

**PENOLAKAN TEMAN SEBAYA (*PEER REJECTION*) PADA ANAK USIA  
DINI DAN UPAYA GURU DALAM MENANGANINYA**

**TESIS**

Diajukan untuk Memenuhi Salah Satu Syarat dalam Memperoleh Gelar Magister  
pada Program Studi Pendidikan Anak Usia Dini



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**PROGRAM STUDI PENDIDIKAN ANAK USIA DINI  
SEKOLAH PASCA SARJANA  
UNIVERSITAS PENDIDIKAN INDONESIA  
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**S.Pd UPI Bandung, 2016**

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat  
memperoleh gelar Magister Pendidikan (M.Pd) pada  
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## **LEMBAR PERNYATAAN**

Dengan ini saya menyatakan bahwa tesis yang berjudul "**Penolakan Teman Sebaya (*Peer Rejection*) pada Anak Usia Dini dan Upaya Guru dalam Menanganinya**" beserta seluruh isinya adalah murni karya saya sendiri. Tidak ada bagian di dalamnya yang merupakan hasil plagiat dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika penelitian yang berlaku dalam dunia keilmuan. Atas pernyataan ini saya siap menanggung resiko jika dikemudian hari ditemukan adanya pelanggaran etika penelitian dari penelitian saya.

Bandung, Agustus 2019

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# **PENOLAKAN TEMAN SEBAYA (PEER REJECTION) PADA ANAK USIA DINI DAN UPAYA GURU DALAM MENANGANINYA**

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## **Abstrak**

Penelitian ini dilatarbelakangi oleh terjadinya kasus penolakan teman sebaya yang dialami oleh anak usia dini di sekolah. Jika tidak ditangani, penolakan teman sebaya ini memiliki dampak yang cukup negatif bagi perkembangan anak, khususnya perkembangan sosial. Berdasarkan latar belakang tersebut, tujuan dari penelitian ini yaitu memberikan gambaran tentang profil anak usia dini yang mengalami penolakan teman sebaya, bentuk-bentuk serta faktor penyebab penolakan teman sebaya, dan upaya-upaya yang dilakukan guru dalam menanganinya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus serta dianalisis melalui teknik analisis data tematik. Penelitian ini dilakukan di dua TK Swasta di Kota Bandung dengan partisipan yang terdiri dari 2 guru dan 2 anak usia dini yang berusia 5-6 tahun. Hasil penelitian ini menunjukkan bahwa anak yang memiliki perbedaan bahasa dengan teman sebaya dapat menjadi salah satu penyebab penolakan. Selain itu, anak yang berperilaku jahil membuat teman-temannya tidak nyaman. Faktor penyebab penolakan teman sebaya pada penelitian ini yaitu perbedaan bahasa yang dimiliki anak dengan teman sebaya, perilaku anak yang kerap jahil, perilaku anak yang belum tahu caranya untuk berteman dan perilaku anak yang kerap tantrum. Bentuk-bentuk penolakan dari hasil penelitian ini yaitu penolakan secara verbal, penolakan melalui ekspresi wajah, penolakan secara kontak fisik, pengucilan, serta teman membatasi akses bermain anak. Upaya yang guru lakukan yaitu menjalin kedekatan emosi dengan anak, menjalin komunikasi secara verbal, mengelola pembelajaran, serta menjalin kerjasama dengan orangtua. Rekomendasi bagi guru untuk lebih *aware* dalam mengidentifikasi jenis penolakan teman sebaya pada anak usia dini guna memberikan upaya yang tepat dalam menanganinya, bagi orangtua diharapkan bekerjasama secara kooperatif dengan pihak sekolah, dan bagi penelitian selanjutnya untuk meneliti tentang kasus penolakan teman sebaya dengan jangkauan lingkungan yang lebih luas serta lebih mendalam guna memperkaya pengetahuan tentang penolakan teman sebaya pada anak usia dini serta upaya guru untuk menanganinya.

Kata Kunci: Penolakan Teman Sebaya, Upaya Guru

**PEER REJECTION IN EARLY CHILDHOOD  
AND TEACHER'S EFFORTS TO HANDLE IT**

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**ABSTRACT**

*This research is motivated by the occurrence of peer rejection cases experienced by pre-schoolers in school. If left untreated, peer rejection has a negative impact on children's development, especially on their social development. Based on this very background, the purpose of this study is to provide an overview of the profiles of pre-schoolers who experience peer rejection, the forms of and factors that cause peer rejection, as well as the efforts made by teachers in dealing with peer rejection that afflicts children. This study used a qualitative approach with a case study method hereupon analysed through thematic data analysis techniques. This research was conducted in two private kindergartens in the city of Bandung with two teachers and two pre-schoolers aged 5-6 years as the participants. The results of this study indicate that peer rejection can sprang by several factors, including language discrepancy, the behaviour of ignorant children, and the children's ignorance on how to make friends and tantrums behaviour that are often shown by children. According to the results of this study, the forms of peer rejection in early childhood are include verbal rejection, rejection through facial expressions, rejection of physical contact, exclusion, and restrictions on access to play. At the same time, the efforts that have been made by the teachers are to establish emotional closeness with children, to establish verbal communication, to manage learning, and to establish teamwork with parents. Recommendations for teachers: they are expected to be more aware in identifying the types of peer rejection in early childhood in order to provide correct efforts in handling it; for parents: they are expected to be cooperatively team up with teachers; and for further research: it is expected to be able to examine the case of peer rejection with a wider range of environments and more profound in order to enrich the knowledge on the peers rejection in early childhood and the efforts of teachers to handle it.*

**Keywords:** Peer Rejection, Teacher's Efforts

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