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ENHANCING CHILDREN'S SOCIAL-EMOTIONAL SKILLS THROUGH THE MACRO ROLE-PLAYING METHOD IN GROUP B AT PAUD CEMPAKA TEMPEL LELEA

Rohmalasarti[1*], Irfan Fauzi Rahmat[2], M. Arif Syarif[3]
[1,2,3]Universitas Muhammadiyah Cirebon
Email: *rohmalasarti@gmail.com*

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan sosial emosional anak Kelompok B PAUD Cempaka Tempel Lelea yang ditunjukkan melalui rendahnya kemampuan bekerja sama, berinteraksi, berkomunikasi, dan mengendalikan emosi selama kegiatan pembelajaran. Penelitian ini bertujuan untuk meningkatkan kemampuan sosial emosional anak melalui penerapan metode bermain peran makro. Kebaruan (*novelty*) penelitian ini terletak pada penerapan metode bermain peran makro secara kolaboratif dalam konteks PAUD pedesaan untuk mengembangkan kemampuan kerja sama, interaksi sosial, komunikasi, dan pengendalian emosi anak usia dini. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan melibatkan 12 anak Kelompok B sebagai subjek penelitian. Teknik pengumpulan data dilakukan melalui observasi dan dokumentasi. Hasil penelitian menunjukkan adanya peningkatan kemampuan sosial emosional anak pada setiap siklus. Persentase ketuntasan kemampuan sosial emosional anak pada tahap prasiklus sebesar 16,67%, meningkat menjadi 41,67% pada siklus I, dan mencapai 83,33% pada siklus II. Peningkatan terlihat pada kemampuan anak dalam bekerja sama, berinteraksi dengan teman sebaya, berkomunikasi, serta mengendalikan emosi selama kegiatan bermain berlangsung. Berdasarkan hasil penelitian dapat disimpulkan bahwa metode bermain peran makro efektif dalam meningkatkan kemampuan sosial emosional anak Kelompok B PAUD Cempaka Tempel Lelea.

Kata Kunci: *Anak Usia Dini, Bermain Peran Makro, Kemampuan Sosial Emosional, Pembelajaran PAUD.*

Abstract

This study was motivated by the low level of social-emotional skills among Group B children at PAUD Cempaka Tempel Lelea, as indicated by their limited ability to cooperate, interact, communicate, and regulate emotions during learning activities. The purpose of this study was to improve children's social-emotional skills through the implementation of the macro role-playing method. The novelty of this research lies in the collaborative application of the macro role-playing method within a rural early childhood education setting to develop cooperation, social interaction, communication, and emotional regulation skills among young children. This study employed a Classroom Action Research (CAR) design conducted in two cycles involving 12 Group B children as research participants. Data were collected through observation and documentation techniques. The findings revealed a continuous improvement in children's social-emotional skills across each cycle. The percentage of mastery increased

from 16.67% in the pre-cycle stage to 41.67% in Cycle I and reached 83.33% in Cycle II. Improvements were observed in children's ability to cooperate, interact with peers, communicate effectively, and regulate emotions during role-playing activities. It can therefore be concluded that the macro role-playing method is effective in enhancing the social-emotional skills of Group B children at PAUD Cempaka Tempel Lelea.

Keywords: *Early Childhood, Macro Role Play, Social-emotional Abilities, Learning Activities.*

Corresponding author: Rohmalasarti
Email Address: rohmalasarti@gmail.com
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A. INTRODUCTION

Social-emotional competence is one of the most critical aspects of early childhood development, as it directly relates to a child's ability to interact, cooperate, manage emotions, and adapt to their surrounding social environment. Children with well-developed social-emotional skills generally adapt more easily, communicate effectively with peers, and demonstrate self-confidence during learning activities. Furthermore, social-emotional development significantly influences a child's readiness for transitioning to higher levels of formal education.[1] Therefore, social-emotional stimulation must be provided from an early age through learning experiences tailored to the developmental characteristics of early childhood.

During early childhood, the learning process is intrinsically linked to play activities. Play serves as a highly effective pedagogical tool to facilitate learning, as it provides direct, enjoyable experiences aligned with the child's world. Through play, children naturally learn to understand rules, cooperate, communicate, and express their emotions.[2] Children's social-emotional development is influenced by a learning environment that provides opportunities for children to interact, explore, and build positive

[1] Yuliani Nurani Sujiono, *Metode Pengembangan Kognitif Anak Usia Dini* (Jakarta: Universitas Terbuka, 2013), p. 12.

[2] Novan Ardy Wiyani, *Dasar-Dasar Pendidikan Anak Usia Dini* (Yogyakarta: Gava Media, 2020), p. 92.

relationships with peers.[3] Children's social-emotional development can be optimized through playing activities because playing provides opportunities for children to learn to recognize themselves, interact with others, express feelings, and develop empathy and social skills in fun situations.[4]

The macro role-playing method is widely believed to effectively support children's social-emotional development. This method involves play activities that allow children to enact or assume specific roles or situations using real-sized equipment or props that resemble actual objects.

These activities assist children in understanding social roles, practicing communication skills, boosting self-confidence, and fostering cooperative skills with peers.[5] Furthermore, the role-playing method provides a more active learning experience, enabling children to express ideas, feelings, and emotions directly through hands-on play.

Based on initial observations of Group B at PAUD Cempaka Tempel Lelea, it was revealed that the children's social-emotional development remained suboptimal. Out of 12 children, the majority encountered difficulties in cooperating, lacked self-confidence when interacting with peers, and struggled to regulate their emotions during learning activities. The children also appeared passive during group tasks and tended to play independently.

The observational data indicated that only 2 children (16.67%) achieved the category of "Developing as Expected" (BSH), whereas the majority remained in the "Starting to Develop" (MB) and "Not Yet Developing" (BB) categories. This baseline condition

[3] Andrea Tamblyn, Yihan Sun, Angela North, Nicci Godsman, Crystal Boothby, Helen Skouteris, and Claire Blewitt, 'Educators' Perspectives on the Role the Early Childhood Education and Care Environment Plays in Supporting Children's Social and Emotional Development', *Australasian Journal of Early Childhood*, 49.2 (2024), p. 152.

[4] Rr. Deni Widjayatri, Iklimatul Hasanah, Denissa Syairahma, Amelia Nugraha, Siti Annidatul Islamiyah, and Irens Sadin, 'A Systematic Review of Play Activities to Optimize Children's Social-Emotional Development', *Aṭfālunā: Journal of Islamic Early Childhood Education*, 6.1 (2023), p. 56.

[5] H. E. Mulyasa, *Strategi Pembelajaran PAUD* (Bandung: Remaja Rosdakarya, 2017), p. 63.

underscores the urgent need for instructional interventions to enhance the children's social-emotional skills.

These challenges arose because the existing instructional practices failed to actively engage children in social interactions. The learning process relied heavily on assignment-based methods, which made children reluctant to cooperate or even interact with their peers. Additionally, the lack of variety in learning media and methods caused children to quickly become bored and unmotivated. Consequently, the children's social-emotional skills were not optimally developed.

Numerous previous studies have demonstrated that role-playing methods positively influence early childhood social-emotional development. For instance, Meilina et al. asserted that role-playing methods are effective in improving children's social interactions and independence, as children are directly engaged in communicative and cooperative activities throughout the learning process.[6]

Similarly, Irmayanti et al. indicated that the implementation of role-playing methods can enhance the social-emotional competence of Group B children through engaging and interactive play.[7] Furthermore, a Scopus-indexed international study by Nazar et al. explained that role-playing is a highly effective pedagogical approach in early childhood education because it significantly enhances children's communication, social interaction, and emotional development.[8]

Other studies published in *Bunayya: Jurnal Pendidikan Anak* have also emphasized that children's emotional skills develop more readily when accompanied by active play

[6] Henny Meilina, Sugiyo, and Budi Astuti, 'The Effectiveness of Role-Playing Methods for Early Childhood Emotional Social Development and Independence', *Journal of Primary Education*, 10.3 (2021), p. 343.

[7] Irmayanti, Rusmayadi, Muhammad Akil Musi, and Abdul Halik, 'The Effect of Role-Playing Methods on Early Childhood Social-Emotional Development', *Jurnal Riset Multidisiplin dan Inovasi Teknologi*, 3.1 (2025), p. 119

[8] Lailatun Nazar and others, 'Exploring Role Play in Early Childhood Education: A Bibliometric Analysis Based on Scopus Data', *Murhum: Jurnal Pendidikan Anak Usia Dini*, 6.1 (2025), p. 829.

experiences that involve direct social interaction.[9] Moreover, literature in the same journal notes that play-based learning methods exert a positive impact on children's cooperation, communication, and emotional regulation skills.[10]

Although numerous studies on role-playing have been conducted, a research gap remains regarding the application of the macro role-playing method to improve social-emotional skills specifically within the instructional context of PAUD Cempaka Tempel Lelea. Previous research has predominantly addressed social-emotional development from a broad perspective, whereas this study focuses explicitly on enhancing cooperation, social interaction, communicative courage, and emotional regulation through structured macro role-playing activities. Therefore, while role-playing methods are widely discussed, most existing studies evaluate social-emotional development generally.

The novelty of this research lies in developing macro role-playing instruction as an integrated strategy to stimulate early childhood social-emotional skills across four key indicators: cooperation, communication, social interaction, and emotional regulation. Unlike prior studies that evaluate social-emotional progress holistically, this study provides a specific, systematic, and continuous analysis of the improvement in each social-emotional indicator through targeted classroom action.

Driven by these considerations, this study aims to foster children's emotional and social development through the application of the macro role-playing method in Group B at PAUD Cempaka Tempel Lelea. Ultimately, this research is expected to contribute to the formulation of more creative and engaging instructional

[9] Nurhayati, Novita Putri Fatma, and Denisa Putri Maulani, 'The Correlation Between Peer Social Interaction and Emotional Intelligence Among Young Children', *Bunayya: Jurnal Pendidikan Anak*, 12.1 (2026), p. 8.

[10] Putri Rahmi, 'Strategi Pembelajaran Anak Usia Dini Berbasis Kecerdasan Interpersonal', *Bunayya: Jurnal Pendidikan Anak*, 4.2 (2018), p. 50.

methods for stimulating social-emotional development.

B. METHOD

This study employed a Classroom Action Research (CAR) design based on the model proposed by Kemmis and McTaggart. This approach aims to improve the quality of instructional processes and enhance children's social-emotional skills through the macro role-playing method. The Kemmis and McTaggart model was selected because it provides a systematic, cyclical procedure consisting of four distinct phases: planning, action, observation, and reflection. The study was conducted across two cycles, wherein the reflective insights from the first cycle served as the foundational basis for refining the instructional interventions in the subsequent cycle, ensuring that the learning process became more effective and responsive to the students' needs.

This method was selected because it provides immediate, actionable solutions to classroom issues through progressive and iterative instructional interventions. Each of the two cycles encompassed action, observation, and reflection phases. The research was carried out at PAUD Cempaka Tempel Lelea, Indramayu Regency, during the even semester of the 2025/2026 academic year. The participants comprised 12 children from Group B, aged 5 to 6 years, consisting of 7 boys and 5 girls. The selection of these participants was informed by initial baseline observations indicating that the children's social-emotional skills were underdeveloped, particularly in terms of cooperation, peer interaction, emotional regulation, and social adaptability during learning activities.

The researcher acted as the primary instructor implementing the classroom interventions, while the classroom teacher assisted as an observer. The presence of the observer was intended to ensure objective documentation of the children's behavior and the fidelity of the instructional delivery. The study spanned a total of two months, ranging from the initial reconnaissance phase to the completion of Cycle II.

Data collection techniques included observations, documentation, and field notes. Observations were conducted to monitor the progression of the children's social-emotional skills

during the macro role-playing sessions. Documentation involved gathering photographic evidence of learning activities, student attendance sheets, and developmental progress records. Field notes were utilized to record contextual events and qualitative nuances that occurred during the instructional process.

The research instruments consisted of a child social-emotional development observation sheet and a teacher activity observation sheet. The social-emotional indicators observed included cooperation, peer interaction, emotional regulation, and communicative confidence during role-playing. The instruments were developed based on early childhood social-emotional development standards and were validated through expert consultation with a thesis advisor and the classroom teacher prior to deployment.

More specifically, the instruments were constructed around key indicators of early childhood social-emotional milestones: the ability to cooperate, interact with peers, communicate, and regulate emotions. Content validity was verified by two validators: a university faculty supervisor specializing in early childhood education, and the Group B classroom teacher who was deeply familiar with the students' behavioral characteristics. The validation process required the experts to evaluate the alignment of each item with its designated indicator, linguistic clarity, and the practical feasibility of the instrument during live sessions. Following constructive feedback from the validators, several items were revised—primarily focusing on sentence structure and operational clarity—rendering the instrument fully eligible for data collection.

The instructional interventions were delivered by implementing the macro role-playing method using play props that replicated real-life situations, such as household utensils, professional tools, and other supportive media. Children were given opportunities to perform specific roles in small groups, enabling them to learn how to interact, cooperate, and express emotions constructively. The role-playing activities were conducted progressively in each cycle, utilizing distinct themes adapted to early childhood curriculum needs.

The data were analyzed using a descriptive approach combining qualitative and quantitative strands. Quantitative data were derived from the percentage of children's social-emotional mastery in each cycle, while qualitative data were extracted from observational insights and field notes. The completion percentage of children's social-emotional development was calculated using the following percentage formula:

$$P = (F/N) \times 100\%$$

Ket :

P = Percentage rate

F = Frequency of targeted category

N =Total number of respondents/participants

The criteria for research success were satisfied when the cumulative social-emotional score of the children reached a minimum of 75%, corresponding to the "Excellently Developed" (BSB) category. Data trustworthiness was ensured through source and technique triangulation, comparing the results obtained from active observations, photographic documentation, and field notes. The operational flow of this action research design is depicted below:

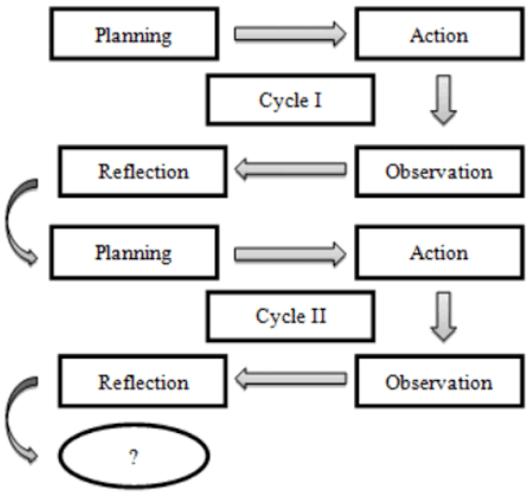


Figure 1. Classroom Action Research Design Procedure Based on Kemmis & McTaggart (Hendriana & Afrilianto, 2014: 41).

The figure 1 illustrates the cyclical process of Classroom Action Research (CAR) based on the model of Kemmis and McTaggart. Each cycle consists of four stages: planning, action, observation, and reflection. The findings from the reflection stage in Cycle I are used to revise the planning for Cycle II, allowing the researcher to improve the intervention based on the observed results. This process continues until the predetermined success criteria are achieved, highlighting the continuous and reflective nature of classroom action research.

C. RESULTS AND DISCUSSION

The social-emotional skills of Group B children at PAUD Cempaka Tempel Lelea exhibited significant improvement following the introduction of the macro role-playing method. This progress was visible in the children's collaborative abilities, peer interactions, emotional control, and speaking confidence during group tasks. The empirical findings were mapped across three operational stages: pre-cycle, Cycle I, and Cycle II.

During the pre-cycle stage, the children's social-emotional skills were critically low. The children generally appeared passive during group tasks, struggled to cooperate, and frequently argued over play props. In addition, several children exhibited shyness and a lack of confidence when prompted to speak in front of their peers. The baseline data showed that only 2 out of 12 children (16.67%) reached the "Developing as Expected" (BSH) benchmark, whereas the remaining majority fell into the "Starting to Develop" (MB) and "Not Yet Developing" (BB) categories. This status confirmed that the class required a more engaging and socially interactive learning strategy.

Following the application of the macro role-playing method in Cycle I, the children's social-emotional competence began to improve. The children became more actively involved in learning and started interacting with their peers during play. They also began to demonstrate greater confidence in speaking and voicing opinions while portraying their characters. The observational data for Cycle I revealed that the class mastery percentage rose to 41.67%. Nevertheless, a few children still struggled with emotional regulation and optimal group cooperation.

In Cycle II, the children's social-emotional skills improved remarkably. The children demonstrated high self-confidence during role-playing, cooperated effectively, and managed their emotions better during group interactions. Furthermore, they began to comprehend game rules and exhibited mutual respect toward their peers. The observation results indicated that the overall mastery percentage advanced to 83.33%. These outcomes confirm that the macro role-playing

method is highly effective in upgrading the social-emotional skills of Group B children at PAUD Cempaka Tempel Lelea.

Table 1. Progress of Children's Social-Emotional Skill Categories Across Cycles

Categori	Pre-Cycle	Cycle I	Cycle II
BB (Not Yet Developing)	50%	0%	0%
MB (Starting to Develop)	33%	58%	16,67%
BSH (Developing as Expected)	16,67%	41,67%	83,3%
BSB (Excellently Developed)	0%	0%	16,67%
Classical Mastery Rank	16,67%	41,67%	83,3%

Based on Table 1, it is evident that there was a consistent upward trend in the children's social-emotional performance across the instructional cycles. The percentage of classical mastery increased incrementally from the pre-cycle baseline to the final cycle. This steady growth confirms that the macro role-playing method serves as an effective stimulus for early childhood social-emotional development.

The observed growth can be theoretically supported by Vygotsky's sociocultural development theory, which posits that a child's cognitive and social growth occurs through social interaction within their environment. In macro role-playing, children are given ample opportunities to interact directly with peers, communicate, negotiate roles, and solve collective problems. These experiences help children develop social-emotional competencies through concrete social situations encountered during play.

Additionally, according to Piaget, children aged 5–6 years operate within the preoperational stage, during which they begin to develop symbolic thinking and engage in dramatic play. Through macro role-playing, children represent various social situations from daily life, which teaches them to grasp social rules, express emotions healthily, and understand perspective-taking.

These findings correspond with the study by Meilina et al., which showed that role-playing effectively enhances early childhood social interaction and autonomy by involving them in active

communication.[11] Irmayanti et al. also observed that role-playing interventions enhance Group B children's social-emotional capacity because it encourages them to interact and collaborate more actively during class.[12] This research finding is also reinforced by previous research, which explained that learning activities through the market day role-play method can support the development of children's social-emotional skills by providing learning experiences that involve direct social interaction, communication, cooperation, and active participation in learning activities.[13]

This research finding is also reinforced by previous research, which explained that role play (pretend play) provides opportunities for children to develop self-regulation through following rules, controlling their behaviour according to assigned roles, and interacting and negotiating with peers. These experiences help children improve their social-emotional competencies, including empathy, cooperation, communication, and emotional regulation in various social situations.[14]

Furthermore, an international meta-analysis shows that role play (pretend play) has a positive relationship with the development of social competence in early childhood. Through role play activities, children can develop social-emotional skills, communication, empathy, and interpersonal skills that support optimal social interaction.[15]

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[11] Annisa Rahmilah Bakri, Juli Amaliyah Nasucha, and Dwi Bhakti Indri M, 'Pengaruh Bermain Peran Terhadap Interaksi Sosial Anak Usia Dini', *Tafkir: Interdisciplinary Journal of Islamic Education*, 2.1 (2021), p. 68.

[12] Irmayanti, Rusmayadi, Muhammad Akil Musi, and Abdul Halik, 'The Effect of Role-Playing Methods on Early Childhood Social-Emotional Development', *Jurnal Riset Multidisiplin dan Inovasi Teknologi*, 3.1 (2025), p. 119.

[13] As'syifa Nur Fikri, Jazariyah, and Andri Hardiyana, 'Role Play in Market Day for Stimulation Early Childhood Social Emotional', *JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan dan Gizi Anak Usia Dini)*, 5.1 (2024), pp. 358–359.

[14] Milda Bredikyte and Agne Brandisauskiene, 'Pretend Play as the Space for Development of Self-Regulation: Cultural-Historical Perspective', *Frontiers in Psychology*, 14 (2023), p. 11.

[15] M. Smits-van der Nat, F. van der Wilt, M. Meeter, and C. van der Veen, 'The Value of

This research finding is also supported by previous research, which showed that the application of macro-role-play methods can improve the social-emotional skills of early childhood. This improvement occurs because learning activities provide opportunities for children to interact directly, collaborate, communicate, and express their feelings through meaningful play experiences.[16] Work by Sopiah and her team also indicated that early childhood development is heavily shaped by learning environments where children can interact, collaborate, and express feelings freely through play.[17]

This is consistent with the current study, which proves that macro role-playing strengthens children's courage, teamwork, and emotional coping mechanisms during lessons. Lastly, literature in *Bunayya: Jurnal Pendidikan Anak* emphasizes that play-based learning models yield a positive impact on social-emotional growth because they provide children with compelling and joyful educational experiences.[18]

In summary, the implementation of the macro role-playing method has proven effective in accelerating early childhood social-emotional skills. Significant improvements were registered across all targeted parameters: cooperation, communication, social interaction, and emotional regulation. The unique value (novelty) of this study lies in its simultaneous assessment of these four dimensions through a macro role-playing framework, showing how targeted classroom action can systematically elevate each social-emotional indicator.

Pretend Play for Social Competence in Early Childhood: A Meta-Analysis', *Educational Psychology Review*, 36.46 (2024), p. 12.

[16] Siska Yulia Hermana, Nurhasanah, and Ika Rachmayani, 'Meningkatkan Kemampuan Sosial Emosional Anak Melalui Metode Bermain Peran Makro di Kelompok B PAUD Annisa Tahun 2022', *Jurnal Mutiara Pendidikan*, 3.3 (2023), p. 88.

[17] Cucu Sopiah and others, 'Physical Motor Development of 5–6 Year Old Children in Javanese and Sundanese Cultures', *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education*, 7.2 (2023), p. 160.

[18] Aknes Aulia and Hibana, 'Mengembangkan Sosial Emosional Anak Usia Dini Melalui Kegiatan Bermain Ular Tangga', *Bunayya: Jurnal Pendidikan Anak*, 8.2 (2022), p. 38.

D. CONCLUSION

Based on the results and discussion, it can be concluded that the application of the macro role-playing method successfully improves the social-emotional skills of Group B children at PAUD Cempaka Tempel Lelea. Through role-playing activities, children become significantly more active in interacting, cooperating, and communicating, while gaining better control over their emotions during the learning process.

The use of the macro role-playing method offers a developmentally appropriate learning experience that aligns with early childhood characteristics, making instructional activities both effective and highly engaging. These findings indicate that structured play activities involving direct social interaction can be utilized as a strategic method to enhance children's social-emotional competence in early childhood education settings.

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