

# Peran Kesejahteraan Subjektif Guru dan Iklim Sekolah terhadap Keterlibatan Guru di Sekolah Dasar = The Role of Teacher Subjective Well-Being and School Climate on Teacher Engagement in Elementary School Teacher

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## Abstrak

Penelitian ini bertujuan untuk melihat peran kesejahteraan subjektif guru dan iklim sekolah secara bersama terhadap keterlibatan guru di Sekolah Dasar. Terdapat 224 guru Sekolah Dasar di Indonesia yang mengisi Engaged Teacher Scale (ETS), Teacher Subjective Well-Being Questionnaire (TSWQ-BI), dan Revised-School Level Environment Questionnaire (R-SLEQ). Analisis regresi berganda hirarkikal menunjukkan bahwa kesejahteraan subjektif guru dan iklim sekolah terbukti memiliki peran signifikan sebesar 39,8% terhadap keterlibatan guru. Kesejahteraan subjektif guru memiliki peran yang lebih besar terhadap keterlibatan guru di Sekolah Dasar ( $\hat{I}^2=0,423$ ;  $p<0,001$ ). Temuan ini menunjukkan pentingnya mempertimbangkan kesejahteraan subjektif guru dan iklim sekolah dalam upaya meningkatkan keterlibatan guru di Sekolah Dasar. Sekolah dan pemerintah dapat meningkatkan kesejahteraan guru melalui program pelatihan kompetensi untuk meningkatkan efikasi guru serta membangun iklim sekolah yang positif dan suportif untuk meningkatkan kualitas pendidikan dasar di Indonesia.

.....This study aimed to examine the combined roles of teacher subjective well-being and school climate in predicting teacher engagement in elementary schools. A total of 224 elementary school teachers in Indonesia completed the Engaged Teacher Scale (ETS), Teacher Subjective Well-being Questionnaire (TSWQ-BI), and Revised-School Level Environment Questionnaire (R-SLEQ). Hierarchical multiple regression analysis revealed that teacher subjective well-being and school climate jointly accounted for 39.8% of the variance in teacher engagement. Teacher subjective well-being emerged as a stronger predictor of teacher engagement in elementary schools ( $\hat{I}^2=0.423$ ;  $p<0.001$ ). These findings underscore the importance of considering both teacher subjective well-being and school climate in efforts to enhance teacher engagement in elementary education. Schools and policymakers can promote teacher well-being through competency training programs to enhance teaching efficacy while fostering positive and supportive school climates to elevate the quality of primary education in Indonesia.