

**DESKRIPSI PENGETAHUAN GURU SD TENTANG *SCIENCE*,
TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)
DITINJAU DARI STATUS GURU DI KECAMATAN BULELENG**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pengetahuan guru SD tentang *science, technology, engineering and mathematics* (STEM) ditinjau dari status guru di Kecamatan Buleleng dan untuk mendeskripsikan faktor-faktor yang memengaruhi pengetahuan guru SD tentang *science, technology, engineering and mathematics* (STEM) ditinjau dari status guru di Kecamatan Buleleng. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Pengumpulan data dilakukan melalui pengisian tes dan kuesioner kepada guru penggerak dan non penggerak. Peran pelatihan dan pendampingan sangat penting dalam meningkatkan pemahaman guru terhadap STEM, membantu mereka menerapkan konsep tersebut dalam pembelajaran di kelas. Penelitian ini menegaskan pentingnya strategi pengembangan kompetensi guru agar pembelajaran berbasis STEM dapat diterapkan secara efektif di sekolah dasar.

Kata Kunci: Pengetahuan Guru, STEM, Status Guru, Sekolah Dasar.

***DESCRIPTION OF ELEMENTARY SCHOOL TEACHERS' KNOWLEDGE
OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
(STEM) AS SEEN FROM THE STATUS OF TEACHERS IN THE
BULELENG DISTRICT***

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ABSTRACT

This study aims to describe elementary school teachers' knowledge of science, technology, engineering, and mathematics (STEM) in relation to their status in Buleleng District and to describe the factors that influence elementary school teachers' knowledge of science, technology, engineering, and mathematics (STEM) in relation to their status in Buleleng District. This study uses a quantitative descriptive approach. Data collection was conducted through tests and questionnaires administered to both leading and non-leading teachers. The role of training and mentoring is crucial in enhancing teachers' understanding of STEM, helping them apply these concepts in classroom instruction. This study emphasizes the importance of teacher competency development strategies to ensure effective implementation of STEM-based learning in elementary schools.

Keywords: *Teacher Knowledge, STEM, Teacher Status, Elementary School.*