

Hubungan antara Kegigihan dan Kesejahteraan Subjektif pada Guru di Sekolah Dasar (SD) Inklusif = The Relationship between Grit and Teachers' Subjective Well-being on Inclusive Primary School's Teachers

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Abstrak

Pendidikan inklusif di tingkat sekolah dasar merupakan salah satu usaha untuk mendukung pendidikan formal yang merata bagi setiap anak. Namun, pada implementasinya tidak terlepas dari berbagai tantangan, sehingga penting bagi guru untuk memiliki karakter yang bersemangat dan berkomitmen terhadap pekerjaannya dalam jangka panjang terlepas dari tantangan yang dihadapi melalui kegigihan. Penelitian ini merupakan penelitian kuantitatif untuk mengetahui hubungan antar variabel yang melibatkan 111 partisipan. Karakteristik partisipan dalam penelitian ini terdiri dari: guru aktif di tingkat sekolah dasar (SD) atau madrasah ibtidaiyah (MI) inklusif, pernah atau sedang mengajar minimal 1 anak berkebutuhan khusus (ABK) di dalam kelas, berdomisili di Indonesia, dan telah mengajar selama minimal 1 semester (6 bulan). Dalam penelitian ini, peneliti menggunakan alat ukur 12-Item Grit Scale (Duckworth dkk., 2007) dan alat ukur Teachers' Subjective Well-being Questionnaire bahasa Indonesia (Saleh, dkk., n.d). Hasil uji korelasi menggunakan Spearman correlation menemukan bahwa kegigihan dan kesejahteraan subjektif guru memiliki korelasi positif yang signifikan dengan $r=0.41^{**}$, $p<0,01$. Hasil penelitian juga menemukan bahwa komponen dalam kegigihan, yaitu: consistency of interest dan perseverance of effort memiliki korelasi positif dan signifikan dengan kesejahteraan subjektif guru di sekolah dasar (SD) inklusif.

.....Inclusive education at the primary school is one of the efforts to support equality in formal education for every child. However, the implementation cannot be separated from various challenges, such as: increasing teacher assignments, stress due to the diversity of students in the classroom, and lack of competence to deal with special education needs students which can affect the level of teachers' subjective well-being. To face it, teachers need to have passion and consistent character towards their work in the long term regardless of the challenges through grit. This study is a quantitative study to determine the relationship between variables involving 111 participants. The characteristics of the participants in this study consisted of: teachers at the primary inclusive school or madrasah ibtidaiyah (MI), had or was teaching at least 1 special education needs student in the classroom, domiciled in Indonesia, and being a teacher for at least 1 semester (6 months). In this study, researcher used 12-item Grit Scale (Duckworth, et.al., 2007) and Teachers' Subjective Well-being Questionnaire Indonesian Version (Saleh, et.al, n.d). The results of Spearman correlation found that grit and teachers' subjective well-being had a significant positive correlation with $r=0.41^{**}$, $p<0.01$. This research also finds positive correlation between components of grit (consistency of interest and perseverance of effort with teachers' subjective well-being on inclusive primary school's teachers.