

Resilience of Inclusive School Teachers in Kota Bengkulu

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Abstract.

Teachers in inclusive schools have greater challenges and pressures in terms of creating equal education between disabled and non-disabled students. Therefore, inclusive school teachers need the ability to rise, survive and adjust to various challenges, which is called resilience. This study aims to provide an overview of the resilience abilities of inclusive school teachers in Kota Bengkulu. The research method used was quantitative description. The research participants were 30 inclusive school teachers from two standardized inclusive schools in Kota Bengkulu. Data were collected using the Growth-Focused Resilience Scale (GFRS) with purposive sampling technique. The results showed that as many as 5 people (16.67%) had resilience in the high category, 13 people (43.3%) were in the medium resilience category and 12 people (40.0%) were in the low category. This indicates that the resilience of inclusive school teachers is still fairly good, but requires improvement, especially for teachers in the medium and low resilience categories, for example by using mental health training or mindfulness techniques.

Keywords: Disability, Inclusive Education, Inclusive School Teacher, Resilience

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1. Introduction

Inclusive education is a policy that has long existed and continues to change over time. This inclusive education aims to facilitate children with special needs both physically and mentally.(1) It is also based on UU No. 20/2003 pasal 5 ayat 1, that every citizen has the same right to a quality education. Inclusive education has been agreed by many countries to be implemented in order to combat discriminatory treatment in the field of education.

Children with special needs are children with special characteristics that indicate a disability in physical, emotional or mental terms.(2) These children also need to be facilitated in order to have equal rights in getting

education according to their respective needs through inclusive education. Inclusive education is a structured program that follows the strengths and abilities of children and emphasizes tolerance.(3) Menteri Pendidikan Nasional Nomor 70/2009 states that “the purpose of inclusive education is to provide equal opportunities for all learners who have physical, emotional, mental and social abnormalities or special intelligence and/or talents to obtain quality education according to their needs and abilities”.(4) This clearly states that inclusive school management must also be well managed and appropriate so that educational goals can be achieved.

The education system unit will basically run well if the factors of teachers, students, curriculum and facilities are running well.(5) Therefore, teachers are at the forefront of the success or failure of education. Unfortunately, the well-being and problems experienced by inclusive school teachers are still not the main focus in order to improve the competence and achievement of inclusive education. In fact, teachers have demands and pressures that tend to be greater when teaching in inclusive schools, such as inappropriate student behavior, student discipline, low student learning motivation, heavy teacher workload, time pressure, pressure and expectations from schools and parents, lack of teacher ability to deal with children with special needs, incomplete facilities and infrastructure, and so on.(3,4) These problems can certainly make teachers have a negative perception of their work if they are unable to deal with them. Therefore, teachers need to have the ability to cope with various challenges by bouncing back after experiencing stress, which is called resilience.(6)

Resilience is a person's ability to rise, survive and adjust to difficult conditions. This concept is based on the extent to which an individual's ability to accept and manage problems that have been, are and will be faced throughout a person's life.(7) Resilience can also create a safe and collaborative environment between teachers and students if practiced and supported by the school in the right way. (8) Resilience is divided into two aspects, namely developmental growth and positive emotion. Developmental growth involves realizing one's talents and potential by developing new resources and strengths through the process of self-development in the face of challenges, while positive emotion is

considered to shape individuals to survive or thrive under pressure, without panic or stress. (9) In addition, according to Connor and Davidson (10), resilience consists of five aspects, consisting of:

1. Personal competence; high standard and tenacity

This aspect explains about individual personal competence where individuals feel as people who are able to achieve goals even in situations of setbacks or failure. Individuals when experiencing pressure or stress tend to feel doubtful about succeeding in achieving goals so that persistence and tenacity are needed to want to fight. Indicators in this aspect are being able to become a competent individual; being able to become a tenacious individual and willing to compete according to existing standards.

2. Trust in one's instincts; tolerance of negative affect; strengthening effect of stress

This aspect relates to calmness in action. Individuals who are calm tend to be careful in taking a stand on the problems they face. Individuals are also able to cope with stress quickly and stay focused on goals even though they are experiencing pressure or problems. Indicators in this aspect are trusting instincts; tolerating bad things; and being able to overcome the consequences of stress.

3. Positive acceptance of change and secure relationships

This aspect relates to the ability to accept difficulties positively and if in difficulty is able to relate safely with others. Individuals show the ability to accept problems positively so that they do not affect individual social life with others. Indicators in this aspect are being able to accept change positively and being able to maintain good relationships with others.

4. Control and factor

This aspect is the ability to control oneself and achieve goals. Individuals have control over themselves in achieving goals and have the ability to ask for and get social support from others when experiencing a problem. Indicators in this aspect are being able to control oneself; being able to control oneself.

5. Spiritual influences

This aspect relates to the ability to always struggle because of

their belief in God and fate. Individuals who believe in God will consider that existing problems are fate from God and must be passed with positive feelings so that individuals must continue to struggle in achieving goals. Indicators in this aspect are that individuals believe in God and individuals believe in fate.

Some aspects of resilience above can be a reference for inclusive education teachers to be able to maintain their own well-being and to be able to survive and rise in the face of problems that exist in themselves. Resilience in teachers makes teachers focus on positive things internally and externally from themselves, have realistic goals, focus on the potential they have, so that they can make teacher cognition also become more flexible.(6) In addition, teachers who are able to manage stress and have good psychological well-being can also develop well, which will certainly affect the psychological conditions of students, the work environment and also their professional performance at school(11).

Resilience in inclusive education teachers has rarely been studied. This indicates that inclusive education teachers are still considered less important in terms of advancing education in Indonesia. The stigma of inclusive education in Indonesia is in fact still underestimated. Therefore, the authors focused on describing the resilience of inclusive school teachers in Indonesia, especially in Kota Bengkulu. This research is expected to be used as a reference that can be used to find out an overview of the current condition of inclusion teacher resilience

2. Methods

This research uses a quantitative descriptive approach. This approach aims to provide explanations and describe certain phenomena in finding new ideas.(12) The population in this study were all inclusive school teachers in Kota Bengkulu, and the research sample was 30 inclusive school teachers who were selected using purposive sampling technique with the following criteria: a) a teacher in an inclusive school who has an Inclusive School Decree from Dinas Pendidikan Provinsi Bengkulu; b) teaching children with special needs; c) has been a special mentor teacher. The research was conducted in two inclusive schools in Kota Bengkulu, namely Mahira Nature School and Integrated Islamic

Elementary School (Sekolah Dasar Islam Terpadu) Al-Aufa.

The data collection technique was carried out by filling out the Growth-Focused Resilience Scale (GFRS) scale from Amir and Standen(9), which has a Cronbach's Alpha reliability value of 0.87 with a very reliable category. This scale consists of 16 items divided into two aspects, namely developmental growth and positive emotion. Data was collected using paper-pencil and google form. After the data is collected, then descriptive quantitative data processing is carried out.

In order to find out how the level of resilience of inclusive school teachers, categorization is carried out to classify research subjects into 3 categories, namely high, medium and low, by adding up the scores of 16 statements, then finding the length of the interval for each class with the following formula.(13)

$$C = \frac{X_n - X_1}{k}$$

Description:

C = class interval length

X_n = maximum value

X₁ = minimum value

k = number of categories, i.e. 3 (high, medium, and low)

3. Results and Discussion

The following is a description of the data obtained and processed from 30 inclusive school teachers in Kota Bengkulu.

Table1: Descriptive Statistics

Descriptive Statistics					
	N	Maximum	Minimum	Mean	Data range
Resilience	30	75	57	64,97	18

Based on the table above, the results obtained from 30 research participants have a maximum score of 75 and a minimum score of 57. While the average obtained is 64.97 and the data range is 18. Furthermore, in order to find out how the level of resilience of the

participants, categorization was carried out to classify them into 3 categories, namely high, medium and low. The result of the calculation of the interval length for this inclusive school teacher data is.

$$C = \frac{75 - 57}{3} = 6$$

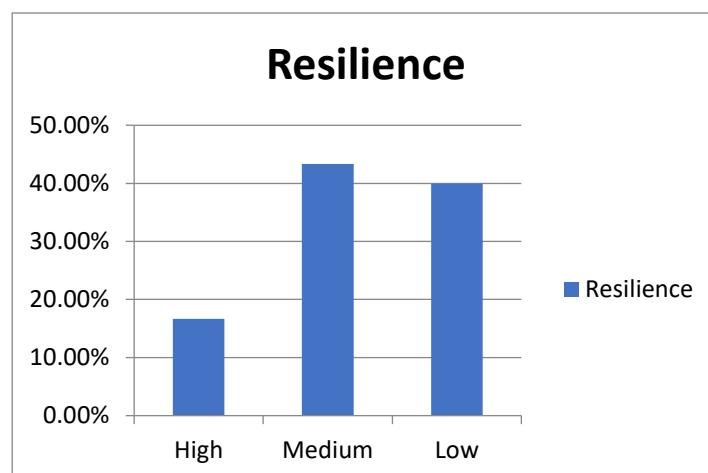
Next, the data was processed and the number was determined according to the category, namely.

Table 2: Resilience levels of inclusive school teachers

Variable	Interval Score	Category	Quantity	Percentage
Resilience	69-75	High	5	16,67%
	63-68,9	Medium	13	43,33%
	57-62,9	Low	12	40,00%
Total			30	100%

Based on the data above, it is known that as many as 5 people (16.67%) have resilience in the high category, 13 people (43.3%) who are in the medium resilience category and as many as 12 people (40.0%) in the low category. This shows that the resilience of inclusive school teachers is still quite good, but still requires improvement, especially for teachers in the medium and low resilience categories.

Graph 1: Resilience of Inclusive School Teachers in Kota Bengkulu



Inclusive school teachers are one of the important variables in the

realization and achievement of national education goals, especially for children with special needs. This is because education is the right of all people, both disabled and non-disabled children. However, just like teachers in general, inclusive school teachers must be given full attention and equal rights and obligations in developing themselves to have good competence. Moreover, inclusive school teachers are believed to have more pressure and greater factors in their work environment. If inclusive school teachers do not have good resilience and emotion regulation, this will certainly make it difficult for them to cope.(5)

The existence of resilience will make teachers able to see positive things related to their well-being, one of which is teaching efficacy. This means that teachers become more confident when teaching, feel that they are able to provide effective lessons, and feel that they are able to become successful teachers.(6) This positive thinking must be owned by inclusive school teachers, the more resilience a person has, the more their well-being and emotional intelligence will increase.(14,15) Teachers' well-being is important to have and develop so that they are able to enjoy their work, manage stress, improve teacher performance and create effective learning.

The results of the research conducted have obtained an overview that the resilience level of inclusive school teachers in Kota Bengkulu is still mostly in the medium category (43.3%) and the low category (40%), while those in the high category are only 16.67%. This proves that the level of resilience of inclusive school teachers still needs improvement so that they can have good resilience. Research on resilience in inclusive school teachers or special schools has also been conducted previously. The results in previous studies showed that special school teachers were able to achieve good resilience in facing the Covid-19 pandemic(16), shows that the effect of resilience on the psychological well-being of teachers(17), support and trust given to teachers can make them feel more resilient(18), and there is a significant relationship between resilience and mental symptoms in special education teachers(19). The researchers agreed that attention to resilience and psychological well-being for inclusive school teachers needs to be improved and researched further scientifically, so that it can become a reference material for parties involved in the

improvement of inclusive education in Indonesia and especially in Kota Bengkulu. Some effective programs to improve resilience in teachers include mental health training and mindfulness training(4,20). Both of these are proven to increase resilience and subjective well-being in teachers so that they can better develop themselves and manage their emotions.

4. Conclusion

The resilience of inclusive school teachers in Kota Bengkulu are still in the medium and low categories, which means that there is still a need for comprehension and improvement. Resilience makes teachers a more positive person, able to manage emotions well, have the ability and willingness to develop for the better skill so that it will be able to make learning in schools more successful. The relationship between inclusive school teacher resilience and other variables can certainly be an input so that inclusive school teachers can be given more attention and some training. It is hoped that future researchers can provide a broader view of how resilience can affect the well-being of inclusive school teachers.

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