

ABSTRAK

Bernadetta Hari W, 2026: *Peningkatan Kesetiakawanan Sosial dan Kemandirian dengan Cerita Big Book Pada Anak Kelompok A TK Efrata Kartoharjo Kota Madiun Tahun Pelajaran 2025/2026*. Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Muhammad Hanif, M.M., M.Pd., (II) Dr. Sudarmiani, M.Pd.

Kata kunci: *Big Book; kesetiakawanan sosial; kemandirian; anak usia dini; penelitian tindakan kelas.*

Kesetiakawanan sosial dan kemandirian merupakan aspek penting dalam perkembangan sosialemosional anak usia dini, namun hasil observasi awal di Kelompok A TK Efrata Kartoharjo Kota Madiun menunjukkan kedua aspek tersebut belum berkembang optimal. Penelitian ini bertujuan meningkatkan kesetiakawanan sosial dan kemandirian anak melalui penggunaan media cerita Big Book. Penelitian menggunakan desain Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, masing-masing meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian terdiri atas 10 anak Kelompok A Tahun Pelajaran 2025/2026. Data dikumpulkan melalui observasi dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa rata-rata skor kesetiakawanan sosial meningkat dari 5,9 pada prasiklus menjadi 9,8 pada Siklus I dan 11,9 pada Siklus II, dengan ketuntasan klasikal mencapai 90%. Rata-rata skor kemandirian meningkat dari 6,0 menjadi 9,2 dan 11,3, dengan ketuntasan klasikal mencapai 80%. Temuan ini menunjukkan bahwa penggunaan media cerita Big Book yang dipadukan dengan aktivitas kolaboratif efektif meningkatkan kesetiakawanan sosial dan kemandirian anak usia dini. Hasil penelitian memberikan implikasi bahwa Big Book dapat menjadi alternatif media pembelajaran karakter kontekstual dan efektif di satuan PAUD.

ABSTRACT

Bernadetta Hari W, 2026: *Enhancing Social Solidarity and Independence through Big Book Stories among Group A Children at Efrata Kindergarten, Kartoharjo, Madiun City, in the 2025/2026 Academic Year*. Thesis. Madiun: Master's Program in Social Studies Education, Graduate School, Universitas PGRI Madiun. Supervisors: (I) Prof. Dr. Muhammad Hanif, M.M., M.Pd., (II) Dr. Sudarmiani, M.Pd.

Keywords: *Big Book, social solidarity, independence, early childhood, classroom action research.*

Social solidarity and independence are essential aspects of early childhood social-emotional development. However, the results of the preliminary observation in Group A of Efrata Kartoharjo Kindergarten, Madiun City, indicated that these two aspects had not yet developed optimally. This study aimed to improve children's social solidarity and independence through the use of Big Book story media. This study employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, which was conducted in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The research subjects were 10 children in Group A of Efrata Kartoharjo Kindergarten, Madiun City, in the 2025/2026 academic year. Data were collected through observation and documentation and analyzed using descriptive quantitative and qualitative techniques. The findings revealed that the average score of social solidarity increased from 5.9 in the pre-cycle to 9.8 in Cycle I and 11.9 in Cycle II, with classical mastery reaching 90%. Meanwhile, the average score of children's independence improved from 6.0 in the pre-cycle to 9.2 in Cycle I and 11.3 in Cycle II, with classical mastery reaching 80%. These results indicate that the use of Big Book story media combined with collaborative learning activities effectively enhanced children's social solidarity and independence by providing meaningful, engaging, and interactive learning experiences.

In conclusion, the implementation of Big Book story media was effective in improving social solidarity and independence among early childhood learners. The findings suggest that Big Book can serve as an alternative instructional medium for contextual and effective character education in Early Childhood Education (ECE) settings.