

ANALISIS PERKEMBANGAN EMOSIONAL PADA PESERTA DIDIK SEKOLAH DASAR DALAM PEMBELAJARAN DARING

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ABSTRAK

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui bagaimana perkembangan emosional peserta didik selama pembelajaran daring, 2) Untuk mengetahui faktor-faktor yang mempengaruhi perkembangan emosional peserta didik selama pembelajaran daring. Penelitian adalah penelitian kualitatif dengan metode penelitian deskriptif. Subjek penelitian adalah wali kelas, 4 orang tua peserta didik dan 27 peserta didik kelas IV SD Negeri Karangasem 1 Surakarta dengan pengambilan data melalui angket dan wawancara. Hasil penelitian menunjukkan bahwa: 1) selama masa pembelajaran daring, peserta didik masih belum mampu mengelola emosinya dengan baik dan kesulitan dalam menangani masalahnya sendiri serta sulit berkonsentrasi dalam kegiatan belajar. Peserta didik merasa malas dan menunda-nunda pekerjaan rumahnya, tetapi mereka tetap mengumpulkan tugas tepat waktu meskipun dibantu oleh orang tua ataupun saudara dalam pengerjaannya. 2) faktor yang mempengaruhi perkembangan emosional peserta didik yaitu faktor individu, konflik dan lingkungan. 3) kondisi pembelajaran luring, peserta didik masih harus adaptasi sehingga pendidik perlu memotivasi dan memberikan stimulasi sehingga peserta didik merasa nyaman.

Kata Kunci : Perkembangan Emosional, Covid-19, Pembelajaran Daring

ANALYSIS OF EMOTIONAL DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS IN ONLINE LEARNING

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ABSTRACT

The purpose of this study were to: 1) To find out how students' emotional development is during online learning; 2) To find out the factors that influence students' emotional development during online learning. This research is a qualitative research with a descriptive research method. The research subjects were homeroom teachers, 4 parents and 27 students of class IV SD Negeri Karangasem I Surakarta with data collection through questionnaires and interviews. The results showed that: 1) during the online learning period students were still not able to manage their emotions well and had difficulty dealing with their own problems and had difficulty concentrating on learning activities. Students feel lazy and procrastinate with their homework, but they still collect assignments on time even though they are assisted in doing their assignments by their parents or siblings; 2) Factors that influence the emotional development of students, namely individual, conflict and environmental factors; 3) Offline learning conditions, students still have to adapt so the teacher needs to motivate and provide stimulation so that students feel comfortable.

Keywords : Emotional Development, Covid-19, Online Learning