

## ABSTRAK

**Cucu Eliyawati** (2015) Pengembangan Model Pembelajaran Investigasi Kelompok untuk Meningkatkan Kompetensi Sosial Emosi Anak Taman Kanak-kanak

Penelitian ini dilatarbelakangi oleh rendahnya kompetensi sosial emosi anak taman kanak-kanak. Hal tersebut dipengaruhi oleh lemahnya proses pembelajaran dan rendahnya kreativitas guru dalam mendukung tumbuh kembangnya kompetensi sosial emosi anak TK. Penelitian ini bertujuan mengembangkan model pembelajaran untuk meningkatkan kompetensi sosial emosi anak TK. Metode penelitian adalah penelitian dan pengembangan (*Research and Development*) meliputi tiga fase yaitu studi pendahuluan, pengembangan model dan validasi. Fase pertama, dilakukan melalui survey terhadap 11 TK dengan teknik dokumentasi, angket, wawancara dan observasi. Hasil survey dijadikan pijakan dalam mengembangkan model awal untuk meningkatkan kompetensi sosial emosi anak TK. Fase kedua, penerapan model uji coba terbatas di TK (katagori B) dan uji coba luas di TK (katagori A,B dan C) sehingga dihasilkan model hipotetik. Fase ketiga, uji validasi di 2 TK dengan metode kuasi eksperimen. Teknik analisis data dengan cara kualitatif menggunakan metode deskriptif evaluatif, sedangkan data kuantitatif berupa peningkatan kompetensi sosial emosi anak TK dianalisis dengan uji statistik (Mann Whitney). Hasil penelitian menunjukkan; pertama, intervensi proses pembelajaran berupa pemanfaatan model pembelajaran yang sesuai untuk meningkatkan kompetensi sosial emosi anak TK merupakan suatu keharusan didasarkan kepada kelemahan proses pembelajaran, rendahnya kreativitas guru yang kurang mendukung tumbuh kembangnya kompetensi sosial emosi anak TK; kedua, model pembelajaran yang dikembangkan diberi nama model pembelajaran investigasi kelompok untuk meningkatkan kompetensi sosial emosi anak TK. Model pembelajaran yang dikembangkan tidak hanya menekankan pada peningkatan kompetensi sosial emosi saja, akan tetapi keterlibatan aktif siswa dalam proses interaksi pembelajaran sehingga meningkatkan berkembangnya kemampuan sikap dan etika, kemampuan bekerja sama dan kemampuan tanggung jawab; ketiga model yang dikembangkan efektif meningkatkan kompetensi sosial emosi anak TK. Saran hasil penelitian yakni dalam proses pembelajaran guru harus meningkatkan perannya sebagai direktor, fasilitator dan motivator, sehingga mampu meningkatkan kompetensi sosial emosi anak TK; kepada peneliti selanjutnya untuk melakukan penelitian lebih lanjut berkaitan dengan aspek perkembangan anak TK dengan lebih spesifik dan komprehensif.

Kata Kunci : Model pembelajaran, kompetensi sosial emosi, anak taman kanak-kanak

## ABSTRACT

**Cucu Eliyawati** (2015) Research and Development of an Instructional Model to Improve Social Emotional Competence in Kindergarten Children.

The background of this research is related the low social emotional competence in kindergarten children. This case is based on the weakness of learning proces and the low of teachers creativity and facility which does not support to improve social emotional competence in kindergarten children. This research aims to develop instructional model to improve social emotional competence in kindergarten children. This study adopts the research and development method which consists of three phases; preliminary study, developing instruction model and validation of the instruction model. The first phase aimed to obtain the current curriculum and instruction in kindergarten children. The results of this first phase used are a baseline to develop a social emotional competence. The second phase is the development of instruction model throught the implementation of the limited pilot testing and extended pilot testing in order to test the models applicability and its influence towards social emotional competence in kindergarten children. From this second phase a hyphothetical model was developed and need to be validated in the third phase. The data collection method was done by using the observation, interview, documentation, and survey, while the data analysis was conducted by using qualitative data analytic technic with evaluative descriptive method. The quantitave data which had an aim to find out social emotional competence in kindergarten children development was analyzed by using mann whithey. The results of the study shows that; firstly, the intervention of learning process which in the form of learning model utilization that accordance with the goal to improve social emotional competence in kindergarten children is necessary. This case based on the weakness of learning proces, the low of teachers creativity, and facility which does not support the development of social emotional competence in kindergarten children; secondly, the developed model of learning is titled as group investigation. Besides that, the developed model is not only focused to improve social emotional competence in kindergarten children, but it also concentrated on students actively involvement in process of learning interaction, so that it can develop their ability on affective and attitude, cooperative and students ability in taking responsibility and authority; thirdly, the developed model effectively to improve social emotional competence in kindergarten children. This conducted study contributes some suggestions, such as; in the process of lerning, teacher must actively to improve his/her role and function as a designer, facilitator and motivator so that he/she is able to improve social emotional competence in kindergarten children; to the next researcher who conducts the extension research that is development aspec in kindergarten children to investigate more specifically and comprehensively.

Keywords: instructional model, social emotional competence, kindergarten childre

Cucu Eliyawati, 2015

**PENGEMBANGAN MODEL PEMBELAJARAN INVESTIGASI KELOMPOK UNTUK MENINGKATKAN KOMPETENSI SOSIAL EMOSI ANAK TAMAN KANAK-KANAK**

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