



The Influence of Applying The Problem Based Learning Model on High Order Thinking Skills in Early Childhood Education

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ABSTRACT

This study aims to analyze the effect of the application of the Problem Based Learning (PBL) learning model on the ability of High Order Thinking Skills (HOTS) in early childhood. The method used in this study is a pre-experimental design with the One Group Pretest-Posttest model, involving 15 children aged 5-6 years at TK ASIANA Makassar City as research subjects. The application of the PBL model is carried out through a series of experimental activities that allow children to observe phenomena, solve problems, and draw conclusions independently. Research data were obtained through observations that measured children's Order Thinking Skills (HOTS) abilities at two stages, namely before and after PBL treatment. The results of the study showed that descriptive statistical analysis showed a significant increase between the pretest (26.67) and posttest (52.53) scores, with a fairly large difference in the average indicating a significant increase in high-order thinking skills in children after being given treatment. The Wilcoxon Signed-Rank Test further shows the Sig. value. (2-tailed) = 0.001, which is smaller than the significance level of 0.05, which means that there is a significant effect of the application of the problem-based learning model on children's high order thinking skills. It is concluded that the application of the problem-based learning model on children's high order thinking skills aged 5-6 years,

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model pembelajaran Problem Based Learning (PBL) terhadap kemampuan High Order Thinking Skills (HOTS) pada anak usia dini. Metode yang digunakan dalam penelitian ini adalah pre-experimental design dengan model One Group Pretest-Posttest, dengan melibatkan 15 anak usia 5-6 tahun di TK ASIANA Kota Makassar sebagai subjek penelitian. Penerapan model PBL dilakukan melalui serangkaian kegiatan eksperimen yang memungkinkan anak mengamati fenomena, memecahkan masalah, dan menarik kesimpulan secara mandiri. Data penelitian diperoleh melalui observasi yang mengukur kemampuan Order Thinking Skills (HOTS) anak pada dua tahap yaitu sebelum dan sesudah diberikan perlakuan PBL. Hasil penelitian menunjukkan bahwa analisis statistik deskriptif menunjukkan adanya peningkatan yang signifikan antara skor pretest (26,67) dan posttest (52,53), dengan selisih rata-rata yang cukup besar menunjukkan adanya peningkatan yang signifikan pada kemampuan berpikir tingkat tinggi pada anak setelah diberikan perlakuan. Selanjutnya dilakukan uji Wilcoxon Signed-Rank Test yang menunjukkan nilai Sig. (2-tailed) = 0,001 yang lebih kecil dari taraf signifikansi 0,05 yang berarti terdapat pengaruh yang signifikan penerapan model pembelajaran berbasis masalah terhadap kemampuan berpikir tingkat tinggi anak usia 5-6 tahun. Disimpulkan bahwa penerapan model pembelajaran berbasis masalah terhadap kemampuan berpikir tingkat tinggi anak usia 5-6 tahun.

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