

**HUBUNGAN ANTARA DUKUNGAN SOSIAL DENGAN
PSYCHOLOGICAL WELL BEING PADA GURU DI SEKOLAH
PENYELENGGARA PENDIDIKAN INKLUSI
JENJANG SEKOLAH DASAR KOTA YOGYAKARTA**

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RINGKASAN

Guru memiliki peran penting dalam pencapaian kualitas pendidikan. Tuntutan kerja dan kurangnya dukungan sosial pada guru menjadikan beban guru semakin berat. Dukungan sosial menjadi salah satu faktor yang mempengaruhi *psychological well-being* seseorang. Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial dengan enam dimensi *psychological well-being* pada guru di sekolah inklusi jenjang Sekolah Dasar di Kota Yogyakarta, Subjek penelitian adalah guru aktif di sekolah inklusi. Penelitian ini menggunakan pendekatan kuantitatif korelasional. Responden penelitian berjumlah 68 responden 22 laki-laki, dan 46 perempuan. Terdapat 8 sekolah inklusi jenjang Sekolah Dasar di Kota Yogyakarta yang tersebar di 7 kecamatan. Analisis hipotesis menggunakan *korelasi spearman rank*, diperoleh nilai Sig. <0,05 pada dimensi hubungan positif dengan orang lain, penugasan lingkungan, tujuan hidup, dan pertumbuhan pribadi. Hal tersebut menunjukkan bahwa 4 hipotesis penelitian yang diajukan peneliti diterima, artinya ada hubungan positif antara dukungan sosial dengan 4 dimensi *psychological well-being*. Hipotesis lainnya menunjukkan dua dimensi penerimaan diri dan kemandirian dengan nilai Sig. >0,05 maka hipotesis ditolak, sedangkan hipotesis antara variabel yaitu hubungan antara dukungan sosial dengan *psychological well-being* memperoleh hasil 0,000 artinya Sig. <0,05 Maka hipotesis diterima. Oleh karena itu terdapat hubungan positif antara dukungan sosial dengan *psychological well-being* pada guru inklusi jenjang Sekolah Dasar di Kota Yogyakarta.

Kata Kunci: Dukungan sosial, *Psychological Well Being*, Guru Sekolah Inklusi

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**THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND
PSYCHOLOGICAL WELL BEING IN TEACHERS IN INCLUSIVE
EDUCATION ORGANIZING SCHOOL
ELEMENTARY SCHOOL LEVEL IN YOGYAKARTA**

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ABSTRACT

Teachers play an important role in achieving quality education. Work demands and lack of social support for teachers make the burden of teachers even heavier. Social support is one of the factors that affect a person's psychological well-being. This study aims to determine the relationship between social support and the six dimensions of psychological well-being in teachers in inclusive schools at the elementary school level in Yogyakarta City. The research subjects were active teachers in inclusive schools. This study used a correlational quantitative approach. The research respondents totaled 68 respondents 22 men, and 46 women. There are 8 inclusive schools at the elementary school level in Yogyakarta City spread across 7 sub-districts. Hypothesis analysis using Spearman rank correlation, obtained Sig value. <0.05 in the dimensions of positive relationships with others, environmental assignments, life goals, and personal growth. This shows that the 4 research hypotheses proposed by the researcher are accepted, meaning that there is a positive relationship between social support and the 4 dimensions of psychological well-being. Other hypotheses show two dimensions of self-acceptance and independence with a Sig value. >0.05 , so the hypothesis is rejected, while the hypothesis between variables, namely the relationship between social support and psychological well-being, obtained a result of 0.000, meaning Sig. <0.05 then the hypothesis is accepted. Therefore, there is a positive relationship between social support and psychological well-being in inclusive teachers at the elementary school level in Yogyakarta City.

Keyword: Social support, Psychological Well Being, Inclusive School Teacher

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