse, M. Nickel, S. Huwendiek, J. H. Schultz, and C. Nikendei, (2015).)which say that Role Play is effective to improve a candidate of doctor to communicate with his patients. Furthermore, the research done by (F. C. Lu and B. Chang, 2016 ; Kozhabergenova et al., 2018) and (T. A. Alabsi, 2016; Jenaabadi & Shad, 2013) conclude that Role Play can improve students' English proficiency especially to improve their English vocabulary. This suggests that whenever the participants use the Indonesian language, their Indonesian vocabulary will improve.

Role play makes it possible for the children to get a chance and to find or to solve problems in daily life. It also improves the children's ability to communicate interpersonally in order to solve problems in environment. (K. Fannon, International Journal of Training Reseach, 2, 1 (2004).) This research reveals it because most of the subjects improve their social skill in the aspect of maintaining role during the game and their capability of solving interpersonal conflict, prevent from being authoritative, negotiate roles, prevent from taking others' dolls, able to overcome problems, and give solutions for their peers to play the game.

The social skills such as an initiative to act together with the peers such as approaching a friend, calling his name, serving him, opening a conversation, and asking him to play were seen in the subjects of the research. The subject Adr, who was indifferent to get along with the peers, and used to play alone in the pre-test, in the post-test he showed significant changes such as asking Tt to play a ball. (K . Pratiwi, 2015; Iravani, M. R., Niknejadi, F., & Jahandoost, Z. 2015)

The research subject was seen to be able to join in a play by saying that he wanted to join in the game, asked permission when borrowing and lending a doll, and was actively involved in the game. One of the research subjects Rv during the pre-test used to ask her mother to accompany her. During the Role Play

did the same but during the observation of post-test Rv was able to tell her desire to join in a game 'Mandi Bola" and then was involved in the game with her peers.

This shows that the role-playing method also trains the child to communicate with his surroundings, especially his peers or peer group friends. (D. Nestel and T. Tierney, 2007 ; Tatarinova et al., 2016) argued that Role Play method is widely used in medical education to study communication.

The social skill of the ability to maintain the role during the game was seen in the subjects. The research subjects were able to act their roles during the game, to prevent from being authoritative on their peers, to speak politely to others, to

help others play when needed, to receive help from others, and to say thank to their peers, who helped them. One of the research subjects Tt showed the skills. When one of her friends fell down during the game, she showed her attention by saying "Are you all right? Which part is hurt?' and the research subject Rn, who fell down said "It does not matter, let's play again."

The social skill of overcoming interpersonal conflict during the game was also seen when the research subjects neglected the source of the conflict and continued playing the game, were patient to wait for their turns, turned their attention to prevent from more conflict, negotiated in sharing the game, compromised themselves in deciding the roles, showed good behaviors and respected others. One of the research subjects Nc was willing to get turns with others. When playing traffic games, the rule was set for participants to have the turn after a round. The research subject Nc, who had not finished her round and another subject Br asked for the turn, she gave a chance and she took another game. This shows that the child can cooperate in the activities of the game. Pratiwi (2015) suggests that role-playing methods can enhance cooperation among students.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research result, it can be concluded that Role Play is effective to improve the pre-school aged street children's social skill. There is a significant difference in the children's social skill before and after the training of Role Play on experimental group. The means of social skill level is higher after the training of Role play than before the training.

B. Suggestion

1. For The Research Subjects

The activities of Role Play is one of the ways to develop their skills. Their interest towards social skill, which appears during their childhood needs repeating as their development to interact socially grows

2. For Street Child Care Center Practitioners

Playing Role Play is a playing method where street child care center practitioners can modify games according to the need for training. By role-playing, children will be accustomed to develop their social skills in their environment.

3. For The Researchers Interested in The Field

For further researchers, this research is liable to develop using more research subjects with the range of subjects' age vary so that more social skill aspects can be seen at any level of age.

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