



EMOTIONAL COMPETENCE IN SPECIAL EDUCATION TEACHERS

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Abstract

Special education teachers handle children with special needs that require more demands than typically developed children. Therefore, they must possess qualities that require special education teachers to be able to have good emotional adapting skills, known as emotional competence. This research aims to examine and have in-depth information about how special needs teachers' emotional competences developed and applied, including the process of learning, developing their emotional competences and adapting to stressful situations. The participants in this research are three homeroom teachers of a special education school in Jakarta. The research was conducted through in-depth interviews and analyzed using Interpretative Phenomenological Analysis (IPA). The results showed that the 3 participants' emotional competence has developed by being more grateful, considerate, and patience in handling any situations they faced after being a special education teacher. They have become more understanding about their students' conditions and accepted any emotions felt during teaching. Although still lacking in emotional communication, the 3 participants are aware of both negative and positive emotions experienced during teaching and have built different ways of coping adaptively to stressful situations.

Keywords: *emotional competence, special education, special education teachers*

Abstrak

Guru pendidikan khusus menangani murid berkebutuhan khusus yang membutuhkan lebih banyak tuntutan. Mereka harus memiliki kualitas untuk dapat memiliki kemampuan adaptasi emosi yang baik, dikenal dengan kompetensi emosional. Penelitian ini bertujuan untuk mengkaji dan memperoleh informasi yang mendalam tentang bagaimana kompetensi emosional guru ABK berkembang dan diterapkan, termasuk proses pembelajaran, pengembangan kompetensi emosionalnya, dan beradaptasi dengan situasi stres. Partisipan dalam penelitian ini adalah tiga orang guru wali kelas sekolah luar biasa di Jakarta. Penelitian dilakukan melalui wawancara dan dianalisis menggunakan Interpretative Phenomenological Analysis (IPA). Hasil penelitian menunjukkan bahwa kompetensi emosional ketiga peserta tersebut berkembang dengan menjadi lebih bersyukur, perhatian, dan sabar dalam menangani setiap situasi yang dihadapi. Mereka menjadi lebih memahami kondisi siswanya dan menerima emosi yang dirasakan selama mengajar. Meski memiliki kekurangan dalam komunikasi emosional, 3 partisipan menyadari emosi negatif dan positif yang dialami selama mengajar dan telah membangun cara koping berbeda untuk mengatasi situasi stres.

Kata kunci: *kompetensi emosi, pendidikan luar biasa, guru pendidikan luar biasa*