

**PANDANGAN ORANG TUA TERHADAP RUANG BERMAIN BAGI
ANAK USIA DINI**

(Studi Kasus pada Lokasi yang Terdampak Bencana)

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan Anak Usia Dini



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PERNYATAAN KEASLIAN TESIS

Dengan ini saya menyatakan bahwa tesis dengan judul “PANDANGAN ORANG TUA TERHADAP RUANG BERMAIN BAGI ANAK USIA DINI (*Studi Kasus pada Lokasi yang Terdampak Bencana*)” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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ABSTRAK

PANDANGAN ORANG TUA TERHADAP RUANG BERMAIN BAGI ANAK USIA DINI

(Studi Kasus pada Lokasi yang Terdampak Bencana)

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Penelitian ini bertujuan membahas topik mengenai pandangan orang tua terhadap ruang bermain untuk anak usia dini di lokasi pascabencana. Berdasarkan terminologi dari unsur kebencanaan, adalah sebagai berikut: risiko, *vulnerability* (kerentanan), *hazard* (ancaman), dan *capacity* (kapasitas). Terdapat upaya pembangunan untuk meningkatkan kesejahteraan masyarakat pada sektor sosial sarana fisik berupa ruang bermain untuk anak. Fokus kajian juga menyatakan pentingnya keberadaan ruang bermain untuk anak. Kebijakan yang dikeluarkan oleh pemerintah terkait ruang bermain untuk anak yang ada dalam Peraturan Pemerintah dalam Undang-Undang No. 17 Tahun 2007 tentang rencana pembangunan jangka panjang nasional tahun 2005-2025. Peneliti mencoba melihat dari sudut pandang *post-developmentalisme* yang mewakili hak suara anak yang memiliki akses terbatas pada ruang bermain yang ideal. Metode penelitian yang digunakan adalah kualitatif yang berfokus pada studi kasus dengan melibatkan 3 orang tua yang memiliki anak usia dini sebagai partisipan. Teknik pengumpulan data dengan proses wawancara dan observasi dan *grounded theory* digunakan dalam melakukan analisis data yang mencakup *open coding* dan *focused coding*. Faktor yang mempengaruhi kegiatan bermain yang dilakukan anak di lokasi pascabencana merupakan dampak yang di alami oleh korban. Selanjutnya kondisi emosional yang tidak menyenangkan, menyedihkan, menakutkan, mencemaskan dan menjengkelkan ditemukan dapat memberikan kontribusi orang tua dalam melakukan negosiasi dengan anak dalam menentukan aktivitas dan ruang bermain. Hasil dari penelitian ini menunjukkan bahwa orang tua di lokasi yang terdampak bencana memberikan alternatif dalam menyediakan ruang bermain.

Kata Kunci: ruang bermain, anak usia dini, lokasi pascabencana

ABSTRACT

PARENT'S VIEW OF THE PLAYING ROOM FOR EARLY CHILDREN *(Case Studies at Disaster-Affected Locations)*

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This study aims to discuss the topic of parents' views on play rooms for early childhood in post-disaster locations. Based on the terminology of disaster elements, they are as follows: risk, vulnerability, hazard, and capacity. There are development efforts to improve the welfare of the community in the social sector of physical facilities in the form of a play room for children. The focus of the study also states the importance of having a playroom for children. The policies issued by the government regarding play rooms for children in the Government Regulation in Law no. 17 of 2007 concerning the national long-term development plan for 2005-2025. The researcher tries to see from the point of view of post-developmentalism which represents the voting rights of children who have limited access to an ideal playroom. The research method used is qualitative which focuses on case studies involving 3 parents who have early childhood as participants. Data collection techniques with interview and observation processes and grounded theory were used in conducting data analysis which included open coding and focused coding. Factors that affect the play activities carried out by children in post-disaster locations are the impacts experienced by victims. Furthermore, emotional conditions that are unpleasant, sad, scary, worrying and annoying are found to be able to contribute to parents in negotiating with children in determining activities and play spaces. The results of this study indicate that parents in disaster-affected locations provide an alternative in providing a playroom.

Keywords: playroom, early childhood, post-disaster location

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