

Suhela Watin, 2026, Implementasi *Deep Learning* Untuk Menstimulasi Kemampuan Anak Usia 4-5 Tahun TK Dharmawanita Petiyintunggal. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan Ilmu Pendidikan, Universitas Trunodjoyo Madura.

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ABSTRAK

Kemampuan berpikir kritis merupakan salah satu kemampuan yang perlu distimulasi sejak usia dini agar anak mampu mengamati, menganalisis, memecahkan masalah sederhana, dan mengemukakan pendapat berdasarkan pengalaman belajar. Salah satu pendekatan pembelajaran yang mendukung perkembangan kemampuan tersebut adalah *deep learning* yang menekankan pembelajaran *mindful*, *meaningful*, dan *joyful*. Penelitian ini bertujuan untuk mendeskripsikan implementasi *deep learning* dalam menstimulasi kemampuan berpikir kritis anak usia 4–5 tahun di TK Dharmawanita Petiyintunggal, Desa Petiyintunggal, Kecamatan Dukun, Kabupaten Gresik. Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus. Subjek penelitian terdiri atas kepala sekolah, dua guru, dan sepuluh anak usia 4–5 tahun. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan analisis tematik dengan uji keabsahan data melalui triangulasi sumber, triangulasi teknik, *member checking*, dan *confirmability*. Hasil penelitian menunjukkan bahwa implementasi *deep learning* dilaksanakan melalui tiga tahapan, yaitu *Preparation Phase*, *Exploration Phase*, dan *Application Phase*. Ketiga tahapan tersebut mampu menciptakan pembelajaran yang aktif, bermakna, dan berpusat pada anak sehingga menstimulasi kemampuan berpikir kritis yang ditunjukkan melalui kemampuan mengamati objek atau peristiwa, mengajukan pertanyaan, mengemukakan pendapat atau ide, memecahkan masalah sederhana, serta menyampaikan kesimpulan berdasarkan pengalaman belajar. Dengan demikian, implementasi *deep learning* mampu memberikan pengalaman belajar yang kontekstual dan bermakna sehingga mendukung berkembangnya kemampuan berpikir kritis anak usia 4–5 tahun.

Kata kunci: Anak Usia Dini, Deep Learning, Kemampuan Berpikir Kritis.

Suhela Watin, 2026, *The Implementation of the Deep Learning Approach to Stimulate the Abilities of Children Aged 4–5 Years at Dharma Wanita Petiyintunggal Kindergarten*. Thesis, Early Childhood Education Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo University, Madura.

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ABSTRACT

Critical thinking is an essential skill that should be stimulated from an early age to enable children to observe, analyze, solve simple problems, and express their opinions based on learning experiences. One of the learning approaches that supports the development of these skills is Deep Learning, which emphasizes mindful, meaningful, and joyful learning. This study aimed to describe the implementation of Deep Learning in stimulating the critical thinking skills of children aged 4–5 years at Dharmawanita Petiyintunggal Kindergarten, Petiyintunggal Village, Dukun District, Gresik Regency. This study employed a qualitative method with a case study approach. The research subjects consisted of the principal, two teachers, and ten children aged 4–5 years. Data were collected through observations, interviews, and documentation, and were analyzed using thematic analysis. The trustworthiness of the data was ensured through source triangulation, technique triangulation, member checking, and confirmability. The findings revealed that the implementation of Deep Learning was carried out through three stages, namely the Preparation Phase, Exploration Phase, and Application Phase. These stages created active, meaningful, and child-centered learning experiences that stimulated children's critical thinking skills, as reflected in their ability to observe objects or events, ask questions, express opinions or ideas, solve simple problems, and draw conclusions based on their learning experiences. Therefore, the implementation of Deep Learning provided contextual and meaningful learning experiences that effectively supported the development of critical thinking skills among children aged 4–5 years.

Keywords: *Critical Thinking Skills, Deep Learning, Early Childhood.*