

**PENGARUH METODE PEMBELAJARAN BERBASIS *UNPLUGGED*
CODING TERHADAP *COMPUTATIONAL THINKING* ANAK
DI TAMAN KANAK-KANAK**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran berbasis *unplugged coding* terhadap kemampuan *computational thinking* anak kelompok B taman kanak-kanak di Gugus II Kecamatan Buleleng Tahun Pelajaran 2025/2026. Penelitian ini merupakan penelitian kuasi eksperimen dengan desain *Nonequivalent Post-test Only Control Group Design*. Populasi penelitian berjumlah 33 anak kelompok B yang terdiri atas dua kelas. Sampel ditentukan menggunakan teknik *sampling jenuh*. Data kemampuan *computational thinking* dikumpulkan melalui lembar observasi yang telah memenuhi uji validitas isi dan reliabilitas. Analisis data dilakukan menggunakan statistik deskriptif dan statistik inferensial melalui uji *Independent Samples t-test* setelah memenuhi uji prasyarat berupa uji normalitas dan homogenitas.

Hasil penelitian menunjukkan bahwa rata-rata kemampuan *computational thinking* anak pada kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol, yaitu sebesar 52,88 dan 38,63. Hasil uji hipotesis menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$), sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, metode pembelajaran berbasis *unplugged coding* berpengaruh signifikan terhadap kemampuan *computational thinking* anak kelompok B taman kanak-kanak di Gugus II Kecamatan Buleleng Tahun Pelajaran 2025/2026. Metode ini efektif dalam mengembangkan kemampuan anak memecahkan masalah, mengenali pola, memilah informasi penting, dan menyusun langkah penyelesaian masalah secara logis melalui aktivitas pembelajaran yang konkret dan menyenangkan.

Kata kunci: *computational thinking*, *unplugged coding*, anak usia dini, metode pembelajaran.

**THE EFFECT OF THE UNPLUGGED CODING-BASED LEARNING
METHOD ON CHILDREN'S COMPUTATIONAL THINKING IN
KINDERGARTEN**

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ABSTRACT

This study aimed to determine the effect of the unplugged coding-based learning method on the computational thinking skills of Group B kindergarten children in Cluster II, Buleleng District, during the 2025/2026 academic year. This study employed a quasi-experimental research design using the Nonequivalent Post-test Only Control Group Design. The population consisted of 33 Group B kindergarten children from two classes. The sample was selected using a saturated sampling technique. Data on children's computational thinking skills were collected through an observation checklist that had met the requirements of content validity and reliability. The data were analyzed using descriptive and inferential statistics through the Independent Samples t-test after satisfying the prerequisite tests of normality and homogeneity.

The results showed that the mean computational thinking score of the experimental group was higher than that of the control group, with mean scores of 52.88 and 38.63, respectively. The hypothesis testing yielded a significance value of 0.000 ($p < 0.05$), indicating that H_0 was rejected and H_1 was accepted. Therefore, the unplugged coding-based learning method had a significant effect on the computational thinking skills of Group B kindergarten children in Cluster II, Buleleng District, during the 2025/2026 academic year. This learning method effectively enhanced children's ability to decompose problems, recognize patterns, identify relevant information, and develop logical step-by-step solutions through concrete and enjoyable learning activities.

Keywords: *computational thinking, unplugged coding, early childhood, learning method.*