

ABSTRACT

Yudistira, Nikko (2022). *On Implementing Child Developmentalist Perspective in PAUD Mutiara Hati During Covid-19 Pandemic*, English Education Language Study Program; Faculty of Teachers and Training Education, Sanata Dharma University Yogyakarta.

This study aims to investigate the development of toddlers through the perspective of a Child Developmentalist during the Covid-19 pandemic. Kliebard (2004) explains four philosophies/ideologies that set out the central premise of education for children. They are Traditional Intellectualist, Efficiency Movements, Child Developmentalist, and Reconstructionist. In the Child Developmentalist, children are encouraged to explore their world through play and games with others. The renowned early education proponents in this perspective are Maria Montessori (1870 - 1952) and Ki Hajar Dewantara (1889 - 1959). As the Covid-19 outbreak disrupted this world in the past two years, the early childhood education sector has been heavily affected by the pandemic.

This study employed a descriptive qualitative method to answer one research question: "How does the Child Developmentalist point of view come into realization in *Mutiara Hati PAUD*?" The research resulted from in-depth interviews with five educators (one of them was a supporting one) at *PAUD Mutiara Hati*. The data were analyzed using a descriptive analysis procedure.

The data analysis shows that the learning program implemented during the pandemic significantly affected their characteristics, habits, students' character development, and the relations between teachers and students. The pandemic has also brought up many teaching challenges because of the implementation of new learning methods that educators had to adopt.

Three conclusions were drawn from the research. First, teachers at PAUD Mutiara Hati had different beliefs about educating and nurturing children, making the learning process more dynamic. Second, the various values they held were consistent with the theory proposed by Ki Hajar Dewantara and Montessori as the representation of a Child Developmentalist view. Third, some modifications have occurred since the education system implemented by *Mutiara Hati PAUD* did not entirely refer to Maria Montessori or Ki Hajar Dewantara. In particular, this research is recommended for educators at PAUD Mutiara Hati, preschool teachers in Indonesia, and future researchers.

Keywords: *Child Developmentalist, Early Childhood Education, PAUD Mutiara Hati*

ABSTRAK

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Penelitian ini bertujuan untuk mengusut perkembangan balita melalui perspektif *Child Developmentalist* selama masa pandemi Covid-19. *Child Developmentalist* adalah salah satu filosofi/ideologi yang menetapkan premis sentral Pendidikan. Di *Child Developmentalist*, anak-anak diarahkan untuk mendorong mereka menjelajahi dunia melalui bermain dan permainan dengan anak-anak lain. Penganut *Child Developmentalist* dalam 2andemic2n usia dini yang terkenal termasuk adalah Maria Montessori dan Ki Hajar Dewantara, sedangkan sektor Pendidikan Anak Usia Dini adalah sektor Pendidikan yang terdampak karena 2andemic.

Metode yang dipakai di penelitian ini adalah kualitatif, dalam rangka untuk menjawab satu pertanyaan penelitian yaitu, bagaimana sudut pandang *Child Developmentalist* direalisasikan di PAUD Mutiara Hati?

Metode penelitian kualitatif deskriptif digunakan untuk menyajikan hasil interview partisipan penelitian. Penelitian ini melibatkan empat guru utama dan satu guru pendamping di PAUD Mutiara Hati. Untuk mendapat dan mengumpulkan jawaban sebanyak-banyaknya mengenai nilai-nilai yang mereka pegang. Kemudian, data dianalisa dan ditarik kesimpulan serta penjelasannya.

Data menunjukkan bahwa program pembelajaran yang dilaksanakan semasa 2andemic berpengaruh besar terhadap perubahan karakter siswa serta kedekatan antara guru dan siswa. Pandemi juga memunculkan banyaknya tantangan mengajar, karena implementasi metode pembelajaran baru yang harus disesuaikan para pendidik

Pertama, kesimpulan yang dapat diambil dari penelitian ini adalah guru di PAUD Mutiara Hati memiliki nilai-nilai yang berbeda dalam mendidik dan mengasuh anak. Kedua, peneliti menyimpulkan bahwa banyak dari nilai-nilai yang mereka pegang selaras dengan teori yang dikemukakan oleh Ki Hajar Dewantara dan Montessori. Ketiga, sistem edukasi yang diimplementasi PAUD Mutiara Hati tidak sepenuhnya mengacu ke metode Maria Montessori atau Ki Hajar Dewantara. Utamanya penelitian ini direkomendasikan untuk pendidik di PAUD Mutiara Hati, guru PAUD di Indonesia, dan peneliti di masa depan.

Kata kunci: *Child Developmentalist, Pendidikan Anak Usia Dini (PAUD), PAUD Mutiara Hati*