DESKRIPSI IMPLEMENTASI STEM DAN PERMASALAHANNYA DI SEKOLAH DASAR INKLUSI NEGERI 2 BENGKALA

Oleh

Ni Made Candra Kurnia Dewi, NIM 2111031413

Jurusan Pendidikan Dasar

ABSTRAK

Meskipun pendekatan STEM dianggap re1evan dalam meningkatkan keterampilan abad 21, namun penerapannya dalam seko1ah inklusif masih menghadapi berbagai kendala. Penelitian ini bertujuan untuk mendeskripsikan implementasi STEM dan permasalahannya, serta mendeskripsikan penyebab permasalahan guru untuk mengimplementasikan STEM di seko1ah Dasar inklusi. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data yaitu observasi, wawancara, serta studi dokumentasi. Teknik analisis data dari *Miles and Huberman* yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan STEM masih belum optimal. Di kelas 4, kegiatan pembelajaran tentang materi perubahan wujud zat dilakukan dengan metode ceramah dan tanya jawab. Pada pembe1ajaran di kelas 5 dan 6, pembe1ajaran sains pernah diajarkan dengan STEM, tetapi jarang dilakukan, seperti pada materi peristiwa alam dengan membuat gunung meletus menggunakan alat dan bahan sederhana, mengajarkan materi sistem tata surya dengan membuat miniatur sistem tata surya. Namun unsur - unsur STEM belum sepenuhnya terintegrasi dalam proses pembe1ajaran tersebut. Hal ini terjadi karena lemahnya pemahaman STEM, kesulitan mengelola kelas ink1usi, kesulitan komunikasi dengan bahasa isyarat, dan minimnya fasilitas pendukung. Penyebab dari permasalahan tersebut antara lain, minimnya pelatihan profesional guru tentang STEM, lemahnya kompetensi pedagogi guru, dan kurangnya pelatihan bahasa isyarat pada guru.

Kata Kunci: Implementasi STEM, Permasalahan Guru Ink1usi, Pendidikan Ink1usif, Seko1ah Dasar.

DESCRIPTION OF STEM IMPLEMENTATION AND ITS PROBLEMS AT STATE INCLUSIVE ELEMENTARY SCHOOL 2 BENGKALA

By

Ni Made Candra Kurnia Dewi, NIM 2111031413

Elementary Education Department

ABSTRACT

Although the STEM approach is considered relevant in improving 21stcentury skills, its implementation in inclusive schools still faces various obstacles. This study aims to describe the implementation of STEM and its problems, as well as to describe the causes of teachers' problems in implementing STEM in Inclusive Elementary Schools. This study uses a qualitative descriptive approach with data collection techniques namely observation, interviews, and documentation studies. Data analysis techniques from Miles and Huberman are data reduction, data presentation and drawing conclusions. The results of the study indicate that the implementation of STEM is still not optimal. In grade 4, learning activities on the material of changes in the state of matter are carried out using lecture and question and answer methods. In learning in grades 5 and 6, science learning has been taught with STEM, but rarely done, such as on the material of natural phenomena by making a volcano erupt using simple tools and materials, teaching the material of the solar system by teaching the material of the solar system by making a miniature solar system. However, the elements of STEM have not been fully integrated in the learning process. This occurs due to a weak understanding of STEM, difficulties in managing inclusive classes, difficulties in communicating with sign language, and a lack of supporting facilities. The causes of these problems include the lack of professional training for teachers on STEM, weak pedagogical competence of teachers, and lack of sign language training for teachers.

Keywords *: STEM Implementation, Inclusive Teacher Issues, Inclusive Education, Elementary Schools.*