

Hubungan Stresor dan Strategi Koping dengan Stres Kerja Guru SMP Negeri di Jakarta Timur = The Relationship between Stressors and Coping Strategies to Job Stress for State Middle School Teachers in East Jakarta

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Abstrak

Pendahuluan: Guru merupakan ujung tombak dalam proses pendidikan untuk mencerdaskan anak bangsa yang memiliki tanggung jawab besar dan banyak menghadapi tantangan dan tidak jarang mengakibatkan stres. Penelitian ini bertujuan untuk mengetahui hubungan stresor dan strategi koping dengan stres kerja yang terjadi pada guru SMP Negeri di Jakarta Timur. Metode: Penelitian ini merupakan penelitian kuantitatif dengan pendekatan cross-sectional dengan teknik proportional random sampling dan mendapatkan sampel berjumlah 213 sampel dari 13 SMP Negeri di Kecamatan Cipayung Jakarta Timur. Penelitian menggunakan 3 kuesioner yaitu kuesioner stresor, kuesioner Brief Cope inventory dan Perceived Stress Scale-10 (PSS 10). Hasil: Mayoritas guru mengalami stres kerja ringan (72,3%) dan sisanya stres kerja sedang (27,7%). Stresor yang paling banyak dirasakan oleh guru adalah stresor psikologis (30%). Strategi koping yang paling dominan digunakan oleh guru dalam menghadapi stres adalah dengan Problem Focused Coping (79%). Berdasarkan analisis Kendall Tau b didapatkan adanya hubungan yang signifikan antara stresor psikologis ($p\text{-value} < 0,001 < 0,05$), stresor sosial-budaya ($p\text{-value} 0,007 < 0,05$), Problem Focused Coping ($p\text{ value} = 0,001 < 0,05$), Emotional Focused Coping ($p\text{ value} = 0,008 < 0,05$) dan Less Useful Coping ($p\text{ value} = 0,001 < 0,05$), usia ($p\text{ value} = 0,022 < 0,05$), masa kerja ($p\text{ value} = 0,047 < 0,05$), status kepegawaian ($p\text{ value} = 0,019 < 0,05$), dengan stres kerja guru. Saran: Penelitian ini diharapkan dapat membangun kesadaran guru akan mengenai stres kerja yang mungkin dihadapi dan mengoptimalkan peran sekolah maupun institusi pendidikan dalam hal menjaga kesehatan mental guru.

.....Introduction: Teachers are the spearhead in the educational process to educate the children who have great responsibilities and face many challenges and this often results in stress. This research aims to determine the relationship between stressors and coping strategies and work stress that occurs in State Middle School teachers in East Jakarta. Method: This research is a quantitative study with a cross-sectional approach using proportional random sampling technique and obtained a sample of 213 samples from 13 State Middle Schools in Cipayung District, East Jakarta. The research used 3 questionnaires, namely the stressor questionnaire, the Brief Cope inventory questionnaire and the Perceived Stress Scale-10 (PSS-10). Results: The majority of teachers experienced mild work stress (72.3%) and the remainder had moderate work stress (27.7%). The stressors most often felt by teachers are psychological stressors (30%). The most dominant coping strategy used by teachers in dealing with stress is Problem Focused Coping (79). Based on Kendall Tau-b analysis, it was found that there was a significant relationship between psychological stressors ($p\text{-value} < 0.001 < 0.05$), socio-cultural stressors ($p\text{-value} 0.007 < 0.05$), Problem Focused Coping ($p\text{ value} = 0.001 < 0.05$), Emotional Focused Coping ($p\text{ value} = 0.008 < 0.05$) and Less Useful Coping ($p\text{ value} = 0.001 < 0.05$), age ($p\text{ value} = 0.022 < 0.05$), length of service ($p\text{ value} = 0.047 < 0.05$), employment status ($p\text{ value} = 0.019 < 0.05$), with teacher work stress. Suggestion: This research is expected to raise teachers' awareness of the work stress they may face and optimize the role of schools and educational

institutions in maintaining teachers' mental health.