

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan perilaku tanggung jawab anak usia 5–6 tahun melalui penggunaan Kebun Mini Sekolah di PAUD Al Ikhlas 06 Rambutan. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan secara kolaboratif dengan mengacu pada model Kemmis dan McTaggart melalui tahapan perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Penelitian dilaksanakan dalam dua siklus, masing-masing terdiri atas empat pertemuan. Subjek penelitian berjumlah 8 anak usia 5–6 tahun. Data dikumpulkan melalui observasi, catatan lapangan, wawancara, dan dokumentasi. Indikator perilaku tanggung jawab yang diamati meliputi: (1) menyelesaikan tugas yang diberikan; (2) merawat tanaman dengan baik; (3) mematuhi aturan kegiatan berkebun; dan (4) menunjukkan kemandirian. Data dianalisis menggunakan analisis kuantitatif dan kualitatif melalui reduksi data, penyajian data, serta verifikasi. Hasil penelitian menunjukkan adanya peningkatan perilaku tanggung jawab anak setelah diterapkan kegiatan Kebun Mini Sekolah. Rata-rata skor pada pra penelitian sebesar 1,98 atau 49,48%, meningkat menjadi 2,07 atau 51,82% pada Siklus I, dan meningkat kembali menjadi 3,02 atau 75,52% pada Siklus II. Hasil Siklus II telah melampaui indikator keberhasilan penelitian yang ditetapkan sebesar 71%. Peningkatan terlihat pada kemampuan anak menyelesaikan tugas, konsistensi merawat tanaman, kepatuhan terhadap aturan berkebun, dan kemandirian dalam melaksanakan kegiatan. Dengan demikian, penggunaan Kebun Mini Sekolah dapat meningkatkan perilaku tanggung jawab anak usia 5–6 tahun di PAUD Al Ikhlas 06 Rambutan. Penelitian ini merekomendasikan agar guru dan lembaga PAUD memanfaatkan Kebun Mini Sekolah sebagai kegiatan pembelajaran berbasis lingkungan yang dilakukan secara rutin dan berkelanjutan untuk menumbuhkan tanggung jawab, kemandirian, serta kepedulian anak terhadap lingkungan.

Kata kunci: perilaku tanggung jawab, Kebun Mini Sekolah, anak usia 5–6 tahun, pendidikan anak usia dini, penelitian tindakan kelas.

ABSTRACT

This study aimed to improve the responsible behavior of children aged 5–6 years through the use of a Mini School Garden at PAUD Al Ikhlas 06 Rambutan. The study employed a collaborative Classroom Action Research (CAR) method based on the Kemmis and McTaggart model, involving the stages of planning, action, observation, and reflection. The research was conducted in two cycles, with four meetings in each cycle. The participants consisted of eight children aged 5–6 years. Data were collected through observation, field notes, interviews, and documentation. The indicators of responsible behavior included: (1) completing assigned tasks; (2) taking proper care of plants; (3) complying with the rules of gardening activities; and (4) demonstrating independence. The data were analyzed quantitatively and qualitatively through data reduction, data display, and verification. The findings showed a progressive improvement in children's responsible behavior following the implementation of the Mini School Garden activities. The mean score increased from 1.98 or 49.48% in the pre-action stage to 2.07 or 51.82% in Cycle I and further increased to 3.02 or 75.52% in Cycle II. The result of Cycle II exceeded the predetermined success criterion of 71%. Improvements were evident in children's ability to complete tasks, consistently care for plants, comply with gardening rules, and independently perform assigned activities. Therefore, it can be concluded that the use of a Mini School Garden can improve the responsible behavior of children aged 5–6 years at PAUD Al Ikhlas 06 Rambutan. This study recommends that teachers and early childhood education institutions incorporate Mini School Garden activities as a regular and sustainable form of environmental-based learning to foster children's responsibility, independence, and environmental awareness.

Keywords: responsible behavior, Mini School Garden, children aged 5–6 years, early childhood education, classroom action research.

