

ABSTRAK

Wulandari. NIM. 210101080034. *Implementasi Aspek Seni Dalam Metode STEAM di RA ulumul Qur'an Al Madani Kota Banjarbaru.* Dosen Pembimbing Skripsi Dyah Ageng Pramesty Koenarso, M.Pd, pada Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin.2025

Kata Kunci: STEAM, aspek seni, Implementasi, Anak Usia Dini

Penelitian ini memiliki tujuan untuk mendeskripsikan implementasi aspek seni dalam metode STEAM pada anak usia dini, yang khususnya pada anak TK B di RA Ulumul Qur'an Al Madani Kota Banjarbaru. Fokus utama penelitian ini adalah perencanaan pengembangan aspek seni dalam metode STEAM, pelaksanaan pengembangan aspek seni dalam metode STEAM, dan evaluasi pengembangan aspek seni dalam metode STEAM pada anak usia dini.

Dalam penelitian ini peneliti menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek pada penelitian ini meliputi, guru dan kepala sekolah, dan objek dalam penelitian adalah implementasi aspek seni dalam metode STEAM. Analisis data dilakukan secara deskriptif kualitatif melalui tahapan Miles & Huberman reduksi data, penyajian data, penarikan kesimpulan dan keabsahan data.

Hasil penelitian ini menunjukkan bahwa perencanaan pengembangan aspek seni dilakukan melalui penyusunan Rencana Pelaksanaan Pembelajaran Harian (RPPH) yang mengintegrasikan unsur seni kedalam kegiatan berbasis STEAM. Pelaksanaan aspek seni meliputi aktivitas seperti melukis, menggambar, membuat kolase, serta bermain peran yang mendukung perkembangan kreativitas, imajinasi dan motorik halus anak. Evaluasi pembelajaran dilakukan secara holistik melalui observasi langsung terhadap keterlibatan anak dan hasil karya yang dihasilkan oleh anak. Faktor pendukung implementasi aspek seni dalam metode STEAM meliputi tersedianya sarana prasarana, kompetensi guru, dan dukungan dari pihak sekolah. Sedangkan hambatan yang dihadapi antara lain seperti keterbatasan waktu dan perbedaan tingkat kemampuan pada anak. Implementasi aspek seni dalam metode STEAM terbukti efektif dalam mengembangkan kemandirian, kreativitas, serta kemampuan berpikir kritis dan sosial emosional pada anak melalui pembelajaran yang menyenangkan, kontekstual, dan berorientasi pada perkembangan anak secara menyeluruh.

ABSTRACT

Wulandari. NIM 210101080034. *Implementation Of Art Aspects in The STEAM Method at RA Ulumul Qur'an Al Madani Banjarbaru City, Thesis Supervisor Dyah Ageng Pramesty Koenarso, M.Pd, at the Early Childhood Islamic Education Study Program, Faculty Of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin.2025*

Keywords: *STEAM, art aspect, early childhood, creativity, RA Ulumul Qur'an Al Madani*

This study aims to describe the implementation of art aspects in the STEAM method in early childhood, especially in kindergarten B children at RA Ulumul Qur'an Al Madani Kota Banjarbaru. The main focus of this research is the planning of the development of art aspects in the STEAM method, the implementation of the development of art aspects in the STEAM method, and the evaluation of the development of art aspects in the STEAM method in early childhood.

In this study researchers used a qualitative approach with descriptive research type. Data collection techniques are carried out through observation, interviews, and documentation. The subjects in this study include, teachers and principals, and the object in the study is the implementation of art aspects in the STEAM method. Data analysis was carried out descriptively qualitatively through the stages of Miles & Huberman data reduction, data presentation, conclusion drawing and data validity..

The results of this study indicate that planning for the development of art aspects is carried out through the preparation of Daily Learning Implementation Plans (RPPH) which integrate art elements into STEAM-based activities. The implementation of art aspects includes activities such as painting, drawing, making collages, and role playing that support the development of children's creativity, imagination and fine motor skills. Learning evaluation is carried out holistically through direct observation of children's involvement and the work produced by children. Supporting factors for the implementation of art aspects in the STEAM method include the availability of infrastructure, teacher competence, and support from the school. While the obstacles faced include time constraints and differences in the level of ability in children. The implementation of art aspects in the STEAM method is proven to be effective in developing independence, creativity, and critical thinking and socio-emotional skills in children through learning that is fun, contextual, and oriented to the development of children as a whole.