

Abstrak

Kerjasama dan tanggung jawab merupakan aspek penting dalam perkembangan sosial anak usia dini yang perlu distimulasi melalui pembelajaran yang aktif dan bermakna. Namun, hasil observasi awal di TK Dharma Wanita Tawangrejo menunjukkan bahwa kemampuan kerjasama dan tanggung jawab anak masih belum berkembang secara optimal, ditandai dengan rendahnya partisipasi dalam kegiatan kelompok dan kurangnya kesadaran menyelesaikan tugas bersama. Penelitian ini bertujuan untuk meningkatkan kerjasama dan tanggung jawab anak usia dini melalui penerapan *Sport Education Model*. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dengan subjek penelitian sebanyak 16 anak Kelompok B TK Dharma Wanita Tawangrejo. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data dilakukan melalui observasi, dokumentasi, dan lembar penilaian perkembangan anak. Analisis data dilakukan secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan adanya peningkatan kemampuan kerjasama dan tanggung jawab anak pada setiap siklus. Pada pra siklus keaktifan siswa sebesar 44%, pada siklus I ada 56% dan siklus II sebesar 86%, hal ini karena anak mulai menunjukkan keterlibatan dalam kegiatan kelompok, namun belum konsisten. Sedangkan kemandirian peserta didik pada pra siklus menunjukkan 36%, pada siklus I ada 57% dan pada Siklus II sebesar 82% hal ini menunjukkan peserta telah mampu bekerja sama, mengikuti aturan permainan, serta bertanggung jawab terhadap peran dan tugas yang diberikan. Dengan demikian, dapat disimpulkan bahwa penerapan *Sport Education Model* efektif dalam meningkatkan kerjasama dan tanggung jawab anak usia dini di TK Dharma Wanita Tawangrejo.

Kata kunci: *Sport Education Model*, kerjasama, tanggung jawab

Abstract

Cooperation and responsibility are essential aspects of early childhood social development that need to be stimulated through active and meaningful learning experiences. However, initial observations at TK Dharma Wanita Tawangrejo revealed that children's cooperation and responsibility had not yet developed optimally, as indicated by low participation in group activities and limited awareness in completing shared tasks. This study aimed to improve cooperation and responsibility among early childhood learners through the implementation of the Sport Education Model. The research employed a Classroom Action Research (CAR) design conducted in two cycles, involving 16 children from Group B at TK Dharma Wanita Tawangrejo. Each cycle consisted of planning, action, observation, and reflection stages. Data were collected through observation, documentation, and child development assessment sheets. Data were analyzed using descriptive qualitative and quantitative techniques. The results showed a significant improvement in children's cooperation and responsibility across cycles. In the pre-cycle phase, students' activeness reached 44%, increasing to 56% in Cycle I and 86% in Cycle II, indicating that children gradually became more involved in group activities. Meanwhile, children's independence was recorded at 36% in the pre-cycle stage, increased to 57% in Cycle I, and reached 82% in Cycle II, demonstrating that most children were able to cooperate, follow game rules, and take responsibility for their assigned roles and tasks. Therefore, it can be concluded that the implementation of the Sport Education Model is effective in enhancing cooperation and responsibility among early childhood learners at TK Dharma Wanita Tawangrejo.

Keywords: *Sport Education Model*, cooperation, responsibility.