

Hubungan antara self efficacy dan burnout guru dalam mengajarkan pendidikan kesehatan reproduksi pada siswa berkebutuhan khusus di Sekolah Dasar Inklusif = The correlation between self efficacy and burnout among teacher in teaching reproductive health education to special need students at Inclusive Elementary School).

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara self efficacy dan burnout guru dalam mengajarkan pendidikan kesehatan reproduksi pada siswa berkebutuhan khusus di sekolah dasar inklusif. Pengukuran self efficacy menggunakan alat ukur yang telah dikembangkan, yaitu Norwegian Teacher Self Efficacy for Reproductive Health Education Scale (NTSES-RHE) dan pengukuran burnout menggunakan alat ukur hasil adaptasi Maslach Burnout Inventory (MBI).

Hasil penelitian menunjukkan adanya hubungan negatif signifikan semua dimensi pada self efficacy dengan personal accomplishment pada burnout; keeping discipline pada self efficacy dengan semua dimensi pada burnout. Tidak terdapat perbedaan tingkat self efficacy pada guru berdasarkan data demografis; terdapat perbedaan tingkat burnout pada guru berdasarkan jenis kelamin, lama mengajar, dan pengalaman pelatihan inklusif. Dengan kata lain, kurangnya keyakinan guru dalam mengajarkan pendidikan kesehatan reproduksi cenderung membuat guru memunculkan perasaan kurang efektif pada dirinya dan ketidakyakinan guru membuat siswa patuh paling berpotensi memunculkan burnout. Pemberian pelatihan kepada guru dalam mengajarkan pendidikan kesehatan reproduksi dapat meningkatkan self efficacy guru dalam mengajarkan pendidikan kesehatan reproduksi; membantu guru menegakkan disiplin dapat menurunkan burnout guru di sekolah dasar inklusif.

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This research was conducted to study the correlation between self efficacy and burnout among teacher in teaching reproductive health education to special need students at inclusive elementary school. Self efficacy was measured using a developed instrument named Norwegian Teacher Self Efficacy for Reproductive Health Education Scale (NTSES-RHE); and burnout was measured using a modification instrument named Maslach Burnout Inventory (MBI).

The results showed negative significant correlation between all of self efficacy dimentions and personal accomplishment in burnout; keeping discipline in self efficacy with all of burnout dimentions. There is no difference in teacher self efficacy level according to demographic data. There are differences in teacher burnout level according to gender, length of teaching, and inclusive training experience. It means, the lack of teacher self efficacy in teaching reproductive health education tend to make teacher feel uneffective; the lack of keeping discipline is the most potential burnout cause. Giving a reproductive health education training can improve teacher self efficacy in teaching reproductive health education; and help teacher keep discipline can reduce teacher burnout at inclusive elementary school.