# The Rotating Roles Method as a Determinant of the Social Development of Early Age Students

*by* Yennizar Yennizar

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# The *Rotating Roles Method* as a Determinant of the Social Development of Early Age Students

**Yennizar N[1]✉, Novi Susanti[2], Fathor Rozi[3], Wasilatun Nofiyah[4], Eny Noer Ainy[5]**
Pendidikan Islam Anak Usia Dini, IAI Nusantara Batang Hari Jambi[1,2]
Pendidikan Agama Islam, Universitas Nurul Jadid Paiton, Probolinggo, Indonesia[3]
Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid Paiton, Probolinggo, Indonesia[4,5]

## Abstract
Teachers as learning movers are often still having difficulties and are less successful in attracting students' attention to learning and freezing students' roles and social development. Some of the factors that cause the failure of students' social development include the lack of innovation and teacher competency in each lesson. This study aims to determine the form of activities that are applied by the teacher in the rotating roles method to develop students' social competence. This study uses a qualitative approach to the type of case study. This research is located in RA. Misbahul Islam Sogaan Pakuniran. Collecting data in this study used interview techniques with school principals, homeroom teachers for grades A and B, observation, and documentation. The data analysis used is data reduction, data presentation and conclusion. The results of the study mentioned RA. Misbahul Islam Sogaan Pakuniran in applying the rotating roles method was able to develop the social skills of his students effectively, such as being empathetic, sympathetic, happy, independent, cooperative, and easy to socialize with his friends. The rotating roles learning method is modified into 3 stages in practice, consisting of forming student learning formations as the opening stage, demonstrating the student's role as the core stage, and reflecting on the student's role.

**Keywords:** *rotating role models, social development, early childhood students*

## Abstrak
Guru sebagai penggerak pembelajaran sering kali masih kesulitan hingga kurang berhasil dalam menarik perhatian siswa terhadap pembelajaran serta membekukan peran dan perkembangan sosial siswa. Beberapa faktor yang menyebabkan ketidakberhasilan perkembangan sosial siswa di antaranya kurangnya inovasi dan kompetensi guru dalam setiap pembelajaran. Penelitian ini bertujuan untuk mengetahui bentuk kegiatan yang diterapkan guru pada metode *rotating roles* untuk mengembangkan kompetensi sosial siswa. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Penelitian ini berlokasi di RA. Misbahul Islam Sogaan Pakuniran. Pengumpulan data dalam penelitian ini menggunakan teknik wawancara kepada kepala sekolah, wali kelas A dan B, observasi, serta dokumentasi. Analisis data yang digunakan yakni reduksi data, penyajian data serta penarikan kesimpulan. Hasil penelitian menyebutkan RA. Misbahul Islam Sogaan Pakuniran dalam menerapkan metode *rotating roles* ini mampu mengembangkan kecakapan sosial siswanya dengan efektif, seperti bersikap empati, simpati, senang, kemandirian, kerjasama, dan mudah bersosialisai dengan temannya. Metode pembelajaran *rotating roles* dimodifikasi menjadi 3 tahap dalam praktiknya, terdiri dari membentuk formasi belajar siswa sebagai tahap pembukaan, mendemonstrasikan peran siswa sebagai tahap inti, serta merefleksikan peran siswa.

**Kata Kunci:** Model *Rotating Roles*, Perkembangan Sosial, Siswa Usia Dini

*Corresponding Author : yenni.agus@gmail.com*

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## INTRODUCTION

Early childhood education is also known as pre-school education in which there is early learning or experience that can influence the future (Nurfaizah & Romlah, 2020) . It is called that because early childhood is a golden period and also a critical period in a child's life. Therefore, at this time is the right time to lay the foundation for the development of various child potentials as well as character education. Educators, prospective educators, and those who pay attention to children's education, especially early childhood, need a broad understanding and knowledge of the development and progress of students (Anggraini & Wijaya Kuswanto, 2019) . Because, in early childhood, children begin to be sensitive to learning and early childhood to learn so that they are easily sensitive to various stimuli. However, the sensitive period for each child can vary according to their respective growth rates . So it is necessary to understand this so that developmental achievements can be aligned between one student and another (Nurlaeni & Juniarti, 2017) .

Providing the right stimulus and facilities in early childhood will greatly affect the development process of students (Ananda, 2018; Wahid & Adawiyah, 2022). Success in carrying out developmental tasks at the present time will affect the success of future developments (Sodik, 2020) . It is understandable that early childhood education really needs knowledge and experience from an educator in providing learning to him (Baroroh et al., 2023). Because every individual from early childhood is different how to handle it. That is the basic reason for educators to have extensive knowledge so that educators are able to understand each individual so that learning can be conveyed and well received (Pambudi et al., 2019) .

Early childhood education is organized to help facilitate and stimulate all aspects of child development so that they can grow and develop optimally. The nature of early childhood is a unique individual, has a pattern of growth and development in various aspects. There are six aspects that is; religion and moral, physical motor, cognitive, language, emotional, social and also art (Pebriana, 2017) . Social recognition and teaching not only has an impact in the present, but will also have an effect in the future. Thus, a stimulus is urgently needed to help early childhood social development carried out by parents at home, teachers at school, and also adults in the community so that they can provide advice, guidance, and also become good role models for early childhood so that they have good social behavior so that they will feel comfortable in living a social life (Ramanda & Khairat, 2017) .

Social development can also be interpreted as a process of acquiring behavioral skills that are adapted to social demands. the process divided into three, including learning to behave in a way that is acceptable to society, learning to behave to play a social role in society, and developing social attitudes and social activities in society (Robbiyah, 2022) . It is understood that social development can develop well by following several processes that are in accordance with the social demands of the surrounding community, so that it will be very easy to be accepted in society if it is in accordance with the prevailing social demands. If associated with the social abilities of children aged early, so need exists stimulus from outside himself for can accepted in environment (Rismayani et al., 2020; Listrianti et al., 2022; Bakar & Hasanah, 2022).

If children are not paid attention to and form their social abilities from an early age, it is very, very worrying that they will behave only when they want what they want without thinking about the social rules that apply. So, the child's social abilities will then have an impact on him, making it easier for him to be accepted by the surrounding environment or difficult to accept in his environment (Rahmadianti, 2020) . It is known that social skills can make a person to build relationships with other people, can move and also inspire others, able to strengthen relationships with other people, able to convince and influence others, both in terms of words and behavior, and able to create comfort for himself and others. also other people (Khadija, 2021) . A person's social skills can be seen from being able to establish good relationships and create comfort for himself and others without coercion from any party. If a person has good social skills, it will

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make it easier for him to be trusted by other people, get good social views, and all the behavior he does can influence other people to become better individuals, of course (Madrisah et al., 2020) . No different from early childhood, they also have a social life that is different from adults. Early childhood has a social sphere for learning while playing. In these two cases, it is necessary to have good social skills, which can be instilled in early childhood so that they have no difficulty establishing friendships with other children, and minimizing social exclusion and so on (Haryati, 2017; Amir et al., 2022).

As an educator, it is not uncommon to always see the development of students, one of which is the social abilities of students. In developing students' social abilities, educators can provide guidance in the form of advice or motivation and students can follow the advice given by educators. However, students are accomplished imitators where students can see and imitate whatever educators do, both the relationship between educators and students or with fellow educators (Akarcay Ulutas et al., 2022) .

RA. Misbahul Islam Sogaan Pakuniran is one of the educational institutions that many parents choose as the right education for their children, because the students have skills in the field of religious knowledge, such as habituation and memorizing the basics of Islam (asmaul husna, names of prophets, angels to the habit of daily prayer). Not only that, the success of this institution is in terms of developing children's social intelligence such as honesty, responsibility, sympathy for teachers, parents, friends and other people. The existence of thematic learning and several special activities regarding the basics of Islam are the main attraction of this school for the majority of parents.

Of course, this success does not necessarily get directly a success. Initial conditions since the founding of RA. Misbahul Islam Sogaan Pakuniran on December 26, 2000, to be precise before the implementation of learning modifications and innovations, Islamic learning and social development of students were still relatively low in achievement. Because the method used uses too many classical methods (lectures and regular games) so that the teacher is less successful in attracting students' attention to learning and students do not have much time to socialize with their friends. This condition does not show success in social development. Some of the factors that cause the failure of students' social development include the lack of innovation and teacher competency in each lesson. In addition, the lack of game facilities/tools that support student learning. In practice, learning is modified by the teacher in the hope of attracting students' attention to quickly respond and memorize the material. The form of effort made by the teacher in modifying it is by using the *rotating roles learning method* by presenting *active learning* where students are not only sharpened cognitively but also trained in social skills (Mahmud et al., 2022).

The reality that occurs in the field shows that the social development of children is not really paid much attention to by parents and teachers. It can be mentioned that the problems that occur are the low emotional stimulation provided, the limited ability of educators, the lack of parental contribution in providing emotional stimulation to children, and limited reference sources regarding emotional stimulation. Therefore, stimulation is needed that is in accordance with the needs of children so that their growth and development are achieved optimally by selecting the right, fun and meaningful methods for children (Nurlaeni & Juniarti, 2017) . The method of delivering learning must be made as attractive as possible, so that children become interested in the activities provided. To develop children's social emotional development, you can use the *rotating roles* method (Pebriana, 2017). It should be noted for education practitioners that the importance of selecting learning methods will become a general pattern of teacher and student behavior in the realization of teaching and learning activities (Ishtiaq et al., 2021).

Rotating role is a learning technique which in its application is carried out by providing opportunities for each student to practice skills through role playing about real life situations (Sulistyowati, 2020). This learning carries rotation or transformation that maps each point in the field to another point by rotating certain roles (Van Tran et al., 2022). Each student is directed to be able to create active learning that can optimize the potential of students so that

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satisfactory learning results are achieved according to the student's personal characteristics. Effective and efficient learning will be realized if students participate actively (Webel et al., 2021).

According Yunari (2018), stated that the *rotating roles learning method* aims to help children interact socially with friends, teachers, and other people. So as to make students more confident, help bring up their creative ideas, can help children develop skills in language, social skills and can connect existing knowledge with new knowledge by using both micro and macro role playing tools. The *rotating roles* learning method or rotating role play in learning is carried out by providing opportunities for each student to practice skills through playing roles about real life situations. This learning technique is called *rotating roles* or playing games because in its application, students are given the opportunity to present their learning outcomes.

Some of the opinions about the benefits of the *rotating roles method* above are also reinforced by several previous studies, such as research from Pandiangan (2021), which shows the results that the *rotating roles* learning technique can improve drama playing skills. This improvement can be seen in the learning process, where students have the courage to play drama with full appreciation and movements that are appropriate to the dialogue. Other research regarding the development of the *rotating roles method* was carried out by Yunari (2018) which stated that developing the *rotating roles method* could develop children's social-emotionality. The child will imitate the behavior in playing the desired character so that it helps the child to interact with other people so that the child can be more confident, not afraid and embarrassed anymore. The results of Kasau's research (2022) found that students experienced increased skills in playing drama. This can be seen in the learning process shown by the activeness of students, the courage of students in expressing opinions, the enthusiasm of students during learning, and the ability of students to work together with other students.

From the several previous studies above, there are unique differences that only this study has. Previous research has produced a lot of *rotating roles methods* for teenage students with an age range of 12-16 years. While this research will be a step of innovation that this method can also be applied to elementary age students as the concept of learning to develop social skills as early as possible. This research is the basis for the focus of educational activists to see the potential of this method which functions to manage and make students have good thinking skills and social development even for elementary age students. In addition, this research will show students' participation as social control of cultural heirs intensively in providing learning experiences to deal with various advances and complexities of life and socio-cultural orders that are developing rapidly.

The narrative above at the same time emphasizes the novelty in this research that there is still no research on the *rotating roles method* that is applied directly to pre-school students. Even though this learning method is effective for early childhood in order to train their mindset dexterity and social skills. To find out how the success rate of social development of pre-school students using the *rotating roles learning method*, the researcher presents the results of research on the concept of the *rotating roles method* as a factor that determines children's social development from an early age in RA. Misbahul Islam Sogaan Pakuniran Probolinggo.

## MET HODOLOGY

The research method used by researchers is qualitative research. Qualitative research is research that uses a scientific background, by describing phenomena encountered in the field and involving various methods that exist in qualitative research. The focus of this research is the application of the rotating roles method as a factor that determines children's social development from an early age. This research is located in RA. Misbahul Islam Sogaan Pakuniran. The data sources were obtained through the school principal, homeroom teacher and student guardians. Data collection techniques used interview techniques with the head

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of RA, homeroom teachers for classes A and B, observation, and documentation retrieval. While the technique of analyzing data uses the Milles and Hubberman model, namely data reduction, data presentation and drawing conclusions.

**Figure 1. Research Data Analysis Flow**

## RESULTS AND DISCUSSION

Ilsa & Fika ( 2020) explain *rotating roles* i is a spontaneous and independent activity in when children test and develop an understanding of themselves and their own world. In role-playing activities, children take turns recreating familiar places and roles, imitating the behavior of family members and the appropriate roles of various people in society. According to Poja (2019), put forward several patterns of behavior in social situations in early childhood, namely: cooperation, competition, generosity, desire for social acceptance, empathy, sympathy, dependence, friendly attitude, imitating and closeness behavior. So role play activities are children's activities in imitating, portraying characters or objects in the game around children with the aim of developing fantasy or imagination and dramatizing ways of behaving in social relations that are in which communication occurs between individuals. Pandiangan ( 2021) mentions the objectives of the *rotating roles* method , namely: (1) motivating students (2) attracting interest and attention (3) developing communication skills (4) training them to play an active role in real life.

Principal RA. Misbahul Islam Sogaan Pakuniran, namely Mrs. Zulaiha, explained that this breakthrough was made in order to make the school better and the students to have skills in the field of religion as well as successful social development, namely by developing teaching materials and learning methods as mandated by the government through the independent curriculum for RA (Raudhatul Atfal) . The form of development carried out is the addition of a special theme entitled "My Religion Islam" with material on knowing the names of angels and the names of the Prophets. This theme is combined with the *rotating roles learning* method where this method will not only hone cognitive skills but will also train students' social skills. The purpose of applying the *rotating roles method* in religious learning in RA. Misbahul Islam Sogaan Pakuniran namely, (a) developing students' skills in understanding a material, (b) students can learn to take turns regarding the names of the prophets, (c) students can learn to care by correcting other students' mistakes.

The learning patterns and materials chosen are varied and full of innovation, because there is the development of a special religious-based theme for RA. Misbahul Islam Sogaan Pakuniran so that schools are not only fixated on curriculum thematics. Apart from that, specifically for the theme "Islam is my religion", the principal instructs the homeroom teacher to use the *rotating roles method* in carrying out his learning. This can be seen that the potential of this learning method will be able to build the effectiveness of learning that is active, participatory, responsive and competitive.

The learning steps use the *rotating roles method* on the theme "Islam is my religion" in class B as conveyed by the homeroom teacher, namely Mrs. Niswatun Jannah, said there were at least three stages of activity. The following describes the description of the three stages of the *rotating roles method*.

**Forming Student Learning Formations**

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This activity is planning stages and the initial stage in applying the *rotating roles method.* To facilitate the realization of the application of this method, the teacher presents some fun learning pattern tips for students. Among them students are required to start learning by saying greetings and reading prayers together. Furthermore, students are given the opportunity to show their presence from the attendance read by the teacher. Then, the teacher firmly directs the students' sitting position to be neat in a circular formation. This learning formation will make it easier for students to see every movement, response, and speech of every other student. Then the teacher reveals the intent and purpose of the circular formation to be able to play an active role in taking turns in learning.

**Figure 2. Student Circular Sitting Formation**

From the sitting formation as above, the class B teacher explained that students will be presented with a learning concept that can identify their own role and observe each other student's role carefully. A total of 20 students in class B are included in a heterogeneous class consisting of 7 male students and 13 female students. This formation will also make it easier for students to adjust to and appreciate the various characteristics of their friends.

**Demonstrating the Student's Role in the Learning Process**

This second activity is the core stage of applying the *rotating roles method*. Do not forget, before each lesson, students with the guidance of the teacher read a prayer together. First, the teacher determines the names of the prophets which are the main material that will be read by each student. The teacher gives the opportunity for students to recall the material by mentioning the names of the Prophets twice. This material has been mastered since grade A, but the purpose of this material is to train students' concentration and participation in their social environment. Second, the teacher gives motivation so that children enjoy doing/reading their roles. Mrs. Zulaiha (principal of RA. Misbahul Islam Sogaan Pakuniran) explained how to learn while playing in this lesson. The teacher explains that each student who is appointed the first time by the teacher will be the first child to mention the Prophet's name with the next turn walking to the child on the right side of the child. Third, the teacher instructs students to listen to every mention of student answers and observe carefully so they know when they say the answers according to the order of the names of the prophets. It is at this stage that the superiority of this learning method appears, because students are required to focus on the names of the Prophets they memorize. On the other hand, they are trained to care and respond to their friends because they have to listen to other friends who are reading their answers. If the child does not listen or is indifferent, then the child will not know what to answer and when to give the answer. Mrs. Nurul Aini as the student's guardian said that through this method, students are invited to be active and required to express ideas quickly and involve themselves which also have an important role in learning.

Another innovation is the teacher giving students boxes of the names of the Prophets who will play a role in learning. This innovation is not only with circular formations. Students can remain in their sitting position while paying attention to their role according to the box given by the teacher. Name boxes are given to students randomly so that the roles of students change each round of the game. The student who first has to mention his role is the one who gets the box with the name of Prophet Adam as. and ends with students holding boxes of the name of the Prophet Muhammad. because the number of students in class B totaled 20 people,

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the teacher gave the remaining 5 boxes out of the 25 boxes of the names of the Prophets to students at random anyway. So that there are 5 students who have a dual role who will hold the Prophet's name box. Students will say the name of the Prophet listed in the box by standing up when it comes to the turn of the name of the Prophet whose role it is until the last student holds the role of the name of the Prophet Muhammad saw.

**Figure 3. Boxes of Names of the Prophets**

Then, if the wrong answer or turn occurs, the game is stopped and the student who says the wrong answer or turn cannot continue the game. The process of learning while playing is usually done by the teacher 3 times. Successive and continuous repetition will bring up the interest and potential of students to develop to try better the next time. This will help students to train themselves more and not get tired of contributing, interacting, and participating actively in learning.

**Reflecting on the Student's Role**

This last activity will be stage of student performance assessment and the closing stage where the teacher asks students to sit quietly after the end of the game. The teacher and students discussed the social values contained in the rotating role play activity earlier. From the roles that have been carried out, students are expected to be able to apply values in everyday life and treat themselves and others as components in life that have their respective important roles. Students can develop their understanding of other people, their roles, and provide answers when their friends talk about the difficulties they face. The teacher evaluates each student according to the results of the analysis and observations from the opening to closing stages. The assessment system presented by the teacher to each student to better understand and remember the material is by asking students to mention the names of the Prophets or other types of material. Students who dare to come forward to be the first and with the correct pronunciation will be recorded by the teacher as a record of student learning outcomes.

Based on the results of interviews conducted by researchers with school principals, class B homeroom teachers, and student guardians in the implementation process, the application of the *rotating roles method* in RA. Misbahul Islam Sogaan Pakuniran aims to develop students' social skills and religious skills. This has shown some good social behavior changes from students. Among them namely; (1) students who initially only wanted to be friends with one or two people, now are willing to accept the presence of other friends in their games. (2) Students who are reluctant or lazy when working together have started to get used to mingling with their friends. (3) Students who are indifferent to their friends have started to show significant concern. As if at first he didn't care about his crying friend, he started to calm his friend down. When a friend loses an item such as an eraser, the other friend starts to help find it and they are even willing to lend the eraser, (4) Students are willing to accept, appreciate, and respond to the actions and behavior of their friends positively and competitively. This is what makes students never tired of developing their abilities even better. (5) Students who previously met teachers outside of school hours rarely greeted them with greetings and smiles.

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Now everyone has given greetings when meeting teachers anywhere and there are many other social developments.

As Yunari mentioned, the application of the *rotating roles method* in practice has advantages and disadvantages that can be taken into consideration by teachers in choosing the right learning method for their students. The advantages of applying the *rotating roles method* include: (1) students are more interested in learning, (2) students easily understand the problems that occur to them, (3) students can feel the feelings of other people, can acknowledge the opinions of others so as to foster an attitude of mutual understanding, tolerance and tolerance, (4) students actively observe and submit suggestions or criticisms (Yunari, 2018) . This statement is proof that the relevance of empirical studies found by researchers in the field (RA. Misbahul Islam) with theoretical studies is very related and proven to be flexible for the development of early childhood social skills. What is clear from these findings is the existence of students who are willing and able to develop as social beings.

The starting or central point of all efforts in social development which are carried out through an intensive interaction-based learning process such as rotating roles, is basically advancing social life, improving the quality of life or the welfare of the community in a complete sense, namely prosperity (both physically and mentally). Thus the orientation is not only on materialistic aspects but also psychological and spiritual aspects of students. That is why learning anywhere, under any conditions as a determinant of the creation of intensive two-way interactions between teachers and students, as well as students and students (Suyatno & Hidayat, 2018).

## CONCLUSION

In accordance with the series of discussions above, concluded that with the application of this *rotating roles* method, RA. Misbahul Islam Sogaan Pakuniran is able to develop the social skills of his students effectively, such as being empathetic, sympathetic, happy, independent, cooperative, and easy to socialize with his friends. The *rotating roles* learning method is modified into 3 stages in practice, consisting of forming student learning formations as the opening stage, demonstrating the student's role as the core stage, and reflecting on the student's role as the closing stage where the teacher and students discuss the social values contained in play activities. Rotating roles, as well as assessment and evaluation sessions carried out by the teacher for each student according to the results of the analysis and observations. The implications of this learning method can train students to focus on their role in the midst of the roles of other students when learning, and be careful in giving answers because students are also required to be responsive and actively listen to the answers of their friends. It can be said that this research is a new formula in modifying learning methods, especially for early-age students, so that they are not stuck with learning concepts that are *monotonous* and tend to be boring. In addition, this study displays the participation of students as social control and inheritors of Islamic culture intensively in providing learning experiences to deal with various advances and complexities of life and socio-cultural orders that are developing rapidly.

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