

## Peran Welas Asih Diri dan Keterampilan Sosial-emosional Guru terhadap Permasalahan Emosi dan Perilaku Siswa SMP

*Najla Kartina Jacky<sup>1</sup>, Edilburga Wulan Saptandari<sup>2</sup>*

<sup>1,2</sup> Fakultas Psikologi Universitas Gadjah Mada

e-mail: [<sup>1</sup>najla.k.j@mail.ugm.ac.id](mailto:<sup>1</sup>najla.k.j@mail.ugm.ac.id), [<sup>2</sup>ewulans@mail.ugm.ac.id](mailto:<sup>2</sup>ewulans@mail.ugm.ac.id)

**Abstrak.** Remaja banyak mengalami perubahan mulai dari psikologis, fisik, dan interaksi sosial sehingga remaja rentan mengalami permasalahan perilaku dan emosi. Ketika permasalahan perilaku dan emosi tidak ditangani dengan segera akan mengakibatkan efek jangka pendek hingga panjang. Penelitian ini bertujuan untuk mengetahui peran welas asih diri dan keterampilan sosial-emosional guru terhadap permasalahan perilaku dan emosi. Partisipan penelitian ini berjumlah 159 siswa yang berusia antara 12 sampai dengan 15 tahun. Penelitian ini menggunakan skala *Strengths and Difficulties Questionnaire* (SDQ), *Self-Compassion* (SCS), dan *Teachers' Social-Emotional Practices-Student Perspective* (TSEP-SP). Data yang diperoleh dianalisis menggunakan regresi linear berganda menggunakan *software* SPSS. Welas asih diri memiliki peran yang signifikan terhadap permasalahan perilaku secara negatif dan emosi, sedangkan keterampilan sosial-emosional guru tidak memiliki peran secara signifikan terhadap permasalahan perilaku.

**Kata Kunci :** permasalahan emosi dan perilaku, welas asih diri, keterampilan sosial emosional guru, remaja, siswa SMP

# The Role of Self-Compassion and Teachers' Social-Emotional Skills in Emotional and Behavioral Problem of Junior High School Student

*Najla Kartina Jacky<sup>1</sup>, Edilburga Wulan Saptandari<sup>2</sup>*

<sup>1,2</sup> Fakultas Psikologi Universitas Gadjah Mada

e-mail: [<sup>1</sup>najla.k.j@mail.ugm.ac.id](mailto:<sup>1</sup>najla.k.j@mail.ugm.ac.id), [<sup>2</sup>ewulans@mail.ugm.ac.id](mailto:<sup>2</sup>ewulans@mail.ugm.ac.id)

**Abstract.** Adolescents undergo many changes, including psychological, physical, and social interactions, making them vulnerable to behavioral and emotional issues. When these behavioral and emotional problems are not addressed promptly, they can have short-term and long-term effects. This research aims to understand the role of self-compassion and the social-emotional skills of teachers in relation to behavioral and emotional issues. The study involved 159 participants, aged 12-15 years. The research utilized the Strengths and Difficulties Questionnaire (SDQ), Self-Compassion (SCS), and Teachers' Social-Emotional Practices-Student Perspective (TSEP-SP) scales. The data obtained were analyzed using multiple linear regression with SPSS software. Self-compassion plays a significant role in negatively influencing behavioral and emotional issues, while teachers' social-emotional skills do not have a significant impact on behavioral problems.

**Kata Kunci :** *emotional and behavioral problem, self-compassion, teachers' social-emotional skills, adolescent, junior high school*