

Gambaran Stres, Strategi Coping, dan Dukungan Sosial pada Guru Sekolah Inklusif (Studi Deskriptif pada Sekolah Dasar Negeri Cisalak 3, Depok) = Overview Stress, Coping Strategies, and Social Support for Inclusive School Teachers (Descriptive Study at Elementary School of Cisalak 3, Depok)

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Abstrak

ABSTRAK

Kurangnya guru pendamping khusus (GPK) dan beragamnya karakteristik siswa berkebutuhan khusus yang harus ditangani guru menambah beban kerja guru SDN Cisalak 3. Tantangan dan beban kerja yang dimiliki guru dapat menimbulkan stres yang akan memengaruhi kesejahteraan fisik, psikis, dan sosial para guru.

Penelitian ini bertujuan untuk mengetahui gejala stres yang dialami guru, mengetahui strategi coping yang digunakan, serta sumber dan bentuk dukungan sosial yang dimiliki dan dirasakan guru dalam menghadapi stres. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Adapun teknik pengumpulan data yang digunakan adalah wawancara mendalam, observasi, dan studi literatur. Hasil dari penelitian ini menunjukkan bahwa gejala stres yang dialami guru SDN Cisalak 3 berupa gejala fisik dan psikologis. Strategi coping yang digunakan para guru adalah active coping dimana guru berupaya untuk mengurangi atau menghilangkan sumber stres. Sedangkan bentuk dukungan sosial yang diterima para guru berupa informational support, emotional support, instrumental support, dan appraisal support yang berasal dari berbagai sumber. Dukungan sosial tersebut membantu guru dalam menghasilkan coping yang adaptif.

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<i>ABSTRACT</i>

Lack of special assistant teachers (GPK) and the variety of characteristics of students with special needs that must be handled by teachers, adds to the burden of work of the SDN Cisalak 3 teachers. The challenges and workloads that the teachers have in inclusive schools can cause stress which will affect the physical, psychological and social well-being of the teachers. This research aims to determine the symptoms of stress experienced by the teachers, to know the coping strategies that are being used, and the sources and forms of social support that teachers have and feel in dealing with stress. This research is a qualitative research with a descriptive design. The data collection techniques used in this research are in-depth interviews, observation, and literature studies. The results showed that the stress symptoms experienced by SDN Cisalak 3 teachers are physical and psychological symptoms. Coping strategies that being used by the teachers are active coping strategies where the teachers seek to reduce and eliminate sources of stress. The forms of social support that the teachers have: are in the form of informational support, emotional support, instrumental support and network support from various sources. Those social support help the teachers generate adaptive coping.</i>