

ABSTRAK**PENYUSUNAN SKALA KECEMASAN ASPEK EMOSI UNTUK SISWA KELAS II SEKOLAH DASAR**

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Berdasarkan hasil observasi dan wawancara guru tidak memahami ciri-ciri kecemasan aspek emosi yang dialami siswa secara spesifik seperti membanting barang ketika marah, berteriak dengan suara yang kencang ketika marah, dan menangis tanpa alasan yang jelas. Oleh karena itu guru membutuhkan instrumen yang digunakan untuk mengetahui tingkat kecemasan yang dialami oleh siswa. Berdasarkan hasil wawancara dan observasi peneliti menyusun skala kecemasan aspek emosi dengan tujuan agar guru mengetahui tingkat kecemasan yang dialami oleh siswa II sekolah dasar.

Jenis penelitian ini adalah penelitian dan pengembangan *Research and Development* (R&D) Borg and Gall (dalam Mulyatiningsih, 2014:162-166). Penyusunan skala kecemasan berdasarkan empat langkah pengembangan menurut Borg and Gall. Skala kecemasan divalidasi oleh ahli psikologi, ahli bahasa, guru kelas II, dan guru bahasa Indonesia sebelum peneliti melakukan uji coba lapangan. Hasil validasi yang didapatkan menunjukkan skor rerata sebesar 3,39, dan masuk ke dalam kategori “sangat layak” untuk digunakan. Skala kecemasan aspek emosi diuji coba sebanyak satu kali kepada 10 siswa kelas II SDK Sang Timur.

Skala kecemasan aspek emosi juga divalidasi oleh siswa dan didapatkan skor rerata sebesar 3,78. Sehingga masuk dalam kategori “sangat layak” untuk digunakan. Siswa tidak memberikan komentar dan saran perbaikan untuk peneliti.

Kata kunci: pengembangan, skala, emosi.

ABSTRACT***Arrangement Anxiety Scale Of Emotional Aspect In
Second Grade Students Of Elementary School***

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Based on the results of the observations and interviews, the teacher did not understand the anxiety characteristics of emotional aspect experienced by the students specifically such as slamming things when they were angry, shouting in a loud voice, and crying for no apparent reason. Therefore, the teacher needed an instrument that was used to determine the level of anxiety experienced by the students. Based on the results of the interviews and observations, the researcher compiled an emotional aspect of anxiety scale which aimed that the teacher knew the level of anxiety that experienced by the students of elementary school.

The type of this research was using Research and Development (R & D) by Borg and Gall (in Mulyatiningsih, 2014: 162-166). according to Borg and Gall, there are four development steps of anxiety scale preparation. The anxiety scale was validated by psychologists, linguists, class II teacher, and Indonesian language teachers before the researcher conducted the field trials. The validation results showed an average score of 3.39, and entered into the very feasible category to use. The emotional aspect of the anxiety scale was tested once for 10 students of class II SDK Sang Timur.

The emotional aspect of the anxiety scale was also validated by students and obtained an average score of 3.78. So, it fell into the category of very feasible to use. Students were not give comments and suggestions for researcher improvements.

Keywords: development, scale, emotion.