

Negosiasi *Child-centred* di PAUD Indonesia
(Sebuah penelitian etnografi dengan perspektif poskolonial di salah satu TK
Katholik di Kota Bandung)

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan Konsentrasi Pendidikan Anak Usia Dini Sekolah Pascasarjana



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UNIVERSITAS PENDIDIKAN INDONESIA
2020

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NEGOSIASI *CHILD-CENTRED* DI PAUD INDONESIA
(Sebuah Penelitian Etnografi Dengan Perspektif Poskolonial di Salah Satu
Tk Katholik di Kota Bandung)

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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh
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LEMBAR PENGESAHAN TESIS

**NEGOSIASI *CHILD-CENTRED* DI PAUD INDONESIA
(SEBUAH PENELITIAN ETNOGRAFI DENGAN PERSPEKTIF
POSKOLONIAL DI SALAH SATU TK KATHOLIK DI KOTA
BANDUNG)**

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**Mengetahui,
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ABSTRAK

Penelitian ini mengenai *child-centred* menggunakan perspektif poskolonial di Taman Kanak-Kanak (TK) bertujuan untuk menganalisis negosiasi pengetahuan. Adapun negosiasi merupakan pemahaman tentang adanya kesepakatan terkait objektivitas suatu pengetahuan, ide, atau ideologi. Sehingga penerapan *child-centred* di TK Indonesia sebagai sebuah pengetahuan dan ide dapat dipastikan menghadirkan ruang negosiasi. Dari hasil coding analisis menggunakan metode *grounded theory* temuan dari penelitian ini menunjukkan negosiasi *child-centred* dengan budaya lokal TK lokasi penelitian, diantaranya: negosiasi peran guru sebagai fasilitator, negosiasi *circle time* dan nasionalisme, negosiasi *circle time* dengan budaya Sunda dan agama Katholik, negosiasi belajar dengan permainan tradisional, dan negosiasi perkembangan kognitif dengan usia sekolah anak.

Kata Kunci: *Child-centered*, Negosiasi, Poskolonial

ABSTRACT

This research on child-centered approach is using a postcolonial perspective in Kindergarten (Taman Kanak-Kanak) aims to analyze knowledge negotiations within the child-centered approach. Negotiation is an understanding of an agreement regarding the objectivity of a knowledge, idea, or ideology. So that the implementation of child-centered approach in Indonesian Kindergartens as knowledge and ideas can certainly provide a space for negotiation. From the results of coding analysis using the grounded theory method, the findings of this study indicate child-centered negotiations with the local culture of the kindergarten in the research location, including: negotiating the role of the teacher as a facilitator, negotiating circle time and nationalism, negotiating circle time with Sundanese culture and Catholicism, negotiating learning with traditional games, and negotiation of cognitive development with school-aged children.

Key Words: *Child-centered* Approach, Negotiation, Postcolonial

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