

ABSTRAK

Proses pra menulis pada anak usia dini sering mengalami berbagai kendala sehingga diperlukan media pembelajaran yang efektif untuk menstimulasi perkembangan kemampuan pra menulis. Penelitian ini bertujuan untuk mengetahui efektivitas media pembelajaran “*Shapes Box*” dalam menstimulasi kemampuan pra menulis anak usia 4–5 tahun. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *Pre-Experimental Design*. Subjek penelitian berjumlah 30 anak usia 4–5 tahun dari kelas A TK Muslimat NU Siti Masyithoh. Teknik pengumpulan data dilakukan melalui observasi dan dokumentasi yang meliputi kegiatan *pretest*, *treatment*, dan *posttest*. Uji validitas instrumen menggunakan validitas isi dan memperoleh nilai sebesar 85%. Uji normalitas menggunakan *Shapiro-Wilk* menunjukkan bahwa data *pretest* (0,096) dan *posttest* (0,347) berdistribusi normal. Berdasarkan uji hipotesis, diperoleh nilai signifikansi (2-tailed) sebesar $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa media pembelajaran “*Shapes Box*” efektif dalam meningkatkan kemampuan pra menulis anak usia 4–5 tahun. Penelitian ini menegaskan bahwa penggunaan media pembelajaran yang inovatif dan menyenangkan seperti “*Shapes Box*” dapat menjadi strategi efektif dalam pembelajaran anak usia dini untuk mengoptimalkan kemampuan pra menulis serta meningkatkan minat belajar sejak dini.

Kata kunci: Anak Usia Dini, Media Pembelajaran, “*Shapes Box*”

ABSTRACT

The pre-writing process in early childhood often encounters various challenges, requiring effective learning media to stimulate the development of these skills. This study aims to determine the effectiveness of the “Shapes Box” learning media in stimulating pre-writing skills in children aged 4-5 years. This research employed a quantitative approach with a Pre-Experimental Design method. The research subjects consisted of 30 children aged 4-5 years from Class A of the Muslimat NU Siti Masyithoh Kindergarten. Data collection techniques included observation and documentation through pretest, treatment, and posttest activities. Instrument validity testing used content validity and obtained a score of 85%. The normality test using the Shapiro-Wilk method indicated that the pretest (0.096) and posttest (0.347) data were normally distributed. Based on the hypothesis test, the significance value (2-tailed) obtained was $0.000 < 0.05$, indicating that H_0 was rejected and H_a was accepted. Thus, it can be concluded that the “Shapes Box” learning media is effective in improving pre-writing skills in children aged 4–5 years. This study highlights that innovative and engaging learning media can serve as an effective strategy in early childhood education to optimize pre-writing skills and enhance children’s learning interest from an early age.

Keywords: *Early Childhood, Learning Media, “Shapes Box”*