PRAKTEK TOLERANSI ANAK USIA DINI DI PAUD

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister

Pendidikan Pendidikan Anak Usia Dini

oleh :

Nihna Athoa Rosfalia

NIM. 1706757

PROGRAM STUDI PENDIDIKAN ANAK USIA DINI
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2020

PRAKTEK TOLERANSI ANAK USIA DINI DI PAUD

TESIS

Oleh:

NIHNA ATHOA ROSFALIA

S.Pd Universitas Jember, 2017

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat
memperoleh gelar Magister Pendidikan (M.Pd) pada
Program Studi Pendidikan Anak Usia Dini

© Nihna Athoa Rosfalia 2020
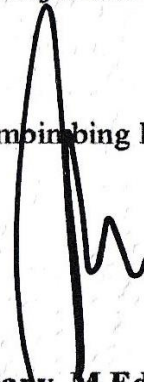Universitas Pendidikan Indonesia
Januari 2020

LEMBAR PENGESAHAN

PRAKTEK TOLERANSI ANAK USIA DINI DI PAUD
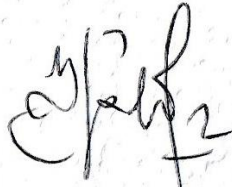
Nihna Athoa Rosfalia
1706757

Tesis ini telah disetujui dan disahkan oleh :
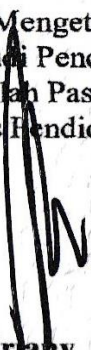
Pembimbing I

Vina Adriany, M.Ed., Ph.D.
NIP. 197601262003122001

Pembimbing II

Yeni Rachmawati, M.Pd., Ph.D.
NIP. 197303082000032001

Mengetahui:
Ketua Program Studi Pendidikan Anak Usia Dini
Sekolah Pascasarjana
Universitas Pendidikan Indonesia

Vina Adriany, M.Ed., Ph.D
NIP. 197601262003122001

PRAKTEK TOLERANSI ANAK USIA DINI DI PAUD

Oleh:

Nihna Athoa Rosfalia

1706757

Abstrak

Penelitian ini diatur dengan latar belakang kondisi masyarakat multikultural yang membutuhkan nilai toleransi dalam rangka untuk mempertahankan keragaman dan menerima perbedaan. Nilai toleransi ditanamkan pada anak-anak akan menjadi bagian dari karakter mereka. Relevan dengan latar belakang ini, penelitian ini bertujuan untuk memberikan gambaran pengalaman anak usia dini toleransi. Penelitian ini menggunakan pendekatan kualitatif dengan metode semi-etnografi. Penelitian ini dilakukan di sebuah taman kanak-kanak swasta di Kota Bandung dengan peserta yang terdiri dari kelas anak usia dini terdiri dari sepuluh anak-anak dan dua guru. Rata-rata usia anak-anak berusia lima tahun. Hasil penelitian menunjukkan bahwa pembangunan lain dipengaruhi oleh ras dan agama anak-anak di taman kanak-kanak. Untuk mengatasi masalah ini, perlu untuk membangun persahabatan sebagai ruang untuk menumbuhkan toleransi. Guru dapat menanamkan nilai toleransi secara lisan dan melalui praktek. Namun, tidak semua guru memahami nilai toleransi; karenanya, masalah intoleransi menjadi dinormalisasi. Hal ini bertentangan pemahaman guru toleransi. Hasil penelitian ini dapat menjadi pertimbangan bagi guru dalam merancang sebuah proses pembelajaran yang akan mendorong anak-anak untuk mengembangkan saling menghormati satu sama lain.

Kata kunci: Praktek toleransi, anak usia dini, pemahaman guru

TOLERANCE PRACTICE OF EARLY AGE CHILDREN IN EARLY CHILDHOOD EDUCATION

By:

Nihna Athoa Rosfalia

1706757

Abstract

This research is set against the background of the condition of multicultural society which requires the value of tolerance in order to sustain diversity and accept differences. The value of tolerance instilled in children will become part of their character. Relevant to this background, this research is aimed at providing a description of early childhood experience of tolerance. The research employed qualitative approach with semi-ethnographic method. The research was conducted at a private kindergarten in the city of Bandung with participants consisting of an early childhood class comprising ten young children and two teachers. The average age of the children was five years old. The results of the research show that the construction of others was influenced by the race and religion of the children in the kindergarten. To overcome this issue, it is necessary to build friendship as a space to cultivate tolerance. Teachers can instill the value of tolerance verbally and through practice. However, not all teachers understand the value of tolerance; hence, the problem of intolerance becomes normalized. This contradicts the teacher's understanding of tolerance. The results of this research can become a consideration for teachers in designing a learning process that will encourage children to develop mutual respects for each other.

Key words: The practice of tolerance, early childhood, teacher understanding

DAFTAR ISI

DAFTAR PUSTAKA

Abdullah, A. C. (2009). Multicultural Education in Early Childhood: Issues and Challenges. *Journal of International Cooperation in Education, 12(*1*),* 159-175.

Abdulkadir-Sunito, M., Adiwibowo, S., Soetarto, E., Kinseng, R. A., dan Foley, S. (2013). Batas politik etnisitas? Migrasi dan transformasi dataran tinggi di Sulawesi Tengah. *Jurnal Sosiologi Pedesaan, 2*(3), 226-233.

Abidin, Y. (2011). *Penelitian Pendidikan dalam Gamitan Pendidikan Dasar dan PAUD*. Bandung : Rizqi Press.

Adriany, V., & Warin, J. (2014). Preschool teachers' approaches to care and gender differences within a child-centred pedagogy: findings from an Indonesian kindergarten. *International Journal of Early Years Education: Routledge.*

Alderson, P. (2008). Young Children's Rights Exploring Beliefs, Principles and Practice. London and Philadelphia: Jessica Kingsley Publishers.

Angrosino, M.V. (2007). *Doing Etnographic and Observational Research.* Thousand Oaks, CA : Sage.

Anisah, N. (2015). *Pendidikan Karakter Dalam Perspektif Ki Hajar Dewantara* (Doctoral dissertation, IAIN Salatiga).

Arau, S. B. (2011). Early education for diversity : starting from birth. *European Early Childhood education research Journal*, 19(2), 223-235.

Ashcroft B, Griffiths G and Tiffin H (2002). The Empire Writes Back. New York: Routledge.

Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaning and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science, 16*(3).

Blinder, S. (2015). Imagined Immigration: The Impact of Different Meanings of "Immigrants" in public Opinion and Policy Debates in Britain. *Political Studies, 63*(1), 80-100.

Bonnacio, S., & Dalal, R. S. (2006). Advice taking and decision-making: An integrative literature review, and implications for the organizational sciences. *Organizational behavior and human decision processes, 101*(2), 127-151.

Burman, E. (2008). *Deconstructing Developmental Psychology.* New York: Routledge.

Camicia, S.P., & Saavedra (2009). A new childhood social studies curriculum for a new generation of citizenship. *The International Journal of Children's Rights, 17*(3), 501-517.

Cannella, G.S. (1997). *Deconstructing Early Childhood Education: social justice and revolution*. New York: Peter Lang.

Cannella, G.S. & Viruru, R. (2002). Euro-American constructions of education of children (and adults) around the world: a postcolonial critique. In Cannella, G.S., Anijar, K. and Kincheloe, J.L. (Eds). *Kidworld: global perspectives, cultural studies and education.* New York: Peter Lang.

Campbell, E., & Lassiter, L. E. (2015). *Doing Ethnography Today.* Oxford: Wiley Blackwell.

Carle, R. (2006). Demise of Dutch multiculturalism. *Society, 43*(3), 68-74.

Carlson, S.A., Fulton, J. E., Lee, S. M., Maynard, L. M., Brown, D. R., Kohl, H. W., & Dietz, W. H. (2008). Physical education and academic achievement in elementary school: Data from the early childhood longitudinal study. *American Journal of Public Health, 98(4),* 721-727.

Cavallar, G. (2002). *The Rights of Strangers: Theories of International Hospitality, the Global Community, and Political Justice Since Victoria.* Cornwal: Ashgate Publishing Limited.

Childs P & Williams P (1997). An Introduction to Post-Colonial Theory. Essex: Prentice Hall.

Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative research. *Sage Publications Ltd, London.*

Chen, E. S. L., & Rao, N. (2011). Gender socialization in Chinese kindergartens: Teacher's contributions. *Sex roles, 64*(1-2), 103-116.

Chun, C. W. (2016). Addressing racialized multicultural discourses in an EAP textbook: Working toward a critical pedagogies approach. *Tesol Quarterly*, *50*(1), 109-131.

Colic-Peisker, V., Mikola, M & Dekker, K. (2016). A Multicultural Nation and its (Muslim) Other? Political Leadership and Media Reporting in the Wake of the 'Sydney Siege.' *Journal of Intercultural Studies, 37*(4), 373-389.

Corsaro, W. A. (2000). Early childhood education, children's peer cultures, and the future of childhood. *European Early Childhood Education Research Journal,* 8(2), 89-102.

Crenshaw, K. (1991). Stanford Law Review Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color Linked references are available on JSTOR for this article: Mapping the Margins: Intersectionality, Identity Politics, and Violence Ag. *Stanford Law Review, 43*(6), 1241-1299.

Creswell, J. (2015). *Riset Pendidikan: Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif*. Terjemahan Helly Prajitno Soetjipto. Yogyakarta : Pustaka Pelajar.

Faiqoh, N. (2015). *Implementasi Pendidikan Berbasis Multikultural sebagai Upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai pada Anak Usia Dini di Kiddy Care, Kota Tegal* (Doctoral dissertation, Universitas Negeri Semarang).

Fay, B. (1996). *Contemporary Philosophy of Social Science*: A Multicultural Approach. Oxford: Blackwell.

Fenech, M., & Sumsion, J. (2007). Early Childhood Teachers and Regulation: Complicating Power Relations Using a Foucaldian Lens. *Contemporary Issues in Early Childhood, 8*(2), 109-122.

Fitrya, L., & Purwaningsih, S. M. (2013). Tionghoa dalam diskriminasi orde baru tahun 1967-2000. *AVATARA, e-Journal Pendidikan Sejarah, 1*(2), 159-166.

Flick, U. (2007). *Designing Qualitative Research. London*: Sage Publication.

Fusch, G. E., & Ness, L. R. (2017). How to conduct a mini-ethnographic case study: A guide for novice researchers. *The Qualitative Report*, *22*(3), 923-941.

Gao, G., Greenwood, B. N., Agarwal, R., dan Mccullough, J. S. (2015). Vocal minority and silent majority: how do online ratings reflect population perceptions of quality? *Mis Quartely, 39*(3), 565-589.

Gobo, G. (2008). *Doing Ethnography*. London: Sage Publication.

Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles In Practice* (3rd ed.). London and New York: Routledge.

Hamid, A. (2017). Guru Professional. *Al-Falah: Jurnal Ilmiah Keislaman dan Kemasyarakatan, 17*(2), 274-285.

Harahap, N. M., & Maryolo, A. (2018). Konseling Multikultural: Upaya Preventif Bullying pada Lesbian di Masyarakat dan Sekolah. *Palita: Journal of Social-Religion Research*, *3*(1), 66-79.

Hasan, A. B. P. (2012). Policies and Practices For Promoting Multicultural Awareness of Indigeneous Early Childhood Education in Indonesia. *International Journal of Child Care and Education Policy, 6*(1), 63-94.

Hellman, A., Heikkilä, M., & Sundhall, J. (2014). 'Don't be Such a Baby!'Competence and age as Intersectional co-Markers on Children's Gender. *International Journal of Early Childhood*, *46*(3), 327-344.

Hermawati, R., Paskarina, C., & Runiawati, N. (2017). Toleransi antar umat beragama di Kota Bandung. *Umbara: Indonesian Journal of Anthropology*, *1*(2).

Hudson, A. H. (2003). Multicultural education and the postcolonial turn. *Policy futures in education, 1*(2), 381-401.

Hurlbert, M., & Rayner, J. (2018). Reconciling power, relations, and processes: The role of recognition in the achievement of energy justice for Aboriginal people. *Applied Energy, 228.*

Irma, A. (2018). Muslim tionghoa sebagai liyan dalam konsep ukhuwah islamiyah. *Jurnal Dakwah Tabligh, 2*(18), 16-35.

Jary, D. & Jary, J. (1991). *'Multiculturalism', Dictionary of Sociology*. New York: Harper. Hlm319.

Kanu, Y. (2006). Introduction. In: Kanu, Y. (Ed.), Curriculum as Cultural Practice: Postcolonial Imaginations. University of Toronto Press, Toronto.

Killen, M., Rutland, A., & Ruck, M. D. (2011). Promoting equity, tolerance, and justice in childhood. *Social Policy Report*, *25*(4), 1-33.

Kincheloe, J. L. (2006). Critical ontology and indigenous ways of being: forging a postcolonial curriculum. In: Kanu, Y. (Ed.), Curriculum as Cultural Practice: Postcolonial Imaginations. University of Toronto Press, Toronto.

Kuzio, T. (2001). Identity and Nation-building in Ukraine: Defining the "other." *Ethnicities, 1*(3).

Kymlicka, W. (2015). The Three Lives of Multiculturalism. In S. Guo & L. Wong (Eds), *Revisiting Multiculturalism in Canada Theories, Policies, and Debates* (1 st ed.). Rotterdam: Sense Publishers.

Lawless, K. (2014). Constructing the "other": construction of Russian identity in the discourse of James Bond films. *Journal of Multicultural Discourse, 9*(2), 79-97.

Levinson, M. (2010). Mapping Multicultural Education. In H. Siegel (Ed.), *Oxford Handbook of Philosophy of Education.* New York: Oxford University Press.

Loomba, A. (1998). *Colonialism/postcolonialism*. London: Routledge.

Lubeck, S. (1996). Deconstructing "child development knowledge" and "teacher preparation". *Early childhood research quarterly, 11*(2), 147-167.

Lynch, R. (2014). Foucault: The Politics of Health in the Eighteenth Century. *Foucault Studies,* (18), 166-82.

Macedo, D. (1999). Decolonizing indigenous knowledge. In Semali, L. and Kincheloe, J.L. (Eds). *What is indigenous knowledge: voices from the academy.* New York and London: Falmer Press, pp.xi-xvi.

MacNaughton, G. (2000). *Rethinking gender in early childhood education.* Sage.

MacNaughton, G., Hughes, P., & Smith, K. (2007). Young children's rights and public policy: Practices and possibilities for citizenship in the early years. *Children & Society*, *21*, 458-469. doi:10.1111/j.1099-0860.2007.00096.x.

Mallory, B., & New, R. (1994). *Diversity and developmentally appropriate practices: Challenges for Early Childhood Education*. New York, NY: Teacher College Press.

Masuda, T., & Nisbett, R.E. (2006). Culture and change blindness. Cognitive Science 30, 381–399.

McMillan, J. H., & Schumacher, S. (1997). Research in education: A conceptual framework. *New York: Longman.*

Mirchandani, K., & Tastsoglou, E. (2000). Towards a diversity beyond tolerance. *Studies in Political Economy*, *61*(1), 49-78.

Moleong, L., J. (2010). *Metode Penelitian Kualitatif.* Bandung: Remaja Rosdakarya.

Mongia, P. (1996). Introduction. In Mongia, P. (Ed.). *Contemporary postcolonial theory: a reader*. London: Arnold.

Moore-Gilbert, B. (1997). *Postcolonial theory: contexts, practices, politics*. London and New York: Verso.

Murchison, J. M. (2010). Ethnography Essentials. San Francisco: Jossey-Bass.

Nergaard, K. (2018). "The Heartbreak of Social Rejection": Young Children's Expressions about How They Experience Rejection from Peers in ECEC, *Child Care in Practice,* 1-18.

Nisbett, R.E. (2003). The Geography of Thought: How Asians and Westerners think Differently and Why. Free Press, New York.

Nisbett, R.E., & Miyamoto, Y. (2005). The influence of culture: holistic versus analytic perception. Trends in Cognitive Sciences 9, 467–473.

Nisvilyah, L. (2013). Toleransi antarumat Beragama dalam Memperkokoh Persatuan dan Kesatuan Bangsa (Studi Kasus Umat Islam dan Kristen dusun Segaran Kecamatan Dlanggu Kabupaten Mojokerto). *Kajian Moral dan Kewarganegaraan*, *2*(1), 382-396.

Noor, N. M., & Siregar, F. M. (2013). Religious and Multicultural Education: Introducting Interfaith Dialogue in the Indonesia Educational System. *Al Albab-Borneo Journal of Religious Studies, 2*(1), 67-76.

Palmer, G. (1990). Preschool children and race: an Australian study. *Australian Journal of Early Childhood*, 15(2), 3-8.

Pramling Samuelsson, I., Williams, P., Sheridan, S., & Hellman, A. (2016). Swedish preschool teachers' ideas of the ideal preschool group. *Journal of early childhood research*, *14*(4), 444-460.

Putri, G. A., (2019). *Pendidikan Multikultural pada Lembaga PAUD Berbasis Agama Dilihat dari Sudut Pandang Guru.* (Tesis). Universitas Pendidikan Indonesia, Bandung.

Ramsey, P. & Myers, L. (1990). Salience of race in young children's cognitive, affective and behavioral responses to social environments, *Journal of Applied Behavioral Psychology*, 11, 49-67.

Robinson, K. (2016). Communal Peace and Conflict in Indonesia: Navigating Inter-religious Boundaries. *The Asia Pacific Journal of Anthropology, 2213 (December).*

Rosmiati, A. (2014). Teknik Stimulasi dalam Pendidikan Karakter Anak Usia Dini Melalui Lirik Lagu Dolanan. *Resital: Jurnal Seni Pertunjukkan, 15*(1), 71-82.

Schaerer, M., Tost, L. P., Huang, L., Gino, F., & Larrick, R. (2018). Advice Giving: A Subtle Pathway to Power. *Personality and Social Psychology Bulletin, 44*(5), 746-761.

Schoorman, D. (2011). Reconceptualizing teacher education as a social justice undertaking: Underscoring the urgency for critical multiculturalism in early childhood education. *Childhood Education*, *87*(5), 341-344.

Shaver, J. H., Troughton, G., Sibley, C. G., & Bulbulia, J. A. (2016*). Religion and the Unmaking of Prejudice toward Muslims*: Evidence from a Large National Sample. *Plos One, 1-25.*

Silverman, D. (2013). *Interpreting Qualitative Data. London*: Sage.

Sit, M. (2010). Optimalisasi Kompetensi Moral Anak Usia Dini. *Jurnal Pendidikan dan Kebudayaan, 16*(1), 1-12.

Soekanto, S. (2014). *Sosiologi Suatu Pengantar.* Jakarta: PT Rajagrafindo Persada.

Solehuddin, M., & Adriany, V. (2017). Kindergarten Teachers' Understanding on Social Justice: Stories From Indonesia. *SAGE Open, 7*(4), 2158244017739340.

Souto-Manning, M., & Rabadi-Raol, A. (2018). (Re)Centering Quality in Early Childhood Education: Toward Intersectional Justice for Minoritized Children. *Review of Research in Education, 42*(1), 203-225.

Spatig, L. (2005). Feminist critique of developmentalism: What's in it for teachers?. *School Field, 3*(3), 299-326.

Subianto, J. (2013). Peran keluarga, sekolah, dan masyarakat dalam pembentukan karakter berkualitas. *Edukasia: Jurnal Penelitian Pendidikan Islam*, *8*(2).

Suciartini, N. N. A. (2017). Urgensi Pendidikan Toleransi dalam Wajah Pembelajaran sebagai Upaya Meningkatkan Kualitas Pendidikan. *Jurnal Penjaminan Mutu*, *3*(1), 12-22.

Susanta, Y. K. (2018). "Menjadi Sesama Manusia" Persahabatan sebagai Tema Teologis dan Implikasinya bagi Kehidupan Bergereja. *Jurnal Teologi dan Pendidikan Kristiani, 2*(2).

Swain, J. (2006). An ethnographic approach to researching children in junior school. *International Journal of Social Research Methodology*, *9*(3), 199-213.

Syaifuddin, A. F. (2006). Membumikan multikulturalisme di Indonesia. *Jurnal Antropologi Sosial Budaya ETNOVISI*, *2*(1), 3-11.

Thomas, J. R. (2000). CH McCloy Research Lecture: Children's Control, Learning, and Performance of Motor Skills. *Research quarterly for exercise and sport*, *71*(1), 1-9.

Tobin, J.J. (2000). *Good guys don't wear hats: children's talk about the media.* New York and London: Teacher College Press.

UNESCO. (1995). *Declaration of Principles on Tolerance.* Paris.

Vavrus, F., & Barlett, L. (2012). Comparative Pedagogies and Epistemological Diversity: Social and Materials Contexts of Teaching in Tanzania. *Comparative Education Review, 56(4), 634-658.*

Vertovec, S., dan Wessendorf, S. (Eds). (2010). *The Multiculturalism Backlash: European discourses, policies and practices* (Vol.42). Abingdon: Routledge.

Walkerdine, V. (1998). Developmental Psychology and The Child Centred Pedagogy: The insertion of Piaget into early education. In: Henriques J, Hollway W, Urwin C, et al (Eds.), *Changing the Subject: Psychology, Subjectivity and Social Regulation*. London: Routledge, pp 153-202.

Wainryb, C., Shaw, L. A., Langley, M., Cottam, K., & Lewis, R. (2004). Children's thinking about diversity of belief in the early school years: Judgments of relativism, tolerance, and disagreeing persons. *Child Development*, *75*(3), 687-703.

Warin, J. (2011). "Ethical Mindfulness and Reflexivity: Managing a Research Relationship with Children and Young People in a 14-Year Qualitative Longitudinal Research (QLR) Study." Qualitative Inquiry 17 (9): 805–814. doi:10.1177/1077800411423196.

Watson, C.W. (2000). *Multiculturalism*. Buckingham-Philadelphia: Open University Press.

Williams, M. R., & Jackson, A. P. (2015). A New Definition of Tolerance A New Definition of Tolerance. *Issues in Religion and Psychotherapy Article, 37*(1).

Yasa, I. N. (2014). *Poskolonial teori dan penerapannya dalam sastra Indonesia mutakhir.* Yogyakarta: Graha Ilmu.

Yin, R. K. (2011). *Qualitative Research From Start To Finish.* New York: The Guilford Press.

Yusof, N. M., Abdullah, A. C., & Ahmad, N. (2014). International Journal of Multicultural and Multireligious Understanding Multicultural Education Practices in Malaysian Preschools with Multiethnic or Monoethnic Environment. *International Journal of Multicultural and Multireligious Understanding*, 1(1 Desember), 12-23.

Zaini, Z. (2010). Penguatan Pendidikan Toleransi Sejak Usia Dini (Menanamkan Nilai-nilai Toleransi dalam Pluralisme Beragama pada Pendidikan Anak Usia Dini (Paud) di Kabupaten Tulungagung Tahun 2010). *Toleransi*, *2*(1), 16-30.