

Program Intervensi Fonetrik dalam Meningkatkan Kemampuan Guru Memfasilitasi Literasi Anak Prasekolah dengan Speech Sound Difficulties = Fonetrik Intervention Program in Increasing Teachers' Ability to Facilitate Literacy of Preschoolers with Speech Sound Difficulties

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Abstrak

Banyak tenaga pendidik PAUD yang menyadari pentingnya kemampuan guru dalam meningkatkan pengetahuan tentang anak yang terlambat berbicara di kelas, khususnya pada bidang literasi. Penelitian ini bertujuan untuk mengetahui apakah Program Intervensi Fonetrik dapat meningkatkan kemampuan para guru PAUD dalam memfasilitasi literasi anak prasekolah dengan speech sound difficulties (SSD). Penelitian ini diikuti oleh 15 orang guru PAUD yang memiliki peserta didik dengan speech sound difficulties. Penelitian selama empat sesi ini mengukur dua ranah, yakni kognitif dan psikomotor. Pengambilan data kognitif dilakukan sebelum dan sesudah program intervensi (one-group pretest-posttest design) melalui instrumen LAP-SSD 1. Kemudian, data psikomotor diukur melalui instrumen LAP-SSD 2 pada sesi microteaching (one-group posttest design). Analisa statistik menggunakan Wilcoxon Signed-Rank Test serta asesmen pendukung berupa data deskriptif menunjukkan adanya perubahan skor secara signifikan baik pada ranah kognitif maupun psikomotor. Dengan demikian, Program Intervensi Fonetrik berpengaruh dalam meningkatkan kemampuan guru dalam memfasilitasi literasi anak prasekolah dengan speech sound difficulties. Limitasi serta rekomendasi akan dituliskan dalam penelitian ini.

.....Many PAUD teachers are aware of the importance of teaching skills in increasing the knowledge of children with speech sound difficulties in class, especially in the area of literacy. The purpose of this study is to determine whether the Fonetrik Intervention Program can increase the ability of PAUD teachers regarding literacy of preschoolers with speech sound difficulties (SSD). There were 15 PAUD teachers who have students with speech sound difficulties that participated in this study. The two domains that were measured in this four-session study were cognitive and psychomotor. A one-group pretest-posttest research design to test the cognitive domain and a one-group posttest design to test the psychomotor domain. The LAP-SSD 1 instrument was used to gather cognitive data before and after the intervention program. Then, the LAP-SSD 2 instrument was used to collect psychomotor data throughout the microteaching session. Statistical analysis using the Wilcoxon Signed-Rank Test and supporting assessments in the form of descriptive data showed a significant change in scores both in the cognitive and psychomotor domains. As a result, the Fonetrik Intervention Program has a positive impact in enhancing teachers' ability to facilitate literacy of preschoolers with speech sound difficulties. This study will include limitations and recommendations.