

ABSTRAK

Fatmawati (2024), *Pengaruh Model Quantum Learning Dan Gaya Kognitif Terhadap Keterampilan Proses Sains Anak Usia 5-6 Tahun*. Tesis, Pendidikan Anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha. Pembimbing I Dr. I Gede Astawan, S.Pd., M.Pd. dan Pembimbing II Nice Maylani Asril, S.Psi., M.Psi., Ph.D.

Kata-kata kunci: Model *Quantum Learning*, Gaya Kognitif, Keterampilan Proses Sains.

Penelitian ini bertujuan untuk menganalisis: 1) perbedaan keterampilan proses sains antara anak pada model *quantum learning* dan anak pada model pembelajaran konvensional; 2) perbedaan keterampilan proses sains antara anak yang memiliki gaya kognitif *field independent* dan anak yang memiliki gaya kognitif *field dependent*; 3) interaksi antara model pembelajaran dan gaya kognitif terhadap keterampilan proses sains anak usia 5-6 tahun. Metode penelitian yang digunakan adalah *Between Group Design* dengan desain faktorial. Sampel penelitian ini adalah 40 anak dari kelompok B yang berusia 5 – 6 tahun di dua TK yang berada Gugus Tetebatu Selatan Kecamatan Sikur. Sampel terdiri dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Gaya kognitif anak diidentifikasi menggunakan *Children's Embedded Figure Test* (CEFT). Data keterampilan proses sains diambil dengan lembar ceklis dengan *rating scale* 1-4. Analisis data menggunakan tehnik analisis Anava dua jalur (2x2). Hasil penelitian menunjukkan: (1) Terdapat perbedaan yang signifikan keterampilan proses sains antara anak pada model pembelajaran *quantum learning* dan anak pada model pembelajaran konvensional ($P\text{-value } (0,000) < 0,05$); (2) Terdapat perbedaan yang signifikan keterampilan proses sains antara anak yang memiliki gaya kognitif *field independent* dan anak yang memiliki gaya kognitif *field dependen* ($P\text{-value } (0,005) < 0,05$); (3) Terdapat interaksi antara model pembelajaran dan gaya kognitif terhadap keterampilan proses sains ($P\text{-value } (0,038) < 0,05$).

ABSTRACT

Fatmawati (2024), *The Effect of Quantum Learning Model and Cognitive Style on Science Process Skills of 5-6 Year Old Children*. Thesis, Early Childhood Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I: Dr. I Gede Astawan, S.Pd., M.Pd. and Supervisor II: Nice Maylani Asril, S.Psi., M.Psi., Ph.D.

Key words: Quantum Learning Model, Cognitive Style, Science Process Skills.

This study aims to analyze: 1) the difference in science process skills between children in the quantum learning model and children in conventional learning models; 2) the difference in science process skills between children who have a field independent cognitive style and children who have a field dependent cognitive style; 3) the interaction between learning models and cognitive styles on science process skills of children aged 5-6 years. The research method used is Between Group Design with factorial design. The sample of this study was 40 children from group B aged 5 - 6 years in two kindergartens located in the South Tetebatu Cluster, Sikur District. The sample consisted of two classes namely experimental class and control class. Children's cognitive style was identified using the Children's Embedded Figure Test (CEFT). Data on science process skills were taken with a checklist sheet with a rating scale of 1-4. Data analysis used two-way Anava analysis technique (2x2). The results showed: (1) There is a significant difference in science process skills between children on quantum learning model and children on conventional learning model (P-value (0.000) < 0.05); (2) There is a significant difference in science process skills between children who have field independent cognitive style and children who have field dependent cognitive style (P-value (0.005) < 0.05); (3) There is an interaction between learning model and cognitive style on science process skills (P-value (0.038) < 0.05).