

HUBUNGAN *SELF-COMPASSION* DAN DUKUNGAN SOSIAL TERHADAP KECERDASAN EMOSI PADA GURU SEKOLAH DASAR LUAR BIASA (SDLB) DI YOGYAKARTA

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara *self-compassion* dan dukungan sosial dengan kecerdasan emosi, mengetahui hubungan antara *self-compassion* dengan kecerdasan emosi, mengetahui hubungan antara dukungan sosial dengan kecerdasan emosi, dan menghasilkan suatu konsep rancangan intervensi yang dapat diberikan kepada guru SDLB terkait *self-compassion*, dukungan sosial, dan kecerdasan emosi. Pengumpulan data penelitian menggunakan skala kecerdasan emosi, skala *self-compassion*, dan skala dukungan sosial. Populasi dalam penelitian ini adalah seluruh guru SDLB di Yogyakarta dengan jumlah sampel 104 guru. Hipotesis dalam penelitian ini adalah terdapat hubungan positif antara *self-compassion* dan dukungan sosial dengan kecerdasan emosi, terdapat hubungan positif antara *self-compassion* dengan kecerdasan emosi, dan terdapat hubungan positif antara dukungan sosial dengan kecerdasan emosi. Teknik analisis dalam penelitian ini menggunakan analisis regresi linier berganda untuk hipotesis pertama dan analisis korelasi *product moment* untuk hipotesis kedua dan ketiga. Hasil analisis menunjukkan bahwa terdapat hubungan positif antara *self-compassion* dan dukungan sosial secara bersama-sama dengan kecerdasan emosi nilai $F = 56,239$ dan $p = 0,000$ ($p < 0,01$), terdapat hubungan positif antara *self-compassion* dengan kecerdasan emosi nilai $r = 0,269$, dan terdapat hubungan positif antara dukungan sosial dengan kecerdasan emosi nilai $r = 0,725$.

Kata Kunci: kecerdasan emosi, *self-compassion*, dukungan sosial

**THE CORRELATION BETWEEN SELF-COMPASSION AND SOCIAL
SUPPORT AND EMOTIONAL INTELLIGENCE IN TEACHERS IN
SPECIAL EDUCATION ELEMENTARY SCHOOL,
YOGYAKARTA**

Abstract

This research is conducted to find out the correlation between: 1) *self-compassion* and social support and emotional intelligence; 2) *self-compassion* and emotional intelligence; 3) social support and emotional intelligence and also to develop a concept of intervention plan for teachers in Special Education Elementary School in regards to *self-compassion*, social support and emotional intelligence. The population for this research is all the teachers in Special Education Elementary School in Yogyakarta, there are 104 people involved as samples. The hypotheses are: 1) there is a positive correlation between self-compassion, social support and emotional intelligence; 2) there is a positive correlation between self-compassion and emotional intelligence; and 3) there is a positive correlation between social support and emotional intelligence. The technique used is multiple linear regression analysis for the first hypothesis and product moment correlation analysis for the second and third hypothesis. The results are as follows: there is a positive correlation between self-compassion and social support together with emotional intelligence with the value of $F=56,239$ and $p = 0,000$ ($p<0,01$) and there is a positive correlation between self-compassion and emotional intelligence with the value of $r=0,269$, and a positive correlation between social support and emotional intelligence with the value of $r=0,725$.

Keywords: emotional intelligence, self-compassion, social support