

# **PENGALAMAN GURU BERINTERAKSI DENGAN SISWA DI KELAS INKLUSI**

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## **ABSTRAK**

Keberhasilan proses pembelajaran inklusi sangat dipengaruhi oleh peran dan kompetensi guru sebagai pendidik utama, keadaan tersebut menggambarkan bahwa keberhasilan pendidikan inklusi sangat bergantung pada kemampuan guru dalam mengelola dinamika kelas yang kompleks. Penelitian ini berupaya mengeksplorasi berbagai aspek pengalaman tersebut, termasuk persepsi dan pengalaman emosional guru terutama dalam proses adaptasi dan interaksi dengan siswa di dalam kelas inklusi. Penelitian menggunakan pendekatan kualitatif dengan desain fenomenologi, melibatkan tiga partisipan guru yang mengajar di sekolah inklusi dengan pengalaman minimal satu tahun. Data dikumpulkan melalui wawancara mendalam dan dianalisis menggunakan *Descriptive Phenomenological Analysis (DPA)*. Hasil penelitian mengungkapkan empat tema utama: empati, kesabaran, dinamika hubungan guru-siswa, dan kolaborasi. Guru menunjukkan empati melalui pemahaman kebutuhan siswa, membangun komunikasi positif, dan pendekatan inklusif. Kesabaran dan kolaborasi dengan orang tua serta rekan kerja menjadi kunci dalam mengatasi tantangan pembelajaran. Hasil penelitian ini menyoroti pentingnya kompetensi emosional, fleksibilitas, dan pendekatan adaptif dalam mengelola kelas inklusi.

**Kata Kunci:** pendidikan inklusi; interaksi guru-siswa; adaptasi pembelajaran

# TEACHERS' EXPERIENCES IN INTERACTING WITH STUDENTS IN INCLUSION CLASSROOMS

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## ABSTRACT

The success of the inclusive learning process is greatly influenced by the role and competence of the teacher as the main educator. This situation illustrates that the success of inclusive education is very dependent on the teacher's ability to manage complex classroom dynamics. This research seeks to explore various aspects of this experience, including teachers' perceptions and emotional experiences, especially in the process of adaptation and interaction with students in inclusion classes. The research used a qualitative approach with a phenomenological design, involving three teacher participants who taught in inclusive schools with at least one year of experience. Data was collected through in-depth interviews and analyzed using Descriptive Phenomenological Analysis (DPA). The research results revealed four main themes: empathy, patience, teacher-student relationship dynamics, and collaboration. Teachers demonstrate empathy through understanding student needs, building positive communication, and an inclusive approach. Patience and collaboration with parents and colleagues are the keys to overcoming learning challenges. The results of this research highlight the importance of emotional competence, flexibility, and adaptive approaches in managing inclusive classrooms.

**Keywords:** inclusive education; teacher-student interaction; learning adaptation