

Hubungan antara mindfulness guru dan school adjustment siswa berkebutuhan khusus melalui persepsi guru di sekolah luar biasa (SLB) = Relationship between teachers mindfulness and special needs student's school adjustment based on teacher perception in school

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Abstrak

Guru di Sekolah Luar Biasa SLB menghadapi tantangan yang besar dalam proses belajar mengajar. Mindfulness pada seorang guru dapat membantu dalam menjalin hubungan interpersonal pada guru dan murid. Hubungan interpersonal yang baik dapat membantu proses school adjustment pada siswa berkebutuhan khusus di sekolah. Oleh karena itu penelitian ini dilakukan untuk mendapatkan gambaran hubungan antara mindfulness guru dan school adjustment siswa berkebutuhan khusus melalui persepsi guru di SLB. Pengukuran school adjustment menggunakan Short Form Teacher Rating Scale of School adjustment SFTRSSA yang dikembangkan oleh Bitch dan Ladd 2007 melalui persepsi guru dan pengukuran mindfulness menggunakan alat ukur Mindfull Attention Awareness Scale MAAS yang dikembangkan oleh Brown dan Ryan 2003. Partisipan dalam penelitian ini berjumlah 75 guru yang mengajar kelas satu, dua dan tiga sekolah dasar di Sekolah Luar Biasa SLB yang berlokasi di Jakarta dan Depok dengan jumlah siswa yang dinilai sebanyak 325 siswa. Hasil penelitian menunjukkan bahwa mindfulness guru memiliki hubungan yang positif dengan school adjustment siswa berkebutuhan khusus dengan nilai $r=0,21$.

.....Being a teacher in SLB facing major challenges in teaching and learning. Mindfulness on teacher help make closer in interpersonal relationship of teacher and student. Good interpersonal relationships can help the process of school adjustmen students with special needs. Therefore this research was conducted to get an idea of the relationship between teacher mindfulness and school adjustment of students with special needs through the perception of teachers in schools SLB . Measurements school adjustment using the Short Form Teacher Rating Scale of School adjustment SFTRSSA developed by Bitch and Ladd 2007 through the perception of teachers and measurements of mindfulness using a measuring instrument Mindfull Attention Awareness Scale MAAS developed by Brown and Ryan 2003. Participants in this study were 75 teachers who teach grade one, two and three elementary schools in the School SLB are located in Jakarta and Depok with a number of students were rated as 325 students. The results showed that teachers mindfulness have a positive relationship with the school adjustment of students with special needs with the value of $r 0.21$.