

**TESIS**

**ANALISIS INSTRUMEN AKREDITASI PAUD DI INDONESIA DAN  
KOREA SELATAN MELALUI PERSPEKTIF KEADILAN SOSIAL**

**Diajukan untuk Memenuhi Sebagian dari  
Syarat Memperoleh Gelar Magister Pendidikan Anak Usia Dini**



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Analisis Instrumen Akreditasi PAUD di Indonesia dan Korea Selatan Melalui Perspektif Keadilan Sosial

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# **Analisis Instrumen Akreditasi PAUD di Indonesia dan Korea Selatan melalui Perspektif Keadilan Sosial**

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

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SOSIAL DENGAN METODE KONTEN ANALISIS**

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# **ANALISIS INSTRUMEN AKREDITASI PAUD DI INDONESIA DAN KOREA SELATAN MELALUI PERSPEKTIF KEADILAN SOSIAL**

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## **ABSTRAK**

Jumlah lembaga PAUD yang telah berkembang pesat selama dua dekade terakhir di Indonesia, menimbulkan pertanyaan mengenai apakah institusi PAUD yang berkembang secara kuantitatif ini menyediakan pendidikan yang berkualitas. Untuk memeriksa hal ini, pemerintah Indonesia membentuk BAN-PAUD & PNF pada tahun 2008 dan menyusun instrumen sebagai bahan dasar menilai kualitas PAUD yang ada. Dalam penelitian ini, instrumen akreditasi PAUD di Indonesia dan Korea Selatan dianalisis dengan metode analisis konten untuk membandingkan dan menganalisis kualitas berdasarkan teori kualitas pendidikan melalui perspektif keadilan sosial Tikly & Barrett (2011). Hasil penelitian menunjukkan, pada instrumen Indonesia persentase terbesar terdapat pada dimensi relevansi yaitu sebesar 14,8%. Hal yang sama pula pada instrumen Korea Selatan, persentase terbesar yaitu sebesar 57,6% terdapat pada dimensi relevansi. Secara khusus, unsur keadilan sosial yang terkait dengan guru, orang tua dan lingkungan jarang tercermin dalam perangkat akreditasi Indonesia. Selain itu, kedua negara tidak memiliki item yang terkait dengan peran pemerintah dalam instrumen akreditasi. Berdasarkan hasil penelitian ini, peneliti menyarankan agar faktor kualitatif keadilan sosial dapat secara khusus tercermin dalam instrumen akreditasi lembaga pendidikan terkait dengan anak-anak, guru, orang tua, lingkungan, masyarakat dan pemerintah .

Kata kunci: Kualitas PAUD, analisis konten, kualitas instrumen akreditasi, keadilan sosial

***ANALYSIS OF ECE ACCREDITATION INSTRUMENTS IN INDONESIA  
AND SOUTH KOREA THROUGH THE SOCIAL JUSTICE PERSPECTIVE***

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***ABSTRACT***

*The number of PAUD institutions that have grown rapidly over the past two decades in Indonesia raises questions about whether these quantitatively growing PAUD institutions provide quality education. To check this, the Indonesian government established BAN-PAUD & PNF in 2008 and developed an instrument as a basis for assessing the quality of existing PAUD. In this study, the PAUD accreditation instruments in Indonesia and South Korea were analyzed using the content analysis method to compare and analyze quality based on the theory of educational quality through the social justice perspective of Tikly & Barrett (2011). The results showed that in the Indonesian instrument the largest percentage was found in the relevance dimension, which was 14.8%. The same was true for the South Korean instrument, where the largest percentage was 57.6% in the relevance dimension. In particular, the social justice elements associated with teachers, parents and the environment were rarely reflected in the Indonesian accreditation tools. In addition, neither country had items related to the role of government in the accreditation tool. Based on the results of this study, the researcher suggests that the qualitative factors of social justice can be specifically reflected in the accreditation instruments of educational institutions related to children, teachers, parents, the environment, society and the government.*

*Keywords: Quality of ECE, content analysis, quality of instrument accreditation, social justice*

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