

Kharisma Nur Rochmawati. 2024. *Peran Guru Menangani Bullying Dalam Menumbuhkan Rasa Percaya Diri Anak Usia Dini* Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura.
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ABSTRAK

Peran guru sangat dibutuhkan dalam menangani masalah yang terjadi pada anak terutama menangani *bullying* disekolah. Ketika disekolah guru tidak hanya bertanggung jawab pada nilai akademis anak tetapi memiliki tanggung jawab dalam membentuk tingkah laku dan karakter anak. Penelitian ini bertujuan untuk mengetahui peran guru menangani *bullying* dalam menumbuhkan rasa percaya diri anak di Kecamatan Balongpanggang. Metode yang digunakan dalam penelitian ini adalah kuantitatif pendekatan deskriptif. Teknik sampling yang dilakukan adalah sampling jenuh, dengan jumlah 30 responden yakni guru pendidikan anak usia dini di kecamatan Balongpanggang. Pengambilan data menggunakan kuesioner dan wawancara. Penilaian instrumen menggunakan skala *Guttman* dengan rentang skor 1-0. Berdasarkan perhitungan uji hipotesis, bahwa H_a diterima dan H_0 ditolak karena diketahui rata-rata dengan presentase 95%. Perhitungan tersebut, dapat disimpulkan bahwa peran guru menangani *bullying* dalam menumbuhkan rasa percaya diri anak termasuk tinggi. Secara klasifikasi dari keempat indikator diperoleh hasil rata-rata indikator Guru Memepersilahkan Bicara Korban *Bullying* 0,98 dengan presentase 98%. Indikator Guru Mengklarifikasi Pelaku *Bullying* 0,94 dengan presentase 94%. Indikator Guru Mempertemukan Kedua Belah Pihak Antara Korban dan Pelaku *Bullying* 0,94 dengan presentase 94%. Indikator Guru Melakukan Pendampingan Baik Pada Korban Maupun Pelaku *Bullying* 0,957 dengan presentase 95,7%. Penelitian selanjutnya yaitu dapat dilakukan dengan meneliti terkait peran orang tua menangani *bullying* dalam menumbuhkan rasa percaya diri anak usia dini.

Kata kunci: Peran Guru Menangani *Bullying*, Rasa Percaya Diri, Anak Usia Dini

Kharisma Nur Rochmawati. 2024. The Role of Teachers in Addressing Bullying to Foster Children's Self-Confidence. Undergraduate Thesis, Early Childhood Education Teacher Education Program, Faculty of Teacher Training and Education, University of Trunojoyo Madura.

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ABSTRACT

The role of teachers is crucial in addressing issues that occur with children, especially in handling bullying at school. In schools, teachers are not only responsible for children's academic achievements but also have the responsibility of shaping their behavior and character. This research aims to understand the role of teachers in addressing bullying and fostering children's self-confidence in Balongpanggang District. The method used in this study is quantitative with a descriptive approach. The sampling technique used is saturation sampling, with a total of 30 respondents, namely early childhood education teachers in Balongpanggang District. Data collection was done using questionnaires and interviews. The instrument assessment used the Guttman scale with a score range of 1-0. Based on hypothesis testing calculations, H_a is accepted and H_0 is rejected because it is known that the average percentage is 95%. From these calculations, it can be concluded that the role of teachers in handling bullying and fostering children's self-confidence is high. In the classification of the four indicators, the average result for the indicator "Teachers Allowing Bullying Victims to Speak" is 0.98 with a percentage of 98%. The indicator "Teachers Clarifying the Bully" is 0.94 with a percentage of 94%. The indicator "Teachers Bringing Together Both Sides, Victim and Bully" is 0.94 with a percentage of 94%. The indicator "Teachers Providing Support for Both the Victim and the Bully" is 0.957 with a percentage of 95.7%. Further research can be conducted on the role of parents in addressing bullying and fostering children's self-confidence.

Keywords: Role of Teachers in Handling Bullying, Self-Confidence, Early Childhood