

## ABSTRAK

Tujuan dalam penelitian adalah mendeskripsikan gambaran anak tunggal siswa MIN 2 Bantul dari segi kemandirian belajarnya dan mendeskripsikan faktor yang menghambat kemandirian belajar anak tunggal siswa MIN 2 Bantul.

Metode pengumpulan data memakai *mixed methods* (metode kombinasi) yakni menggabungkan antara pendekatan kuantitatif dan kualitatif. Pendekatan kuantitatif dengan pengambilan data melalui angket, sedangkan untuk penelitian kualitatif pendekatan yang digunakan dalam penelitian ini adalah pendekatan etnometodologi. Prosedur penelitian etnometodologi berupa analisis percakapan dan interaksi. Selain itu juga observasi partisipatif agar data yang diperoleh lebih valid, dan disertai dokumentasi.

Hasil penelitian menunjukkan bahwa kemandirian belajar siswa MIN 2 Bantul yang berstatus sebagai anak tunggal memiliki tingkat kemandirian sedang. Dari hasil analisis peroleh data skor 27% siswa menduduki peringkat sangat tinggi, 17% siswa di kategori tinggi, 34% siswa pada kategori sedang, 9% siswa pada kategori rendah, dan 12% di kategori sangat rendah. Hambatan kemandirian belajar anak tunggal MIN 2 Bantul dari hasil wawancara orang tua dan guru ialah: (a) Keterlambatan dalam melatih pembiasaan mandiri sejak kecil membuat sulit diubah pola kemandiriannya. (b) Kekhawatiran orang tua yang berlebihan terhadap anak, (c) Kurangnya pendampingan dan kebersamaan antara anak dan orang tua (d) Memenuhi segala kemauan anak tanpa memperhatikan dampak buruknya.

**Kata kunci : Kemandirian Belajar, Anak Tunggal**

## **ABSTRACT**

The purpose of this study is to describe the overview of the only children students of MIN 2 Bantul in terms of their learning independence and to describe the factors that inhibited the learning independence of the only childrens students of MIN 2 Bantul.

The method of data collection uses mixed method, which combines quantitative and qualitative approaches. The quantitative approach was done by retrieving data through questionnaires, while for qualitative research, the approach used in this study was etnomethodology approach. An etnomethodology research procedure is in the form of analysis of conversation and interaction. Besides that, it also included participatory observation so that the data obtained was more valid, and accompanied by documentation.

The result showed that the learning independence of MIN 2 Bantul Students with the status of an only child had a moderate level of independence. From the analysis results obtained score data: 27% of students in very high category, 17% of students in the high category, 34% of students in the medium category, 9% of students in the low category, and 12% in the very low category. The inhibiting factors to learning independence of the only children students of MIN 2 Bantul, which were obtained from the results of interviews with parents and teachers, are : (a) the delay in practicing self-habituation from an early age makes it difficult to change the pattern of independence, (b) the excessive parents' anxiety for children, (c) the lack of assistance and togetherness between children and parents, and (d) the fulfillment of all children's wishes without considering their adverse effects.

**Keyword: Learning Independence, Only Child**