

**STRATEGI GURU DALAM MENGATASI PERILAKU AGRESIF
ANAK USIA DINI 5 – 6 TAHUN DI ERA DIGITAL
DI BKB PAUD SAKHA PULO GEBANG CAKUNG JAKARTA TIMUR**

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi bentuk perilaku agresif pada anak usia dini di era digital, menganalisis strategi yang digunakan guru dalam mengatasi perilaku agresif tersebut, dan memberikan rekomendasi untuk meningkatkan efektivitas strategi guru. Penelitian kualitatif ini dilakukan di BKB PAUD Sakha Pulo Gebang Cakung Jakarta Timur, dengan menggunakan metode wawancara, observasi, dan dokumentasi. Perilaku agresif yang teridentifikasi meliputi tindakan fisik (memukul, merebut mainan), verbal (berteriak, mengejek, berkata kotor), dan emosional (marah-marah). Perilaku ini sering dipicu oleh interaksi sosial dan kurangnya pengelolaan emosi. Faktor penyebab utama perilaku agresif adalah lingkungan, kebutuhan emosional yang tidak terpenuhi, pengaruh teman sebaya, dan dampak negatif era digital (paparan konten kekerasan dan kecanduan gawai yang mengurangi interaksi sosial dan fokus anak). Guru di BKB PAUD Sakha menggunakan strategi komprehensif, yaitu pengelolaan perilaku melalui aturan kelas yang jelas, pendekatan personal dan pemberian contoh perilaku positif, pengajaran pengelolaan emosi dan keterampilan sosial, kolaborasi erat dengan orang tua, penciptaan lingkungan kelas yang positif, dan pemanfaatan teknologi edukatif secara bijak. Hasil penelitian ini dapat digunakan sebagai acuan untuk memberikan kontribusi keilmuan dalam bidang pendidikan anak usia dini, khususnya tentang manajemen perilaku anak usia dini di era digital dan memberikan panduan bagi guru dan orang tua dalam menghadapi perilaku agresif anak usia dini di era digital.

Kata Kunci : Perilaku Agresif, Anak Usia Dini, Era digital, Strategi Guru

**TEACHER STRATEGIES IN HANDLING AGGRESSIVE BEHAVIOR OF
EARLY CHILDREN 5 – 6 YEARS OLD IN THE DIGITAL ERA
AT BKB PAUD SAKHA PULO GEBANG CAKUNG EAST JAKARTA**

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ABSTRACT

This study aims to identify forms of aggressive behavior in early childhood in the digital era, analyze the strategies employed by teachers to address such aggressive behavior, and provide recommendations to enhance the effectiveness of these strategies. This qualitative research was conducted at BKB PAUD Sakha Pulo Gebang Cakung, East Jakarta, using methods of interviews, observations, and documentation. Identified aggressive behaviors include physical actions (hitting, grabbing toys), verbal expressions (shouting, teasing, using foul language), and emotional outbursts (tantrums). These behaviors are often triggered by social interactions and a lack of emotional regulation. The main contributing factors to aggressive behavior are the environment, unmet emotional needs, peer influence, and the negative impacts of the digital era (exposure to violent content and gadget addiction, which reduce social interaction and children's focus). Teachers at BKB PAUD Sakha employ comprehensive strategies, including behavior management through clear classroom rules, personal approaches and modeling positive behavior, teaching emotional regulation and social skills, close collaboration with parents, creating a positive classroom environment, and wisely utilizing educational technology. The findings of this study can serve as a reference to contribute to the scientific field of early childhood education, particularly regarding behavior management in the digital era, and provide guidance for teachers and parents in addressing aggressive behavior in young children.

Keywords: Aggressive Behavior, Early Childhood, Digital Era, Teacher Strategies.

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