

ABSTRAK

Ayu Sinta Aulia. 210541100079. Pengaruh *Grit* terhadap *Subjective Well-Being* pada Guru Sekolah Luar Biasa (SLB) di Surabaya. Program Studi Psikologi, Fakultas Ilmu Sosial dan Ilmu Budaya, Universitas Trunojoyo Madura, 2025.

Guru Sekolah Luar Biasa (SLB) dihadapkan pada tanggung jawab kompleks dalam mendidik anak berkebutuhan khusus, yang sering kali menimbulkan tekanan psikologis dan memengaruhi kesejahteraan subjektif. Namun, beberapa guru tetap menunjukkan semangat tinggi dalam menjalankan perannya. Salah satu faktor internal yang memengaruhi *subjective well-being* adalah *grit*. Penelitian ini bertujuan untuk mengetahui apakah *grit* berpengaruh terhadap *subjective well-being* pada guru SLB di Surabaya. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi linier sederhana melalui SPSS 26 *for windows*. Penelitian dilakukan pada 145 guru dari 13 SLB di Surabaya yang dipilih menggunakan teknik *simple random sampling*. Instrumen yang digunakan meliputi skala *Teacher Grit Scale* (Baraquia, 2020) diterjemahkan Rachmahana, dkk (2023) dengan reliabilitas 0,903, skala SWLS (*Satisfaction with Life Scale*) (Diener, dkk., 1985) versi Indonesia oleh Akhtar (2019) dengan reliabilitas 0,828, serta skala PANAS (*Positive Affect and Negatif Affect Schedule*) (Watson, dkk, 1988) versi Indonesia oleh Akhtar (2019) dengan reliabilitas dimensi *Positive Affect* 0,861 dan dimensi *Negatif Affect* 0,853. Hasil menunjukkan nilai t sebesar 5.324 dengan nilai signifikansi $p=0,000$ ($p<0,05$), artinya H_a diterima. *Grit* berpengaruh secara signifikan dan positif terhadap *subjective well-being*; yaitu semakin tinggi *grit*, maka semakin tinggi pula *subjective well-being* yang dirasakan dan sebaliknya. Nilai $R^2 = 0,165$, menunjukkan bahwa *grit* memberikan kontribusi 16,5% terhadap *subjective well-being*, sedangkan sisanya dipengaruhi oleh faktor lain di luar penelitian ini.

Kata kunci: *Grit*, *Subjective Well-Being*, Guru Sekolah Luar Biasa, Psikologi Positif

ABSTRACT

Ayu Sinta Aulia. 210541100079. *The Influence of Grit on Subjective Well-Being in Special Needs School (SLB) Teachers in Surabaya. Psychology Study Program, Faculty of Social and Cultural Sciences, Universitas Trunojoyo Madura, 2025.*

Special School (SLB) teachers are faced with complex responsibilities in educating children with special needs, which often causes psychological stress and affects subjective well-being. However, some teachers still show high enthusiasm in carrying out their roles. One of the internal factors that affects subjective well-being is grit. This study aims to determine whether grit has an effect on subjective well-being in SLB teachers in Surabaya. This study uses a quantitative approach with simple linear regression analysis through SPSS 26 for windows. The study was conducted on 145 teachers from 13 SLBs in Surabaya who were selected using simple random sampling techniques. The instruments used include the Teacher Grit Scale (Baraquia, 2020) translated by Rachmahana, et al. (2023) with a reliability of 0.903, the SWLS (Satisfaction with Life Scale) scale (Diener, et al., 1985) Indonesian version by Akhtar (2019) with a reliability of 0.828, and the PANAS (Positive Affect and Negative Affect Schedule) scale (Watson, et al., 1988) Indonesian version by Akhtar (2019) with a reliability of the Positive Affect dimension of 0.861 and the Negative Affect dimension of 0.853. The results show a t value of 5.324 with a significance value of $p = 0.000$ ($p < 0.05$), meaning H_a is accepted. Grit has a significant and positive effect on subjective well-being; that is, the higher the grit, the higher the subjective well-being felt and vice versa. The R^2 value = 0.165, shows that grit contributes 16.5% to subjective well-being, while the rest is influenced by other factors outside this study.

Keywords: *Grit, Subjective Well-Being, Special Needs School Teachers, Positive Psychology*