

Hubungan antara Perceived School Support dan Creativity Fostering Teacher Behavior pada Guru Sekolah Dasar Inklusif = Relationship between Perceived School Support and Creativity Fostering Teacher Behavior in Inclusive Elementary School Teachers

Aghnia Nur Hamidah, author

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Abstrak

Kreativitas menjadi salah satu kemampuan yang paling dibutuhkan di masa depan. Oleh karena itu, kreativitas harus dikembangkan sedini mungkin agar dapat memaksimalkan potensi individu. Guru merupakan salah satu tokoh penting dalam mengembangkan kreativitas anak. Sebagai salah satu tokoh penting, guru perlu didukung oleh sekolah dalam mendorong kreativitas anak. Penelitian ini bertujuan untuk melihat hubungan antara perceived school support dan creativity fostering teacher behavior pada guru sekolah dasar inklusif. Sebanyak 143 guru sekolah dasar inklusif dari 6 provinsi di Jawa, Bali, dan Sumatera menjadi partisipan penelitian. Alat ukur yang digunakan dalam penelitian ini adalah CFTIndex oleh Soh (2000) dan PSSIE oleh Ahmmed (2013). Mayoritas partisipan adalah perempuan (N=126) dengan rentang usia 18-65 tahun (M = 38.71). Hasil analisis korelasi menunjukkan bahwa terdapat hubungan positif yang signifikan antara perceived school support dan creativity fostering teacher behavior pada guru sekolah dasar inklusif. Hal ini menunjukkan bahwa apabila persepsi dukungan sekolah yang dimiliki guru meningkat, maka perilaku guru dalam mendorong kreativitas siswa cenderung meningkat. Implikasi dari penelitian ini adalah meningkatkan pemahaman dan kesadaran guru mengenai perceived school support dan creativity fostering teacher behavior.

.....Creativity is one of the skills most needed in the future. Therefore, creativity must be developed as early as possible to maximize individual potential. The teacher is one of the important figures in developing children's creativity. As one of the important figures, teachers need to be supported by schools in encouraging children's creativity. This study analyzed the relationship between perceived school support and creativity fostering teacher behavior in inclusive elementary school teachers. A total of 143 inclusive primary school teachers from 6 provinces in Java, Bali and Sumatra became research participants. The measuring instruments used in this study were CFTIndex by Soh (2000) and PSSIE by Ahmmed (2013). Most participants were women (N=126) with an age range of 18-65 years (M = 38.71). The results of the Spearman correlation analysis showed that there is a significant positive relationship between perceived school support and creativity fostering teacher behavior in inclusive elementary school teachers. This reflects a notion that if the teacher's perception of school support in inclusive education increases, the teacher's behavior in encouraging student creativity tends to increase. The implication of this research is to increase teacher understanding and awareness regarding perceived school support and creativity fostering teacher behavior.