

**ANALISIS IMPLEMENTASI PENDEKATAN PEMBELAJARAN STEAM  
(SCIENCE, TECHNOLOGY, ENGINEERING, ART DAN MATHEMATICS)  
BERBANTUAN MEDIA *LOOSE PART* TERHADAP KETERAMPILAN  
KOLABORASI ANAK USIA DINI  
DI TAMAN KANAK -KANAK GUGUS V BULELENG**

Oleh

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui bagaimana implementasi pendekatan pembelajaran STEAM dengan media *loose part* terhadap keterampilan kolaborasi anak usia dini. Adapun tempat penelitian adalah TK Eka Dharma dan TK Kartika VII-3 Singaraja, yang merupakan Gugus V di Kecamatan Buleleng yang sudah menerapkan pembelajaran bermuatan STEAM. Kemudian, penelitian ini juga menggunakan metode pengumpulan data observasi, wawancara, dan dokumentasi. Informan dari penelitian ini adalah guru kelompok B. Kemudian, untuk keabsahan data menggunakan teknik analisis data berupa triangulasi, yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Hasil dari penelitian ini menunjukkan bahwa pelaksanaan pendekatan pembelajaran STEAM berbantuan media *loose part* di Taman Kanak-Kanak Gugus V Buleleng sudah terlaksana dengan baik. Guru-guru telah melaksanakan kegiatan pembelajaran melalui tahapan perencanaan, pelaksanaan dan evaluasi. Pada tahap pertama yakni perencanaan yang meliputi pembuatan rencana kegiatan pembelajaran STEAM berbantuan media *loose part* dalam bentuk modul ajar, penjadwalan kegiatan STEAM dengan media *loose part* dan persiapan alat dan bahan *loose part* atau invitasi. Tahap kedua yakni pelaksanaan, yang terdiri dari kegiatan pembukaan, kegiatan inti dan penutup serta penerapan muatan pembelajaran STEAM dengan media *loose part*. Tahap ketiga yakni evaluasi, pada tahap evaluasi guru melakukan penilaian atau asesmen terkait hasil belajar anak dalam format penilaian cek list, catatan anekdot, foto berseri dan hasil karya. Keterampilan kolaborasi anak sudah berkembang sesuai harapan dengan menerapkan metode pembelajaran berkelompok. Dalam implementasi STEAM berbantuan media *loose part* tentunya terdapat keunggulan dan kendala. Sekolah sudah mampu mengatasi kendala-kendala yang dialami selama proses pembelajaran.

**Kata Kunci:** STEAM, Media *Loose Part*, Kolaborasi, Anak Usia Dini

**ANALYSIS OF THE IMPLEMENTATION OF THE STEAM LEARNING  
APPROACH (*SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND  
MATHEMATICS*) ASSISTED BY *LOOSE PARTS* MEDIA ON THE  
COLLABORATIVE SKILLS OF EARLY CHILDHOOD CHILDREN IN THE  
GROUP V KINDERGARTEN OF BULELENG**

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**ABSTRACT**

This research aims to explore the implementation of the STEAM learning approach using *loose parts* media in relation to collaboration skills in early childhood. The study was conducted at TK Eka Dharma and TK Kartika VII-3 in Singaraja, which are part of Cluster V in the Buleleng district that has already implemented STEAM-based learning supported by loose parts media. Furthermore, this research employed data collection methods such as observation, interviews, and documentation. The informants in this study were teachers from Group B. To ensure the validity of the data, data analysis techniques were used, including triangulation, which consists of data reduction, data presentation, and drawing conclusions or verification. The results of this study indicate that the implementation of the STEAM learning approach supported by loose parts media at the Kindergarten of Cluster V Buleleng has been carried out effectively. The teachers have conducted learning activities through three stages. In the first stage, which involves planning, the activities include creating a learning plan for STEAM using *loose parts* media in the form of teaching modules, scheduling STEAM activities with loose parts media, and preparing tools and materials for loose parts or invitations. The second stage is implementation, which consists of the opening activities, core activities, and closing activities, as well as the application of STEAM learning content with loose parts media. The third stage is evaluation, where the teacher conducts assessments related to the children's learning outcomes in the form of checklists, anecdotal records, series of photos, and completed works. The children's collaboration skills have developed as expected by applying group learning methods. In the implementation of the STEAM learning approach supported by *loose parts* media, there are certainly advantages and challenges. The school has been able to address the challenges encountered during the learning process.

**Keywords:** STEAM, *Loose Parts* Media, Collaboration, Early Childhood