

Perbandingan tingkat stres pada guru anak berkebutuhan khusus di sekolah dasar inklusif dengan guru di sekolah dasar non-inklusif =
Comparison of stress levels in teachers of children with special needs in inclusive primary school and teachers of non inclusive primary school

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Abstrak

Siswa berkebutuhan khusus merupakan kategori murid di kelas yang menjadi perhatian para guru karena keistimewaan mereka yang jauh dari kondisi normal anak seusianya. Karakteristik anak berkebutuhan khusus yang tidak dipahami oleh guru dengan metode terbaik dalam proses belajar mengajar di kelas akan berdampak stres pada guru dan menimbulkan masalah psikologis pada guru. Penelitian ini bertujuan untuk mengetahui perbedaan tingkat stres guru sekolah dasar inklusif dengan guru sekolah dasar non-inklusif yang tidak mengajar siswa berkebutuhan khusus. Penelitian ini menggunakan desain analitik komparatif pada 60 responden guru sekolah dasar inklusif dan sekolah dasar non-inklusif di kota Depok yang diambil dengan metode purposive sampling. Tingkat stres diukur menggunakan instrument Wilson Stress Profile for Teacher WSPT, dan dianalisis menggunakan uji statistik chi-square. Hasil penelitian ini menunjukkan tidak ada perbedaan signifikan tingkat stres antara guru sekolah dasar inklusif dengan guru sekolah dasar non-inklusif $p > 0,05$. Perawat kesehatan sekolah perlu melakukan pengkajian terkait kondisi psikososial guru yang belum mengikuti pelatihan tentang siswa berkebutuhan khusus dan guru mengajar siswa berkebutuhan khusus lebih dari 1 siswa di kelas.

.....Students with special needs in the classroom require a significant amount of teacher attention and effort due to the nature of their illness or condition. Teachers, particularly at the elementary level, recognise they need to find the best method to cater to the students's needs while also managing their time efficiently and effectively, so as to not create a heavier workload and psychological problems. This study aims to determine the difference in stress levels experienced by inclusive elementary school teachers who teach students with special needs and non inclusive elementary school teachers who do not teach students with special needs. There were 60 teachers who participated in the comparative study who were selected from inclusive and non inclusive elementary schools in Depok. These participants were selected based on certain criteria established in the research purposive sampling method. The stress level is known using the Wilson Stress Profile for Teacher WSPT instrument, and bivariate analysis using chi square statistical tests. The results of this study shows that there is no significant difference in stress level between inclusive elementary school teachers and non inclusive elementary school teachers $p > 0,05$. School health nurses need to undertake an assessment of the psychosocial condition of teachers who have not attended prior training on students with special needs. Teachers are also recommended to undergo the assessment should they have more than one student with special needs in their class.