

ABSTRAK

Nugraheni, Lidia (2026), *Pandangan Orang Tua Berpengalaman Tentang Pemberian Les Pada Anak Usia Dini Terhadap Kemampuan Akademis dan Afektif di Labuan Bajo, Kabupaten Manggarai Barat*. Tesis, Program Studi Pendidikan Anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: les anak usia dini, orang tua berpengalaman, kemampuan akademis, kemampuan afektif.

Penelitian ini bertujuan untuk menganalisis pandangan orang tua berpengalaman mengenai pemberian les pada anak usia dini serta mengkaji implikasinya terhadap kemampuan akademis (kognitif) dan afektif (psikososial) anak di Labuan Bajo, Kabupaten Manggarai Barat. Penelitian kualitatif ini menggunakan desain studi kasus. Sumber data dipilih melalui teknik *purposive sampling* dengan melibatkan lima orang ibu berpengalaman yang telah memberikan les kepada anaknya selama minimal dua tahun. Pengumpulan data dilakukan melalui triangulasi teknik yang meliputi wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Data dianalisis secara interaktif menggunakan model Miles dan Huberman yang mencakup tahapan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian mengungkapkan tiga temuan utama: (1) pemberian les privat dipandang bukan sekedar tren gaya hidup, melainkan sebuah bentuk kebijaksanaan praktis (*practical wisdom*). Keputusan ini didasari oleh kebutuhan mengatasi keterbatasan waktu dan kendala mengajar mandiri di rumah, menghindari konflik emosional antara orang tua dan anak, serta memenuhi tuntutan kesiapan masuk Sekolah Dasar (calistung) dan kompetensi global di kawasan pariwisata super prioritas Labuan Bajo. Orang tua bertindak selektif terhadap kualifikasi pengajar serta mengutamakan kenyamanan anak. (2) pemberian les terbukti memberikan dampak positif yang signifikan melalui akselerasi kemampuan literasi dan numerasi dasar (calistung), pencapaian nilai akademis rapor di atas rata-rata (80 – 90), serta terbentuknya kedisiplinan, ritme belajar, dan kemandirian anak dalam menyelesaikan tugas sekolah. (3) pendelegasian tanggung jawab belajar kepada tutor privat secara efektif mereduksi ketegangan emosional di rumah, mengembalikan fungsi interaksi keluarga menjadi waktu berkualitas (*pure family time*), serta meningkatkan kepercayaan diri anak dalam bersosialisasi tanpa mengabaikan porsi waktu bermain bebas. Penelitian ini menyimpulkan bahwa bimbingan belajar tambahan atau les yang diselaraskan dengan prinsip *Developmentally Appropriate Practice* (DAP) dan keagenan adaptif orang tua mampu mengoptimalkan perkembangan kognitif dan afektif anak secara holistik tanpa memicu kelelahan mental (*academic burnout*).

ABSTRACT

Nugraheni, Lidia (2026), *The Perspectives of Experienced Parents on the Provision of Tutoring for Early Childhood and Its Implications for Academic and Affective Abilities in Labuan Bajo, West Manggarai Regency*. Thesis, Early Childhood Education Study Program, Postgraduate Program, Ganesha University of Education.

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Keywords: early childhood tutoring, experienced parents, academic abilities, affective abilities.

This study aims to analyze the perspectives of experienced parents regarding the provision of tutoring to early childhood children and to examine its implications for the academic (cognitive) and affective (psychosocial) abilities of children in Labuan Bajo, West Manggarai Regency. This qualitative research utilized a case study design. Data sources were selected through a purposive sampling technique, involving five experienced mothers who have provided tutoring for their children for a minimum of two years. Data collection was conducted through technical triangulation, which included in-depth interviews, participant observation, and documentation study. The data were interactively analyzed using the Miles and Huberman model, encompassing the stages of data reduction, data display, as well as conclusion drawing and verification. The results of the study revealed three main findings: (1) the provision of private tutoring is perceived not merely as a lifestyle trend, but rather as a form of practical wisdom. This decision is driven by the need to overcome time constraints and the challenges of independent teaching at home, to avoid emotional conflicts between parents and children, and to meet the demands for elementary school readiness (reading, writing, and arithmetic) and global competencies in the super-priority tourism area of Labuan Bajo. Parents act selectively regarding the qualifications of the tutors and prioritize the child's comfort. (2) The provision of tutoring is proven to have a significant positive impact through the acceleration of basic literacy and numeracy skills, the achievement of above-average academic report card grades (80–90), and the development of discipline, learning rhythms, and the child's independence in completing school assignments. (3) Delegating learning responsibilities to a private tutor effectively reduces emotional tension at home, restores family interaction to quality time (pure family time), and increases children's self-confidence in socializing without neglecting their portion of free playtime. This study concludes that supplementary tutoring aligned with the principles of Developmentally Appropriate Practice (DAP) and adaptive parental agency can holistically optimize a child's cognitive and affective development without triggering academic burnout.