

Abstrak

Pelaksanaan pendidikan inklusi di sekolah dasar pedesaan sering kali menghadapi keterbatasan fasilitas dan kurangnya guru pendamping khusus. Kondisi ini menimbulkan pertanyaan tentang bagaimana guru memaknai pengalamannya dan menjaga komitmen mengajar. Penelitian ini bertujuan untuk mengeksplorasi pengalaman *grit* pada wali kelas inklusi di pedesaan. Penelitian menggunakan metode kualitatif dengan pendekatan *Interpretative Phenomenological Analysis* (IPA). Subjek terdiri dari tiga wali kelas inklusi di Kabupaten Subang yang diwawancarai secara mendalam. Hasil penelitian menunjukkan bahwa ketekunan guru (*perseverance of effort*) terlihat dari upaya mereka mencoba berbagai strategi mengajar secara mandiri dan mencari dukungan rekan kerja. Sementara itu, minat yang konsisten (*consistency of interest*) didorong oleh rasa kepedulian dan ikatan emosional layaknya orang tua terhadap siswa. Temuan ini menegaskan bahwa *grit* guru inklusi pedesaan terbentuk dari empati dan tanggung jawab moral yang mendalam, bukan sekadar kemampuan menahan lelah dalam bekerja.

Kata Kunci : *Grit* Guru, Guru Inklusi, Pendidikan Inklusi, Pedesaan

Abstract

The implementation of inclusive education in rural elementary schools often faces limitations in facilities and a shortage of special assistant teachers. This condition raises questions about how teachers make meaning of their experiences and maintain their commitment to teaching. This study aims to explore the experience of grit among inclusive homeroom teachers in rural areas. The study employed a qualitative method using the Interpretative Phenomenological Analysis (IPA) approach. The participants consisted of three inclusive homeroom teachers in Subang Regency who were interviewed in depth. The findings indicate that teachers' perseverance of effort is reflected in their initiatives to independently try various teaching strategies and seek support from colleagues. Meanwhile, consistency of interest is driven by a sense of care and emotional attachment toward students, resembling a parental bond. These findings affirm that the grit of rural inclusive teachers is shaped by deep empathy and moral responsibility, rather than merely the ability to endure work-related fatigue.

Keywords: *Grit Teacher, Inclusive Teacher, Inclusive Education, Rural Areas*