

**PROFIL *GROWTH MINDSET* GURU SEKOLAH DASAR DENGAN  
SISWA INKLUSI DI KECAMATAN KUBUTAMBAHAN  
DITINJAU DARI STATUS PROFESIONAL,  
USIA, DAN GENDER**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengidentifikasi profil *growth mindset* guru sekolah dasar dengan siswa inklusi di Kecamatan Kubutambahan ditinjau dari status profesional, usia, dan gender. Jenis penelitian ini adalah penelitian deskriptif kuantitatif, dengan populasi penelitian yaitu guru (guru kelas dan guru mata pelajaran) yang tersebar pada 6 sekolah dasar dengan siswa inklusi di Kecamatan Kubutambahan. Sampel dipilih dengan menggunakan teknik sampling jenuh, sehingga didapatkan sampel sebanyak 51 orang guru. Guru dibagi menjadi beberapa kelompok yaitu, 31 guru mewakili guru profesional/tersertifikasi, 20 guru mewakili guru belum profesional/belum tersertifikasi, 4 guru mewakili usia masa remaja akhir, 17 guru mewakili usia masa dewasa awal, 24 guru mewakili usia masa dewasa akhir, 3 guru mewakili usia masa lansia awal, 3 guru mewakili usia masa lansia akhir, 24 guru mewakili guru laki-laki, dan 27 guru mewakili guru perempuan. Pengumpulan data pada penelitian ini menggunakan teknik non tes berupa angket yang mengadopsi instrumen *mindset quiz* oleh Carol Dweck, terdiri atas 20 pernyataan dengan 4 pilihan jawaban. Angket disebar kepada responden berupa *print out*. Metode analisis data menggunakan statistik deskriptif. Hasil penelitian ini menunjukkan profil *growth mindset* guru sekolah dasar dengan siswa inklusi di Kecamatan Kubutambahan secara umum didominasi oleh pola pikir tumbuh dengan beberapa ide tetap (*growth mindset with some fixed ideas*).

Kata-kata kunci: profil, *growth mindset*, guru, sekolah inklusi.

**GROWTH MINDSET PROFILE OF PRIMARY SCHOOL TEACHER WITH  
INCLUSION STUDENTS IN KUBUTAMBAHAN DISTRICT**

**REVIEWED FROM PROFESSIONAL STATUS,**

**AGE, AND GENDER**

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**ABSTRACT**

*This research aims to identify the growth mindset profile of elementary school teachers with inclusive students in Kubutambahan District in terms of professional status, age, and gender. This type of research is quantitative descriptive research, with the research population being teachers (class teachers and subject teachers) spread across 6 elementary schools with inclusive students in Kubutambahan District. The sample was selected using saturated sampling techniques, resulting in a sample of 51 teachers. The teachers were divided into several groups: 31 teachers representing professional/certified teachers, 20 teachers representing non-professional/not certified teachers, 4 teachers representing late adolescence, 17 teachers representing early adulthood, 24 teachers representing late adulthood, 3 teachers representing early elderly, 3 teachers representing late elderly, 24 teachers representing male teachers, and 27 teachers representing female teachers. To collect the data in this study used a non-test technique in the form of a questionnaire that adopted the mindset quiz instrument by Carol Dweck, consisting of 20 statements with 4 answer choices. The questionnaire was distributed to respondents in the form of print outs. The data analysis method uses descriptive statistics. The results of this study show that the growth mindset profile of elementary school teachers with inclusion students in Kubutambahan District is generally dominated by a growth mindset with some fixed ideas.*

*Key words: profile, growth mindset, teacher, inclusive school.*