

ABSTRAK

DEA ARISKA. Pengaruh Bermain Peran Terhadap Perkembangan Sosial Emosional Anak Usia 5-6 Tahun Di Tk Salsa. Skripsi. Medan: Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Tujuan utama dari penelitian ini adalah untuk menguji dampak implementasi aktivitas bermain peran terhadap maturitas sosial-emosional anak kelompok usia 5–6 tahun di TK SALSA. Dengan mengadopsi pendekatan kuantitatif melalui metode eksperimen (*One Group Pretest–Posttest Design*), penelitian ini melibatkan 28 peserta didik dari Kelas Orange sebagai subjek penelitian. Teknik pengumpulan data dilakukan lewat observasi terstruktur yang mencakup tiga indikator utama, yaitu: (1) mengenali emosi, mampu mengendalikan keinginan sebagai sikap menghargai keinginan orang lain, serta mampu berinteraksi dengan teman sebaya. Hasil analisis data penelitian memperlihatkan adanya peningkatan signifikan pada capaian perkembangan anak; skor rata-rata meningkat dari 69,14% (kategori Berkembang Sesuai Harapan) saat pretest menjadi 93,97% (kategori Berkembang Sangat Baik) pada posttest. Secara detail, setiap indikator perkembangan juga mencapai nilai di atas 93%. Berdasarkan hasil uji-t, diperoleh nilai $t_{hitung} = -27,170$ dengan $t_{tabel} = 2,052$ dengan taraf signifikansi $\alpha = 0,05$ dan $p = 0,000 < 0,05$, yang menegaskan adanya perbedaan nyata antara kondisi sebelum dan sesudah perlakuan. Oleh karena itu, dapat disimpulkan bahwa metode bermain peran secara efektif memberikan kontribusi positif yang signifikan bagi perkembangan sosial-emosional anak di TK SALSA.

Kata Kunci : Bermain Peran, Perkembangan Sosial Emosional, Anak Usia Dini, Pembelajaran PAUD

ABSTRACT

DEA ARISKA. The Effect of Role-Playing Activities on the Social-Emotional Development of Children Aged 5–6 Years at TK SALSA. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study aims to determine the effect of role-playing activities on the social-emotional development of children aged 5–6 years at TK SALSA. This research employed a quantitative approach with an experimental method, using a One Group Pretest–Posttest Design. The research subjects consisted of 28 children from the Orange Class. Data were collected through observation using an assessment instrument of early childhood social-emotional development, which included three main indicators: (1) recognizing emotions, (2) controlling desires as a form of respecting others' wishes, and (3) interacting with peers. The results showed that the average pretest score was 69.14%, categorized as Developing as Expected (BSH), while the average posttest score increased to 93.97%, categorized as Very Well Developed (BSB). Improvement was also observed in each indicator, with posttest averages of 94.0% for recognizing emotions, 94.0% for controlling desires, and 93.9% for peer interaction. The t-test results showed a tcount of -27.170 and a ttable of 2.052 at a significance level of $\alpha = 0.05$ and $p = 0.000 < 0.05$, indicating a significant difference between pretest and posttest results. Thus, it can be concluded that role-playing activities have a positive and significant effect on the social-emotional development of children aged 5–6 years at TK SALSA. The findings suggest that role play can serve as an effective learning strategy to enhance children's social and emotional abilities in early childhood education settings.

Keywords : Role-Playing, Social-Emotional Development, Early Childhood, Early Childhood Education