

GAMBARAN STRATEGI *COPING* STRES DALAM MENGAJAR ABK PADA GURU NON-PLB DI SLBN 1 KOTA JAMBI

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ABSTRAK

LATAR BELAKANG Keterbatasan guru berlatar belakang Pendidikan Luar Biasa (PLB) di SLB Jambi membuat guru non-PLB turut mengajar Anak Berkebutuhan Khusus (ABK). Perbedaan latar belakang ini membawa tantangan tersendiri, mulai dari memahami karakteristik siswa hingga mengelola kelas. Sehingga dengan kondisi demikian penting untuk mendalami guru non-PLB dalam beradaptasi dan menemukan strategi *coping* yang tepat dalam menghadapi tekanan/tantangan selama proses mengajar supaya mendorong optimalisasi pengajaran.

TUJUAN Menguraikan bagaimana gambaran strategi *coping* stres dalam mengajar ABK pada guru non-PLB di SLBN 1 Kota Jambi dan faktor-faktor yang mempengaruhi strategi *coping* guru non-PLB dalam mengajar ABK di SLBN 1 Kota Jambi.

METODE Metode yang digunakan pada penelitian ini adalah kualitatif dengan pendekatan fenomenologi. Pengumpulan data melalui wawancara mendalam, observasi dan studi dokumen. Teknik analisis data menggunakan *interpretative phenomenological analysis*. Partisipan penelitian berjumlah 3 orang sebagai guru non-PLB dengan pengalaman kerja di atas 3 tahun.

HASIL Gambaran strategi *coping* stres pada partisipan meliputi pemaknaan positif, adaptasi profesional, ekspresi diri, komunikasi asertif, refleksi diri, dan manajemen peran. Selanjutnya faktor yang mempengaruhi strategi *coping* stres meliputi dukungan sosial, kondisi fisik, kecakapan menyelesaikan masalah dan kendali eksternal.

KESIMPULAN Seluruh partisipan dalam penelitian ini menunjukkan beberapa dimensi strategi *coping* dan faktor-faktor strategi *coping*. Adapun temuan khas yang didapat adalah komunikasi asertif, ekspresi diri, dan manajemen peran.

KATA KUNCI: strategi coping, guru SLB, guru non PLB

OVERVIEW OF STRESS COPING STRATEGIES IN TEACHING (ABK) AMONG NON-SPECIAL EDUCATION TEACHERS AT SLBN 1 KOTA JAMBI

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ABSTRACT

BACKGROUND *The limited number of teachers with a Special Education (PLB) background at the Special School (SLB) in Jambi has led non-PLB teachers to also teach students with special needs (ABK). This difference in educational background presents unique challenges, ranging from understanding student characteristics to managing the classroom. Therefore, it is important to explore how non-PLB teachers adapt and develop appropriate coping strategies in dealing with the pressures and challenges encountered during the teaching process, in order to promote optimal teaching performance.*

OBJECTIVE *To describe stress coping strategies and the factors influencing them in teaching ABK among non-PLB teachers at SLBN 1 Kota Jambi.*

METHOD *This study employed a qualitative method with a phenomenological approach. Data were collected through in-depth interviews, observations, and document studies. Data analysis was conducted using Interpretative Phenomenological Analysis (IPA). The research involved three participants, all non-PLB teachers with more than three years of teaching experience.*

RESULTS *The stress coping strategies identified among participants included positive meaning-making, professional adaptation, self-expression, assertive communication, self-reflection, and role management. Factors influencing stress coping strategies included social support, physical condition, problem-solving skills, and external control.*

CONCLUSION *All participants in this study demonstrated several dimensions and factors of coping strategies. The distinctive findings identified were assertive communication, self-expression, and role management.*

KEYWORDS: *coping strategies, special school teachers, non-PLB teachers*