

"Dengarkan Aku, Hadiah akan Kamu Dapat!": Intervensi Berbasis Hot Executive Function untuk Mengembangkan Kompetensi Sosial Anak Prasekolah selama Pandemi COVID-19 = "Listen to Me, and You'll Get a Gift!": Hot Executive Function-Based Intervention to Improve Preschooler's Social Competence during COVID-19 Pandemic

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Abstrak

Pandemi COVID-19 yang masih berlanjut dikhawatirkan menimbulkan penurunan kompetensi sosial anak prasekolah. Meski demikian, belum ditemukan program intervensi yang dapat diaplikasikan untuk mengatasi kekhawatiran ini. Penelitian ini merupakan penelitian eksperimental yang bertujuan untuk mengembangkan kompetensi sosial anak prasekolah melalui intervensi berbasis Hot Executive Function (Hot EF). Enam puluh dua anak berusia 4-6 tahun dibagi ke dalam dua kelompok secara acak (Kelompok Eksperimen dan Kontrol), dengan jumlah yang sama di setiap kelompok. Partisipan Kelompok Eksperimen memperoleh lima sesi mendengarkan suara dengan durasi 15 menit 30 detik, sementara partisipan Kelompok Kontrol tidak diberikan intervensi. Aktivitas mendengarkan suara mengacu pada intervensi Attention Training Technique, yang dimodifikasi dengan prinsip Hot EF. Di awal serta akhir penelitian, kemampuan Hot EF dan Kompetensi Sosial diukur menggunakan Gift Delay Task dan Preschool and Kindergarten Behavior Scale - Scale A. Hasil pengujian ANCOVA dengan mengontrol skor pretest Hot EF dan Kompetensi Sosial menunjukkan terdapat perbedaan skor posttest Hot EF dan Kompetensi Sosial di kedua kelompok, dan partisipan Kelompok Eksperimen memperoleh skor yang lebih tinggi. Dapat disimpulkan, intervensi berbasis Hot EF yang dikembangkan memengaruhi kemampuan Hot EF dan Kompetensi Sosial anak prasekolah.

.....The ongoing COVID-19 pandemic is feared to cause a decline in preschooler's social competence. However, there are no intervention program has been found to overcome this concern. This experimental research aimed to increase preschooler's social competence through Hot Executive Function (Hot EF) based intervention. Sixty-two children aged 4-6 years old were randomly divided into two groups equally (experiment and control group). Children in the experiment group get a-5 intervention sessions for 15 minutes and 30 seconds, and children in the control group get no intervention. The intervention was based on the Attention Training Technique, which that modified with Hot EF's principle. At the beginning and the end of the research, children's Hot EF and Social Competence were tested using Gift Delay Task and Preschool and Kindergarten Behavior Scale-Scale A. After controlling the pretest score of Hot EF and Social Competence, the result of the ANCOVA test showed that there were differences in the posttest score of Hot EF and Social Competence between the participant in the two groups. Participants in the Experimental Group scored higher. Thus, it can be concluded that Hot EF-based intervention affecting preschooler's Hot EF and Social Competence.