

Implementation of Coping Skills Learning in Child Friendly Kindergarten

by Muthmainah, Eka Sapti CN, Martha Christianti

ABSTRACT

This research aims to describe the implementation of learning coping skills in child-friendly kindergartens. This research is a qualitative descriptive study using the Miles, Huberman, and Saldana model [11], which includes data collection, data condensation, data reduction, and drawing conclusions. The research begins with a literature study, data collection, both primary data (interviews, observations, documentation, questionnaires) and secondary data (literature study), data analysis/data processing, and drawing conclusions. The research results show that there is still a need for development and socialization, both related to planning, implementation and evaluation of coping learning in kindergarten. So far there is no special lesson plan, supporting media, and assessment instruments that specifically target learning coping. The teachers in the research kindergarten have taught and trained curative coping, but it has not been specifically designed in learning planning. Some teachers have taught children to express their feelings, regulate their breathing, and divert them to other activities when they experience negative emotions. Kindergarten has carried out three stages in implementing learning, namely planning learning, implementing learning, and evaluating learning, but coping learning has not been specifically provided.

Kata Kunci: *implementation, coping learning, kindergarten, child friendly*