

Abstrak. Guru Sekolah Luar Biasa (SLB) di daerah terpencil menghadapi tekanan emosional yang kompleks akibat heterogenitas kebutuhan siswa, keterbatasan fasilitas, dan minimnya dukungan kelembagaan. Kondisi ini menuntut kapasitas regulasi emosi yang kuat agar pembelajaran tetap berlangsung optimal. Penelitian ini bertujuan memahami pengalaman guru SLB dalam meregulasi emosi, strategi yang digunakan, pemaknaan terhadap pengalaman tersebut, serta suara mereka terkait kebutuhan regulasi emosi. Penelitian menggunakan pendekatan kualitatif fenomenologis dengan metode *photovoice*, melibatkan enam guru SLB di Nusa Tenggara Timur. Data dikumpulkan melalui foto yang dihasilkan partisipan, wawancara mendalam, dan *Focus Group Discussion* (FGD). Analisis narasi dilakukan menggunakan *Interpretative Phenomenological Analysis* (IPA), sedangkan data visual dianalisis melalui pendekatan *photovoice*. Seluruh data kemudian diintegrasikan menggunakan sintesis tematik untuk menghasilkan tema integratif mengenai regulasi emosi guru. Hasil penelitian menunjukkan lima tema utama, yaitu (1) Menghadapi gelombang emosi dalam ruang kelas yang dinamis, (2) Menata diri di tengah kekacauan, (3) Menemukan ketenangan dalam alam dan kebersamaan, (4) Menjalani perjuangan sama, dan (5) Suara yang ingin didengar. Temuan penelitian ini menunjukkan bahwa guru SLB di daerah terpencil memiliki kapasitas regulasi emosi yang adaptif di tengah tekanan kerja yang tinggi, yang dibangun melalui strategi intrapersonal, relasi sosial, dan kedekatan dengan alam, namun keberlanjutan kesejahteraan emosional mereka sangat dipengaruhi oleh dukungan struktural dan konteks lingkungan kerja. Penelitian ini memberikan implikasi praktis bagi pengembangan pelatihan regulasi emosi berbasis konteks, serta implikasi teoretis dalam memahami regulasi emosi sebagai proses relasional dan bermakna secara moral.

Kata Kunci: *regulasi emosi, guru Sekolah Luar Biasa, daerah terpencil, fenomenologis photovoice*

Abstract. Special needs teachers in remote areas face complex emotional pressures arising from the heterogeneity of students' needs, limited facilities, and minimal institutional support. These conditions demand strong emotional regulation capacities to ensure that learning can proceed effectively. This study aims to understand the emotional regulation experiences of special needs teachers, the strategies they employ, the meaning they ascribe to these experiences, and their voiced needs regarding emotional regulation. A qualitative phenomenological approach using the photovoice method was employed, involving six special needs teachers in East Nusa Tenggara. Data were collected through participant-produced photographs, in-depth interviews, and Focus Group Discussions (FGDs). Narrative data were analyzed using Interpretative Phenomenological Analysis (IPA), while visual data were examined through the photovoice approach. All data were then integrated using thematic synthesis to produce integrative themes related to teachers' emotional regulation. The findings of this study reveal five main themes: (1) navigating emotional waves within a dynamic classroom, (2) composing the self amid chaos, (3) finding emotional restoration through nature and togetherness, (4) sharing a common struggle, and (5) voices seeking to be heard. The study demonstrates that special education teachers in remote areas exhibit adaptive emotion regulation capacities despite high occupational stress, supported by intrapersonal strategies, social relationships, and environmental resources. However, the sustainability of their emotional well-being is contingent upon structural conditions within the educational system, including institutional support and workplace context. These findings offer practical implications for the development of context-responsive emotion regulation training and contribute theoretically to conceptualizing emotion regulation as a relational, contextually embedded, and morally informed process.

Keywords: *emotional regulation, special needs teacher, remote areas, phenomenological photovoice*