

Penerapan scaffolding, tools, dan internalisasi dari teori vygotsky pada proses pembelajaran di Sekolah Dasar Swasta T, Jakarta Barat (analisis kualitatif) = Application of scaffolding, tools, and internalization of vygotsky's theory in learning process at T Private Elementary School, West Jakarta (Qualitative Analysis) / Amelia Irawan

Amelia Irawan, author

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Abstrak

ABSTRAK

Penelitian ini bertujuan untuk melihat gambaran penerapan scaffolding, tools, dan internalisasi dari teori Vygotsky pada sekolah dasar swasta T di Jakarta Barat.

Data dalam penelitian didapat dengan metode observasi dan wawancara yang kemudian dianalisis secara kualitatif. Scaffolding dilihat melalui kontingensi, means, dan intentions nya; Tools dilihat melalui penggunaan technical dan psychological tools selama interaksi; dan internalisasi dilihat melalui think aloud anak dalam menyelesaikan soal terkait materi yang dibahas. Hasil penelitian menunjukkan banyaknya scaffolding yang tidak kontingen dan kaitannya dengan pembahasan soal; perbedaan proses internalisasi yang terjadi; dan penggunaan, alasan serta fungsi tools.

ABSTRACT

The purpose of this study is to describe the application of scaffolding, tools, and internalization of Vygotsky's theory at T private elementary school in West Jakarta.

Data are collected through observation and interview method that will be analyzed qualitatively. The concept of scaffolding is seen through its contingency, means, and intentions; tools through the usage of technical and psychological tools in all interactions; and internalization through children's think aloud while answering the questions related to subject. Result of this study show that most of scaffolding are not contingent and its relationship with problem discussion; differences of internalization processs; and the usage, reason, and function of tools.