

## ABSTRACT

Cahyati, Nur. 2014. *EMPATI ANAK PRASEKOLAH (Studi Deskriptif di TK Permata Iman 3 Sukun Malang*. Skripsi, Jurusan Psikologi, Fakultas Psikologi, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Elok Halimatus Sakdiyah, M. Si.

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Key words: Empathy, pre-school children

Empathy plays significant role in almost of human life aspect. With the high of empathy, numerous benefits are obtained, including good social relationship, more popular and more friendly. Empathy should be cultivated from young children since they do not acquire a sense of right and wrong, social norms, moral values and ethics perfectly. Further, young children, especially preschoolers are viewed as individuals who start getting to know the world. Hence, the preschooler age is the most appropriate time in cultivating empathy. Besides parents, school is the most essential resources for early empathy growth. Based on aforementioned background, this study will analyze the empathy of preschool students' phenomena, empathy conditioning provided by teachers and factors affecting empathy in children.

The research approach used in this study is descriptive qualitative, in which researchers as the instrumental key. The methods used in collecting the data are interviews, observation and documentation. Emotion-pictured tests are conducted by researcher in gaining the data source and subject. The subject of this research are 2 girls and 1 boy of B group students in Islamic kindergarten of Permata Iman 3, Sukun-Malang, and 2 teachers as informants.

The results shows that the sense of empathy differs among subjects. Girls tend to have higher empathy than boy. While the factors affecting empathy in young children are family, religious education, school environment and cognitive factor.

Conditioning performed by teachers to improve empathy in children, such as giving to charity at Fridays, getting accustomed to the three Magic Word, fundraising for the victims of natural disasters, and visiting orphanages in order to train the ability to share someone else's feelings or experiences.