

Dian Ainis Salsabil. 2026. Peran Guru dalam Mengembangkan Keterampilan Sosial-Emosional Anak Generasi Alfa di TK Permata Hati Bangkalan. Skripsi, Progam Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing Muhammad Abdul Latif, M.Pd.

ABSTRAK

Penelitian ini dilatarbelakangi oleh karakteristik anak Generasi Alfa yang tumbuh di era digital dengan paparan teknologi yang tinggi, sehingga berpotensi memengaruhi perkembangan keterampilan sosial-emosional mereka. Kondisi tersebut menuntut guru untuk menjalankan peran yang lebih adaptif dalam memberikan stimulasi sosial-emosional di lingkungan sekolah. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis peran guru dalam mengembangkan keterampilan sosial-emosional anak Generasi Alfa di TK Permata Hati Bangkalan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian terdiri atas dua guru Kelompok B sebagai subjek utama dan kepala sekolah sebagai subjek pendukung. Teknik pengumpulan data dilakukan melalui observasi nonpartisipan, wawancara semi-terstruktur, dan dokumentasi. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperoleh melalui triangulasi teknik dan triangulasi sumber. Hasil penelitian menunjukkan bahwa guru menjalankan enam peran utama, yaitu sebagai fasilitator, pembimbing, mediator, motivator, pengarah, dan teladan yang dilakukan secara dinamis dan saling melengkapi. Peran tersebut diintegrasikan melalui kegiatan pembelajaran dan pembiasaan seperti budaya 5S, 4 Kata Ajaib, dan program Anak Hebat Berkarakter. Temuan penelitian menunjukkan bahwa peran guru mendukung perkembangan lima kompetensi keterampilan sosial-emosional berdasarkan kerangka CASEL, yaitu kesadaran diri, manajemen diri, kesadaran sosial, keterampilan berelasi, dan pengambilan keputusan yang bertanggung jawab. Simpulan penelitian menunjukkan bahwa keterlibatan aktif guru melalui peran yang dijalankan secara terpadu menjadi faktor penting dalam mendukung perkembangan keterampilan sosial-emosional anak Generasi Alfa di sekolah.

Kata Kunci: Peran Guru, Keterampilan Sosial-Emosional, Generasi Alfa, CASEL.

Dian Ainis Salsabil. 2026. *The Role of Teachers in Developing Social-Emotional Skills of Generation Alpha Children at TK Permata Hati Bangkalan*. Undergraduate Thesis, Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo University of Madura. Advisor: Muhammad Abdul Latif, M.Pd.

ABSTRACT

This study is motivated by the characteristics of Generation Alpha children who are growing up in the digital era with high exposure to technology, which has the potential to influence the development of their social-emotional skills. This condition requires teachers to play a more adaptive role in providing social-emotional stimulation in the school environment. This study aims to describe and analyze the teacher's role in developing the social-emotional skills of Generation Alpha children at TK Permata Hati Bangkalan. This research uses a qualitative approach with a case study method. The research subjects consisted of two Group B teachers as the main subjects and the school principal as a supporting subject. Data collection techniques were carried out through non-participant observation, semi-structured interviews, and documentation. Data analysis used the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. Data validity was ensured through technique triangulation and source triangulation.. The findings show that teachers perform six main roles in developing children's social-emotional skills, namely as facilitators, mentors, mediators, motivators, directors, and role models, which are carried out dynamically and in a complementary manner. These roles are integrated through learning activities and habituation programs such as the 5S culture, the "4 Magic Words," and the Character-Building Children program. The findings also indicate that teachers' roles support the development of five social-emotional competencies based on the CASEL framework, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In conclusion, active teacher involvement through integrated roles is an important factor in supporting the development of Generation Alpha children's social-emotional skills in schools.

Keywords: Teacher Role, Social-Emotional Skills, Generation Alpha, CASEL.