

Hubungan riwayat kekerasan emosional terhadap prestasi belajar siswa sekolah menengah atas di Kecamatan Beji, Depok = The relationship of a history of emotional violence to the high school students' learning achievements in Beji District, Depok

Annisya M. Safri, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20481420&lokasi=lokal>

Abstrak

ABSTRACT

Pendahuluan: Kekerasan emosional atau kekerasan psikologis merupakan tindak penganiayaan secara emosional pada seseorang yang berlangsung lama sehingga menimbulkan efek samping pada perkembangan emosi dan kognitifnya. Tindakan kekerasan emosional pada anak sering tidak terdeteksi baik disebabkan oleh faktor individu, keluarga, dan lingkungan. Metode: Desain penelitian cross-sectional digunakan dalam penelitian ini dengan total subjek adalah 209 subjek. Subjek mengisi data demografi dan Childhood Trauma Questionnaire sebagai alat skrining perlakuan salah pada anak dan selanjutnya dinilai apakah anak tersebut memiliki riwayat kekerasan emosional atau tidak. Setelah itu nilai rapor individu tahun ajaran 2016/2017 pada semester genap dikumpulkan untuk mengukur prestasi belajar. Hasil: Hasil dari proses pengisian data demografi didapatkan sebaran usia, jenis kelamin, suku, pendidikan orang tua, pekerjaan orang tua, penghasilan orang tua, dan jumlah tanggungan orang tua. Uji Chi-square antara riwayat kekerasan emosional dan prestasi belajar memberikan hasil berupa nilai $p = 0.176$ dan $RR = 1,135$ (95% CI 0,850-1,516). Kesimpulan: Tidak terdapat hubungan antara riwayat kekerasan emosional dengan prestasi belajar siswa sekolah menengah atas di Kecamatan Beji, Depok. Diperlukan penelitian lebih lanjut untuk mengetahui faktor-faktor perancu yang dapat memengaruhi prestasi belajar siswa Sekolah Menengah Atas.

<hr>

ABSTRACT

Introduction: Emotional or psychological violence is an act of emotional abuse to a person that lasts a long time, causing side effects on his emotional and cognitive development. Acts of emotional abuse in children are often not detected either due to individual, family, and environmental factors. Method: A cross-sectional study design was used in this study with a total of 209 subjects. Subjects filled out demographic data and Childhood Trauma Questionnaire as a screening tool for mistreatment of children and then assessed whether the child had a history of emotional abuse or not. After that, the individual report cards of the 2016/2017 school year in the even semester are collected to measure learning achievement. Results: The results of the demographic data filling process obtained the distribution of age, gender, ethnicity, parental education, parental occupation, parental income, and the number of dependent parents. Chi-square test between the history of emotional abuse and learning achievement gave the results in the form of $p = 0.176$ and $RR = 1.135$ (95% CI 0.850-1.516). Conclusion: There is no relationship between the history of emotional violence with the high school student achievement in Beji District, Depok. Further research is needed to find out the confounding factors that can affect the learning achievement of senior high school students.