

Gambaran Penerapan Scaffolding, Penggunaan Technical Tools, dan Proses Internalisasi Siswa dalam Interaksi Belajar Guru-Siswa pada Sekolah Dasar Islam Terpadu (SDIT) R = The Descriptive Application of Scaffolding, Utilization of Technical Tools, and Internalization Process of Students in The Interaction of Learning between Teacher and Student at Sekolah Dasar Islam Terpadu (SDIT) R

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Abstrak

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Sistem pengajaran di SDIT yang menekankan pada proses pembelajaran, pentingnya pembimbingan dari guru, dan adanya integrasi antara pendidikan umum dengan pendidikan agama Islam membuat peneliti ingin meninjau proses pembelajaran yang terjadi di SDIT. Salah satu teori yang mampu memfasilitasi hal tersebut adalah teori milik Vygotsky. Fokus penelitian ini adalah mencari tahu gambaran dari penerapan teori Vygotsky pada pelaksanaan kegiatan belajar guru-siswa di kelas SDIT khususnya pada konsep scaffolding, technical tools dan proses internalisasi yang terjadi pada siswa. Peneliti menggunakan pendekatan kualitatif yang memfokuskan pada studi deskriptif dari hasil observasi di tiga mata pelajaran yaitu Bahasa Indonesia, Pendidikan Kewarganegaraan, dan Matematika. Partisipan penelitian ini adalah satu kelas yang terdiri dari 30 siswa serta 3 orang guru mata ajar. Hasil penelitian menunjukkan bahwa ada kontingensi dalam pemberian scaffolding oleh guru kepada siswa serta adanya dominasi penggunaan cara explaining dan intensi cognitive structuring dalam pemberian scaffolding. Hasil juga menunjukkan bahwa informasi dari interaksi guru-siswa di kelas diinternalisasi oleh siswa ke dalam struktur pemikirannya. Technical tools yang digunakan untuk menunjang pembelajaran diantaranya whiteboard, spidol papan tulis, kertas berisi soal latihan, dan buku cetak pelajaran.

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<i>ABSTRACT</i>

The education system in SDIT, that focusing on the study process, the importance of guiding from teacher, and the integration between general education and Islamic religious education, have made the researcher wanted to observe the study process that is taking place in SDIT. One theory that capable to facilitate the research is Vygotsky's theory. The focus of this research is to find out the idea from the use of Vygotsky's theory towards the implementation of learning activities between teacher and student in SDIT classes, especially on the concept of scaffolding, technical tools, and internalization process that occurs towards students. This study used qualitative approach that focused on the descriptive study from the result of observations in three subjects: Indonesian Literature, Civic Education, and Mathematics. The participant of this research are one class that consists of thirty students along with three course instructors. The result shows that not only there exists a contingency in the practice of scaffolding by the teacher to the student, but also the dominant use of explaining and the intentions of cognitive structuring in the provision of scaffolding. The result also prove that information given from the teacher interaction with student in the classroom is internalized by the student into the structure of his/her thinking. Technical tools that are used to facilitate the learning are including, whiteboard, markers, in class exercise handouts, and textbooks.</i>