ABSTRAK

UPAYA PENINGKATAN KEMANDIRIAN ANAK USIA 5–6 TAHUN MELALUI MODEL PEMBELAJARAN SENTRA DI BKB PAUD MELATI CERIA

Penelitian ini dilatarbelakangi oleh masih rendahnya kemandirian anak usia 5–6 tahun di BKB PAUD Melati Ceria. Kondisi tersebut terlihat dari masih adanya anak yang membutuhkan bantuan guru dalam melakukan kegiatan pembelajaran, memilih aktivitas, menyelesaikan tugas, menggunakan alat permainan, serta bertanggung jawab terhadap perlengkapan yang digunakan. Penelitian ini bertujuan untuk meningkatkan kemandirian anak usia 5–6 tahun melalui model pembelajaran sentra di BKB PAUD Melati Ceria.Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan melalui tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 17 anak kelompok B yang terdiri atas 10 anak laki-laki dan 7 anak perempuan. Teknik pengumpulan data dilakukan melalui observasi, dokumentasi, dan penilaian kemandirian anak. Penilaian difokuskan pada kemampuan anak dalam melakukan kegiatan secara mandiri, mengambil keputusan sederhana, menyelesaikan tugas, serta menunjukkan tanggung jawab terhadap kegiatan dan alat permainan yang digunakan.Hasil penelitian menunjukkan bahwa pada tahap pra-penelitian diperoleh jumlah skor kemandirian anak sebesar 309 dari skor maksimal 612, dengan rata-rata skor 18,18 atau capaian sebesar 50,49%. Hasil tersebut berada pada kategori Mulai Berkembang (MB), dan belum ada anak yang mencapai kriteria keberhasilan individual minimal 71%. Pada Siklus I, jumlah skor meningkat menjadi 335 dengan rata-rata 19,71 atau capaian 54,74%. Meskipun mengalami peningkatan, hasil tersebut belum mencapai kriteria keberhasilan sehingga penelitian dilanjutkan ke Siklus II. Pada Siklus II, pembelajaran difokuskan secara lebih spesifik melalui kegiatan Sentra Peran. Hasilnya menunjukkan peningkatan jumlah skor menjadi 478 dengan rata-rata 28,12 atau capaian sebesar 78,10%. Sebanyak 14 dari 17 anak atau 82,35% telah mencapai kriteria keberhasilan individual minimal 71%.Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penerapan model pembelajaran sentra, khususnya melalui kegiatan Sentra Peran pada Siklus II, dapat meningkatkan kemandirian anak usia 5–6 tahun di BKB PAUD Melati Ceria. Kegiatan pembelajaran sentra memberikan kesempatan kepada anak untuk memilih kegiatan, mengambil keputusan, menjalankan peran, menyelesaikan tugas, dan bertanggung jawab secara mandiri sesuai dengan kemampuan perkembangannya.

Kata Kunci: Kemandirian Anak, Anak Usia 5–6 Tahun, Model Pembelajaran Sentra, Sentra Peran, Penelitian Tindakan Kelas.

ABSTRACT

EFFORTS TO IMPROVE THE INDEPENDENCE OF CHILDREN AGED 5–6 YEARS THROUGH THE CENTER-BASED LEARNING MODEL AT BKB PAUD MELATI CERIA

This study was motivated by the low level of independence among children aged 5–6 years at BKB PAUD Melati Ceria. This condition was reflected in the fact that some children still needed teachers' assistance in carrying out learning activities, choosing activities, completing tasks, using play materials, and taking responsibility for the materials they used. This study aimed to improve the independence of children aged 5–6 years through the implementation of the center-based learning model at BKB PAUD Melati Ceria.The research method used was Classroom Action Research (CAR), which was conducted through four stages: planning, action implementation, observation, and reflection. The research subjects consisted of 17 children in Group B, comprising 10 boys and 7 girls. Data were collected through observation, documentation, and assessments of children's independence. The assessment focused on children's ability to perform activities independently, make simple decisions, complete tasks, and demonstrate responsibility for learning activities and the play materials they used.The results showed that during the pre-research stage, the total independence score was 309 out of a maximum score of 612, with an average score of 18.18 or an achievement percentage of 50.49%. This result was classified as Beginning to Develop (MB), and none of the children had achieved the minimum individual success criterion of 71%. In Cycle I, the total score increased to 335, with an average score of 19.71 or 54.74%. Although an improvement was observed, the results had not yet met the success criterion. Therefore, the research continued to Cycle II. In Cycle II, learning activities were focused more specifically on the Role-Playing Center. The results showed a significant improvement, with the total score increasing to 478, an average score of 28.12, and an achievement percentage of 78.10%. A total of 14 out of 17 children, or 82.35%, achieved the minimum individual success criterion of 71%. Based on these findings, it can be concluded that the implementation of the center-based learning model, particularly through activities at the Role-Playing Center in Cycle II, can improve the independence of children aged 5–6 years at BKB PAUD Melati Ceria. Center-based learning activities provide opportunities for children to choose activities, make decisions, perform roles, complete tasks, and take responsibility independently according to their developmental abilities.

Keywords: Children's Independence, Children Aged 5–6 Years, Center-Based Learning Model, Role-Playing Center, Classroom Action Research.