

RINGKASAN

STRATEGI GURU DALAM MENANGANI *SEPARATION ANXIETY DISORDER* PADA ANAK USIA DINI DI RA MASYITHOH 21 DESA SURO

Penelitian ini membahas strategi guru dalam menangani anak dengan *separation anxiety disorder* di RA Masyithoh 21 Desa Suro. Kecemasan berpisah merupakan kondisi emosional yang umum dialami anak usia dini, terutama pada awal masuk sekolah. Jika tidak ditangani secara tepat, kondisi ini dapat menghambat proses adaptasi anak, baik secara emosional, sosial, maupun perilaku.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui observasi terhadap aktivitas pembelajaran, wawancara dengan guru dan orang tua, serta dokumentasi. Fokus penelitian diarahkan pada, strategi yang diterapkan guru, serta implikasi penerapannya terhadap perkembangan emosional dan perilaku anak.

Hasil penelitian menunjukkan bahwa guru di RA Masyithoh 21 Desa Suro menerapkan berbagai strategi yang bersifat individual, seperti kegiatan transisi yang menyenangkan dan rutinitas kelas yang konsisten. Strategi tersebut meliputi memahami karakter dan kebutuhan anak, pendampingan individual (*individualized scaffolding*), kesabaran dan empati, komunikasi yang hangat dan sesuai usia, pembelajaran yang fleksibel dan bertahap, serta penciptaan lingkungan belajar yang inklusif dan aman. Guru menjalin kolaborasi dengan orang tua untuk menyelaraskan pendekatan antara rumah dan sekolah.

Implikasi dari penerapan strategi tersebut terlihat pada perubahan positif perilaku dan kondisi emosional anak. Anak menunjukkan penurunan kecemasan saat berpisah dengan orang tua, menjadi lebih tenang, percaya diri, mampu beradaptasi secara positif di lingkungan sekolah, serta mulai menunjukkan kemandirian secara bertahap.

Kata kunci: strategi guru, *separation anxiety disorder*, anak usia dini

SUMMARY

TEACHERS' STRATEGIES IN HANDLING SEPARATION ANXIETY DISORDER IN EARLY CHILDHOOD AT RA MASYITHOH 21 DESA SURO

This study examines teachers' strategies in handling children with Separation Anxiety Disorder at RA Masyithoh 21, Suro Village. Separation anxiety is an emotional condition commonly experienced by early childhood learners, particularly during the initial stage of school entry. If not properly addressed, this condition may hinder children's adaptation processes, including their emotional, social, and behavioral development.

This research employed a descriptive qualitative approach. Data were collected through observations of learning activities, interviews with teachers and parents, and documentation. The focus of the study was directed toward the role of teachers, the strategies implemented, and their implications for children's social-emotional and behavioral development.

The findings indicate that teachers at RA Masyithoh 21, Suro Village applied various individualized strategies, such as engaging transition activities and consistent classroom routines. These strategies included understanding children's individual characteristics and needs, providing individualized scaffolding, demonstrating patience and empathy, using warm and age-appropriate communication, implementing flexible and gradual learning processes, and creating an inclusive and safe learning environment. In addition, teachers established collaboration with parents to align approaches between home and school.

The implementation of these strategies resulted in positive changes in children's behavior and emotional conditions. Children showed a reduction in separation anxiety, became calmer and more confident, demonstrated positive adaptation within the school environment, and gradually developed greater independence.

Key words: *teachers' strategies, separation anxiety disorder, early childhood.*