

ABSTRAK

Tantangan pada dunia pendidikan dalam menghadapi revolusi industri 4.0 adalah penanaman nilai-nilai karakter yang perlu dikembangkan. Salah satu nilai karakter dalam pendidikan yaitu karakter *self responsibility*. *Self Responsibility* merupakan perilaku seseorang untuk melaksanakan tugas dan kewajibannya yang seharusnya dia lakukan terhadap diri sendiri, masyarakat dan lingkungan. Meningkatkan *self responsibility* anak usia dini dapat dimulai dengan menggunakan metode *storytelling* dengan memperkenalkan dalam bentuk visual.

Penelitian ini bertujuan untuk mengetahui pengaruh metode *storytelling* berbasis *satua* Bali menggunakan *pop up book* untuk meningkatkan *self responsibility* anak usia dini. Penelitian ini termasuk penelitian eksperimen yakni *Quasi Experimental Design*, rancangan yang digunakan adalah *nonequivalent control group design*. Pengumpulan data menggunakan metode observasi dan wawancara. Subjek penelitian ini anak Kelompok B PAUD Saraswati IV Denpasar yang terdiri dari 1 kelas kontrol (35 anak) dan 1 kelas eksperimen (37 anak).

Data hasil analisis menunjukkan $t_{hitung} = 26,934$ sedangkan pada taraf signifikansi 5% dengan $dk = 72$ diperoleh nilai $t_{tabel} = 1,667$ sehingga $t_{hitung} = 26,934 > t_{tabel} 1,667$. Dapat dilihat bahwa $t_{hitung} > t_{tabel}$ yaitu $26,934 > 1,667$ yang berarti H_0 ditolak dan H_a diterima. Hal ini mengartikan bahwa terdapat perbedaan *self responsibility* antara anak yang mengikuti metode *storytelling* berbasis *satua* Bali dengan anak yang tidak mengikuti metode *storytelling* berbasis *satua* Bali, pada anak kelompok B di TK Saraswati IV Denpasar. Sehingga dapat disimpulkan penerapan metode *storytelling* berbasis *satua* Bali menggunakan *pop up book* berpengaruh terhadap *self responsibility* anak usia dini.

Kata Kunci: *Storytelling, Satua Bali, Pop Up Book, Self Responsibility, Anak Usia Dini.*

ABSTRACT

The challenge in the world of education facing the Industrial Revolution 4.0 is the cultivation of character values that need to be developed. One of the character values in education is the character of self-responsibility. Self-responsibility is a person's behaviour to carry out his duties and obligations to himself, society, and the environment. Improving early childhood self-responsibility can be started by using the storytelling method and introducing it in a visual form.

This study aims to determine the effect of storytelling methods based on Balinese satua using pop-up books to increase self-responsibility in early childhood. This research includes experimental research, namely quasi-experimental design. The design used is a nonequivalent control group design. Data collection was done using observation and interview methods. The subjects of this study were children of Group B PAUD (Earlychildhood School) Saraswati IV Denpasar, consisting of 1 control class (35 children) and 1 experimental class (37 children).

The data analysis results show $t_{\text{count}} = 26.934$, while at the 5% significance level with $dk = 72$, the t_{table} value = 1.667 is obtained, so that $t_{\text{count}} = 26.934 > t_{\text{table}}$ 1.667. It can be seen that $t_{\text{count}} > t_{\text{table}}$ is $26.934 > 1.667$, which means H_0 is rejected and H_a is accepted. This means that there is a difference in self-responsibility between children who follow the Balinese satua-based storytelling method and children who do not follow the Balinese satua-based storytelling method in group B children at Saraswati IV Kindergarten in Denpasar. So it can be concluded that the application of the Balinese Satua-based storytelling method using pop-up books has an effect on early childhood self-responsibility.

Keywords: storytelling, Satua Bali, pop-up books, self-responsibility, early childhood.