

**PENGEMBANGAN KEMAMPUAN MAHASISWA CALON GURU
SEKOLAH DASAR DALAM MERANCANG DAN MELAKSANAKAN
PEMBELAJARAN SAINS YANG MENINGTEGRASIKAN BUDAYA LOKAL**

DISERTASI

Diajukan untuk memenuhi sebagian syarat memperoleh gelar Doktor Ilmu
Pendidikan dalam bidang Pendidikan Dasar



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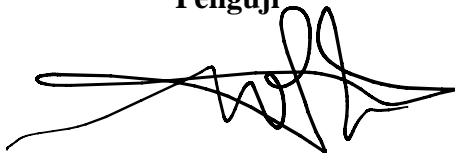
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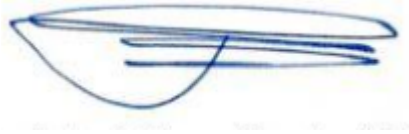
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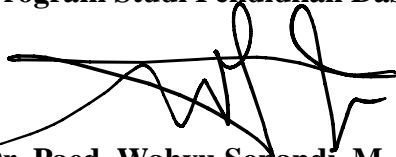
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ABSTRAK

Tujuan penelitian ini adalah untuk meningkatkan kemampuan mahasiswa calon guru SD dalam merancang dan melaksanakan pembelajaran sains yang mengintegrasikan budaya di SD serta bagaimana penguasaan konsep mahasiswa. Metode penelitian yang digunakan dalam penelitian ini adalah mixed method. Desain penelitian yang digunakan dalam penelitian campuran ini adalah the exploratory sequential design. Desain the exploratory sequential merupakan pengumpulan data yang diawali dengan pengumpulan data kualitatif kemudian dilanjutkan dengan pengumpulan data kuantitatif. Data kualitatif dalam penelitian ini dianalisis dengan menggunakan desain focused ethnography yang merupakan adaptasi dari desain penelitian etnografi. Metode kuantitatif yang digunakan dalam penelitian ini adalah eksperimen dengan desain penelitian pre-experimental. Bentuk pre-experimental designs yang digunakan adalah one-group pretest-posttest design. Hasil penelitian menunjukkan bahwa kemampuan mahasiswa dalam merancang pembelajaran sains yang mengintegrasikan budaya di SD berada pada kategori baik, sedangkan kemampuan mahasiswa dalam melaksanakan pembelajaran berada pada kategori sedang mengarah ke baik. Selanjutnya penguasaan konsep mahasiswa berada pada kategori sedang. Selain itu hasil penelitian lain menunjukkan bahwa persepsi mahasiswa tentang pembelajaran sains yang mengintegrasikan budaya tidak dipengaruhi oleh latar belakang budaya dari mana mereka berasal (Banten/ non Banten) dan juga tidak dipengaruhi oleh latar belakang pendidikan sewaktu mereka masih SMA (IPA/ non IPA). Temuan yang merupakan novelty dari penelitian ini adalah dihasilkannya sebuah buku yang berisi tentang silabus, bahan ajar, Lembar Kerja Mahasiswa, sintaks model Pembelajaran Sains yang Mengintegrasikan Budaya Banten, dan soal-soal tes yang menguji penguasaan konsep mahasiswa

Kata kunci : Pembelajaran sains yang mengintegrasikan budaya, kemampuan merancang dan melaksanakan pembelajaran sains yang mengintegrasikan budaya

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**DEVELOPMENT OF THE ABILITY OF PROSPECTIVE ELEMENTARY
SCHOOL STUDENTS IN DESIGNING AND IMPLEMENTING SCIENCE
LEARNING THAT INTEGRATES LOCAL CULTURE**

ABSTRACT

The goal of this study is to design a program which can improve the prospective teachers' ability in designing and implementing culture integrated science learning and also to uncover on how they master the concepts. Background of this study is motivated by an observed phenomenon that science learning in elementary school is running unfounded to the 2013 Curriculum, which is stated that it must consider the cultural background of students since one aspect of the nature science is the existence of sociocultural embeddings. The method of this study implemented a mixed method with exploratory sequential design where the data collection begins with the collection of qualitative data and then continues to the collection of quantitative data. The qualitative data in this study were analyzed using a focused ethnography design—an adaptation of the ethnographic research design. The quantitative method used in this study is a pre-experimental design in the form of one-group pretest-posttest designs. The results of this study find that the ability of the prospective teacher students in designing cultural integrated science learning in elementary school is at a good category, while their ability in carrying out the learning is at the moderate category leading to good. Furthermore, their mastery of concepts is at the medium category. During the study on going, there are several things also emerged as findings of this study. The prospective teacher students give their perception that cultural integrated science learning is not influenced by the cultural background of where they come from, Bantenese or non-Bantenese. It is also not influenced by scientific knowledge from their former educational background, IPA high school students or non-IPA high school students. The finding that novelty from this study is will given a book of silabus, bahan ajar, Lembar Kerja Mahasiswa, the sintaks of model Pembelajaran Sains yang Mengintegrasikan Budaya Banten, and the test for examine mastery of concepts

Keyword: Cultural integrated science learning, designing and implementing cultural integrated science learning

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