

Role-Playing Method to Enhance Speaking Skills In 5-6 Year Olds

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Abstract

This study investigates the use of role-playing methods to enhance the speaking skills of 5-6-year-old children at PAUD Tansera 07 in Tambora District, West Jakarta. Role play allows children to explore their world by imitating actions and characters around them, facilitating problem-solving through demonstrations and discussions. The research employs classroom action research (PTK) to improve learning through various activities, focusing on role play. Collaborative efforts between researchers and teachers in group B1 indicate that speaking skills can be significantly enhanced using this method. Results show an increase in children's speaking abilities: the average score rose from 46.14 in the pre-action phase (low criterion) to 58.57 in cycle 1 (sufficient criterion), and further to 80.64 in cycle 2 (good criterion). These findings suggest that role-playing effectively improves the speaking skills of children aged 5-6 years.

Keywords: role-playing method, speaking ability, various activities

1 INTRODUCTION

At the time when children are golden age is the time when children begin to grow and develop. If it is passed well, the child will have a great advantage for his life in the future (Manik & Daulay, 2024; Utami, et.al., 2024; Nurjannah, 2024; Mansoer & Suslihah, 2024; Syaikh, et.al., 2022). This golden age period is a determination that they will bring to become an adult who is able to optimize their abilities (Hadiny et.al., 2023; Ernawati, 2023; Nadar & Pudjianti, 2024; Kartikah et.al., 2022).

Early childhood education programs are planned, managed, developed and evaluated with highly specialized models and approaches adapted to the characteristics of students. Based on Law No. 20 of 2003 paragraph 1 states that early childhood education (PAUD) is education up to the level of Basic Education (SD) Laini. L (2024) which is coaching for children aged 0-6 years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have preparation in entering further education which is held on a formal route. Speaking is a language activity that humans do in language life after listening (Nurhalimah, et.al., 2022; Vashti, et.al., 2022). Based on the sounds (language) heard, then humans learn to speak and finally are able to speak. To be able to speak a language well, we are guided by the Indonesian Spelling Edition V where children can master pronunciation, structure and vocabulary in accordance with the rules of the Indonesian language.

The identity of the problem in learning activities is as follows: (a) How is the child's ability? (b) How is the use of the role-playing method to improve speaking skills? (c) What are the benefits of role-playing to improve the speaking ability of children aged 5-6 years?, (d) What obstacles are encountered when carrying out learning through the role-playing method?. Therefore, there is a limitation of the problem in this study, namely the use of the role play method in improving the speaking ability of children aged 5-6 years (Susanto, A 2021; Saputri et.al., 2024).

So the researcher formulated the problem, namely how the role-playing method can improve the speaking ability of children aged 5-6 years. The purpose of this study is to improve the speaking ability of children aged 5-6 years. The benefit of this research is to contribute ideas to develop theories in the field of speaking ability by using the role-playing method, as a way to develop learning speaking skills, to increase students' activeness in speaking skills. Nadar, W. et al (2021) Playing is an activity that children do all day because for children play is idle and life is play. Early childhood does not distinguish between playing, learning and working. Sudono put forward the meaning of play as an activity that children do with or without using tools that produce understanding or provide information, provide fun, and develop imagination in children. Meanwhile, Elis Kuniati (2022) added that play is a way for children to discover the environment, others, and themselves, therefore play contains a sense of pleasure and is more concerned with the process than the final result. The role-playing method is a learning method by giving certain roles to students and dramatizing those roles to a stage. Role playing is one of the social interactions learning methods that provides opportunities for students to carry out active and personalized learning activities.

2 RESEARCH METHODS

This research method uses the classroom action method, this classroom action research is carried out to find solutions to the problems that exist in the B1 group class at PAUD Tansera 07. The problem that occurs is the lack of children's speaking skills in talking to their friends and teachers which should be in accordance with their age-appropriate development. The research conducted aims to improve and improve learning. The improvement process will be carried out continuously during research activities. This class action research uses a research model from Kurt Lewin's theory, the research model is widely used in classroom action research. The main concept of action research according to Kurt Lewin consists of four components, namely planning is an activity carried out at the planning stage of compiling a lesson plan, the implementation of activities carried out at this stage is carrying out planned learning, observation carrying out observation of the ongoing observation activities that are carried out continuously, reflection at this stage to thoroughly review the actions that have been taken and in accordance with the data that have been collected. The location of the research was conducted at PAUD Tansera 07, Tambora district, West Jakarta.

3 RESULTS AND DISCUSSION

The results of the research carried out during the initial conditions are to know the real situation in the field before the researcher applies the research method that will be used during the research. This observation was carried out by direct interviews with teachers and students in the B1 group and observing the learning process of children's speaking skills with interviews, some children were asked to tell stories about various professions. From the pre-action research, cycle 1 and cycle II there was an improvement in the speaking ability of children aged 5-6 years. The research using this role-playing method was carried out at PAUD Tansera 07, Tambora District, West Jakarta. The research was carried out for 2 months which included 2 cycles. The research was carried out with the help of peers or teachers of the B1 group. In this study, the object of research is the B1 group of 14 children consisting of 8 girls and 6 boys, while the research time is from March to April 2024.

Before the researcher carried out cycle 1, the researcher conducted direct observations on children's activities in February at the end of 2024. From these observations, the speaking ability of children of PAUD Tansera 07, Tambora District, West

Jakarta, was at the average score, lack of children's speaking skills in PAUD Tansera 07, Tambora District, West Jakarta. Before the use of the role-playing method, it can be seen in the basic score table or inisial data as follows:

3.1 Pre-Action Results

The results obtained in the initial ability of students carried out in February 2024 can be seen that children are still confused about the role-playing method and do not respond when researchers and teachers explain how and how to role-play. Many children are silent and only a few children are enthusiastic about learning; in responding to the researcher's questions, students are just silent and busy with their own activities.

Table 1. Observation Result

No.	Nama	Butir Pernyataan							Kriteria			
		1	2	3	4	5	6	7	BB	MB	BSH	BSB
1	AS	BSH	MB	MB	MB	MB	MB	MB	0	12	3	0
2	AY	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
3	DA	MB	BB	BB	BB	BB	MB	BB	4	6	0	0
4	FA	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
5	DI	BSH	BSH	MB	MB	MB	MB	MB	0	10	6	0
6	HA	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
7	MI	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
8	RA	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
9	SA	MB	MB	BB	BB	BB	BB	BB	5	4	0	0
10	SY	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
11	SI	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
12	QI	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
13	QU	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
14	WI	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
Jlh									75	38	9	0

3.2 Cycle 1 Actions

It is carried out by following the stages that have been made, starting from planning, implementation, observation, and reflection. Assisted by the classroom teacher, the researcher conducted his research to improve the speaking skills of 5-6 year old children using the role-playing method, judging from the initial observation that there are still many students who are not able to express their desires or feelings, are embarrassed to speak and the obstacle is rarely being invited to communicate in standard Indonesian so that children still use the language from the home environment that is poorly understood. From the results of the observation of cycle 1, it was found that the problem was that the role-playing equipment was not interesting, the place was inadequate so that it had to be corrected in cycle II.

3.3 Cycle II Actions

The researcher corrected the problem of the 1st course. The researcher made his own props to play the role of the traffic police and asked the school for permission to conduct learning in the school hall which had a larger room so that students were enthusiastic about participating in learning using the role-playing method. Kukustayu said that students' speaking skills are still low due to internal problems where they are

less active in learning because teachers are less varied and innovative in using learning methods, students are rarely invited to communicate or speak, students are afraid to speak in front of the class and students do not understand standard Indonesian. Meanwhile, according to Dewantara, the ability to speak is influenced by external and internal factors. External factors are influenced by the family environment and society in the use of Indonesian and internal factors are lack of confidence and distractions from playmates.

Furthermore, based on the observation results of the assessment of the speaking ability of children aged 5-6 years at PAUD Tansera 07, it can be seen from the following table:

Table 2 Observation Result												
No.	Nama	Butir Pernyataan							Kriteria			
		1	2	3	4	5	6	7	BB	MB	BS H	BS B
1	AS	BSH	MB	MB	MB	MB	MB	MB	0	12	3	0
2	AY	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
3	DA	MB	BB	BB	BB	BB	MB	BB	4	6	0	0
4	FA	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
5	DI	BSH	BSH	MB	MB	MB	MB	MB	0	10	6	0
6	HA	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
7	MI	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
8	RA	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
9	SA	MB	MB	BB	BB	BB	BB	BB	5	4	0	0
10	SY	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
11	SI	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
12	QI	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
13	QU	BB	BB	BB	BB	BB	BB	BB	7	0	0	0
14	WI	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
	JMH								75	38	9	0

Source: data from Pre-action research at PAUD Tansera 07.

Children's Achievements:

1. Students answer greetings and answer greetings,
2. Students can use 5-6 words,
3. Students can get 2-3 sentences with clear and correct articulation,
4. Students can string sentences with the right words,
5. Students can express sentences with the word "ng", "ny", dan "r" ditengah kata seperti : bingung, banyak, karena ,dan kartu,
6. Students can express questions with the right intonation,
Students can say the request with the appropriate intonation.

Remarks:

Score 1 = BB (Not yet developed) where the child has not reached the expected indicators,

Score 2 = MB (Starting to develop) where the child begins to show the ability as expected even though he is still assisted by the teacher,

Score 3 = BSH (Developing as expected) where the child has shown his ability as expected,

Score 4 = BSB (Developing Very Good) where the child can show his ability independently.

Table 3 Tolak Ukur Kemampuan Berbicara

No.	Nilai	Skor Penilaian	Keterangan
1	BB	0-25	Belum Berkembang
2	MB	26-50	Mulai Berkembang
3	BSH	51-80	Berkembang Sesuai Harapan
4	BSB	81 -100	Berkembang Sangat Baik

Tabel 4 Hasil Persentasi Kemampuan Berbicara Anak

No.	Kriteria	Jumlah Anak	Persentasi
1	BB	-	-
2	MB	12	83 %
3	BSH	2	17 %
4	BSB	-	-
Jumlah			100 %

Rumus menghitung kemampuan berbicara peserta didik:

$$P = \frac{F}{N} \times 100$$

Keterangan

P = Persentase

F = Jumlah Anak Yang Berhasil

N = Jumlah Anak Keseluruhan

100% = Bilangan Tetap

Table 5. Hasil Observasi kemampuan Berbicara Anak Siklus 1

No	Nama	Butir Pernyataan							Kriteria			
		1	2	3	4	5	6	7	BB	MB	BSH	BSB
1	AS	BSB	BSH	BSH	BSH	BSH	BSB	MB	0	2	12	8
2	AR	MB	MB	MB	MB	MB	MB	MB	0	14	0	0
3	DA	BSH	BSH	BSH	MB	BSH	BSH	BSH	0	2	18	0
4	FA	BSH	BSH	BSH	MB	MB	MB	MB	0	12	3	0
5	DI	BSB	BSB	BSH	BSH	MB	BSH	BSB	0	2	12	8
6	HA	BSH	MB	MB	MB	MB	MB	BB	1	10	3	0
7	MI	BSH	MB	MB	MB	MB	MB	BB	1	10	3	0
8	RA	MB	BB	BB	BB	MB	BB	BB	5	4	0	0
9	SA	BSH	BSH	BSH	BSH	BSH	BSH	BSH	0	0	21	0
10	SY	MB	MB	MB	MB	MB	MB	MB	0	14	3	0
11	SI	BSH	MB	BB	MB	MB	MB	MB	1	10	3	0
12	QI	BSH	MB	MB	BB	MB	MB	MB	1	10	3	0
13	QU	MB	BB	BB	BB	BB	BB	BB	6	2	0	0
14	WI	MB	MB	MB	MB	MB	MB	MB	0	14	0	0
JML									15	96	81	16

Tabel 6 Hasil Observasi kemampuan Berbicara Anak Usia 5-6 Tahun Sikllus II

NO	Nama	Butir Pernyataan							Kriteria			
		1	2	3	4	5	6	7	BB	MB	BSH	BSB
1	AS	BSB	BSB	BSB	BSH	BSH	BSH	BSB	0	0	9	16
2	AY	BSH	BSH	BSH	BSH	BSH	BSH	MB	0	2	18	0
3	DA	BSB	BSB	BSH	BSH	BSH	BSH	BSH	0	0	15	8
4	FA	BSB	BSB	BSH	MB	BSH	BSH	BSH	0	2	12	8
5	DI	BSB	BSB	BSB	BSH	BSH	BSH	BSB	0	0	9	16

6	HA	BSH	BSH	BSH	BSH	BSH	BSH	BSH	0	0	21	0
7	MI	BSB	BSH	BSH	BSH	BSH	BSH	BSH	0	4	15	4
8	RA	BSH	MB	MB	MB	MB	MB	MB	0	12	3	0
9	SA	BSB	BSB	BSH	BSH	BSH	BSH	BSB	0	0	12	12
10	SY	BSB	BSB	BSH	BSH	BSH	BSH	BSH	0	0	15	8
11	SI	BSH	BSH	MB	BSH	BSH	BSH	BSH	0	2	16	0
12	QI	BSH	BSH	BSH	BSH	BSH	BSH	BSH	0	0	21	0
13	QU	MB	MB	MB	MB	MB	MB	MB	0	0	14	0
14	WI	BSB	BSH	BSH	BSH	BB	MB	BSB	1	0	12	8
JMH									1	22	192	80

Based on the table above, the use of the role management method can improve the speaking ability of children aged 5-6 years in PAUD Tansera 07. It can be seen from the observation results of cycle 1 where there is an increase and increase in cycle II. The increase can be seen from the recapitulation table below:

Tabel 7. Tabel Rekapitulasi Kemampuan Berbicara Anak Usia 5-6 Tahun

NO	NAMA	PENILAIAN PERKEMBANGAN PRA SIKLUS				PENILAIAN PERKEMBANGAN SIKLUS 1				PENILAIAN PERKEMBANGAN SIKLUS II				PENINGKATAN SIKLUS 1 DAN SIKLUS II			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	ASKA	1	6	1	0	0	1	4	2	0	0	3	4	0	0	0	2
2	AYRA	7	0	0	0	0	7	0	0	0	1	6	0	0	0	6	0
3	DARREN	0	5	2	0	0	1	6	0	0	0	5	2	0	0	0	2
4	FANI	6	1	0	0	0	4	3	0	0	1	5	1	0	0	1	1
5	DIAH	0	5	2	0	0	1	3	3	0	0	3	4	0	0	0	1
6	HABIBI	0	6	1	0	1	5	1	0	0	0	7	0	0	0	6	0
7	MIKHA	7	0	0	0	1	5	1	0	0	0	7	0	0	0	6	0
8	RADITYA	7	0	0	0	5	0	0	0	0	1	6	0	0	5	1	0
9	SYAMIL	6	1	0	0	0	0	7	0	0	0	4	3	0	0	0	3
10	SYAHIKHA	7	0	0	0	0	7	0	0	0	0	5	2	0	0	5	2
11	SYIFA	7	0	0	0	2	5	0	0	0	1	6	0	0	0	6	0
12	QILLA	7	0	0	0	1	5	1	0	0	0	7	0	0	0	6	0
13	QUEENA	7	0	0	0	6	1	0	0	0	7	0	0	0	6	0	0
14	WILDAN	6	1	0	0	0	7	0	0	1	1	3	2	0	0	0	2
JUMLAH		68	25	6	0	16	49	26	5	1	12	67	18	0	11	37	13

From the table above, the use of the role-playing method in improving the speaking skills of children aged 5-6 years can be seen in Cycle 1 out of 14 children, 6 children including criteria starting to appear, 6 children develop as expected and 2 children develop very well. Increased in the second cycle from 14 children, 2 children entered the criteria, 6 children developed according to expectations and 6 children entered the criteria developed very well. So that this research was declared successful and was not continued to the next cycle.

4. Relavan's Previous Research Studies

The use of the role-playing method has also been tested in learning among several other researchers, namely:

1. Based on research conducted by Vera Ayuningtias (2021) in her journal entitled "The Application of Role-Playing Methods in an Effort to Foster Indonesian Speaking Skills in Early Childhood at Bhayangkari 17 Cimahi Kindergarten" shows that the improvement of speaking skills through the role-playing method can be seen by the achievement of indicators of verbal communication and having vocabulary, the length of sentences spoken by children consists of 6-8 words sentences. It can be concluded that there is a difference in the average level of speaking ability between the group of children who are treated with the role-playing method and the group of children who are treated with the lecture method. The level of children's speaking skills with the role-playing method is higher compared to using the cajol method. The similarity of this research with the research I conducted is that they both use the role play method in improving children's speaking skills and both use the classroom action research method. The

difference is that the research place is different and the indicators I use are different from previous researchers.

2. Based on research conducted by Lisharti et.al (2020) in a journal entitled "Application of Micro Play Methods to Improve the Speaking Ability of Children Aged 5-6 Years in State Kindergartens for the 2019/2020 Academic Year" using a type of development research. It shows that children's ability to speak before action is still passive and less active in communicating ideas or ideas, and the methods used by teachers are less varied. However, after using the role-playing method, children's speaking skills have increased, there is an increase in children's speaking skills reaching a percentage of 85%. The similarity of this research with the research I conducted is that they both use the classroom action method (PTK) and both to improve children's speaking skills. The difference is that the researcher is different from me, the research site and the indicators used are also different from previous research.
3. Based on research conducted by Dinar Nur Inten in a journal entitled "Development of Early Childhood Communication Skills Through the Role Play Method" shows that children's communication skills before the average action are at point one, namely children are not able to communicate well. However, after the action of using the role-playing method, children's communication skills increased. The similarity of this research with what I did is that they both use the class action method (PTK). The difference between the previous research and the research I conducted is that the researcher used the role-playing method to improve children's communication skills, while my research used the role-playing method to improve the speaking skills of children aged 5-6 years.

4 CONCLUSION

Based on the results of the analysis and discussion of the researcher on the Use of the Role-Playing Method in Improving the Speaking Ability of 5-6-Year-Old Children, the Classroom Action Research (PTK) conducted at PAUD Tansera 07, Tambora District, West Jakarta, can be concluded as follows that the use of Role Playing Metopde can improve the speaking ability of children aged 5-6 years. The results of the observation of the learning process through the role-playing method can be seen to increase the average score of pre-action, cycle 1 and cycle II. And it is also based on the average score of students' learning completeness in pre-action, cycle 1 and cycle II. The learning completeness increased from cycle 1 to cycle II, so that in cycle II it has met the specified completeness, which is 75. The difference in results between the pre-action score and the value of cycle 1 and cycle II. The students' speaking ability in the pre-action was obtained 2 children who developed according to expectations (BSH), 6 children began to appear (MB) and 6 children did not appear (BB) in cycle 1 learning completeness was obtained 2 children developed very well (BSB), 2 children developed according to expectations (BSH), 8 children began to appear (MB), and 2 children did not appear (BB). There was an increase from pre-action and cycle 1 of 12.43. However, this increase has not met the standard criteria that have been determined, namely an average of 75 and a completeness of 75. Meanwhile, in the second cycle, 3 children received BSB, 9 children received (BSH) and 2 children received (MB). there was an increase in the average value of cycle 1 and cycle II by 22%. Therefore, the average score and learning completeness have met the specified standards, so the researcher did not continue in the third cycle.

The shortcomings in cycle 1 are: (a) students have not received their turn to play, (b) the tools and media used are not attractive, (c) the place to play roles is not wide or adequate. So that from these shortcomings, researchers and teachers improve in the second cycle by (d) rearranging the time used in role-playing so that all students can play, (e) Researchers make their own tools or media used in role-playing the theme of

traffic police, (f) schools allow researchers to use a larger hall space so that students are freer to role-play. With this utilization, students can empower and issue ideas and ideas in role-playing using Standard Indonesian in accordance with PUEBI. The results of this Classroom Action research can be concluded that the Role-Playing Method is able to improve the speaking ability of 5-6 year old children in PAUD Tansera 07, Tambora District, West Jakarta.

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