

ABSTRAK

Nadia Masfufatul Islamiyah. 220541100085. Program Studi Psikologi. Gambaran *Learning Agility* Guru Pendamping Khusus dalam Penyelenggaraan Pendidikan Inklusif

Penelitian ini bertujuan untuk menggambarkan *learning agility* pada guru pendamping khusus dalam penyelenggaraan pendidikan inklusif, dengan menggunakan pendekatan kualitatif fenomenologi deskriptif. Partisipan yang terlibat berjumlah dua orang yang dipilih menggunakan teknik *purposive sampling* dengan kriteria, seorang guru pendamping khusus yang bukan berasal dari pendidikan luar biasa atau psikologi, dan telah bekerja lebih dari 2 tahun. Data dikumpulkan menggunakan teknik wawancara semi terstruktur dan dianalisis menggunakan metode *Descriptive Phenomenological Analysis* (DPA). Sehingga ditemukan enam sintesis tema yang meliputi: (1) tantangan dalam menjalani peran sebagai guru pendamping khusus, (2) dinamika emosional dalam menjalankan peran sebagai gpk, (3) pengembangan diri dan kompetensi dalam menjalankan peran gpk, (4) upaya membangun hubungan interpersonal dalam menjalankan peran sebagai guru pendamping khusus, (5) dukungan dalam meningkatkan peran dan penguatan guru pendamping khusus, dan (6) strategi pendampingan dan pemecahan masalah dalam proses pendampingan siswa berkebutuhan khusus. Hasil penelitian menunjukkan bahwa *learning agility* berkembang melalui pengalaman pendampingan dan dukungan sosial yang diperolehnya. Pada tahap awal, partisipan mengalami keterbatasan kompetensi, keraguan, dan kebingungan dalam menghadapi kebutuhan siswa berkebutuhan khusus. Seiring berjalannya waktu, partisipan menunjukkan inisiatif belajar, upaya mencari dukungan, keterbukaan terhadap masukan, kemampuan refleksi, serta penyesuaian strategi pendampingan sesuai kondisi siswa. Dukungan sosial dari rekan guru, orang tua, dan lingkungan sekolah turut memperkuat motivasi dan kepercayaan diri partisipan.

Kata kunci: *learning agility*, anak berkebutuhan khusus, guru pendamping khusus

ABSTRACT

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Description of Learning Agility of Shadow Teacher in the Implementation of Inclusive Education

This study aims to describe learning agility in special assistant teachers in the implementation of inclusive education, using a descriptive phenomenological qualitative approach. Two participants were involved, selected using purposive sampling with the criteria of being a special assistant teacher who did not come from special education or psychology, and had worked for more than 2 years. Data were collected using semi-structured interviews and analyzed using the Descriptive Phenomenological Analysis (DPA) method. Six thematic syntheses were identified, including: (1) challenges in performing the role of special assistant teacher, (2) emotional dynamics in performing the role of special assistant teacher, (3) self-development and competence in performing the role of special assistant teacher, (4) efforts to build interpersonal relationships in carrying out the role as a special assistant teacher, (5) support in enhancing the role and strengthening of special assistant teachers, and (6) assistance strategies and problem solving in the process of assisting students with special needs. The results of the study show that learning agility develops through mentoring experiences and social support. In the early stages, participants experienced limitations in their competencies, doubts, and confusion in dealing with the needs of students with special needs. Over time, participants showed initiative in learning, sought support, were open to feedback, demonstrated reflective skills, and adjusted their mentoring strategies according to the students' conditions. Social support from fellow teachers, parents, and the school environment also strengthened the participants' motivation and confidence.

Keywords: learning agility, children with special needs, shadow teacher