
**IMPROVEMENT STRATEGY OF EARLY CHILDHOOD LANGUAGE DEVELOPMENT
THROUGH THE ROLE PLAYING METHODS IN MACRO PLAY CENTER AT RA.
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ABSTRACT

Development of Early Childhood Education (PAUD) learning includes the field of developing behavioral formation and the field of developing basic skills. The field of developing behavioral formation includes religious and moral and social emotional values. While the development of basic abilities includes language, cognitive, and physical or motoric abilities. One area of basic development that needs to be developed is language development. Language skills are important because speaking with children will express their desires and can communicate with others around them. Language is an expression of mind and knowledge when children will interact with others. Children who are growing and developing communicate the needs of their thoughts and feelings through language, The objectives of this research are: (1) Describe the planning strategy to improve the development of early childhood language through the role playing method in the macro play center. (2) Describe the implementation of strategies to improve the development of early childhood language through the role playing method in the macro play center. (3) Describe the evaluation of strategies to improve the development of early childhood language through the role playing method in the macro play center. (4) Describe the results of strategies to improve the development of early childhood language through role playing methods in the macro play center. Learning methods that can be used to help improve children's language development are through the role playing method in the macro play center. With the role playing method in the macro play center, it is hoped that the development of children's language will be improved.

Keywords: Language Development, Early Childhood, Macro Play Center**INTRODUCTION**

Early childhood is a child who is at the age of 0-6 years (2003 National Education System Law) and 0-8 years according to child education experts. Early childhood is a group of children who are in a unique process of growth and development (Mansur, 2005). They have a specific pattern of growth and development in accordance with their level of growth and development. In this period is the golden age, because children

experience growth and development that is very rapid and irreplaceable in the future. According to various studies in the field of neurology proved that 50% of children's intelligence is formed within the first 4 years. After an 8-year-old child, his brain development reaches 80% and at 18 years of age reaches 100% (Suyanto, 2005). In the 2003 National Education System Law, Article 28 states that: Early childhood education can be carried out through formal education channels (kindergartens, *raudhatul athfal*, or other equivalent forms), non-formal education channels (play groups, day care, or other equivalent forms), and / or informal education channels in the form of family education or education organized by the environment. Early childhood education is basically the provision of efforts to stimulate, guide, care for and provide learning activities that will produce children's abilities and skills. In general, the aim at early childhood education is to develop various potential children from an early age as a preparation for life and can adapt to their environment. In particular, the objectives of early childhood education are (1) the creation of optimal early childhood development through the improvement to preschool services, (2) the creation of increased knowledge, skills and attitudes of parents in an effort to foster optimal growth and development of children (3) prepare children of age early in the future ready to enter elementary education. Early childhood education has a number of functions including: (1) to develop all the abilities of children in accordance with the stages of development, (2) introducing children to the world around, (3) developing children's socialization, (4) introducing regulations and instilling discipline for children and (5) giving children the opportunity to enjoy their playing period. In developing policies and technical standardization for early childhood education should not ignore the four principles contained in the convention of children's rights, namely: (1) Non-discrimination, children can taste early education without differentiating ethnicity, gender, language, religion, social level, have special / unfair needs. (2) Conducted for the best to children, the form of teaching, the curriculum must be adjusted to the level of intellectual development, social, emotional, so that what is applied in early childhood education can develop children's potential optimally. (3) Recognizing the existence of the right to life, survival and development that already exists in the individual. (4) Appreciation, for children, especially those concerning life, needs attention and response. As for the principle of learning early childhood education, several things must be considered: (1) Oriented to the needs of children. (2) Learning through playing or playing while learning. (3) Creative and innovative approaches. (4) A conducive environment. (5) Using integrated learning. (6) Using various media and learning resources. (7) Learning that is oriented to the principles of child development. (8) Integrated stimulation. The definition of language development includes also the development of communication competencies, namely the ability to use all human language skills to express and interpret. Language development is influenced by the child's environment and the surrounding environment. Interaction with people who are more mature or more mature speakers play a very important role in helping to improve children's ability to communicate. Child language mastery develops according to natural

law, which follows natural talent, nature and rhythm. According to Lenneberg the development of child language goes according to its biological schedule (Zubaidah, 2006). This can be used as a basis for why a child at a certain age can speak, while at a certain age can not speak. The development of language is not determined at age, but leads to motoric development. But the development is strongly influenced by the environment. Children's language will emerge and develop through various situations of social interaction with adults (Kartono, 1990). Language has a very important role in everyday life. (Suhartono, 2005) states that the role of language for early childhood is as a means of thinking, a means to listen, a means to speak and a means for children to be able to read and write. Through language, someone can convey their wishes and opinions to others. (Mansur, 2005), states that language skills are closely related to children's cognitive abilities, although initially language and mind are two different aspects. But in line with children's cognitive development, language becomes an expression of the mind. The ability to use language in the mind is a key development that helps children solve new problems, not merely trial and error. Language is used by children to think, form concepts, remember, and solve problems. Some things that affect language acquisition in children, include: (1) Nature and Nurture. (2) Cognition. (3) Environment. (4) Meaningful and understandable experiences. Language in children will develop if: (1) Being actively involved in a conversation. (2) Hear stories (directly or read), both in small groups and individuals. (3) Obtain sufficient (exposure) equivalents. (4) Get a good speech model. The center of Macro Play or playing a macro role is: Play pretending by using play / objects with the real size where the child becomes a character/actor. Domain Focus: creativity or creative, sequence, stage of memory or series of memories, acceptance of vocabulary, the concept of family relationships, self-control, taking spatial, affective, cognition viewpoints. The benefits of role playing: giving children the opportunity to develop their understanding of the surrounding world through the roles played, children can exceed the current development stage imagination is something that must be built because there is not yet in the consciousness of a young child.

METHODS

This study uses a qualitative approach and research methods used in case studies. Data collection techniques used are library studies, observation, interviews and documentation studies. While data analysis techniques describe data, data reduction and conclusions. The research subjects were children in group B aged 5-6 years at RA Baitussalam Cimahi City totaling 8 people who were selected based on the educational background of different parents, children 's Principals and Parents.

RESULTS AND DISCUSSION**A. Planning for RA Baitussalam Teachers in an Effort to Improve Early Childhood Language Development Through Role Playing Methods at the Center of Macro Play**

Based on the observation of planning strategies to improve the development of early childhood language through the role playing method in the macro play center, it was arranged in writing well by the teacher, in the form of a Daily Activity Plan and could be used as a reference in providing methods for playing the role of doctors in early childhood. It is written clearly about the time allocated, the objectives to be achieved and how to play, the methods used, and assessments. In the characteristics of language development that has been conveyed, it can be seen that children aged 5-6 years (group B) have been able to speak with a more complicated sentence structure and children love to use language to tell ideas, experiences, knowledge and what they think to others, so role playing is chosen in order to improve children's speaking skills. This is done by asking the child to play a role. Thus the ability to speak children can be known. Interaction with people who are more mature or more mature speakers play a very important role in helping to improve children's ability to communicate. Language development is influenced by the child's environment and the surrounding environment. Interaction with people who are more mature or more mature speakers play a very important role in helping to improve children's ability to communicate. (Krobo, 2014) Learning with activities that use methods that are carried out by acting out characters or objects together by developing imaginary power and appreciation of the development carried out. In the implementation of activities with role playing programs in kindergarten. Kartini Desa Bumi Raya has carried out according to the correct and appropriate steps or procedures, steps for improvement before the action is taken. The success of this learning is very much determined by the teacher. This is evident from the process and recording. The focus aspect is the development of increased intrapersonal intelligence, namely; self-ability, ability and endurance of self, mind and emotions, reflective thoughts, expressing feelings properly increase. This is also what was stated (Adlan Alif, 2013) Center learning model is a learning approach that is used in children in the learning process carried out in the "circle" (circle of times) and play centers. Contribution approach and group of pious approaches who work with children who are in participating experiences in marine and now children in the house by using 4 types of footing (scaffolding) to support children's development, namely (1) the main environmental footing; (2) footing before the main; (3) the main moment; (4) footing after the main (Depdiknas, 2007: 6). Sujiono & Sujiono (2010: 81) suggested several types of centers that can be applied in early childhood education institutions including (1) center of play (center) (2) center of readiness center (3) centers of art (art center) (4) natural materials center (messy play center) (5) music center (music center) (6) block center (7) center of small role play (micro play center) (8) cooking centers (cooking) center). The macro role playing center fully supports language development

and social interaction. Macro role playing is playing a role as if the child is playing according to the real thing. Role play itself is: Practice children in real life activities, allowing children to imagine themselves in the future and rediscover past conditions. The elements of the role playing are the development of role playing behavior / early development behavior play symbolic / symbolic stage. In the role playing method there are several things that must be considered by the teacher, namely (1) the teacher is not allowed to judge the good and bad of the role played especially in terms of opinions and feelings of students. (2) the teacher must be able to act as a dynamic so that he can explore problems from various dimensions, in other words the teacher must be able to capture the essence and views of students, reflect and adapt them well. (3) students opened their insights that there are various alternative actors in a story line with the various consequences that accompany it, these various possibilities are good to explore, and (4) assess the accuracy of problem solving. (Dhieni, 2009)

B. The Process of Implementing Improving Early Childhood Language Development Through Role Playing Methods at the Center of Macro Play

In the implementation of improving the development of early childhood language in RA. Baitussalam Cimahi is held in 3 meetings. The role playing role of doctors is carried out in accordance with the Learning Plan that has been prepared previously. In the preliminary activity the teacher greets, and convey the learning objectives to be delivered. Furthermore, the teacher gives motivation to the child and explains to the child about the activities to be carried out, namely playing the role of doctors. Some children who are sitting behind are busy telling other things outside the learning material.

Then the teacher gives apperception intended to explore the initial knowledge that the child has about the role playing activities of doctors. From apperception activities, it turns out that the child's initial knowledge about doctor's role playing was very low, in other words the children did not know at all about playing the role of doctors. Thus initiating the core activities, the teacher provides an example of how to play the role of doctors to children. After the teacher believes that all children understand the role playing activities that are exemplified, the child is asked to try playing. Entering the core activities, the teacher reminds again of how to play the role of doctors, then invites children to play. In the closing activity, the teacher recalled the child to remind the child of the activities. In this activity the teacher asks all children to take turns playing. Some children look still lacking in enthusiasm and seem lazy to try to play. This is in line with what was put forward by Piaget playing is an activity that is carried out repeatedly and causes pleasure / satisfaction for a person; while Parten Docket and Flear (Sujiono: 2009) views play as a means of socialization, it is hoped that through play can give children the opportunity to explore, find, express feelings, create and learn fun. In addition, playing activities can help children know about themselves, who they live with and the environment in which they live. Fun learning by playing can be done by remembering the following six domains: (1) Learning is oriented towards the needs of

children. Thus, every learning activity must always refer to the goal of meeting individual development needs individually. (2) The world of children is the world of the play, so learning for early childhood should be designed in the form of play. In essence, playing is learning, and learning is playing. Children learn through playing, playing fun. Through the center, the learning process is carried out by placing students in a proportional position. Children are stimulated to actively play while learning. It should be emphasized that playing fun can stimulate children to explore by using objects that are nearby (happy learning). Thus, the child can find knowledge of the objects he plays. (3) Learning activities are carefully designed to build work / activity systematics. How children make choices from a series of activities, focus on what is done and try to complete the work that he has started completely. (4) Learning activities are oriented towards developing children's life skills, namely helping children to become independent, disciplined, able to socialize, and have basic skills that are useful for their future lives. (5) Learning is carried out gradually and repeatedly by referring to the principles of child development. Educational stimulation is comprehensive and covers all aspects of development. Therefore, every activity must be able to develop or develop various developments or intelligence of children to develop optimally. (6) Children will get more knowledge if they get a foothold / support from the teacher while playing.

C. Evaluation Improves the Development of Early Childhood Language through Role Playing Methods at the Macro Play Center

Learning evaluation as stated in article 16 of the Ministry of Education and Culture 137 of 2014 covers two important things, namely: (1) Evaluation of the learning process. (2) Evaluation of learning outcomes. Evaluation of learning outcomes is carried out by the teacher by comparing the planning of learning with the results of learning. Based on the results of interviews with teachers regarding some of the shortcomings that occur in the first learning activity, it is necessary to make improvements in the delivery of learning material as well as ways to provide direction to the children, so that children can participate in activities better learning. In the second lesson, according to the results of interviews with the teacher that the child began to be interested in playing a role, but did not fully understand how to play the role of doctors, still following the teacher's instructions. The teacher guides the child in role playing, as there are still children who appear to be less active. In the next scenario, all children can actively play the role of doctors and understand the direction of role playing. The teacher in this case observes and assesses child development. In the third study, according to the results of interviews with teachers in general the learning process was good, although there were still weaknesses that there were children who were still not seriously in participating in role playing learning, but this did not interfere with the learning process and results. According to the teacher, the third learning result showed an increase in language intelligence of children aged 5-6 years in RA. Baitussalam Cimahi City. Central learning objectives are as follows: (1) Improving the service of learning experiences to children in greater depth by giving freedom to explore in each of its centers. (2) Train children to

be more independent because they do not depend on the class teacher only, but will be directed to do activities with other teachers, especially those who are teacher centers. (3) With the teacher center, the center teacher will focus more on developing the center, which is his responsibility by pouring all the development of his creative ideas. (4) The learning process is expected to take place naturally in the form of work activities, children experience, not the transfer of knowledge from teacher to child. (5) In that context, children understand what learning means, what are the benefits, in what status they are, and how are they achieved, they realize that what they learn will be useful for their lives later. (6) The child can position himself as a self who needs a provision for his life later, in this case the center teacher is assigned as a director and mentor or inspirator. Characteristics of center learning models: (1) Classrooms; Classrooms can be modified into small classes, called vak rooms or centers. Each vak or central room consists of one area of development. There are language centers, centers of thought, centers of creativity, centers of religion (imtaq), centers of arts, centers of motor skills. By using main activities that include three types of play which includes three types of play (sensomotor, role and development). Adequate ratio, ideal group size (maximum of 10 children), large enough space (5-7 square meters per child). (2) Teacher; every teacher must love and master their respective fields of development. The teacher must give a general explanation to the children who visit the center according to the theme being studied, giving guidance, watching and paying attention to the children when using the tools in accordance with the material they learn, then asking about the difficulties experienced by the students in doing various tasks so that they can follow the tempo and rhythm of the development of each child in mastering teaching materials or developmental tasks. In this learning center, one center teacher is only responsible for 7-12 children with moving classes every day from one center to another. (3) Playing; Making activities "play" as a core activity, children learn through their games. (4) Footing; There are steps that lead advanced children or their own children to the next stage of development. There are "circle times" (when the circle). (5) intensity and density; Intensity is the amount of time a child needs to experience three types of play throughout the day and throughout the year. While density is a variety of ways each type of play is provided to support the child's experience. (6) Materials and tasks; The teaching materials of each center consist of minimal materials and additional ingredients. The minimum material is teaching material which contains a description of the development of the minimum abilities that must be mastered by each child according to their age. This material must be controlled by the child and is a target of minimal ability in studying each particular center. (7) Children and their duties; Every child will get a classic assignment and explanation. Each child can choose the center he will follow. He is free to determine the time and tools to complete his task. Every child is not allowed to do other tasks before the work done is done. To develop sociability, children can do certain tasks together. In this way, children will have the opportunity to socialize, work together, help each other. (8) Evaluation of the progress of child development; Recording of children's learning activities is carried out every meeting by

recording the development of children's abilities in gross, fine, language, social and other aspects. The recording of children's play activities is carried out by the teacher (educator). This is in accordance with (Krobo, 2014) Circumstances that occur in kindergarten. Kartini, Bumi Raya SP1 Kali Bumi Village, Nabire Regency, Papua Province, regarding increasing intrapersonal intelligence through role playing activities, still has constraints, including; the arrangement of the place is not maximal, the child is still hesitant to come forward, the child is still hesitant to argue in role playing, the motivation of the teacher to the child is being; The teacher does not talk about or relate the theme of role playing that has been played on the previous day, the teacher does not give children the freedom to choose roles that are of interest to children, the division of play or the task of playing an uneven role for each child so that there are children who are bored, bored, sulking, and sullen.

D. Results of Improving Early Childhood Language Development Through Role Playing Methods at the Macro Play Center

Language development results of children aged 5-6 years in RA. Baitussalam Cimahi is obtained through observation. The following is a table of the initial recapitulation results and the final recapitulation results from observations that have been made before, during and after being given material on doctor-role playing activities:

Table 1. Summary of Preliminary Observations

| No. | Name | Assessment Aspect | | | Exp. |
|-----|------|-----------------------------------------|-----------------------------------------------------|-------------------------------|------|
| | | Activeness Speaking in expressing ideas | The ability to speak with the correct pronunciation | Participation in role playing | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | NS | V | V | VV | U |
| 2 | AR | V | V | VV | U |
| 3 | CS | V | V | VV | U |
| 4 | FL | V | V | VV | U |
| 5 | MR | V | V | VV | U |
| 6 | FH | V | V | VV | U |
| 7 | FTR | V | V | VV | U |

| No. | Name | Assessment Aspect | | | Exp. |
|-----|------|-----------------------------------------|-----------------------------------------------------|-------------------------------|------|
| | | Activeness Speaking in expressing ideas | The ability to speak with the correct pronunciation | Participation in role playing | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | ST | V | V | VV | U |

Information:

- V : Undeveloped
 VV : Start to Grow
 VVV : Develops As Expected
 VVVV : Develops Very Good

The table above describes the initial conditions of language development of children aged 5-6 years at the time of initial observation before being given action. In the activeness aspect Speaking in expressing ideas, as a whole the child has not yet developed yet does not want to talk much with his friend because there is no idea to understand activities that must be done when playing a role. In the aspect of the ability to speak with the correct language, the overall ability of the child has not developed, the child has not clearly recited the words he said, so that other people do not understand what is meant by his words. In the aspect of participation in role playing, the overall ability of the child begins to develop, the child begins to focus on what he has to do, starts to have a sense of sensitivity to friends, starts to use the role playing media, starts to have friendships with friends.

Table 2. Final Observation Recapitulation

| No. | Name | Assessment Aspect | | | Exp. |
|-----|------|-----------------------------------------|-----------------------------------------------------|-------------------------------|------|
| | | Activeness Speaking in expressing ideas | The ability to speak with the correct pronunciation | Participation in role playing | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | NS | VVVV | VVVV | VVVV | DAE |
| 2 | AR | VVVV | VVVV | VVVV | DAE |
| 3 | CS | VVVV | VVVV | VVVV | DAE |
| 4 | FL | VVVV | VVVV | VVVV | DAE |
| 5 | MR | VVVV | VVVV | VVVV | DAE |
| 6 | FH | VVVV | VVVV | VVVV | DAE |
| 7 | FTR | VVVV | VVVV | VVVV | DAE |
| 8 | ST | VVVV | VVVV | VVVV | DAE |

Information:

V : Undeveloped

VV : Start to Grow

VVV : Develops As Expected

VVVV : Develops Very Good

The table above illustrates the final condition of language development of children aged 5-6 years after being given the role playing role. In the activeness aspect Speaking in expressing ideas, as a whole develops very well, children talk a lot with their friends because there is an idea to understand activities that must be done during role playing. In the aspect of speaking ability with correct pronunciation, the child's overall ability develops very well, the child clearly pronounces the words he says, so that the other

person understands what is meant by his words. In the aspect of participation in role playing, the child's overall ability to develop very well, the child begins to focus on what he must do, has a sense of sensitivity to friends, want to use the role playing media provided, have friendship with friends. After being seen from the evaluation results there is an increase in children's language development. This proves that early childhood language development can be improved through role playing methods in the macro play center. This is in line with what was said by (Komara, 2014), role playing is an activity to explore human relationships by demonstrating and discussing so that people can explore feelings, attitudes, values, and various problem solving strategies. Role playing can help children develop emotional social skills. Children can express their emotions without fear, shame and being rejected by their environment. He can also release his pent-up emotions due to social pressure (Ali Nugraha, Yeni Rachmawati ;, 2008). In addition, through playing the role of a child can play characters who are angry, kind, afraid, compassionate and so on, independently without interference and assistance from others. Therefore role playing can be a vehicle for children's social emotional development. When playing this role is done with friends, it will grow the ability to interact, communicate, leadership and the ability to manage emotions. (Shaleha, 2017) concludes that role playing has functions such as gaining insight, gaining inspiration and understanding to develop skills, and training children to speak in a pleasant atmosphere and the ability to interact, communicate, leadership and the ability to manage social emotional children. In playing, children make choices, solve problems, communicate, and negotiate. They create imaginary events, exercise physical, social and cognitive skills. When playing children can express and train emotions from the experiences and events they encounter every day. Through playing together and taking on different roles, children develop the ability to see things from other people's perspectives and engage in leader or follower behaviors - behaviors that they will need when interacting as adults.

CONCLUSION

Based on the results of the discussion on strategies to improve the development of early childhood language through role playing methods in the macro play center, it can be concluded from the research questions as follows:

1. Planning strategies to improve the development of early childhood language through the role playing method in the macro play center is prepared in writing in the form of Learning Implementation Plans in the macro play center which is used as a reference in providing learning.
2. The implementation of strategies to improve the development of early childhood language through the role playing method is carried out in several meetings, as well as observations and assessments carried out in each learning implementation, then a reflection is done to see the results of the development of intelligence obtained, as material to determine the next step of learning.

3. Evaluation of strategies to improve the development of early childhood language through the role playing method is carried out in several stages: first, preparing evaluation guidelines and grids, second, making assessment instruments, third, determining indicators, and fourth, observing children during implementation, then through interviews with teachers and children, observation, assignments, and documentation to obtain assessment results.
4. The results of research on strategies to improve the development of early childhood language through role playing methods in the macro play center have contributed positively to the development of early childhood language development.

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