ABSTRAK

Disertasi: Mastikawati (2024) Implementasi Integrasi Dasar-Dasar Literasi, Matematika, Sains, Teknologi, Rekayasa, dan Seni di Taman Kanak-kanak: Studi Kasus Pada Guru Sekolah Penggerak Kota Jambi. Promotor Prof. Dr. Dra. Nazurty, M.Pd., Co-Promotor I Prof. Dr. Drs. Hendra Sofyan, M.Si., Co-Promotor II Dr. Yantoro, M.Pd.

Penelitian ini bertujuan untuk mengimplementasikan integrasi Literasi, Matematika, Sains, Teknologi, Rekayasa, dan Seni (LIMASTERS), menganalisis kesesuaian penerapan dengan aturan Program Sekolah Penggerak, dan menemukan Langkah-langkah integrasi yang efektif. Metode penelitian kualitatif studi kasus deskriptif menggunakan observasi, wawancara, dan dokumentasi. Subjek penelitian adalah kepala sekolah dan guru, dengan teknik pengambilan sampel *snowball*. Data dianalisis secara kualitatif dengan triangulasi untuk memperoleh makna yang mendalam.

Penelitian ini menunjukkan implementasi LIMASTERS di lima satuan PAUD bervariasi. Literasi, matematika, dan seni telah terintegrasi baik, sementara sains, teknologi, dan rekayasa masih terbatas. Satu satuan menyusun modul dengan tepat, dan tiga satuan melaksanakan kegiatan sesuai langkah. Kendala utama meliputi sarana, waktu, dan SDM, diatasi melalui kolaborasi dan pendekatan bertahap.

Keterbaruan penelitian ini terletak pada integrasi holistik LIMASTERS dalam satu aktivitas eksploratif berbasis anak, yang menekankan eksperimen interaktif, scaffolding bertahap, dan pendekatan kontekstual.

Kesimpulan penelitian ini menyatakan bahwa implementasi LIMASTERS di Taman Kanak-Kanak Kota Jambi belum optimal dan memerlukan perbaikan secara berkesinambungan.

Kata Kunci: LIMASTERS, Program Sekolah Penggerak, Taman Kanak-Kanak, Integrasi.

ABSTRACT

Dissertation: Mastikawati (2024) Implementation of Integration of Literacy, Mathematics, Science, Technology, Engineering, and Arts Basics in Kindergarten: Case Study on Teachers of Jambi City Mover School. Promoter Prof. Dr. Dra. Nazurty, M.Pd., Co-Promoter I Prof. Dr. Drs. Hendra Sofyan, M.Sc., Co-Promoter II Dr. Yantoro, M.Pd.

This study aims to implement the integration of Literacy, Mathematics, Science, Technology, Engineering, and Arts (LIMASTERS), analyze the suitability of the implementation with the rules of the Mover School Program, and find effective integration steps. The qualitative research method is a descriptive case study using observation, interviews, and documentation. The subjects of the study were the principal and teachers, with a snowball sampling technique. Data were analyzed qualitatively with triangulation to obtain deep meaning.

This study shows that the implementation of LIMASTERS in five PAUD units varies. Literacy, mathematics, and arts have been well integrated, while science, technology, and engineering are still limited. One unit compiled the module properly, and three units carried out activities according to the steps. The main obstacles include facilities, time, and human resources, overcome through collaboration and a gradual approach.

The novelty of this study lies in the holistic integration of LIMASTERS in one child-based exploratory activity, which emphasizes interactive experiments, gradual scaffolding, and a contextual approach.

The conclusion of this study states that the implementation of LIMASTERS in Jambi City Kindergartens is not optimal and requires continuous improvement.

Keywords: LIMASTERS, School Mover Program, Kindergarten, Integration.