

RESILIENCE ON HELPER (GURU PENDAMPING) FOR SPECIAL NEED STUDENTS AT ELEMENTARY SCHOOL “X” BANDUNG

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INTRODUCTION

- No child wants to be borne with 'special needs'
- No parents want their child to have 'special needs'
- Special needs children need to be educated in academic achievement and self caring as well
- Teachers for these special needs children or students need HELPERS to keep education sessions effective
- Helpers duties are calm downning these special needs students while they are in an unpredictable tantrum as they having lessons at class; and nurturing student's progress in academic achievements
- As helpers do their job, they often find bruises on any part of their bodies after they try to ease these special needs students in tantrum behavior

PROBLEMS
AT WORK :
• EASE THE
STUDENTS
TANTRUM
• NURTURE
THE
ACADEMIC
ACHIEVEMENT

HELPERS

ATTITUDES
TOWARD
PROBLEMS AT
WORK :
• STAY INVOLVED
• KEEP
SUPPORTING THE
STUDENTS TO
GIVE POSITIVE
INFLUENCE
• VIEW PROBLEMS
AS CHALLENGE TO
WIN

RESILIENCE

THEORETICAL FRAMEWORK

**Maddi, Salvatore R.,
&
Khoshaba, Deborah M.
2005**

Helper's stressors:

- Hazardous situation as tantrum behavior emerge
- Expectation of improvement of the students

Hardiness
motivation
& courage

Resilience

high

low

3Cs:

- Commitment
- Control
- Challenge

- Transformational coping skill
- Social support skill

METHOD

- Descriptive → survey technique
- Questionnaire → self administered questionnaire consist of 63 valid items to 26 helpers as respondents
- Validity test → 0.416 – 0.842
- Reliability test → 0.982
- Analyzing data → frequency distribution, cross-tabulations

RESULTS

Table 1. Level of resilience

Level of resilience	Frequency (%)
high	26 (100%)
low	0 (0 %)
TOTAL	26 (100%)

Result show that all (100%) helper have high level of resilience

Results in 3Cs

Table 2. Level of Commitment

Level of resilience	Frequency (%)
high	22 (84.6%)
low	4 (15.4%)
TOTAL	26 (100%)

Table 3. Level of Control

Level of resilience	Frequency (%)
high	23 (88.5%)
low	3 (11.5 %)
TOTAL	26 (100%)

Table 4. Level of Challenge

Level of resilience	Frequency (%)
high	21 (80.8%)
low	5 (19.2%)
TOTAL	26 (100%)

Cross tabulation

		commitment		
		Low	High	Total
resilience	Low	0	0	0
	high	4	22	26
Total		4	22	26

		control		
		Low	High	Total
resilience	Low	0	0	0
	high	3	23	26
Total		3	23	26

		challenge		
		Low	High	Total
resilience	Low	0	0	0
	high	5	21	26
Total		5	21	26

Additional results

Table 5. Level of Transformational Coping Skills

Transformational Coping Skills	Freq (%)
Low	2 (7.7%)
High	24 (92.3%)
TOTAL	26 (100%)

Table 6. Level of Social Support Skills

Social Support Skills	Freq (%)
Low	7 (26.9%)
High	19 (73.1%)
TOTAL	26 (100%)

- Level resilience in 3Cs – Commitment, Control & Challenge are all mostly high
- Aspects Control are mostly used by helper (88.5%), they firstly need to put efforts to give positive influences toward the problem that they faced. They attempt to control the situations and therefore they can predict the consequences of each alternative reasons. The clearer the stress-situation the easier they cope with that stress.
- As they (Helpers) take control of the stress-situations, they keep facing their problems, with all attentions, thoughts and efforts (Commitment 84.6%)
- 80.8% helpers view problems they faced as challenging

DISCUSSIONS

- As an accordance to theoretical framework that 3C's attitudes grows two kinds of skills for coping problems—transformational coping skills and social support skills.
- Additional results showed that almost all helpers (92.3%) develop more transformational coping skills than social support skills (73.1%). They broad their views' perspectives so that stress can be seen from different point of views. Social support skills improving social relations through listen & communicate with others. With these skills, they develop empathy, sympathy and appreciation.

CONCLUSIONS

1. In this Elementary “X” School all (100%) helpers are high on resilience level
2. Most of helpers are high on all aspects of resilience which are Commitment, Control, and Challenge
3. Control is one of aspects of resilience that helpers use to cope with stressful situation of work
4. Transformational coping skill develops more on helpers than social support skill

RECOMMENDATIONS

(1)

Conduct further research on empathy level's on helper, which has great impact in social support skill's development

(2)

To increase level of empathy, sensitivity training may consider be held for these helpers in this Elementary "X" School



Thank you...