

ABSTRAK

Penanaman nilai toleransi pada anak usia dini merupakan aspek penting dalam pembentukan karakter sosial, khususnya dalam konteks masyarakat multikultural. Anak usia dini berada pada fase perkembangan sosial-emosional yang pesat sehingga memerlukan strategi pembelajaran yang kontekstual, bermakna, dan sesuai dengan karakteristik perkembangan. Metode bermain peran dipandang relevan karena memberikan pengalaman langsung kepada anak untuk memahami, merasakan, dan mempraktikkan sikap toleransi dalam situasi sosial nyata.

Penelitian ini bertujuan mendeskripsikan perencanaan, pelaksanaan, dan evaluasi implementasi metode bermain peran dalam mengembangkan toleransi anak di TK Harapan Leyangan Ungaran Timur, serta menganalisis dampak implementasi metode bermain peran terhadap toleransi anak di TK Harapan Leyangan Ungaran Timur.

Pendekatan penelitian yang digunakan adalah kualitatif. Subjek penelitian meliputi kepala sekolah, guru, dan orang tua. Teknik pengumpulan data dilakukan melalui wawancara terstruktur, observasi partisipatif, dan dokumentasi. Analisis data dilakukan melalui kondensasi data, penyajian data, dan penarikan kesimpulan dengan uji keabsahan data menggunakan triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa metode bermain peran untuk mengembangkan sikap toleransi di TK Harapan Leyangan telah dilaksanakan secara efektif dan interaktif. Implementasi metode bermain peran yang dirancang secara sistematis melalui tema toleransi beragama, sosial, dan budaya mampu menumbuhkan sikap bekerja sama, berbagi, menghargai perbedaan, serta mengelola emosi secara wajar pada anak. Metode bermain peran memiliki dampak positif terhadap toleransi anak ditandai dengan sikap mau berbagi, menyapa orang dengan ramah, menghargai perbedaan, tidak memotong pembicaraan teman atau dan melakukan interaksi secara positif. Rekomendasi dari hasil penelitian ini ialah sekolah sebaiknya mengintegrasikan metode bermain peran ke dalam kurikulum pendidikan anak usia dini secara sistematis, perlunya pelatihan keterampilan guru dalam menciptakan skenario yang relevan dan kontekstual serta evaluasi berkelanjutan.

Kata Kunci: Anak Usia Dini, Bermain Peran, Toleransi

ABSTRACT

The cultivation of tolerance values in early childhood constitutes a crucial aspect of social character development, particularly within the context of a multicultural society. Early childhood represents a stage of rapid social and emotional development that requires contextual, meaningful, and developmentally appropriate learning strategies. Role-playing is considered a relevant instructional method as it provides children with direct experiences to understand, experience, and practice tolerant attitudes in authentic social situations.

This study aims to describe the planning, implementation, and evaluation of the role-playing method in developing children's tolerance at TK Harapan Leyangan, East Ungaran, as well as to analyze the impact of implementing the role-playing method on children's tolerance at Harapan Leyangan Kindergarten, East Ungaran.

The research employed a qualitative design. The research subjects included the school principal, teachers, and parents. Data were collected through structured interviews, participatory observation, and documentation. Data analysis was conducted through data condensation, data display, and conclusion drawing, with data validity ensured through source and technique triangulation.

The findings indicate that the role-playing method to develop tolerant attitudes at TK Harapan Leyangan was conducted effectively and interactively. The systematically designed role-playing activities, implemented through themes of religious, social, and cultural tolerance, were able to foster cooperation, sharing behavior, respect for differences, and appropriate emotional regulation among children. Role playing method has a positive impact on tolerance, as reflected in children's willingness to share, greet others politely, respect differences, refrain from interrupting peers during conversations, and engage in positive social interactions. The recommendation from the results of this study is that schools should integrate role-playing methods into the early childhood education curriculum systematically, there is a need for teacher skills training in creating relevant and contextual scenarios and continuous evaluation.

Keywords: Early Childhood, Role Playing, Tolerance,