

# Gambaran mindfulness guru dan mastery motivation pada siswa berkebutuhan khusus berdasarkan penilaian guru di sekolah luar biasa (SLB) = Description of teachers mindfulness and special needs student's mastery motivation based on teacher evaluation in special school

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## Abstrak

Penelitian ini dilakukan untuk mendapatkan gambaran mindfulness guru dan mastery motivation pada Siswa Berkebutuhan Khusus di Sekolah Luar Biasa (SLB). Mindfulness guru diukur dengan Mindful Attention Awareness Scale (Brown dan Ryan, 2003) yang diisi oleh 69 orang guru. Mastery Motivation siswa diukur dengan Dimensions of Mastery Questionnaire 18 (Morgan, 2015) yang dinilai oleh guru terhadap 258 siswa berkebutuhan khusus dari kelas satu hingga kelas enam.

Hasil penelitian menunjukkan bahwa skor mindfulness guru cenderung tinggi. Skor mindfulness cenderung berbeda pada usia guru yang berbeda. Sedangkan jenis kelamin, pendidikan terakhir, dan lama mengajar tidak dapat menunjukkan perbedaan mindfulness yang signifikan. Berdasarkan dimensi-dimensi yang ada pada mastery motivation (cognitive/object persistence, gross motor persistence, social persistence with adult, social persistence with children, mastery pleasure, frustration/anger, sadness/shame, general competence), ditemukan perbedaan yang signifikan berdasarkan jenis kebutuhan khusus siswa. Penelitian ini juga menemukan perbedaan yang signifikan pada dimensi frustration/anger dan sadness/shame berdasarkan jenjang kelas siswa. Sementara tidak ada perbedaan yang signifikan pada dimensi-dimensi mastery motivation pada siswa SLB berdasarkan jenis kelamin, usia siswa, dan tingkat keparahan kebutuhan khusus yang dialami oleh siswa.

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The purpose of this study was to investigate the teachers` mindfulness and special needs student`s mastery motivation in special school. Mindfulness was measured using Mindful Attention Awareness Scale (Brown and Ryan, 2003) to 69 teachers. Mastery motivation was measured using Dimensions of Mastery Questionnaire (Morgan, 2015) rated by teachers on 258 students which was enrolled on 1st until 6th grade in special school.

The results showed that most of the teachers have high score in mindfulness. This study found that teacher`s age affect teacher`s mindfulness while gender, level of education, and teaching time have no effect on teacher`s mindfulness score. It was also found that student`s mastery motivation is significantly different based on the type of special needs in all dimensions. The dimensions of frustration/anger and sadness/shame are significantly different based on school level. There were no differences on mastery motivation based on gender, age, and the severity of needs.