

Mutimmatul Fa'idah. 2017. *School Refusal Pada Anak Usia 4-5 Tahun Ditinjau dari Perkembangan Sosial*. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Siti Fadjryana Fitroh, S.Psi., MA dan Dewi Mayangsari, M.Psi., Psi

ABSTRAK

Penelitian ini bertujuan untuk mengetahui gambaran dan perkembangan sosial anak *school refusal* usia 4-5 tahun. Penelitian ini menggunakan pendekatan kualitatif metode deskriptif. Analisis data dilakukan melalui tiga tahapan: *data reduction*, *data display*, dan *conclusions: drawing/verifying*. Subjek dalam penelitian ini 4 anak usia 4-5 tahun. Hasil penelitian ini menunjukkan bahwa 1) Gambaran *school refusal* anak usia 4-5 tahun terdiri dari menolak berangkat sekolah, absen sekolah selama beberapa hari, dan kesulitan belajar atau bergaul. Ditemukan perbedaan *school refusal* anak laki-laki dan anak perempuan. Anak laki-laki lebih mengalami *school refusal* daripada anak perempuan. 2) Perkembangan sosial anak *school refusal* yaitu pada aspek kesadaran diri anak kurang percaya diri dan membutuhkan bantuan untuk memahami peraturan dan disiplin. Pada aspek rasa tanggung jawab terhadap diri sendiri dan orang lain membutuhkan bantuan untuk berbagi, menolong dan membantu teman. Pada aspek perilaku prososial anak membutuhkan bantuan untuk bergaul dengan teman, kurang menghargai karya teman, dan tidak menunjukkan empati. Ditemukan perbedaan perkembangan sosial anak *school refusal* antara laki-laki dan perempuan. Terlihat anak laki-laki cenderung kurang mandiri, tidak percaya diri, menyendiri, dan kurang menghargai teman. Sedangkan anak perempuan lebih mandiri, menunjukkan percaya diri, mau bermain bersama teman, dan mau menghargai teman dengan bantuan.

Kata Kunci: *School Refusal*, Perkembangan Sosial, Anak Usia Dini

Mutimmatul Fa'idah. 2017. *School Refusal in Children Aged 4-5 Years Assessed Through Social Development*. Thesis, Early Childhood Department, Faculty of Education, Universitas Trunojoyo Madura. Advisors: Siti Fadjryana Fitroh, S.Psi., MA and Dewi Mayangsari, M.Psi., Psi

ABSTRACT

This study aims to potray the picture and social development of school refusal in children aged 4-5 years. This research used descriptive qualitative approach. Data analysis is conducted through three stages: data reduction, display data, and conclusions: drawing / verifying. The subjects in this study involving 4 children aged 4-5 years. The results of this study indicate that 1) The pictures have captured on school refusal in children aged 4-5 year olds consists of refusing to go to school, absent for several days, and having difficulties in learning or making friends. There was a difference in school refusal for boys and girls. Boys are more dominantly having school refusal than girls. 2) The social development of children's school refusal especially on the self-awareness aspect are: the children's lack of confidence and they need help to understand the rules and be discipline. In the sense of responsibility to theirself and others, they need a assist to share, support and help friends. In the aspect of child's prosocial behavior, they require a help to get along with their friends, less appreciate the friends' work, and do not show their empathy. Furthermor, it has been found the differences of social development on school refusal children between men and women. It has been revealed that boys tend to be less independent, not confident, unfriendly, and less appreciate their friends' work. Moreover, girls are more independent, showing confidence, willing to play with friends, and appreciate friends' help.

Keywords: School Refusal, Social Development, Early Childhood