

ABSTRAK

PENGARUH *LEARNING BY DOING* TERHADAP KEMAMPUAN MENGENAL KONSEP SAINS SEDERHANA ANAK USIA 5-6 TAHUN

Oleh

DWI RAHMAWATI

Mengenal konsep sains sederhana anak di Taman Kanak-kanak Badik Alam berada pada tahap mulai berkembang yang disebabkan oleh anak belum berani bertanya, belum mau mengungkapkan pendapatnya, belum memiliki rasa ingin tahu yang kuat. Penelitian ini bertujuan untuk mengetahui pengaruh *learning by doing* terhadap kemampuan mengenal konsep sains sederhana anak usia 5-6 tahun. Penelitian ini menggunakan *learning by doing* dan desain *one group pretest-posttest*. Pengambilan pada sampel penelitian ini menggunakan teknik *total sampling* dengan jumlah sampel penelitian 17 anak dan teknik pengumpulan data dilakukan melalui observasi dan wawancara. Hasil *pretest* menemukan mayoritas anak masih dalam kategori BB (Belum Berkembang) atau 18% dan MB (Mulai Berkembang) 82%. Namun setelah diberikan perlakuan (*treatment*), terjadi peningkatan signifikan: 29% atau 5 anak mencapai kategori Berkembang Sesuai Harapan (BSH) dan 71% atau 12 anak Berkembang Sangat Baik (BSB). Hasil analisis uji *Wilcoxon* menyatakan bahwa penggunaan metode *learning by doing* memberikan pengaruh yang signifikan dalam meningkatkan kemampuan mengenal konsep sains sederhana anak usia 5-6 tahun di TK Badik Alam.

Kata Kunci: *Learning by doing*, Mengenal Konsep Sain Sederhana, Anak Usia Dini

ABSTRACT

THE EFFECT OF THE LEARNING BY DOING ON 5–6-YEAR-OLD CHILDREN’S ABILITY TO UNDERSTAND BASIC SCIENCE CONCEPTS

By

DWI RAHMAWATI

The ability of children at Badik Alam Kindergarten to recognize simple science concepts was identified as being at the emerging stage. This condition is indicated by the children’s lack of confidence in asking questions, their reluctance to express opinions, and their limited curiosity. This study aimed to examine the effect of the learning by doing on the ability to recognize simple science concepts in children aged 5–6 years. This research employed a quantitative approach with a using a one group pretest posttest design. The sample was determined using a total sampling technique, consisting of 17 children. Data were collected through observation and interviews. The results of the pretest indicated that the majority of children were categorized as not yet developed (18%) and Emerging (82%). Following the implementation of the treatment, a significant improvement was observed, with 29% (5 children) achieving the developing as expected category and 71% (12 children) reaching the very well developed category. Furthermore, the results of the Wilcoxon test analysis demonstrated that the application of the Learning By Doing method had a statistically significant effect on improving the ability to recognize simple science concepts in children aged 5–6 years at Badik Alam Kindergarten.

Keywords: Learning by doing, Recognition of Simple Science Concepts, Early Childhood