

## **The Effect of Role Play Method with Pancasila Student Profile Dimension on Speaking Ability in Early Childhood**

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### **ABSTRACT**

Speaking ability is an important aspect in children's language development. Speaking ability includes oral pronunciation of sounds, pronunciation, grammar, vocabulary, fluency, and understanding. This study aims to determine the effect of the role-playing method with the dimensions of the Pancasila student profile on speaking ability in early childhood. This research includes experimental research, namely Quasi Experimental Design and the design used is Non-Equivalent Control Group Design. Data collection using observation method. The subjects of this study were Group B children of Widya Kumara Dalung Kindergarten consisting of control class and experimental class. Data analysis results show  $t_{(count)} = 3.440$  while at a significant level of 5% with  $dk = 94$  obtained  $t_{(table)}$  value of 1.661. So it can be seen that  $t_{(count)} > t_{(table)}$  is  $3.440 > 1.661$  which means  $H_0$  is rejected and  $H_a$  is accepted. Based on the results of the t-test calculation, it shows that there is a significant effect of applying the role-playing method with the dimensions of the Pancasila student profile on speaking skills in early childhood.

#### **Keywords:**

Early Childhood, Role Play Method, Profile Dimensions of Pancasila Students, Speaking Ability

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### **INTRODUCTION**

Early childhood education is a level of education before the level of basic education as a coaching shown for children from birth to six years of age which is done by providing educational stimuli to help children in the process of growth and development physically and mentally so that children have readiness to enter further education (Sumanto, 2017). Early childhood education provides efforts to stimulate, hone, guide and be able to provide activities that can develop children's abilities and skills. Early childhood education is very important because the educational environment in early childhood will provide learning experiences to children. Not only learning experiences, providing stimulation to children from an early age can also develop children's characteristics in their development (Sakinah, 2022).

Early childhood is a child who is in the age range of 0 to 6 years old, which this age really determines the child in the formation of the child's character, character, nature and personality (Arifudin et al., 2021). Early childhood is often referred to as the golden age which means golden age, because at that age the child's brain experiences rapid growth and development so that it is able to absorb various information which will have a strong impact on the child in the future (Hasanah & Fajri, 2022). According to Government Regulation No. 4 of 2022 concerning

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National Education Standards, there are six aspects of early childhood development including, moral and religious aspects, Pancasila values, physical motor, cognitive, language and social emotional. Through these six aspects, the right stimulus is needed for each aspect of child development which can later have an important role in supporting further child development. One aspect of development that needs to be developed is the aspect of language development.

Language is important to develop from an early age, where children can use the language to convey desires, thoughts, hopes, and requests for information. Through language children will also be able to communicate and express themselves in order to become part of their social group. Children who are fluent in language will be able to communicate their ideas and ask questions during learning activities. In addition, children's language ability can affect their reading and writing development because both reading and writing can involve how to process and use language (Guntur et al., 2023).

Language development in children continues to develop from an early age where children learn language from hearing, seeing and imitating those around them. Language development in children includes four components namely: speaking ability (vocabulary development, expression, articulation, and clarity), writing ability (penmanship and expression), reading ability (using phonics, meaningful words, combined phonics) and listening ability (distinguishing sounds understanding words or sentences) (Madyawati, 2016).

Speaking ability is a basic skill that every child must have before they can speak well because language includes every means of communication by symbolizing thoughts and feelings to convey meaning to others (Eka Putri & Kamali, 2023). Good language does not escape the fulfillment of aspects of speaking ability, consisting of: 1) Pronunciation, where children learn to pronounce words, 2) Vocabulary development, where children can develop the number of vocabulary by linking meaning and sound, and 3) Sentence formation, where children learn to use sentences consisting of one word (nouns and verbs) then combined with gestures to express a thought (Hoerudin, 2023). Through these aspects, it can help children understand and pronounce words so that over time the vocabulary or new words in children's speaking skills will develop (U. Khasanah et al., 2022).

Role play is also called symbolic play, pretend play, make-believe and imagination. This game is very important for child development because when children play a role, of course, children will speak like the character or person they play (Madyawati, 2016). Role playing is an effective method to be able to expand children's vocabulary, namely by often repeating words heard from a scene so that it makes children more confident in communicating and expressing themselves (Maisyaroh et al., 2022). Based on Vygotsky's theory, the role-playing method can improve children's ability to interact, imagine and help children's relationships with their environment (Musthofiyyah et al., 2025). Children will be enthusiastic and happy and can live the role played (Sartinah & Hidayah, 2023).

Early childhood education is currently using the Merdeka Curriculum, one of which is about the Pancasila learner profile. The Pancasila learner profile acts as the main reference that directs educational policies including being a reference for educators in building the character and competence of students. This Pancasila learner profile is simple and easy to remember and can be carried out by educators and students so that it can be applied in everyday life. Based on these considerations, the Pancasila learner profile consists of six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity (Kemendikbudristek, 2022). The six dimensions in the Pancasila learner profile must be understood as a whole so that each individual can become a lifelong learner who has competence, character, and behavior in line with the values of Pancasila. Therefore, educators need to develop the six dimensions in an integrated manner from an early age. In addition, to deepen understanding of these dimensions, each dimension is explained in meaning and its development is organized. Each dimension in the Pancasila learner profile also consists of several elements, where some of these elements are explained more concretely into subelements (Haerul, 2020).

## METHODS

This research is included in experimental research, namely Quasi experimental design and the research design used is nonequivalent control group design. In this study, the control and experimental groups were randomized. The subjects of the research design were taken from the population (Sugiyono, 2017) . In this research design there are two groups, namely the experimental group and the control group. Where in this group, one gets treatment and one control group, both get a post test.

In selecting samples in this study, random sampling techniques were carried out by lottery. Determination of the number of samples using the sample summation table from Issac and Michael which aims to provide convenience in determining the number of samples based on an error rate of 5% (Sugiono, 2017) . The population in this study were children in group B of Widya Kumara Dalung Kindergarten, even semester of the 2024/2025 academic year consisting of 4 classes totaling 96 children. The sample used by researchers in this study was the same as the population of 96 children.

The data collection method that can be used in this study is observation. Observation is a method used by researchers to obtain information about the characteristics of units of observation, such as events, objects, phenomena, processes, procedures and the appearance of a person or group of people (Benu & Benu, 2019) . During the research process, the researcher observed the two groups. The purpose of the researcher making observations is to see and record what phenomena appear in the dependent variable as a result of the control and manipulation of variables that allow differences between the two groups. The results collected were then analyzed using descriptive statistics, normality test with Chi-Quadrat, Variance Homogeneity Test and Hypothesis Test using the t-test.

## RESULTS AND DISCUSSION

The data analyzed in this study was the effect of the role-playing method with the dimensions of the Pancasila student profile on speaking skills in early childhood in group B at Widya Kumara Dalung Kindergarten. Data on the effect of the application of the role-playing method with the profile of Pancasila students on the ability to speak in early childhood is obtained from the results of the posttest given at the end of the study. The experimental groups used in this study were Groups B1 and B4 totaling 48 children while the control group was Groups B2 and B3 totaling 48 children, so the sample used in this study was 96 children.

Before testing the hypothesis with t-test analysis, the prerequisite test was carried out first. The prerequisite tests tested include the normality test of data distribution and the homogeneity test of variance which aims to measure the effect of the role-playing method with the dimensions of the Pancasila student profile on speaking ability in early childhood. The results of the data normality test using SPSS seen in Shapiro Wilk because the number of samples in the experimental class and control class is 48, the significance value of speaking ability in the experimental class is 0.061 and the significance value of speaking ability in the control class is 0.040, in other words the data is normally distributed because it is more than 0.05 ( $p > 0.05$ ). Furthermore, the Variance Homogeneity test was carried out using SPSS so that the significance value of speaking ability was 0.574 which is more than 0.05 ( $p > 0.05$ ), so all data have the same variance (homogeneous).

With the test criteria if  $t_{\text{count}} < t_{\text{table}}$ , then  $H_0$  is accepted, and if  $t_{\text{count}} > t_{\text{table}}$ , then  $H_0$  is rejected, at a significant level of 5% ( $\alpha = 0.05$ ) with degrees of freedom ( $dk = 48 + 48 - 2 = 94$ ) obtained the value of  $t_{\text{table}} = 1.661$ . The results of the hypothesis test calculation are presented in the table as follows.

**Table 1.** Hypothesis Test Table of Experimental Group and Control Group

Sample	N	Dk	Mean	Variance	t <sub>(count)</sub>	t <sub>(table)</sub>	Conclusion
Group Experiment	48	94	68,437	56,464	3,440	1,661	Ho rejected
Group Control	48		63,062	59,592			

Based on the table above, obtained,  $t(\text{count}) = 3.440$  while at a significant level of 5% with  $dk = 94$  obtained the value of  $t(\text{table}) = 1.661$  so that,  $t(\text{count}) = 3.440 > t(\text{table}) 1.661$ . It can be seen that,  $t(\text{count}) > t(\text{table})$  which is  $3.440 > 1.661$  which means  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a difference in speaking ability between children who follow the role-playing method with the dimensions of the Pancasila student profile and children who do not follow the role-playing method with the dimensions of the Pancasila student profile in Group B children at Widya Kumara Dalung Kindergarten. So it can be concluded that the application of the role-playing method with the dimensions of the Pancasila learner profile can improve the speaking ability of Group B1 and B4 children at Widya Kumara Dalung Kindergarten.

From the results of data analysis techniques carried out, the role-playing method with the dimensions of the Pancasila learner profile has a positive influence on the speaking ability of early childhood. This can be seen from the children's ability to speak from the Experimental Group and Control Group. Children in the experimental group can take part in learning actively and fun because through these activities there is interaction between children and teachers.

Learning through the role-playing method can help children's language development, especially in speaking because it provides time and space for children to interact with others. Children can talk to each other, express opinions, negotiate and find solutions to every problem without shame and confidence (Fajriani & Kurnia, 2022).

Playing with role play in early childhood involves all friends who are in the play area so that they are interested in playing roles together. Initially they tend to play alone, only a few play together. But when a child who is very articulate and able to issue firm words in inviting other friends to play with role play. The child will become a producer who organizes his or her friends and also takes part in the story. Children will communicate with the characters they play. Although their actions are sometimes not yet meaningful to adults, for children this role play is very fun (Wardhana & Muliwana, 2022).

Role playing is an activity where children imitate the behavior, speech and roles of others such as adults or certain professions. This activity can be carried out using real tools such as costumes and toys that can support the role, so that the child is able to create a situation that develops in his imagination about the character being played (L. Khasanah, 2023).

In addition, role-playing with the dimensions of the Pancasila student profile provides something new to children, where the stories and scenarios used are taken from the subelements of the dimensions of the Pancasila student profile in the PAUD phase. This provides a positive influence and interesting impression so that children not only play but also learn various important things for their holistic development and instill Pancasila values from an early age in a natural and fun way.

Role-playing in the framework of learning in PAUD with the dimensions of the Pancasila learner profile as stated in the Ministry of Education and Culture Guidelines (2023) serves as an effective method for developing early childhood speaking skills while

guiding the six dimensions of the Pancasila learner profile, namely Belief, fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. By role playing using dialog or role scenarios, children actively compose and express sentences, collaborate in groups and explore various points of view (tolerance and mutual cooperation dimensions). This process fosters the courage to speak (independent and creative), improves listening skills and responds to friends (diversity and critical reasoning), and strengthen, help children understand in expressing religious moral values (faith and piety) so that the goals of PAUD learning outcomes can be achieved holistically (Sulistiyati et al., 2023)

Based on the explanation above, the role-playing method with the dimensions of the Pancasila learner profile is effectively used in the learning process. Role playing with the Pancasila learner profile contains the importance of refraction of character values that can shape and support the formation of children's character from an early age in meaningful learning activities. Learning that is carried out using a variety of learning methods, one of which uses the role-playing method, can increase children's interest and ability to speak so that children will not feel bored with the learning activities carried out.

### CONCLUSION

Based on the data description of the experimental group's early childhood speaking ability of 48 children, the maximum value at the time of the posttest was 80,000 and the minimum value was 44,000. The standard deviation at the time of the post test was 7.719. The average (Mean) at the time of the posttest was 63.062. Testing is carried out with a data analysis prerequisite test which includes a normality test of data distribution and a variance homogeneity test. After the data is normally distributed and homogeneous, proceed with hypothesis testing. The results of the analysis show that  $t_{(count)} = 3.440$  while at a significance level of 5% with  $dk = 94$ , the value of  $t_{(table)} = 1.661$  is obtained so that  $t_{(count)} = 3.440 > t_{(table)} 1.661$ . It can be seen that  $t_{(count)} > t_{(table)}$  which is  $3.440 > 1.661$  which means  $H_0$  is rejected and  $H_a$  is accepted. This shows that there is a significant difference between the speaking ability of children who do not follow the role-playing method with the dimensions of the Pancasila student profile and children who are given treatment through the application of the role-playing method with the dimensions of the Pancasila student profile. Based on the results of the t-test calculation, it shows that the role-playing method with the dimensions of the Pancasila learner profile has a significant effect in improving the speaking ability of early childhood.

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