

Riska Amalia, 2025. *Analisis Pembelajaran STEAM Dalam Mengembangkan Kemampuan Berpikir Kritis Anak Usia 5-6 Tahun Di TK Islam Kharisma Malang*. Skripsi, Progam Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen pembimbing: Tarich Yuandana, S.Pd., M.Pd

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pembelajaran STEAM dalam mengembangkan kemampuan berpikir kritis anak usia 4–6 tahun di TK Islam Kharisma Malang. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian meliputi kepala sekolah, guru dan anak usia 4–6 tahun. Pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi.

Hasil penelitian menunjukkan bahwa seluruh komponen STEAM, yaitu Science, Technology, Engineering, Arts, dan Mathematic, berkontribusi secara nyata terhadap pengembangan kemampuan berpikir kritis anak. Aspek science menjadi komponen yang paling menonjol dalam pengembangan kemampuan berpikir kritis anak. Melalui kegiatan pengamatan, eksplorasi, percobaan sederhana, dan diskusi, anak mampu mengajukan pertanyaan, membandingkan hasil pengamatan, menarik kesimpulan sederhana, serta menunjukkan rasa ingin tahu yang tinggi. Kegiatan Science memberikan pengalaman belajar yang bermakna dan autentik sehingga secara signifikan mendukung munculnya indikator berpikir kritis pada anak. Namun, aspek Engineering belum terlaksana secara optimal karena keterbatasan kegiatan perancangan dan pemecahan masalah secara mandiri. Oleh karena itu, diperlukan penguatan aspek Engineering agar penerapan pembelajaran STEAM lebih seimbang.

Kata Kunci : Pembelajaran STEAM, Berpikir kritis, Anak Usia Dini

Riska Amalia, 2025. An Analysis of STEAM-Based Learning in Developing Critical Thinking Skills of Children Aged 5–6 Years at TK Islam Kharisma Malang. Undergraduate Thesis, Early Childhood Teacher Education Program, Faculty of Teacher Training and Education, Universitas Trunojoyo Madura. Supervisor: Tarich Yuandana, S.Pd., M.Pd.

ABSTRACT

This study aims to analyze the implementation of STEAM learning in developing the critical thinking skills of children aged 4–6 years at TK Islam Kharisma Malang. This research employed a qualitative approach using a case study method. The research subjects included the principal, teachers, and children aged 4–6 years. Data were collected through observation, interviews, and documentation. The results show that all STEAM components Science, Technology, Engineering, Arts, and Mathematics contribute significantly to the development of children's critical thinking skills. The Science aspect emerged as the most prominent component in fostering critical thinking. Through observation, exploration, simple experiments, and discussion activities, children were able to ask questions, compare observation results, draw simple conclusions, and demonstrate a high level of curiosity. Science-based activities provided meaningful and authentic learning experiences that strongly supported the emergence of critical thinking indicators in children. However, the Engineering aspect has not been optimally implemented due to limited opportunities for independent design and problem-solving activities. Therefore, strengthening the Engineering aspect is necessary to achieve a more balanced implementation of STEAM learning.

Keywords: STEAM-Based Learning, Critical Thinking Skills, Early Childho