

Hubungan Antara Self-Compassion dengan Komitmen Profesi Pada Guru Sekolah Dasar Inklusif = The Relationship Between Self-Compassion and The Professional Commitment of Inclusive Elementary School Teachers

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Abstrak

Pelaksanaan pendidikan inklusif di Indonesia masih mengalami masalah seperti rendahnya komitmen guru. Strategi guru sekolah inklusif mengatasi kesulitan dan menghadapi tantangan bisa jadi menentukan keputusan untuk tetap bekerja sebagai guru. Self-compassion merupakan salah satu cara individu untuk menghadapi pengalaman buruk. Penelitian ini menguji hubungan antara komitmen profesi dengan self-compassion guru SD inklusif. Komitmen profesi pada guru diukur dengan Organizational Commitment Questionnaire (OCQ) dari Ingarianti (2015) yang disesuaikan dengan teori komitmen profesi yang digunakan. Teori komitmen profesi merujuk pada Coladarci (1992) dengan penyesuaian aspek-aspek komitmen dari Mowday et al. (1979). Self-compassion diukur dengan Self-Compassion Scale (SCS) dari Neff (2003). Hasil analisis korelasi Pearson membuktikan terdapat hubungan positif yang signifikan antara komitmen profesi dengan self-compassion [$r(158) = 0,576, p < 0,05$]. Tidak ditemukan hubungan antara komitmen profesi dengan jenis kelamin ataupun pengalaman mengajar guru SD inklusif.

.....The implementation of inclusive education in Indonesia still encounters problems such as teachers' low commitment. Inclusive school teachers' strategies for dealing with difficulties and facing challenges may determine the decision to continue working as a teacher. Self-compassion is one of the ways for an individual to deal with rough experiences. This study examined the relationship between the professional commitment and self-compassion of inclusive elementary school teachers. Teachers' professional commitment is measured by Organizational Commitment Questionnaire (OCQ) from Ingarianti (2015) which adapted to the theory of professional commitment used in this research. This theory refers to the professional commitment theory from Coladarci (1992) with adjustments to the aspects of organizational commitment theory from Mowday et al. (1979). Self-compassion is measured by the Self-Compassion Scale (SCS) from Neff (2003). The results of Pearson correlation analysis proved that there was a significant positive relationship between professional commitment and self-compassion [$r(158) = 0.576, p < 0.05$]. No relationship was found between professional commitment and gender or teaching experience of inclusive elementary school teachers.