

Peran Hubungan Kedekatan Guru-Siswa Pada Well-Being Guru Yang Dimoderasi Oleh Pengalaman Guru Mengajar = The Role Of Teacher-Student Relationship Approach To Teacher Well-Being Modified By Teacher Experience

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Abstrak

Hubungan yang baik antara guru dengan siswanya dapat mempengaruhi well-being pada guru. Penelitian ini dilakukan untuk mengetahui apakah terdapat peran moderasi dari pengalaman guru mengajar pada hubungan kedekatan guru dengan siswanya terhadap well-being guru. Hubungan kedekatan guru-siswadiukur dengan menggunakan Student-Teacher Relationship Scale (STRS) milik Aldrup (2018), sedangkan well-being guru diukur dengan alat ukur Teacher Subjective Well-Being Questionnaire (TSWQ) milik (Renshaw et al., 2015). Responden dalam penelitian ini berjumlah 289 orang yang merupakan guru pada jenjang sekolah menengah (SMP,SMA/Sederajat). Teknik analisis yang digunakan adalah analisis regresi sederhana. Hasil uji hipotesis pada penelitian ini menunjukkan bahwa tidak terdapat peran dari pengalaman guru mengajar dalam memperlemah atau memperkuat hubungan kedekatan guru-siswaterhadap well-being guru. Namun, hasil uji korelasi pada penelitian ini menunjukkan bahwa terdapat hubungan positif antara hubungan kedekatan guru-siswa dan well-being guru.

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A good relationship between teachers and students can influence the well-being of teachers. This study was conducted to determine whether there is a moderating role of the teaching experience of the teacher in the relationship between the teacher and his students towards the teacher's well-being. The teacher-student closeness relationship was measured using Aldrup's (2018) Student-Teacher Relationship Scale (STRS), while the teachers well-being was measured by the teacher's Subjective Well-Being Questionnaire (TSWQ) measuring instrument (Renshaw et al., 2015). Respondents in this study totaled 289 people who were teachers at the secondary school level (junior high school, high school / equivalent). The analysis technique used is simple regression analysis. The results of hypothesis testing in this study indicate that there is no role of the teaching experience of teachers in weakening or strengthening the close relationship between teacher-student and teacher well-being. However, the results of the correlation test in this study indicate that there is a positive relationship between the teacher-student closeness relationship and the teachers well-being.