

**STRATEGI GURU DALAM MENGEMBANGKAN KETERAMPILAN  
SOSIAL-EMOSIONAL ANAK CERDAS BERBAKAT (*GIFTED*)  
USIA 5-6 TAHUN**

**TESIS**

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh Gelar Magister  
Pendidikan pada Program Studi Pendidikan Anak Usia Dini



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FAKULTAS ILMU PENDIDIKAN  
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2024**

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SOSIAL-EMOSIONAL ANAK CERDAS BERBAKAT (*GIFTED*)  
USIA 5-6 TAHUN**

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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd) pada Program Studi Magister Pendidikan Anak Usia dini Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia

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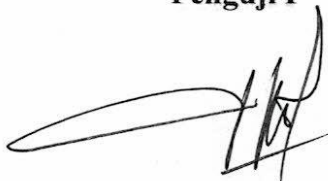
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**STRATEGI GURU DALAM MENGEMBANGKAN KETERAMPILAN  
SOSIAL-EMOSIONAL ANAK CERDAS BERBAKAT (*GIFTED*)  
USIA 5-6 TAHUN**

(Studi Kasus terhadap Tiga Orang Guru yang Memiliki Siswa *Gifted*  
Usia 5-6 Tahun di TK Kabupaten Bandung Barat dan Kota Cimahi)

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**ABSTRAK**

Anak cerdas berbakat (*Gifted*) memiliki kemampuan luar biasa, yang berbeda dengan anak-anak lainnya. Namun seringkali anak *gifted* mengalami kesulitan dalam bersosialisasi dengan teman sebayanya serta kesulitan mengelola emosi yang dapat mempengaruhi perkembangan anak secara keseluruhan. Adapun penelitian ini bermaksud untuk mengetahui strategi guru dalam pengembangan sosial emosional anak *gifted*. Pendekatan yang digunakan adalah kualitatif dengan desain studi kasus terhadap tiga partisipan penelitian, yaitu tiga orang guru TK kelompok B. Pengumpulan data dilakukan dengan teknik wawancara. Data yang diperoleh, dianalisis menggunakan analisis tematik dan perspektif guru. Temuan penelitian yang diperoleh menunjukkan bahwa guru memberikan berbagai pendekatan, seperti memberikan kebebasan kepada anak dalam memilih kegiatan dengan memberikan arahan dan pendampingan saat anak memilih kegiatan. Dalam mengendalikan emosi, guru memberikan pemahaman pada anak tentang pengaturan emosi yang wajar dan mendorong anak untuk berbicara tentang perasaan mereka. Guru juga menggunakan media buku cerita dan video cerita untuk mengajak anak dalam mendeskripsikan hal-hal yang dapat menggugah imajinasi dan mengasah rasa simpati serta empati terhadap sesama. Strategi tersebut telah membantu anak mengembangkan kemampuan sosial emosionalnya dengan baik seperti menunjukkan memperlihatkan sikap mandiri, mengendalikan emosi, berbagi, menolong teman, dan menunjukkan rasa empati.

Kata kunci: *gifted*, strategi guru, sosial emosional, anak usia dini

**TEACHER STRATEGIES IN DEVELOPING THE SOCIAL-EMOTIONAL  
SKILLS OF INTELLIGENT, *GIFTED* CHILDREN (*GIFTED*)  
AGE 5-6 YEARS**

(Case Study of Three Teachers Who Have *Gifted* Students Aged 5-6 Years in  
Kindergartens in West Bandung Regency and Cimahi City)

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**ABSTRACT**

Gifted children have extraordinary abilities, which are different from other children. However, gifted children often have difficulty in socializing with their peers and have difficulty managing emotions that can affect the child's overall development. This study aims to determine the teacher's strategy in the social emotional development of gifted children. The approach used is qualitative with a case study design on three research participants, namely three kindergarten teachers in group B. Data collection was carried out using interview techniques. The data obtained were analyzed using thematic analysis and teacher perspectives. The research findings obtained showed that teachers provide various approaches, such as giving children freedom to choose activities by providing direction and assistance when children choose activities. In controlling emotions, teachers provide children with an understanding of reasonable emotional regulation and encourage children to talk about their feelings. Teachers also use storybooks and video story media to invite children to describe things that can arouse imagination and hone sympathy and empathy for others. This strategy has helped children develop their social emotional abilities well, such as showing independence, controlling emotions, sharing, helping friends, and showing empathy.

Key words: *gifted*, teacher strategies, social emotional, early childhood

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