

ABSTRAK

KEMAMPUAN MENGELOLA EMOSI DAN IMPLEMENTASINYA PADA USULAN TOPIK PROGRAM PENGEMBANGAN DIRI PARA GURU SEKOLAH DASAR PADA BEBERAPA SEKOLAH DI SERANG- BANTEN TAHUN 2019

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2019

Penelitian ini bertujuan untuk: (1) Mendeskripsikan seberapa baik kemampuan mengelola emosi pada guru sekolah dasar di beberapa sekolah dasar di Serang-Banten tahun 2018; (2) Mengetahui topik-topik program pengembangan diri yang dapat dikembangkan untuk meningkatkan kemampuan mengelola emosi para guru sekolah dasar di Sekolah. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Subjek penelitian adalah para guru sekolah dasar pada beberapa sekolah di Serang-Banten berjumlah 52 guru.

Pengumpulan data pada penelitian ini menggunakan Skala Kemampuan Mengelola Emosi 53 item. Skala disusun berdasarkan aspek-aspek mengelola emosi menurut Goleman (1998) yaitu mengendalikan diri, sifat dapat dipercaya, sifat bersungguh-sunguh, adaptabilitas dan inovasi. Nilai koefisien reliabilitas instrumen menggunakan pendekatan *Alpha Cronbach* (α) sebesar 0,953. Teknik analisis data menggunakan statistik deskriptif kategorisasi, yaitu sangat tinggi, tinggi, sedang, rendah dan sangat rendah.

Hasil penelitian ini menunjukkan bahwa kemampuan mengelola emosi para guru sekolah dasar pada beberapa sekolah dasar di Serang-Banten memiliki kemampuan mengelola emosi sebagai berikut: 29 guru sekolah dasar (55,8%) memiliki kemampuan mengelola emosi sangat baik, 18 guru sekolah dasar (34,6%) memiliki kemampuan mengelola emosi baik, 5 guru sekolah dasar (9,6%) memiliki kemampuan mengelola emosi sedang, tidak ada guru sekolah dasar (0%) memiliki kemampuan mengelola emosi buruk, tidak ada guru sekolah dasar (0%) memiliki kemampuan mengelola emosi sangat buruk. Melalui hasil perhitungan capaian skor item instrumen, teridentifikasi 2 item yang berada pada kategori sedang yang dijadikan dasar penyusunan usulan topik-topik program pengembangan diri. Adapun usulan topik-topik program pengembangan diri adalah (1) Saya guru kreatif dan berinovatif; (2) Saya pandai menilik diri.

Kata Kunci: Kemampuan mengelola emosi, Guru sekolah dasar, Topik-topik pengembangan diri.

ABSTRACT

THE EMOTIONAL MANAGEMENT SKILL AND ITS IMPLEMENTATION ON THE TOPIC PROPOSAL OF SCHOOL TEACHERS' SELF-DEVELOPMENT PROGRAMS IN SOME SCHOOLS IN SERANG-BANTEN IN 2019

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This study was aimed to: (1) Describe the level of emotional management skills of elementary school teachers in several elementary schools in Serang-Banten in 2018; (2) Know the topics of self-development programs that can be developed to improve the emotional management skills of elementary school teachers at school. The type of this study is quantitative descriptive research. The research subjects were 52 primary school teachers in several schools in Serang-Banten.

The data collection technique used in this study was the Emotional Management Ability Scale with 53 items. The scale was arranged based on aspects in managing emotion according to Goleman (1998), namely self-control, trustworthiness, sincerity, adaptability and innovation. The reliability coefficient of the instrument used the Cronbach Alpha approach (α) of 0.953. Data analysis techniques used was categorical descriptive statistics, namely very good, good, moderate, bad and very bad.

The results of this study indicate that the elementary school teachers' emotional management skill in several elementary schools in Serang-Banten has the following emotional management skills level: 29 elementary school teachers (55.8%) have very good emotional management skills, 18 elementary school teachers (34 , 6%) have good emotional management skills, 5 elementary school teachers (9.6%) have moderate emotional management skills, and none of elementary school teachers (0%) have bad and very bad emotional management skills. Through the results of the score calculation of the instrument items, 2 items were identified in the medium category which were then used as the basis for the preparation for the self-development programs topics. The proposed topics for self-development programs are (1) I am a creative and innovative teacher; (2) I am good at reflect on myself.

Keywords: emotional management skill, elementary school teachers, self-development topics.