

PENDEKATAN GURU DALAM BERTANYA DI PENDIDIKAN ANAK USIA DINI

TESIS

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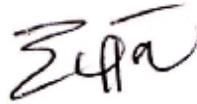
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*TEACHERS' APPROACHES TO QUESTIONING DURING ONLINE TEACHING
IN EARLY CHILDHOOD EDUCATION*

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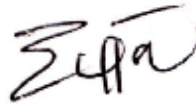
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul “***PENDEKATAN GURU DALAM BERTANYA DI PENDIDIKAN ANAK USIA DINI***” ini beserta seluruh isinya adalah benar-benar karya yang saya buat sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Dengan pernyataan tersebut, saya siap menanggung segala bentuk resiko/sangsi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau adanya klaim dari pihak lain terhadap keaslian karya saya ini.

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PENDEKATAN GURU DALAM BERTANYA DI PENDIDIKAN ANAK USIA DINI

ABSTRAK

Pertanyaan menarik. Bertanya telah menjadi alat pengajaran tertua yang digunakan guru di kelas karena efek positifnya terhadap pembelajaran siswa. Meskipun banyak manfaat yang dimilikinya dalam mengembangkan berbagai keterampilan dalam pembelajaran siswa, praktik guru yang buruk dalam menggunakan pertanyaan selama diskusi kelas telah menjadi masalah yang masih ada setelah penelitian dan pengembangan selama beberapa dekade, namun menimbulkan hambatan bagi siswa untuk mendapatkan manfaat darinya. proses tanya jawab. Belum lagi masalah keterbatasan waktu mengajar selama pembelajaran daring yang disebabkan oleh pandemi COVID-19. Berdasarkan kenyataan tersebut, tujuan dari penelitian ini adalah untuk menggali lebih dalam proses bertanya selama diskusi kelas dan menetapkan kerangka kerja untuk pertanyaan yang efektif selama diskusi kelas. Metode penelitian yang digunakan dalam penelitian ini adalah grounded theory. Studi ini mencakup rekaman video pengajaran online berdurasi 360 menit, catatan observasi, dokumen rencana pengajaran, dan survei demografis dari dua guru prasekolah. Sorotan dari temuan penelitian ini adalah pola pertanyaan yang membingkai semua variabel yang ditangkap dalam penelitian ini dan jenis hubungan antar variabel yang teridentifikasi untuk memungkinkan pengembangan kerangka teori.

Kata kunci: tanya jawab efektif, pengajaran online, diskusi kelas, pendidikan anak usia dini.

TEACHER'S APPROACH TO ASKING IN EARLY CHILDHOOD EDUCATION

ABSTRACT

Questions are intriguing. Questioning has been the oldest teaching tool teachers have used in the classroom because of its positive effect on students' learning. Despite the many benefits that it holds in developing various skills in students' learning, teachers' poor practice in using questioning during classroom discussion has been an issue that is still present after decades of research and development, yet creates a hindrance for students to benefit from the questioning process. Not to mention the issue of limited teaching time during online teaching caused by the COVID-19 pandemic. Based on this reality, the goal of this research is to delve deeper into the questioning process during classroom discussions and establish a framework for effective questioning during classroom discussion. The research method used in this study was grounded theory. This study included 360 minutes of transcribed online teaching video footage, observation notes, teaching plan documents, and demographic surveys from two preschool teachers. The highlights of the findings of this research are the questioning patterns that frame all the variables captured in this research and the identified types of relationships among variables to make it possible to develop a theoretical framework.

Keywords: effective questioning, online teaching, classroom discussion, early childhood education.

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