

Hubungan antara Kepribadian Big Five dan Creativity-Fostering Teacher Behavior pada Guru Sekolah Dasar = The Relationship between Big Five Personality and Creativity-Fostering Teacher Behavior of Elementary School Teachers

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Abstrak

Guru merupakan faktor yang berperan dalam mengembangkan kreativitas siswanya. Upaya yang dilakukan guru dalam mengembangkan kreativitas siswanya disebut creativity-fostering teacher behavior. Penelitian ini bertujuan untuk melihat hubungan antara kepribadian Big Five dan creativity-fostering teacher behavior pada guru sekolah dasar di Jakarta, Bogor, Depok, Tangerang, dan Bekasi (Jabodetabek). Pada penelitian ini, instrumen pengukuran yang digunakan adalah Big Five Inventory (BFI) (John, 1990) dan Creativity-Fostering Teacher Index (CFTIndex) (Soh, 2000) dengan 131 guru sebagai partisipan. Hasil penelitian menunjukkan bahwa dimensi kepribadian openness, conscientiousness, extraversion, dan agreeableness dan creativity-fostering teacher behavior berkorelasi negatif signifikan ($r(131) = -.328 ; -.252 ; -.263 ; -.214, p < 0.05$, two-tailed), serta dimensi kepribadian neuroticism dan creativity-fostering teacher behavior ditemukan tidak berhubungan ($r(131) = .132, p < 0.05$, two-tailed). Hasil penelitian ini menunjukkan bahwa tinggi rendahnya skor kepribadian guru pada dimensi openness, conscientiousness, extraversion, dan agreeableness berlawanan dengan tingkat perilaku guru yang mengembangkan kreativitas siswanya dan tinggi rendahnya skor kepribadian guru pada dimensi neuroticism tidak berhubungan dengan perilaku guru yang mengembangkan kreativitas siswanya.

.....Teachers are the factors that play a role in fostering the creativity of their students. Efforts made by the teacher to foster the creativity of their students are called creativity-fostering teacher behavior. This study aims to see the relationship between Big Five personality and creativity-fostering teacher behavior in elementary school teachers in Jakarta, Bogor, Depok, Tangerang, and Bekasi (Jabodetabek). In this study, the measurement instruments used were the Big Five Inventory (BFI) (John, 1990) and the Creativity-Fostering Teacher Index (CFTIndex) (Soh, 2000) with 131 teachers as the participants. The results showed that the personality dimensions of openness, conscientiousness, extraversion, agreeableness and creativity-fostering teacher behavior had a significant negative correlation ($r(131) = -.328; -.252; -.263; -.214, p < 0.05$, two-tailed), as well as the personality dimensions of neuroticism and creativity-fostering teacher behavior were found to be unrelated ($r(131) = .132, p < 0.05$, two-tailed). The results of this study indicate that the teacher's personality score on the dimensions of openness, conscientiousness, extraversion, and agreeableness contrasts with the level of teacher behavior that develops student creativity, and the teacher's personality score on the neuroticism dimension is not related to teacher behavior that develops student creativity.