TEACHER'S EFFORTS IN INCREASING CREATIVITY EARLY CHILDREN THROUGH THE ROLE PLAY METHOD

HM Taufik Amrillah[1], Amanah Rahma Ningtyas[2]
[1,2]Curup State Islamic Religious Institute
Email: taufikamrillah@iaincurup.ac.id[1], amanahrahma@iaincurup.ac.id[2]

Abstract

The aim of this research is to describe the efforts of teachers at RA Tunas Literasi Qur'ani Rejang Lebong in increasing the creativity of early childhood by using role-playing methods. Role playing is a form of game that teachers use by directly involving children in participating in playing a character. And creativity should be stimulated from an early age. With the hope that this creativity can become a provision for children facing the next life. This research uses a qualitative descriptive method which describes the situations that occur in the role-playing learning process carried out by teachers at RA Tunas Literasi Qur'ani Rejang Lebong. The subject of this research is the teacher at RA Tunas Literasi Qur'ani Rejang Lebong. Data collection techniques in research are observation, interviews and documentation. Based on the research results, it can be concluded that the application of the role-playing method implemented there can stimulate the creativity of early childhood. With stages 1) The teacher prepares a previously agreed theme, 2) The teacher provides the game tools that will be used, 3) The teacher divides the roles and characters to each child, 4) The teacher invites the children to act out their respective roles accompanied by encouraging interaction. with each other, 5) the teacher makes observations and then reflects with the children.

Keyword: Early Childhood, Role Playing, Creativity

INTRODUCTION

Creative behavior arises as a consequence of the ability to think creatively. Thus, the education system must have the ability to inspire inspiration in creative and productive thinking, attitudes and actions, as well as developing logical thinking and reasoning abilities. As seen in the experience at RA Tunas Literasi Qur'ani Rejang Lebong and conveyed in interviews with educators in 2023, there are still many students who show that their creative potential has not been fully realized. This is due to the fact that children have not yet reached creativity standards such as agility, flexibility, originality and subtlety in details. Some children still rely on guidance provided by teachers, while others are reluctant to express their opinions in public and are less active in communicating, and have less diversity in creating work. Therefore, a special approach is needed that can be

used by teachers to stimulate the creativity of young children at RA Tunas Literasi Qur'ani .

Creativity is a talent that has inherent potential in every individual, can be identified, and can be developed through appropriate education, including in the kindergarten environment as a place for implementing Early Childhood Education. Creativity, as a potential inherent in every individual, has an important value to be cultivated from an early age (Rachmawati, 2005). Stimulation of creativity needs to be provided from childhood to adulthood through various types of education, both formal, informal and non-formal. This is in line with Law Number 20 of 2003 concerning the National Education System which emphasizes that "the development of creativity should start at an early age, especially in the family environment as a place of initial education and in preschool education" (Law, 2003). The role of teachers, parents and other parties in the early childhood environment has a very important role in developing children's creativity (Widyasanti, 2021).

One strategy that is successful in triggering creativity in young children is to use play activities, and at RA Tunas Literasi Qur'ani, teachers adopt the role-playing method as one of the approaches.

The purpose of this article is to explore how teachers at RA Tunas Literasi Qur'ani stimulate the creativity of young children by applying role-playing methods. The use of role playing is considered relevant because this type of activity can support the development of imagination in young children, which is an important indicator of creativity. Role playing provides a very suitable context for discovering and mobilizing children's motivation, as well as creating an environment that supports teachers in implementing the interaction and mediation strategies described previously. One approach used to stimulate creativity in young children is through role-playing learning. Role playing is a means for children to express their creative ideas in the form of imagination. With practice in creativity, children can optimize their potential. Through role-playing experiences, children can develop emotional control, interpersonal and intrapersonal intelligence, aesthetic understanding, self-expression, and various other aspects of development.

Creativity is an important aspect needed by every individual to face challenges in their lives. Every human being has the potential for creativity inherent in him from birth. The process of developing creativity takes place gradually and continuously, and requires flexibility in dealing with various situations and conditions. Therefore, creativity can be increased by presenting material that is appropriate to the child's developmental stage and giving them the opportunity to learn to overcome problems in various ways through play (Rapiatunnisa, 2022). The role of individuals around early childhood has a very important impact in stimulating their creativity. In early childhood education institutions, teachers have a central role in developing children's creativity. There are various methods that teachers can use to stimulate children's development, one of which is through play. Teacher creativity in early childhood learning is currently very important because it can make learning more interesting for children, increase their focus, and make maximum use of gadgets (Hidayat et al., 2021). Apart from inviting children to play various games, teachers can also invite them to role play, an interesting method. For example, what

Rasulullah SAW did when playing horseback riding with Hasan and Husain, as narrated in the hadith stated by Jabir Ra. (Imam Musbikin, 2010). This shows that the concept of role playing in Islam has been exemplified by the Prophet Muhammad. From these examples, it can be concluded that the role of the people around early childhood is very important in the development of various aspects of themselves. .

For children, playing is not only a routine activity, but also a very important need. In the process of playing, children have the opportunity to fully develop their potential. Children who tend to be active in play may be able to develop better social skills, which in turn can help them prepare for learning in the school environment (Fung & Chung, 2023). Because playing is a basic need for children and through this activity they can optimize their full potential, it is clear that the benefits of playing for children, especially in the school environment, are that it supports their development process .

In other terms, role playing can be explained as a series of emotions, words, and actions that form unique relationship patterns between individuals. The use of role playing in a learning context is an effort to face problems by practicing steps such as identifying problems, analyzing, acting and discussing. In this situation, some students act as actors, while others act as observers, all in order to achieve the desired learning goals.

In the process of playing, children are actually experiencing a learning process. Playing provides opportunities for children to explore new things, observe objects around them, and express creative ideas through play. Through play activities, children learn to cooperate with other people, understand the concept of justice, form an honest attitude, develop empathy towards others, express feelings and desires, and understand and obey the rules. There are many aspects of learning that children can gain through play. Apart from that, free play is often the key to exploring the creative potential of each individual. For children, play has an important role in exploring their environment, developing skills to face challenges around them, and stimulating creativity. In the context of early childhood, play has a significant role in influencing overall social, emotional, cognitive and affective development, as well as facilitating children's creative abilities if directed appropriately, whether using play tools or without.

Apart from that, involving the role of teachers in play activities in the school or classroom environment has a very important role. Teachers are expected to take the role of observer, carry out the elaboration process, model, evaluate, and plan activities. In line with these principles, research by Fonsén et al. (2023) indicate that "Teachers have the responsibility to plan, implement and evaluate actions within groups of children. Sustaining children's well-being, development and learning is recognized as a primary goal of teachers' pedagogical leadership". In the role of observer, teachers are expected to observe interactions between children and also children's interactions with objects around them. Teachers also need to pay attention to the duration of time children spend in an activity, as well as monitor children who have difficulty playing and interacting with their peers. When carrying out elaborations, especially when children act as doctors, teachers need to provide medical equipment in miniature form. Teachers can also look for pictures of a doctor treating cases of malnutrition, even playing the role of a patient to provide a more realistic example .

Teachers need to actively create an environment that supports learning so that learning objectives can be achieved optimally. According to Koltesnik, Wiron, and Stein, children often choose themes such as home life, self-care, safety, and challenging fantasies in drama activities. In working on these themes, stories are sometimes hidden that imply various problems, as explained by Gunanti (2010).

1.The use of various learning methods is an effective way to attract children's attention, interest and stimulate the development of children's creativity. Learning methods play an important role in helping children understand the material more easily. Therefore, teachers try to implement role-playing learning strategies, as discussed by Rahmalina (2017). The role playing method is a learning approach in which children or students take on certain roles or characters in simulated situations, according to the definition of Samsudin (2010). In this process, students take on various roles and engage in social interactions that allow them to carry out certain scenarios, solve problems, and respond to the situations they face. Based on the type, role playing is divided into two, namely macro role playing and micro role playing, which have different concepts. Therefore, the level of children's speaking skills may vary depending on the role-playing method used, as highlighted by Nur Azizah (2013).

2.Types of Role Playing. According to Mukhtar Latif and his colleagues (2013), Erik Erikson divided role playing into two types, namely: a) Micro Role Play: Children act out roles using small tools or objects, as in the following example: 1) Doll house with furniture. 2) Train games with rails, locomotives and carriages. 3) Mini airport with planes, dollies and trucks. 4) Zoo games with stuffed wild animals and stuffed visitors. 5) Play in a mini city with roads, cars, people and city buildings. b) Macro Role Play: Children act as characters using life-sized tools or objects to create and play their roles, as in the following examples: 1) Play hospital with the roles of doctor, nurse, visitor, and pharmacist. 2) Play police station with the roles of cops and criminals. 3) Play post office with the role of letter carrier and post office employee. 4) Play office with the roles of director, secretary, regular employee, and cleaning service.

The role playing method includes several important aspects: 1) Roles and characters: Students take on roles or characters in a predetermined context, whether real or fictional characters. 2) Scenarios or situations: A variety of scenarios or situations are simulated, ranging from everyday ones to more complex or imaginary ones, which determine the purpose and context of the role play. 3) Social interaction: Students interact with each other in the roles they take, involving communication, cooperation, and conflict resolution. 4) Skills development: Through role playing, students develop social, emotional, cognitive, and language skills, such as understanding other people's points of view, thinking critically, and solving problems. 5) Practical experience: This method provides hands-on experience that helps students understand complex concepts, values and situations. 6) Emotional appreciation: Role playing allows students to feel and understand the emotions involved in the situation (Harianja et al., 2023).

One effective way to stimulate creativity in early childhood is through the use of role-playing methods. This method is included in the learning approach which is part of the behavioral methods applied in child development. The method involves a concrete, sequential, and observable approach in completing learning tasks (Roestiyah, 2012).

Role playing is also known by various other terms such as pretend play, sociodrama, imagination, fantasy, make believe, or symbolic. For example, sociodrama allows students to express behavior and facial expressions in the context of social relationships between people. Role playing also provides an alternative where students can play roles in the dramatization of certain social or psychological problems.

METHODOLOGY
This research applies a qualitative descriptive method, which refers to efforts to describe a situation using words. In other words, the aim of this research is to explain certain phenomena through collecting information, explanations and verbal data which are then presented in narrative form. The choice of this method is adjusted to the type of data required by the researcher, namely data in the form of statements and verbal information. In line with this approach, Furchan explained that descriptive research aims to obtain information about the status of a symptom at the time the research was conducted. It was further explained that in descriptive research, no intervention or control is carried out, and there is no hypothesis testing as in experimental research (Furchan, 2011). In this research, the informants were class teachers and students at RA Tunas Literasi Qur'ani Rejang Lebong, with the number of students seen in the class being 20 people.

In this research, the data source consists of two main aspects. First, primary data was obtained directly through observation and interviews with related parties, such as class teachers and students at RA Tunas Literasi Qur'ani Rejang Lebong. Second, secondary data is obtained from publications related to research issues, such as books, scientific articles, and documentation, which aims to strengthen the scientific validity of research results. Researchers used three types of data collection techniques. First, observations were carried out systematically during learning activities at RA Tunas Literasi Qur'ani. Second, interviews were conducted with class teachers at RA Tunas Literasi Qur'ani, involving direct interaction and questions as a form of conversation. Third, documentation involves collecting records of events that occur, photographs and other documents relevant to the role of teachers in forming the character of early childhood. By using these three techniques, researchers try to obtain comprehensive data to support analysis and research findings.

RESULTS AND DISCUSSION
During the research process, the researcher conducted a series of interviews with class teachers and carried out observations in five meetings, which detailed implementation documentation and field notes. Based on the results of interviews with class teachers (Guru, 2023b), the role of teachers in advancing children's creativity is reflected in maximum efforts to create a learning environment that inspires creativity. Teachers strive to create a learning atmosphere that encourages exploration, play and creation. The environment provided by teachers involves a variety of materials, toys and equipment for role-playing, thereby helping to stimulate children's imagination. From the results of observations during five meetings, it was found that teachers gave children the freedom to explore and try new things. This includes providing time to play freely without many restrictions. Before starting the main activity, teachers usually start with an "ice breaking" activity related to the child's body parts, often involving singing together. The teacher then asks one of the children to come forward and repeat the song about body parts, followed by their friends. Previously, the teacher had provided guidance and examples of

songs as an introduction.

According to the results of interviews with the sources mentioned (Guru, 2023b), teachers took special steps in their efforts to increase the creativity of early childhood by implementing role-playing methods. These steps include: 1) Teacher preparation by setting a pre-agreed theme, 2) Preparing the game tools to be used, 3) Assigning roles and characters to each child, 4) Providing opportunities for children to act out their respective roles. each with encouragement to interact with each other, 5) Observe and reflect with the children after the role-playing activities are carried out.

The role of a teacher is not only limited to the function as an educator and teacher, but also involves the role of mentor, motivator, inspirer, trainer and guide so that students can grow into individuals who have character and continue to develop. The role of the teacher has a significant impact in influencing children's creativity. As a source of inspiration for students, teachers serve as examples and models for them in developing self-confidence in completing assignments, by observing the creative work of teachers and all learning activities carried out during the learning process (Amrillah, 2022). Teachers start by understanding the unique characteristics of each student, then provide appropriate attention and approaches to ensure students are comfortable in communicating their feelings or difficulties they are facing. If students face difficulties, teachers have the responsibility to guide and direct them until they achieve the desired understanding. In the context of this research, the author will discuss the results of interviews with teachers as well as findings from observations during five meetings, with a focus on the role of teachers as guides, motivators and inspirers in shaping the creativity of early childhood.
In Islamic teachings, the Prophet SAW encouraged play, and even advised every parent to set aside time to play with their children. This is not only an expression of affection, but also a method to stimulate children's creativity and strengthen their physical health. According to Ratna, as explained in Fadillah's book, playing can improve children's muscle performance, increase body metabolism, and support better muscle development (Fadlillah, 2014).

At RA Tunas Literasi Qur'ani, teachers take steps to increase the creativity of young children by utilizing role-playing methods. This method is very popular with children, because they can express themselves as various characters according to predetermined themes. In role playing, children spontaneously adopt other people's roles or behavior. For young children, this is an ideal environment for fun and interesting learning (Aulina et al., 2014).

The following are the steps followed by teachers in implementing the role playing method:
The teacher chooses a theme that has been agreed upon, whether it comes from a theme that has been determined by the school or is the result of the teacher's own creativity.
The success of the role-playing learning model really depends on the planning or design of the role-playing program that has been prepared. Just as planning is important, preparation must also be considered carefully. Planning refers to the process of thinking or preparing to carry out a job or make decisions related to achieving certain goals. This process is carried out by someone by following systematic procedures or steps, while

paying attention to the principles of carrying out the task or work in question.

Teachers try to introduce students to problems that they consider important to learn and master. The next part of the warm-up stage involves describing the problem in detail with examples. This scenario can arise from the student's imagination or be prepared deliberately by the teacher. In the creative process, children's imagination and ideas are expected to emerge by providing stimulus. Creativity is not only related to a person's ability to create new works, but also involves all related processes in creating that creativity (Khusna et al., 2022).

Before implementing role-playing learning, the teacher chooses a theme and prepares a script that will be used. Preparing the script or storyline has an important role so that the implementation of the role play can run smoothly without confusion. In an interview with one of the teachers at RA Tunas Literasi Qur'ani, it was explained that, "before we start role-playing activities, we develop a general storyline, but still follow the predetermined theme." However, when implementing it, the teacher gives students the freedom to explore their abilities in acting out something or someone. This is done with the main aim not to memorize previously composed texts.

The teacher provides game tools.
In this situation, the teacher dialogues with the children about where and how the role play will be carried out, as well as what needs are needed. Stage setup can vary from simple to complex. The simplest variation involves discussion of a scenario (without complete dialogue) that describes a role-playing sequence. The teacher is not the only one responsible for preparing all the necessities, but also involves the children to participate in bringing their equipment. This information is given to children one day before the role play so that they can prepare equipment from home. Based on teacher observations, some children only brought wooden sticks when asked to bring equipment to become farmers. When asked by the teacher about the item he was carrying, the child called it a machete. This illustrates the child's creativity in his ability to imagine a wooden stick as a machete. The opinion (Mayar et al., 2022) emphasizes the importance of creativity in children's development, where creativity allows them to express ideas and create new things, thereby increasing their ability to think productively.

Division of roles and characters.
Children and teachers work together to identify the characteristics of each play and determine who will act it out. The development of children's social imaginative play occurs at the symbolic and social levels. Social imaginative play is characterized by the development of game themes with play partners and interactions between participants in their play actions (Kalkusch et al., 2021). In the game selection process, the teacher can choose children who are suitable for the role or let the children suggest who will play the role and provide a description of the characters of the role. The second approach is preferable. The first approach may be applied if there are students who are passive or reluctant to play a role. According to the researcher's interview with a teacher, sometimes there are still some children who, while the game is in progress, don't want to play the characters that have been agreed upon. In these cases, the teacher gives the child the option to play another character according to their wishes. However, this is done after the first game is finished, and the child is given the opportunity to play another role at the

next opportunity. In this context, children's creativity begins to appear when they dare to express their desires to the teacher to play different roles.

Play and interaction.
Role playing often occurs spontaneously. At first, there may be many students who still feel confused about playing their role, some may even play a role that is not in accordance with the character they are supposed to play. If the role play reaches the point where it is no longer appropriate, the teacher can stop it to move on to the next step. From this it can be concluded that when children play characters that do not match their role, this can be considered a form of creativity. Creativity is often demonstrated through the ability to think outside conventional boundaries, namely a person's ability to create something new, whether it is an idea or a real work that is relatively different from what already exists. One of the main characteristics of pretend play is the use of imagination, where symbols are used to represent objects, subjects and actions. Pretend play activities require children to transform objects and give them variations in meaning at a symbolic level (Kalkusch et al., 2021).

Observation and reflection.
However, it is important to note that in this observation, the observer should also be actively involved in role play. Therefore, even though they play the role of observers, the teacher should give them a role so that they can be actively involved in the role play. Apart from that, teachers and children evaluate the roles they have played. Suggestions for improvement may arise, such as some students wanting to change roles or even change the storyline slightly. Whatever the results of the discussion and evaluation are, it is not a problem. Why is that? When researchers observe the implementation of role plays, many roles exceed the limits of reality. For example, a child plays the role of a buyer who buys an item at an unrealistic price.

The role-playing experience ends with reflection. For example, there is a child who shares his experience of how he was harshly reprimanded by his father. The teacher then holds a discussion regarding the steps the child should take to deal with this situation, by asking questions about how the child would act if he were in his father's position, as well as exploring the attitudes that should be shown. With this approach, children learn through role-playing experiences to deal with their personal problems, supported by a social group consisting of their friends. This approach aims to help individuals through a social group process, where students try to explore problems of human relations through dramatization, which is then discussed in the classroom environment.

Based on the previous explanation, it can be concluded that role playing is a series of activities that involve emotional, verbal and behavioral expressions. The purpose of role playing is to help individuals understand their own roles as well as the roles played by others, while also understanding their underlying feelings, attitudes and values.

Developing creativity through play does not only occur in the school environment, but also requires active participation from parents at home. Parental involvement in play activities is very important because most of the child's time is spent at home. The role of parents in inviting children to play is significant because they are the main role models for their children. Through play activities, parents have the opportunity to convey values

in a more relaxed atmosphere. Apart from that, playing can also strengthen the emotional relationship between children and parents. Like other aspects such as food and affection, play is also considered a child's basic need. This perspective is in line with the views of Fitriyanti and Marlina (2019) who emphasize the importance of the role of parents in monitoring children's development, as well as good collaboration with the environment and PAUD institutions, which can have a positive impact on children's growth. This collaboration aims to monitor children's development, both inside and outside the home

CONCLUSION

Based on the results of the discussion, it can be concluded that the teacher's efforts to increase the creativity of early childhood at RA Tunas Literasi Qur'ani through the role playing method have been implemented in accordance with the concepts understood by the teacher. The process begins with selecting a theme by the teacher, continues with preparing play equipment with the children, dividing roles and characters, implementing role plays supervised by the teacher and children, and ends with reflecting on the games that have been played. By applying the role playing method at RA Tunas Literasi Qur'ani, it can be concluded that role playing is able to increase children's creativity in various aspects. Children begin to express their feelings more boldly and are able to think creatively. This helps improve their creative skills in communication, humor, social interaction and etiquette, which are key skills for their future as adults. Basically, very young children are easily influenced and receive teaching about various forms of creativity that can provide benefits.

Suggestions for future research are to further investigate the correlation between early childhood creativity and various aspects of development. The basic question of whether early childhood creativity can be considered as an aspect of development requires further research, especially considering the lack of detailed information in Minister of Education and Culture Regulation No. 137 of 2014 related to this development aspect. Apart from that, related to the role playing method used, there are still many other aspects of development that can be explored and improved through the application of this method.

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