

ABSTRAK

Andari (2024) Habitiasi *One Teacher One Language* Dalam Pembelajaran Multibahasa Pada Taman Kanak-Kanak Di Sekolah Nasional 3 Bahasa Budi Luhur. Tesis, Pendidikan Anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: Habitiasi, *One Teacher One Language*, Pembelajaran multibahasa

Penelitian ini bertujuan untuk mengkaji bentuk dan implementasi pembelajaran multibahasa dengan metode "*One Teacher One Language*" di taman kanak-kanak Sekolah Nasional 3 Bahasa Budi Luhur. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan studi kasus, metode pengumpulan data yaitu observasi kelas, wawancara dan dokumentasi. Subjek penelitian ini adalah taman kanak-kanak di sekolah nasional 3 bahasa budi luhur. Prosedur penelitian ini yaitu tahap deskripsi atau orientasi, tahap reduksi dan tahap seleksi. Instrumen penelitian ini adalah kisi-kisi penelitian, pedoman observasi, pedoman wawancara, catatan lapangan, dan *checklist*. Analisis data penelitian ini yaitu reduksi data, model data, penarikan/verifikasi kesimpulan. Hasil analisis menunjukkan bahwa teori interlanguage, konstruktivisme, dan pembelajaran bahasa kedua memberikan landasan yang kuat bagi strategi *One Teacher One Language*. Kendala dalam implementasi, seperti pembagian waktu dan variasi dalam keterampilan guru, memerlukan perhatian terhadap prinsip-prinsip teori, seperti Zona Perkembangan Proksimal (ZPD) dan penggunaan *scaffolding*. Meskipun demikian, integrasi bahasa dalam proses pembelajaran, strategi pembelajaran yang beragam, interaksi langsung antara guru dan siswa, serta kegiatan kebudayaan menunjukkan upaya komprehensif dalam menciptakan lingkungan belajar yang dinamis dan inklusif.

ABSTRACT

Andari (2024) Habituation of One Teacher One Language in Multilingual Learning in Kindergarten at the National 3 Language School Budi Luhur. Thesis, Early Childhood Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I: Dr. Putu Aditya Antara, S.Pd., M.Pd. and Advisor II: Nice Maylani Asril, S.Psi., M.Psi., Ph.D.

Keywords: Habituation, One Teacher One Language, Multilingual learning

This study aims to examine the form and implementation of multilingual learning with the “One Teacher One Language” method at the kindergarten of Sekolah Nasional 3 Bahasa Budi Luhur. This type of research is qualitative research with a case study approach, the data collection methods are classroom observation, interviews and documentation. The subject of this research is the kindergarten at the national school 3 language budi luhur. This research procedure is the description or orientation stage, the reduction stage and the selection stage. The instruments of this research are research grids, observation guidelines, interview guidelines, field notes, and checklists. The data analysis of this research is data reduction, data model, conclusion drawing/verification. The results of the analysis show that the theories of interlanguage, constructivism, and second language learning provide a strong foundation for the One Teacher One Language strategy. Constraints in implementation, such as time sharing and variations in teacher skills, require attention to theoretical principles, such as the Zone of Proximal Development (ZPD) and the use of scaffolding. Nonetheless, the integration of language in the learning process, diverse learning strategies, direct interaction between teachers and students, and cultural activities demonstrate a comprehensive effort in creating a dynamic and inclusive learning environment.