

Abstrak

Anak berkebutuhan khusus memerlukan layanan pembelajaran yang disesuaikan dengan kebutuhan, termasuk dukungan sarana dan prasarana yang memadai. Namun, pada beberapa sekolah inklusi masih ditemukan keterbatasan fasilitas yang menghambat proses pembelajaran bagi anak berkebutuhan khusus. Dalam menghadapi kondisi tersebut diperlukan kemampuan resiliensi agar guru tetap mampu memberikan layanan pembelajaran secara optimal. Penelitian ini bertujuan untuk memperoleh gambaran resiliensi guru yang mengajar anak berkebutuhan khusus di sekolah inklusi berdasarkan tujuh dimensi resiliensi menurut Reivich dan Shatté (2002). Penelitian menggunakan pendekatan kualitatif dengan desain fenomenologi. Subjek penelitian terdiri atas tiga guru yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan metode *data explication*. Hasil penelitian menunjukkan bahwa ketiga subjek memiliki kemampuan resiliensi yang baik pada dimensi regulasi emosi, pengendalian impuls, optimisme, analisis penyebab masalah, empati, efikasi diri, dan *reaching out*. Resiliensi guru didukung oleh pengalaman mengajar, komitmen profesional, motivasi intrinsik, nilai-nilai spiritual, serta kemauan untuk terus belajar dan beradaptasi. Temuan penelitian menunjukkan bahwa resiliensi membantu guru mempertahankan kualitas layanan pendidikan serta menghadapi berbagai tantangan dalam penyelenggaraan pendidikan inklusi.

Kata Kunci : *Resiliensi, Anak Berkebutuhan Khusus, Sekolah Inklusi.*



Abstract

Children with special needs require learning services tailored to their needs, including the support of adequate facilities and infrastructure. However, in some inclusive schools, there are still facility limitations that hinder the learning process for children with special needs. In facing these conditions, resilience is needed so that teachers remain capable of providing optimal learning services. This study aims to obtain an overview of the resilience of teachers who teach children with special needs in inclusive schools based on the seven dimensions of resilience according to Reivich and Shatté (2002). The study uses a qualitative approach with a phenomenological design. The research subjects consist of three teachers selected using a purposive sampling technique. Data were collected through semi-structured interviews and analyzed using the data explication method. The results showed that the three subjects have good resilience capabilities in the dimensions of emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. Teacher resilience is supported by teaching experience, professional commitment, intrinsic motivation, spiritual values, and a willingness to continuously learn and adapt. The research findings indicate that resilience helps teachers maintain the quality of educational services and face various challenges in the implementation of inclusive education.

Keywords: *Resilience, Children with Special Needs, Inclusive Schools.*

