

REGULASI EMOSI *SHADOW TEACHER* DALAM MEMBIMBING ANAK AUTIS DI SEKOLAH TK MAITREYAWIRA DELI SERDANG

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INTISARI

Regulasi emosi merupakan faktor penting dalam kehidupan manusia. Mengontrol dan mengolah emosi negatif menjadi emosi positif akan memberikan banyak keuntungan untuk dirinya atau orang lain. Oleh karena itu, setiap orang perlu meregulasi emosinya, termasuk seorang *shadow teacher*. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana proses regulasi emosi yang dialami oleh *shadow teacher* dalam menangani anak autis. Subjek dalam penelitian ini berjumlah 3 orang, dengan karakteristik perempuan yang bekerja sebagai *shadow teacher* di sekolah TK Maitreyawira Deli Serdang dengan rentang usia 23-26 tahun. Pendekatan dalam penelitian ini adalah pendekatan kualitatif dengan metode pengambilan data menggunakan *purposive sampling*. Hasil penelitian menunjukkan bahwa ketiga subjek penelitian mengalami emosi seperti sedih, kesal, dan marah. Hasil penelitian ini juga menyatakan bahwa dari reaksi emosi negatif yang dirasakan, ketiga subjek meregulasi emosi dengan melakukan berbagai aktivitas seperti keluar dari kelas untuk menenangkan diri, mendiamkan anak autis yang ditanganinya, serta menangis di hadapan anak autis tersebut.

Kata Kunci: Regulasi Emosi, *Shadow teacher*, Anak Autis

**SHADOW TEACHER'S EMOTIONAL REGULATION IN GUIDING AUTISTIC
CHILDREN AT MAITREYAWIRA DELI SERDANG KINDERGARTEN
SCHOOL**

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ABSTRACT

Emotion regulation is an important factor in human life. Controlling and processing negative emotions into positive emotions will provide many benefits for oneself or others. Therefore, everyone needs to regulate their emotions, including a shadow teacher. The aim of this research is to find out the emotional regulation process experienced by shadow teachers in dealing with autistic children. The subjects in this study were 3 people, with the characteristics of women who worked as shadow teachers at the Maitreyawira Deli Serdang Kindergarten school with an age range of 23-26 years. The approach in this research is a qualitative approach with a data collection method using purposive sampling. The results showed that the three research subjects experienced emotions such as sadness, annoyance and anger. The results of this study also stated that from the negative emotional reactions they felt, the three subjects regulated their emotions by carrying out various activities such as leaving the classroom to calm themselves, quieting the autistic child they were handling, and crying in front of the autistic child.

Keywords: Emotional Regulation, Shadow teacher, Autistic Child