

DAMPAK PELATIHAN REGULASI EMOSI ANAK (REMONA) TERHADAP PERILAKU DISRUPTIF PADA SISWA KELAS I SD KY AGENG GIRI MRANGGEN KABUPATEN DEMAK

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Abstrak

Penelitian ini bertujuan untuk mengetahui dampak pelatihan “REMONA” regulasi emosi anak terhadap perilaku disruptif pada kelas I SD Ky Ageng Giri. Metode penelitian ini menggunakan *pre-experimental design the one group pretest posttest design* yaitu penelitian yang menggunakan satu kelompok sampel penelitian dan dilakukan pengukuran atau observasi (*pre and posttest design*) sebelum dan sesudah diberikan perlakuan. Subjek dalam penelitian ini yaitu seluruh siswa kelas I SD Ky Ageng Giri sebanyak 32 anak. Teknik pengambilan sampel pada penelitian ini yaitu *sampling jenuh*, seluruh populasi dijadikan sampel. Analisis data pada penelitian menggunakan *Paired Sample T-test* Hasil penelitian menunjukkan bahwa pelatihan “REMONA” secara signifikan efektif dalam menurunkan perilaku disruptif pada siswa kelas I SD Ky Ageng Giri dengan nilai perbedaan skor perilaku disruptif sebelum pelatihan “REMONA” ($M_{pretest}=18,78$; $SD_{pretest}=14,397$) dan sesudah pelatihan ($M_{posttestI}=10,31$; $SD_{posttestI}=7,168$) dengan $p<0,001$. Bahkan dievaluasi setelah satu minggu, pelatihan “REMONA” tetap efektif dalam menurunkan perilaku disruptif ($M_{posttestII}=10,03$; $SD_{posttestII}=6,684$).

Kata Kunci: perilaku disruptif; pelatihan “remona”; anak usia sekolah dasar

Abstract

This study aims to determine the impact of training "REMONA" regulation of emotion of children against disruptive behavior in class I elementary school Ky Ageng Giri. This research method uses pre-experimental design of the one group pretest posttest design that is research using one group of research sample and conducted measurement or observation (pre and posttest design) before and after given treatment. Subjects in this study that is all students class I SD Ky Ageng Giri as many as 32 children. Sampling technique in this research is saturated sampling, the entire population is sampled. Data analysis on the research using Paired Sample T-test The results showed that "REMONA" training was significantly effective in reducing disruptive behavior in grade I students of elementary school Ky Ageng Giri with disruptive behavior score score score before "REMONA" training ($M_{pretest} = 18,78$; $SD_{pretest} = 14,397$) and after training ($M_{posttestI} = 10.31$; $SD_{posttestI} = 7,168$) with $p < 0.001$. Even evaluated after one week, training "REMONA" remained effective in reducing disruptive behavior ($M_{posttestII} = 10.03$; $SD_{posttestII} = 6,684$).

Keywords: disruptive behavior; training "remona"; primary school children