

**PENERAPAN METODE PEMBELAJARAN BERMAIN PERAN TEMA
MITIGASI BENCANA UNTUK MENINGKATKAN KEMAMPUAN
SOSIAL ANAK KELOMPOK B TK GANESHA DENPASAR TAHUN
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ABSTRAK

Hasil pengamatan di TK Ganesha menunjukkan kemampuan sosial anak usia dini khususnya kelompok B masih tergolong rendah. Kondisi ini ditandai dengan dominannya perilaku bermain paralel, terbatasnya interaksi sosial, kesulitan anak dalam berbaur pada kelas inklusif yang melibatkan anak berkebutuhan khusus (ABK), serta kurangnya variasi penggunaan metode belajar. Penelitian ini bertujuan untuk meningkatkan kemampuan sosial anak kelompok B di TK Ganesha melalui penerapan metode belajar bermain peran. Penelitian menggunakan desain penelitian tindakan kelas (PTK) model Kemmis dan McTaggart yang meliputi tahap perencanaan, tindakan dan pengamatan, serta refleksi. Subjek penelitian adalah enam anak kelompok B di TK Ganesha tahun ajaran 2024/2025. Penelitian dilaksanakan dalam dua siklus, masing-masing terdiri atas dua pertemuan, dengan teknik pengumpulan data berupa observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa pada siklus I kemampuan sosial anak mengalami peningkatan dari 24,95% menjadi 37,45% namun hasil berada pada kategori kurang baik. Pada siklus II terjadi peningkatan yang signifikan dari 58,33% menjadi 87,49% dengan kategori sangat baik. Metode bermain peran terbukti efektif dalam meningkatkan kemampuan sosial anak kelompok B di TK Ganesha.

Kata Kunci: kemampuan sosial, anak usia dini, bermain peran, penelitian tindakan kelas.

**IMPLEMENTING A ROLE-PLAYING LEARNING METHOD WITH A
DISASTER MITIGATION THEME TO IMPROVE THE SOCIAL SKILLS OF
GROUP B AT GANESHA KINDERGARDEN**

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ABSTRACT

The results of observations conducted at Ganesha Kindergarten indicate that the social skills of early childhood learners, particularly those in Group B, remain relatively low. This condition is characterized by the predominance of parallel play behavior, limited social interaction, difficulties in adapting to inclusive classroom settings involving children with special needs, and a lack of variation in teaching methods. This study aimed to enhance the social skills of Group B children at Ganesha Kindergarten through the implementation of the role-playing learning method. The study employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, which consists of the stages of planning, action and observation, and reflection. The research subjects were six children from Group B at Ganesha Kindergarten during the 2024/2025 academic year. The study was conducted in two cycles, each comprising two meetings. Data were collected through observation and documentation techniques. The findings revealed that in Cycle I, the children's social skills improved from 24.95% to 37.45%; however, the results were still categorized as poor. In Cycle II, a significant improvement was observed, increasing from 58.33% to 87.49%, which was categorized as very good. These findings demonstrate that the role-playing method is effective in improving the social skills of Group B children at Ganesha Kindergarten.

Keywords: *social skills, early childhood, role-playing, classroom action research.*