

Hubungan antara Self-Compassion dan Creativity Fostering Teacher Behaviour (CFTB) pada Guru Sekolah Dasar inklusif = The Relationship Between Self-Compassion and Creativity Fostering Teacher Behavior (CFTB) in Inclusive Elementary School Teachers

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Abstrak

Guru di sekolah dasar (SD) inklusif menghadapi beragam tantangan yang dapat berdampak pada penurunan performa guru dalam mengajar, termasuk perilaku mengembangkan kreativitas pada siswa. Penelitian ini bertujuan untuk mengetahui hubungan antara self-compassion guru SD inklusif dengan creativity fostering teacher behavior (CFTB). Penelitian yang melibatkan 143 partisipan guru ini menggunakan alat ukur CFTIndex untuk mengukur CFTB dan SWD untuk mengukur self-compassion. Hasil penelitian menggunakan Spearman's rho menunjukkan ada hubungan yang signifikan antara self-compassion dan CFTB pada guru SD inklusif. Di sisi lain, dimensi self-kindness, self-judgment, common humanity, mindfulness, dan overidentification berhubungan secara signifikan dengan CFTB. Namun, hubungan yang tidak signifikan ditemukan pada dimensi isolation dan CFTB. Implikasi hasil penelitian ini adalah dapat menjadi pijakan bagi penelitian selanjutnya yang serupa dan meningkatkan kesadaran bagi pihak sekolah serta guru SD inklusif akan pentingnya self-compassion dalam pelaksanaan CFTB.

.....Playing the role of a teacher in an inclusive elementary school does not rule out the possibility of facing challenges that can impact teacher performance in teaching, including fostering student's creativity. This study aims to determine the relationship between self-compassion and creativity fostering teacher behavior (CFTB) in inclusive elementary school teachers. This study involved 143 participating class teachers and subject teachers at inclusive primary schools with at least 1 year of teaching experience. The instruments used are CFTIndex to measure CFTB and SWD to measure self-compassion. The results of the study using Spearman's rho showed that there was a significant relationship between self-compassion and CFTB in inclusive elementary school teachers. In addition, the dimensions of self-kindness, self-judgment, common humanity, mindfulness, and overidentification are significantly related to CFTB. However, no significant relationship was found in the dimension of isolation and CFTB. The implication of the results of this study is that it can become a basis for further similar research and increase awareness for schools and inclusive elementary school teachers of the importance of self-compassion in the implementation of CFTB.