

Hubungan antara Coping dengan Kesejahteraan Subjektif Guru pada Sekolah Dasar Inklusif = The Relationship between Coping and Subjective Well-being on Inclusive Elementary Schools' Teachers

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Abstrak

Penyesuaian keadaan seperti tantangan, tugas guru yang lebih tinggi dan peran guru di sekolah dasar inklusif dapat menjadi penyebab stres. Stres yang tinggi akan menurunkan tingkat kesejahteraan subjektif guru atau TSWB. Untuk meminimalisir stres tersebut membutuhkan coping. Penelitian ini dilakukan untuk melihat hubungan antara coping dengan TSWB di sekolah dasar inklusif. Penelitian ini dilakukan pada 76 guru sekolah dasar inklusif. Hasil perhitungan pearson correlation menunjukkan bahwa terdapat hubungan positif yang signifikan antara emotion-focused coping ($r = 0,610$, $p < 0,01$), problem-focused coping ($r = 0,530$, $p < 0,01$) dan avoidant coping ($r = 0,469$, $p < 0,01$) dengan TSWB di sekolah dasar inklusif. Dapat disimpulkan bahwa emotion-focused coping, problem-focused coping, dan avoidant coping berhubungan secara positif dengan TSWB di sekolah dasar inklusif.

.....Adjustment of circumstances such as challenges, higher teacher duties and the role of teachers in inclusive primary schools can be a cause of stress. High stress will reduce the level of subjective well-being of teachers or TSWB. To minimize this stress requires coping. This study was conducted to examine the relationship between coping and TSWB in inclusive elementary schools. This research was conducted on 76 inclusive elementary school teachers. The results of the Pearson correlation calculation show that there is a significant positive relationship between emotion-focused coping ($r = 0.610$, $p < 0.01$), problem-focused coping ($r = 0.530$, $p < 0.01$) and avoidant coping ($r = 0.469$, $p < 0.01$) with TSWB in inclusive primary schools. It can be concluded that emotion-focused coping, problem-focused coping, and avoidant coping are positively related to TSWB in inclusive elementary schools.