

Hubungan antara Self-Compassion dan Teacher Subjective Well-Being pada Guru Sekolah Dasar = Correlation between Self-Compassion and Teacher Subjective Well-Being among Elementary School Teachers

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Abstrak

Topik kesejahteraan pada guru menjadi pembahasan yang terus bergulir dari tahun ke tahun. Hingga saat ini, guru masih dianggap sebagai salah satu profesi dengan tingkat stres yang cukup tinggi, tak terkecuali guru di sekolah dasar yang tugasnya lebih menantang dibandingkan guru di jenjang pendidikan lain. Padahal, stres pada guru dapat memengaruhi berbagai aspek, bukan hanya terhadap proses belajar siswa, melainkan juga pemenuhan kebutuhan personal guru itu sendiri. Oleh karena itu, penting bagi guru untuk memiliki teacher subjective well-being yang baik. Salah satu faktor yang diduga dapat memengaruhi teacher subjective well-being adalah self-compassion. Penelitian ini hadir untuk mengeksplorasi hubungan antara self-compassion dan teacher subjective well-being pada guru sekolah dasar dengan menggunakan Teacher Subjective Well-Being Questionnaire (TSWQ; Renshaw et al., 2015) dan Self-Compassion Scale (SCS-LF; Neff, 2003a). Melalui 224 partisipan yang mengikuti penelitian ini, ditemukan korelasi positif yang signifikan antara self-compassion dengan teacher subjective well-being ($r = 0,389$, $p < 0,01$). Dalam hal ini, komponen-komponen positif dalam self-compassion mampu membantu guru sekolah dasar memaknai perannya lebih dalam sehingga teacher subjective well-being pada guru meningkat.

.....The topic of teacher well-being is commonly discussed over time. Up to this day, teacher is still mainly named as one of the most stressful job, not to mention elementary school teachers whose demands are more challenging than other secondary teachers. This topic is appealing since teacher's stress influences some aspects, not only student's learning process, but also teacher's journey on personal growth. Therefore, it is important for teacher to maintain a good level of teacher subjective well-being. One of the factors expected to be affecting teacher subjective well-being is self-compassion. This study aimed to explore the correlation between self-compassion and teacher subjective well-being among elementary school teachers using Teacher Subjective Well-Being Questionnaire (TSWQ; Renshaw et al., 2015) and Self-Compassion Scale (SCS-LF; Neff, 2003a). Through the participation of 224 elementary school teachers, a positive, significant correlation is found between self-compassion and teacher subjective well-being ($r = 0,389$, $p < 0,01$). In this case, the positive components of self-compassion can help elementary school teachers grasp the meaning of their own role, thus increasing their teacher subjective well-being.