

Hubungan antara Teacher Subjective Well-Being dan Creativity Fostering Teacher Behavior pada Guru Sekolah Dasar Inklusif = The Relationship Between Teacher Subjective Well-Being and Creativity Fostering Teacher Behavior on Inclusive Elementary School Teachers

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Abstrak

Kreativitas merupakan kemampuan penting yang dapat membantu individu dalam menjalani aktivitas sehari-hari. Dengan begitu, kemampuan ini perlu dikembangkan sedini mungkin. Pada setting pendidikan, guru merupakan individu yang memiliki peran dalam mengembangkan kemampuan kreativitas. Agar guru maksimal dalam menjalankan peran tersebut, diperlukan kesejahteraan dalam dirinya. Penelitian ini bertujuan untuk melihat hubungan antara teacher subjective well-being dan creativity fostering teacher behavior dengan guru sekolah dasar inklusif sebanyak 142 individu menjadi partisipan. Alat ukur yang digunakan dalam penelitian ini adalah adaptasi CFTIndex oleh Kurniawati dkk. (2022) dan adaptasi TSWQ oleh Saleh dkk. (nd). Hasil analisis korelasi menunjukkan bahwa ditemukan hubungan positif yang signifikan antara teacher subjective well-being dengan creativity fostering teacher behavior pada guru sekolah dasar inklusif (r_s 0.363, $p < 0,01$). Hal tersebut berarti jika teacher subjective well-being yang dialami guru meningkat, maka akan semakin baik creativity fostering teacher behavior yang dilakukan guru. Implikasi hasil penelitian ini adalah memberikan wawasan dan kesadaran bagi pihak guru, sekolah, dan pemerintah akan pentingnya teacher subjective well-being saat guru melakukan creativity fostering teacher behavior.

.....Creativity is an important ability that can help individuals in carrying out their daily activities. Thus, this ability needs to be developed as early as possible. In the education setting, teachers are individuals who have a role in developing creativity abilities. In order for the teacher to carry out this role, well-being is needed in them. This study aims to look at the relationship between teacher subjective well-being and creativity fostering teacher behavior with inclusive elementary school teachers as many as 142 individuals participating. The measuring tool used in this study is the adaptation of the CFTIndex by Kurniawati et al. (2022) and the TSWQ adaptation by Saleh et al. (n.d.). The results of the correlation analysis showed that there was a significant positive relationship between teacher subjective well-being with creativity fostering teacher behavior in inclusive primary school teachers (r_s 0.363, $p < 0.01$). It means if teacher subjective well-being experienced by the teacher increases, the better creativity fostering teacher behavior that the teacher does. The implication of the results of this research is to provide insight and awareness for teachers, schools, and the government of the importance of teacher subjective well-being when the teacher does creativity fostering teacher behavior.