



## Analysis of Adjustment of Non-PLB Teacher in Teaching Activities at SKH 02 Serang City

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### Abstrak

Penelitian ini menganalisis penyesuaian diri guru non Pendidikan Khusus (PLB) dalam kegiatan mengajar di SLB Negeri 02 Kota Serang. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan wawancara dan observasi. Hasil penelitian menunjukkan bahwa motivasi guru non-PLB dalam mengajar anak berkebutuhan khusus (ABK) didorong oleh keinginan untuk menambah pengalaman, tantangan baru, dan semangat orang tua siswa. Dalam prosesnya, guru menghadapi berbagai kendala, seperti kesulitan menyampaikan materi, menjaga fokus siswa, dan menangani perilaku tantrum. Strategi adaptasi yang digunakan antara lain penilaian, bermain sambil belajar, dan konsultasi dengan guru lain atau orang tua siswa. Penyesuaian diri guru memerlukan waktu yang bervariasi, dipengaruhi oleh karakteristik individu dan upaya yang dilakukan, termasuk mengikuti pelatihan khusus. Kajian ini menekankan pentingnya dukungan terhadap guru non-PLB untuk meningkatkan kualitas pengajaran di SLB.

**Kata kunci:** Penyesuaian diri, Guru SLB, Guru SLB non-PLB.

### Abstract

This research analyzes the adjustment of non-Special Education (PLB) teachers in teaching activities at State Special School 02, Serang City. This research uses a descriptive qualitative method with an interview and observation approach. The research results show that the motivation of non-PLB teachers to teach children with special needs (ABK) is driven by the desire to gain experience, new challenges and the enthusiasm of the students' parents. In the process, teachers face various obstacles, such as difficulty delivering material, maintaining student focus, and dealing with tantrum behavior. Adaptation strategies used include assessment, playing while learning, and consultation with other teachers or students' parents. Teacher adjustment requires varying amounts of time, influenced by individual characteristics and the efforts made, including following special training. This research confirms the importance of support for non-PLB teachers to improve the quality of teaching in special schools.

**Keyword :** Self-adjustment, SLB Teacher, non-PLB SLB Teacher

## INTRODUCTION

Special schools or special schools (SLB) are learning places that are specially designed for children with different abilities. Teachers in this school are expected to have special expertise in educating children with special needs, but sometimes this is not always fulfilled. As a result, teachers must be able to adapt and develop their abilities continuously. Teaching children with special needs is a challenge that requires a deep understanding of each individual student.

According to Caturwangi, Budiyanto, and Wahyudi (2017), SLB teachers must be able to manage learning methods, manage classes, and conduct assessments. This is in accordance with the Regulation of the Minister of National Education No. 32 of 2008 concerning Academic Qualification Standards and Teacher Competencies which states that the minimum SLB academic qualification is Diploma Four (D-IV) or bachelor (S1) special education program or bachelor in accordance with the subjects taught (Regulation of the Minister of National Education, 2008).

SLB teachers are required to have an exceptional educational background because they have to deal with students who have different characteristics (Wulan & Apriliani, 2017), but many non-PLB graduates teach in special schools and do not even come from the education department. In fact, to become a teacher in a special school, special knowledge and expertise are needed because teachers not only teach but also must can over coming problems in classroom learning in particular, this was revealed by Hapsari & Mardiana (2016) that the work of SLB teachers is not only teaching, but also must be able to take care of their students with special handling. Self-adjustment is important in daily life, because of the establishment of harmonious relationships between individuals and other individuals and their environment. This is

supported by Fahmi (in Silalahi, 2014) saying that self-adjustment in psychiatry is a dynamic process that aims to change behavior so that a better relationship is established between individuals and their environment, besides that Hariyadi, et al (in Wijaya 2011) stated that self- adjustment is the ability to change oneself according to the circumstances of the environment and can also change the environment according to one's own circumstances or desires. Meanwhile, according to Schneiders (in Agustiani, 2006) it is explained that self-adjustment is a process that involves mental processes and individual actions in an effort to meet needs, and overcome tension, frustration and conflict successfully and produce a harmonious relationship between one's needs and the norms or demands of the environment in which a person lives.

Self-adjustment in teachers is very important, especially teachers who teach in Special School (SKh) or Special Schools (SLB), this is because SLB teachers will face very diverse and unique students, for that it is necessary to adjust themselves to the school environment. Being an SLB teacher is a profession that requires a high level of patience, both physically and mentally. The main task of SLB teachers is to provide individual teaching according to their needs and obstacles to each student with full patience. In addition, SLB teachers are also responsible for developing learning plans, carrying out the teaching and learning process, and evaluating student learning outcomes. Not only that, SLB teachers are also involved in school administrative activities that support the learning process. Problems that occur during learning, this is not only felt by SLB teachers who have extraordinary educational backgrounds but also by non-PLB SLB teachers. In reality, not all SLB teachers have a Special Education or Special Education (PLB) background, there are teachers with various types of majors both

in the scope of education and non-education.

Research conducted by Rusydina Sabila and Dwi Iramadhani (2023), explained that non-PLB teachers have problems such as worrying about their ability to teach ABK, anxiety because they are unable to interact with students, different underdevelopments, and difficulty solving problems experienced by parents and guardians. In addition, from the results of research conducted by Rusydina Sabila and Dwi Iramadhani (2023), it was found that there is one dimension that tends to be low compared to the other, namely the strength dimension. This indicates that there are non-PLB teachers who are not enough to solve the problems that occur in their work. Problems that occur in the field make PLB teachers need to adjust themselves to the school environment, this is also needed, especially for non-PLB teachers who teach in special schools.

According to Dewi (2023), one of the obligations of subjects that affect the self-adjustment process is to be able to interact, control emotions, convey material, and master teaching techniques. According to Lally, it takes between 18 to 254 days for a person to develop a new habit. But in general, it takes 66 days. Therefore, there is a need for support for PLB or non-PLB teachers who teach in special schools to make it easier to adapt to the school environment.

State Special School 02 Serang City is one of the special public schools that has non-PLB graduate teachers to teach in the classroom. The teacher teaches in a class of students who have disabilities, autism, and religious barriers. Teachers who teach in special schools are required to understand the different characters of students, but it is necessary for teachers to adjust themselves to teach in the classroom effectively because of the many problems that will arise so that teachers are required to have strategies in overcoming these problems. This is supported by the research of Barizi (2009: 142) stating that teachers with a background in PLB

teacher education are easier to adapt to the environment of the Special School (SLB), because they have been equipped with a set of theories to support their service, while teachers who do not have a background in PLB teacher education will find many problems in learning.

Based on what has been explained above, the researcher is interested in conducting further research in order to obtain valid data regarding the analysis of adjustments of non- PLB teachers in teaching activities in SKh 02 Serang City.

## METHOD

This study uses a descriptive qualitative research method. The researcher collected data in the form of interview results on research subjects. Descriptive qualitative research is carried out to explain existing research without providing manipulation of the variable data studied by conducting direct interviews (Bahri, 2017). The interview used in this study is a structured interview. Structured interview is an interview technique where the researcher meets face-to-face with the respondent using guidelines that have been prepared in advance (Sukardi, 2014). This study uses two main approaches in data collection, namely:

### 1. Field Research

Direct observation: The researcher actively observes and records everything relevant to the research at the actual location.

- In-depth interview: Researcher do interview directly with relevant parties to get more accurate and detailed information.

### 2. Literature Research

Literature study: Researchers collect and analyze various sources of information, such as books, journals, and online articles, to support the research findings. This research was carried out at SKh Negeri 02 Serang City on November 12, 2024 and November 18, 2024. The

population of this study is three non-PLB teachers in SKh Negeri 02 Serang City. In this study, the data analysis technique used is the Miles and Huberman interactive model. This model, as explained by Sugiyono (2012: 78) consists of four main stages, namely data collection, data reduction, data presentation, and conclusion drawn.

### Research Informant

The researcher used purposive sampling to determine the informants in this study. According to Sugiyono (2016) explained that purposive sampling is a sampling technique for certain consideration data sources. The use of the purposive sampling technique is because not all samples have criteria that are in accordance with the research phenomenon. Therefore, the researcher has applied the purposive sampling technique by determining certain criteria that must be met by each sample to be used in this study.

The teacher selected as an informant for this research is a teacher who teaches at SKh Negeri 02 Serang City and has a background in non-PLB majors.

- DF, a teacher at SKh Negeri 02 Serang City and has a background in non-PLB majors (English Department)
- AC, a teacher at SKh Negeri 02 Serang City and has a background in non-PLB majors (PGTK Department)
- NN, a teacher at SKh Negeri 02 Serang City and has a background in non-PLB majors (PAI Department).

## DISCUSSION

Based on the results of interviews conducted by researchers, teachers at SKh Negeri 02 Serang City who are non-PLB have different motivations to teach at this special school. DF is one of the teachers at SKh 02 Serang City who has been teaching since 2022, currently DF

teaches in classes for the disabled or children with intellectual disabilities. DF comes from the English department. DF said adding experience was the initial motivation to teach at this special school.

*"I want to add new experiences, because previously I only taught in public schools".*

In addition to DF, NN also one of the teachers at SKh 02 Serang City who has been teaching since 2015, currently NN teaches Islamic Religious Education (PAI) Lessons for grades 1 to 6 for autistic, visually impaired and visually impaired. NN comes from the PAI department. NN explained that her motivation to teach children with special needs is because it is challenging and seems exciting.

*"Initially, see children with special needs I was motivated because it looked exciting and challenging to teaching it, after I taught it, I knew that to teach children with special needs must be from the heart, full of sincerity and must be deepened".*

While AC is a teacher at SKh 02 Serang City who has been teaching since 2019, NN currently teaches at TKLB after previously teaching in grades 3 and 5 for autistic disabilities. NN explained that seeing special children also saw the great parents of children in special schools who motivated her to teach children with special needs.

*"At first, I was hesitant and afraid to teach in a special school, but as time went by, I realized that teaching in a special school made me more grateful when I saw special children and also saw the great parents of the children in this special school. The struggle of parents who send their children to school far away also motivates me to teach seriously".*

From the results of the interviews that the researcher has conducted, it can be concluded that the motivation of non-

PLB teachers at SKh 02 Serang City is to add experience because the environment is new, challenging and seems exciting. In addition, seeing the enthusiasm of children with special needs to go to school and the struggle of parents to send children to school is also one of the motivations that makes the reason why non-PLB teachers at SKh 02 Serang City choose to teach children with special needs at SLB.

In the process of teaching ABK students, motivation is needed in workers so that teachers always work with a feeling of happiness and a high sense of responsibility. This is in line with Irani's (2016) statement that it should be noted that work motivation is very important for a teacher, especially for teachers who have great challenges to handle children who have specificity so that the teacher always works with a feeling of pleasure and is not forced so that it can create a quality of education for good quality ABK. This statement is related to research conducted by Rohadi (2008) which states that teachers who have low motivation have the impact of not carrying out activities well, teachers do not use relevant learning methods, and teachers do not carry out teaching and learning activities regularly so that if teaching motivation is low, it is difficult to expect high productivity in learning implementation.

In teaching children with special needs for non-PLB teachers, of course, self-adjustment is needed in the teaching process, there are many ways and obstacles experienced by teachers in the self-adjustment process and strategies to overcome them, this is also experienced by non-PLB teachers in SKh 02 Serang City. According to DF, there are obstacles in the self-adjustment process that he feels, such as the difficulty in delivering material because the content or material is too heavy for children and

communication is hampered because it is difficult for students to express their own thoughts. The strategies carried out by DF in overcoming the obstacles that occur are such as conducting assessments, consulting with other teachers, and chatting with students' parents.

*"There are many obstacles that occur, I hold a disabled child. Even though junior high or high school students have a below-average IQ, they understand it like elementary school children, sometimes if the material is too heavy which makes students not understand. Communication is also sometimes difficult because they find it difficult to express what they think. Strategies such as conducting assessments first, chatting with previous teachers and other teachers or chatting with students' parents."*

According to NN, the obstacles experienced are the difficulty of controlling children's focus because the focus of children with special needs is easily distracted, children do not understand commands and the low grasp of students in understanding the material causes the need for repetition in learning. The strategy in overcoming the obstacles that occur is to play while learning, teachers can apply games if they feel that the learning atmosphere is no longer conducive.

*"It is quite difficult to control children's focus because the focus of children with special needs is easily distracted, so learning is still helped a lot by games. Children also do not understand commands, do not understand much related to learning, so they have to repeat them frequently. The strategy is by tug-of-war with the game".*

Meanwhile, according to AC, the obstacle experienced is if in the learning process in the classroom the child can be in a condition that cannot be handled or tantrums. The strategy to overcome the

situation is to call the student's parents to come in and calm their child, besides that the student can invite them out of the classroom to calm them down.

*"There must be, especially when dealing with deaf children, if in kindergarten itself there are not too many obstacles because kindergarten is not much different from elementary school. If in class the child is really unmanageable or has a tantrum, then the mother will call her parents to come in and calm her child or we invite her to leave the classroom to calm down and the rest of the students are entrusted to other class teachers. In addition, the strategy given to each child must be different because the way to handle each child is different from the condition of the child".*

From the results of the interview, it can be concluded that there are many obstacles felt by non-PLB teachers at SKh 02 Serang City, such as difficulty communicating with students, difficulty in delivering material that is in accordance with the child's ability appropriately, difficulty in maintaining student focus during learning, low student grasp in understanding the material which causes the need for repetition in learning, students who have tantrums and are difficult to calm down when learning is in progress. The strategies that can be carried out for each student are also different, this is adjusted to the conditions and character of each student. This is supported by research conducted by Mulia (2018) stating that the obstacles experienced by non-PLB teachers include: the diversity of student characteristics, limited learning resources, a curriculum that is not in accordance with ABK, lack of learning media for ABK students, assessments that are not carried out well, and difficulties in communicating with ABK students. The training was also attended by non-PLB teachers at SKh 02 Serang

City, such as special training for children with special needs or webinars.

As according to NN *"I have participated in several special trainings for ABK, even though I am not from the special education department but there is training that I have followed".*

The training is one of the efforts to accelerate the process of self-adjustment for non-PLB teachers, because by participating in the training, the teacher will gain new knowledge related to the material presented to be implemented in teaching and learning activities in the classroom. This is in line with Mulia (2018) that the ability of non-PLB teachers to master learning theories and educational learning principles can be very good because most non-PLB teachers have received training related to learning for ABK students.

The self-adjustment of each non-PLB teacher in SKh 02 Serang City has a different time to be able to adapt to the school environment. As according to DF, it takes 6 months, and NN for 3 months. This is in line with what Lally revealed, according to her, it takes between 18 to 254 days for a person to develop a new habit. But in general, it takes 66 days.

The motivation for teaching non-PLB teachers at SKh 02 Serang City has differences in each teacher, besides that during the process of self-adjustment in teaching there are many obstacles faced by each teacher, but the teacher has a different strategy in overcoming the obstacles that occur during the teaching activity, this is because it is adjusted to the conditions and character of each student. In this self-adjustment process, there are other efforts to accelerate this self-adjustment process, such as participating in webinars or crew member training. In addition, the adjustment process also has a different time span for each teacher in SKh 02 Serang City, this is in accordance with the personality and

other efforts made by each teacher.

## CONCLUSION

This study concluded that non-PLB teachers at SKh Negeri 02 Serang City have a strong motivation to teach children with special needs (ABK), driven by the desire to gain experience, face new challenges, and admiration for the enthusiasm of students and the struggles of their parents. However, non-PLB teachers face various obstacles in the teaching process, included difficulty delivering material according to students' abilities, maintaining student focus during learning, and handling tantrum behavior. Strategies used to overcome these obstacles include initial assessments, play-by-learning approaches, consultations with students' parents, and training or webinars related to ABK teaching. The self-adjustment of non-PLB teachers takes a variable amount of time, with an average of three to six months, depending on the individual's character and the support received.

Based on these findings, it is recommended that the government and schools be more active in providing quality training for non-PLB teachers to improve their ability to manage classes and teach ABK students. This training can include teaching techniques, student behavior management, and curriculum adaptation.

In addition, mentoring programs for new teachers are needed to accelerate their adaptation process. Schools are also expected to strengthen cooperation between teachers through regular discussions to share experiences and solutions to the problems faced. Improving facilities, including media and learning resources that support the needs of ABK, is also a priority to ensure the success of the learning process. With the right support, non-PLB teachers are expected to be able to carry out their duties optimally, so that the quality of education in special schools can continue to improve.

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