

Siti Herlinah Wifroh. 2017. *Pengaruh Strategi Meaningful Instructional Design Terhadap Kemampuan Mengenal Konsep Bilangan pada Kelompok A Di TK Anugerah Kamal*. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Yulias Wulani Fajar, M.Pd., Titin Faridatun Nisa', M.Pd.

ABSTRAK

Tujuan penelitian ini untuk mengetahui pengaruh strategi *meaningful instructional design* terhadap kemampuan mengenal konsep bilangan pada kelompok A di TK Anugerah Kamal. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode eksperimen dengan desain penelitian *Pre-Eksperimental Desain (nondesigns)* jenis *one-group pre-test post-test*. Subjek penelitian ini merupakan anak kelompok A di TK Anugerah Kamal sebanyak 22 anak. Teknik pengumpulan data melalui observasi dan dokumentasi. Dengan menggunakan analisis data uji t (T-Test). Hasil analisis data diperoleh nilai $r = 0,98$, $t_{tabel} \geq t_{hitung}$ yaitu $-1,768 > -11,36$ maka H_a diterima pada taraf signifikansi 5%. Analisis data tersebut menunjukkan Terdapat pengaruh yang signifikan antara *meaningful instruntional design* terhadap kemampuan mengenal konsep bilangan.

Kata kunci : *Meaningful Instructional Design*, Konsep Bilangan, Pendidikan Anak Usia Dini.

Siti Herlina Wifroh. 2017. *The Influence of Meaningful Instructional Design toward the Ability of Acquainting Concept of Number in A Group at Anugerah Kamal. Thesis, Departement of Techer Early Childhood Education. Faculty of Education, University of Trunojoyo Madura. Advisor: Yulias Wulani Fajar, M.Pd., Titin Faridatun Nisa', M.Pd.*

ABSTRACT

The purpose of this study is to reveal the influence of meaningful instructional design toward the ability of acquainting concept of number. This research uses quantitative approach by using experiment method; the research design uses Pre-Experimental design (non design) which includes pre-test and post-test. Subject of this research is Group A of Anugerah Kamal Kindergarten about 22 students.

Data collecting technique through the observation and documentation by using t data experiment analysis (T-Test). The result of data analysis is acquired value $r = 0,98$, $t_{table} \geq t_{count}$ which are $-1,768 > -11,36$, thus H_a is accepted on standard of significance between meaningful instructional design toward the ability of acquainting concept of number.

Key words : *Meaningful Instructional Design, concept of number, Early Childhood Education.*