

ABSTRAK

Andini, S. M., (2026). Gambaran Faktor-Faktor Kepuasan Bekerja pada Guru Pendamping Anak Berkebutuhan khusus. Skripsi. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengeksplorasi gambaran kepuasan bekerja pada guru pendamping anak berkebutuhan khusus serta mengidentifikasi faktor-faktor yang membentuk kepuasan kerja dalam menjalankan profesinya. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis isi kualitatif (AIK) dengan pendekatan deduktif. Informan penelitian terdiri atas tiga guru pendamping anak berkebutuhan khusus yang dipilih menggunakan teknik *convenience sampling*. Data dikumpulkan melalui wawancara mendalam dan dianalisis menggunakan analisis isi kualitatif dengan pendekatan deduktif untuk mengidentifikasi kategori dan tema yang menggambarkan kepuasan bekerja. Hasil penelitian menunjukkan bahwa motivasi memasuki profesi guru pendamping anak berkebutuhan khusus berawal dari ketertarikan terhadap dunia pendidikan inklusif, kesempatan kerja, serta keinginan memperoleh pengalaman baru. Kepuasan kerja terbentuk terutama melalui perkembangan dan keberhasilan anak, keterhubungan emosional dengan anak, serta apresiasi dan dukungan dari orang tua, guru kelas, dan rekan sejawat. Di sisi lain, ketidakpuasan kerja dipengaruhi oleh kurangnya dukungan institusional, seperti ketidakjelasan peran profesional, keterbatasan supervisi, beban kerja dan sistem kerja, serta kompensasi yang belum memadai. Meskipun guru pendamping direkrut melalui sistem yang berbeda, baik oleh orang tua maupun sekolah, faktor-faktor yang membentuk kepuasan dan ketidakpuasan kerja relatif serupa. Temuan penelitian menunjukkan bahwa kepuasan kerja guru pendamping anak berkebutuhan khusus lebih banyak dipengaruhi oleh kualitas hubungan interpersonal dan pengalaman mendampingi perkembangan anak dibandingkan dengan dukungan institusional. Temuan ini memperluas pemahaman mengenai kepuasan kerja guru pendamping anak berkebutuhan khusus dalam konteks pendidikan inklusif serta menunjukkan pentingnya penguatan dukungan organisasi terhadap profesi tersebut.

Kata Kunci: Kepuasan Kerja, Guru Pendamping Anak Berkebutuhan Khusus, *Shadow teacher*, Pendidikan Inklusi, Analisis Isi Kualitatif

ABSTRACT

Andini, S. M., (2026). An Overview of the Factors Shaping Job Satisfaction among Shadow Teacher. Thesis. Yogyakarta: Psychology, Faculty of Psychology, Sanata Dharma University.

This study aimed to explore job satisfaction among shadow teachers of students with special educational needs and to identify the factors that shape their job satisfaction in carrying out their professional roles. This study employed a qualitative approach using qualitative content analysis (QCA) with a deductive approach. The informants consisted of three shadow teachers selected through convenience sampling. Data were collected through in-depth interviews and analysed using deductive qualitative content analysis to identify categories and themes related to job satisfaction. The findings showed that the informants' motivation to become shadow teachers stemmed from their interest in inclusive education, employment opportunities, and the desire to gain new experiences. Job satisfaction was primarily shaped by students' progress and achievements, emotional connectedness with students, as well as appreciation and support from parents, classroom teachers, and colleagues. In contrast, job dissatisfaction was mainly influenced by institutional factors, including unclear professional roles, limited supervision, work system and workload issues, and inadequate compensation. The findings also indicated that although the informants were recruited through different systems, either directly by parents or by schools, the factors shaping both job satisfaction and job dissatisfaction were largely similar. Overall, job satisfaction was influenced more by the quality of interpersonal relationships and the experience of supporting students' development than by institutional support. These findings contribute to a broader understanding of job satisfaction among shadow teachers within the context of inclusive education and highlight the importance of strengthening organizational support for this profession.

Keywords: *Job Satisfaction, Shadow Teacher, Students with Special Educational Needs, Inclusive Education, Qualitative Content Analysis*