

ROLE-PLAYING METHODS EFFORTS TO STIMULATE THE DEVELOPMENT OF EARLY CHILDHOOD NUMERACY LITERACY

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ROLE-PLAYING METHODS: EFFORTS TO STIMULATE THE DEVELOPMENT OF EARLY CHILDHOOD NUMERACY LITERACY

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ABSTRACT

The development of early childhood numeracy literacy in the form of the ability to apply the concept of numbers and counting operation skills in everyday life needs to be stimulated by various methods, one of which is role-playing. This research aims to determine efforts that can stimulate the development of early childhood numeracy literacy with role-playing methods. The data collection technique in this research uses literature studies by exploring journals relevant to the study. The results showed that role-playing efforts have a pattern in their implementation that is adapted to goals that demand a certain form of participation. Efforts to stimulate children's numeracy literacy can be by buying and selling fruits in a market, children will play based on their respective roles, namely as sellers and buyers and children demonstrate both language, numeracy and behavior like these characters in real life.

Keywords: *Role, Stimulation, Literacy, Numeracy, Early Childhood*

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INTRODUCTION

Education and literacy skills are two very important things in our lives (Waiyakoon et al., 2015). The progress of a country directly depends on the level of literacy in the country. The ability to read can be the first step in understanding other basic literacy, such as science literacy, numeracy literacy, digital literacy, cultural and civic literacy and financial literacy (Ekowati et al., 2018).

One of the basic literacy that can be applied in elementary school education is numeracy literacy. According to the Ministry of Education and Culture in Mahmud & Pratiwi (2019) Numeracy literacy is the knowledge and ability to use various kinds of numbers and symbols related to basic mathematics to solve practical problems in everyday life and then analyze the information displayed in various forms and interpret the results of the analysis to predict and make decisions. This shows how important writing, the culture of reading, writing and counting is among the people. Therefore, we must continue to strive to encourage and guide the younger generation, starting from early childhood to cultivate numeracy literacy activities.

Early childhood is a child with a vulnerable age between 0-6 years. This period is often referred to as the golden age. During this sensitive period, the child is very receptive to the stimuli around him and begins to be sensitive to various educational efforts from his environment both intentionally and unintentionally. Therefore, what is accepted and taught to early childhood will still imprint and even influence children in making choices and attitudes in the future (Akollo et al., 2020).

Meaningful literacy experiences can be obtained by children through interactions between peers, teachers, parents, and the surrounding environment. Information and skills developed through meaningful literacy experiences will help the child in solving problems and thinking

critically ²³ teachers play an important role in providing meaningful literacy experiences for children. ²² Cooperation between teachers and parents is needed in developing literacy skills.

The development of early childhood numeracy literacy in the form of the ability to apply the concept of numbers and counting operation skills in everyday life needs to be stimulated by various methods, one of which is role-playing. Role-playing in learning is an attempt to solve problems through demonstrations, as well as the steps of problem identification, analysis, casting, and discussion. For this purpose, a number of learners acted as cast members and others as observers. A cast member must be able to live up to the role he plays. Through roles, learners interact with other people who also perform certain roles according to the chosen theme (Ismayani, 2017). The importance of numeracy literacy has made researchers interested in conducting a study entitled "Role-Playing Methods: Efforts to Stimulate the Development of Early Childhood Numeracy Literacy"

METHOD

This research uses qualitative research methods. According to Moleong (2017) qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action and others holistically and by means of description in the form of words and language, in a social natural context by utilizing various natural methods. While the data collection technique in this research is carried out with literature studies. According to Mestika (2004), Literature or literature studies can be interpreted as a series of activities related to library data collection methods, reading and recording and processing research materials.

RESULTS AND DISCUSSION

Numeracy literacy ability ¹¹ is defined as the ability of students to describe information related to numbers or mathematics then formulate a problem, analyze problems, and find solutions to the problem (Maulidina & Hartatik, 2019). Numeracy skills are needed in all aspects of life, both at home and in society. In everyday life and society, for example, when shopping, planning vacations, starting a business, building a house, and information about health, everything requires numeracy. Such information is usually expressed in numerical or graphic form. Therefore, to make the right decision, children must understand numeracy (Mahmud & Pratiwi, 2019).

Early age plays a very important role because the human brain jumps and develops very rapidly at that age, reaching 80%. This means that this time is a time when children easily absorb what their environment gives. The period of brain development is very powerful, and it is necessary to get optimal services through improving educational management and a conducive environment. Therefore, it should be used as well as possible for stimulus because early childhood curiosity is very high ¹² (Antina et al., 2019).

Numeracy skills in children are known through the stages of numeracy development, namely informal numeracy, numeracy knowledge, and formal numeracy (Purpura et al., 2013). In the informal stage of numeracy, at this stage, the child is able to number in the sequence and recognize the quality of objects ¹². The informal stage of numeracy occurs in early childhood to early primary school. When entering the early age of the primary school, children's numeracy skills change towards the stage of numeracy knowledge. Numeracy skills are developing

towards abstract concepts (Sarama & Clements, 2009). According to Vygostky in Nisya (2020) children are actually not yet able to think abstractly, meanings and objects are still blended into one, by playing this role, it is hoped that children will develop their abstract abilities. As well as stimulating children's creativity in expressing themselves, in interacting socially in public. Activities that can be done in stimulating numeracy literacy include yaki (Ratnasari, 2020):

1. Read recipes and measurements of individual ingredients
2. Pay attention to distance and travel time when traveling
3. Reading reading materials related to numeracy
4. Pay attention to numeracy patterns in surrounding objects
5. Involving children in making buying and selling transactions
6. Numeracy-related role-playing
7. Pay attention to and analyze the scores of sports matches
8. Make numeracy props by utilizing available tools and materials, for example, gallon caps, bottle caps, used bottles, and others
9. Perform games (both online and offline) related to numeracy
10. Use a nominal variety of money and convert it.

Role-playing is one of the efforts to stimulate numeracy literacy that can be done, according to Moyles in Loizou (2017) role-playing is the validity of roles with certain scenarios, between a group of children, and for a continuous period of time, which refers to personal, social, and daily life themes. As for the steps of role-playing according to Gmitrova in Loizou (2017) the following: first the teacher chooses the most preferred theme of pretend play related to educational objectives, then uses direct intervention that shows children how to perform the main role of the game scenario, and finally through indirect intervention, joining children's play to support and improve it.

Role playing includes skits, plays or role-playing and other types of games where playing as someone else (Syamsurrijal, 2020). Play is not focused on the results of activities but on the process when children play, through play children get the fulfillment of needs related to aspects of their development. According to Sigmund Freud play has the same value of fantasy and daydreaming, through play the child can bring out his negative feelings to the object or substitute person. In addition, playing can provoke children's creativity, by playing children will get lessons that contain aspects of development such as cognitive, physical, social and emotional (Khoerunnisa, 2015).

The formation of patterns in role-playing is adapted to those goals that demand a certain form of participation, namely players, observers and reviewers. There are three kinds of role-playing activities, namely (Julyasari, 2017):

1. Single Role-Playing

In this organization, the majority of students act as observers of the game being performed. The goal to be achieved is to form ready and value.

2. Multiple Role Playing

The students are divided into groups with many of the same members and the elders are adjusted according to the number of roles needed.

3. Role Repetition

The main role in a play can be performed by students on a rotating basis. In this case each student learns to perform, observe, and compare the behaviors that the cast played before."

With the existence of three organizational patterns in this role-playing activity, each child has the same rights, both as an observer, group play and the main role, because in this activity the child will be given tasks in turn.

Similar to other stimulation methods, the role-playing method has its own disadvantages and advantages. The disadvantages of role-playing methods include (Febrisma, 2013):

1. If the teacher does not master the instructional purpose of using this technique for a unit of study, then the role will not work.
2. In relationships between people, always pay attention to the norms of social rules, customs, habits and beliefs of a person not to be abandoned so as not to offend someone.
3. If the teacher does not understand the steps of implementing this method, it will disrupt the role playing process.

The advantages of the role-playing method:

1. The student is more interested in his attention to the lesson.
2. Since they role-play themselves, it is easy to understand the social problem.
3. For students by role-playing as someone else, they can put themselves like the other person's disposition.
4. If the teacher does not master the instructional purpose of using this technique for a unit of study, then the role will not work.
5. In relationships between people, always pay attention to the norms of social rules, customs, habits and beliefs of a person not to be abandoned so as not to offend someone.
6. If the teacher does not understand the steps of implementing this method, it will disrupt role-playing process.

Research conducted by Yulianti et al (2019) who tested the effect of role-playing on the introduction of children's numeracy literacy showed that role-playing has an effect on the introduction of children's numeracy literacy. This is because role-playing activities are interesting for children. In this study, role-playing simulation efforts were implemented with buying and selling fruits, children will play based on their respective roles, namely as sellers and buyers, and children demonstrate both language and behavior like these characters in real life. In role-playing activities for the introduction of children's numeracy literacy, researchers take markets where the activities of the markets to be played are sellers and buyers of fruits.

Another benefit of role-playing is that it helps the child's self-adjustment, by playing various characters the child learns about rules and behaviors that can be accepted by others and the child can certainly judge how important he is considered in a social relationship with his co-star. Experimenting with different roles can help the child find the part of it that is "sleeping" and has not yet been revealed. Counselors can encourage children to expand the qualities that arise by joining forces with children in roles that support the emergence of behaviors such as leadership, friendship, providing help, solving problems, cooperation, and collaboration (Agustin, 2022).

CONCLUSION

Early childhood is easily receptive to the stimuli around them and begins to be sensitive to various educational efforts from their environment, both intentional and unintentional. Therefore, children need to be stimulated with various literacy, one of which is numeracy literacy which can be beneficial for daily life. Efforts to stimulate children's numeracy literacy

can be by buying and selling fruits in a market, children will play based on their respective roles, namely as sellers and buyers and children demonstrate both language, numeracy and behavior like these characters in real life.

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