

Pengaruh latihan perilaku asertif pada anak usia sekolah, orangtua, guru dalam mengatasi bullying di kelurahan Depok Jaya = Pengaruh latihan perilaku asertif pada anak usia sekolah orangtua guru dalam mengatasi bullying di kelurahan Depok Jaya / Dwinara Febrianti

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Abstrak

ABSTRAK
Survey di Depok menunjukkan 31,8% siswa pernah mengalami bullying. Tujuan penelitian untuk mengetahui pengaruh latihan perilaku asertif pada anak usia sekolah yang didampingi orangtua, guru dan anak usia sekolah yang didampingi orangtua terhadap kondisi bullying dan kemampuan perilaku asertif. Desainnya menggunakan Quasi experimental pre-post test with control group. Responden sebanyak 133 orang yang memenuhi kriteria inklusi. Semua anak usia sekolah pada kelompok 1 dan 2 mendapatkan latihan perilaku asertif namun kelompok 1 didampingi oleh orangtua dan guru sedangkan kelompok 2 didampingi orangtua sedangkan kelompok kontrol tidak mendapatkan latihan perilaku asertif. Analisis menggunakan Paired T Test dan Anova. Hasil penelitian menunjukkan kemampuan perilaku asertif anak usia sekolah yang didampingi orangtua, guru menunjukkan nilai lebih tinggi secara bermakna dibandingkan dengan kelompok yang hanya didampingi orangtua dan anak. Faktor yang berkontribusi terhadap kondisi bullying: usia, pendidikan orangtua, pendidikan guru dan faktor yang berkontribusi terhadap kemampuan perilaku asertif anak usia sekolah: jenis kelamin. Terapi latihan perilaku asertif direkomendasikan diberikan pada anak usia sekolah dengan melibatkan orangtua dan guru.

ABSTRACT
Survey in Depok showed 31.8% of students had experienced bullying. The purpose of this research to determine the effect of assertive behavior training in school-aged children accompanied by parents, teachers and children are accompanied by a parent to bullying conditions and the ability of assertive behavior. The design research was quasi-experimental pre-post test with control group. Involving 133 respondents who met the inclusion criteria. All school-age children in group 1 and 2 get assertive behavior training but group 1 was accompanied by parents and teachers, while group 2 was accompanied by a parent and the control group did not receive assertive behavior training. Analysis using Paired T Test and Anova. The results show the ability of assertive behavior school-aged children accompanied by parents, teachers showed significantly higher values compared to those who only accompanied by a parent and child. Factors that contribute to bullying conditions: age, parental education, teacher education and the factors that contribute to the ability of assertive behavior in school-age children: sex. Assertive behavior recommended exercise therapy given to school-age children by involving parents and teachers.