

DESCRIPTION OF COPING STRESS S IN TEACHERS WHO TEACH SPECIAL NEEDS IN SDS WOODLANDS MONTESSORI

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Abstract

Children with special needs who attend SDS Woodlands Montessori are a source of stress for their teachers. In addition, the high demands of work from the school and parents of students can add to the feeling of stress on teachers of children with special needs. To deal with stress, the ability to overcome it is needed, which is called Coping Stress. This study aims to see Coping Stress in teachers who teach children with special needs at SDS Woodlands Montessori. The design of this study is quantitative descriptive, which uses saturated sampling techniques. With a total sample of 25 teachers at SDS Woodlands Montessori. The reliability level of the Coping Stress data analysis tool is (α) = 0.920 with 28 valid items. From the results of statistical tests, it was found that out of 25 SDS Woodlands Montessori teachers, more were using Coping Emotion-focused coping stresses were 52%, compared to teachers who had problem-focused coping by 48%. In this study there was no association between stress coping with education, age and gender. Other findings in this study showed that teachers in early adulthood used more emotion-focused coping while teachers in middle adulthood all used problem-focused coping.

Keywords: Stress, Coping Stress, Teachers of special needs

Preliminary

The inclusion program is an educational program organized for students with special needs including students with autism, down syndrome, Intellectual Disability (ID), hyperactivity, hearing impaired, speech impaired, mentally disabled, gifted children, and students with learning difficulties. In Indonesia, the application of inclusive education is guaranteed by Law Number 20 of 2003 concerning the National Education System, which in its explanation states that the provision of education for students with disabilities or exceptional intelligence is carried out in inclusion. Inclusive Education is a system of providing education that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to attend education or learning in an educational environment together with students in general. This means that the inclusion class contains not only regular students as usual but also consists of several students classified as children with special needs.

One of the schools classified as an inclusive school is the Woodlands Montessori school. Woodlands Montessori School is a private school under the auspices of a foundation that promotes inclusion programs. From interviews with principals at SDS Woodlands Montessori, the Woodlands Montessori School was built in 2010. The Woodlands Montessori School uses English as the main language of instruction in classroom teaching. At Woodlands Montessori School there are two teaching programs, namely the regular program and the mentoring program. The mentoring program is intended for students with special needs who in the process of education each student will be accompanied by a teacher assistant. The regular program and the mentoring program have a different curriculum. In the mentoring program, the

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curriculum is adjusted to the ability of students with special needs based on an assessment conducted by the school. Besides these two programs, there is also a Special Education Unit class. Because the Woodlands Montessori school has become an inclusive school, the school has an obligation to accept children with special needs. Children with special needs who are currently at Woodlands Montessori school include; ADHD, Intellectual Disability, Learning Disability, gifted children, slow learners and Autism Spectrum Disorder. Each child with special needs has different academic characteristics and their behavior.

By because school Woodlands Montessori already become the school inclusion then the school has the obligation to accept children with disabilities specifically. Child needs special that when it is in the school Woodlands Montessori covers; ADHD, Intellectual Disability, Learning Disability, gifted children, slow learners and Autism Spectrum Disorder. Each child needs special this has karaketristik which vary by academic or behavioral them.

This means that because children with special needs in Woodlands Montessori have different diagnoses, teachers are required to have the ability to handle children with special needs in different ways as well. This becomes a challenge for teachers in Woodlands Montessori schools, just as when teachers handle slow learner children is different from when teachers handle children with ASD. Children with slow learners need extra attention in honing their academic abilities, for example as a teacher must be able to slow down the teaching or presentation process, use visual tools in teaching and also must always be patient in providing motivation to children. In contrast to ASD children who generally have problems in communicating so that if these children feel frustrated and can not convey their desires then what comes out is tantrums. When the child with ASD is challenged, the teacher is required to handle it so as not to interfere with the teaching and learning process.

This is what makes some teachers feel depressed, on the one hand teachers are expected to work demands with a variety of characteristics of children with special needs while on the other side of the educational background of teachers who teach can be considered not in accordance with work demands. The demands of school management and parents who demand that their children can experience academic progress and behavior and children with special needs that vary. Only a small proportion of teachers who teach children with special needs have an educational background for children with special needs. Because the factors above are a source of stress for teachers in Woodlands Montessori.

Teachers of children with special needs at Woodlands Montessori school are teachers who specifically deal with children with special needs. In dealing with children with special needs, the behavior of children with special needs can be a source of stress from teachers. Facing children with special needs, teachers in Woodlands Montessori are faced with demands that are perceived to be a heavy burden and are thought to be a source of stress. The burden on teachers who are suspected to be a source of stress because the school is an inclusive school so that all teachers remain in the school are obliged to teach children with special needs even though they do not have an educational background of children with special needs, in addition to the demands of management so that teachers are able to teach children with special needs and also demands from parents who want their children to show academic change and behavior add to the burden on the teacher. Teachers from children with special needs will choose different coping strategies in dealing with and dealing with stress experienced as a result of their daily tasks. Teachers who manage their stress by increasing their abilities by attending special exercises in dealing with children with special needs, discussing with school management about ways to deal with children with special needs, seeking information by reading articles about handling children with special needs in inclusive schools, and asking questions a colleague who has an educational background of children with special needs, allegedly the teacher uses a problem focused coping strategy (Supri, 2015).

While teachers who use emotion focused coping are teachers who choose to run away from problems as a transfer of stress by overeating, calming themselves with meditation, entertaining themselves with fun things like going out to the mall or karaoke and bring it in prayer without doing things that should be able to solve the real problem.

According to Lazarus and Folkman (in Sarafino, 2002) says that coping is an effort of cognitive and behavioral who performed the individual to overcome inequality or imbalance between the demands of the environment with source power that possessed individuals in situations of stress were different.

In dealing with the stress load, some teachers have tried to manage their stress in various ways called coping stress. According to Lazarus & Folkman (in Sarafino, 2002) coping stress is a process in which individuals try to regulate the perception gap between pressing situation demands and their ability to meet those demands. In addition Lazarus also explained the coping strategy consisting of Problem Focused Coping (PFC) and Emotion Focused Coping (EFC). Problem focused coping behavior is more focused on finding solutions to problems where the individual thinks how to overcome the problem that is being faced, takes action and with all his efforts try to eliminate the causes of stress in a wise way. By

seeking help and information that can help solve problems that are being faced by individuals, it can make stressful situations that are being faced by individuals for the better.

From the results of interviews I (33 years old, male) and E (29 years old, female) it can be concluded that the teacher above uses a problem focused coping strategy that is facing the burdens and pressures associated with teaching children with special needs by increasing their abilities by following training special training in dealing with children with special needs both by themselves and from school, discussing with school management about how to deal with children with special needs who are in tantrums and also how to approach academic learning for children with special needs, read articles on handling children with special needs in inclusive schools, and ask colleagues who have educational backgrounds for children with special needs and know more about the handling of children with special needs.

From the results of interviews N (31 years old, female) and H (36 years old, male) it can be concluded that the teacher above uses emotion focused coping which is to face the burden of teaching by doing things that are not directly to the problem such as overeating, calming yourself with meditation, entertaining yourself with fun things like going out to the mall or karaoke and taking it in prayer without doing things that should solve the real problem.

Of the four teachers interviewed they used different coping strategies, some used problem focused coping and others used emotion - focused coping. This is allegedly because they have different educational backgrounds and different personality characteristics. According to Folkman and Lazarus (in Sarafino, 2002) in their research concluded that subjects with higher levels of education tend to use Problem-Focused Coping in overcoming their problems. In addition, Billing and Moos (in Pramadi & Lasmono, 2003) also stated that the level of education also influences the complexity of one's thinking. Based on the results of his research found that individuals with high levels of education will be more reality and active in solving problems.

In the face of a child with disabilities specifically in school inclusion, the teacher in Woodlands Montessori faced with the demands of the felt into a load that heavy and allegedly became one of the sources of stress. Load the teacher who allegedly became a source of stress due to the school that the school inclusion then all teachers remain at school is obliged to teach the child needs special even though they do not have the background behind education specifically in the field of children with disabilities specifically. In addition to the demands of management that requires the teacher is able to teach a child needs special as well as the demands of parents who want their children show a change in academic or behavior that much better. Facing demands are quite diverse both of the parents, the management as well as children with disabilities specifically with the behavior of the different makes of teachers overwhelmed and stressful. There are some teachers who are trying to cope with how to add a skill just with exercises, discussions with friends, applying the approach of learning are different or in other words, using a strategy that is oriented on the issue (problem-focused coping). However, there are some teachers more to manage stress by way of entertaining themselves they are in when they're stressed in dealing with children with disabilities specifically with the things that fun as eating the excessive, socializing in the outside school with friends or karaoke, doing meditation and bring it in prayer, or use an emotion focused coping strategy.

Thus it can be stated that the difference between teachers who use problem focused coping and teachers who use emotion focused coping is that teachers who use problem focused coping exhibit calmer behavior in dealing with children with special needs because the teacher at least feels they have the stock of knowledge they have acquired. from their coping habits. Whereas teachers who use emotion focused coping tend to show uneasy behavior and sometimes seem to avoid problems that arise in dealing with children with special needs.

Teachers of children with special needs at Woodlands Montessori school are teachers who specifically deal with children with special needs. In the handling of children with disabilities specifically, the behavior of children with disabilities specifically can be a source of stress on the teachers. Facing the children with disabilities specifically, the teachers in Woodlands Montessori faced with the demands of the felt into a load that heavy and allegedly became one of the sources of stress. Load the teacher who allegedly became a source of stress due to the school that the school inclusion so that all teachers remain at school are obliged to teach the child needs special even though they do not have the background behind the education of children with disabilities specifically, in addition to the demands of management that the teacher is able to teach a child needs special and also the demands of parents who want their children show a change in academic and behavior add to the burden for teachers. Teachers of children with disabilities specifically there will choose the strategy of coping is

different in the handle and face the stress that is experienced as a result of the task daily . Teachers who manages his stress by way of increasing the ability to follow the exercises specialized in dealing with children with disabilities specifically , discussions with management schools about ways to confront children with disabilities specifically , look for information by reading articles about the treatment of children with disabilities specifically in school inclusion , and asked to colleagues who have background education of children with disabilities specifically , suspected of teachers are using the strategy of problem focused coping.

While the teachers who use emotion focused coping is the teacher who chose to run yourself out of trouble as the transfer of stress by way of eating that is excessive , calming himself by way of meditation , entertain yourself with things that fun like go sightseeing to the mall or karaoke and bring it in prayer without doing things that should be able to solve the real problem

The allegation from the above research is in line with some previous studies conducted by Wardani (2009) on 'Coping Parents Strategy for Autistic Children' whose results say that subjects who have a problem solving orientation that focuses on ways or strategies to solve problems or problem focused coping. In Miranda's (2013) research on ' Coping and Emotional Fatigue Strategies for Mothers with Children with Special Needs' also said subjects were more focused on overcoming and dealing with problems by using problem focused coping which tended to be self activity, planning, emphasis on competitive activities, self control and instrumental social support.

The purpose of this research is to find out the description of coping stress on teachers at Woodlands Montessori. .

Research methods

This research uses a descriptive quantitative approach. The design used is descriptive research in all dimensions in the variable to find out the description of coping stress teachers of children with special needs in Woodlands Montessori school. In this study there is one variable, namely coping stress (Lazarus & Folkman in Sarafino, 2002) .

In this study there is one variable, namely coping stress (Lazarus and Folkman in Sarafino, 2002) . The conceptual and operational definition of stress coping is as follows:

The conceptual definition of stress coping is an attempt or strategy made by an individual to address the gap or imbalance between the demands of the environment and the resources that an individual has, so as to reduce the negative impact of stressful situations that exist.

The operational definition of stress coping is the total score of the therapist's chosen and used ways to overcome the gap or imbalance between the demands of the environment and the therapist's resources measured by describing the dominant problem- focused coping and emotion-focused coping strategies .

This study uses a questionnaire for data collection. Measuring instruments in this research are in the form of two questionnaires that use a Likert scale model . Measuring tools coping with stress s adapted based on the gauge made by Nababan (2016) with reference to the theory of Lazarus & Folkman (in Sarafino, 2002) . There are four values, namely SS (very appropriate), S (appropriate), TS (not suitable), and STS (very inappropriate). After the vitality test , this gauge has 28 items. Measuring instruments in this study have a reliability value of 0.920 .

Results and Discussion

Description of Research Respondents

Table 1

Description of subject age

Age	amount	Percentage
18-40	22	88.0 %
> 40-60	3	12.0 %
> 60	0	0.0 %
Total	25	100 %

The most general description of research subjects based on age is in the age range of 18-40 years as many as 22 subjects (88%).

Table 2
Description of subject sex

Tournament	Frequency	Percentage
Male	10	40.0 %
Girl	15	60.0 %
Total	25	100 %

Based on table 4.2 it can be seen that the respondents are dominated by female teachers as many as 15 people (60%) and 10 male teachers (40%).

Table 3
Overview of the subject's last education

The last education	amount	Percentage
High school	3	12.0%
D3	2	8.0%
S1	18	72.0%
S2	2	8.0%
Total	25	100 %

Based on the data in table 4.3 it can be seen that the respondent is dominated by teachers with a Bachelor's education, namely 18 people (72.0%), 3 people (12.0%) with a high school education, 2 people (8.0%) with a D3 education. and as many as 2 people with the last education S2 (8.0%).

Table 4
The dominant dimension of coping stress

Coping stress	amount	Percentage
PFC	12	48.0%
EFC	13	52.0%
Total	25	100 %

Based on table 4.6, it is known that from 25 respondents, 12 teachers with special needs or 48% of therapists tend to do problem-focused coping (PFC), 13 teachers with special needs children or 52% of teachers tend to do coping that is centered on emotion or emotion-focused coping (EFC). From the above data it can be concluded that emotion-focused coping is more widely used by teachers of children with special needs in dealing with stress.

Table 5
Coping stress images based on age

Coping	18-40	40-60	Total
PFC	9	3	12
EFC	13	0	13
Total	22	3	25
Approx.Sig . (2-tailed)			0, 05 5

Based on the data above, teachers with special needs children aged 18-40 years, namely teachers who are in early adulthood both use emotional-centered coping (EFC) and also problem-centered coping (PFC) but teachers aged 40-60 years that is, teachers who are classified as middle adolescents are seen to all use problem-centered coping (PFC) and none that are centered on emotions (EFC). This can be caused by the level of thinking ability and emotional maturity of teachers in middle adulthood. Teachers belonging to early adolescents who use problem-centered coping (PFC) are as much as 36%, more than teachers who are classified as middle adolescents as many as 12%.

From the results of the Chi Square Test of age, it appears that Asymp sig. .055 > 0.05 means that there is no relationship between age and stress coping. .

Table 6
Coping stress images by sex

Coping	Male	Woman	Total
PFC	4	8	12
EFC	6	7	13
Total	10	15	25
Approx.Sig . (2-tailed)	0, 513		

From table 4.10, if we look at the ratio of teachers who do problem-centered coping (PFC) male teachers are fewer in number, which is as much as 16.0% compared with female teachers as much as 32%. The proportion of teachers who do emotional-centered coping (EFC) female teachers is more numerous, as many as 28.0% compared to male teachers as much as 24%. But when compared with different gender groups and with the gender groups of female teachers themselves the number of teachers who do more problem-centered coping (PFC) are female teachers.

From the table above it can be seen that the value of Sig. .513 where ($p > 0.05$), meaning that there is no relationship between sex and coping with stress

Table 7
Picture of coping with stress based on education

Coping	High school	D3	Total
PFC	4	8	12
EFC	6	7	13
Total	10	15	25
Approx.Sig . (2-tailed)	0, 055		

From the data above, it can be seen the comparison of the latest education of teachers from high school, D3, S1 and S2 who use problem-centered coping (PFC) more on teachers who have a S1 education level of 32%. When compared in the group of teachers whose last education was S1 with their last high school, D3 and S2 education, it can be seen that in the group of teachers with the most recent education, S1 used emotional coping as much as 40%. This is caused by the character of the subjects in the Montessori Woodlands school whose educational background is not in line with the demands of the job, the lack of information they have, they do not get appropriate training, support tends to be low and inappropriate so that teachers do a lot of emotional-centered coping (EFC) .

From the table above it can be seen that the Asymp value. Sig. .915 > 0.05, meaning that there is no relationship between education and stress coping.

Discussion

From the results of statistical tests, it is known that 25 SDS Woodlands Montessori teacher, the more that use that use Coping with Stress emotion-focused coping by 13 people, compared with teachers who do problem-focused coping by 12 people. This data shows that teachers of children with special needs in Woodlands Montessori schools deal with stress using both methods. This is allegedly because each teacher has different perceptions of the demands and burdens of his work. Teachers who perceive that the problem can be solved directly will tend to use problem-focused coping. Whereas

teachers who perceive that the problem must be avoided, rejected, ignored or not solved directly then the teacher is likely to use emotion-focused coping . This is related to experience, teacher education background, age and gender. Some teachers of children with special needs in Woodlands Montessori school deal with stress by solving problems directly at the source of their stress, while some teachers try to interpret problems positively, but do not have the effort to solve the problem and tend to avoid it.

Teaching children with special needs at Woodlands Montessori is a job with a high risk of stress because children with special needs at the school have different characteristics and with different diagnostic results. As teachers of children with special needs, teachers have very high demands in the teaching-learning process. Teachers who are already willing to work at the Woodlands Montessori school are expected to be able to teach children with special needs academically and in behavior. Teachers are also required to prepare teaching materials according to the needs of each child. From the results of interviews and observations in the field, the lack of collaboration between parents and caregivers also becomes an obstacle for teachers to be able to prepare children optimally. Not to mention teachers who do not have the educational background of children with special needs and have minimal knowledge about children with special needs. Teachers feel there is a gap between the demands given and the capacities they have, which causes the teacher to experience stress (Sarafino, 2002) .

In coping with stress that 52% of teachers who teach children with special needs in Woodlands Montessori did coping centered on the problem or problem-focused coping (48%). According to Lazarus and Folkman (Sarafino, 2002) , individuals who do problem -centered coping (PFC) are individuals who make efforts to change circumstances aggressively, and individuals will try to control the problem and solve it. Teachers with special needs who do problem-focused coping show behaviors such as taking direct action to solve problems, making plans to solve problems, and asking questions and seeking support in the form of information to solve problems.

This is in line with Miranda's (2013) research on "Coping and Emotional Fatigue Strategies in Mothers Who Have Children with Special Needs" which concludes that subjects who overcome and deal with problems by using problem-focused coping tend to be self-active, planning, emphasizing competitive activities , self control and instrumental social support. In Wardani's research (2009) on "Coping Parents Facing Autistic Children", also said that subjects who have a problem solving orientation that focuses on ways or strategies to solve problems that focus on problem-focused coping forms of effort made between Other: trying to find information about how to deal with children, and also education that is suitable for children.

In Aldwin and Revenson (in Adi , 2010) about " Does Coping Help? A Reexamination of the Relationship Between Coping and Mental Health "says emotional-oriented coping (EFC) involves efforts to reject, contemplate a problem and act as if nothing happened. Blame yourself, respond emotionally to problems, blame yourself more and punish yourself, and regret what happened.

In the study of Carver et al . (in Rustiana & Cahyati, 2012) which suggests forms of coping behavior that focus on emotions in the journal " Assessing Coping Strategies: A Theoretically Based Approach " is turning to religion (ie individual efforts to increase religious activity); re-understanding positively or looking at problems from a better perspective; seeking social emotional support to get sympathy or emotional support from others to release negative emotions; behavioral relinquishment (i.e. surrender, or withdrawing from an attempt to achieve a goal because of the problem that causes stress is deemed disturbing).

Teachers of children with special needs who tend to do emotion- centered coping or emotion-focused coping (EFC) have a greater percentage of 52% compared to teachers who do coping using problem-focused coping that is equal to 48 %. According to Lazarus and Folkman (in Sarafino, 2002) said individuals who do emotional-centered coping (EFC) make efforts to divert attention from the problem by doing relaxation, or seek comfort from others and emphasize emotional responses in dealing with stressful situations. Emotionally oriented coping tends to be done by individuals when they feel that there is nothing more that can be done with the processor. This tendency can also function negatively if it is only used as a means to release negative emotions, so that individuals do not try to cope with existing stressors (Sarafino, 2002) .

Based on the results of supporting data in this study it can be seen that teachers classified as early adults who use problem-centered coping (PFC) are 36%, more than teachers who are classified as middle adolescents, as many as 12%. But when compared in the middle adult usis group itself, teachers aged 40-60 years ie teachers who are classified as middle adolescents are seen to all use problem-centered coping (PFC) and none are centered on emotions (EFC).

Other supporting data is seen in the comparison of teachers who do problem-centered coping (PFC) male teachers are fewer in number, which is as much as 16.0% compared with female teachers as much as 32%. The proportion of teachers

who do emotional-centered coping (EFC) female teachers is more numerous, as many as 28.0% compared to male teachers as much as 20%. But when compared with different gender groups and with the gender groups of female teachers themselves the number of teachers who do more problem-centered coping (PFC) are female teachers.

Other supporting data of the latest education of teachers from high school, D3, S1 and S2 who use problem-centered coping (PFC) is more on teachers with S1 education that is as much as 16%. If compared to the group of teachers with the most recent S1 education where the majority of the number of S1 teachers is indeed more than the number of teachers with the last high school education, D3 and S2, it can be seen that in the group of teachers with the last S1 education, coping is more emotional-centered. 24%. This is caused by the character of the subjects in the Montessori Woodlands school whose educational background is not in line with the demands of the job, the lack of information they have, not getting appropriate training, support that tends to be low and imprecise so that even teachers with higher education do a lot of coping centered on emotions (EFC).

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