

Hubungan antara mindfulness guru dan school adjustment siswa berkebutuhan khusus kelas 1-3 berdasarkan penilaian Guru di Sekolah Dasar inklusif = Relationship between teacher s mindfulness and perceived school adjustment of special needs students grade 1-3 at inclusive elementary school

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Abstrak

Penelitian ini dilakukan untuk mengetahui hubungan mindfulness dan perceived school adjustment guru terhadap siswa berkebutuhan khusus di sekolah inklusif. Terdapat dua alat ukur yang digunakan dalam penelitian ini. Variabel mindfulness diukur menggunakan Mindfulness Attention Awareness Scale (MAAS; Brown & Ryan, 2003) yang diisi oleh 70 guru. School adjustment dari siswa berkebutuhan khusus diukur menggunakan Short Form Teacher Rating Scale of School Adjustment (SFTRSSA; Betts & Rottenberg, 2007) yang telah diadaptasi oleh Yani (2013), dan diisi oleh guru pada 98 siswa. Dari hasil penelitian ini diperoleh kesimpulan bahwa tidak terdapat hubungan yang signifikan antara mindfulness guru dan perceived school adjustment siswa berkebutuhan khusus ($r = -0.009$; $p < 0.05$). Dengan demikian, tingkat mindfulness yang dimiliki oleh guru tidak dapat memprediksi school adjustment siswa berkebutuhan khusus di sekolah dasar inklusif.

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The purpose of this study was to find out the relationship between teachers` mindfulness and perceived school adjustment of students with special needs in inclusive schools. There were two instruments used in this study. Teachers` mindfulness was measured using the Mindfulness Attention Awareness Scale (MAAS; Brown & Ryan, 2003) completed by 70 teachers. School adjustment of special needs students was measured using the Short Form Teacher Rating Scale of School Adjustment (SFTRSSA; Betts & Rottenberg, 2007) that has been adapted by Yani (2013), and rated by the teachers for 98 students. Pearson Correlation analysis result showed that there is no significant relationship between teachers` mindfulness teacher and perceived school adjustment of special needs students ($r = -0.009$; $p < 0.05$). That means, teacher`s mindfulness couldn`t predict perceived school adjustment of special needs student at inclusive elementary school.