

# Gambaran teachers beliefs terhadap kemampuan regulasi diri pada anak usia prasekolah dan kemampuan regulasi diri pada anak usia prasekolah = The description of teachers beliefs towards child self regulation on preschool age and self regulation ability on preschool age

Esa Oktaviawati, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20421920&lokasi=lokal>

---

## Abstrak

### [<b>ABSTRAK</b><br>

Salah satu karakteristik anak usia prasekolah ialah adanya perkembangan yang sangat pesat pada kemampuan regulasi diri. Studi-studi terbaru menunjukkan kemampuan ini penting dimiliki anak usia prasekolah sebagai pembelajaran dasar yang dapat memudahkan anak saat transisi menuju ke pendidikan yang lebih formal. Kemampuan ini dapat berkembang atau tidak secara optimal bergantung pada pemberian stimulus yang diberikan oleh lingkungan sekitar khususnya melalui pendidikan anak usia dini karena anak di masa ini mulai bersekolah dengan harapan mereka mulai dapat menyenangkan kegiatan belajar. Pengembangan kemampuan regulasi diri di sekolah usia dini sangat melibatkan peran guru melalui kegiatan-kegiatan harian yang dirancangnya. Bagaimana praktik yang guru terapkan dalam keseharian ini sangat dipengaruhi oleh teachers? beliefs yang dimiliki guru terhadap kemampuan regulasi diri anak. Hal ini dikarenakan untuk memahami cara seseorang mengajar dan berinteraksi, kita harus menyadari terlebih dahulu beliefs yang mendasari perilakunya. Oleh karena itu, penelitian ini ditujukan untuk mendapatkan gambaran kemampuan regulasi diri dan teachers? beliefs terhadap regulasi diri anak pada usia prasekolah. Penelitian ini menggunakan metode kuantitatif. Regulasi diri pada anak usia prasekolah diukur menggunakan challenge task, sedangkan teachers? beliefs terhadap regulasi diri anak diukur menggunakan alat ukur yang dibuat oleh peneliti dengan berdasarkan pengertian dari teachers? beliefs dan komponen regulasi diri. Responden penelitian ini berjumlah 39 orang anak prasekolah yang berasal dari sekolah yang berbeda-beda di Depok, Jawa Barat. Berdasarkan hasil penelitian, didapatkan bahwa teachers? beliefs yang dimiliki guru terhadap kemampuan regulasi diri anak usia prasekolah berperan dalam pembentukan kemampuan regulasi diri anak. Guru dengan teachers? beliefs terhadap kemampuan regulasi diri anak usia prasekolah yang tinggi akan membentuk anak didik yang memiliki kemampuan regulasi diri yang baik.

### <b>ABSTRACT</b><br>

One of the characteristic of preschool age children is their tremendous progress on development of self-regulation ability. Some recent studies showed that the ability is very important for a preschool age children to have during their transition toward a more formal stage of education. The optimal development rate of this ability depend on the stimulation that is given to the children, specifically through the preschool education because in this period, they started to go to school expecting that they like the learning activity. Developing the ability of self regulation in preschool age deeply involved teacher?s role through the daily activities that they designed. The practices that teachers implement in these daily activities excessively influenced by teachers? beliefs which they have toward students? self regulation, and to understand the way someone teach and have interaction, we have to analyze the beliefs that underlied teachers? behavior. To see that purpose, teachers? beliefs toward self-regulation and the self regulation ability preschool age children. This research is done using the quantitative methods. Self regulation on preschool age children is measured

using a challenge task, whereas teachers' beliefs on children's self regulation measured using measuring tools that have made by researcher based on the definition of teachers' beliefs and self regulation components. Respondent of this research is 39 preschool age children registered in different schools in Depok, West Java. Based on research's result, its clear that teachers' beliefs which teachers have toward preschool age children's self regulation involved in the development of children's ability of self regulation. Teachers with high score of teachers' beliefs toward preschool age children's self regulation will develop the children with good self regulation ability.

;One of the characteristic of preschool age children is their tremendous progress on development of self-regulation ability. Some recent studies showed that the ability is very important for a preschool age children to have during their transition toward a more formal stage of education. The optimal development rate of this ability depend on the stimulation that is given to the children, specifically through the preschool education because in this period, they started to go to school expecting that they like the learning activity. Developing the ability of self regulation in preschool age deeply involved teacher's role through the daily activities that they designed. The practices that teachers implement in these daily activities excessively influenced by teachers' beliefs which they have toward students' self regulation, and to understand the way someone teach and have interaction, we have to analyze the beliefs that underlied teachers' behavior. To see that purpose, teachers' beliefs toward self-regulation and the self regulation ability preschool age children. This research is done using the quantitative methods. Self regulation on preschool age children is measured using a challenge task, whereas teachers' beliefs on children's self regulation measured using measuring tools that have made by researcher based on the definition of teachers' beliefs and self regulation components. Respondent of this research is 39 preschool age children registered in different schools in Depok, West Java. Based on research's result, its clear that teachers' beliefs which teachers have toward preschool age children's self regulation involved in the development of children's ability of self regulation. Teachers with high score of teachers' beliefs toward preschool age children's self regulation will develop the children with good self regulation ability.

, One of the characteristic of preschool age children is their tremendous progress on development of self-regulation ability. Some recent studies showed that the ability is very important for a preschool age children to have during their transition toward a more formal stage of education. The optimal development rate of this ability depend on the stimulation that is given to the children, specifically through the preschool education because in this period, they started to go to school expecting that they like the learning activity. Developing the ability of self regulation in preschool age deeply involved teacher's role through the daily activities that they designed. The practices that teachers implement in these daily activities excessively influenced by teachers' beliefs which they have toward students' self regulation, and to understand the way someone teach and have interaction, we have to analyze the beliefs that underlied teachers' behavior. To see that purpose, teachers' beliefs toward self-regulation and the self regulation ability preschool age children. This research is done using the quantitative methods. Self regulation on preschool age children is measured using a challenge task, whereas teachers' beliefs on children's self regulation measured using measuring tools that have made by researcher based on the definition of teachers' beliefs and self regulation components. Respondent of this research is 39 preschool age children registered in different schools in Depok, West Java. Based on research's result, its clear that teachers' beliefs which teachers have toward preschool age children's self regulation involved in the development of children's ability of self regulation. Teachers with high score of teachers' beliefs toward preschool age children's self regulation will develop

the children with good self regulation ability.

]