ABSTRAK

MEY FEBRINA BR BERUTU. Pengaruh Pendekatan STEAM Terhadap Kemampuan *Problem Solving* Anak Usia 5-6 Tahun di TK Assisi Medan. Skripsi. Medan : Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Kemampuan *problem solving* merupakan salah satu kemampuan yang penting dikembangkan pada anak usia dini karena berperan dalam membantu anak memahami permasalahan serta menemukan solusi melalui proses berpikir yang sistematis. Salah satu pendekatan pembelajaran yang dapat mendukung perkembangan kemampuan tersebut adalah pendekatan *Science, Technology, Engineering, Arts,* dan *Mathematics* (*STEAM*). Penelitian ini bertujuan untuk menganalisis pengaruh pendekatan *STEAM* terhadap kemampuan *problem solving* anak usia 5–6 tahun di TK Assisi Medan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *Nonequivalent Control Group Design*. Data dikumpulkan melalui lembar observasi dan dianalisis menggunakan statistik deskriptif serta inferensial. Berdasarkan hasil uji prasyarat, pengujian hipotesis dilakukan menggunakan uji *Mann–Whitney U*. Hasil penelitian menunjukkan adanya perbedaan kemampuan *problem solving* antara anak yang mengikuti pembelajaran menggunakan pendekatan *STEAM* dan anak yang mengikuti pembelajaran konvensional. Hasil pengujian hipotesis memperoleh nilai signifikansi sebesar 0,011 ($p < 0,05$), yang menunjukkan bahwa perbedaan tersebut signifikan secara statistik. Dengan demikian, dapat disimpulkan bahwa pendekatan *STEAM* berpengaruh terhadap kemampuan *problem solving* anak usia 5–6 tahun di TK Assisi Medan. Pendekatan ini dapat menjadi salah satu alternatif pembelajaran yang mendukung pengembangan kemampuan *problem solving* melalui pengalaman belajar yang aktif, eksploratif, dan bermakna.

Kata Kunci : Pendekatan STEAM, Kemampuan *Problem Solving*, Anak Usia 5–6 Tahun.

ABSTRACT

MEY FEBRINA BR BERUTU. The Effect of the STEAM Approach on the Problem-Solving Skills of Children Aged 5–6 Years at Assisi Kindergarten, Medan. Skripsi. Medan : Faculty of Education. State University of Medan. 2026.

Problem-solving is one of the most amazing skills that can be developed in early childhood. It's so exciting to see children understand problems and identify appropriate solutions through systematic thinking. The amazing thing about the Science, Technology, Engineering, Arts, and Mathematics (STEAM) approach is that it can help you develop this skill! This fascinating study set out to explore the incredible impact of the STEAM approach on the problem-solving skills of children aged 5–6 years at TK Assisi Medan. This study employed a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design. We collected our data using observation sheets and then analysed it using descriptive and inferential statistics. The results of the prerequisite test were so exciting that the hypothesis had to be put to the test! And what better test could there be than the Mann–Whitney U test. The results showed a remarkable difference in the problem-solving skills of children who participated in STEAM-based learning compared to those who received conventional learning. The hypothesis test yielded an incredible significance value of 0.011 ($p < 0.05$), indicating that the difference between the two groups was statistically significant. We are delighted to report that the STEAM approach has a significant effect on the problem-solving skills of children aged 5–6 years at TK Assisi Medan. This approach is an incredibly effective alternative for supporting the development of children's problem-solving skills through active, exploratory, and meaningful learning experiences.

Keywords : STEAM Approach, Problem-Solving Ability, Children Aged 5–6 Years.

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