

DIFFERENCES IN SUBJECTIVE WELL-BEING AMONG SPECIAL-SCHOOL TEACHERS AND REGULAR TEACHERS IN TERNATE

Siti Umairah

Faculty of Medical School, Psychology Program, Universitas Khairun, Indonesia

umairahira7@gmail.com

Syam Ardhy Dabi Dabi

Faculty of Medical School, Psychology Program, Universitas Khairun, Indonesia

syamardhydabidabi@unkhair.ac.id

Abstract

Improving the quality of human resources in Indonesia, especially in Ternate, a teacher plays a very important role in the field of education and has a strategic position because it is one way to create competent and quality human resources. The aim of the research was to look at the differences in subjective well-being between special school teachers and regular school teachers in Ternate. The subjects were 58 special school teachers and 61 regular school teachers with a total of 117 teachers. Based on statistical test data, the subjective well-being of regular teachers is higher with a score of 69.59% in 61 subjects and the subjective well-being of special school teachers is lower with a score of 47.46% in 58 subjects. Based on these results, it shows that there is a very significant difference in subjective well-being between special school teachers and regular school teachers, it is found that regular teachers have higher subjective well-being compared to special school teachers.

Keywords: Subjective well-being, Special school teacher, Regular teacher

Abstrak

Peningkatan kualitas sumber daya manusia di Indonesia khususnya di Ternate, seorang guru memegang peranan yang sangat penting dalam bidang pendidikan dan mempunyai kedudukan yang strategis karena merupakan salah satu cara untuk menciptakan sumber daya manusia yang kompeten dan berkualitas. Tujuan penelitian adalah untuk melihat perbedaan kesejahteraan subjektif antara guru sekolah luar biasa dan guru sekolah reguler di Ternate. Subjek penelitian adalah guru sekolah luar biasa sebanyak 58 orang dan guru sekolah reguler sebanyak 61 orang dengan jumlah guru sebanyak 117 orang. Berdasarkan data uji statistik, kesejahteraan subjektif guru reguler lebih tinggi dengan skor 69,59% pada 61 mata pelajaran dan kesejahteraan subjektif guru SLB lebih rendah dengan skor 47,46% pada 58 mata pelajaran. Berdasarkan hasil tersebut menunjukkan bahwa terdapat perbedaan yang sangat signifikan kesejahteraan subjektif antara guru sekolah luar biasa dan guru sekolah reguler, ditemukan bahwa guru reguler memiliki kesejahteraan subjektif lebih tinggi dibandingkan dengan guru sekolah luar biasa.

Kata Kunci: Kesejahteraan subjektif, Guru SLB, Guru Reguler



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INTRODUCTION

Education is basically an interaction between educators and students, which takes place in a certain environment or school. Education is related to values, where educating means providing, instilling and growing values in students. According to Sukmadinata education functions to help students develop themselves, namely developing all their potential, skills and personal characteristics in a positive direction both for themselves and their environment.¹ Education is very important for every individual, not only as a means of gaining knowledge for an individual, so that he can be accepted by society and develop his potential. Improving the quality of human resources in Indonesia, especially in Ternate, a teacher plays a very important role in the field of education and has a strategic position because it is one way to create competent and quality human resources. Therefore, improving the quality of education begins with improving the quality of teachers.

Law in Indonesia. Number 14 of 2005 concerning teachers and lecturers in chapter I article 1 states that: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and secondary education. Republic of Indonesia Government Regulation No. 72 of 1991 concerning Special Education article 20 paragraph (2) explains that teaching staff in special education units are teaching staff who have special requirements as teachers in special education units (Government Regulation no. 72, 1991). SLB education is an educational institution that aims to help students who have physical or mental disorders, in their behavior and ways of socializing so that they can develop skills, attitudes and knowledge so that they can relate to society and the social, cultural and natural environment and can develop in the world of work.

The term subjective well-being (SWB) refers to people's evaluations of their lives including cognitive assessments, such as life satisfaction; and affective evaluations (moods and emotions), such as feelings of positive and negative emotions. People are said to have high SWB if they are satisfied with their living conditions, and experience frequent positive emotions and infrequent negative emotions. SWB is a psychological term for happiness according to Eddington and Shuman.²

Diener defines subjective well-being as an individual's positive evaluation of their life so that the individual will feel life satisfaction because they feel more pleasant emotions than unpleasant emotions.³ Compton defines subjective well-being as an individual's perception of their life experiences from cognitive and affective evaluations of life and visualizing psychological well-

¹ Sukmadinata, *Kurikulum dan Pembelajaran Kompetensi* (Bandung: Kesuma Karya, 2004).

² N. Eddington and R. Shuman, *Subjective Well-Being (Happiness)* (California: Continuing Psychology Education, 2008).

³ Diener, *The Science of Well-Being* (London: Springer Dordrecht, 2009).

being.⁴ The happiness of Special School (SLB) teachers from research conducted by Cahyaningtyas, Dale, Karimah and Caesaria shows that the happiness of special school teachers shows that the happiness of special school teachers while teaching is influenced by positive thoughts, positive emotions and satisfaction.⁵ SLB teachers' happiness is influenced by social relations, religiosity and income.

SLB teachers are often disapproval and looked down upon, as said by one of the SLB school principals in Ternate City. Things like this also often happen among SLB teachers, especially for teachers who are new and whose basic education is non-Special Education (Special Education). SLB itself is different from schools in general, Special Schools have students who all have various deficiencies, while public schools have normal students. There are several differences between these two teachers, SLB students are much more difficult to direct and difficult to control. Each student has various deficiencies, ranging from mental retardation, physical impairment, mental retardation and others. This research aims to find out whether there are differences in SWB between teachers who teach in Special Schools and Regular Schools.

Diener, subjective well-being is welfare that plays a role in improving the objective conditions needed for health, comfort, virtue or wealth and influences all aspects of a person's life.⁶ Compton defines subjective well-being as an individual's perception of their life experiences from cognitive and affective evaluations of life and visualizing psychological well-being.⁷ Subjective well-being really influences teachers in carrying out their duties at school to teach special school students who have different character.

RESEARCH METHODS

Research Design

This type of research is quantitative research. Sugiyono quantitative data is a research method based on positivistic (concrete data) research data in the form of numbers that will be measured using statistics in calculation test tools, related to the problem being studied and to produce conclusions.⁸ In this research, used a questionnaire as a data collection technique or method. The reason the researcher used a questionnaire instrument from the Subjective Well-Being variable was because it could be used to collect data from a number of respondents with a valid and reliable instrument with a reliability score of 0.894. According to Jogiyo, reliability tests are

⁴ William C. Compton, *An Introduction to Positive Psychology* (USA: Thomson Learning, 2005).

⁵ Helga Cahyaningtyas et al., "Kebahagiaan pada Guru Sekolah Luar Biasa (SLB)," *Indigenous: Jurnal Ilmiah Psikologi* 5, no. 1 (May 22, 2020): 93–102, <https://doi.org/10.23917/indigenous.v5i1.11133>.

⁶ Diener, *The Science of Well-Being*.

⁷ Compton, *An Introduction to Positive Psychology*.

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2018).

carried out to measure the internal consistency of measuring instruments, and to see the reliability of a measuring instrument, namely a composite reliability value above 0.7.

Participant

The research subjects in this study were special school teachers and regular school teachers. The sampling technique is purposive sampling. This research used 56 SLB teachers throughout the city of Ternate as subjects, consisting of SLB teachers at kindergarten, elementary, middle and high school levels. Then the subjects were 61 regular school teachers.

Instrument

This type of research is quantitative research. Sugiyono quantitative data is a research method based on positivistic (concrete data) research data in the form of numbers that will be measured using statistics in testing tools, related to the problem being researched and to produce conclusions.⁹

In this research, researchers used a questionnaire as a data collection technique or method. The reason the researcher used a questionnaire instrument from the Subjective Well-Being variable was because it could be used to collect data from a number of respondents with a valid and reliable instrument with a reliability score of 0.894. According to Jogiyano, reliability tests are carried out to measure the internal consistency of measuring instruments, and to see the reliability of a measuring instrument, namely a composite reliability value above 0.7.

The method used for data analysis for this research is the t-test data analysis technique. The t-test is an analysis of data on differences between groups to test the average (mean) value of a variable that is different from one group to another. In accordance with the aim of this research, namely to determine the differences in Subjective Well-Being in SLB Teachers and Regular Teachers in Ternate. Calculations using the computer program statistical product and service solution (SPSS).

RESULTS AND DISCUSSION

This research used as subjects 56 SLB teachers throughout the city of Ternate, consisting of SLB teachers at kindergarten, elementary, middle and high school levels. Then the subjects were 61 regular school teachers.

⁹ Sugiyono.

Table 1. Homogeneity test

<i>Levene Statistic</i>	Sig.	Information
13.707	0.093	homogeneous

From the homogeneity test in table 2, it was found that there was no difference in the variance of scores between the Regular School Teacher and Special School Teacher groups with a score of 0.093 ($p > 0.05$).

Table 2. Statistical test of Teacher SWB

Teacher	Category	frequency %
SLB	High	50 (89%)
	Moderate	6 (10,71%)
	Low	0 (0%)
Regurler	High	59 (96%)
	Moderate	2 (3,27%)
	Low	0 (0%)

Based on data from table 2, it shows that there is a very significant difference in subjective well-being between Special School Teachers and Regular School Teachers. It is found that Regular Teachers have a higher SWB compared to SLB teachers.

CONCLUSION

Based on data from table 2, it shows that there is a very significant difference in subjective well-being between Special School Teachers and Regular School Teachers. It is found that Regular Teachers have a higher SWB compared to SLB teachers.

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