

Kondisi Sosio-Emosional dan Kesejahteraan Psikologis Siswa Sekolah Dasar pada Masa Transisi Pembelajaran

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Abstrak

Penelitian ini bertujuan untuk menggambarkan kondisi sosio-emosional (regulasi emosi dan kompetensi sosial) serta kesejahteraan psikologis siswa sekolah dasar, khususnya saat transisi pembelajaran. Penelitian berbasis *mixed methods* dengan merekrut 150 partisipan siswa kelas 4-6 SD secara *purposive*. Pengambilan data dilakukan melalui kuesioner dan wawancara. Teknik analisis kuantitatif menggunakan analisis statistik deskriptif dan regresi berganda, serta kualitatif melalui analisis tematik. Secara kuantitatif, sebagian besar siswa ditemukan memiliki kemampuan regulasi emosi, kompetensi sosial, maupun kesejahteraan psikologis pada taraf sedang saat transisi pembelajaran. Regulasi emosi dan kompetensi sosial berkontribusi secara signifikan terhadap kesejahteraan psikologis. Hasil kualitatif menunjukkan bahwa tema-tema yang muncul pada regulasi emosi: (1) ekspresi emosi dan (2) proses berpikir kembali; kemudian kompetensi sosial: (1) pemahaman terhadap kondisi orang lain dan (2) kemampuan komunikasi; dan kesejahteraan psikologis: (1) karakteristik personal, (2) hubungan dengan orang lain, dan (3) kebebasan. Hasil kuantitatif dan kualitatif saling mengonfirmasi potret kondisi sosio-emosional dan kesejahteraan psikologis siswa sekolah dasar.

Kata Kunci: regulasi emosi, kompetensi sosial, kesejahteraan psikologis, siswa sekolah dasar, transisi pembelajaran

Abstract

This study was conducted to describe the socio-emotional conditions (emotion regulation and social competence) and psychological well-being of elementary school-aged children during the learning transition. This study used mixed methods and purposely recruited 150 participants from grades 4–6 elementary students. Data was collected through questionnaires and interviews. The quantitative analysis technique used was descriptive statistical analysis and multiple regression, while the qualitative analysis using thematic analysis with deductive approach. Quantitative findings showed that emotion regulation and social competence contribute significantly to psychological well-being. Qualitative findings showed that the emerging themes in emotion regulation such as (1) emotion expression, and (2) cognitive reappraisal; while in social competence such as (1) understanding of others' condition, and (2) communication skill; and the themes related to psychological well-being were: (1) personal characteristics, (2) relations with others, and (3) autonomy. These findings confirmed the depiction of elementary school-aged children's socio-emotional conditions and psychological well-being.

Keywords: emotion regulation, social competence, psychological well-being, elementary students, learning transition