

ABSTRAK

Norlatifah. NIM. 220101080746. Pendekatan Bermain Peran Dalam Mengembangkan Karakter Anak Usia 5-6 Tahun di PAUD IT Robbani Banjarbaru. Pembimbing Skripsi Murniyanti Ismail, M.Pd. Pada Program Studi Pendidikan Islam Anak Usia Dini, Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin, 2026.

Kata Kunci: Bermain Peran, Karakter Empati, Anak Usia Dini.

Penelitian ini dilatarbelakangi oleh pentingnya pengembangan karakter empati pada anak usia dini sebagai bagian dari perkembangan sosial emosional. Empati membantu anak memahami perasaan orang lain, menunjukkan kepedulian, serta membangun hubungan sosial yang positif. Namun, masih ditemukan anak yang kurang peduli terhadap teman, kurang mampu berbagi, dan belum memahami perasaan orang lain secara optimal. Oleh karena itu, diperlukan pendekatan pembelajaran yang memberikan pengalaman sosial secara langsung kepada anak, salah satunya melalui pendekatan bermain peran. Penelitian ini bertujuan untuk mendeskripsikan penerapan pendekatan bermain peran dalam mengembangkan karakter empati anak usia 5–6 tahun di PAUD IT Robbani Banjarbaru, mengidentifikasi bentuk perilaku empati yang muncul setelah kegiatan bermain peran, serta mengetahui tantangan guru dalam menerapkan pendekatan tersebut.

Penelitian ini menggunakan jenis penelitian lapangan (*field research*) dan menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri atas kepala sekolah, wali kelas TK B1, 20 anak TK B1, dan orang tua anak TK B1. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diperiksa menggunakan triangulasi sumber dan triangulasi teknik.

Hasil penelitian menunjukkan bahwa pendekatan bermain peran dilaksanakan secara sistematis melalui tahap perencanaan, pelaksanaan, dan evaluasi. Perilaku empati yang berkembang pada anak meliputi membantu teman, berbagi dan bekerja sama, menenangkan teman yang sedih/peduli, serta memahami perasaan teman. Tantangan yang dihadapi guru meliputi perbedaan karakteristik anak, keterbatasan media pembelajaran, keterbatasan waktu pelaksanaan, serta belum optimalnya pembiasaan karakter empati di lingkungan keluarga. Berdasarkan temuan penelitian, pendekatan bermain peran berperan dalam mendukung pengembangan karakter empati anak usia 5–6 tahun di PAUD IT Robbani Banjarbaru.

ABSTRACT

Norlatifah. NIM. 220101080746. *A Role-Playing Approach to Developing the Character of Children Aged 5–6 Years at PAUD IT Robbani Banjarbaru.* Thesis Supervisor: Murniyanti Ismail, M.Pd. Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin, 2026.

Keywords: Role-playing, Empathetic Character, Early Childhood.

This research is motivated by the importance of fostering empathy in early childhood as a component of social-emotional development. Empathy enables children to understand others' feelings, demonstrate care, and build positive social relationships. However, instances are still observed where children lack concern for peers, struggle to share, and do not fully grasp the feelings of others. Consequently, an instructional approach that provides children with direct social experiences is required; the role-playing approach is one such method. This study aims to describe the implementation of the role-playing approach in developing empathy among children aged 5–6 years at PAUD IT Robbani Banjarbaru, identify the forms of empathetic behavior that emerge following role-playing activities, and examine the challenges teachers face in implementing this approach.

This study employs field research with a qualitative approach and a descriptive method. The research subjects consist of the school principal, the homeroom teacher of the TK B1 class, 20 TK B1 students, and the students' parents. Data collection techniques include observation, interviews, and documentation. Data analysis involves the stages of data reduction, data presentation, and conclusion drawing, while data validity is verified through source triangulation and technique triangulation.

The research results indicate that the role-playing approach was implemented systematically through planning, execution, and evaluation stages. The empathetic behaviors developed by the children included helping peers, sharing and cooperating, comforting peers who were sad or showing care, and understanding peers' feelings. Challenges faced by teachers included the diverse characteristics of the children, limited instructional media, time constraints during implementation, and the lack of optimal reinforcement of empathetic character traits within the family environment. Based on the research findings, the role-playing approach plays a role in supporting the development of empathetic character in children aged 5–6 years at PAUD IT Robbani Banjarbaru.