

ABSTRACT

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THE EFFECT OF BIG FIVE PERSONALITY TO EMPATHY ON SPECIAL EDUCATION TEACHER IN THE GREATER JAKARTA AREA

(xi + 107 pages: 19 table; 11appendices)

Being a special education teacher has its own challenge which is different from being a regular teacher. Many difficulties are related to the administrative, curriculum, school, facilities, student and the teacher itself. This research will focus on one quality of the teacher, that is being empathetic, which a special education teacher might lack and affecting the quality of the learning process. Personality is believed to be one of the best measures to predict empathy in special education teacher. Therefore, this study aims to examine the predictability of empathy with the big five personality. Participants in this study were 31 special education teacher in the Greater Jakarta Area. This study uses the IPIP-BFM 25 and Interpersonal Reactivity Index as measuring instruments. Results shows that only conscientiousness dimension have significant effect of personality to empathy ($R^2 = .127$, $b = .081$, $p = .04$; $p < .05$), which is as much as 12% because conscientious teacher will do their responsibility with utmost eagerness. Other related findings were also discussed.

Keywords: big five personality, empathy, special education teacher

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(xi + 107 halaman: 19 tabel; 11 lampiran)

Menjadi guru anak berkebutuhan khusus memiliki tantangan tersendiri yang berbeda dengan menjadi guru biasa. Banyak kesulitan yang berkaitan dengan administrasi, kurikulum, sekolah, fasilitas, siswa dan guru itu sendiri. Penelitian ini akan memfokuskan pada salah satu kualitas guru yaitu empati, yang mungkin kurang dimiliki oleh guru anak berkebutuhan khusus dan mempengaruhi kualitas proses pembelajaran. Kepribadian diyakini sebagai salah satu tolak ukur terbaik dalam memprediksi empati pada guru anak berkebutuhan khusus. Oleh karena itu, penelitian ini bertujuan untuk menguji prediktabilitas empati dengan kepribadian *big five*. Partisipan dalam penelitian ini adalah 31 guru anak berkebutuhan khusus di Jabodetabek. Penelitian ini menggunakan alat ukur IPIP-BFM 25 dan *Interpersonal Reactivity Index*. Hasil penelitian menunjukkan bahwa hanya dimensi *conscientiousness* yang berpengaruh signifikan antara kepribadian terhadap empati ($R^2 = .127$, $b = .081$, $p = .04$; $p < .05$), yaitu sebesar 12% karena guru yang memiliki *conscientiousness* akan melaksanakan tanggung jawabnya dengan bersemangat. Temuan terkait lainnya juga dibahas.

Kata kunci, kepribadian *big five*, empati, guru anak berkebutuhan khusus