

Role Playing Learning in Early Childhood on Bhayangkari 29 Kindergarten Jambi Through Phenomenology Approach

Fatma Asmi Agus, Maruf Akbar, Soegeng Santoso

ABSTRACT: *This research aim is to find out deeper informations dealt with role playing learning in early childhood, a phenomenology studies on Bhayangkari 29 Kindergarten in Jambi City. The data research collection has been collected through observing role playing in ways of interviews, observations, field documentations, and notes. The data validity testing techniques performed by levels of credibility, dependability, and certainty criterias. For the data analysis process includes; organize, sort, group, code, and categorize data base on data sources such as field notes, responses, and documentations. This research result find out that learning in early childhood with role playing method could help to improve the multiple intelligence and especially linguistic intelligence to the kids by doing role playing the children actively doing physical and non physical activities, get various vocabularies, sentences, and communication in dialogues, and also practice to write in creative ways. Because of that, this research recommendate the importance of role playing learning method for the early childhood students to improve the multiple intelligence and especially linguistic intelligence, so that children are able to face and solve various problems.*

Key Words; *Role playing, Early Childhood, improvement, multipleintelligence, Phenomenology*

INTRODUCTION

Learning through playing is also contributed as learning process consciously or not. By playing it means the children are learning something that useful for their lives. Playing is also categorized as needs for the children. One of a way or approach to improve various kinds of intelligence, characteristic, and self potentation in early childhood, especially in kindergarten by using playing learning model and role playing in specific.

Playing activity for children including early childhood is a language laboratorium. Usually playing sets the children are communicating using language on another, taking argumentation, explanation, and also convincing. In playing set, a child could observe, measure, compare, explore, research, and more other activities through playing. It's an opportunity for children to do a ton of things. This situation could build the learning process for children. Based on several researchers such as Karl Groos, Schiller, and Spenserse in Anita Yus told that playing is a process of self preparation to take a role as adults.

From other various kinds of research that had been performed in University of Indonesia shows that children who had more time in formal education learning are cleverer in their kindergarten and in their grade 1-3 elementary school, after that they did less clever in their higher grades. It's vice versa with the children who had enough fulfilled their playing time who grows the higher mental ability and more independent in their higher grades. These facts show that playing is a children need and it's important to their next growing process. Other research held by Nurul Aida (2014) shows there are impacts of role playing method towards children social skills in this research the subject is 15 children from age 4 until 5 years old through research design named *one group pre-test-post-test design*. The Mann Whitney/ Wilcoxon test shows that learning by role playing method had improve the children social skills on early childhood ($p = 0.000$). This result explains that the role playing method could increase the children social skills.

Through role playing learning model, indeed the children will get various kinds of vocabularies, sentences, phrases as said and learning to communicate and interact with others between doing role playing within environment.

Role playing learning model in PAUD or early childhood education on Bhayangkari Jambi Foundation, especially in Bhayangkari 29 Kindergarten has become a formula for the implementation in role playing process in this kindergarten.

As a foundation under Police Institution, the Bhayangkari 29 Kindergarten Jambi improve the role playing model such as role play as a Police Officer which is tippicaly teaches the disciplinary and also role play pattern as farmers which is the environment life style or called Jambi's culture as bringing to the children. From the role playing learning as Police Officers, Doctor, and Farmers for the early childhood children on Bhayangkari 29 Kindergarten aimed to improve to find their self characters which suitable to their various talents, intelligences, and acts dealt with those occupations.

For that reasons the researcher interest and aim to understand to the effort in multiple intelligence characteristic improvement through role playing learning model in Bhayangkari 29 Kindergarten Jambi by covering those studies by research entitled "Role Playing Learning in Early Childhood on Bhayangkari 29 Kindergarten Jambi through Phenomenology Approach."

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THEORITICAL REVIEW

Learning

Dimiyati (1999) Learning as a whole activity between teacher and learners, start from the teacher instructional designs, held the learning activities, doing teaching process, and doing evaluation for the learning result as a teaching impact.

Role Playing

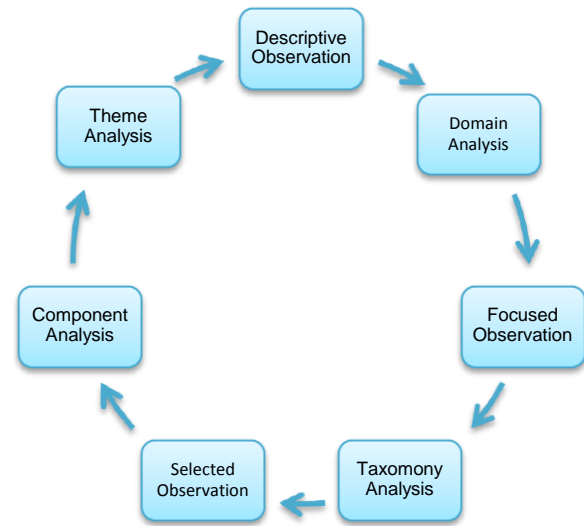
Santoso (2002) playing with guidance is a playing by the teacher's source, and it aimed to be able to found a concept or to build understanding. And playing by direction is a play that has purpose to teach problem solving for a task by the children themselves. Sandrock in Utoyo (2017), states that playing is a fun activity for special purposes. The real playing based on Vygotsky are includes the components that has to be imaginer, taking and doing role playing, and follows the rules that determined by certain roles(Bodrova & Leong,2007) in Janine (2017).

Linguistic Intelligence

Gardner in Joan Hanafin (2014) states the definition of "intelligence" as a skill to "problem solving or a product that has consequence in culture background or certain community". He also continues that problem solving skills may improve a person to detect the situation towards their goals and to find out the route to bring them to that goal. In Rahmah (2013) Amstrong (Amstrong, 2005: 19) explain that Linguistic Intelligence as a skill in words effectively usage. As Amstrong same opinion that continues in his book that multiple intelligences in the classroom, intelligences linguistic is the capacity to use words effectively, whether orally (Amstrong, 2009:6).

RESEARCH METHOD

This research held in Bhayangkari 29 Kindergarten in Jambi City. It focus on role playing in early childhood children, by using Phenomenology in Bhayangkari 29 Kindergarten Jambi as the research approach. This approach is aimed to find out the esense of a phenomenon which experienced by several individuals (Jhon: 2013). This research using qualitative method and culture-phenomenology approach through observation interactions between teachers and students and between the children as learners in learning process. This selection method aimed to describe the characteristics of the research subject in skills and teacher's ways in learning process. Data collecting procedures had held by observations, interviews, and studying the documentations. The main data that has been collected from the teachers and pupils in Bhayangkari 29 Kindergarten Jambi are the detail process of role playing learning method. And the support secondary datas are interview to the Bhayangkari 29 Kindergarten Jambi School Principle, teachers, and related documents. To analyze the qualitative data using Spradley (Spradley: 2006) data analysis model that appears in diagram below;



Picture1. The Seven Steps of Spradley Observation

There are the validation data process which determines the criterias such as credibility, certainty, and dependability. Then the data checking technique are; extention of participation, perseverance of observation, and triangulation.

DISCUSSION

Learning Process in Bhayangkari 29 Kindergarten

Learning process in Bhayangkari 29 Kindergarten was held in 3 different steps, they are; first step to prepare the play setting and to prepare the student's mental in doing the improvement and habitual aspects and dialogue, for example speaking clearly and politely towards others, family, guest, and teachers. This activity will prepare the student's foundation to the main activity. The main activity held in central and the opposite of the Daily Activities Schedules (SKH) and Weekly Activities Schedules (SKM) by the time arrangement of theme such as occupation with sub-theme the Role Playing as doctor, guest, chef, make up artist, or role play as a mother. Then, the ending of the role playing activity learning the students are going back to the class for the evaluation with their teacher for the recapt activities in the role playing message by doing dialogues before go home.

By role playing learning method, the children will also move and doing physical activities, motoric (which based on many studies dealt with speaking is one of linguistic intelligence improvement aspect) include one of the key factor that determine the children's speaking skill. Beside of that, role playing will give children opportunity to be able to communicate and express their thought and because of that, the linguistic intelligence in Bhayangkari 29 Kindergarten will improve by doing the role playing learning in special central in this kindergarten learning facility.

Shoba Dewey Chugani states that in early childhood, the children are very sensible towards the five senses usage to learn and understand their world. So giving the children such learning materials will bring the effectiveness if the learning processes are held in a practical ways with a concret resemble tools which able to held, touched, seen, heard, smelled, and felt.

Eventhough this role playing seems to be playing sessions, but the whole learning process in Bhayangkari 29 Kindergarten using the curriculum fokus to Kindergarten year 2013 and also give the intention to the SKH and SKM (Daily and Weekly Activity Schedules) which directing to reaching the goals of competences.

The school Principle and the teachers in Bhayangkari 29 Kindergarten try to reach the competences for the students by focusing to several fields such as moral, religion, social, and basics skills improvement. Teachers are contributing for the conceptual knowlegde design for the children dealt with phenomenon and process in nature by providing the real props. It may cause the children learn by involving in playing and have the access to the props to play with and having the experiences and trigger to know more, explore, and learn (Alex Zurek: 2014).

The Bhayangkari 29 Kindergarten creates the improvement aspect that could bring the children reach the learning goals by doing habitual activities and improving the basics skills such as language, cognitive, motoric, and arts.

The domains in improving the habitual aspects in moral, religion, and social to the children the key activity will defind through children's skills to pronounce recites prayers or religious songs before or after the class in daily basis. The students show how clear and heard when they recite several prayers out loud both individually and in groups, in the classroom or outside the classroom. Beside of that, the students in Bhayangkari 29 Kindergarten are having the daily schedule to perform preying in the mosque around the area. They perform the sholah prayers and recited together with the teachers. The children are so exited especially in this religiuous learning sessions. This learning process aimed to build the habitual activity for the children to practices the religious activity in daily life.

The improvements in cognitive aspects in Bhayangkari 29 Kindergarten are practice in numbers of activity such as learning shapes, kinds of sizes of things by theacher's direction and preparation as props. It purposely in developing the student's reading, writing, and counting skills. Student's learning process using toys, learning maretial, and also interesting books in exciting atmosphere. The students guided to learn how to arrange words to sentence and writing numbers. As a whole, the process in improvement of basics skill for Bhayangkari 29 Kindergarten students is using fun ways so that they would rather active and could understand simple concepts in concrete on their age. The tentions in the class are relaxed, friendly, democratic, and full of teacher's appreciations.

Role Playing in Early Childhood in Bhayangkari 29 Kindergarten

The Role Playing Learning in Bhayangkari 29 Kindergarten is a learning design by theme. The theme also has sub themes such as doctor, police officer, farmers, and others. By using this method, the role playing to understand the occupations will teach the students to practice and performing what adults doing. They will try to imitate the real professions by using the props in concrete situation in an occupation their taking. The fun learning process shows by the excited and enthusiastic students while join the role playing sessions. Teacher will directing the students to act

like doctor, police officer, and also farmers by imitating dialogues, phrases, and words that those occupations use often. In the process the teacher also give the student's insigh how to be a good doctor, good police offices, and good farmers as bringing and become the good impact in society. Those are the value of being a good person and having a good moral value to follow.

Learning process through role playing is an effort to solve the problem by doing practice, follow the steps to identify the problems, analysis, taking the role, and having discussion. For that purposes several students taking the role as the observers. The person who take the role play need to immerge themselves to the character. It may take the student to be interacting with other in this kinds of role playing based on selected theme.

While in the learning process every role character that played could give the students to practice the empathy, simphaty, hates, anger, joy, and other role feelings. In implisit ways it could support the learning situation that give the experience that learning in the situations "*what happens here, stays here.*". this kinds or learning believe that creating situation in learning process will give analogy in the real situation in the real life. By using the analogy the students will giving the emotional response while learning other student's response.

Linguistik Intelligence Improvement through Role Playing

The development of early childhood will optimal in linguistic skills by doing role playing learning method. It will effectively improve while learning through role playing. This kinds of learning process will give students opportunity to respond by using the phrases and verbal language, speaking, listening, dialogue, imitate voice or language. For example the children will imitate the words, vocabularies, phrases, and sentences that doctor, police officer, and farmer often use.

It will develop lots of vocabularies to the children while taking the role playing and listening to the performance. It also will express the dialogues that directed by the teacher. Verbal language skills will very expand by doing this role playing learning.

By doing role playing as a doctor the students can learn how doctor talk and developing their linguistic skills. This result shows while the student who take the role of doctor try to communicate in dialogue between students as doctor and patient. The doctor will ask the patient about the illness or signs that accure, give the patient inspection, asking what kind of medicines that the patient alraedy taking, how long the patient got sick, and the doctor try to write the receipt for medicines to take by the patient. The doctor also give the advice to the patient for what to do and what to avoid to support the cure for the sick patient. By doing this kinds of communication in dialogue the children will explore their linguistic skill and intelligence in using vocabularies while being a doctor role. This situation brings the children to the real situation and taking the right response with suitable phrases, sentences, vocabularies, in polite way as a doctor.

Based on Elga Andriana in Familia (2003) the good verbal linguistic skill is one of the key factor for a child to be able to read. Children who own huge amount of vocabularies (for example in role playing) and also could express freely tend to be a better readers in the future. Because of that, the readiness in learning to read and learning to write since early childhood will give the opportunity to use their ability in language to restory, understand word's shapes, and identify that a story has to have a beginning, a middle, and an end.

CONCLUSION

Learning Process in Bhayangkari 29 Kindergarten Jambi

Learning process in Bhayangkari 29 Kindergarten Jambi develop by creating the environment as the main learning facilities for their students. These environments include physics like learning areas, materials, props, and learning sources that prepared in proper ways. And it also has the social environment that supports the social communication and interaction between students. The teacher guided them to be able to express, explore, and imitate teacher's said, other students, and other adults in real life. This may bring the students to understand how the adults are role and finally find their maximum potentions.

The Bhayangkari 29 Kindergarten creates model for learning that devided into several classrooms and centrals. These are the support classes system to improve lots of children potentions and develop their multiple intelligences. That is meant that the Bhayangkari 29 Kindergarten has fulfilled the needs to improve the children learning skills with tons of activities and moving classes system. The developing in kinaesthetic and motoric for pupils through moving classes and centrals will envolved physical movements and active learning during the role playing learning process in fun and playfull ways.

Role Playing Learning in Bhayangkari 29 Kindergarten Jambi

Through role playing learning, students able to understand by showing to the teacher how they perform with selected role. This profession role play method is a practice to imitate an occupation as adults in concrete situations. This may bring the children to get the meaningful experiences to their self improvement. The communication between role players also shows the right behaviours, politeness, and interactions respond towards others with explorations, expressions, and imaginative skills.

Linguistic Intelligence Improvement through Role Playing in TK Bhayangkari 29 Kindergarten Jambi

Through role playing learning process in Bhayangkari 29 Kindergarten, the pupils are much more having good respond and taking various kinds of phrases, and verbal language, speaking, listening, dialogues, imitate voices or language that often used by the adult while doing their occupations. These also develop the vocabularies dealt with specific occupations and professuions. Those vocabularies, verbal language, and linguistic skills are the basic level to bring the student to be able and ready to learn how to read and wtrite.

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