

Gambaran Tingkat Perkembangan Sosial Emosional Anak Usia Sekolah di Masa Pandemi di Serang, Banten = Overview of the Level of Social-Emotional Development of School-Age Children during the Pandemic Period in Serang, Banten

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Abstrak

Pandemi COVID-19 membuat pemerintah menetapkan Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM) level 3-4 yang berdampak pada penutupan sekolah. Pembatasan interaksi akibat adanya penutupan sekolah berdampak terhadap perkembangan sosial emosional anak. Penelitian ini bertujuan untuk mengetahui gambaran tingkat perkembangan sosial emosional anak usia sekolah di masa pandemi di Serang, Banten. Desain penelitian adalah deskriptif kuantitatif dengan sampel sebanyak 427 responden. Kuesioner menggunakan Strengths and Difficulties Questionnaire (SDQ), pola asuh orang tua, hubungan dengan teman sebaya, dan status kesehatan. Secara umum, hasil menunjukkan proporsi tingkat perkembangan sosial emosional anak usia sekolah di masa pandemi di Serang Banten berada pada kategori normal. Anak tidak mengalami gangguan pada indikator ketidakpedulian (prososial), namun beberapa di antaranya mengalami masalah pada perilaku mengganggu. Penelitian ini dapat dijadikan sebagai bahan rujukan bagi berbagai pihak terkait perkembangan sosial emosional anak.

.....The COVID-19 pandemic has made the government set the Implementation of Community Activity Restrictions level 3-4 that impact school closures. Interaction restrictions due to school closures impact the social and emotional development of a child. This study aims to describe the social-emotional development of school-age children during the pandemic in Serang, Banten. The research design is descriptive quantitative with a sample of 427 respondents. The questionnaire used the Strengths and Difficulties Questionnaire (SDQ), parenting patterns, peer relationships, and health status. In general, the results show that the proportion of the level of socio-emotional development of school-age children during the pandemic in Serang Banten is in the normal category. Children do not have problems with indicators of indifference (prosocial), but the child had problems with disruptive behavior. This research can help as reference material for various parties related to the social-emotional development of children.