

**IDENTIFIKASI *SPATIAL AWARENESS* ANAK USIA DINI
DALAM KEGIATAN PEMBELAJARAN
DENGAN MENGGUNAKAN MEDIA *LOOSE PARTS***

TESIS

Diajukan untuk memenuhi sebagian dari Syarat Memperoleh Gelar Magister
Pendidikan pada Program Studi Pendidikan Anak Usia Dini



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**PROGRAM STUDI PENDIDIKAN ANAK USIA DINI
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Ilmu Pendidikan

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ABSTRAK

Penelitian ini dilatarbelakangi oleh masih minimnya penelitian terdahulu terkait dengan *spatial awareness* anak, karena pembelajaran matematika lebih banyak ditekankan pada pengenalan konsep bilangan. TK X di Kabupaten Bandung menggunakan media *loose parts* untuk menstimulasi kemampuan anak, termasuk pada pengenalan konsep matematika. Perlu kajian lebih lanjut mengenai identifikasi *spatial awareness* anak dalam pembelajaran dengan menggunakan media *loose parts*. Tujuan penelitian ini adalah untuk mengetahui upaya yang dilakukan, kendala yang dihadapi dan solusi yang dilakukan oleh guru dalam menstimulasi *spatial awareness* anak, serta mengetahui profil *spatial awareness* anak dalam pembelajaran dengan media *loose parts*. Metode yang digunakan yaitu studi kasus dengan teknik pengumpulan data berupa wawancara, observasi dan studi dokumentasi yang melibatkan guru dan anak di TK X Kabupaten Bandung. Hasil penelitian menunjukkan bahwa para guru telah memahami *spatial awareness* dan media *loose parts*, sehingga mereka telah berupaya untuk menstimulasi *spatial awareness* anak menggunakan media *loose parts* melalui beberapa tahapan, diantaranya yaitu persiapan, penginformasian area bermain, pelibatan anak untuk bermain, pendampingan dan pengawasan, serta merapihkan media *loose parts*. Beberapa profil *spatial awareness* dalam domain *intrinsic* dan *extrinsic* teridentifikasi dapat distimulasi melalui penggunaan media *loose parts*, diantaranya yaitu pemahaman anak terhadap konsep bentuk dan ukuran, posisi relasi, arah, jarak, dan lokasi dari suatu objek. Namun tak jarang para guru menghadapi kendala berupa kurangnya persiapan dan media, pemahaman awal anak, serta strategi yang digunakan. Rekomendasi bagi pendidik, orang tua, sekolah dan peneliti selanjutnya harus lebih meningkatkan pemahamannya dan mengidentifikasi lebih lanjut terkait dengan *spatial awareness* anak dan upaya-upaya yang dapat dilakukan untuk menstimulasinya.

Kata Kunci: Anak usia dini, *spatial awareness*, media *loose parts*

ABSTRACT

This research is motivated by the lack of previous research related to children's spatial awareness, because learning mathematics is more emphasized on concept of numbers. Kindergarten X uses loose parts media to stimulate children's, including to introduce mathematical concepts. The purpose of this study was to find out the efforts, the obstacles faced and the solutions made by the teacher in stimulating children's spatial awareness, as well as knowing the profile of children's spatial awareness in learning with loose parts media. This study uses case study method with data collection techniques such as interviews, observation and documentation studies involving teachers and children in Kindergarten X. The results of the study show that the teacher already understands spatial awareness and freelance media, so he has tried to stimulate children's spatial awareness using freelance media through several stages, including preparation, informing where to play, involving children in playing, mentoring and supervision, and tidy up any loose parts media. Several profiles of spatial awareness in the identified intrinsic and extrinsic domains can be stimulated through loose parts media, such as children's understanding of the concepts of shape and size, relational position, direction, distance, and location of an object. However, it is not uncommon for teachers to face obstacles in the form of lack of preparation and media, children's initial understanding, and the strategies used. Recommendations for educators, parents, schools and future researchers to further increase understanding and further identify children's spatial awareness and efforts that can be made to stimulate it.

Keywords: *Early childhood, spatial awareness, loose parts media*

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