

ABSTRAK

PENGARUH PERMAINAN KONSTRUKTIF TERHADAP KEMAMPUAN PEMECAHAN MASALAH ANAK USIA 5–6 TAHUN

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Kemampuan pemecahan masalah anak usia 5–6 tahun di TK Kuntum Khairu Ummah Bandar Lampung, masih belum berkembang secara optimal. Hal ini terlihat ketika anak mengalami kesulitan saat bermain balok, seperti belum mampu menentukan cara agar susunan balok tidak roboh dan cenderung meminta bantuan guru tanpa mencoba mencari solusi sendiri. Penelitian ini bertujuan untuk mengetahui pengaruh permainan konstruktif terhadap kemampuan pemecahan masalah anak usia 5–6 tahun di TK Kuntum Khairu Ummah Bandar Lampung. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen dan desain *One Group Pretest-Posttest Design*. Sampel penelitian berjumlah 25 anak kelompok B1 yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan melalui lembar observasi kemampuan pemecahan masalah dan dianalisis menggunakan uji *Wilcoxon Signed Rank Test*. Hasil penelitian menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$), sehingga hipotesis penelitian diterima. Dengan demikian, permainan konstruktif berpengaruh signifikan terhadap kemampuan pemecahan masalah anak usia 5–6 tahun di TK Kuntum Khairu Ummah Bandar Lampung.

Kata kunci : Anak usia dini, kemampuan pemecahan masalah, permainan konstruktif

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ABSTRACT

THE EFFECT OF CONSTRUCTIVE PLAY ON THE PROBLEM-SOLVING SKILLS OF CHILDREN AGED 5–6 YEARS

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The problem-solving skills of 5–6-year-old children at Kuntum Khairu Ummah Kindergarten in Bandar Lampung have not yet developed optimally. This is evident when the children experience difficulties while playing with blocks, such as not yet being able to determine how to prevent the block structure from collapsing and tending to ask the teacher for help without trying to find a solution on their own. This study aims to determine the effect of constructive play on the problem-solving skills of 5–6-year-old children at Kuntum Khairu Ummah Kindergarten in Bandar Lampung. The study employed a quantitative approach using an experimental method and a One-Group Pretest-Posttest Design. The sample consisted of 25 children from Group B1 selected using purposive sampling. Data were collected through problem-solving ability observation sheets and analyzed using the Wilcoxon Signed-Rank Test. The results of the study showed a significance value of 0.000 ($p < 0.05$), thus the research hypothesis was accepted. Therefore, constructive play has a significant effect on the problem-solving skills of 5–6-year-old children at Kuntum Khairu Ummah Kindergarten in Bandar Lampung.

Keywords: Constructive play, early childhood, problem-solving ability