

REGULASI EMOSI PADA GURU PENDAMPING ANAK BERKEBUTUHAN KHUSUS

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INTISARI

Tujuan dari penelitian ini adalah peneliti ingin mengetahui bagaimana gambaran pada regulasi emosi guru pendamping anak kebutuhan khusus (ABK) di sekolah inklusi Jember. Jenis penelitian ini merupakan penelitian deskriptif kuantitatif. Variabel penelitian ini yaitu regulasi emosi pada guru pendamping anak berkebutuhan khusus. Populasi penelitian ini adalah Guru pendamping kelas inklusi sebanyak 50 orang. Tehnik pengambilan sampel menggunakan teknik sampling jenuh. Metode analisis data menggunakan uji validitas, realibilitas, normalitas dan deskripsi analisis. Berdasarkan hasil penelitian menunjukkan regulasi emosi guru pendamping anak kebutuhan khusus (ABK) di sekolah inklusi dijelaskan bahwa pada umumnya guru pendamping memiliki regulasi emosi yang rendah. Hal itu dikur dengan indikator *Cognitive reappraisal* tergolong rendah dan *expresion reappraisal* masuk dalam kategori rendah. Hasil ini menunjukkan bahwa regulasi emosi guru pendamping masih rendah. Regulasi emosi mencerminkan kendali emosi yang dilakukan oleh guru pendamping dalam mendampingi anak berkebutuhan khusus.

Kata kunci: Cognitive reappraisal, emosi, expresion reappraisa , inklusi dan regulasi

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EMOTION REGULATION IN ACCOMPANYING TEACHER CHILDREN WITH SPECIAL NEEDS

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ABSTRACT

The purpose of this study was research that wanted to find out about the detection of teachers of special needs children (ABK) in Jember inclusion schools. This type of research is quantitative descriptive research. The variable of this research is the teaching regulation on the accompanying teacher of children with special needs. The population of the study was 50 inclusive teachers accompanying the inclusion class. The technique of taking samples using saturated sampling techniques. Data analysis method uses validity, reliability, normality, and analysis descriptions. Based on the results of the study, it determined the detection of companions of special needs children (ABK) in inclusive schools regarding the distribution of companions for registrants. This is measured by the relatively low cognitive assessment indicator and the re-realization expression is in the low category. These results indicate that testing the transition of accompanying teachers is still low. Logistics Regulations Regulate the Logic that is carried out by accompanying teachers in assisting children with special needs.

Keyword: Cognitive reappraisal, emotion, expresion reapraisa , Inclusion and Regulaiton

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