

ABSTRAK

Guru Pendamping Khusus (GPK) memegang peran sentral dalam keberhasilan pendidikan inklusi, namun menghadapi tantangan yang kompleks dan penuh tekanan dalam mendampingi Anak Berkebutuhan Khusus (ABK). *Grit* yang mencakup ketekunan usaha dan konsistensi minat menjadi kapasitas psikologis yang krusial bagi GPK agar mampu bertahan dan berkembang dalam profesinya. Penelitian ini bertujuan untuk menggambarkan *grit* pada GPK dalam mengajar ABK, khususnya mengenai gambaran dua aspek *grit* yaitu *perseverance of effort* dan *consistency of interest* dan pendukung *grit* seperti faktor ekstrinsik dan intrinsiknya. Penelitian ini menggunakan pendekatan kualitatif fenomenologi dengan tiga subjek GPK di Sekolah Inklusi Al-Azhaar Bandung Tulungagung. Pengumpulan data dilakukan melalui wawancara mendalam dan observasi non-partisipan. Hasil penelitian menunjukkan bahwa gambaran *grit* GPK memiliki ketekunan usaha yang kuat, konsistensi minat yang tidak mudah goyah serta terdapat faktor ekstrinsik dan intrinsik pendukung *grit* pada GPK. Penelitian ini juga menemukan bahwa ekspresi *grit* setiap GPK bersifat unik, dipengaruhi oleh karakter personal dan orientasi nilai masing-masing individu.

Kata kunci : *grit*, guru pendamping khusus, anak berkebutuhan khusus, pendidikan inklusi, fenomenologi.

ABSTRACT

Special Education Teachers (SETs) play a central role in the success of inclusive education, yet they face complex and high-pressure challenges in supporting children with special needs (CSN). Grit which encompasses perseverance of effort and consistency of interest is a crucial psychological capacity for SETs to enable them to persevere and thrive in their profession. This study aims to describe the grit of SPTs in teaching SCN, specifically regarding the two aspects of grit perseverance of effort and consistency of interest as well as the factors supporting grit, such as extrinsic and intrinsic factors. The study employs a phenomenological qualitative approach with three SPT subjects at Al-Azhaar Inclusive School in Bandung, Tulungagung. Data collection was conducted through in-depth interviews and non-participant observation. The results indicate that GPKs exhibit strong perseverance of effort, unwavering consistency of interest, and possess both extrinsic and intrinsic factors that support their grit. This study also found that the expression of grit in each GPK is unique, influenced by their personal character and individual value orientations.

Keywords: grit, special companion teacher, children with special needs, inclusive education, phenomenology.