

ABSTRAK

PENGARUH PERMAINAN *WORD GAME* BERBASIS *EXPERIENTIAL LEARNING* TERHADAP PENGENALAN KEAKSARAAN ANAK USIA 6-7 TAHUN

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Masalah dalam penelitian ini adalah rendahnya kemampuan keaksaraan anak pada anak kelas 1B SDN 2 Gunung Sulah. Penelitian ini bertujuan untuk menganalisis pengaruh permainan *word game* berbasis *experiential learning* terhadap pengenalan keaksaraan anak usia 6-7 tahun. Menggunakan metode kuantitatif dengan desain *quasi-experiment*, penelitian ini melibatkan 23 siswa kelas 1B SDN 2 Gunung Sulah sebagai kelompok eksperimen dan 23 siswa sebagai kelompok kontrol. Data dikumpulkan melalui pre-test dan post-test kemampuan keaksaraan. Nilai rata-rata *post-test* kelas eksperimen yaitu 40,22 sedangkan nilai *post-test* kelas kontrol adalah 32,43. Hal ini menunjukkan bahwa terdapat kenaikan nilai rata-rata pada *post-test* kelas eksperimen dan kelas kontrol sebesar 7,79. Analisis uji N-Gain *Score* untuk kelas eksperimen 84,1% termasuk dalam kategori efektivitas tinggi. Dengan nilai score minimal 71,11% dan maksimal 97,92%. Berdasarkan uji T-Test diperoleh nilai sig. $0,000 < 0,05$ hal ini dapat disimpulkan bahwa permainan *word game* berbasis *experiential learning* memiliki pengaruh positif dan signifikan terhadap pengenalan keaksaraan anak usia 6-7 tahun.

Kata Kunci: anak usia dini, *word game*, *experiential learning*, keaksaraan awal

ABSTRACT

THE EFFECT OF WORD GAME BASED ON EXPERIENTIAL LEARNING ON LITERACY RECOGNITION IN CHILDREN AGED 6-7 YEARS

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The problem in this research is the low literacy skills of the children in class 1B of SDN 2 Gunung Sulah. This study aims to analyze the effect of word game based on experiential learning on literacy recognition in children aged 6-7 years. Using a quantitative method with a quasi-experimental design, this research involved 23 students from class 1B of SDN 2 Gunung Sulah as the experimental group and 23 students as the control group. Data were collected through pre-test and post-test of literacy skills. The average post-test score for the experimental class was 40.22, whereas the post-test score for the control class was 32.43. This indicates an increase in the average score in the post-test for both the experimental and control classes of 7.79. The N-Gain Score analysis for the experimental class was 84.1%, which falls into the high effectiveness category, with a minimum score of 71.11% and a maximum of 97.92%. Based on the T-Test, a significance value of $0.000 < 0.05$ was obtained. This can be concluded that experiential learning-based word games have a positive and significant effect on literacy recognition in children aged 6-7 years.

Keywords: *early childhood, word game, experiential learning, early literacy*