

ABSTRAK

Adisty Ambarpratiwi, 111141023, Efektivitas Pelatihan “Teknik *Mediated Learning Experience* (MLE)” Pada Peningkatan Kualitas Interaksi Guru Dengan Peserta Didik Pendidikan Anak Usia Dini (PAUD) Di Pos Paud Terpadu (PPT), Tesis, Fakultas Psikologi Universitas Airlangga Surabaya, 2015
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Guru pendidikan anak usia dini merupakan orang dewasa yang bertugas untuk memelihara, mengasuh, dan mendidik anak usia dini agar anak dapat berkembang secara maksimal melalui upaya stimulasi. Stimulasi dapat diberikan melalui adanya interaksi yang berkualitas antara guru dengan peserta didik PAUD. Guru PPT memiliki keterbatasan ilmu dan pengalaman dalam pendidikan anak usia dini, sehingga proses interaksi antara guru dengan peserta didik PAUD menjadi kurang stimulatif dan maksimal.

Tujuan dari pelatihan ini adalah untuk meningkatkan kualitas interaksi guru dengan peserta didik melalui teknik *Mediated Learning Experience* (MLE) pada guru PPT. Subyek dalam penelitian ini adalah 10 orang guru PPT yang setiap hari berinteraksi dengan anak usia dini. Data diperoleh melalui observasi terstruktur kualitas interaksi guru dengan peserta didik saat mengikuti pembelajaran di PPT, yaitu sebelum dan sesudah pelatihan teknik MLE diberikan. Hasil observasi selanjutnya dianalisis dengan teknik analisis statistik nonparametrik *Wilcoxon Signed Rank Test* dengan membandingkan skor kualitas interaksi guru sebelum dan sesudah mengikuti pelatihan teknik MLE.

Hasil analisis menunjukkan nilai signifikansi (2-tailed) sebesar 0.005, dimana nilai $0.005 < 0.05$ dan menunjukkan adanya perbedaan yang signifikan antara kualitas interaksi guru dengan peserta didik PAUD sebelum dan sesudah guru mengikuti pelatihan teknik MLE. Perbedaan tersebut menunjukkan adanya peningkatan kualitas interaksi guru dengan peserta didik, sehingga dapat disimpulkan bahwa pelatihan teknik MLE efektif untuk meningkatkan kualitas interaksi guru dengan peserta didik PAUD di PPT.

Kata kunci: kualitas interaksi, *mediated learning experience*, pelatihan, pendidikan anak usia dini

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ABSTRACT

*Adisty Ambarpratiwi, 111141023, Effectiveness of Mediated Learning Experience (MLE) method training in increasing quality of interactions between teachers and early childhood students in Early Childhood Education Center. Thesis, Faculty of Psychology, Airlangga University Surabaya, 2015.
xxiv+141 pages, 31 attachments*

Early childhood teachers are adults whose profession involves caring and educating young children to maximize their through effective stimulation. Effective stimulation can be provided by creating high quality interactions between teachers and early childhood students. Though the problem that occurs in Indonesia is the limited resource of qualified early childhood teachers. Therefore the quality of interactions between teachers and students are limited and unstimulating.

The purpose of the training program is to increase the quality level of interactions between teachers and their early childhood students using MLE. The subjects of this research are 10 early childhood program teachers whose daily job requires them to be able to create a good quality of interactions with early childhood students. Data were obtained through structured observation based on aspects of MLE. Observations were conducted before (pre-test) and after (post-test) the teachers receive the training program. The data were then analysed using Wilcoxon Signed Rank Test to compare mean scores of quality levels of interaction between teachers and their early childhood students.

Analysed data shows a significant value of 0.005, which means $0.005 < 0.05$, therefore concludes that there is a significant difference between the quality of interactions before and after the teachers received MLE method-training. Data also shows a significant increase in the quality of interactions between teachers and their early childhood students. The reasearch concludes that MLE method-training given to the teachers are effective in increasing the quality of interactions between teachers and their early childhood students.

Keywords: quality of interaction, mediated learning experience, early childhood education, training