

Nimas Fitriyaning Tiyas. 2025. *Peran Guru Dalam Menanamkan Kesopanan Anak Usia Dini Melalui Pembelajaran Tematik Integratif*. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Ilmu Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing Muhammad Abdul Latif.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peran guru dalam menanamkan kesopanan anak usia dini melalui pembelajaran tematik integratif di TK Permata Hati Bangkalan. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan jenis studi kasus. Subjek dalam penelitian ini berjumlah empat guru. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan guru berperan sebagai pengajar, fasilitator, pembimbing, motivator, evaluator, teladan, dan perencana pembelajaran dalam menanamkan kesopanan. Guru membiasakan anak untuk mengucapkan salam dan bersalaman dengan bapak ibu guru, mengucapkan tolong, maaf, dan terima kasih, berbicara dan bertindak sopan, sabar mengantri, berbagi alat main atau makanan dengan teman, meminjam tanpa memaksa, dan tidak memukul teman. Adapun faktor pendukung dalam menanamkan kesopanan anak usia dini melalui pembelajaran tematik integratif yaitu: keterlibatan orang tua, perilaku teladan guru, dan pembiasaan di sekolah. Sedangkan faktor penghambat dalam menanamkan kesopanan anak usia dini melalui pembelajaran tematik integratif yaitu: pengaruh media digital. Penelitian ini diharapkan dapat memberikan wawasan bagi pendidik dan pengambil kebijakan dalam mengembangkan metode pembelajaran yang lebih efektif untuk menanamkan kesopanan pada anak usia dini.

Kata kunci : Peran guru, Kesopanan, Anak usia dini, Pembelajaran tematik integratif.

Nimas Fitriyaning Tiyas. 2025. *The Role of Teachers in Instilling Politeness in Early Childhood Children Through Integrative Thematic Learning*. Thesis, Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University, Madura. Supervisor: Muhammad Abdul Latif.

ABSTRACT

This study aims to describe the role of teachers in instilling politeness in early childhood children through integrative thematic learning at Permata Hati Kindergarten, Bangkalan. The method used in this study was a qualitative case study. The subjects in this study were four teachers. Data collection techniques were conducted through interviews, observation, and documentation. The results showed that teachers play a role as instructors, facilitators, guides, motivators, evaluators, role models, and learning planners in instilling politeness. Teachers accustom children to greeting and shaking hands with teachers, saying "please," "excuse me," and "thank you," speaking and acting politely, being patient while waiting in line, sharing toys or food with friends, borrowing without forcing, and not hitting friends. Supporting factors in instilling politeness in early childhood through integrative thematic learning include parental involvement, teacher role models, and school-based practices. Meanwhile, inhibiting factors in instilling politeness in early childhood through integrative thematic learning include the influence of digital media. This research is expected to provide insights for educators and policymakers in developing more effective learning methods to instill politeness in early childhood.

Keywords: *Teacher Role, Politeness, Early Childhood, Integrative thematic learning.*