

HUBUNGAN ADAPTABILITAS DAN STRES PADA GURU SEKOLAH LUAR BIASA (SLB) NEGERI DI KABUPATEN JEMBER

Shaleha Resti Syafira¹, Festa Yumpi Rahmanawati², Ria Wiyatfi Linsiya³
^{1,2,3}Universitas Muhammadiyah Jember

shaleharestisyafira12@gmail.com

Fakultas Psikologi, Universitas Muhammadiyah Jember

INTISARI

Guru Sekolah Luar Biasa (SLB) menghadapi tantangan unik dalam mendidik anak berkebutuhan khusus yang berpotensi menyebabkan tingkat stres tinggi, termasuk beban kerja berat dan karakteristik siswa yang kompleks. Dalam kondisi ini, adaptabilitas menjadi faktor penting yang menentukan bagaimana guru merespons berbagai perubahan, ketidakpastian, dan dinamika lingkungan sekolah. Adaptabilitas mencakup kemampuan kognitif, perilaku, dan emosional untuk menyesuaikan diri secara fleksibel terhadap tuntutan pekerjaan, sehingga berfungsi sebagai faktor protektif terhadap stres. Penelitian ini bertujuan untuk menganalisis hubungan antara adaptabilitas dan stres pada guru SLB Negeri di Kabupaten Jember. Penelitian menggunakan pendekatan kuantitatif korelasional. Teknik pengambilan sampel yang digunakan adalah *total sampling* dengan melibatkan 64 guru. Instrumen penelitian terdiri dari Skala *Adaptability* ($\alpha = 0,844$) dan Skala Stres yaitu *Perceived Stress Scale* versi 10 item (PSS-10) ($\alpha = 0,761$). Analisis data dilakukan menggunakan teknik korelasi *Pearson Product Moment*. Hasil penelitian menunjukkan adanya hubungan negatif yang signifikan antara adaptabilitas dan stres guru ($r = -0,445$; $p < 0,05$). Temuan ini menunjukkan bahwa terdapat hubungan negatif yang sangat signifikan antara adaptabilitas dan stres. Dengan demikian, hipotesis penelitian diterima. Semakin tinggi tingkat adaptabilitas seorang guru SLB, semakin rendah tingkat stres yang dialaminya, dan sebaliknya.

Kata Kunci: Adaptabilitas, Guru, Sekolah Luar Biasa (SLB), Stres

¹Peneliti

²Dosen Pembimbing I

³Dosen Pembimbing II

THE RELATIONSHIP BETWEEN ADAPTABILITY AND STRESS AMONG PUBLIC SPECIAL SCHOOL (SLB) TEACHERS IN JEMBER REGENCY

Shaleha Resti Syafira¹, Festa Yumpi Rahmanawati², Ria Wiyatfi Linsiya³
^{1,2,3}Universitas Muhammadiyah Jember

shaleharestisyafira12@gmail.com

Faculty of Psychology, Muhammadiyah University of Jember

ABSTRACT

Teachers of Special Needs Schools (SLB) face unique challenges in educating children with special needs, which have the potential to cause high stress levels, including heavy workloads and complex student characteristics. Under these conditions, adaptability becomes a crucial factor that determines how teachers respond to various changes, uncertainties, and dynamics within the school environment. Adaptability encompasses the cognitive, behavioral, and emotional capabilities to adjust flexibly to job demands, thereby functioning as a protective factor against stress. This study aims to analyze the relationship between adaptability and stress among teachers at public Special Needs Schools (SLB) in Jember Regency. The research employed a quantitative correlational approach. A total sampling technique was used, involving 64 teachers. The research instruments consisted of an Adaptability Scale ($\alpha = 0.844$) and a Stress Scale, namely the 10-item Perceived Stress Scale (PSS-10) ($\alpha = 0.761$). Data analysis was performed using the Pearson Product Moment correlation technique. The results revealed a significant negative relationship between teacher adaptability and stress ($r = -0.445$; $p < 0.05$). This finding indicates a highly significant negative correlation between adaptability and stress. Therefore, the research hypothesis is accepted. The higher the level of adaptability a Special Needs School teacher possesses, the lower the level of stress they experience, and vice versa.

Keywords: Adaptability, Special Schools (SLB), Stress, Teacher

¹Peneliti

²Dosen Pembimbing I

³Dosen Pembimbing II