

**EFEK PEMBERIAN LATIHAN SIKAP PADA PENURUNAN KECEMASAN  
TERHADAP GURU UNTUK ANAK YANG PERTAMA KALI SEKOLAH**

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ANXIETY; ATTITUDINAL PRACTICE

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**ABSTRACT**

**The effect of attitudinal practice on decreasing anxiety towards teachers for  
children on their first day at school**

This study was administered at the UPTD Kindergarten of the district of Wates. The study was made since anxiety towards teachers among children on their first day at school was found, in which the way to solve the problem has not been standardized properly. Giving attitudinal guidance to children when they interact with the teacher using *positive conditioning* was aimed at lowering children's anxiety. The study was experimental by design with *pretest – posttest control group*. Attitudinal practice was the independent variable and anxiety towards the teacher was the dependent variable. The data was collected by way of questionnaire and observation in order to obtain data connected to children's characteristic, school components and anxiety indicators towards teachers. The sample used in this study was the total population that consisted of 16 children, and was divided at random into the experimental group with 8 children, and the control group also with 8 children. The result of the study was analyzed using descriptive analysis. The result of the analysis showed that the decrease of anxiety towards the teacher in the experimental group was higher than that of the control group. In the experimental group the median score of anxiety towards the teacher before the pretest was on the average score of 4, after the posttest one week later the median score was 3, and after the posttest two weeks later the median score was 2. In the Control group before the pretest, the median score was on 4, after the posttest one week later it was on 3 and two weeks later it remains on 3. The result of the study showed that giving attitudinal practice towards the teacher could lower the anxiety of children. Therefore, giving attitudinal practice with positive conditioning to children with anxiety towards the teacher could lower the children's anxiety and finally their ability to socialize would grow well.

Key words: Attitudinal practice, anxiety towards the teacher, children on their first day at school.

## SUMMARY

### **The effect of attitudinal practice on decreasing anxiety towards teachers for children on their first day at school**

Socialization is a process to form a standard, skill, motivation, attitude and behaviour of an individual to adapt himself to a viewpoint one wanted to have, appropriate with one's life and the future. The education process in socialization lasts a life time through a learning process which is guided and controlled. The learning process can occur in the family environment with a parental role; it can also occur in the environment of the school through the role of education and the guidance of the teacher. The success of educating in socialization can be seen from the ability of the individual to adapt oneself to various situations. One of the problems which parents often complain about is that their children on their first day at school refuse the school because of their anxiety when they are in the environment of the school. The result of the preliminary study administered in March 2011 at the Kindergarten in the district of Wates, anxiety problems were noted to 13,3% from a total of 30 children, of which 3,3% were worried or terrified when they interact with the teacher. What the school or in this case the teacher, has not been standardized very well. Attitudinal practice with *positive conditioning* to children who were terrified when interacting with the teacher, would hopefully lower their anxiety. The design of the research was an *Experimental Study with pretestposttest control group design*, where attitudinal practice was the independent variable and anxiety towards the teacher as a dependent variable. The data was collected using questionnaire and observation, in order to obtain data connected to the characteristic of the children, school components, and anxiety indicators towards the teachers. The sample used in this study are all the population which comprised of 16 children, divided randomly into the experimental group consisted of 8 children, and the control group also with 8 children. The result was analyzed using descriptive analysis. Attitudinal practice was done by the children for a period of two weeks in which period evaluation was given three times of the anxiety indicator towards the teachers, that is, one week before the intervention, one week after the intervention, and two weeks after the intervention. Evaluation was carried out to the experimental group by giving a positive mark to the anxiety indicator towards a teacher which can be maintained by the child for as long as 5 minutes, and at that moment the child was rewarded with food or toy that the child liked. The control group was not given attitudinal practice, but observation of the anxiety indicator towards the teacher was carried out with the same evaluation applied to the experimental group. Evaluation score for the anxiety indicator towards the teacher which was used was when a child could maintain 4 attitudes that indicates the anxiety was lowered, until the end of the research, the child was considered not worried. When a child could maintain 3 attitudes until the end of the research, the child was considered slightly worried, and when a child could maintain 1 or 2 attitudes, the child was considered either moderately worried or or very worried. Analysis of the study showed that the decrease of anxiety towards the teacher was much higher in the experimental group. In the experimental group, the median score of the anxiety toward the teacher before the pretest, was at the average score of 4; one week experiment after the posttest the median score was 3, and after the posttest, two weeks experiment, the median score

was 2. The control group, before the pretest, was in the median score of 4, and after the posttest, that is, after one week, the group was in the median score of 3. After two weeks, i.e. after the posttest the group remained in the median score of 3. The result of the study showed, that giving attitudinal practice to children on their first day at school, had influence on the decrease of the anxiety towards the teacher, in spite of the fact that both the experimental and the control groups showed decrease of anxiety. However, the group that showed more decrease was the experimental group. Giving attitudinal practice with *positive conditioning* to children with anxiety towards the teacher would be able to lower their anxiety and finally their ability to socialize would develop and grow.

