

ABSTRAK

Dwi Setiani. 2025. Peningkatan Keterampilan Kolaborasi Anak Usia Dini Melalui Metode Bermain Berbasis Proyek Menggunakan Pendekatan Pembelajaran Mendalam di Kelompok A TK Negeri Pembina Ponorogo. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Rohman Solah, S. S, M.Pd, Pembimbing II Dr. Agung Nasrulloh Saputro, M.Pd.

Kata Kunci : Kolaborasi, Bermain Berbasis Proyek, Pembelajaran Mendalam
Penelitian ini dilatarbelakangi oleh temuan bahwa keterampilan kolaborasi, sebagai salah satu dimensi Profil Lulusan Pembelajaran Mendalam, belum optimal pada murid TK Negeri Pembina Ponorogo.

Pembelajaran Mendalam yang menekankan suasana belajar berkesadaran, bermakna, dan menggembirakan, diyakini mampu meningkatkan kompetensi holistik anak.

Penelitian tindakan kelas (PTK) ini bertujuan untuk mendeskripsikan prosedur penerapan dan mengukur peningkatan keterampilan kolaborasi anak melalui Metode Bermain Berbasis Proyek yang diintegrasikan dengan pendekatan PM. Metode penelitian menggunakan PTK dua siklus, dengan subjek murid kelompok A TK Negeri Pembina Ponorogo. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, dengan analisis data deskriptif kualitatif dan kuantitatif sederhana. Hasil penelitian menunjukkan bahwa implementasi metode Bermain Berbasis Proyek dengan pendekatan Pembelajaran Mendalam efektif meningkatkan keterampilan kolaborasi anak usia dini, yang terlihat dari tercapainya indikator kinerja hasil sebesar 80% murid mencapai kriteria optimal pada akhir Siklus II, serta perbaikan prosedur tindakan di setiap siklus.

ABSTRACT

Dwi Setiani. 2025. Improving Early Childhood Collaboration Skills Through Project-Based Play Using an Immersive Learning Approach in Group A of Pembina Ponorogo State Kindergarten. Thesis. Madiun: Master of Indonesian Language and Literature Education Study Program, Graduate Faculty, Universitas PGRI Madiun. Supervisor (I) Dr. Dwi Rohman Solah, S.S, M.Pd, Supervisor (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Keywords: Collaboration, Project-Based Play, Immersive Learning. This research is motivated by the finding that collaboration skills, as one dimension of the Immersive Learning Graduate Profile, are not optimal in students of Pembina Ponorogo State Kindergarten.

Immersive learning, which emphasizes a conscious, meaningful, and joyful learning environment, is believed to improve children's holistic competencies.

This classroom action research (CAR) aims to describe the implementation procedures and measure the improvement of children's collaboration skills through the Project-Based Play Method integrated with the Immersive Learning approach. The research method used two cycles of PTK, with group A students of Pembina Ponorogo State Kindergarten as the subjects. Data collection was carried out through observation, interviews, and documentation, with simple qualitative and quantitative descriptive data analysis. The results of the study showed that the implementation of the Project-Based Play method with the Deep Learning approach effectively improved early childhood collaboration skills, as seen from the achievement of performance indicators of 80% of students reaching optimal criteria at the end of Cycle II, as well as improvements in action procedures in each cycle.

