

# Hubungan Mindfulness dan Self-Efficacy Guru Pendidikan Anak Usia Dini dalam Pendidikan Inklusif = The Relationship of Early Childhood Education Teacher`s Mindfulness and Self-Efficacy in Inclusive Education Practice

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## Abstrak

Guru di satuan pendidikan anak usia dini inklusif dihadapi oleh berbagai tuntutan untuk mampu memenuhi kebutuhan siswa yang beragam. Mindfulness, dikarakterisasi oleh peningkatan kesadaran di masa kini, dapat meningkatkan kepercayaan diri guru dalam mengajar di kelas inklusif. Penelitian ini bertujuan untuk melihat hubungan antara mindfulness guru dan self-efficacy guru dalam praktik pendidikan inklusif. Partisipan pada penelitian ini adalah 149 guru di satuan pendidikan anak usia dini inklusif yang didapatkan melalui teknik purposive sampling. Pengukuran mindfulness guru menggunakan Mindfulness in Teaching Scale (MTS). Pengukuran self-efficacy guru dalam praktik pendidikan inklusif menggunakan Teacher Efficacy for Inclusive Practice (TEIP). Hasil uji korelasi menunjukkan bahwa terdapat hubungan yang signifikan antara mindfulness dan self-efficacy guru dalam praktik pendidikan inklusif ( $r_s = 0.456, p < 0.01, \text{two-tailed}$ ). Masing-masing dimensi mindfulness menunjukkan adanya korelasi yang signifikan, yaitu intrapersonal mindfulness dengan self-efficacy guru dalam praktik pendidikan inklusif ( $r_s = 0.44, p < 0.01, \text{two-tailed}$ ) dan interpersonal mindfulness dengan self-efficacy guru dalam praktik pendidikan inklusif ( $r_s = 0.33, p < 0.01, \text{two-tailed}$ ). Implikasi dari penelitian ini menekankan pada pentingnya mengintegrasikan strategi mindfulness untuk mendukung guru dalam mengembangkan kepercayaan dirinya yang diperlukan untuk keberhasilan praktik pendidikan inklusif di kelasnya.

.....Teachers in inclusive early childhood education settings face various demands to ensure the diverse needs of all students are met. Mindfulness, characterized by enhanced present-moment awareness, can boost teachers' confidence in implementing inclusive practices in their classroom. This study aims to examine the relationship between teachers' mindfulness and their self-efficacy in inclusive educational practices. Using purposive sampling, the research involved 149 teachers in inclusive early childhood education. Teachers' mindfulness was measured using the Mindfulness in Teaching Scale (MTS). Teachers' self-efficacy in inclusive educational practices was assessed using the Teacher Efficacy for Inclusive Practice (TEIP). Correlation test results showed a significant relationship between teachers' mindfulness and their self-efficacy in inclusive educational practices ( $r_s = 0.456, p < 0.01, \text{two-tailed}$ ). Each dimension also showed a significant correlation: intrapersonal mindfulness with teachers' self-efficacy in inclusive educational practices ( $r_s = 0.33, p < 0.01, \text{two-tailed}$ ) and interpersonal mindfulness relationship with teachers' self-efficacy in inclusive educational practices ( $r_s = 0.44, p < 0.01, \text{two-tailed}$ ). The implications of this study highlight the importance of integrating mindfulness strategies to support teachers in developing the confidence for successful inclusive educational practices in their classroom.