

**STRATEGI *COPING* STRESS PADA GURU  
DALAM MEMBIMBING ANAK BERKEBUTUHAN KHUSUS  
(ABK)**

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**ABSTRAK**

Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk melihat kendala dan proses strategi *coping* stress pada guru ketika mendidik Anak Berkebutuhan Khusus (ABK). Partisipan dalam penelitian ini berjumlah lima orang dan telah mengajar ABK selama minimal 2 tahun. Pengumpulan data dilakukan dengan menggunakan metode wawancara mendalam dengan jenis wawancara semi terstruktur. Analisis data menggunakan metode analisis isi kualitatif (AIK). Sebagian besar hasil penelitian menunjukkan bahwa guru mendapatkan kendala ketika mendidik ABK. Proses strategi *coping* stress dimulai ketika guru mendapatkan kendala maka akan muncul suatu perasaan tertentu dan stress. Kemudian guru masuk ke dalam tahap *primary appraisal* dan *secondary appraisal*. Setelah itu, guru melakukan proses menerima keadaan dan melakukan tahap persiapan serta pelaksanaan. Strategi coping stress yang digunakan berupa *problem focused coping* dan *emotion focused coping*.

**Kata kunci:** *kendala, coping stress, guru, membimbing ABK*

***THE TEACHER'S COPING STRESS STRATEGY  
IN EDUCATING CHILDREN WITH SPECIAL NEEDS***

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**ABSTRACT**

*This research is qualitative research that aims to observe the constraints and process of stress coping strategies for teachers when educating children with special needs. There are five participants in this study and have taught children with special needs for at least 2 years. The data was collected using in-depth interview method with semi-structured interviews. Data analysis used qualitative content analysis (AIK). Most of the research results show that teachers face obstacles when educating children with special needs. The coping strategy process starts when the teacher gets a problem, a certain feeling and stress will appear. Then the teacher enters the primary appraisal and secondary appraisal stages. After that, the teacher goes through the process of accepting the situation and carries out the preparation and implementation stages. The stress coping strategies used are problem-focused coping and emotion-focused coping.*

**Keywords:** *problems, coping stress, teacher, educating children with special needs*