ABSTRAK

NURLITA SYAHRANI. Perbedaan Rasa Percaya Diri melalui Bermain Peran pada Anak Usia 5–6 Tahun di TK Negeri Pembina 1 Kota Binjai. Skripsi. Medan : Fakultas Ilmu Pendidikan, Universitas Negeri Medan. 2026.

Penelitian ini dilaksanakan untuk menganalisis perbedaan tingkat rasa kepercayaan diri anak yang diberikan kegiatan bermain peran di kelompok usia 5 sampai 6 tahun di TK Negeri Pembina 1 Kota Binjai. Pendekatan yang diterapkan pada penelitian ini yaitu kuantitatif dengan metode *quasi eksperimen* melalui rancangan *Nonequivalent Control Group Design*. Banyaknya populasi pada penelitian ini berjumlah 39 anak. Pengambilan sampel dilaksanakan menggunakan teknik *simple random sampling*. Kelas B1 ditetapkan menjadi kelompok eksperimen dengan jumlah 20 anak, sedangkan kelas B2 dijadikan kelompok kontrol yang terdiri atas 19 anak. Data penelitian diperoleh melalui observasi, selanjutnya dianalisa dengan mempergunakan uji homogenitas, normalitas, serta *Independent Sample t-Test*. Berdasarkan temuan penelitian, ditemukan adanya perbedaan yang bermakna terhadap rasa kepercayaan diri anak setelah diterapkan kegiatan bermain peran. Temuan tersebut terlihat dari nilai Sig. 0,000 menunjukkan nilai di bawah 0,05. Di samping itu, rata-rata hasil *posttest* pada kelompok eksperimen yaitu 48,95 dan kelompok kontrol mendapat nilai mean 45,11. Hasil tersebut menunjukkan bahwasanya kegiatan bermain peran makro terpimpin mampu memberi dampak positif terhadap peningkatan rasa percaya diri anak umur 5 sampai 6 tahun.

Kata Kunci : Bermain Peran Makro Terpimpin, Rasa Percaya Diri, Anak Usia Dini.

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ABSTRACT

NURLITA SYAHRANI. Differences in Self-Confidence through Role Playing among Children Aged 5–6 Years at TK Negeri Pembina 1 Binjai City. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study was conducted to analyze the differences in the level of self-confidence of children who were given role-playing activities in the 5 to 6 year old age group at Pembina 1 State Kindergarten, Binjai City. The approach applied in this study was quantitative with a quasi-experimental method through a Nonequivalent Control Group Design. The population in this study was 39 children. Sampling was carried out using a simple random sampling technique. Class B1 was designated as the experimental group with 20 children, while class B2 was designated as the control group consisting of 19 children. Research data were obtained through observation, then analyzed using homogeneity and normality tests, as well as the Independent Sample t-Test. Based on the research findings, a significant difference was found in children's self-confidence after role-playing activities were implemented. This finding is evident from the Sig. 0.000 value, indicating a value below 0.05. Furthermore, the average post-test result for the experimental group was 48.95, while the control group received a mean score of 45.11. These results indicate that guided macro role-playing activities can have a positive impact on increasing the self-confidence of children aged 5 to 6 years.

Keywords: Guided Macro Role Play, Self-Confidence, Early Childhood.

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