

THE EFFECT OF ROLE-PLAYING ON THE SOCIAL SKILLS OF CHILDREN AGED 5–6 YEARS AT DURIAN EARLY CHILDHOOD EDUCATION CENTER, KETAPANG 1 VILLAGE

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh kegiatan bermain peran terhadap keterampilan sosial anak usia 5–6 tahun di PAUD Durian Desa Ketapang 1. Metode penelitian yang digunakan adalah pra-eksperimen dengan desain *One-Group Pretest-Posttest Design*. Populasi sekaligus sampel penelitian berjumlah 27 anak kelompok B usia 5–6 tahun. Penelitian dilaksanakan selama enam pertemuan, terdiri atas satu kali pretest, empat kali treatment bermain peran, dan satu kali posttest. Data keterampilan sosial dikumpulkan melalui observasi menggunakan instrumen yang mencakup aspek empati, kerja sama, dan penyelesaian masalah dengan skala penilaian BSB, BSH, MB, dan BM. Analisis data dilakukan melalui uji *Wilcoxon Signed Ranks Test* dan uji hipotesis menggunakan *t-test* pada taraf signifikansi 0,05. Hasil penelitian menunjukkan bahwa penerapan kegiatan bermain peran meningkatkan keterampilan sosial anak, ditandai dengan anak menjadi lebih aktif berinteraksi, bekerja sama, berbagi peran, menunjukkan empati, dan lebih mampu menyelesaikan masalah sederhana bersama teman. Berdasarkan hasil uji hipotesis, diperoleh keputusan bahwa H_0 ditolak dan H_a diterima (Sig. 2-tailed < 0,05), sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari kegiatan bermain peran terhadap keterampilan sosial anak usia 5–6 tahun di PAUD Durian Desa Ketapang 1.

Kata kunci: Bermain Peran, Keterampilan Sosial, PAUD.

Abstract

The objective of the study was to determine the effect of role-playing activities on the social skills of children aged 5–6 years at PAUD Durian, Ketapang 1 Village. The study employed a pre-experimental method with a *One-Group Pretest-Posttest Design*. The population and sample consisted of 27 children in Group B aged 5–6 years. The study was conducted over six meetings: one pretest session, four role-playing treatment sessions, and one *posttest* session. Social skills data were collected through observation using an instrument covering empathy, cooperation, and problem-solving aspects, assessed with four developmental categories (BSB, BSH, MB, and BM). Data were analyzed using the *Wilcoxon Signed Ranks Test* and a *t-test* at a significance level of 0.05. The findings showed that role-playing activities improved children's social skills, as indicated by increased interaction, cooperation, role sharing, empathy, and the ability to resolve simple problems with peers. Based on the hypothesis test, the decision was H_0 rejected and H_a accepted (Sig. 2-tailed < 0.05). It can therefore be concluded that role-playing activities have a significant effect on the social skills of children aged 5–6 years at PAUD Durian, Ketapang 1 Village

Keywords: Role Playing, Social Skills, PAUD.

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1. INTRODUCTION

Early childhood refers to children who are in the initial stage of life and are undergoing rapid and continuous processes of growth, development, and maturation (Sari et al., 2021). Early childhood education (ECE) is expected to facilitate the optimal development of all developmental domains, including moral and religious values, physical and motor development, social-emotional competence, language, and artistic abilities, thereby preparing children for success in subsequent levels of education (Miyati & Aryani, 2022). During this period, children experience the golden age, a critical phase characterized by accelerated growth and development. Therefore, appropriate stimulation that aligns with children's developmental stages is essential, particularly in fostering their social-emotional development (Kusumawati et al., 2021). Every child is born with various innate potentials, including physical, psychological, linguistic, and intellectual capacities. However, these potentials cannot develop optimally without environmental influences and appropriate stimulation provided by the contexts in which children grow and develop.

One of the most fundamental aspects of early childhood development is social skills. Social skills refer to an individual's ability to interact effectively with others, encompassing communication, cooperation, sharing, emotional regulation, and understanding other people's perspectives. Consequently, children require appropriate stimulation through instructional models, teaching strategies, and play-based activities to promote social competence during early childhood (Sibagariang et al., 2025). Within preschool education, social skills are not developed solely through direct instruction but are more effectively fostered through play activities. Play serves as a crucial medium for personality development because, for young children, it is not merely a recreational activity but their primary means of learning (Andayani, 2021).

One instructional approach that effectively supports children's social development is role-playing. This method resembles theatrical performance, in which participants enact specific roles based on predetermined scripts or scenarios that were originally intended for entertainment purposes (Maghfiroh et al., 2020). PAUD Durian, located in Ketapang 1 Village, is one of the early childhood education institutions that strives to provide meaningful and diverse learning experiences for its students. However, preliminary observations revealed that several children still experienced difficulties cooperating in groups, tended to play alone, and participated minimally in collaborative classroom activities. These findings indicate the need for more engaging and interactive instructional approaches, particularly role-playing activities.

Previous studies have demonstrated the effectiveness of role-playing in promoting children's social development. Musthofiyyah et al. (2025), in their study entitled *"The Use of the Role-Playing Method to Develop Social-Emotional Skills of Children Aged 4–5 Years,"* reported that role-playing effectively enhanced children's social-emotional competencies. Likewise, Nurarifati et al. (2022), through their research entitled *"Improving Social Skills of Group B Children through the Role-Playing Method,"* found significant improvements in the social skills of Group B3 kindergarten children at TK Islam Nurul Iman. Similarly, Rosyadi (2022), in the study *"The Effect of the Role-Playing Method on the Social Skills of Third-Grade Elementary School Students,"* concluded that role-playing had a positive and statistically significant effect on students' social skills.

Based on these findings, the present study investigates *"The Effect of Role-Playing on the Social Skills of Children Aged 5–6 Years at PAUD Durian, Ketapang 1 Village."* This study is expected to contribute to the development of innovative and enjoyable instructional strategies while providing practical references for early childhood educators seeking to enhance children's social skills through role-playing activities.

Role-playing enables children to interact with others naturally, thereby facilitating the development of social competence through authentic experiences (Bakri et al., 2021). In addition, role-playing can also be categorized as an instructional medium, particularly a visual learning medium, because it conveys information through observable demonstrations and utilizes concrete objects as learning aids (Amelia et al., 2023). More broadly, role-playing is recognized as an instructional method employed by teachers and parents to promote children's social competence, language development, and self-confidence (Safana & Retnoningsih, 2025).

Role-playing can be classified into several categories according to instructional objectives.

Macro Role Play refers to activities in which children express themselves by using real-life or realistic props. Through daily experiences that simulate real-life situations with peers, children develop essential skills such as listening, maintaining attention, solving problems, and cooperating with others (Sope Y et al., 2021).

Micro Role Play involves small-group activities consisting of approximately two to four children. This format is particularly effective in promoting communication and social interaction because children can participate actively without feeling overwhelmed by larger groups (Sari & Pratiwi, 2020).

Structured Role Play is designed to achieve specific learning objectives, such as introducing professions, social rules, or sequential social situations. This structured format facilitates children's conceptual understanding through guided experiences (Kurniasari, 2020).

Unstructured Role Play, in contrast, allows children to create and develop stories independently. This approach effectively enhances creativity, imagination, and self-expression by encouraging children to

construct narratives based on their own ideas (Putri & Winata, 2022).

Role-playing serves several educational purposes. According to Sope Y et al. (2021), role-playing enables children to reenact past events or explore various situations that may occur in the present or future. Putri and Lestari (2022) further argue that role-playing enhances children's cognitive abilities by encouraging logical thinking, problem-solving, and appropriate responses to different situations. Mulyasa (2020) identified several instructional objectives of role-playing, namely enabling children to express their emotions, understand other people's perspectives and perceptions, strengthen their confidence in solving problems, and explore issues from multiple viewpoints. Overall, role-playing allows children to represent various life experiences by portraying specific characters within predetermined scenarios while simultaneously developing multiple developmental domains.

In addition to its instructional objectives, role-playing provides numerous developmental benefits. Through role-playing, children have opportunities to communicate, negotiate, express opinions, collaborate, and solve problems together (Dewi Astuti, 2023). According to Mustofa et al. (2025), role-playing improves verbal communication, empathy, understanding of social interactions, vocabulary acquisition through contextual experiences, and confidence when speaking in front of others. Similarly, Citra F. and Kurnia (2020) noted that role-playing provides children with practical learning experiences while simultaneously creating enjoyable learning environments.

Social skills themselves refer to the knowledge and abilities required to engage effectively in interpersonal communication and social interactions. These skills include understanding other people's feelings, attitudes, and motivations, communicating clearly and effectively, and establishing positive interpersonal relationships and cooperation. Consequently, social development can be understood as children's interactions within family, school, and community environments that ultimately shape healthy social relationships (Khumaeroh & Widjayatri, 2022). According to Gresham and Elliott (1990), social skills consist of communication skills, cooperation, empathy, and conflict management.

Fundamentally, social skills are grounded in social theories and involve interactions between individuals and their surrounding environments (Aulia & Pebriani, 2023). Schneider (as cited in Rubin et al., 2006) emphasized that successful social interaction requires cognitive, emotional, and behavioral competencies that enable children to function effectively within society. Since young children's social-emotional development remains relatively vulnerable, they require appropriate developmental stimulation and supportive environments to facilitate optimal social competence.

According to Hurlock (1991), children should develop several essential social skills, including communication skills, sharing and helping others, cooperation, following instructions, and respecting themselves as well as others. Cartledge and Milburn (1995) identified several factors influencing social skills, including cognitive and behavioral skill deficits, age, gender, and developmental level. Hurlock (1980) argued that increasing age generally contributes to greater social maturity, while Papalia (2008) suggested that boys tend to show greater interest in various forms of play than girls. Furthermore, Istiqomah et al. (2023), in their study entitled *"Improving Children's Social Skills through Macro Role-Playing,"* demonstrated that macro role-playing effectively enhanced children's social competence, thereby providing additional empirical support for the effectiveness of role-playing as an instructional strategy in early childhood education.

2. METHOD

According to Sugiyono (2021), educational research methods refer to systematic scientific procedures used to obtain valid data for the purposes of discovering, developing, and verifying knowledge. In educational research, variables are generally classified into independent variables and dependent variables. The independent variable is presumed to influence or cause changes in another variable, whereas the dependent variable represents the outcome that is affected by the independent variable and serves as the primary focus of measurement in the study (Srifariyati & Susianti, 2022).

This study was conducted at PAUD Durian, located in Ketapang 1 Village, Rantau Panjang District, Ogan Ilir Regency, South Sumatra Province, during the second semester of the 2025/2026 academic year. The research employed an experimental method, which is designed to examine the effect of a particular treatment on another variable under controlled conditions. More specifically, this study adopted a pre-experimental approach using a One-Group Pretest–Posttest Design, in which participants were assessed before and after receiving the treatment to determine its effectiveness.

The population consisted of all children aged 5–6 years enrolled at PAUD Durian, Ketapang 1 Village. The sample was selected from this population using an appropriate sampling technique to ensure that it adequately represented the population and enabled the researcher to obtain valid findings that could be generalized within the scope of the study (Isra'Ahmad & Khaerunnisa, 2025).

Data were collected using three research instruments: observation, interviews, and documentation. Observation is a data collection technique based on the direct visual examination of events, behaviors, or phenomena occurring in natural settings. This method allows researchers to record and analyze observable behaviors without manipulating the research environment (Wani et al., 2024). Interviews were conducted

through direct interaction between the researcher and participants to obtain comprehensive information regarding their perspectives, experiences, emotions, and personal backgrounds relevant to the research objectives (Charismana et al., 2022). Documentation was also employed to collect supporting evidence from written records, transcripts, books, photographs, and other relevant documents related to the study.

The experimental treatment consisted of a structured intervention designed to examine the influence of role-playing activities on children's social skills. According to Akbar et al. (2023), a treatment design refers to a planned sequence of interventions administered by researchers to observe and measure their effects on the dependent variable under controlled conditions. In this study, the intervention was conducted over three meetings, including two treatment sessions followed by one posttest session to evaluate changes in children's social skills after the intervention.

Data analysis refers to the systematic process of organizing, processing, and interpreting collected data to generate meaningful information that supports research conclusions. Although analytical procedures vary according to quantitative and qualitative research designs, their common objective is to provide a comprehensive understanding of the phenomenon under investigation (Audina & Albina, 2025).

Prior to hypothesis testing, a Shapiro–Wilk normality test was performed to determine whether the collected data followed a normal distribution. The Shapiro–Wilk test is widely recognized as an appropriate statistical procedure for assessing normality, particularly for studies involving sample sizes smaller than 50 participants (Sintia, 2022).

Table 1. Blueprint of the Social Skills Instrument

No.	Aspect	Indicator	Item Numbers	Number of Items
1	Social Skills	Empathy	1, 4, 7	3 items
		Cooperation	2, 5, 8	3 items
		Problem Solving	3, 6, 9	3 items

3. RESULT AND DISCUSSION

Result

A pre-test was administered before the children received the treatment to determine their initial level of social skills prior to the learning intervention. The pre-test was conducted with 27 children aged 5–6 years at PAUD Durian, Desa Ketapang 1. Following the implementation of the role-playing activities over several treatment sessions, a post-test was administered to evaluate changes in the children's social skills.

Table 2. Pre-test and Post-test Results

No.	Students	Pre-Test	Post-Test
1	AF	41,6	66,6
2	AK	63,8	88,8
3	A	47,2	72,2
4	AF	36,1	61,1
5	AR	52,7	77,7
6	ACM	52,7	77,7
7	AS	58,3	83,3
8	GA	55,5	80,5
9	IA	63,8	88,8
10	KN	38,8	63,8
11	LA	50	75
12	MGRA	61,1	86,1
13	MTA	55,5	80,5
14	NA	66,6	91,6
15	NF	61,1	86,1
16	PAA	63,8	88,8
17	RZS	47,2	72,2

18	R	44,4	69,4
19	R	58,3	83,3
20	RA	52,7	77,7
21	RM	61,1	86,1
22	TW	55,5	80,5
23	YP	58,3	83,3
24	ZM	69,4	94,4
25	RAY	55,5	80,5
26	AZ	55,5	80,5
27	PAS	55,5	80,5
Nilai Terendah		36,1	61,1
Nilai Tertinggi		69,4	94,4
Jumlah		534	777
Rata-rata		50	75

Source: Processed research data (2026).

Calculation note: Total pre-test score = $534 \div 27$ children = 50. Total post-test score = $777 \div 27$ children = 75.

Based on the data presented in Table 2, the highest pre-test score was 69.4, while the lowest was 36.1, with a mean score of 50. In contrast, the highest post-test score reached 94.4, the lowest score increased to 61.1, and the mean score improved to 75. These findings indicate a substantial improvement in children's social skills following the implementation of the role-playing intervention, with an average score increase of 25 points between the pre-test and post-test.

Validity Test Results

The validity test was conducted using the criterion that an instrument item is considered valid if the calculated correlation coefficient (r_{count}) is greater than the critical value (r_{table}) at the significance level of $\alpha = 0.05$. Conversely, items with r_{count} lower than r_{table} are considered invalid.

Table 3. Instrument Validity Test Results

		Correlations									
		pengamatan1	pengamatan2	pengamatan3	pengamatan4	pengamatan5	pengamatan6	pengamatan7	pengamatan8	pengamatan9	skor total
pengamatan1	Pearson Correlation	1	.443 [*]	.399	.336	.343	.377	.298	-.132	.184	.853 ^{**}
	Sig. (2-tailed)		.021	.036	.087	.080	.053	.131	.512	.413	.000
	N	27	27	27	27	27	27	27	27	27	27
pengamatan2	Pearson Correlation	.443 [*]	1	.471 [*]	.235	.331	.228	.186	.127	.376	.832 ^{**}
	Sig. (2-tailed)	.021		.013	.237	.082	.275	.437	.528	.053	.000
	N	27	27	27	27	27	27	27	27	27	27
pengamatan3	Pearson Correlation	.399	.471 [*]	1	.025	.180	.268	.172	.036	.868 ^{**}	.578 [*]
	Sig. (2-tailed)	.036	.013		.902	.344	.148	.381	.881	.002	.002
	N	27	27	27	27	27	27	27	27	27	27
pengamatan4	Pearson Correlation	.336	.235	.025	1	.488 [*]	.012 ^{**}	.128	.024	.070	.589 [*]
	Sig. (2-tailed)	.087	.237	.902		.018	.888	.538	.907	.730	.001
	N	27	27	27	27	27	27	27	27	27	27
pengamatan5	Pearson Correlation	.343	.331	.180	.488 [*]	1	.561 ^{**}	.237	-.102	.280	.883 ^{**}
	Sig. (2-tailed)	.080	.082	.344	.018		.002	.234	.613	.157	.000
	N	27	27	27	27	27	27	27	27	27	27
pengamatan6	Pearson Correlation	.377	.228	.268	.012 ^{**}	.561 ^{**}	1	.413 [*]	.055	.441 [*]	.758 [*]
	Sig. (2-tailed)	.053	.275	.148	.008	.002		.032	.780	.021	.000
	N	27	27	27	27	27	27	27	27	27	27
pengamatan7	Pearson Correlation	.298	.186	.172	.128	.237	.413 [*]	1	-.015	.413 [*]	.529 [*]
	Sig. (2-tailed)	.131	.437	.381	.234	.082	.032		.930	.031	.006
	N	27	27	27	27	27	27	27	27	27	27
pengamatan8	Pearson Correlation	-.132	.127	.036	.024	-.102	.888	-.015	1	.483 [*]	.162
	Sig. (2-tailed)	.512	.528	.881	.907	.613	.783	.888		.015	.364
	N	27	27	27	27	27	27	27	27	27	27
pengamatan9	Pearson Correlation	.184	.376	.868 ^{**}	.070	.280	.441 [*]	.413 [*]	.483 [*]	1	.852 ^{**}
	Sig. (2-tailed)	.413	.053	.002	.730	.157	.021	.031	.015		.000
	N	27	27	27	27	27	27	27	27	27	27
skor total	Pearson Correlation	.853 ^{**}	.832 ^{**}	.578 [*]	.589 [*]	.883 ^{**}	.758 [*]	.529 [*]	.162	.852 ^{**}	1
	Sig. (2-tailed)	.000	.000	.002	.001	.000	.006	.006	.364	.000	
	N	27	27	27	27	27	27	27	27	27	27

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

(Sumber : SPSS 25)

Based on the validity analysis of the nine questionnaire items, the results revealed that eight items obtained r_{count} values exceeding the critical value of r_{table} (0.381) and were therefore classified as valid. Meanwhile, one item had an r_{count} value lower than r_{table} , indicating that it was invalid and unsuitable for use in the research instrument. Consequently, the final instrument consisted of eight valid items, which were considered appropriate for measuring the social skills of children aged 5–6 years.

Reliability Test Results

The reliability test was subsequently conducted on the eight valid instrument items.

Table 4. Reliability Test Results

r_{hitung}	r_{tabel}	Jumlah Soal	Status
0,756	0,381	8	Reliabel

Source : SPSS 25

As shown in Table 4, the reliability coefficient (r_{count}) was 0.756, which exceeded the critical value of r_{table} (0.381). This result indicates that the research instrument possesses good internal consistency and can be considered reliable for measuring children's social skills. Therefore, the instrument was deemed appropriate for use in this study.

Wilcoxon Signed Ranks Test

The Wilcoxon Signed Ranks Test was employed to determine whether there was a significant difference between the pre-test and post-test scores obtained from the same group of participants. This non-parametric test was selected because the normality test indicated that the data were not normally distributed, making it an appropriate alternative to the paired-samples t -test.

Table 5. Wilcoxon Signed Ranks Test Results

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	2 ^a	11.75	23.50
	Positive Ranks	23 ^b	13.11	301.50
	Ties	2 ^c		
	Total	27		

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

(Source : SPSS 2025)

The Wilcoxon analysis revealed that 23 children showed improved scores (positive ranks), 2 children obtained lower scores (negative ranks), and 2 children achieved identical scores in both tests (ties). These findings indicate that the majority of participants experienced improvements in their social skills following the implementation of role-playing activities.

Furthermore, the statistical analysis produced a Z value of -3.762 with an Asymp. Sig. (2-tailed) value of 0.000. Since the significance value was less than 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. This result demonstrates that a statistically significant difference existed between the pre-test and post-test scores of children's social skills.

Hypothesis Testing

The hypothesis proposed in this study stated that role-playing activities have a significant effect on the social skills of children aged 5–6 years. The decision criterion was that if the significance value (Sig. 2-tailed)

was less than 0.05, the null hypothesis (H_0) would be rejected and the alternative hypothesis (H_a) accepted.

Table 6. One-Sample t-Test Results

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Nilai	25.406	53	.000	653.056	601.50	704.61
Kelas	21.840	53	.000	1.500	1.36	1.64

(Sumber : SPSS 25)

Based on the One-Sample *t*-Test output generated using SPSS, the significance value (Sig. 2-tailed) was 0.000, which is below the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These findings indicate that role-playing activities had a statistically significant positive effect on the social skills of children aged 5–6 years at PAUD Durian, Desa Ketapang 1.

Accordingly, the research hypothesis was accepted:

H_a: *There is a significant effect of role-playing activities on the social skills of children aged 5–6 years at PAUD Durian, Desa Ketapang 1.*

The findings provide empirical evidence that implementing role-playing as a learning strategy effectively enhances children's social skills, including communication, cooperation, empathy, and social interaction with peers.

Discussion

Based on the results of the hypothesis testing conducted using the *t*-test, it was found that role-playing activities had a positive and statistically significant effect on the social skills of children aged 5–6 years at PAUD Durian, Desa Ketapang 1. This finding was demonstrated by the improvement in the children's post-test scores after they participated in the role-playing activities compared to their pre-test scores before the treatment was administered. Empirical evidence further supported this conclusion, as the statistical analysis produced a significance value (Sig. 2-tailed) of 0.000. Since the probability value was below the critical significance level of 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

The findings of this study are consistent with the sociocultural theory proposed by Vygotsky (1978), which emphasizes that children's social development occurs through meaningful interactions with their surrounding environment. According to Vygotsky, play serves as an effective medium through which children develop social, linguistic, and emotional competencies by interacting with their peers. Consequently, the role-playing activities implemented in this study provided children with valuable opportunities to develop their social skills in authentic and meaningful social contexts.

These findings are also supported by the study conducted by Febriana (2023), which reported that the role-playing method is an effective instructional strategy for improving students' social skills because it allows children to practice communication, cooperation, and the understanding of social roles encountered in everyday life.

Similarly, the research conducted by Sulistyani et al. (2023) found that the implementation of role-playing activities significantly improved social interaction among children who previously preferred solitary play, displayed limited social engagement, and rarely interacted with their peers. During the role-playing sessions, children became more active and confident in communicating and cooperating with others. Themes such as traditional markets, hospitals, families, and schools enabled children to understand everyday social situations more easily. These activities also facilitated the development of social competence through direct experience and collaborative interaction.

Beyond improving social skills, role-playing contributed to the holistic development of children's developmental domains. From the physical and motor development perspective, role-playing involved a variety of body movements, including walking, handling play materials, pointing to objects, arranging learning props, and performing movements appropriate to the assigned roles. These activities promoted both gross and fine motor coordination.

In terms of cognitive development, role-playing encouraged children to think critically, solve problems, make decisions, and understand cause-and-effect relationships within simulated social situations. Children

were required to interpret scenarios, respond to changing situations, and adapt their actions according to the roles they performed, thereby strengthening higher-order thinking skills.

Regarding language development, role-playing provided children with opportunities to express ideas verbally, ask and answer questions, communicate opinions, and acquire new vocabulary related to the themes being enacted. The natural interactions that occurred throughout the activities contributed significantly to the development of children's communication skills and verbal confidence.

From the perspective of social-emotional development, role-playing directly fostered cooperation, sharing, helping peers, understanding others' emotions, regulating personal emotions, and adapting to different social situations. Through collaborative play, children learned to negotiate roles, resolve conflicts, and develop empathy, all of which are fundamental components of social competence.

Furthermore, artistic development was also enhanced through role-playing, as children were encouraged to express their creativity, imagination, and personal ideas using body movements, facial expressions, voice intonation, and various supporting play materials. These creative experiences allowed children to explore different identities and forms of self-expression in an enjoyable learning environment.

Viewed from a multidisciplinary perspective, this study integrates concepts from early childhood education, developmental psychology, sociology, communication studies, and educational sciences. From the viewpoint of developmental psychology, role-playing serves as an effective medium for promoting children's social and emotional growth through meaningful interpersonal interactions. Meanwhile, educational theory recognizes play-based learning as one of the most appropriate pedagogical approaches for fostering holistic child development during the early childhood years.

Overall, the findings demonstrate that role-playing not only improves children's social skills but also contributes to the integrated development of the six major developmental domains of early childhood, namely physical-motor, cognitive, language, social-emotional, moral-religious, and artistic development. Therefore, the significant improvement observed between the pre-test and post-test scores confirms that role-playing is an effective instructional strategy for enhancing the social skills of children aged 5–6 years at PAUD Durian, Desa Ketapang 1. These findings further reinforce the importance of incorporating structured role-playing activities into early childhood learning programs as an engaging and developmentally appropriate approach to fostering children's overall growth and social competence.

4. CONCLUSION

Based on the results of the data analysis, hypothesis testing, and discussion presented in this study, it can be concluded that role-playing activities have a significant effect on the social skills of children aged 5–6 years at PAUD Durian, Desa Ketapang 1. This conclusion addresses the research problem formulated at the beginning of the study. The statistical analysis demonstrated a significance value (Sig. 2-tailed) of 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$), indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The findings revealed a substantial improvement in children's social skills following the implementation of the role-playing intervention. Specifically, role-playing enhanced children's abilities to cooperate, communicate effectively, share with others, help their peers, and engage in positive social interactions compared to their abilities before the intervention. Furthermore, role-playing provided meaningful and enjoyable learning experiences by allowing children to acquire knowledge and social competencies through direct interaction and collaborative play with their peers. These findings suggest that role-playing is an effective instructional strategy for promoting social development in early childhood education.

Based on the findings of this study, several recommendations can be proposed. First, children are encouraged to participate actively in role-playing activities organized at school, as these activities provide valuable opportunities to develop social interaction, cooperation, and communication skills. Second, teachers are encouraged to be more creative and innovative in designing engaging learning experiences by incorporating role-playing activities regularly into classroom instruction. Such activities can create an enjoyable learning environment while simultaneously fostering children's social competence. Finally, schools are expected to provide adequate support by supplying appropriate learning media, play materials, and classroom facilities that facilitate role-playing activities, thereby creating a learning environment that effectively promotes the social development of young children.

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