

Program pelatihan pembelajaran sains untuk meningkatkan kemampuan guru dalam mengajarkan berpikir kritis siswa TK B = Science learning training program to improve teacher's ability in teaching TK B student s critical thinking

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Abstrak

[Penelitian ini bertujuan untuk menganalisa bagaimana program pelatihan pembelajaran sains bagi guru TK sebagai upaya meningkatkan kemampuan mengajarkan berpikir kritis pada siswa TK B. Pelatihan pembelajaran sains dikembangkan berdasarkan program Preschool Pathway to Science (PrePS) (Gelman et al., 2010). Menggunakan desain posttest only non-equivalent control group design, tujuh orang guru TK B di wilayah Serpong dilibatkan dalam

penelitian. Empat orang guru dari kelompok eksperimen diberikan pelatihan pembelajaran sains yang didalamnya terdapat penjelasan konsep berpikir kritis, anak usia dini, pembelajaran sains, dan peran guru dalam mengajarkan berpikir kritis siswa. Analisis data dilakukan dengan membandingkan kemampuan guru kelompok eksperimen dengan tiga orang guru dari kelompok kontrol yang tidak diberikan pelatihan. Hasil penelitian ini menunjukkan bahwa setelah mengikuti

program terlihat perbedaan yang signifikan pada kemampuan guru kelompok eksperimen dalam mengajarkan berpikir kritis pada siswa TK B dibanding dengan kelompok kontrol. Lebih lanjut peneliti juga menemukan bahwa terjadi perubahan konsep berpikir kritis, perkembangan anak usia dini dan pembelajaran sains pada guru yang mengikuti pelatihan;The study aimed at the effectivity of science learning training program to improve teacher's ability in teaching critical thinking. Science learning training program were being constructed from preschool pathway to science (PrePS) program

(gelman et al., 2010). Using posttest only non-equivalent control group design, seven kindergarten teachers were asked to participate in the research. Four of them were grouping as experimental group, and received science learning training with critical thinking concept, early childhood, science learning and teacher's role in teaching critical thinking were conducted to this group. Meanwhile three teachers were grouping in to control group which not received any training. The study found that teachers who joining the training program show significant differences in teaching critical thinking to kindergarten student compare to control group. Furthermore, the study also found that teacher's knowledge to critical thinking concept, early childhood development, and science learning were increases.;The study aimed at the effectivity of science learning training program to improve

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