

HUBUNGAN ANTARA DUKUNGAN SOSIAL DENGAN GEJALA KECEMASAN PADA GURU SLB NEGERI DI KOTA YOGYAKARTA

INTISARI

Latar Belakang: Kesehatan mental guru SLB merupakan masalah penting yang memerlukan perhatian. Guru SLB memiliki tuntutan kerja tinggi karena harus menghadapi siswa dengan kebutuhan khusus, termasuk tunagrahita dan gangguan perilaku, sehingga rentan mengalami stres kerja dan gejala kecemasan. Kecemasan yang tidak ditangani dapat berdampak buruk terhadap proses pembelajaran dan kualitas interaksi dengan siswa. Salah satu faktor yang dapat membantu menurunkan kecemasan adalah dukungan sosial.

Tujuan Penelitian: Menganalisis hubungan antara dukungan sosial dengan gejala kecemasan pada guru SLB Negeri di Kota Yogyakarta.

Metode Penelitian: Penelitian dilakukan dengan pendekatan observasional analitik, dengan rancangan *cross-sectional*. Subjek penelitian adalah guru SLB Negeri 1 dan 2 Kota Yogyakarta sebanyak 47 orang. Dukungan sosial diukur dengan instrumen *Multidimensional Scale of Perceived Social Support* versi Bahasa Indonesia dan gejala kecemasan diukur dengan *Generalized Anxiety Disorder-7* versi bahasa Indonesia. Analisa data menggunakan uji korelasi *Pearson* dan regresi linier berganda dengan nilai kemaknaan $p < 0,05$.

Hasil Penelitian: Sebagian besar guru SLB Negeri di Kota Yogyakarta memiliki tingkat dukungan sosial yang tinggi (72,3%) dan berada pada kategori tidak cemas (74,4%). Dukungan sosial paling banyak berasal dari keluarga (38,3%), sedangkan gejala kecemasan banyak muncul sebagai gejala kognitif (66%). Hasil analisis bivariat menggunakan uji *Pearson correlation* menunjukkan terdapat hubungan negatif berkekuatan sedang yang signifikan antara dukungan sosial dengan gejala kecemasan pada guru SLB ($r = -0,474$; $p < 0,05$), yang berarti semakin tinggi dukungan sosial maka semakin rendah gejala kecemasan yang dialami. Hubungan antara sumber dukungan sosial (keluarga, teman, orang penting lainnya) dengan domain gejala kecemasan (kognitif, somatis) menunjukkan hubungan negatif dan signifikan ($p < 0,05$) dimana keluarga memiliki nilai paling signifikan dengan gejala kognitif ($r = -0,227$) dan somatis ($r = -0,083$).

Kesimpulan: Dukungan sosial, terutama dari keluarga, berperan penting dalam menurunkan gejala kecemasan pada guru SLB negeri di Kota Yogyakarta.

Kata Kunci: anak berkebutuhan khusus, dukungan sosial, guru SLB, kecemasan, stress kerja

THE ASSOCIATION BETWEEN SOCIAL SUPPORT AND ANXIETY SYMPTOMS AMONG TEACHERS AT PUBLIC SPECIAL SCHOOLS IN YOGYAKARTA CITY

ABSTRACT

Background: The mental health of special education teachers represents an important issue that requires serious attention. Special education teachers face substantial occupational demands due to their responsibility in teaching students with special needs, including individuals with intellectual disabilities and behavioral disorders, which may increase their vulnerability to occupational stress and anxiety symptoms. Anxiety that remains unaddressed may negatively affect the learning environment, teaching effectiveness, and the quality of teacher–student interactions. Social support has been identified as one of the protective factors that may help reduce anxiety among teachers facing demanding work conditions.

Objective: To analyze the relationship between perceived social support and anxiety symptoms among public special school teachers in Yogyakarta City.

Methods: This study employed an analytic observational design with a cross-sectional approach. The participants consisted of 47 teachers from State Special Education Schools 1 and 2 in Yogyakarta City. Social support was assessed using the Indonesian version of the Multidimensional Scale of Perceived Social Support, while anxiety symptoms were measured using the Indonesian version of the GAD-7. Data were analyzed using Pearson correlation and multiple linear regression analyses with a significance level of $p < 0.05$.

Results: The majority of special education teachers in Yogyakarta City reported high levels of social support (72.3%) and were categorized as non-anxious (74.4%). Family support represented the most prominent source of social support (38.3%), whereas anxiety symptoms were predominantly manifested as cognitive symptoms (66%). Bivariate analysis using Pearson correlation demonstrated a significant moderate negative correlation between social support and anxiety symptoms among special education teachers ($r = -0.474$; $p < 0.05$), indicating that higher levels of social support were associated with lower anxiety symptoms. Furthermore, the relationship between sources of social support (family, friends, and significant others) and anxiety symptom domains (cognitive and somatic) also demonstrated significant negative correlations ($p < 0.05$). Family support showed the strongest correlation with cognitive symptoms ($r = -0.227$) and somatic symptoms ($r = -0.083$).

Conclusion: Social support, particularly family support, plays a significant role in reducing anxiety symptoms among special education teachers in Yogyakarta City.

Keywords: anxiety, children with special needs, occupational stress, social support, special education teachers.