

INTISARI

Latar belakang: Guru merupakan kunci dalam sistem pendidikan, apabila kualitas kinerja guru baik dapat berkontribusi dalam peningkatan kualitas lulusan yang dihasilkan. Namun, realitas kualitas kinerja guru sekolah luar biasa tergolong rendah. Tantangan yang beragam dari distribusi guru belum merata dan ideal, peran ganda guru sekolah luar biasa untuk memfasilitasi kebutuhan siswa berkebutuhan khusus, dan memiliki kemampuan pengelolaan situasi emosional yang sulit. Tuntutan ini menjadi sumber stres kerja. Dampak dari kurangnya penerapan K3 di sektor pendidikan yang dapat meningkatkan risiko *burnout* dan stres traumatis sekunder. Kedua aspek negatif tersebut dapat memengaruhi kinerja guru yang akan menurunkan kualitas pendidikan yang diberikan.

Tujuan: untuk menganalisis kualitas hidup profesional dengan kinerja guru sekolah luar biasa (SLB) di Kabupaten Sleman Yogyakarta

Metode: Penelitian ini menggunakan metode campuran eksplanatori sekuensial. Penelitian ini dilakukan pada Maret - April 2025 di 10 SLB Kabupaten Sleman, Yogyakarta. Pengumpulan data kuantitatif dilakukan terlebih dahulu, kemudian pengumpulan data kualitatif dengan wawancara mendalam. Sampel kuantitatif sebanyak 140 guru dan sampel kualitatif sebanyak 10 informan guru. Analisis data kuantitatif menggunakan uji regresi linier berganda dan analisis kualitatif dengan analisis tematik.

Hasil: Sebanyak 18 guru dari 140 guru yang memiliki skor kualitas hidup profesional (kepuasan welas asih tinggi, *burnout* rendah, dan stres traumatis sekunder rendah) dan skor kinerja tinggi. Kepuasan welas asih memiliki hubungan positif dengan kinerja ($\beta=0,122$; $p=0,001$; $p\text{-value} < 0,05$) dan *burnout* memiliki hubungan negatif dengan kinerja ($\beta=-0,103$; $p=0,018$; $p\text{-value} < 0,05$). Tidak ada hubungan yang signifikan secara statistik pada aspek stres traumatis sekunder dengan kinerja ($\beta=0,002$; $p=0,935$; $p\text{-value} \geq 0,05$). Temuan kualitatif didapatkan tiga tema yang mengonfirmasi hubungan kepuasan welas asih, *burnout*, stres traumatis sekunder, dan kinerja. Strategi koping individu yang baik dan adanya dukungan institusional dapat memoderasi stres traumatis sekunder dengan kinerja sehingga dampak stres traumatis sekunder tidak dirasakan secara langsung.

Kesimpulan: Secara keseluruhan kualitas hidup profesional guru baik dari aspek positif dan negatif memiliki hubungan terhadap kinerja guru sekolah luar biasa. Persepsi guru terhadap kinerja dan adanya peran organisasi dapat membantu mengurangi dampak dari aspek negatif *burnout* maupun stres traumatis sekunder. Oleh sebab itu diperlukan kolaborasi berbagai pihak untuk memberikan dukungan bagi guru sekolah luar biasa dalam menjalankan perannya dan lebih memperhatikan kesehatan mentalnya.

Kata kunci: kualitas hidup profesional, kepuasan welas asih, *burnout*, stres traumatis sekunder, kinerja, guru, sekolah luar biasa

ABSTRACT

Background: *Teachers play a pivotal role in educational settings. The quality of teaching performance is a crucial factor in the quality of the students. However, the reality is that the quality of special education teacher's performance is low. The challenges experienced by teachers include the imbalanced and inadequate distribution of teachers, the dual role of special education teachers in facilitating the needs of students with disabilities, and the ability to manage difficult emotional situations. These demands have been identified as a contributing factors to occupational stress. Lack of occupational health and safety implementation in education increases the risk of burnout and secondary traumatic stress. Both can affect teacher performance and education quality.*

Objective: *to analyse the professional quality of life and work performance of special education teachers in Sleman District Yogyakarta.*

Method: *This reseacrh adopted a mixed method explanatory sequential design. In March and April 2025. This study examined 10 special education schools in Sleman District. The intial phase involved collecting quantitative data, which was then succeeded by conducting in-depth interviews. The quantitative study included 140 a sample of teachers, and the qualitative study featured 10 informants. Multiple linear regression was used for quantitative statistics, and thematic analysis handled qualitative data.*

Results: *the study found that 18 teachers out of 140 had high score in the professional quality of life (high compassion satisfaction, low burnout, and low secondary traumatic stress) and high work performance scores. This findings of this study indicate a positive relationship between compassion satisfaction and work performance ($\beta=0,122$; $p=0,001$; $p\text{-value} < 0,05$), while burnout has a negative relationship with work performance ($\beta=-0,103$; $p=0,018$; $p\text{-value} < 0,05$). There was no statistically significant relationship between secondary traumatic stress and work performance ($\beta=0,002$; $p=0,935$; $p\text{-value} \geq 0,05$). The qualitative findings identified three themes that confirmed the relationship between compassion satisfaction, secondary traumatic stress, and work performance. The effectiveness of individual coping strategies, in the presence of institutional support, has been demonstrated to moderate the relationship between secondary traumatic stress and work performance, thereby preventing the direct impact of secondary traumatic stress.*

Conclusion: *The present study hypothesises that teachers professional quality of life, in both its positive and negative aspects, is related to work performance. Teachers perceptions of performance and the role of the organization have been shown to have a mitigating effect on the negative aspects of burnout and secondary traumatic stress. Collaboration is needed to support special education teachers and ensure their mental health is prioritised.*

Keywords: *professional quality of life, compassion satisfaction, burnout, secondary traumatic stress, work performance, teacher, special education school*