

Hubungan antara mindfulness guru dan mastery motivation siswa berkebutuhan khusus berdasarkan penilaian guru di sekolah dasar inklusif = Relationship between teacher mindfulness and special needs student s mastery motivation based on teacher evaluation in elementary inclusion school

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Abstrak

ABSTRAK

Penelitian ini dilakukan untuk mengetahui hubungan antara mindfulness guru dan mastery motivation, baik mastery motivation secara umum maupun mastery motivation per dimensi, pada siswa berkebutuhan khusus di sekolah dasar inklusif. Mastery motivation siswa diukur berdasarkan penilaian guru terhadap siswa. Pengukuran mindfulness guru menggunakan alat ukur Mindfull Attention Awareness Scale yang disusun oleh Brown dan Ryan (2013) dan pengukuran mastery motivation siswa menggunakan alat ukur Dimensions of Mastery Questionnaire 18 yang disusun oleh Morgan dan kawan-kawan (2015). Partisipan dari penelitian ini berjumlah 138 guru yang mengajar siswa berkebutuhan khusus, kelas satu hingga kelas enam, di Sekolah Dasar Inklusif Kota Depok. Hasil penelitian menunjukkan terdapat hubungan negatif yang signifikan antara mindfulness guru dan mastery motivation siswa. Artinya, semakin tinggi mindfulness guru, maka semakin rendah mastery motivation siswa berkebutuhan khusus tersebut. Berdasarkan hubungan mindfulness guru dan delapan dimensi mastery motivation siswa ditemukan bahwa terdapat hubungan negatif signifikan antara mindfulness guru dan mastery motivation siswa pada dimensi cognitive/object persistence dan dimensi frustration/anger. Hubungan yang negatif pada antara mindfulness guru dan mastery motivation siswa, baik secara keseluruhan maupun per dimensi, menunjukkan bahwa semakin guru memberikan perhatiannya terhadap siswa berkebutuhan khusus dan sadar sepenuhnya terhadap apa yang guru kerjakan selama mengajar, maka usaha anak untuk menguasai keterampilan tertentu secara fokus dan persisten semakin rendah.

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ABSTRACT

This research was conducted to find the relationship between teacher mindfulness and special needs student mastery motivation, in generally or mastery motivation dimensions spesifically, in inclusive elementary school. Student?s mastery motivation is measure based on teacher evaluation. Mindfulness is measured by Mindfulness Attention Awareness Scale compiled by Brown and Ryan (2003), and Mastery motivation is measured by Dimensions of Mastery Questionnaire compiled by Morgan et al. (2015). Participants in this research were 138 teachers who taught special needs student which currently are in the 1st until 6th grade inclusive elementary school in Depok. The result showed a significant negative relationship between teacher mindfulness and student mastery motivation which mean that the higher the teacher mindfulness, the lower student mastery motivation. Based on correlation between teacher mindfulness and eight dimensions student mastery motivation, the result showed significant negative relationship between teacher mindfulness and student mastery motivation on cognitive/object persistence and frustration/anger. All this negative correlation showed that the more teacher give her attention to special needs student and realized what he or

she is doing at class along teaching, the lower special needs student effort solve a problem or master a skill in a focused and persistently.