

Kontribusi Hubungan Guru-Siswa dan Sertifikasi terhadap Subjective Well-being Guru pada Jenjang Sekolah Menengah = Contribution of Teacher-Student Relations and Certification to Teacher Subjective Well-being at Middle School Level

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Abstrak

Subjective well-being guru merupakan hal yang penting untuk dimiliki dan dipengaruhi oleh hubungan guru-siswa, juga oleh dukungan sosial eksternal berupa tunjangan sertifikasi guru. Penelitian ini bertujuan untuk mengetahui kontribusi dari hubungan guru-siswa dan sertifikasi terhadap subjective well-being guru baik secara parsial maupun simultan. Hubungan guru-siswa diukur dengan menggunakan Student-Teacher Relationship Scale (STRS) milik Aldrup et al. (2018), sedangkan subjective well-being guru diukur dengan alat ukur Teacher Subjective Well-Being Questionnaire (TSWQ) milik Renshaw et al. (2015). Status sertifikasi diukur dengan pertanyaan tertutup. Responden dalam penelitian ini berjumlah 289 orang yang merupakan guru pada jenjang sekolah menengah (SMP dan SMA/Sederajat). Berdasarkan multiple regression analysis, hasil penelitian menunjukkan bahwa secara parsial persepsi guru mengenai hubungan guru-siswa dapat memprediksi subjective well-being guru jenjang sekolah menengah. Namun, status sertifikasi tidak dapat memprediksi subjective well-being guru jenjang sekolah menengah. Sedangkan persepsi guru mengenai hubungan guru-siswa dan status sertifikasi secara bersama-sama (simultan) dapat memprediksi subjective well-being guru.

.....Teacher subjective well-being is an important thing to have and is influenced by the teacher-student relationship, by external social support in the form of teacher certification allowances. This study aims to determine the contribution of the teacher-student relationship and teacher certification either partially or simultaneously. Teacher-student relationships were measured using the Student-Teacher Relationship Scale (STRS) belonging to Aldrup et al. (2018), while the subjective well-being of teachers is measured by the Teacher Subjective Well-Being Questionnaire (TSWQ) by Renshaw et al. (2015). Certification is measured by closed questions. Respondents in this study are 289 people who are teachers at the middle school level (SMP and SMA/equivalent). Based on multiple regression analysis, the results showed that partially teacher-student relationships could predict the subjective well-being of secondary school teachers. However, certification cannot predict the subjective well-being of secondary school teachers. Meanwhile, teacher-student relationships and certification status can predict teachers' subjective well-being simultaneously.