

Peran Kompetensi Sosial-Emosional Terhadap *Burnout* pada Guru Sekolah Inklusi : Studi *Mixed Method*

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Abstract. *Teachers play a central role in the implementation of inclusive education. However, they face various challenges, including insufficient professional competence, which places them at risk of experiencing burnout. This study aims to examine the role and dynamics of teachers' social-emotional competence (SEC) in relation to burnout—namely emotional exhaustion, depersonalization, and reduced personal accomplishment—in inclusive schools. The study employed an explanatory sequential mixed-methods design. The quantitative phase involved 252 teachers actively teaching in inclusive elementary schools in Yogyakarta City, followed by qualitative interviews with six selected teachers. Quantitative data were analyzed using multivariate regression, while qualitative data were analyzed through thematic analysis. The integrated findings indicate that teachers with strong social-emotional competence are professionally empowered. The integration of teachers' competencies and a supportive educational ecosystem contributes to teacher resilience. Such resilience not only minimizes the risk of burnout but also enables teachers to optimally facilitate learning opportunities for all students. This study highlights the critical importance of teachers' social-emotional competence in supporting the successful implementation of inclusive education.*

Keywords : *burnout, inclusive school, mixed method, social-emotional competence, teacher*

Abstrak. Guru berperan sebagai agen terpenting dalam penerapan pendidikan inklusif, meskipun dihadapkan pada berbagai tantangan seperti kompetensi guru yang kurang memadai sehingga guru berisiko mengalami *burnout*. Penelitian ini bertujuan untuk mengetahui peran serta dinamika kompetensi sosial-emosional (KSE) guru terhadap *burnout* (kelelahan emosional, depersonalisasi, dan kurangnya pencapaian personal) di sekolah inklusi. Penelitian ini menggunakan desain penelitian *explanatory sequential mixed methods*. Partisipan kuantitatif berjumlah 252 guru yang aktif mengajar di sekolah dasar inklusi di Kota Yogyakarta dengan enam guru yang diwawancarai. Analisis kuantitatif menggunakan regresi multivariat, sedangkan analisis kualitatif menggunakan tematik analisis. Hasil integrasi penelitian menunjukkan guru yang kompeten secara sosial-emosional membuat guru berdaya secara profesional. Integrasi kompetensi guru dan sinergi ekosistem guru yang memadai, membuat guru menjadi tangguh. Ketangguhan guru yang ditunjukkan bukan hanya meminimalisir risiko *burnout*, namun juga optimal dalam memfasilitasi pembelajaran bagi setiap siswa. Penelitian ini memiliki implikasi pentingnya KSE guru dalam menunjang keberhasilan pendidikan inklusif.

Kata kunci: *burnout, guru, kompetensi sosial-emosional, mixed method, sekolah inklusi*