

KOMPETENSI SOSIAL DAN KESIAPAN TRANSISI PADA ANAK PRA-SEKOLAH DI MASA PANDEMI COVID-19

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Abstrak

Penelitian ini dilakukan untuk menggambarkan kompetensi sosial serta kesiapan transisi pembelajaran anak pra-sekolah di masa pandemi COVID-19. Pengumpulan data dalam penelitian ini menggunakan *mixed method convergent design*. Subjek penelitian ini adalah anak pra-sekolah 4-6 tahun, orangtua siswa, dan guru yang direkrut menggunakan *multilevel mixed method sampling*. Instrumen penelitian berupa skala psikologi dan panduan wawancara. Skala psikologi diisi oleh orangtua siswa sedangkan wawancara dilakukan dengan orangtua siswa, siswa, dan guru. Data kuantitatif dianalisis menggunakan statistik deskriptif dan analisis korelasi, sedangkan data kualitatif menggunakan analisis tematik. Secara kuantitatif, kompetensi sosial memiliki hubungan secara signifikan dengan kesiapan transisi pembelajaran pada anak pra-sekolah. Secara kualitatif, tema yang muncul pada kesiapan transisi pembelajaran yaitu berupa karakteristik anak, hubungan anak dengan mikrosistem, hubungan mesosistem, upaya-upaya mempersiapkan anak, dan kondisi anak saat awal transisi PTM. Sedangkan tema yang muncul untuk kompetensi sosial yaitu kerjasama sosial, interaksi sosial, serta kemandirian sosial. Hasil analisis kuantitatif dan kualitatif diintegrasikan menunjukkan hasil yang saling mengkonfirmasi serta memperluas kondisi kompetensi sosial dan kesiapan transisi pembelajaran pada anak pra-sekolah. Implikasi dari hasil penelitian ini dapat menjadi pertimbangan ilmiah dalam perancangan *school-based intervention*.
Kata kunci: kompetensi sosial, kesiapan transisi, anak pra-sekolah

Abstract

This study was conducted to describe the social competence and learning transition readiness of pre-school children during the COVID-19 pandemic. Collecting data in this study using a mixed method convergent design. The subjects of this study were pre-school children aged 4-6 years, parents, and teachers who were recruited using multilevel mixed method sampling. The research instrument is a psychological scale and an interview guide. The psychology scale was filled in by the parents of the students while the interviews were conducted with parents, students, and teachers. Quantitative data were analyzed using descriptive statistics and correlation analysis, while qualitative data used thematic analysis. Quantitatively, social competence has a significant relationship with learning transition readiness in pre-school children. Qualitatively, the themes that emerge in learning transition readiness are in the form of child characteristics, child relationships with microsystems, mesosystems relationships, efforts for children readiness, and children's conditions at the beginning of face-to-face learning. While the themes that emerged for social competence were social cooperation, social interaction, and social independence. The results of the integrated quantitative and qualitative analyses show mutually confirming results and expand the condition of social competence and learning transition readiness in pre-school children. The implications of the results of this study can be a scientific consideration in designing school-based interventions.

Keywords: social competence, learning transition readiness, preschool children