

ABSTRAK

**PENGALAMAN GURU MENGELOLA EMOSI DALAM MENDAMPINGI ANAK
TUNAGRAHITA DI SLB C DHARMA RENA RING PUTRA 1**

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Guru di SLB C Dharma Rena Ring Putra 1 menghadapi tantangan dalam mendampingi anak tunagrahita yang menunjukkan perilaku agresif dan tantrum, sehingga memerlukan pengelolaan emosi. Namun, dalam praktiknya guru menghadapi tekanan emosional baik dari faktor internal maupun eksternal yang memengaruhi kinerja mereka. Penelitian ini bertujuan untuk mengkaji: (1) Dinamika faktor internal yang membentuk pengalaman emosional guru dalam mendampingi anak tunagrahita. (2) Dinamika faktor eksternal yang membentuk pengalaman emosional guru dalam mendampingi anak tunagrahita. (3) Pengalaman positif yang dirasakan dan dikelola guru dalam mendampingi anak tunagrahita. (4) Pengalaman negatif yang dirasakan dan dikelola guru dalam mendampingi anak tunagrahita. (5) Makna mendampingi anak tunagrahita.

Studi ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Penelitian melibatkan tiga partisipan melalui teknik snowball sampling. Teknik pengumpulan data melalui wawancara dan observasi. Teknik analisis data dalam penelitian ini menggunakan langkah-langkah yang dikembangkan oleh Moleong. Dalam proses analisis data, peneliti juga memanfaatkan Notebook LM AI.

Hasil penelitian menunjukkan bahwa (1) Dinamika faktor internal yang membentuk pengalaman emosional guru dalam mendampingi anak tunagrahita meliputi kondisi batin, kondisi fisik, ekspektasi, rasa tertekan, rasa bersalah, dan kebingungan. (2) Dinamika faktor eksternal yang membentuk pengalaman emosional guru dalam mendampingi anak tunagrahita meliputi peristiwa hidup, relasi, fasilitas, insiden, ekonomi, beban administrasi, dan stigma negatif masyarakat. (3) Pengalaman positif yang dirasakan dan dikelola guru dalam mendampingi anak tunagrahita meliputi humor, rasa bangga, syukur, dan damai sejahtera. (4) Pengalaman negatif yang dirasakan dan dikelola guru dalam mendampingi anak tunagrahita meliputi jengkel, muak, cemas, sedih, menangis, marah, dan rasa bersalah. (5) Makna mendampingi anak tunagrahita meliputi panggilan hati, kesabaran, nilai kemanusiaan, dedikasi profesi, dan keteguhan.

Kata kunci: pengelolaan emosi, guru SLB, tunagrahita.

ABSTRACT

*TEACHER'S EXPERIENCE IN MANAGING EMOTIONS IN ACCOMPANYING CHILDREN WITH
Intellectual Disability AT SLB C DHARMA RENA RING PUTRA 1*

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Teachers at SLB C Dharma Rena Ring Putra 1 face various challenges in assisting students with intellectual disabilities who often display aggressive behavior and tantrums, requiring effective emotional management. However, in practice, teachers experience emotional pressures arising from both internal and external factors that influence their performance. This study aims to examine (1) the dynamics of internal factors that shape teachers' emotional experiences in assisting students with intellectual disabilities. (2) The dynamics of external factors that shape teachers' emotional experiences in assisting students with intellectual disabilities. (3) The positive experiences perceived and managed by teachers while assisting students with intellectual disabilities. (4) The negative experiences perceived and managed by teachers while assisting students with intellectual disabilities. (5) The meaning of assisting students with intellectual disabilities.

This study employed a qualitative method with a phenomenological approach. The research involved three participants selected through a snowball sampling technique. Data were collected through interviews and observations. The data analysis followed the procedures developed by Moleong. In the data analysis process, the researcher also utilized NotebookLM AI.

The results show that (1) Internal factors shaping teachers' emotional experiences include inner condition, physical condition, expectations, feelings of pressure, guilt, and confusion. (2) External factors include life events, relationships, facilities, incidents, economic conditions, administrative workload, and negative social stigma. (3) Positive experiences managed by teachers include humor, pride, gratitude, and peace. (4) Negative experiences include irritation, disgust, anxiety, sadness, crying, anger, and guilt. (5) The meaning of assisting students with intellectual disabilities includes a sense of calling, patience, humanistic values, professional dedication, and perseverance.

Keywords: emotional management, special education teachers, intellectual disability.