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**HUBUNGAN POLA ASUH PERMISIF
DENGAN PERKEMBANGAN PSIKOSOSIAL
PESERTA DIDIK KELAS V DI SEKOLAH DASAR**



SKRIPSI

diajukan untuk memenuhi sebagian syarat memperoleh gelar
Sarjana Pendidikan Program Studi Pendidikan Guru Sekolah Dasar

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**PROGRAM STUDI S1 PENDIDIKAN GURU SEKOLAH DASAR
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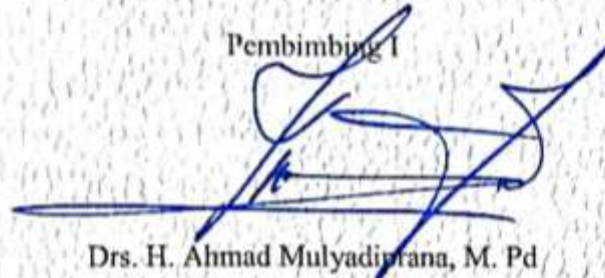
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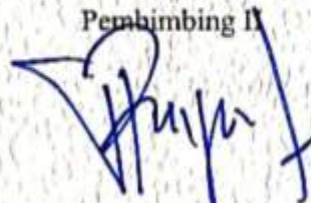
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan pola asuh permisif dengan perkembangan psikososial peserta didik kelas V di sekolah dasar. Penelitian ini dilatarbelakangi oleh pentingnya pola asuh orang tua dalam membentuk perkembangan psikososial anak. Pada kenyataannya masih banyak peserta didik kelas V yang menunjukkan perkembangan psikososial yang belum sesuai dengan tahap perkembangannya. Penelitian ini didasarkan pada teori perkembangan psikososil Erik Erikson, khususnya pada tahap industri vs inferioritas (*industry vs inferiority*) yang relevan dengan usia anak sekolah dasar. Metode penelitian yang digunakan adalah metode korelasional dengan pendekatan kuantitatif. Data dikumpulkan melalui penyebaran angket yang diberikan kepada orang tua untuk mengidentifikasi pola asuh dan kepada peserta didik untuk mengukur perkembangan psikososial mereka. Populasi penelitian adalah peserta didik kelas V disebuah sekolah dasar, sedangkan sampel ditentukan dengan teknik *purposive sampling*. Hasil penelitian menunjukkan bahwa pola asuh permisif memiliki hubungan signifikan dengan perkembangan psikososial peserta didik. Anak yang diasuh dengan pola asuh permisif cenderung mengalami perkembangan psikososial yang kurang optimal. Temuan ini menggarisbawahi pentingnya pola asuh yang seimbang untuk mendukung perkembangan psikososial anak sesuai dengan tahapan usia mereka. Penelitian ini diharapkan dapat memberikan kontribusi dalam bidang pendidikan dan *parenting*, serta menjadi acuan bagi orang tua dan pendidik untuk memilih pola asuh yang tepat, guna meningkatkan perkembangan psikososial anak.

Kata kunci: perkembangan psikososial, pola asuh permisif, sekolah dasar

ABSTRACT

This study aims to determine the relationship between permissive parenting patterns and the psychosocial development of fifth grade students in elementary schools. This study is motivated by the importance of parental parenting patterns in shaping children's psychosocial development. In reality, there are still many fifth grade students who show psychosocial development that is not in accordance with their developmental stage. This study is based on Erik Erikson's theory of psychosocial development, especially at the industry vs. inferiority stage which is relevant to the age of elementary school children. The research method used is a correlational method with a quantitative approach. Data were collected through the distribution of questionnaires given to parents to identify parenting patterns and to students to measure their psychosocial development. The population of the study was fifth grade students in an elementary school, while the sample was determined using a purposive sampling technique. The results showed that permissive parenting patterns had a significant relationship with students' psychosocial development. Children who are raised with permissive parenting patterns tend to experience less than optimal psychosocial development. This finding underscores the importance of balanced parenting patterns to support children's psychosocial development according to their age stages. This research is expected to provide contributions in the field of education and parenting, as well as being a reference for parents and educators to choose the right parenting pattern, in order to improve children's psychosocial development.

Keywords: *psychosocial development, permissive parenting, elementary school*

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