

**PROGRAM PELATIHAN KOMPETENSI GURU TAMAN KANAK-
KANAK UNTUK MENGEMBANGKAN BUDAYA DAMAI
PADA ANAK USIA DINI**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh
gelar Magister Pendidikan (M.Pd.) dalam bidang Bimbingan dan Konseling



oleh

**Mohamad Saripudin
NIM. 2010292**

**PROGRAM STUDI MAGISTER BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2022**

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Sebuah tesis yang diajukan untuk memenuhi sebagian dari syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada bidang Bimbingan dan Konseling

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Universitas Pendidikan Indonesia
Agustus 2022

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KANAK UNTUK MENGEMBANGKAN BUDAYA DAMAI
PADA ANAK USIA DINI

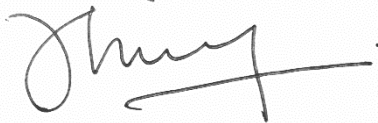
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LEMBAR PERSEMBAHAN

Tesis ini dipersembahkan untuk kedua orang tua dan istri tercinta sebagai *peace educator* dan *peace maker* pertama dalam lingkungan sosial terkecil yaitu keluarga; ilmunan dan praktisi bimbingan dan konseling yang memiliki misi membantu individu untuk hidup bersama dalam damai dan harmoni; dan perkembangan kajian pendidikan dan pedagogi kedamaian yang membawa misi menciptakan iklim damai.

Tesis ini diharapkan menjadi salah satu penggerak manusia untuk menjadi agen kedamaian sebagaimana Allah riwayatkan dalam Al-Qur'an:

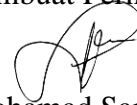
“Sesungguhnya orang-orang yang mukmin itu bersaudara karena itu damaikanlah antara kedua saudaramu (yang berselisih) dan bertakwalah kepada Allah agar kamu mendapat rahmat” (QS. Al-Hujurat: 10)

“Tidak ada kebaikan pada kebanyakan pembicaraan rahasia mereka, kecuali dari orang yang menyuruh untuk memberi sedekah, atau berbuat kebaikan, atau mengadakan perdamaian di antara manusia. Barang siapa yang berbuat demikian karena mencari keridaan Allah, maka kelak kami memberinya ganjaran yang besar. (QS. An-Nisa: 114)

LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa tesis berjudul “Program Pelatihan Kompetensi Guru Taman Kanak-kanak untuk Mengembangkan Budaya Damai pada Anak Usia Dini” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai etika ilmu yang berlaku. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Agustus 2022
Pembuat Pernyataan



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KATA PENGANTAR

Puji syukur senantiasa penulis panjatkan kepada Allah *Subhanahu Wa Ta'ala* yang melimpahkan rahmat dan karunianya yang tidak terhingga sehingga penulis dapat menyelesaikan tesis ini sebagai salah satu syarat dalam menyelesaikan pendidikan jenjang Magister (S2) program studi Bimbingan dan Konseling. Shalawat serta salam semoga selalu tercurah limpahkan kepada junjungan seluruh alam Rasulullah *Habibana Wa Nabiyan Muhammad Shalallahu Alaihi Wasalam*, keluarga, sahabat, dan kita selaku umatnya sampai akhir zaman.

Tesis dengan judul “Program Pelatihan Kompetensi Guru Taman Kanak-kanak untuk Mengembangkan Budaya Damai pada Anak Usia Dini” merupakan hasil penelitian secara empiris sehingga dapat memberikan beberapa kontribusi atau manfaat. Secara teori temuan penelitian ini berkontribusi pada keilmuan bimbingan dan konseling khususnya topik kedamaian. Temuan terhadap suasana kedamaian atau iklim kelas di TK, konsep damai menurut guru dan anak usia dini dapat dijadikan sebagai dasar dalam pengembangan budaya damai pada anak usia dini di TK. Secara praksis program pelatihan kompetensi guru TK dapat diimplementasikan pada guru TK untuk mengembangkan kompetensi guru sebagai pendidik kedamaian (*peace educator*).

Tesis disusun berdasarkan berbagai kajian mengenai Bimbingan dan Konseling khususnya bidang keilmuan kedamaian. Berusaha mengisi kekosongan pada topik kedamaian. Dalam proses penulisannya juga menerapkan beberapa isu etik. Kendati demikian karya tesis ini tentu memiliki beberapa keterbatasan meski penulis berusaha semaksimal mungkin untuk meminimalkan kekurangan tersebut. Masukan dari pembimbing dan penguji mengurangi kekurangan atau keterbatasan dari tesis ini. Semoga tesis ini dapat memberikan manfaat sebagaimana yang telah ditetapkan dalam tujuan penelitian.

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Penyusun



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ABSTRAK

Pengembangan budaya damai dapat dimulai dari usia dini melalui pendekatan lingkungan. Dilingkungan TK bisa dilakukan dengan meningkatkan kompetensi guru agar dapat menciptakan iklim kelas damai sehingga dapat mendukung perkembangan anak secara optimal. Kendati demikian sampai saat ini belum ada penelitian yang secara komprehensif mengkaji mengenai iklim kelas damai di Taman Kanak-kanak, konsep damai menurut anak dan guru, serta mengembangkan program pelatihan untuk mengembangkan kompetensi guru. Maka tujuan penelitian ini yaitu 1) mengeksplorasi iklim kelas di TK; 2) mengkaji konsep damai menurut anak usia dini di TK; 3) mengkaji konsep damai menurut guru TK; 4) mengembangkan program pelatihan kompetensi guru TK. Penelitian menggunakan paradigma *interpretivist/constructivist* dengan pendekatan kualitatif. Metode yang digunakan yaitu studi kasus. Partisipan yang terlibat dalam penelitian ada 6 guru TK dan 10 anak TK kelas B, 2 dosen sebagai *validator* ahli dan 20 guru TK sebagai *validator* praktisi. Hasil penelitian menunjukkan 1) kelas TK B memiliki iklim kelas yang damai sesuai dengan teori *peaceable classroom*, meski demikian masih ada tiga indikator yang belum terpenuhi; 2) Anak usia dini mendeskripsikan damai sebagai rasa kebahagiaan, tempat yang aman, dan keindahan serta keseimbangan alam; 3) Guru mendeskripsikan damai sebagai keadaan nyaman, tenteram, tenang, senang, tidak ada masalah, tidak ada paksaan, tidak ada diskriminasi dan tidak ada kerusuhan; 4) Program pelatihan kompetensi damai guru TK dikembangkan dengan model pelatihan induktif, yaitu jenis pelatihan yang disusun berdasarkan kebutuhan target pelatihan. Program pelatihan telah melalui validasi ahli dan praktisi dan dianggap memadai. Salah satu rekomendasi dari hasil penelitian ini yaitu perlunya pengembangan kapasitas guru TK dalam mengembangkan iklim kelas damai.

Kata kunci: *Budaya damai, Iklim kelas damai, Konsep damai, Program pelatihan;*

ABSTRACT

The development of a culture of peace can be started from an early age through an environmental approach. The kindergarten environment can be done by increasing the competence of teachers in order to create a peaceful classroom climate so that it can support child development optimally. However, until now, no research has comprehensively examined the peaceful classroom climate in kindergarten, the concept of peace according to children and teachers, and training programs to develop teacher competence. So, the aims of this study are 1) to explore the classroom climate in kindergarten; 2) to examine the concept of peace according to early childhood in kindergarten; 3) to examine the concept of peace according to kindergarten teachers; 4) to develop a kindergarten teacher competency training program. The research uses an interpretivist/constructivist paradigm with a qualitative approach. The method used is a case study. The participants involved in the study were 6 Kindergarten teachers and 10 Kindergarten B graders, 2 lecturers as expert validators and 20 Kindergarten teachers as practitioner validators. The results of the study show 1) that the Kindergarten B class has a peaceful classroom climate in accordance with the theory of the peaceable classroom; however, there are still three indicators that have not been met; 2) Early childhood describes peace as a sense of happiness, a safe place, and the beauty and balance of nature; 3) The teacher describes peace as a comfortable, serene, calm, happy state, no problems, no coercion, no discrimination, and no riots; 4) Kindergarten teachers' peaceful competency training program is developed using an inductive training model, namely the type of training that is structured based on the needs of the training target. The training program has undergone expert and practitioner validation and is considered adequate. One of the recommendations from the results of this study is the need to develop the capacity of kindergarten teachers to develop a peaceful classroom climate.

Keywords: *Peaceful culture, Peaceful classroom climate, Peace concept, Training program;*

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DAFTAR KODE

- P : Partisipan penelitian (P-n: partisipan ke n)
TML : Data dari hasil observasi menggunakan *Time and Motions Log* (TML-n: Observasi hari ke n)
DFN : Data dari hasil observasi menggunakan *Descriptive Field Notes* (DFN-n: Observasi hari ke n)
W : Data dari hasil wawancara (W-n: Wawancara hari ke n)
F : Data dari hasil *Focus Group Discussion* (FGD)
B : Baris pada transkrip wawancara atau FGD (B-n: Baris ke n)

Contoh:

TML1B20: Data dari *Time and Motions Log* Hari pertama baris ke 20

W1P2B2: Data hasil wawancara hari pertama pada partisipan 2 baris ke 2