

**PENERIMAAN PEERS SEBAGAI VARIABEL MODERATOR PADA
HUBUNGAN ANTARA *THEORY OF MIND* DENGAN *SOCIAL PROBLEM
SOLVING* PADA ANAK USIA 5-6 TAHUN**

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ABSTRAK

Pada masa usia dini khususnya pada usia 5-6 Tahun anak cenderung menunjukkan perilaku anti sosial, menurut ahli perkembangan hal ini merupakan outcome dari ketidakmampuan anak dalam melakukan social problem solving. Penelitian ini bertujuan untuk melihat hubungan antara theory of mind dengan social problem solving yang dimoderatori oleh penerimaan peers. Subjek penelitian adalah siswa-siswi TK Maskam di Yogyakarta dengan usia 5-6 tahun, serta tidak berkebutuhan khusus (N=39). Pengumpulan data dilakukan dengan menggunakan tes preschool interpersonal problem solving (PIPS), tugas false belief dan peer rating scale. Tehnik analisis data untuk uji hipotesis menggunakan analisis regresi dengan bantuan SPSS versi 20. Hasil penelitian menemukan bahwa theory of mind secara signifikan memprediksi kemampuan social problem solving. Hal tersebut ditunjukkan dengan nilai $F=21,081$ ($p<0,05$) dan sumbangan efektif sebesar 34,6 %, yang berarti bahwa hipotesis diterima. Kemudian analisis selanjutnya menunjukkan bahwa penerimaan peers secara signifikan mempengaruhi hubungan antara theory of mind dengan social problem solving yang ditunjukkan dengan nilai $F=16,520$ ($p<0,05$) dan sumbangan efektif sebesar 42,9%.

Kata kunci: *theory of mind, penerimaan peers, social problem solving, anak usia 5- 6 Tahun*

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**PEER ACCEPTANCE AS A MODERATOR IN THE RELATIONSHIP BETWEEN
THEORY OF MIND AND SOCIAL PROBLEM SOLVING
IN 5-6 YEARS OLD**

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ABSTRACT

In early childhood, especially at the 5-6 years old, children tend to exhibit anti-social behavior, according to development experts this is an outcome of the inability of the child to do the social problem solving. The purpose of this study is examine the relationship between theory of mind with social problem solving, which was moderated by peer acceptance. The subject of this study are students kindergarten Maskam in Yogyakarta with 5-6 years old, and no special needs (N = 39). The data were collected using tests of preschool interpersonal problem solving (PIPS), false belief task and peer rating scale. Technical analysis of the data to test hypotheses using hierarchical regression. The study found that the theory of mind significantly predict the ability of social problem solving. It is shown with the $F = 21.081$ ($p < 0.01$), effective contribution of 34.6%, which means that the hypothesis is accepted. Then, further analysis showed that the peers acceptance significantly affect the relationship between theory of mind with social problem solving as indicated by the value of $F = 16.520$ ($p < 0.05$) and the effective contribution of 42.9%.

Key word: *Theory of mid, peer acceptance, social problem solving*

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