ROLE-PLAY: A FREEDOM TO LEARN APPROACH IN DEVELOPING CHILDREN EMOTIONAL INTELLIGENCE

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ABSTRACT

This study aims to explore more about the implementation of the role-playing as model from a freedom to learn approach to developing children emotional intelligence. Emotional intelligence is the ability, capacity or skill of a person to be able to receive, measure and regulate the emotions of himself, others or even groups so as to make it easier for him to interact on a daily. This research method uses the library method. Resulted that learning guidance model in improving students' emotional intelligence is an activity that develop emotional intelligence either from the aspect of abilities; (1) the introduction of self-empsi, (2) managing emotions, (3) self-motivation, (4) recognizing emotions of other people, and (5) establish good relations to others. Emotions have a very important role in child development, both at the preschool and at different stages of its development, because it has an influence on children's behavior. Early childhood has emotional needs, such as the wish to be loved, appreciated, feeling safe, feeling competent and optimize competence. One of the strategies for effective learning is through play approach is role playing. In the process of learning to role playing of a child stimulated actively to engage in play while learning. The pleasure gained through play allows children to learn without pressure, so that in addition to their pshychomotor, intellectual, social-emotional, language and other intelligence will also increase
***Keywords**: freedom to learn, role playing, emotional intelligence, early childhood*

INTRODUCTION

A freedom to learn in children is a learning concept that provides freedom and independence for early childhood (Wood, E., & Hedges, H., 2016). A freedom to learn through play strategies is the need of every early childhood because all aspects of development are stimulated through play. Play is a moment for children to explore all the potential that children have. When playing, children will be free to move, interact with their peers. In playing, children will issue their ideas to achieve their playing goals. Play is a form of children's effort to learn about everything that children observe (Vygotsky, 1967 in Wood, E., & Attfield, J., 2005).

The first two years of human life are very important for a child's

development. Children begin to develop sensory, visual, and auditory-motor skills that are stimulated through the surrounding environment (Schunk, 2012). One of the important aspects of early childhood development is the aspect of emotional intelligence development. Goleman (2009: 45) defines emotional intelligence as a person's ability which consists of various abilities to be able to motivate oneself, survive in the face of frustration, control impulses, do not exaggerate pleasure, be able to regulate moods, keep stress free, not paralyzing the ability to think and the ability to empathize with others, as well as the principle of trying while praying). Broadly speaking, the understanding of emotional intelligence contains five abilities, namely: the ability to recognize self-emotions, manage self-emotions, motivate oneself, recognize other people's emotions, and build relationships with others (Goleman, 2009: 58-59).

Several research results at the University of Vermont on the analysis of the neurologic structure of the human brain and behavioral research by LeDoux (1970) show that an important event in a person's life, EQ always precedes rational intelligence. A good EQ can determine individual success in learning achievement to build career success. The results of research by Rhoades, et al (2011) show that attention during kindergarten is able to mediate the relationship between emotional knowledge, attention skills and academic competence in the first grade by taking into account the impact of mother's education, family income, child age, and gender. This finding becomes one of the strategies to increase the future academic success of children.

One form of learning method that uses a play approach is role-playing. In the learning process, children's role-playing is actively stimulated to carry out play activities while learning in available learning centers such as children's games, child development, role-playing, art, and literacy (Masrurah, E., 2020). All forms of learning to play are to develop children's potential and interests optimally. The pleasure obtained through playing allows children to learn without pressure so

that in addition to motor skills, intellectual, social-emotional, language and other intelligence will also develop (Gupta, A., 2009).

One of the early educational institutions for children to develop early childhood intelligence is Early Childhood Education (PAUD). PAUD is the second institution that is quite urgent for the development of children after the family (Syaodih, 1999: 67). PAUD is an education that aims to help children lay the foundation for the development of attitudes, knowledge, skills, and creativity needed by children in adapting to their environment and for further growth and development (PP No. 27/1990 pasal 3).

This research method uses the literature study method. According to M. Nazir in his book entitled 'Metode Penelitian' stated that what is meant by: "Library study is a technique of collecting data by conducting a review study of books, literature, notes, and reports that have to do with the problem solved," (Nazir, 1988: 111). Literature study is research by studying and reading literature that has to do with the problems that are the object of

research. The purpose of this study was to describe the implementation of a role-playing tutoring model as a form of independent learning approach in early childhood in increasing emotional intelligence.

RESULTS AND DISCUSSION
Why Emotional Intelligence?

Early childhood is a child whose age has not entered a formal educational institution such as elementary school (SD) and usually they stay at home or participate in activities in the form of various pre-school educational institutions, such as playgroups, kindergartens, or parks. childcare. Early childhood is a child aged 0-8 years. Whereas in essence, early childhood is a unique individual who has a pattern of growth and development in physical, cognitive, social-emotional, creativity, language, and special communication aspects that are in accordance with the stages that the child is going through (Essa, EL, & Burnham, 2003). MM, 2019).

Early childhood is often referred to as the "golden age". At this time, almost all potential children experience a sensitive period to grow and develop

appropriately and great (Bjorklund, D. F., & Causey, K. B., 2017). According to Foulkes, L., & Blakemore, S. J. (2018) states that the development of each child is not the same because each individual has a different development. The stages of human development starting from infancy, childhood, adolescence, adulthood, and old age must be passed by humans with unique characteristics in each period.

Hurlock (2006: 108) distinguishes childhood into two, namely early childhood and late childhood. Early childhood lasts from the age of two to six years, while late childhood six years until it is time for a child to be sexually mature is called late childhood, because it is based on Hurlock's opinion (2006: 108), it is said that what is called Early childhood is a child aged two to six years. Ages 0 to 5 years are known as "The Golden Years" because at this time a child forms the character, nature, and intelligence of both intelligence and emotional intelligence, which underlies his traits, mindset, and point of view in later ages. At this time, parents have an important role

in introducing the concept of intelligence, especially emotional intelligence in early childhood (Zeidner, M., & Matthews, G., 2017). Thus, if the emotional intelligence aspects of these students are developed optimally, they will develop into individuals who can adapt optimally and productively with themselves, their families, schools, communities, and their lives in general in the next life.

Santrock (2002: 205) defines emotion as a feeling or affection that involves a mixture of physiological agitation (eg, rapid heart rate) and overt behavior (eg, a smile or a whimper). Emotions are represented by behavior that expresses comfort or discomfort with the situation or interaction being experienced. Emotions can take the form of pleasure, fear, anger, and so on. In the perspective of the relationship between parents and children, emotions are the first language that parents and babies communicate before the baby can speak (Maccoboy, 1992) in (Santrock, 2002: 205). As for the emotional development of children, Santrock (2007) explains that emotional

development in early childhood is marked by the emergence of evaluative emotions that are recognized as feelings of pride, shame, and guilt, where the emergence of these emotions indicates that children have begun to understand and use social rules and norms to assess their behavior.

The first emotional development marked by feelings of pride in early childhood will appear when children feel pleasure after successfully performing certain behaviors (Anzani, R. W., & Insan, I. K., 2020). A sense of pride is often associated with the achievement of a particular goal. The second emotional development arises from feelings of shame when children consider themselves unable to meet certain standards or targets (Anzani, R. W., & Insan, I. K., 2020). Shy children often wish they could hide or disappear from the situation. Physically the child will look shriveled as if he wants to avoid the gaze of others. And usually, shame is caused more by the individual's interpretation of certain events. Finally, the third emotional development is marked by guilt. This

feeling arises when children judge their behavior as a failure (Anzani, R. W., & Insan, I. K., 2020). And in expressing this feeling, children usually look like they are doing certain movements as if trying to fix their failure.

The emotional characteristics of children are different from the characteristics that occur in adults, where the emotional characteristics of children include; (1) Lasts short and ends suddenly; (2) Looks more great or strong; (3) Temporary or superficial; (4) occurs more frequently; (5) Can be clearly seen from his behavior, and (6) Reactions reflect individuality. Emotions can be classified into two, namely, positive and negative emotions. Santrock revealed that emotions are influenced by biological basis as well as past experiences (Muhibulah, M., & Pre-School, A. P., 2021). Especially the facial expressions of emotions, here it is written that basic emotions such as happiness, surprise, anger, and fear have the same facial expressions in different cultures.

Emotions have a very important role in the development of children, both at preschool age and at

later stages of development, because they have an influence on children's behavior. Woolfson in Femmi Nurmitasari (2015:106) states that children have emotional needs, such as wanting to be loved, appreciated, feeling safe, feeling competent, and optimizing their competence. In essence, pre-school children are expected to be able to express their emotions well and without harming others, and can also begin to learn to regulate emotions. In the perspective of Islam, all kinds of emotions and expressions, created by Allah through his provisions. Emotions were created by God to form a more perfect human being. In the Qur'an it is stated:

And that it is He who makes people laugh and weep and that it is He who causes death and gives life (Surah Al-Najm 53: 43-44).

The Qur'an and Hadith discuss a lot about the expression of human emotions. Various expressions of basic human emotions, ranging from sadness, anger, fear, and others are expressed in beautiful language in the Qur'an and Hadith (Hasan: 2006, 56). In addition, Islam also teaches that humans do not overdo their emotions. The emotional intensity that is too high can make a person lose control, both negative emotions, and positive emotions.

Emotionally intelligent people are people who are patient and steadfast in facing various trials (Jalaluddin, 2001: 236). He is steadfast in pursuing his goals. The concept of emotional intelligence in Islam is related to commendable attitudes from the heart and mind, namely friendly attitudes, compassion, empathy, fear of making mistakes, faith, moral encouragement, working together, adapting, communicating, and being attentive and caring for God's fellow creatures. Abuddinata, 2003: 45).

Game: Effective educational strategies in Early Childhood

The approach taken in PAUD is to support a pleasant learning atmosphere with a representative spatial arrangement. Of course, by paying attention to the facilities and infrastructure, where the child often plays, how is his position whether it is dangerous for him or not. Everything is designed so that children's learning motivation grows

according to their needs. In addition, early childhood requires physical proximity, conditions, and an intimate atmosphere where teacher communication at school or parents at home greatly helps the learning process (Salatiah, S., Asniwati, A., & Effendi, R., 2018). It is time for the authoritarian parenting model to be abandoned because it will invite uncomfortable psychological conditions for children.

According to Hännikäinen, M., & Munter, H. (2018) that playing does not mean accepting the child's role as it is but providing opportunities for children to participate by communicating and working together to awaken their social and emotional skills. Santrock (2002: 272) states that the game (play) is a fun activity carried out for the benefit of the activity itself. Games increase affiliation with peers, reduce stress, enhance cognitive development, increase cruising, provide a safe haven for potentially dangerous offenders. Games increase the likelihood that children will talk and interact with one another.

Thus, from the various kinds of games offered such as painting, coloring, arranging blocks, puzzles, it is very important to teach children to train their brain power at an early age. It is possible that learning by playing activities will raise physical skills, mathematical skills, which can give birth to reading and writing skills.

Creative teachers are always looking for new approaches in solving problems, not fixating on certain monotonous ways, but choosing other appropriate variations. Role-playing is one alternative that can be taken. The results of research and experiments conducted by experts show that role-playing is one of the models that can be used effectively in learning. In this case, role-playing is directed at solving problems involving human relationships, especially those concerning the lives of students (Prasetyo, A., & Santoso, D. A. A., 2018). During the learning process, each character can train empathy, sympathy, hatred, anger, pleasure, and other roles (Abdullah, A., 2016). The actor is immersed in the role he is playing while the observer engages

himself emotionally and tries to identify feelings with the feelings that are turbulent and dominate the play.

In accordance with the nature of the child that play is something inherent in the child, the teacher when carrying out learning activities must be child-centered (children-centered) not teacher-centered. The teacher is not an instructor but a facilitator, who has the same position as students. To carry out child-centered learning, Phelps explains that the environment must be organized with a number of toys that have been arranged for a number of children. At least a child must play with three types of toys in one play.

According to Nicholls, J. G. (2017). That role-playing in AUD learning is an attempt to solve problems through demonstrations, as well as the steps of problem identification, analysis, role-playing, and discussion. For this purpose, a number of students act as actors and others as observers. An actor must be able to appreciate the role he plays. Through roles, students interact with other people who also carry out

certain roles according to the chosen theme.

Daniel Berlyne (1960) in (Santrock, 2002: 273) explains that the game is something exciting and fun because the game satisfies our exploration urge. This drive includes curiosity and a desire for information about something new or unusual. Parten categorizes the types of games in the social world of children, including (Santrock, 2002: 274-275), they are (1) Sensorimotor/ Practical Games, (2) Pretend/ Symbolic Games, (3) Constructive Games, and (4) Games.

Role-playing games are often preferred by teachers in tutoring services over actual situations, due to the following advantages/rationalities (Stewart, et al., 1978; Gillispie, 1973; Joyce, Weil, & Calhoun, 2000):

a. Role Playing allows the desired event to occur.

Students can experience the events they want through role-playing that they cannot experience in real situations immediately. Students may experience a crisis or opportunity that may have to wait a long time

in real life. For example, a student reacts to unfair treatment from his friend.

b. Role-Playing provides a safe environment.

Students can learn something without fear of a big risk because of the mistakes they make. Role-playing games will not have serious long-term consequences. For example, a client conducts an interview for a new employee.

c. Role-Playing activates the positive potential of group dynamics

Role-playing is able to take the positive potential of group dynamics and focus group energy on predetermined tasks or specific concepts of desired social change. Role-playing techniques utilize aspects of affective awareness and group dynamics that allow participants and groups to develop beyond themselves to understand the nature of some social problems and provide tools for responding to these problems.

d. Role-Playing is a means of participation

Role-playing provides a context in which all participants can be both learning and learner. There are so many learning situations that make one or several people as the learners and other participants as the taught. In the context of role-playing, participants learn from each other and learn from each other. Therefore, role-playing is a participatory tool that can not only participate in a structure in which all players can participate equally in the process of tutoring services.

e. Time can be compressed

Experiences that would take days in real life can be condensed into role-playing in just a few minutes, and feedback to students can be done more quickly.

f. Conditions can be simplified

Role-playing provides an opportunity for the client/student to learn in simplified conditions so that attention can be focused on only two variables at a time.

g. Conditions can be controlled

Learning conditions in role-playing can be controlled so that learning activities can be more easily managed than in real life. This happens because complex situations are simplified and only

situations that are relevant to the purpose of tutoring are considered so that the conditions are easier to control in accordance with the wishes of the teacher and client/student based on the objectives to be achieved.

h. Nice conditions

Role-playing provides a learning situation while playing so that the situation is fun and creates a high enthusiasm for learning. In role-playing, learning conditions are not only related to learning objectives. However, in order to achieve this goal, in playing the role, entertaining tasks are provided to stimulate the learning atmosphere.

Role-Play: A Freedom To Learn Approach to Develop Early Childhood Emotional Intelligence

One of the effective strategies for tutoring in accordance with the characteristics of early childhood development is the role-playing game technique. Through role-playing learning strategies, students try to explore relationships between humans by demonstrating and discussing them so that together students can explore feelings,

attitudes, values, and various problem-solving strategies Efastri, SM, Fadillah, S., & Sari, YN, 2018). As a learning model, role-playing is rooted in personal and social dimensions. From the personal dimension, this model tries to help students find the meaning of a social environment that is beneficial to them. Also through this model, students are invited to learn to solve personal problems they are facing with the help of social groups consisting of classmates. (Hesse, F., Care, E., Buder, J., Sassenberg, K., & Griffin, P., 2015). From the social dimension, this model provides opportunities for students to work together in analyzing social situations, especially problems involving students' interpersonal relationships. Problem-solving is done democratically. Thus, through this model students are also trained to uphold democratic values (Whitton, N., 2018))

The play learning model is one of the independent learning approaches where this learning model is participatory, which is a fun activity carried out for the benefit of the activity itself. Freedom to learn is

a positive concept to develop all the potential of children according to their world, namely playing. Playing according to Piaget's concept, (in Hurlock, 1999) where playing activities are carried out fun without thinking about an outcome. This is where the freedom of learning lies, in which children actively play a role and are free to choose activities from what is prepared by the educator as a facilitator.

Erikson and Freud (Santrock, 2002:273) explained that the game is a form of human adjustment that is very useful in helping children master anxiety and conflict. Because pressures are released in play, children can cope with life's problems. This is also what is meant that the game can be used as a therapeutic medium. On the other hand, Piaget saw the game as a method that enhances the cognitive development of children. Also reinforced by Vygotsky (1962) also believes that the game is a very good setting for cognitive development. For a child, an image is real. Parents should encourage such imaginary play, as it enhances children's cognitive development, particularly creative thinking (Arman-Nolley, 1998).

The essence of role-playing learning lies in the emotional involvement of actors and observers in real problem situations. Through role-playing in learning, it is hoped that students can (1) explore their feelings; (2) gain insight into their attitudes, values, and perceptions; (3) develop skills and attitudes in solving problems encountered; and (4) explore the core of the problem played out in various ways (Flache, A., Mäs, M., Feliciani, T., Chattoe-Brown, E., Deffuant, G., Huet, S., & Lorenz, J., 2017).

The methods that can be used in participatory learning are varied, which can be classified into three categories, namely individual learning methods, group learning methods, and mass learning or community development methods (The Internet TESL). Journal, Vol. VIII, No. 7, July 2002). Participatory learning has its own principles in learning activities and learning activities. The principle in learning activities is that students have learning needs, understand learning techniques, and behave in learning.

The principle in learning activities is that educators master learning methods and techniques, understand learning materials or materials that are suitable for learning needs, and behave in teaching students. These principles are described in the operational steps of learning activities, as a form of interaction between educators and students and/or between students.

Educators play a role in motivating, showing, and guiding students so that students carry out learning activities. Meanwhile, students play a role in learning, relearning, solving problems in order to improve their standard of living by thinking and acting in and to the world of their lives. There are principles for implementing role-play learning that must be considered:

a. Emphasizes active student participation

b. As a service for all students regardless of their age, gender, ethnicity, and socioeconomic status.

c. Small group settings (5-8 students) are held so that group members learn from each other productively to increase their emotional intelligence.

d. Emphasizes the importance of student experience. Therefore, the learning guidance through role-playing should provide a learning experience that allows students to construct their learning meaningfully.

e. The teacher acts as a facilitator who creates conditions that can stimulate students to actively participate in these activities.

f. It is carried out flexibly in accordance with the developmental needs of students, situations, and conditions of the school and community.

Implementation of Role-Play Learning in Early Childhood

The implementation of role-playing learning activities in early childhood is carried out in several stages, namely planning, several stages, they are planning, implementation procedures, and evaluation.

1. Planning Tutoring Strategies through Role-Playing

Learning planning activities have several stages, namely annual and semester planning, weekly planning, and daily

planning. Annual and semester planning. The implementation of learning planning includes materials or themes that are arranged in the outlines of the playgroup program (GBPKB). The themes are sorted from the closest to the farthest neighborhood, with time allocation tailored to the needs. annual planning.

Phelps (2004: 7) divides children's creative learning into several centers, they are a. block center, b. messy and liquid center, c. macro-play center, d. micro-play center, e. readiness center, and f. art center.

Learning planning through quality play adheres to the principles of intensity and density. Phelps explains that intensity is the amount of time a child spends playing to gain experience with three types of toys throughout the day of the year. To fulfill the principle of intensity, children are allowed to choose a series of activities every day that have been arranged by the teacher before the child starts learning. Children will get the opportunity to engage in role play, development

play or sensorimotor play. For example, if a child is in a center for liquid natural materials, the child must be given the time and opportunity to play as much as possible by choosing the play materials that he has determined when the children sit together in circle time. The principle of density is the various ways each type of play is presented for the child's learning experience. Example: The child is going to paint, so the child is given the opportunity to paint with paint on the painting board, paint with crayons on paper, or paint with fingers (finger painting).

Phelps (2004: 8) explains that teachers have four main tasks to support quality games as scaffolding, namely a. The foothold for the arrangement and organization of the playing environment, b. Experience footing before children play, c. Foothold playing experience, and d. Foothold experience after playing.

a. The foothold of the arrangement and organization of the playing environment

The teacher must manage the children's study room with sufficient play materials so that no

children are fighting over toys. The unavailability of a sufficient number of toys will inhibit children's creativity in playing and can lead to destructive behavior in children. Destructive behavior is caused by children fighting over the toys they like.

b. Footsteps of experience before children play.

When the teacher will teach, the teacher needs to read books related to the theme of learning or invite resource persons to add insight and knowledge to children. The teacher needs to increase the child's vocabulary by combining some new vocabulary. Teachers also need to provide ideas to children so that children can use the available play materials and provide opportunities for children to discuss rules and expectations in order to gain a playing experience.

c. Playing experience

Teachers must provide opportunities for each child to play insufficient time and use various types of play. When the child is playing, the teacher does not need to intervene because it will interfere with the child's play. Children are given the opportunity to manage and research their play experiences. The teacher only observes and documents the development and progress of children in playing. Teachers need to model good communication to children so that children can strengthen and develop their language well. Children's language skills can be developed by pairing children with their playmates so that when children play, they are expected to build communication with their playmates. The establishment of social interaction between children is a child's capital so that later they can be successful with other people.

d. Footsteps of experience after playing

The teacher gives the child that after playing the child is obliged to return the toy to its place. The time that children use to clean up toys is their learning time to practice classification, serialization, and general management of play materials. Children are also asked to

remember and review their playing experiences so that all children share experiences in learning activities throughout the day.

2. Procedures for Guidance on Role-Playing in Early Childhood

The strategy of developing learning abilities through role-playing in early childhood for increasing students' multiple intelligences is carried out in several meetings as needed. At each meeting, the game in role-playing learning includes several stages, namely the stage of building good relations, the stage of role-play orientation, the stage of role-playing activities, the stage of reflection on role-playing, and the termination stage (Corey, 1995; Jones, 1995; Joys, Weil, & Calhoun, 2000) as stated below:

a. Good Relationship Development Stage

Increasing students' multiple intelligences through role-playing is expected to be achieved optimally. Achieving these goals requires facilitative conditions. For this reason, the supervising teacher as a learning facilitator through Islamic-based role-playing is expected to realize these conditions, among others, by creating a good relationship between himself and the student players and between students and other students as fellow players in role-playing.

This good relationship can be created by creating an atmosphere of appreciation, acceptance, openness, and empathic understanding towards students. In addition, to further strengthen the good relationship between the facilitators and students, self-introductions were carried out between them starting from the facilitator to introduce themselves, at least related to their names and hobbies. Then the students were followed to introduce themselves. These activities are expected to motivate students to engage in role-playing games enthusiastically.

b. Role Playing Game Transition Stage

The establishment of good relations between the supervising teacher and players as well as between players becomes a solid

foundation for the implementation of the orientation stage of role-playing games. At this stage, the supervising teacher provides an explanation of (a) the purpose of the role-playing game including general goals and specific objectives briefly, (b) the procedure for role-playing includes how to start, implement, and end the role-playing game which includes the roles of players and facilitators. , and the length of the game, and (c) the principles of role-playing, especially those related to the principles of volunteerism, respect, and confidentiality, and (d) the determination of game participants, especially facilitators and players. In this game, the facilitator is the guiding teacher, and the players are the students. Giving a complete game orientation above is mainly carried out at the first meeting with students. At the next meeting adjusted to the needs of the group.

c. Stage of Role-Playing Activities

At this stage, the players carry out role-playing games led by the facilitator. The facilitator provides

opportunities for players to be active in role-playing games by providing encouragement and reinforcement with attentiveness, appreciation, openness, and empathic understanding. Players play an active role in role-playing game activities in accordance with the stimulation of the contents of the situation in various simulations and interactions with other players in order to increase their emotional intelligence. The activeness of the players in playing the role is expected to improve all aspects of their emotional intelligence abilities.

d. Role-Playing Reflection Stage

At this stage, the facilitator helps students crystallize the experiences and knowledge gained from playing a role to improve emotional intelligence. For this purpose, first, the supervising teacher asks each player to explain the role they play, the problems faced in carrying out these roles, and their solutions, the supervising teacher directs players to discuss the implementation of role-playing games and the results are related

to increasing multiple intelligences. For this discussion, the supervising teacher relates the implementation of simulation games to the improvement of various aspects of emotional intelligence: the ability to perceive, use, understand, and manage emotions for the optimal development of students. Second, the supervising teacher together with the players evaluates the process and results of role-playing games related to the goals that have been determined.

e. Termination Stage

The meeting ended according to the agreement at the orientation stage of the role-playing game. At this stage the facilitator and the players end the meeting by stating the conclusions of the role-playing game results, unresolved problems, determining the schedule for the next meeting.

3. Evaluation of the Implementation of the Role-Playing Model

Evaluation according to Arikunto (2002: 290) is a series of activities carried out intentionally to see the level of program success. Evaluation for the PAUD program can be in the form of a descriptive assessment of the child's development and progress. The teacher in conducting the assessment is usually associated with an assessment of child development which includes emotional, social, physical, and cognitive aspects. Evaluation for PAUD in Playgroups is carried out through observations in accordance with the competencies that can be carried out by children at the age of 3-4 years based on developmental aspects that are the learning objectives.

Decker (1988: 53) explains that evaluation involves three components, namely assessing, recording, and reporting.

a. Assess

Assessing can be done informally by means of observation, interviews, children's work, portfolios. Observation is a way to get information about the situation by seeing and hearing what happened. By observing, the teacher is able to assess the ability of children at each stage of development. Usually, everything

that is observed is followed by a recording.

Phelps (2004) describes a rating scale of three types of play, namely sensorimotor play, role play (symbolic), and developmental play. While the interview (interview) for early childhood is a conversation between the teacher and the child in gathering information that is known to the child. Language in expressing information is also considered. In asking questions to children, the nature of the question must be an open-ended question. Types of open-ended questions will stimulate children to think creatively.

b. Recording

The benefits of children's notes, through children's notes, teachers can find evidence of children's strengths and weaknesses as teacher material when analyzing children's abilities. Children's notes can also be used as a basis for discussion between parents and teachers and can be used as a teacher's defense against disgruntled parents. The types of notes in learning are background information records, anecdotal records, and reporting. The forms of reports in learning can be used in several ways, namely informal reports, individual conferences, report cards, conferences, and telephone conversations.

CONCLUSIONS

Efforts to develop emotional intelligence must be carried out from an early age, especially at the age of pre-school and kindergarten. This is because at that time children begin to develop relationships with peers in the home environment and outside the home. Even children from different regions with those who certainly have different cultural characteristics.

Tutoring through role playing can help children improve various domains and aspects of their behavior. The domain of behavior in question is the knowledge, skills and attitudes/values of the individual. The behavioral aspect is related to the individual's self and social aspects. The combination of aspects of individual behavior is emotional intelligence. In this case emotional intelligence consists of intrapersonal

and interpersonal abilities. Intrapersonal abilities include knowledge, skills, and attitudes of individuals in interacting with themselves, while interpersonal abilities are knowledge, skills, and attitudes of individuals in interacting with others.

Teachers need to pay attention to the psychological condition of their students well, so that the development of students, especially early childhood can take place well too, emotional intelligence is one of the important aspects that must be considered and improved

The teacher's task in developing social emotions in students should master the principles of action: (1) Be a good example or role model, (2) Introduce emotions, (3) Respond to children's feelings, (4) Practice self-control, (5) Train to manage emotions, (6) Applying discipline with the concept of empathy, (7) Practicing communication skills, (8) Expressing emotions with words, and (9) Multiplying dynamic games.

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