

Rahma Fitriyani. 2026. *Efektivitas Permainan Spin Emoji Terhadap Kemampuan Mengenal Diri Sendiri*. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura.
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ABSTRAK

Kemampuan mengenal emosi diri sendiri merupakan aspek penting dalam perkembangan sosial emosional anak usia dini yang perlu distimulasi melalui kegiatan pembelajaran yang menarik. Penelitian ini bertujuan untuk mengetahui efektivitas permainan spin emoji terhadap kemampuan mengenal emosi diri sendiri pada anak usia 4–5 tahun di TK Pelangi Nusa. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen dan desain *One Group Pretest–Posttest Design* terhadap 35 anak. Pengumpulan data dilakukan melalui observasi dengan menggunakan lembar instrumen. Data yang diperoleh kemudian dianalisis menggunakan uji normalitas, uji homogenitas, dan uji *paired sample t-test* dengan bantuan program IBM SPSS Statistics versi 27. Hasil penelitian menunjukkan adanya peningkatan rata-rata skor kemampuan mengenal emosi diri sendiri dari 20,22 pada skor *pretest* menjadi 48,51 pada skor *posttest*, dengan nilai $t_{hitung} = 49,720$ lebih besar dari $t_{tabel} = 2,042$ dengan nilai signifikansi $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Dengan demikian, permainan papan spin emoji terbukti efektif dan layak digunakan sebagai media pembelajaran berbasis bermain dalam mengembangkan kemampuan sosial emosional anak usia 4–5 tahun di satuan PAUD.

Kata Kunci: Anak usia dini, kemampuan mengenal emosi diri sendiri, permainan spin emoji

Rahma Fitriyani. 2026. The Effectiveness of the Spin Emoji Game in Developing Children's Self-Awareness. Thesis, Early Childhood Education Teacher Education Program, Faculty of Education, Trunodjoyo University, Madura.
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ABSTRACT

The ability to recognize one's own emotions is an important aspect of early childhood social-emotional development that needs to be stimulated through engaging learning activities. This study aimed to examine the effectiveness of the spin emoji game on the self-emotional awareness of children aged 4–5 years at Pelangi Nusa Kindergarten. This research employed a quantitative approach using an experimental method with a one-group pretest–posttest design involving 35 children. Data were collected through observation using an instrument sheet. The obtained data were then analyzed using a normality test, homogeneity test, and paired sample *t*-test with the assistance of IBM SPSS Statistics version 27. The results showed an increase in the average score of children's ability to recognize their own emotions, from 20.22 in the pretest to 48.51 in the posttest. The statistical analysis indicated that the calculated t_{value} ($t = 49.720$) was greater than the t_{table} value ($t = 2.042$), with a significance value of $0.000 < 0.05$, leading to the rejection of H_0 and the acceptance of H_a . Therefore, the *spin emoji* board game is effective and feasible to be implemented as a play-based learning medium to enhance the social-emotional development of children aged 4–5 years in early childhood education settings.

Keywords: early childhood, self-emotional awareness, spin emoji game