MODEL PELATIHAN *ETHNOGUIDANCE*
UNTUK PENGEMBANGAN REGULASI DIRI ANAK USIA DINI

DISERTASI

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh Gelar Doktor
Ilmu Pendidikan dalam Bidang Bimbingan dan Konseling

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PROGRAM STUDI BIMBINGAN DAN KONSELING
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MODEL PELATIHAN *ETHNOGUIDANCE* UNTUK PENGEMBANGAN REGULASI DIRI ANAK USIA DINI

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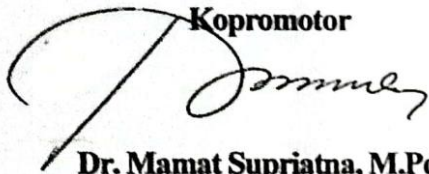## UNTUK PENGEMBANGAN REGULASI DIRI ANAK USIA DINI

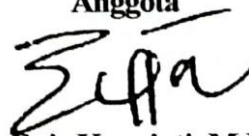Disetujui dan Disahkan Oleh Panitia Disertasi:

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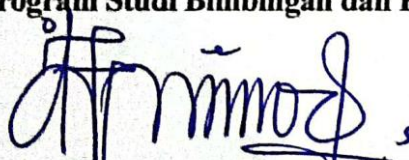**Dr. H. Wawan Setiawan, M.Sn.**
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ABSTRAK

Yayah Haryawati. 2024. Model Pelatihan *Ethnoguidance* untuk Pengembangan Regulasi Diri Anak Usia Dini. Studi penegmbangan di TK Kecamatan Tarogong Kidul Garut, Jawa Barat. Disertasi dibimbing oleh Prof. Dr. H. Cece Rakhmat, M.Pd. (Promotor), Dr. Mamat Supriatna, M.Pd. (Kopromotor), Dr. Euis Kurniati, M.Pd. (Anggota). Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung).

Penelitian ini bertujuan untuk mengembangkan model pelatihan *ethnoguidance* untuk pengembangan regulasi diri anak usia dini. Penelitian ini terdiri dari dua komponen utama yaitu perumusan model pelatihan *ethnoguidance* bagi Guru PAUD dan perumusan *ethnoguidance* untuk pengembangan regulasi diri Anak Usia Dini. Penelitian ini menggunakan pendekatan *mixed method research* dengan desain *convergent*, yang terdiri dari lima tahap instruksi R&D ADDIE: 1) *analysis*, 2) *design*, 3) *development*, 4) *implement*, dan 5) *evaluation*. Model pelatihan *ethnoguidance*, sebagai kerangka yang mengintegrasikan kearifan etnik ke dalam proses pengembangan regulasi diri. Model pelatihan *ethnoguidance* memodifikasi langkah instruksional dari *framework* ADDIE untuk membuat tahapan terstruktur, dilengkapi dengan kolaborasi interprofesional untuk menambah wawasan dan saran dari pemangku kepentingan yang berbeda. Kompetensi *ethnoguidance* Guru dikembangkan melalui seminar dan pembinaan, sedangkan praktik *ethnoguidance* dalam proses bimbingan terjadi melalui integrasi elemen terpadu pada kurikulum. Penyampaian model pelatihan *ethnoguidance* pada Guru menggunakan metode GROW *Coaching* dan kolaborasi interprofesional. Partisipan dalam penelitian ini meliputi Guru dan anak usia dini dari tiga taman kanak-kanak yang berada di kecamatan Tarogong Kidul, Kabupaten Garut. Hasil penelitian mengungkapkan beberapa temuan, yakni: 1) Profil regulasi diri anak yang pada umumnya telah mengalami perkembangan sesuai harapan, dan bahkan mengalami peningkatan lebih lanjut setelah model dikembangkan; 2) Profil kompetensi *ethnoguidance* Guru yang sudah memadai, dan mengalami peningkatan setelah adanya kegiatan model pelatihan *ethnoguidance*; 3) Model pelatihan *ethnoguidance* yang disajikan secara komprehensif; dan 4) Secara empiris, model pelatihan *ethnoguidance* memiliki fisibilitas dalam meningkatkan kompetensi *ethnoguidance* Guru dan pengembangan regulasi diri anak usia dini.

Kata Kunci: model*, ethnoguidance,* anak usia dini, regulasi diri.

ABSTRACT

Yayah Haryawati. 2024. *Ethnoguidance Training Model for Early Childhood Self-Regulation Development. Research and Development at Kindergarten in Tarogong Kidul Garut District, West Java. The dissertation was supervised by* Prof. Dr. H. Cece Rakhmat, M.Pd. *(Promoter),* Dr. Mamat Supriatna, M.Pd. *(Co-promoter),* Dr. Euis Kurniati, M.Pd. *(Member). Guidance and Counseling Study Program, Faculty of Education, Indonesian University of Education, Bandung).*

The research aims to develop a model of ethnoguidance training for early childhood self-regulation development. The research consists of two main components, namely the formulation of an ethnoguidance training model for PAUD Teachers and the formalization of ethnuguidance for the development of early childhood self-regulation. The research uses a mixed method research approach with convergent design, which consists of five stages of ADDIE's R&D instruction: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The ethnoguidance training model modifies the instructional steps of the ADDIE framework to create structured stages, accompanied by interprofessional collaboration to add insights and advice from different stakeholders. Teacher's ethnoguidance competence is developed through seminars and training, whereas the practice of ethnuguidance in the mentoring process occurs through the integration of integrated elements into the curriculum. Delivery of a model of ethnoguidance training to teachers using the method of GROW Coaching and interprofessional collaboration. Participants in the study included teachers and early childhood children from three kindergartens located in Tarogong Kidul district, Garut district. The results of the research revealed several findings, namely: 1) the child's self-regulation profile has generally undergone the expected development, and even undergoes further improvement after the model has been developed; 2) the teacher's ethnoguidance competence profile is already adequate, and has been improved after the existence of the training model activity; 3) the ethnoguidance training model is presented comprehensively; and 4) empirically, the ethnologue training model has fisibilities in improving the competence of teachers and the development of early childhood self regulation.

Keywords: models, ethnoguidance, early childhood, self-regulation.

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DAFTAR TABEL

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