

ABSTRAK

PANDANGAN GURU MENGENAI STRESS AKADEMIK PADA ANAK USIA DINI

Tujuan penelitian ini adalah untuk mengkaji pandangan guru mengenai stress akademik pada anak usia dini. Keseluruhan prosedur penelitian ini yaitu menggunakan pendekatan kualitatif dengan menggunakan metode penelitian Studi kasus, terdapat subjek dalam penelitian ini yaitu delapan guru dari tiga TK se kecamatan Banjarn, wawancara dan observasi digunakan untuk proses pengumpulan data, selain itu analisis data yang digunakan dalam penelitian ini yaitu menggunakan analisis data *Grounded Theory*. Berdasarkan hasil penelitian, para guru berpandangan bahwa stress akademik merupakan gangguan pada kegiatan pembelajaran. Minimya pemahaman mengenai pentingnya penggunaan metode pembelajaran dan pengelolaan lingkungan belajar menjadikan bentuk perilaku yang mengarah pada gejala stress akademik ini muncul. Sehingga pengelolaan pembelajaran dan interaksi guru dan anak dijadikan upaya guru untuk mengatasi dan meminimalisir terjadinya stress akademik pada anak usia dini. Rekomendasi penelitian ini yaitu para guru PAUD dalam kegiatan pembelajaran dapat menggunakan metode-metode pembelajaran DAP (*Developmentally Appropriate Practice*) sesuai dengan tahap perkembangan anak didiknya. Kemudian bagi lembaga pendidikan anak usia dini, jika dalam menyelenggarakan kegiatan pembelajaran, dapat mempertimbangkan prinsip belajar anak usia dini yaitu melalui bermain, sehingga mampu meminimalisir terjadinya stress akademik pada anak usia dini.

Kata Kunci: Pandangan guru, Stress Akademik, AUD

ABSTRACT

THE TEACHERS' VIEWPOINT OF ACADEMIC STRESS ON EARLY CHILDHOOD

The purpose of this study was to assess teachers' viewpoint of academic stress in early childhood. The entire procedure of this study used a qualitative approach by made use of the case study research method; the subjects in this study were eight teachers from the three kindergartens in Banjaraan sub-district; data collection process was using interviews and observations; in addition, the data analysis used in this study is Grounded Theory data analysis. Based on the results of the research, teachers were assuming that academic stress was a disruption to learning activities. The lack of understanding of the importance of using learning methods and the management of the learning environment makes the form of behavior that leads to the symptoms of academic stress appear. So that the management of learning and interaction between teachers and children is used as a teachers and children is used as a teachers effort to overcome and minimize the occurrence of academic stress in early childhood. The recommendation of this study is that PAUD (Early Childhood Education) teachers in learning activities can learn about DAP learning methods (Developmentally Appropriate Practice) in accordance with the developmental stages of their student. Taken for early childhood education institutions, if in carrying out learning activities, can consider the principles of early childhood that is learning through playing, as of to minimize the occurrence of academic stress in early childhood.

Keywords: teacher's view, Academic Stress, AUD (Early Childhood)