

Peningkatan closeness dalam hubungan guru dan anak di paud melalui pelatihan active empathic listening skill = Improving closeness in teacher-student relationship in early childhood education through active empathic listening skill training / Ika Setya Mahanani

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20476287&lokasi=lokal>

Abstrak

ABSTRAK

Closeness hubungan guru dan anak di PAUD merupakan hal yang memberikan dampak positif dalam meningkatkan keterlibatan anak dengan sekolah, peningkatan prestasi akademis, perilaku prososial serta mengurangi perilaku bermasalah anak. Penelitian ini bertujuan untuk meningkatkan closeness dalam hubungan guru dan anak di PAUD melalui pelatihan active empathic listening skill. Partisipan penelitian adalah empat orang guru PAUD. Hubungan guru diukur berdasarkan persepsi guru terhadap hubungannya dengan anak. Masing-masing guru akan dilihat persepsi hubungannya dengan lima anak didik. Penelitian ini menggunakan metode quasi eksperimental dengan desain penelitian one group pretest-posttest design. Hasil pengolahan data statistik menunjukkan adanya perubahan sangat signifikan pada kenaikan tingkat closeness hubungan guru dan anak antara pre test dan post test 1 $z = -3.560$, $p = 0.000 < 0,01$, serta post test 1 dengan post test 2 $z = -3.220$, $p = 0.001 < 0,05$. Sedangkan skor active empathic listening skill menunjukkan adanya peningkatan signifikan antara pre test dan post test 1 $z = -1.826$, $p = 0.34 < 0,05$ dan tidak ada peningkatan signifikan antara post test 1 dengan post test 2 $z = -1.342$, $p = 0.090 > 0,05$.

ABSTRACT

Closeness in teachers child relationship in early childhood education has a positive impact in increasing the involvement of children with school, improve academic achievement, prosocial behavior and reduce child problem behavior. This study aims to improve closeness in teacher child relationship in early childhood education through active empathic listening skills training. Participants are four early childhood education teachers. Teacher child relationships are measured based on teachers 39 perceptions of their relationship with children. Teachers fill the questionnaire by her perception of her relationship with 5 children. This research uses quasi experimental method with one group pretest posttest design. The results of statistical data processing showed a very significant change in the increase of closeness level of teacher child relationship between pretest and post test 1 $z 3.560$, $p 0.000 0,01$, and post test 1 with post test 2 $z 3.220$, $p 0.001 0,05$. Active empathic listening skill showed significant improvement between pre test and post test 1 $z 1.826$, $p 0.34 0,05$ and no significant improvement between post test 1 and post test 2 $z 1.342$, $p 0.090 0,05$.