

Hubungan student-teacher relationship dan teacher's subjective wellbeing di Sekolah Dasar inklusif = The relationship between student-teacher relationship and teacher's subjective wellbeing in inclusive elementary schools

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Abstrak

Membangun kepercayaan diri dalam mengajar memerlukan wellbeing yang baik. Studi sebelumnya menjelaskan ada faktor di lingkungan sekolah yang mempengaruhi subjective wellbeing seorang guru salah satunya Student-teacher relationship. Penelitian ini bertujuan untuk mengetahui hubungan antara Student-teacher relationship dan Teacher's Subjective Wellbeing di sekolah inklusif. Partisipan merupakan 55 guru (19 pria & 36 Wanita; $M = 32.16$, $SD = 7.223$) yang mengajar di Sekolah dasar inklusif. Untuk mengukur student-teacher relationship, peneliti menggunakan Student-teacher relationship scale short form dan teacher's subjective wellbeing diukur menggunakan Teacher's Subjective Wellbeing: Teacher Subjective Wellbeing Questionnaire. Hasil perhitungan spearman correlation menunjukkan terdapat hubungan positif yang signifikan antara student-teacher relationship dan teacher's subjective wellbeing ($r = 0.348$, $p < 0.05$). Hal ini menunjukkan bahwa Artinya jika guru memiliki persepsi positif terhadap hubungan yang dimiliki dengan murid, maka semakin baik persepsi subjective wellbeing yang ia miliki. Penelitian ini menunjukkan pentingnya peranan menjaga hubungan yang baik antara guru dan siswa agar guru merasa sejahtera mengajar di sekolah dasar inklusif.

.....Building self-confidence in teaching requires good well-being. Previous studies have explained that there are factors in the school environment that affect the subjective well-being of a teacher, one of which is the student-teacher relationship. This study aims to determine the relationship between Student-teacher relationship and Teacher's Subjective Wellbeing in inclusive schools. The participants were 55 teachers (19 male & 36 female; $M = 32.16$, $SD = 7.223$) who teach in inclusive primary schools. To measure student-teacher relationship, researchers used Student-teacher relationship scale short form and teacher's subjective well-being was measured using Teacher's Subjective Wellbeing: Teacher Subjective Wellbeing Questionnaire. The results of the Spearman correlation calculation show that there is a significant positive relationship between student-teacher relationship and teacher's subjective well-being ($r = 0.348$, $p < 0.05$). This shows that this means that if the teacher has a positive perception of the relationship he has with his students, the better his subjective well-being perception will be. This study shows the importance of the role of maintaining a good relationship between teachers and students so that teachers feel prosperous teaching in inclusive elementary schools.