

Hubungan Antara Resiliensi dan Kesejahteraan Subjektif pada Guru di Sekolah Dasar Inklusif = The Relationship between Resilience and Teachers' Subjective Well-Being on Inclusive Primary Schools

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Abstrak

Guru di sekolah dasar inklusif menanggung banyak tugas dan peran yang harus dikerjakan secara bersamaan dalam satu waktu. Banyaknya tantangan serta masalah yang dihadapi guru ketika menjalankan berbagai tugas di sekolah membuat guru lelah dan stres. Penelitian ini bertujuan untuk mengetahui hubungan antara resiliensi dan kesejahteraan subjektif pada guru di sekolah inklusif. Penelitian ini dilakukan pada 111 guru dengan kriteria aktif bekerja di sekolah dasar dan madrasah ibtidaiyah inklusif, pernah atau sedang mengajar minimal satu siswa ABK, dan berdomisili di Indonesia. Resiliensi diukur dengan menggunakan CD-RISC yang telah diadaptasi ke dalam Bahasa Indonesia oleh Listiyandini dan Akmal (2015). Sedangkan kesejahteraan subjektif pada guru diukur dengan menggunakan TSWQ yang juga sudah diadaptasi ke dalam Bahasa Indonesia oleh Saleh, Safitri, Kurniawati, dan Salim (n.d). Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara resiliensi dan kesejahteraan subjektif pada guru di sekolah dasar inklusif ($r = 0,667$, $p < 0,01$). Dapat disimpulkan bahwa resiliensi berhubungan secara positif dengan kesejahteraan subjektif pada guru di sekolah dasar inklusif.

.....Teachers in inclusive primary schools carry out many tasks and roles that must be carried out simultaneously at one time. The many challenges and problems faced by teachers when carrying out various tasks at school make teachers tired and stressed. This study aims to determine the relationship between resilience and the teachers subjective well-being in inclusive schools. This research was conducted on 111 teachers with the criteria of being actively working in inclusive elementary schools and Islamic elementary schools, having teaching experience of at least one student with special needs, and domiciled in Indonesia. Resilience was measured using CD-RISC which was adapted into Indonesian by Listiyandini and Akmal (2015). Meanwhile, the teachers subjective well-being is measured using the TSWQ which has also been adapted into Indonesian by Saleh, Safitri, Kurniawati, and Salim (n.d). The results showed that there was a significant positive relationship between resilience and the subjective well-being of teachers in inclusive primary schools ($r = 0.667$, $p < 0.01$). It can be concluded that resilience is positively related to teachers subjective well-being in inclusive primary schools.