

Peran Regulasi Emosi pada Hubungan Stres Guru dan Kesejahteraan Subjektif Guru Pendidikan Anak Usia Dini = Emotion Regulation as Moderator Between Teacher Stress and Early Childhood Teacher Subjective Well-Being

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Abstrak

Guru merupakan salah satu profesi dengan tingkat stres yang tinggi. Seiring meningkatnya stres guru, kesejahteraan subjektif guru pun ikut menurun. Hal ini pun terjadi pada guru pendidikan anak usia dini (PAUD), yang perlu hadir secara emosional bahkan ketika berada dalam situasi yang kurang efektif, seperti suasana yang bising. Sementara itu, kesejahteraan subjektif guru PAUD penting untuk dijaga demi efektivitas pembelajaran. Studi terdahulu memperlihatkan bahwa regulasi emosi dapat memberikan efek protektif sehingga kesejahteraan guru dapat terjaga dalam kondisi yang menekan. Oleh sebab itu, penelitian ini pun bertujuan untuk melihat peran regulasi emosi sebagai moderator pada hubungan stres guru dan kesejahteraan guru PAUD. Penelitian ini dilakukan pada 319 guru PAUD dengan mengukur stres guru, kesejahteraan subjektif guru, serta dua strategi regulasi emosi cognitive reappraisal dan expressive suppression. Hasil penelitian dengan uji moderator menunjukkan bahwa baik strategi cognitive reappraisal maupun expressive suppression tidak berperan sebagai moderator dalam hubungan stres guru dan kesejahteraan guru PAUD. Bagaimanapun, hasil penelitian menunjukkan bahwa kedua strategi regulasi emosi dapat memprediksi kesejahteraan subjektif guru PAUD.

.....Teacher is one of the professions with the high level of stress. As the teacher stress increases, the teacher subjective well-being decreases, which also happen in early childhood teachers, who have to be present emotionally even in a less effective situation, such as a noisy environment. Meanwhile, it is important to protect teacher subjective well-being as its correlation with learning effectiveness. Previous studies showed that emotion regulation can provide protective effects in order to protect teacher subjective well-being in stressful conditions. Therefore, the current study aims to examine emotion regulation as a moderator on the relationship between teacher stress and teacher subjective well-being. This research was conducted on 319 early childhood teachers by measuring teacher stress, teacher subjective well-being, as well as two emotion regulation strategies, cognitive reappraisal and expressive suppression. Moderation analysis shows that neither cognitive reappraisal nor expressive suppression have a moderation effect on the relationship between teacher stress and early childhood teacher subjective well-being. However, the result shows that both emotional regulation strategies can predict early childhood teacher subjective well-being.