

ABSTRAK

Musaroni, Siti (2025) Pengaruh Program Kolaborasi Sekolah-Keluarga Terhadap Minat Baca dan Kemampuan Membaca Awal Anak TK Kartika Kabupaten Seruyan Kalimantan Tengah, Tesis, Pendidikan anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha

Tesis ini telah mendapat persetujuan dan di telaah oleh Pembimbing I : **Prof. Dr. I Ketut Gading, M.Psi,** serta Pembimbing II : **Dr. I Gusti Agung Ayu Wulandari, S.Pd., M.Pd**

Penelitian ini bertujuan untuk mengetahui pengaruh program kolaborasi sekolah–keluarga terhadap minat baca anak usia dini, pengaruh program kolaborasi sekolah–keluarga terhadap kemampuan membaca awal anak usia dini, serta pengaruh program kolaborasi sekolah–keluarga secara simultan terhadap minat baca dan kemampuan membaca awal anak di TK Kartika Kabupaten Seruyan, Kalimantan Tengah.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain *pre-experimental* jenis *one-group pretest–posttest design*. Subjek penelitian berjumlah 20 anak Kelompok B TK Kartika yang ditentukan menggunakan teknik sampling jenuh. Data minat baca dikumpulkan melalui lembar observasi, sedangkan data kemampuan membaca awal diperoleh menggunakan tes unjuk kerja. Instrumen penelitian telah memenuhi persyaratan validitas dan reliabilitas. Analisis data dilakukan secara deskriptif dan inferensial menggunakan *paired sample t-test* untuk menguji pengaruh program terhadap masing-masing variabel serta *Multivariate Analysis of Variance (MANOVA)* untuk menguji pengaruh program secara simultan terhadap minat baca dan kemampuan membaca awal.

Hasil penelitian menunjukkan bahwa program kolaborasi sekolah–keluarga berpengaruh signifikan terhadap minat baca anak usia dini, berpengaruh signifikan terhadap kemampuan membaca awal anak usia dini, serta berpengaruh signifikan secara simultan terhadap minat baca dan kemampuan membaca awal anak usia dini. Hasil uji perbedaan antara skor pretest dan posttest menunjukkan adanya peningkatan pada kedua variabel setelah program dilaksanakan, sehingga memperkuat bukti empiris bahwa program kolaborasi sekolah–keluarga efektif dalam mendukung perkembangan literasi anak usia dini di TK Kartika Kabupaten Seruyan, Kalimantan Tengah.

Kata kunci: program kolaborasi sekolah–keluarga, minat baca, kemampuan membaca awal, anak usia dini.

ABSTRACT

Musaroni, Siti (2025). *The Effect of the School–Family Collaboration Program on Reading Interest and Early Reading Skills of Kindergarten Children at TK Kartika, Seruyan Regency, Central Kalimantan. Master's Thesis, Early Childhood Education, Graduate Program, Universitas Pendidikan Ganesha.*

This thesis has been reviewed and approved by Supervisor I, Prof. Dr. I Ketut Gading, M.Psi, and Supervisor II, Dr. I Gusti Agung Ayu Wulandari, S.Pd., M.Pd.

This study aimed to examine the effect of the school–family collaboration program on the reading interest of young children, the effect of the school–family collaboration program on children's early reading skills, and the simultaneous effect of the school–family collaboration program on both reading interest and early reading skills among kindergarten children at TK Kartika, Seruyan Regency, Central Kalimantan.

This study employed a quantitative approach using a pre-experimental one-group pretest–posttest design. The research participants consisted of 20 children from Group B of TK Kartika, selected using a saturated sampling technique. Data on children's reading interest were collected through observation sheets, while data on early reading skills were obtained through a performance test. The research instruments met the required standards of validity and reliability. Data were analyzed using both descriptive and inferential statistics. A paired-samples t-test was employed to examine the effect of the program on each dependent variable individually, while Multivariate Analysis of Variance (MANOVA) was used to examine the simultaneous effect of the program on reading interest and early reading skills.

The findings revealed that the school–family collaboration program had a significant effect on children's reading interest, a significant effect on their early reading skills, and a significant simultaneous effect on both reading interest and early reading skills. The comparison between pretest and posttest scores indicated improvements in both variables after the implementation of the program, providing empirical evidence that the school–family collaboration program is effective in supporting early literacy development among kindergarten children at TK Kartika, Seruyan Regency, Central Kalimantan.

Keywords: school–family collaboration program, reading interest, early reading skills, young children.