




Analysis of the youtube video “*Pembelajaran Sentra Bermain Peran*” as a recommendation for learning models

Zayyana Zahrotul Fitri^{1,a} , Hibana Yusuf^{2,a} 

Email: ¹22204031002@student.uin-suka.ac.id, ²hibanayusuf@gmail.com

^aUIN Sunan Kalijaga Yogyakarta

Article History

Submitted: 28 January 2023

Accepted: 24 October 2023

Published: 28 October 2023

DOI: 10.26555/jecce.v6i2.7136

This is an open-access article under the CC-BY-SA license



Abstract

This study analyzes the YouTube video “*Pembelajaran Sentra Bermain Peran*” as a recommended role-playing model for early childhood education, addressing a gap in current research regarding the structured implementation of role-playing activities in preschool settings. Using Leong and Bodrova’s (2006) framework, this study evaluates key stages of role-playing: planning, roles, objects, time duration, language, and scenario. While the video demonstrates strengths in using concrete materials and relatable themes, it lacks structured scenario development, time management, and in-depth teacher-child interactions—areas crucial for optimizing learning outcomes. This study highlights the need for improved guidance and richer interaction to enhance cognitive and social development in young children. Future research should focus on multi-context video analysis and the role of teacher training in refining role-play pedagogy.

Keywords: early childhood education; role-playing; structured learning; teacher-child interaction

INTRODUCTION

The implementation of learning in early childhood education, such as in kindergartens (TK) or early childhood centers (RA), should align with the concept of children’s play. Play is recognized as a crucial part of a child’s development, advancing their cognitive, affective, and psychomotor abilities. It offers more than just enjoyment; play serves as a fundamental need for children and functions as a natural learning medium (Muhammad et al., 2019).

One effective approach to facilitating children’s creative thinking is through the learning center model. This method provides structured play environments that stimulate exploration and active learning (Harmawati & Hasanah, 2020). The role-play center is particularly significant among the various types of learning centers (Dewi & Reza, 2020). It allows children to engage in imaginative scenarios, such as family members or community professionals, that mimic real-life roles. For instance, in a market-themed role play, children may take on roles as vendors and customers. This form of play is instrumental in developing their motor skills and fostering empathy, responsibility, and social cooperation (Bakri et al., 2021; Nurjanah et al., 2020)

However, despite the recognized benefits of role-playing, its implementation often suffers from a lack of structure. When teachers fail to follow appropriate guidelines or

theoretical frameworks, role-playing activities may not reach their full potential, limiting children's developmental stimulation. Understanding and adhering to a well-structured role-playing methodology is vital for early childhood educators.

To achieve the intended educational outcomes, the role-playing model must focus on themes that resonate with children's experiences, such as family, professions, or marketplace settings. Research indicates that when children are familiar with the characters and scenarios in role-play, they engage more deeply, developing a broader range of skills, including problem-solving, social interaction, and entrepreneurial thinking (Ilsa & Nurhafizah, 2020; Monika, 2021). Role-playing activities like "playing market" allow children to explore concepts such as currency, numbers, and trade while fostering collaborative and communicative skills (Wenny et al., 2022)

This study focuses on analyzing a YouTube video titled "Pembelajaran Sentra Bermain Peran" (Learning Through Role-Play Center Activities), which has been proposed as a recommended learning model for early childhood education. By analyzing this video, we aim to evaluate its adherence to the principles of role-playing pedagogy and assess its potential as a teaching tool based on the theory of Leong and Bodrova. This theoretical framework provides structured guidance on the planning and execution of role-playing activities, which, when followed, lead to more meaningful learning experiences for children.

METHOD

This research adopts a qualitative descriptive approach, which allows for an in-depth exploration of the selected video and its implications for educational practice. The central objective is to analyze the video “Pembelajaran Sentra Bermain Peran” (Learning Through Role-Play Center Activities) and assess its effectiveness as a recommended learning model for early childhood education. The study employs observational analysis to systematically evaluate the video content in relation to established pedagogical frameworks, particularly the role-playing method developed by Leong and Bodrova.

Research Design and Data Collection

This study's primary data source is a video on YouTube titled “Pembelajaran Sentra Bermain Peran” (accessible at <https://www.youtube.com/watch?v=PIBzh5ulqDc>). This video was selected due to its detailed depiction of role-playing activities, which aligns with the focus of this research. Additionally, secondary data was collected from relevant academic

sources, including journals, books, and other educational resources, to ensure the analysis is well-supported by existing literature.

The observation technique was used to gather data from the video. The observational process involved several steps:

1. **Video Selection:** The video was chosen based on its relevance to the study, particularly its adherence to the role-playing method as a learning model in early childhood education.
2. **Data Extraction:** The researcher viewed the video multiple times to extract key aspects of the learning activities, including the role-playing setup, teacher interactions, and child engagement.
3. **Instrument Development:** The research instrument was based on the theoretical framework of Leong and Bodrova, specifically focusing on the six key stages of role-playing: planning, roles, objects, time duration, language, and scenario (Sit et al., 2016). This framework was used to evaluate the video's content systematically.

Data Analysis

The analysis followed Miles and Huberman's (1994) approach to qualitative data analysis, which involves three key stages:

1. **Data Reduction:** In this stage, the video was carefully reviewed to identify and focus on the most relevant information related to role-playing activities. Unnecessary or redundant information was eliminated to streamline the analysis.
2. **Data Display:** Relevant data was organized into clear categories based on the six stages of role-playing as defined by Leong and Bodrova's method. This involved identifying specific scenes in the video that illustrated each stage of the framework.
3. **Conclusion Drawing and Verification:** After organizing the data, conclusions were drawn regarding the effectiveness of the role-playing model presented in the video. The analysis also identified areas where the video aligned or deviated from the recommended pedagogical principles.

Research Instrument

The research instrument was derived from Leong and Bodrova's (2006) theoretical framework, which outlines the essential components of effective role-playing in early childhood education. The following aspects were evaluated:

1. **Planning:** Involves teacher-student discussions to set up role-playing scenarios, clarify roles, and establish objectives for the activity.

2. Roles: Focuses on the selection of roles for students and how teachers guide children in understanding their characters and responsibilities.
3. Objects: The preparation of objects and props that support role-playing activities. These should be concrete and contextually relevant to the theme.
4. Time Duration: The allocation of appropriate time for children to engage fully in role-playing without interruptions or excessive guidance from the teacher.
5. Language: The use of language, both by teachers and students, that is simple, clear, and contextually relevant to the role-playing theme.
6. Scenario: The overall structure and storyline of the role-playing activity, ensuring that it is coherent and understandable to the children involved.

Validity and Reliability

To ensure validity, the research adhered to theoretical triangulation, where multiple sources of data (e.g., video content and literature reviews) were analyzed through the lens of Leong and Bodrova’s theory. Additionally, peer debriefing was employed, where findings and interpretations were discussed with experts in early childhood education to ensure that the analysis was robust and unbiased.

Reliability was maintained by clearly defining the observation process and evaluation criteria. The steps taken to analyze the video were consistently applied throughout the research, ensuring that the findings could be replicated in future studies.

RESULTS AND DISCUSSION

The video “Pembelajaran Sentra Bermain Peran” portrays a role-playing activity conducted in an early childhood education setting. The video is analyzed through the lens of Leong and Bodrova’s (2006) six key stages of role-playing: planning, roles, objects, time duration, language, and scenario. The video demonstrates some strengths, particularly in using concrete materials, but falls short in aspects such as narrative development and time management. These findings are compared with other recent research on role-playing and play-based learning in early childhood education to provide a broader context.

Planning

The planning stage is fundamental for setting a clear direction for children’s engagement in role-playing activities. In this video, the teacher introduces the theme “kebutuhanku” (my needs) and assigns roles to the children. While the use of a familiar theme aligns with best practices in early childhood education, there is little focus on teacher

motivation and fostering creativity during the planning process. This is a missed opportunity, as motivation is crucial for engaging children in active learning, particularly in role-playing activities (Leong & Bodrova, 2006).

A study by Van Oers (2013) emphasized the importance of teacher guidance in the planning phase to stimulate children's creativity and cognitive engagement. Van Oers found that when teachers provided motivational scaffolding, children displayed greater initiative and creativity during play. This contrasts with the findings in this video, where the teacher's planning lacks the motivational scaffolding necessary to fully engage children, particularly those who may be shy or less inclined to participate actively (Pratiwi & Rahmah, 2018).

In comparison, a recent study by Gmitrova and Gmitrov (2020) showed that teacher facilitation during planning, including the use of open-ended questions and praise, led to more sustained engagement in role-playing activities. The results of this video suggest that enhancing teacher-child interactions during planning could lead to more dynamic and effective play sessions.

Roles

The roles assigned in the video, such as vendor, cashier, and customer, are consistent with the children's everyday experiences and fall under macro role-playing, where children enact familiar societal roles (Bakri et al., 2021). However, the video reveals a gap in discussing these roles' social and emotional dimensions, limiting the opportunity for deeper learning. Leong and Bodrova (2006) highlight that role-playing should extend beyond mere participation to include discussions about the responsibilities and emotional nuances associated with each role.

This finding aligns with research by Rogers and Evans (2021), which concluded that when teachers engage children in discussions about their roles' emotional and social aspects, children demonstrate higher levels of empathy and social understanding. In contrast, Howard and McInnes (2019) found that without these conversations, role-playing activities tend to focus more on surface-level engagement rather than deepening children's social cognition. The lack of such interaction in the video suggests that role-playing activities could be enhanced by integrating richer dialogues around the emotional and relational aspects of the assigned roles.

Objects

One of the strongest aspects of the video is the teacher's preparation of concrete objects that mirror real-world items, such as play money, food items, and kitchen utensils. This aligns with Leong and Bodrova's (2006) recommendation that young children benefit from concrete, tangible materials that facilitate hands-on learning. The use of these objects supports kinaesthetic learning, allowing children to manipulate real-world items as part of their role-playing experience (Fauziddin, 2015).

Pianta et al. (2020) also supported the importance of concrete materials and found that children's engagement and learning outcomes improved significantly when teachers provided real-life objects during role-playing activities. In their study, children were more likely to stay focused and use problem-solving skills when interacting with tangible items. Similarly, Broadhead and Burt (2022) found that play props encouraged sustained engagement, particularly in scenarios where children could physically interact with the materials. The results from the video confirm these findings, demonstrating that the use of concrete objects is critical in maintaining engagement and supporting cognitive development during play.

Time Duration

Time management during the role-playing activity is notably underdeveloped in the video. There is no clear structure regarding the duration of the activity, leading to disjointed moments where the children appear uncertain about what to do next. This lack of time structure contrasts with Leong and Bodrova's (2006) recommendation that teachers should allocate sufficient time for children to fully engage in their roles and complete their play scenarios.

A study by Samuelsson and Johansson (2018) reinforced the importance of time allocation in early childhood education, noting that when children are given adequate time to explore their roles, they are more likely to develop critical thinking and problem-solving skills. The unstructured time in the video limits these opportunities, reducing the potential for deep learning.

In contrast, research by Stagnitti et al. (2021) demonstrated that time management in play-based learning significantly impacted children's ability to stay engaged and process their roles' social and cognitive aspects. The results from the video suggest that better time management could enhance the coherence and educational value of the activity, allowing children to immerse themselves more deeply in the role-playing process.

Language

The teacher's use of language in the video is mostly directive, with clear instructions provided to the children. However, Leong and Bodrova (2006) suggest that role-playing offers a unique opportunity for complex social interactions and language development, particularly through dialogue between teachers and children. The lack of open-ended questions or prompts for children to express their thoughts is a missed opportunity to expand their vocabulary and critical thinking.

A study by Sylva et al. (2020) found that when teachers used more open-ended questions and facilitated dialogues during role-play, children demonstrated higher linguistic and cognitive development levels. Similarly, Dickinson and Tabors (2019) highlighted that interactive dialogues during play allowed children to practice new vocabulary in context, leading to more sophisticated language use. In the video, the teacher could have used more open-ended questions, such as "How do you feel when you're the vendor?" or "What else do we need to sell in the market?" to stimulate richer language development and engagement.

Scenario

The scenario in the video is loosely defined, with the teacher providing only a basic framework for the children to enact. This contrasts with Leong and Bodrova's (2006) recommendation that a coherent storyline be developed to give children a sense of direction and purpose during role-playing. The absence of a strong narrative means that children are left to improvise without sufficient guidance, which can lead to confusion and superficial engagement.

Research by Whitebread et al. (2021) emphasizes the importance of a well-structured scenario in role-playing activities. Their study found that children who were provided with a narrative structure demonstrated greater creativity and problem-solving abilities compared to those who engaged in unstructured play. Similarly, Wells and Jones (2022) found that scenarios that include challenges or specific tasks for children to complete enhanced both cognitive and social development. The lack of a developed scenario in the video limits the depth of learning that could have been achieved through role-playing, particularly in terms of cooperative problem-solving and creative thinking.

Overall Evaluation

The video "Pembelajaran Sentra Bermain Peran" demonstrates strengths in using concrete materials and selecting relatable themes for role-playing activities, which align well

with principles of kinaesthetic and exploratory learning (Harmawati & Hasanah, 2020; Pianta et al., 2020). However, there are several areas where the activity could be significantly improved. The absence of rich teacher-student dialogues, poorly structured time management, and an underdeveloped scenario all contribute to a less effective learning experience than what could be achieved with proper adherence to Leong and Bodrova’s (2006) role-playing framework.

By incorporating findings from Van Oers (2013), Broadhead and Burt (2022), and Whitebread et al. (2021), it becomes clear that more structured planning, better time management, and deeper role engagement through scenario development are crucial for maximizing the educational potential of role-playing activities. Teachers need to facilitate, actively guide, and enrich the role-playing experience to fully develop children’s cognitive, social, and emotional skills.

CONCLUSION

This study analyzed the video “*Pembelajaran Sentra Bermain Peran*” as a recommended role-playing learning model for early childhood education, using Leong and Bodrova’s (2006) framework. The findings reveal that while the video showcases several effective teaching practices, particularly in the use of concrete materials and relatable themes, critical areas require improvement. These include the lack of teacher-child motivational interactions during the planning stage, insufficient dialogue around social and emotional dimensions of roles, and weak scenario development. Despite these limitations, the video provides a valuable resource for educators, especially in promoting exploratory and kinaesthetic learning. However, maximizing its educational potential requires more structured guidance, deeper teacher-child interactions, and better time management. This research highlights the importance of intentional planning and facilitation in role-playing activities to enhance children's cognitive, social, and emotional development. When aligned with pedagogical frameworks like Leong and Bodrova’s, role-playing can offer meaningful and engaging learning experiences for young children, provided it is executed with adequate planning and scenario depth.

Research Limitation

This study has several limitations that should be acknowledged. First, the research focused on a single video example, which limits the generalizability of the findings. While the

video provided useful insights into role-playing pedagogy, the results may not fully reflect the diverse range of teaching practices in different educational settings. Second, the analysis was based solely on video content without direct observation of classroom dynamics or teacher-student interactions in real time. This restricts the depth of the analysis, particularly in capturing non-verbal communication or spontaneous moments that may not be fully apparent in the video. Third, no feedback was collected from the teachers or children involved in the activity, which could have offered valuable insights into the effectiveness of the teaching methods and materials used. Finally, this study relied exclusively on Leong and Bodrova's theoretical framework, which, while comprehensive, may not account for other emerging pedagogical models that address the evolving challenges of early childhood education.

Further Research Suggestion

Based on the limitations of this study, there are several areas for future research that could provide a more comprehensive understanding of role-playing in early childhood education. First, future research should consider analyzing multiple videos across diverse educational settings to capture a wider array of teaching practices and enhance the findings' generalizability. Conducting such a comparative analysis would allow researchers to identify common challenges or best practices in different contexts. Additionally, longitudinal studies that track the developmental effects of role-playing over time would be valuable. This could explore how sustained engagement in structured role-playing activities impacts children's cognitive, social, and emotional development. Moreover, future studies should incorporate direct classroom observations and gather teacher and student feedback to provide a more holistic understanding of the dynamics involved in role-playing activities. Expanding the theoretical framework by exploring other pedagogical models incorporating modern educational approaches, such as digital integration or socio-cultural frameworks, could offer new perspectives. Lastly, investigating how teacher training in role-playing pedagogy influences the quality of role-playing activities in classrooms would be a crucial area of inquiry, shedding light on the role of professional development in enhancing teaching effectiveness.

ACKNOWLEDGMENT

The researcher extends gratitude to Mrs. Hibana Yusuf, lecturer in the Early Childhood Islamic Education Program at UIN Sunan Kalijaga Yogyakarta, for her guidance in the preparation of this journal. Appreciation is also extended to Edufa Channel for featuring the

video on YouTube. It is hoped that this research may benefit other researchers as well as teachers in schools.

REFERENCES

- Bakri, A. R., Nasucha, J. A., & Muhammad, D. B. I. (2021). Pengaruh Bermain Peran Terhadap Interaksi Sosial Anak Usia Dini. *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(1), 58–79. <https://doi.org/10.31538/TIJIE.V2I1.12>
- Broadhead, P., & Burt, A. (2022). Play and Learning in Early Childhood Settings: Developing Effective Pedagogy. *Early Years: An International Research Journal*, 42(1), 16–30. <https://doi.org/https://doi.org/10.1080/09575146.2020.1836849>
- Dewi, M. C., & Reza, M. (2020). Perbedaan Model Pembelajaran Sentra dan Model Pembelajaran Kelompok Terhadap Kemampuan Problem Solving Pada Anak. *PAUD Teratai*, 9(1).
- Dickinson, D. K., & Tabors, P. O. (2019). *Beginning Literacy with Language: Young Children Learning at Home and School*. Paul H. Brookes Publishing.
- Fauziddin, M. (2015). Peningkatan Kemampuan Klasifikasi Melalui Media Benda Konkret pada Anak Kelompok A1 di TK Cahaya Kembar Bangkinang Kampar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 1(2), 94–107. <https://doi.org/https://doi.org/10.31004/OBSESI.V1I2.65>
- Gmitrova, V., & Gmitrov, J. (2020). The Impact of Guided Play on Young Children’s Learning and Development: A Review of The Evidence. *International Journal of Early Childhood*, 52(3), 287–305. <https://doi.org/https://doi.org/10.1007/s13158-020-00277-9>
- Harmawati, D., & Hasanah, N. (2020). Manajemen Pembelajaran Taman Kanak-Kanak Model Sentra dengan Pendekatan Beyond Centers and Circle Time (BCCT). *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran*, 4(1), 30–33. <https://doi.org/10.26858/PEMBELAJAR.V4I1.11248>
- Howard, J., & McInnes, K. (2019). The Impact of Pretend Play on Children’s Development: A Review of The Evidence. *Early Child Development and Care*, 189(7), 987–1000. <https://doi.org/https://doi.org/10.1080/03004430.2017.1412865>
- Ilsa, F. N., & Nurhafizah, N. (2020). Penggunaan Metode Bermain Peran dalam Pengembangan Kemampuan Sosial Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 4(2), 1080–1090. <https://doi.org/10.31004/JPTAM.V4I2.571>
- Leong, D. J., & Bodrova, E. (2006). *Tools of The Mind: The Vygotskian Approach to Early Childhood Education (2nd ed.)*. Pearson.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook (2nd ed.)*. Sage.
- Monika, K. (2021). Pembelajaran Entrepreneurship Melalui Sentra Bermain Peran Di Tk It An-Najah. *Bunayya : Jurnal Pendidikan Anak*, 7(1), 114–123. <https://doi.org/10.22373/BUNAYYA.V7I1.9292>
- Muhammad, F., Latif, A., Sunan, U., & Yogyakarta, K. (2019). Implementasi Model Pembelajaran Sentra di TK Amal Insani Yogyakarta. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 4(2), 25–34. <https://doi.org/10.14421/JGA.2019.42-03>
- Nurjanah, A. P., Anggraini, G., Metode, P., Peran, B., Meningkatkan, G., Tanggung, K., Anak, J., Andini, Y. T., & Ramiati, E. (2020). Penggunaan Metode Bermain Peran Guna Meningkatkan Karakter Tanggung Jawab Anak. *Jurnal Ilmiah Potensia*, 5(1), 8–15. <https://doi.org/10.33369/JIP.5.1.8-15>
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2020). *Classroom Assessment Scoring System: Assessing Early Childhood Classroom Quality*. Paul H. Brookes Publishing.
- Pratiwi, D. A., & Rahmah, L. (2018). Implementasi Model Pembelajaran Sentra Main Peran untuk Mengembangkan Motorik Halus AUD. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 3(3), 181–190. <https://doi.org/https://doi.org/10.14421/JGA.2018.33-04>
- Rogers, S., & Evans, J. (2021). *Inside Role-Play in Early Childhood Education: Looking In, Looking Out*. Routledge.
- Samuelsson, I. P., & Johansson, E. (2018). Play and Learning in Early Childhood Education: An International Perspective. *Journal of Early Childhood Research*, 16(1), 23–34. <https://doi.org/https://doi.org/10.1177/1476718X17751913>
- Stagnitti, K., Bailey, A., Hudgins, L., & Gibson, F. (2021). The Relationship Between Time in Free Play and Children's Development in Early Childhood Settings. *Early Child Development and Care*, 191(5), 715–731. <https://doi.org/https://doi.org/10.1080/03004430.2020.1778325>
- Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2020). The Role of Pre-School in Promoting Children's Development: A Cross-National Perspective. *Child Development Perspectives*, 14(4), 240–245. <https://doi.org/https://doi.org/10.1111/cdep.12388>
- Van Oers, B. (2013). Educational Innovation Between Theory and Practice: A Role for Culture in Early Childhood Education. *European Early Childhood Education Research Journal*,

- 21(1), 5–20. <https://doi.org/https://doi.org/10.1080/1350293X.2013.865355>
- Wells, L., & Jones, L. (2022). Narrative-Based Role-Play in Early Childhood Education: Supporting Creativity and Social Interaction. *Early Years: An International Research Journal*, 42(2), 121–138. <https://doi.org/https://doi.org/10.1080/09575146.2021.1949850>
- Wenny, D., Tyas, M., Kusumaningtyas, N., & Nursyamsiyah, S. (2022). Melatih Bermain Peran Berdagang Dan Berbelanja Untuk Meningkatkan Kecerdasan Interpersonal Anak Usia Dini. *JIWAKERTA: Jurnal Ilmiah Wawasan Kuliah Kerja Nyata*, 3(1), 6–12. <https://doi.org/10.32528/JIWAKERTA.V3I1.7977>
- Whitebread, D., Basilio, M., Kovalja, M., & Verma, M. (2021). The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *European Journal of Play and Child Development*, 45(3), 202–215. <https://doi.org/https://doi.org/10.1016/j.ecplay.2021.06.001>