

**PENERAPAN *PROJECT BASED LEARNING* UNTUK MENINGKATKAN
CAUSAL REASONING SKILLS ANAK TK DI BANDUNG**

TESIS

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Magister
Pendidikan pada Program Studi Pendidikan Anak Usia Dini



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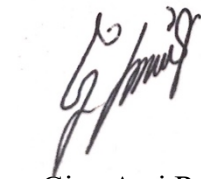
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PERNYATAAN KEASLIAN

Dengan ini saya menyatakan bahwa tesis dengan judul “**Penerapan *Project Based Learning* untuk *Causal Reasoning Skills* Anak TK di Bandung**” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap karya saya ini.

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UCAPAN TERIMA KASIH

Bismillahiraahmaanirrahim

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Penulis

**PENERAPAN *PROJECT BASED LEARNING* UNTUK MENINGKATKAN
CAUSAL REASONING SKILLS ANAK TK DI BANDUNG**

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ABSTRAK

Memasuki abad 21 terdapat banyak keterampilan yang harus dimiliki seorang individu sebagai bekal untuk menghadapi tantangan perubahan zaman. Salah satu keterampilan yang perlu dimiliki adalah kemampuan *causal reasoning*. Berdasar studi pendahuluan, kemampuan tersebut masih rendah karena anak masih berada pada level 3 dari total 6 indikator. Permasalahannya kemampuan ini tidak serta merta muncul melainkan perlu ada pembelajaran untuk menstimulasi sejak masa kanak-kanak, salah satunya melalui *project based learning*. Tujuan dari penelitian ini yaitu untuk menerapkan PjBL membuat buku cerita untuk meningkatkan kemampuan *causal reasoning* anak TK. Metode penelitian yang digunakan yaitu penelitian tindakan. Partisipan penelitian yaitu empat orang anak kelas B serta satu orang guru. Data diperoleh melalui observasi, wawancara, serta catatan lapangan. Data yang diperoleh kemudian dianalisis menggunakan analisis tematik. Penelitian dilaksanakan selama 2 siklus. Hasil penilaian awal menggunakan daftar ceklis menunjukkan bahwa kemampuan penalaran sebab akibat anak masih berada pada level rendah yaitu level 1 (*labelling*), level 2 (*observation*), serta level 3 (*elaboration*). Setelah diterapkan PjBL pada siklus 1, hasil penilaian menunjukkan belum terdapat peningkatan kemampuan penalaran sebab akibat. Selanjutnya dilakukan refleksi bersama guru dan perbaikan pelaksanaan pembelajaran sehingga pada akhir siklus 2 hasil penilaian menunjukkan peningkatan yaitu mencapai level 4 (*inference*). Peningkatan yang belum optimal disebabkan perlu adanya pelatihan lebih lanjut terkait penerapan pembelajaran ini. Rekomendasi selanjutnya perlu perencanaan yang optimal serta pelatihan lebih lanjut secara terus menerus kepada guru guna penerapan pembelajaran yang lebih baik.

Kata kunci : anak usia dini, *project based learning*, *causal reasoning skills*

IMPLEMENTATION OF PROJECT BASED LEARNING TO IMPROVE CAUSAL REASONING SKILLS OF KINDERGARTEN CHILDREN IN BANDUNG

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ABSTRACT

Entering the 21st century, there are many skills that an individual must have as a provision to face the challenges of changing times. One of the skills that need to be possessed is causal reasoning ability. Based on preliminary studies, this ability is still low because children are still at level 3 of a total of 6 indicators. The problem is that this ability does not appear immediately, but there needs to be learning to stimulate it from childhood, one of which is through the project-based learning method (PjBL). The purpose of this research is to apply PjBL through to improve causal reasoning skills of kindergarten children. The research method used is action research. The research participants were four class B children and one teacher. Data obtained through observation, interviews, and field notes. The data obtained were then analyzed using thematic analysis. The research was conducted for 2 cycles. The results of the initial assessment using a checklist showed that the child's causal reasoning skills were still at a low level, namely level 1 (labelling), level 2 (observation), and level 3 (elaboration). After implementing PjBL through story dictation in cycle 1, the results of the assessment showed that there was no increase in the children's causal reasoning skills. This is because PjBL's steps through story dictation have not been fully implemented and open ended questions have turned into close ended. After reflecting with the teacher and improving the implementation of learning, at the end of cycle 2 the assessment results showed an increase, namely reaching level 4 (inference). The increase that has not been optimal is due to the need for further training related to the application of this learning. The following recommendations require optimal planning and continuous further training for teachers to implement better learning.

Keywords: kindergarten children, project based learning, Causal Reasoning Skills

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