ABSTRAK

Penelitian ini bertujuan untuk mengetahui bentuk komunikasi interpersonal diadik guru TK Bina Jaya Kecamatan Sawit Seberang Kabupaten Langkat dalam menanamkan nilai toleransi pada anak usia dini di lingkungan multikultural. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data diperoleh melalui wawancara, observasi, dan dokumentasi dengan informan yang terdiri atas kepala sekolah, guru, guru pendamping, orang tua, dan anak. Hasil penelitian menunjukkan bahwa komunikasi diadik dilakukan secara langsung, personal, dan tatap muka antara guru dan anak. Guru berperan sebagai komunikator sekaligus teladan dengan menggunakan bahasa sederhana, nasihat, arahan, pembiasaan, cerita, dan contoh perilaku. Dampaknya terlihat dari anak yang mulai mau berbagi, menunggu giliran, meminta maaf, membantu teman, bermain bersama, dan tidak memilih-milih teman. Meskipun perubahan tersebut belum selalu konsisten, komunikasi yang lembut, berulang, dan didukung oleh orang tua membantu anak memahami serta mempraktikkan nilai toleransi.

Kata kunci: komunikasi interpersonal, komunikasi diadik, guru, toleransi, anak usia dini.

ABSTRACT

This study aims to examine the forms of dyadic interpersonal communication used by teachers at Bina Jaya Kindergarten, Sawit Seberang District, Langkat Regency, in instilling tolerance values in young children within a multicultural environment. This study employed a descriptive qualitative approach. Data were collected through interviews, observation, and documentation involving the principal, teachers, an assistant teacher, parents, and a child.The results show that dyadic communication was conducted directly, personally, and face-to-face between teachers and children. Teachers acted as communicators and role models by using simple language, advice, guidance, habituation, stories, and behavioral examples. The effects were seen in children's willingness to share, wait for their turn, apologize, help friends, play together, and avoid choosing certain friends. Although these changes were not always consistent, gentle and repeated communication supported by parents helped children understand and practice tolerance values.

Keywords: *interpersonal communication, dyadic communication, teachers, tolerance, early childhood.*