

Child Emotion Management Strategies through Macro Role-Playing in Kindergarten

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Article info	Abstract
Article History Recieved: 29/04/2026 Revised: 22/07/2026 Accepted: 25/07/2026 ✉	<i>This study aims to describe the implementation of the macro role-playing method as an effort to support emotional regulation in early childhood. The research employs a qualitative approach with a descriptive design. The study was conducted at Intan Payong Kindergarten, with role-play center teachers as the research subjects. Data were collected through observation, interviews, and documentation to obtain an in-depth understanding of the implementation process of the macro role-playing method. Findings reveal three main strategies for children's emotional management: (1) organization through four structured scaffoldings and play rules; (2) delivery through contextual thematic scenarios, varied media, and emotional language modeling; and (3) classroom management through calm behavior modeling, gentle persuasive communication, and interactive conflict mediation. Continuous evaluation through behavioral observation indicates the method effectively helps children recognize, express, and control emotions in social situations. These findings contribute to understanding emotional development strategies in Islamic early childhood education.</i> Keywords: Early Childhood Education, Macro Role Play, Children's Emotions, Learning Strategies Abstrak Penelitian ini bertujuan untuk mendeskripsikan implementasi metode bermain peran makro sebagai upaya mendukung regulasi emosi pada anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Penelitian dilaksanakan di TK Intan Payong dengan guru sentra bermain peran sebagai subjek penelitian. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi untuk memperoleh pemahaman yang mendalam mengenai proses implementasi metode bermain peran makro. Hasil penelitian mengungkapkan tiga strategi utama dalam pengelolaan emosi anak, yaitu: (1) pengorganisasian pembelajaran melalui empat jenis pijakan (scaffolding) yang terstruktur dan aturan bermain; (2) pelaksanaan pembelajaran melalui skenario tematik yang kontekstual, penggunaan media yang bervariasi, serta pemodelan bahasa emosi; dan (3) pengelolaan kelas melalui keteladanan perilaku yang tenang, komunikasi persuasif yang lembut, serta mediasi konflik secara interaktif. Evaluasi yang dilakukan secara berkelanjutan melalui observasi perilaku menunjukkan bahwa metode ini efektif membantu anak mengenali, mengekspresikan, dan mengendalikan emosi dalam situasi sosial. Temuan ini memberikan kontribusi terhadap pengembangan strategi pembelajaran untuk mendukung perkembangan emosi dalam konteks pendidikan anak usia dini Islam. Kata Kunci: Pendidikan Anak Usia Dini, Bermain Peran Makro, Pengelolaan Emosi Anak, Strategi Pembelajaran

INTRODUCTION

Early childhood education serves as a crucial foundation for child development, particularly in social and emotional aspects. One of the primary objectives of kindergarten education is to help children develop healthy emotional abilities, including understanding their own feelings, recognizing others' emotions, and managing and expressing emotions appropriately (Krisnaningsih et al., 2024). Effective emotion management contributes to children's ability to socialize, cooperate, and communicate effectively with their environment. Children who can manage their emotions tend to adapt more easily, solve problems effectively, and maintain healthy social relationships. Conversely, children who struggle with emotion management often experience difficulties in socializing, complying with rules, and are more susceptible to behavioral disorders (Tito et al., 2024).

During early childhood, children demonstrate positive emotions such as happiness, curiosity, affection, and empathy. For instance, a child who feels appreciated when showing their work will feel proud, confident, and motivated to try new things (Maulana & Eliasa, 2024). These positive emotions help children learn to build healthy relationships with peers and adults. With the support of a warm and responsive environment, young children can develop good emotion management skills, such as being able to calm themselves when feeling frustrated (Herdiyana et al., 2023). However, in practice, not all children have optimal emotion management. Some children demonstrate difficulties in recognizing others' feelings, controlling their emotions, or adapting to certain social situations. This may be caused by insufficient stimulation or inappropriate approaches in supporting their emotion management (Martani, 2021).

Suboptimal emotions in early childhood often manifest as excessive emotional outbursts, such as tantrums, excessive anxiety, or withdrawal behaviors. Children who have not yet learned to express emotions verbally may show behaviors such as hitting or throwing objects (Fitriyani & Kriswanto, 2025; Madina et al., 2023). These suboptimal emotional expressions typically arise from children's limitations in recognizing, understanding, and managing their feelings (Selvirianie et al., 2025).

To address these needs, the macro role-playing method emerges as a relevant pedagogical approach. Through macro role-playing activities, children are invited to enter real-life situations within a play context (Erni et al., 2024; Y. Fitriani & Rokhman, 2023), such as acting as doctors, merchants, or firefighters. These activities not only stimulate imagination but also provide opportunities for children to express, recognize, and process emotions in a safe social context. Throughout this process, children learn to understand others' perspectives, develop empathy, and respond to situations in a more controlled manner (Rifqi et al., 2024). Therefore, macro role-playing is considered an effective strategy for supporting emotion management in early childhood.

Early childhood socio-emotional development is fundamentally influenced by the quality of basic needs fulfillment as articulated in Erikson's Psychosocial

Development Theory (D. Fitriani et al., 2023). According to this theory, children's emotional foundation is built through three crucial early stages: (1) the establishment of security during the trust versus mistrust stage (0-1 years), (2) the transition toward independence and self-regulation during the autonomy versus shame and doubt stage (1-3 years), and (3) the reinforcement of imaginative exploration during the initiative versus guilt stage (3-6 years). These three critical phases affirm that supportive environments and stimulation are essential for minimizing the risks of anxiety and guilt, while also serving as the key to optimizing children's emotion management abilities from an early age (Nurlina, 2023).

Intan Payong Kindergarten in Banda Aceh is one educational institution that prioritizes emotional development as a central focus in its learning process. Based on preliminary observations and interviews with the center teacher, it was found that each child's emotion management abilities vary. The teacher explained that some children still experience tantrums because they have not yet learned to control their emotions and lack the communication skills to express their wants or feelings. This condition indicates that emotion management in early childhood remains a challenge in the learning process. The teacher also revealed that when children are involved in macro role-playing activities with appropriate guidance, they gradually become immersed in the play atmosphere, become calmer, begin interacting with friends, and are able to express vocabulary and feelings through the roles they play. These preliminary findings indicate that macro role-playing is not merely a play medium but also has the potential to become a strategy for helping children manage their emotions.

Previous research has shown that macro role-playing methods are widely used to enhance socio-emotional aspects in early childhood. Husnah and Hasanah (2019) and Desvianti (2023) employed quantitative approaches focusing on the influence of role-playing on children's emotional management and behavior. Studies by Hilma et al. (2023), Dhewi and Karta(2023) and Putri and Maulidiyah(2023) examined macro role-playing using experimental approaches to measure its effectiveness on socio-emotional development and interpersonal intelligence. These previous studies share similarities with the present research in examining the use of macro role-playing methods in early childhood. However, literature review reveals a conceptual gap. Most previous studies have emphasized the influence or effectiveness of role-playing methods on children's socio-emotional development as measured through final learning outcomes. Thus, the learning process aspect remains underexplored, particularly regarding teacher strategies in designing, implementing, and managing macro role-playing activities to help children recognize, express, and control their emotions. Yet, preliminary findings at Intan Payong Kindergarten Banda Aceh indicate that teacher guidance during macro role-playing activities plays an important role in helping children who previously experienced frequent tantrums become calmer, begin interacting with peers, and express feelings through communication and play activities.

This research is important for providing deeper understanding of teacher strategies in managing macro role-playing learning to support children's emotion

management at Intan Payong Kindergarten Banda Aceh. This research also contributes to the development of theory and practice in Islamic early childhood education by integrating Islamic values in emotion management, such as patience, empathy, and self-control taught through role-playing methods.

METHODS

Research Design and Participants

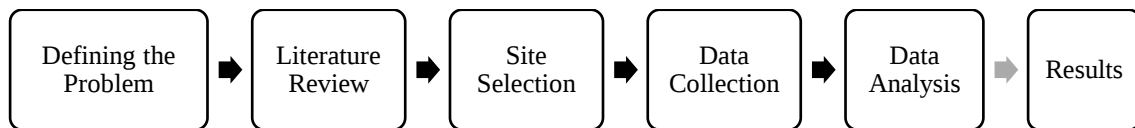
This research employs a qualitative descriptive approach to describe the process of children's emotion management through macro role-playing methods (Soesana et al., 2023). The qualitative descriptive approach was chosen because it aims to examine in depth the process and mechanisms of real-time teacher interaction, rather than merely measuring the impact of final outcomes quantitatively. This method enables researchers to systematically, factually, and comprehensively describe the three main teacher strategies (organization, delivery, and management) in natural classroom settings without experimental manipulation. This approach is highly accommodating for producing rich contextual descriptions (thick description) within a single case study framework at Intan Payong Kindergarten Banda Aceh.

The research was conducted at Intan Payong Kindergarten Banda Aceh during the even semester of the 2025/2026 academic year. The research subject (LS) was one macro role-play center teacher selected purposively based on the following criteria: (1) permanent teacher at Intan Payong Kindergarten Banda Aceh, (2) at least five years of teaching experience in the role-play center, and (3) directly involved in preparing the macro teaching module. Based on these criteria, one macro center teacher with five years of teaching experience was selected as highly representative for generating rich data.

All research ethical aspects were fulfilled through informed consent from participants, assurance of subject anonymity through the use of participant codes, and restriction of data usage solely for scientific purposes. This research also obtained official permission from the principal of Intan Payong Kindergarten Banda Aceh.

In the field, the researcher acted as the key instrument, taking the role of passive participant observer. The researcher directly recorded classroom interaction dynamics without intervening in the learning process to ensure the natural behavior of both the subject and the children. To maintain objectivity and research credibility, three main techniques were employed: (1) data triangulation by cross-referencing interview, observation, and documentation results, (2) member checking with the teacher regarding obtained data transcripts, and (3) critical reflexivity by recording all field data as-is in field notes.

The research flow included: (1) preparation stage (licensing and instrument development), (2) data collection stage (observation, interviews, and documentation), (3) data analysis stage (reduction, display, and conclusion drawing), and (4) reporting stage (report compilation and validation).



Graphic1. Research Flow (Tanta, 2025)

Instruments and Data Collection Procedures

Primary data collection techniques employed interviews and observations, while secondary data were sourced from documentation (Gunawan, 2022). The data collection procedure was systematically designed with the following details: (1) in-depth interviews were conducted in two sessions post-learning, each lasting 45-60 minutes, (2) field observations were conducted six times over three weeks to record interaction consistency, and (3) document analysis was performed by examining teaching module components to synchronize materials, media, and children's emotional evaluation rubrics.

The interview instrument was developed based on three learning strategy indicators. Table 1 presents the indicators and number of interview questions.

Table 1. Teacher Interview Indicators

No	Indicator	Number of Questions
1	Learning Organization Strategy (Setianingsih, 2021)	5
2	Learning Delivery Strategy (Rachman, 2024)	4
3	Learning Management Strategy (Qodari et al., 2022)	3
Total		12

The observation instrument was developed to observe the implementation of the three learning strategies. Table 2 presents the teacher observation grid.

Table 2. Teacher Observation Grid

No	Indicator	Observation Statements
1	Learning Organization Strategy	1. Teacher prepares lesson plans that clearly include scaffolding plans and preparation of macro role-play tools/materials. 2. Teacher directs children according to their interests in choosing the macro role they want to play. 3. Teacher provides sensorimotor macro role-play tools and construction tools that support children's emotion management. 4. Teacher organizes the activity flow from beginning to end clearly, including stages that support children's emotion management.

2	Learning Delivery Strategy	1. Teacher provides pre-play scaffolding in sync with the lesson plan. 2. Teacher provides four complete scaffoldings (environment, pre-play, during play, and post-play) during the activity. 3. Teacher provides examples or demonstrations of how to manage emotions in certain situations before children begin macro role-playing. 4. Teacher provides opportunities for children to change roles at least three times during macro role-playing activities. 5. Teacher uses other supporting methods to motivate children to be active in macro role-playing.
3	Learning Management Strategy	1. Teacher is able to manage the classroom to remain conducive while paying attention to children's emotional stability during macro role-playing. 2. Teacher manages the time of activity implementation effectively so that children have sufficient time to express themselves. 3. Teacher handles conflicts that arise by helping children recognize, control, and solve problems using logic. 4. Teacher provides reinforcement or feedback (recalling) regarding children's behavior in managing their emotions after playing.

Data Analysis Techniques and Ethical Considerations

Data analysis employed Miles and Huberman's interactive model through three stages: data reduction, data display, and conclusion drawing (Nadirah, 2022). During the data reduction stage (open coding), the researcher examined all transcripts to label specific keyword units, such as play rules, monthly theme determination, handling children fighting over toys, and filling anecdotal records. During the axial coding stage, these micro-codes were grouped into three main indicator categories: (1) Learning Organization Strategy encompassing initial/during/final scaffolding, rule enforcement, and recalling reflection; (2) Learning Delivery Strategy encompassing sensory media adjustment, contextual scenarios, role variation, and emotional language stimulation; and (3) Learning Management Strategy encompassing teacher calm modeling, conflict mediation/compromise, asking about feelings, and child behavior evaluation. The data display stage involved organizing these categories into descriptive matrices and logical narratives to map the relationship between teacher planning and children's emotional

responses. Conclusion drawing and interpretation were performed by interpreting interaction patterns and validating them through technique and source triangulation.

Data validity was strengthened through technique triangulation (comparing interview, observation, and documentation results) and source triangulation (verifying information from the teacher and supporting documents). Research credibility was also enhanced through extended observation time (three weeks) and peer debriefing discussions.

All ethical aspects were fulfilled through informed consent, assurance of subject anonymity through participant codes, and restricted data usage solely for scientific purposes. The researcher also maintained the confidentiality of children's and teachers' identities and ensured that participation was voluntary without coercion.

Results

Learning Organization Strategy in Children's Emotion Management

Based on interview results with the macro center teacher at Intan Payong Kindergarten Banda Aceh, it was found that children's emotion management through macro role-playing begins with structured learning planning through lesson plan development and scaffolding provision before, during, and after play activities. This scaffolding serves as the foundation for helping children recognize, understand, and appropriately express emotions throughout the learning process. The lesson plan used by the teacher as the planning foundation is presented in Figure 1.

RENCANA PELAKSANAAN PEMBELAJARAN PAUD INTAN PAYONG					
Tema	Bulan	Tahun Ajaran	Nama Guru Penanggungjawab	Kelompok	Jabatan
Pentingnya Menguasai Pengetahuan dan Skill Untuk Mengeksplorasi Migas Aceh Kepandatan Hari Allah ar-Rasyid	Januari	2025-2026	Bunda Liza	KB A	Guru Kelas
Sentra Sentra Main Peran Makro					
Kelompok TKB Minggu 1 dan 2	Kelompok TKA Minggu 1 dan 2	Kelompok TKB Minggu 3	Kelompok TKA Minggu 3	Kelompok KBB Minggu 1 dan 2	
1. Mushalla - Sajadah - Kran air - Kotak amal - Iqra'	1. Mushalla - Sajadah - Kran air - Kotak amal - Iqra'	1. Mushalla - Sajadah - Kran air - Kotak amal - Iqra'	1. Mushalla - Sajadah - Kran air - Kotak amal - Iqra'	1. Mushalla - Sajadah - Kran air - Kotak amal - Iqra'	2. Rumah - Kasur - Cermin - Bayi - Cermin - Perlengkapan sebelum mandi - Handuk - Kamar mandi - Gayung - Ember - Kran air - Perlengkapan mandi - closet
2. Rumah - Kasur - Cermin - Perlengkapan sebelum mandi - Handuk - Kamar mandi - Gayung - Ember - Kran air - Perlengkapan mandi - closet	2. Rumah - Kasur - Cermin - Perlengkapan sebelum mandi - Handuk - Kamar mandi - Gayung - Ember - Kran air - Perlengkapan mandi - closet	2. Rumah - Kasur - Cermin - Perlengkapan sebelum mandi - Handuk - Kamar mandi - Gayung - Ember - Kran air - Perlengkapan mandi - closet	2. Rumah - Kasur - Cermin - Perlengkapan sebelum mandi - Handuk - Kamar mandi - Gayung - Ember - Kran air - Perlengkapan mandi - closet	3. Warung - Meja - Kursi - Buku pesanan - Pulpen	3. Warung - Meja - Kursi

Figure 1. Macro Center Lesson Plan at Intan Payong Kindergarten

Figure 1 displays the macro center lesson plan sheet at Intan Payong Kindergarten, systematically structured as the teacher's reference for managing children's emotions. Within this lesson plan, the learning structure has been designed to

integrate clear scaffolding provision at each activity stage from before, during, to after role-playing.

At the initial stage, the teacher provides pre-play scaffolding by explaining the rules that children must follow. These rules include how to use play tools properly, prohibitions against damaging tools, and appropriate behavior during activities. This aligns with the documentation in Figure 2, which shows the interaction moment when the teacher provides initial scaffolding.



Figure 2. Delivery of Rules (Pre-Play Scaffolding) by the Macro Center Teacher

This demonstrates that the teacher not only prepares play activities but also instills discipline and responsibility values from the beginning of the activity. As conveyed by the teacher in the interview: *"First, before entering the center, we discuss the rules; that's what we call initial scaffolding. We discuss the rules first, then we explain whether it is allowed or not if the toys are damaged..."*

This interview finding is reinforced by observation results showing that before activities begin, the teacher conveys play rules to children using simple and easily understood language. The teacher explains what is allowed and what is not, while reminding children to take good care of play tools. This indicates that initial scaffolding is genuinely implemented in practice and functions as a foundation for building children's emotional readiness.

Furthermore, during the play scaffolding stage, the teacher not only acts as an observer but also directly participates in play activities with the children. This involvement aims to provide concrete examples and assist children in expressing their roles. This is evident from the teacher's statement: *"For scaffolding during play... we are more about participating in helping and playing along with them."*

Observation results show that the teacher actively accompanies children throughout the activity. The teacher appears to interact in the play, help children who experience difficulties, and provide direct guidance when children are not yet able to express their roles. The teacher's presence in play activities provides a sense of security for children, making them more confident in expressing emotions.

The teacher also plans emotion introduction and play rules before activities begin. Children are invited to determine the roles they will play and understand values such as patience and self-control. This value instillation is done by connecting to

concrete examples as well as religious values, making it easier for children to understand. This is supported by the teacher's statement: *"We convey that we must be patient like the Prophet Muhammad (peace be upon him), that not everything we want must be obtained... meaning that in playing, we must take turns..."*

This finding is also supported by observation results showing that the teacher provides guidance to children to be patient and take turns using play tools. The teacher appears to repeatedly remind children gently when a child wants to dominate the play. In certain situations, when children experience difficulty expressing emotions or conflicts arise such as fighting over play tools, the teacher has planned an effective communication approach as a solution. The teacher uses gentle and persuasive language to guide children in managing their emotions well. As conveyed: *"If there are children who want to fight over playing, we will say, 'come on, try playing something else first'... 'be patient, not everything you want can be obtained'..."*

Observation results show that when minor conflicts occur, the teacher does not immediately scold the child but approaches calmly and provides persuasive guidance. This approach indicates that in learning organization, the teacher has anticipated the possibility of conflict and prepared handling strategies. At the final stage, the teacher conducts recalling activities or reflection after playing. Children are invited to retell their play experiences, including the roles they played and the feelings they experienced. This aligns with documentation in Figure 3, which shows the interaction moment when the teacher and children sit in a circle together at the end of the activity.



Figure 3. Implementation of Recalling Activity and Children's Emotional Reflection in Circular Seating Position After Playing

This activity aims to strengthen children's understanding of the experiences they have gone through. As explained by the teacher: *"Like sitting in a circle again after playing, we will ask, 'what did you play today?'... whatever they remember will still be appreciated..."*

Observation results show that after play activities are completed, the teacher invites children to sit together in a circle. The teacher provides opportunities for children to speak and retell the activities they have done and gives appreciation for each child's response. Based on these findings, the learning organization strategy

implemented by the teacher shows that the macro role-playing process has been systematically designed through scaffolding stages before, during, and after playing. Each stage has an important role in helping children recognize, manage, and express emotions.

Learning Delivery Strategy in Children's Emotion Management

Based on interview results with the macro center teacher, the learning delivery strategy in the macro role-playing method is implemented through various approaches emphasizing media use, scenario development, provision of emotional language examples, and creation of meaningful learning experiences for children. This strategy not only focuses on content delivery but also on how children can understand and practice emotion management directly in play activities.

In the learning delivery planning aspect, the teacher first develops themes, tools, and scenarios adjusted to children's age and needs. Each theme is designed contextually and equipped with media that supports children's roles in play. As expressed by the teacher: *"Of course, so every month there is a new theme. This month's theme is about creative culinary entrepreneurs. So, we arrange the completeness according to their age... the determination of roles in the scenario, each child will be adjusted and not always the same."*

This statement indicates that the teacher not only delivers learning verbally but also through providing media that supports children's play experiences. Adjustment of tools and roles based on age is an important part of ensuring that each child can participate optimally. The variety of play tools and learning media prepared by the teacher can be seen in Figure 4.

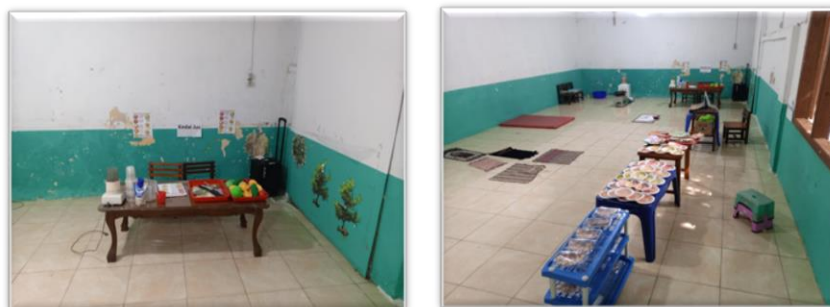


Figure 4. Play Tools and Learning Media in the Macro Center at Intan Payong Kindergarten

Evident are equipment such as toy kitchen utensils, washing stations, and other supporting materials adjusted to children's developmental levels. Additionally, the teacher differentiates the complexity level of tools between older and younger children.

In learning delivery, the teacher also utilizes media that can stimulate children's senses, such as materials with certain textures. This media is used to provide more realistic and enjoyable learning experiences while helping children feel more

comfortable participating in activities. As explained by the teacher: *"About two months ago, we created a typical Acehnese culinary role. At that time, we gave plasticine but told them it was flour dough, so they felt it, rounded it... For children with socio-emotional issues, we will say, 'just hold it, it's okay, later you will be a chef cooking'."*

From this statement, it appears that learning delivery is conducted flexibly by considering children's individual conditions. The teacher does not force children to immediately participate but uses a gentle communication approach so that children feel safe and comfortable. Furthermore, in role-playing activities, the teacher also designs activities involving children's cooperation in building the play setting. The process of children's involvement in collaborating and arranging the play environment can be seen in Figure 5.



Figure 5. Children's Collaborative Activity in Building the Macro Role-Play Setting

This process is part of learning delivery because children not only receive instructions but also actively participate in creating their own play environment. As expressed: *"For example, if the theme is about vehicles, I guide the children to make a bus from chairs in the classroom. At the beginning, I give an overview in easily understood language, such as, 'today we are going to play riding a bus... how should we arrange the chairs to make it look like a bus?' From there, I give children the opportunity to share their ideas."*

Observation results show that the teacher provides opportunities for children to share ideas and participate in arranging the play environment. Children appear to cooperate in arranging chairs, determining positions, and sharing tasks. When disagreements occur, the teacher guides gently so that children learn to appreciate others' opinions.

The teacher not only gives instructions but also provides space for children to think, express opinions, and be creative. This approach shows that learning delivery is interactive and participatory, where children become active subjects in the learning process.

In learning delivery, the teacher also designs scenarios that deliberately evoke various emotions so that children can practice expressing feelings directly. As

explained: *"Usually, I design simple scenarios that are close to children's daily lives... For example, 'later there will be people who want to buy, but the goods are limited, so not everyone can get them directly...' from there, usually feelings of disappointment or desire will emerge."*

The teacher also provides example sentences that children can use to express their emotions: *"If you don't get it, you can say, 'I'm a little disappointed, but I want to wait'... if happy, 'thank you, I'm very happy'... and if you see a sad friend, 'it's okay, later we'll play together'."*

This statement indicates that learning delivery is not only in the form of instructions but also includes providing emotional language models that children can directly imitate. This is very important in helping young children who still have limited verbal abilities.

To ensure the involvement of all children, the teacher also provides role variations in each play activity. As expressed: *"There are 4 variations, always 4. The mosque is always there, and this month there is a juice stall, a house, and a bread shop... so there are always 4."*

This role variation allows children to be emotionally involved in various different situations, making the learning experience richer and more meaningful. Additionally, the teacher also inserts simple problems into play scenarios to train children's emotion management abilities.

In addition to the role-playing method, the teacher also uses additional methods such as storytelling and singing to increase children's motivation. The implementation of these additional methods can be seen in Figure 6.



Figure 6. Use of Storytelling and Singing Methods as Additional Learning Media

This is as conveyed by the teacher: *"Yes, besides role-playing, I also often use storytelling and singing methods... I invite children to listen to short stories about good attitudes... I also like to encourage them with gentle words."*

This method helps create a pleasant learning atmosphere while increasing children's participation in activities. Observation results show that before activities

begin, the teacher invites children to sing or listen to short stories. Children appear more enthusiastic and ready to participate in activities after being given these stimuli.

Based on these findings, the learning delivery strategy implemented by the teacher shows that the learning process is carried out variedly, interactively, and contextually. The teacher does not only deliver material but also creates learning experiences that enable children to directly recognize, understand, and express emotions through role-playing activities.

Learning Management Strategy in Children's Emotion Management

Based on interview results with the macro center teacher, the learning management strategy in macro role-playing activities is implemented through various efforts focusing on mentoring, direct modeling, conflict management, creating a comfortable atmosphere, and evaluating children's emotion management. This strategy positions the teacher as a figure who not only manages the learning process but also serves as a model and mediator in helping children manage their emotions appropriately. One of the main forms of learning management strategy implemented by the teacher is through direct modeling in managing emotions. The teacher's actions in providing direct modeling of emotion management to children can be seen in Figure 7.



Figure 7. Direct Modeling of Emotion Management by the Teacher to Children

The teacher not only provides verbal guidance but also directly demonstrates how to express emotions properly and politely. As expressed by the teacher: *"Usually, I directly model in front of the children so they can see and imitate directly. For example, if there are children fighting over toys, I don't immediately scold them, but I approach the child first, then demonstrate how to speak properly."*

Observation results show that the teacher truly performs these actions directly in learning activities. When toy-fighting situations occur, the teacher appears to immediately approach the child without showing an angry expression, then speaks softly while modeling the appropriate sentences to express feelings. The teacher also displays calm expressions and body language as part of the learning process.

In addition to modeling, the teacher also provides continuous guidance throughout the activity. However, the guidance given is not commanding but uses a gentle and persuasive communication approach. As explained by the teacher: *"Yes, during the activity, I continue to accompany them. But the guidance given is not directly*

commanding, more toward gentle guidance. For example, I approach a child and say, 'let's find a way so that everyone can play'."

Observation results show that the teacher actively accompanies children during play activities by moving around and approaching children who need help. This aligns with documentation in Figure 8, which shows the interaction moment when the teacher accompanies a child at the bread shop center.



Figure 8. Teacher's Involvement in Accompanying Children at the Bread Shop Center

The teacher appears to provide direct guidance to children using simple language and a gentle tone of voice, without showing a blaming attitude. This approach indicates that the teacher strives to create an emotionally safe learning atmosphere.

Furthermore, in helping children understand various types of emotions, the teacher uses a reflective approach by directly asking about children's feelings after an event occurs. As expressed: *"I usually help children by asking about their feelings. For example, after an incident, I ask, 'did you feel sad or angry?' From there, children learn to recognize their own emotions."*

Based on observation results, the teacher directly asks about children's feelings when certain situations occur, such as when children appear silent, upset, or after minor conflicts. The teacher approaches the child, then speaks softly while asking simple questions about the feelings the child is experiencing. The teacher also guides children to understand others' feelings.

In creating a supportive learning atmosphere, the teacher strives to build a safe and open environment for children to express their emotions. This is done by approaching children personally and providing space for them to share stories. As explained: *"For example, when a child appears silent or slightly upset, I will gently approach and ask, 'how did you feel earlier? sad or angry?'"*

Based on observation results, the teacher is sensitive to changes in children's behavior. This aligns with documentation in Figure 9, which shows the moment of personal face-to-face interaction between the teacher and a child at the center table.



Figure 9. Teacher's Personal Guidance to Children in Instilling Patience and Self-Control Values at the Center Table

If children still have difficulty expressing their feelings, the teacher provides help in the form of emotional choices. Observation results show that the teacher genuinely provides emotional choice alternatives to children when they are unable to mention their feelings independently. The teacher also instills empathy values through verbal reinforcement. When facing conflicts or disagreements among children, the teacher uses a mediation approach that prioritizes communication and problem-solving together. As expressed: *"If there is a conflict between children, I usually don't immediately scold or blame one party. I prefer to approach them calmly, then invite them to sit together."*

Observation results show that when conflict occurs, the teacher immediately approaches the involved children without showing an angry attitude. The teacher then guides children to pause from their activities and invites them to sit together. The teacher also trains children to listen to each other and provides opportunities for each child to express their feelings. This aligns with documentation in Figure 10.



Figure 10. Teacher's Guidance to Children to Take Turns Speaking

This approach shows that the teacher acts as a mediator who helps children resolve conflicts constructively. Children not only learn to solve problems but also learn to control emotions and appreciate others' opinions.

Finally, in the evaluation aspect, the teacher assesses children's emotion management through observation during and after play activities. Evaluation is not conducted formally but through observation of changes in children's behavior. As

explained by the teacher: *"For evaluation, I observe children's behavior more during and after activities. For example, whether children have started to be able to restrain anger, want to share, or can express feelings with words."*

Based on observation results, the teacher pays attention to children's behavior during activities, such as how children react when facing problems, whether children want to share, and how children communicate with their peers. The teacher also uses simple questions to explore children's experiences at the end of the activity. Based on these findings, the learning management strategy implemented shows that the teacher has a very important role in shaping children's emotion management abilities. Through modeling approaches, gentle communication, conflict mediation, and continuous evaluation, macro role-playing activities can become effective means for developing socio-emotional aspects in early childhood.

Discussion

Children's emotion management through macro role-playing at Intan Payong Kindergarten Banda Aceh demonstrates that the learning activity design is directed to enable children to learn to recognize, express, and manage emotions in simulated social situations resembling real life. Through direct involvement in various roles played, children are facilitated to gain concrete experiences in observing their own and others' feelings within their social environment.

To provide a more concise overview of the research findings, the results are presented in tabular form.

Table 3. Children's Emotion Management Strategies through Macro Role-Playing at Intan Payong Kindergarten Banda Aceh

No	Learning Strategy	Finding Description	Teacher Implementation Form
1	Learning Organization Strategy	Teacher systematically designs role-play activities through scaffolding before, during, and after play. Planning includes play rules, emotion introduction, and reflection activities to strengthen children's understanding of their emotional experiences.	Teacher explains play rules, introduces emotion concepts (happy, sad, angry), and accompanies children during play. After activities, teacher invites children to sit together to retell play experiences and provide reinforcement.
2	Learning Delivery Strategy	Learning delivery is conducted through themes, scenarios, and media that are contextual and age-appropriate. Teacher also uses supporting methods to increase	Teacher develops themes (e.g., market, house, or vehicles), provides relevant play tools, and designs simple scenarios. Teacher

		children's involvement in role-play activities.	also uses storytelling, singing, and provides emotional language examples to help children express feelings.
3	Learning Management Strategy	Teacher manages the learning process by creating an emotionally safe environment, using modeling approaches, gentle communication, and handling conflicts constructively. Evaluation is conducted through continuous observation of children's behavior.	Teacher provides direct examples of emotion management, guides children with gentle language, asks about children's feelings, and mediates conflicts by inviting children to discuss and find solutions together. Teacher also conducts evaluation through observation and simple question-and-answer sessions.

Research findings show that children's emotion management through macro role-playing at Intan Payong Kindergarten Banda Aceh aligns with Erik Erikson's Psychosocial Theory, particularly at the autonomy versus shame and doubt stage and the initiative versus guilt stage (D. Fitriani et al., 2023). At the autonomy stage, role-play activities provide space for children to choose roles according to their interests, try various activities, and make simple decisions independently in play situations. This process is evident when children determine roles, use play tools, and interact with peers in groups. The teacher's role as a guide using gentle communication, not blaming, and providing opportunities for children to try again when making mistakes, becomes an important factor in supporting autonomy development. This condition helps children build self-confidence, independence, and courage in acting without being overwhelmed by fear or doubt.

Furthermore, at the initiative stage, macro role-playing provides extensive opportunities for children to develop imagination, construct storylines, and perform roles within designed scenarios. Children not only follow instructions but also actively participate in creating play situations, interacting with friends, and facing various social dynamics such as taking turns, cooperating, and resolving conflicts. In this process, children learn to express feelings, understand others' emotions, and find solutions to problems that arise during activities.

Teacher support through modeling, persuasive guidance, conflict mediation, and positive reinforcement strengthens children's involvement in activities. The teacher not

only directs but also serves as a concrete example in appropriately expressing emotions, enabling children to imitate and practice directly. Additionally, a safe and supportive learning atmosphere makes children feel valued and accepted, making them more courageous in expressing ideas, feelings, and initiatives without fear of being blamed.

These findings are supported by several previous studies. Research by Harianja et al. (2023) shows that role-playing is effective in improving children's socio-emotional development through direct interaction. Uswari et al. (2023) found that macro role-playing can increase children's self-confidence and social abilities. Sari et al. (2024) stated that role-playing methods create active and contextual learning that supports children's emotion management. Hafid et al. (2026) affirmed that the teacher's role in play activities is very important in helping children's emotion management. Research by Qodari et al. (2022) also showed that role-playing methods are effective in developing emotional recognition abilities in children aged 5-6 years.

From an Islamic education perspective, these findings indicate that teacher strategies in managing children's emotions through macro role-playing align with Islamic values taught from an early age. The introduction of concepts such as patience, self-control, empathy, and mutual respect applied by teachers in role-play activities represents an implementation of Islamic teachings on noble character. As mentioned in the hadith of the Prophet Muhammad (peace be upon him) regarding the importance of shaping children's character from an early age, the approach taken by teachers through macro role-playing methods becomes an effective means to instill these values practically and contextually in children's daily lives. This aligns with the goals of Islamic education that emphasize character formation and holistic development of children's potential (Riandini et al., 2025).

Thus, macro role-playing methods supported by a safe and supportive learning environment are indicated to be effective in helping children develop independence, initiative, and emotion management abilities. However, despite providing deep contextual descriptions of emotion management practices in early childhood education, this research has scope limitations as it only focuses on one institution (a single case study at Intan Payong Kindergarten). Therefore, the transferability or application of these findings to other early childhood education contexts with different cultural characteristics, facilities, and teacher backgrounds must be carefully considered. The researcher also acknowledges methodological limitations in the form of potential subjectivity bias in observation data interpretation and informant response bias during interviews. Although the results of this research are not intended for broad generalization, the findings remain valuable as practical references for developing safe, supportive, and effective macro role-playing methods in facilitating independence and initiative training for young children.

CONCLUSION

Based on the research findings, teacher strategies in facilitating children's emotion management through macro role-playing at Intan Payong Kindergarten Banda Aceh are implemented through three main stages: organization, delivery, and

management of learning. First, the learning organization strategy includes structured activity planning through scaffolding provision before, during, and after play, as well as establishing play rules conveyed in simple and easily understood language. Second, the learning delivery strategy is conducted through the use of themes close to children's daily lives, availability of relevant and varied media, development of contextual scenarios, provision of emotional language examples, and utilization of supporting methods such as storytelling and singing. Third, the learning management strategy is realized through the teacher's active role as a behavior model, guide, and mediator through persuasive communication, creation of an emotionally safe play environment, and constructive handling of conflicts among children through dialogue and negotiation. Evaluation of children's emotion management is conducted through continuous behavior observation during and after role-play activities. Through all these strategies, this macro role-playing method is indicated as an accommodating vehicle for training children to learn to recognize, express, and direct their emotional responses appropriately in simulated social situations. Recommendations for future research include conducting comparative studies among early childhood education institutions with different characteristics to test the transferability of findings, as well as developing more measurable emotion management evaluation instruments in the context of role-playing. Research also needs to expand subjects to include more teachers and children to gain a more comprehensive understanding of the effectiveness of this method in various cultural and educational contexts.

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DECLARATION ON THE USE OF AI

During the preparation of this work, the authors utilized Chat GPT-4 for language refinement, grammar checking, and writing structure improvement. The AI tool was also used to assist in literature search and organization of references. After utilizing the AI tool, the authors conducted a comprehensive review and made necessary edits to the content, thereby assuming full responsibility for the final version of the published article. All intellectual content, research design, data collection, analysis, and interpretation were conducted independently by the authors.

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