

ABSTRAK

PENGARUH PEMBELAJARAN BERBASIS *JOYFUL LEARNING* TERHADAP PEMBELAJARAN MENDALAM PADA ANAK USIA DINI

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Penelitian ini dilatarbelakangi oleh rendahnya pembelajaran mendalam anak usia dini, yang terlihat dari kurangnya keterlibatan aktif, kemampuan berpikir kritis, serta kesulitan anak dalam mengaitkan pengalaman belajar dengan kehidupan sehari-hari. Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran berbasis *joyful learning* terhadap pembelajaran mendalam anak usia dini. Penelitian menggunakan pendekatan kuantitatif dengan metode *pre-experimental design* melalui desain *one group pretest-posttest*. Subjek penelitian berjumlah 23 anak usia 5–6 tahun di TK Al-Akbar Rajabasa Bandar Lampung. Data dikumpulkan melalui observasi dan di uji hipotesis menggunakan uji *Wilcoxon*. Teknik analisis datanya menggunakan perhitungan rumus interval. Hasil penelitian menunjukkan nilai Asymp. Sig. (2-tailed) sebesar $0,000 < 0,05$, sehingga terdapat pengaruh pembelajaran berbasis *joyful learning* terhadap pembelajaran mendalam pada anak usia dini. Kegiatan belajar melalui bermain, eksperimen, proyek, dan media konkret mendorong anak lebih aktif, memahami konsep, serta merefleksikan pengalaman belajar. Temuan penelitian menunjukkan bahwa pembelajaran mendalam pada anak usia dini sebaiknya berlangsung secara terintegrasi untuk menstimulasi perkembangan anak usia dini secara optimal.

Kata kunci: *joyful learning*, pembelajaran mendalam, anak usia dini

ABSTRACT

THE EFFECT OF JOYFUL LEARNING-BASED INSTRUCTION ON DEEP LEARNING AMONG EARLY CHILDHOOD CHILDREN

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This study was motivated by the low level of deep learning among early childhood students, as evidenced by a lack of active engagement, critical thinking skills, and difficulties in connecting learning experiences to daily life. This study aims to determine the effect of joyful learning-based instruction on deep learning in early childhood. The study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest design. The study subjects consisted of 23 children aged 5–6 years at Al-Akbar Rajabasa Kindergarten in Bandar Lampung. Data were collected through observation, and hypotheses were tested using the Wilcoxon test. Data analysis employed interval calculation formulas. The results showed an Asymp. Sig. (2-tailed) value of $0.000 < 0.05$, indicating that joyful learning-based instruction has a significant effect on deep learning in early childhood. Learning activities through play, experiments, projects, and concrete media encourage children to be more active, understand concepts, and reflect on their learning experiences. The research findings suggest that deep learning in early childhood should take place in an integrated manner to optimally stimulate the development of young children.

Keywords: joyful learning, deep learning, early childhood