

**HUBUNGAN LOCUS OF CONTROL DENGAN
PSYCHOLOGICAL WELL-BEING PADA SHADOW TEACHER
ANAK BERKEBUTUHAN KHUSUS**

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INTISARI

Pendidikan inklusif menuntut *shadow teacher* memiliki keberfungsian *psychological well-being* yang baik dalam mendampingi Anak Berkebutuhan Khusus (ABK). Penelitian ini bertujuan untuk menguji hubungan antara *locus of control* dengan *psychological well-being* pada *shadow teacher* anak berkebutuhan khusus. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel penelitian berjumlah 35 *shadow teacher* di sekolah inklusi wilayah Kecamatan Sumbersari yang ditentukan menggunakan teknik *purposive sampling* dengan metode sampel jenuh. Pengumpulan data menggunakan instrumen adaptasi *Internal-External Scale* (I-E Scale) dari Rotter dan *Ryff's Scales of Psychological Well-Being* (PWB). Analisis data dilakukan menggunakan teknik korelasi peringkat *Spearman's rho*. Hasil analisis deskriptif menunjukkan bahwa mayoritas *shadow teacher* memiliki *psychological well-being* pada kategori tinggi (51%), dengan persentase tertinggi didominasi oleh aspek *personal growth* (77%) dan *positive relations with others* (69%). Sementara pada variabel *locus of control*, sebagian besar responden (57%) berada pada kategori skor rendah yang mengindikasikan dominasi orientasi *internal locus of control*. Hasil analisis menunjukkan nilai koefisien korelasi $r_s = 0,039$ dengan nilai signifikansi $p = 0,823$ ($p > 0,05$). Hasil ini menyimpulkan bahwa tidak terdapat hubungan yang signifikan antara *locus of control* dengan *psychological well-being* pada *shadow teacher* anak berkebutuhan khusus. Temuan ini mengindikasikan bahwa *psychological well-being* pada *shadow teacher* tidak semata-mata ditentukan oleh orientasi kendali kognitif pribadi (*locus of control*), melainkan lebih banyak dipengaruhi oleh faktor situasional dan hubungan positif di lingkungan sekolah inklusi.

Kata Kunci: Anak Berkebutuhan Khusus, *Locus of Control*, *Psychological Well-Being*, *Shadow Teacher*

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**THE RELATIONSHIP BETWEEN LOCUS OF CONTROL AND
PSYCHOLOGICAL WELL-BEING AMONG SHADOW TEACHERS
OF CHILDREN WITH SPECIAL NEEDS**

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ABSTRACT

Inclusive education demands that shadow teachers possess optimal psychological well-being when supporting children with special needs. This study aims to examine the relationship between locus of control and psychological well-being among shadow teachers of children with special needs. A quantitative approach with a correlational design was employed. The sample consisted of 35 shadow teachers in inclusive schools across Summersari District, selected using a purposive sampling technique with a saturated sampling method. Data were collected using adapted instruments: Rotter's Internal-External Scale (I-E Scale) and Ryff 's Scales of Psychological Well-Being (PWB). Data analysis involved descriptive statistics and Spearman's rank correlation technique. The descriptive results revealed that the majority of shadow teachers demonstrated a high level of psychological well-being (51%), with the highest proportions observed in the dimensions of personal growth (77%) and positive relations with others (69%). Regarding locus of control, most respondents (57%) fell into the low-score category, indicating a dominance of internal locus of control orientation. Furthermore, the correlational analysis yielded a correlation coefficient of $r_s = 0.039$ with a significance value of $p = 0.823$ ($p > 0.05$). These results conclude that there is no significant relationship between locus of control and psychological well-being among shadow teachers of children with special needs. This finding indicates that shadow teachers' psychological well-being is not solely determined by personal cognitive control orientation (locus of control), but is instead more strongly influenced by situational factors and positive relationships within the inclusive school environment.

Keywords: Children with Special Needs, Locus of Control, Psychological Well-Being, Shadow Teacher.

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