

How Improving the Resilience of Special Education School Teachers in Forming Students' Positive Characters?

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Abstract: How Improving The Resilience Of Special Education School Teachers In Forming Students' Positive Characters. This research aims to determine and analyze the process of improving the resilience of special education school teachers in forming positive characters of students at SLB Negeri 1 Bantul Yogyakarta. In addition, this research is also to determine the forms of improving the resilience of teachers at SLB Negeri 1 Bantul Yogyakarta, and to determine the supporting and inhibiting factors of the process of improving the resilience of the special education school teachers in forming positive character of students at the school. The research approach used is a phenomenological study. The research subjects were determined by the researcher along with recommendations from SLB Negeri 1 Bantul Yogyakarta. The data were collected using data collection techniques in the form of observation, interviews, and documentation. The data obtained were analyzed using phenomenological study data analysis techniques. The results show that the longer the teacher work and teach the students with special needs, the more comfortable and loving the teachers are with their jobs. This is indicating the process of self-resilience improvement. To form this self-resilience, the teachers need to perform several efforts, one of them is by pursuing divine connection with God Almighty, this is proven to lighten their workload. The supporting factors in the process of improving the resilience of teachers at SLB Negeri 1 Bantul Yogyakarta are the teachers themselves, students, and social support. Meanwhile, the inhibiting factors are the students and their parents.

Keywords: self-resilience, special education schools, positive characters.

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■ INTRODUCTION

Education is one of the keys to the progress and development of a country. With education that has good quality, a country will be said to be successful. This is in line with what the Vice President of the Republic of Indonesia for the 2009-2014 period, Boediono, said, education plays a role in the development and progress of the nation by instilling the right attitude and providing the necessary competencies to individuals who carry out the functions of institutions that determine the progress of the

nation (Boediono, 2012). Good quality education can be created from various aspects, such as the curriculum and teaching materials used, learning methods, facilities and infrastructure, to teachers' creativity when teaching in the classroom (Meliyani and friends, 2022). Thus, educational activities must be managed and organized as best as possible because in this way it is hoped that education can be a means to realize national ideals (Supriatin & Nasution, 2017).

A developed country will never discriminate against its citizens to obtain a proper education.

In Indonesia, all people are definitely guaranteed to get a proper education. This can be seen from Law Number 20 of 2003 concerning the national education system which states that education is a right for all Indonesian citizens (Oktaviani, 2016). Therefore, education in Indonesia does not look at race, religion, social level, and even the physical condition of the people. It is further explained in Law No. 20 of 2003 article 5 paragraph one, which reads "Every citizen has the same right to obtain quality education". This means that both individuals who can follow the learning process normally and with physical, mental, and emotional limitations have the same right to obtain education.

In Indonesia itself, various types of schools are provided according to the circumstances of the students. In addition to regular schools, there are also many schools in Indonesia that provide special education for students who have physical, emotional, mental, intellectual, and/or social disorders (Jauhari, 2017). These schools are often known as inclusive schools and extraordinary schools or often referred to as SLB. Because SLB is a school with a special education system, teachers who teach there must also have certain skills, one of which is that they must be able to master the world of extraordinary education. Therefore, the role of SLB teachers is very important. This is so that SLB teachers can produce human resources who have expertise in mastering, applying and developing science and technology as well as high competitiveness even though they have limitations in themselves. Parents rely on the teachers at SLB to be an example and source of inspiration for their children. On the one hand, SLB teachers are expected to be able to carry out their work professionally, meaning that teachers must be able to carry out their teaching duties competitively, imaginatively, creatively and responsibly (Maisyarah & Matulesy, 2020).

Many facts that occur in the field are that teachers' efforts to teach efficiently are often hampered by the limitations of students in carrying

out daily activities independently. Teachers often have to help students go to the toilet, help students clean themselves, and help students eat and drink. The existence of this additional task often hinders the teaching and learning process in the classroom. In addition, students in SLB often have tantrums, do not respond to instructions, are less motivated in learning, do not or rarely pay attention to lessons, and physically attack teachers or other students.

The above facts will have a very big impact on SLB teachers. Among them are SLB teachers who are easily stressed, easily tired physically and mentally, and even vulnerable to internal and external conflicts. The many expectations and steps between parents and teachers are a particular difficulty for teachers. These situations of conflict and stress can affect the psychological well-being of SLB teachers.

The ability of resilience in SLB teachers is needed to overcome difficulties in their work. The ability to adapt well in difficult situations is needed by SLB teachers to maintain physical condition and resilience in their work. This ability makes SLB teachers able to establish good relationships with the surrounding environment, especially in work. Teachers' resilience ability to adapt to diverse situations and improve one's competence in dealing with adverse conditions is an important element in classroom success and teacher retention.

SLB teachers with a high level of resilience will have an effect on the formation of positive character of students with special needs. Character education is an educational process that aims to form and develop positive values, attitudes, and behaviors in individuals (Ali & Diponegoro, 2023). Character education for ABK at SLB is certainly provided in accordance with the principles of implementing special education (Mahabbati et al., 2016). ABK students must have a unique and individual character. The task of SLB teachers here is to be able to understand and also form their positive character

so that it is easy to determine the goals, methods, techniques, and strategies for providing character education programs in schools (Mahabbati et al., 2016).

In the context of children with special needs, character education is an important foundation in helping them adapt to the social environment, control emotions, and develop interaction skills that are beneficial for daily life (Ali & Diponegoro, 2023) To form a positive character of students with special needs, of course, we must pay attention to their needs as well. In addition, this is not only the task of SLB teachers, but also the duty of parents and people in the children’s environment, so that it can strengthen the values taught at school. With character education for ABK students at SLB, it is hoped that students can grow into individuals who are not only intellectually intelligent, but also have moral integrity, empathy for others, and the ability to become productive citizens and contribute to society.

■ **METHOD**

Research Design and Procedures

This research uses a qualitative approach. Then the type of research uses phenomenological studies, which are research related to personal views of the world and the interpretation of various events faced (Nuryana et al., 2019) In this study, the researcher used a type of phenomenological research because it is related to the subjective experience of SLB Negeri 1 Bantul Yogyakarta teachers in strengthening their resilience to form positive characters of students with special needs. This approach is important

because it will delve deeper into what resilience strengthening experiences have been passed by SLB Negeri 1 Bantul Yogyakarta teachers in shaping the positive character of their students.

Research Subject

The subjects of this study consisted of the principal and three teachers. The principal plays an important role in providing permission and support for the implementation of research. In addition, the head of SLB Negeri 1 Bantul Yogyakarta also provided what researchers need and good direction. The three teachers involved are those who directly teach and interact with students. School documents are also required in this research process. The criteria used to select principals and teachers as the subjects of this research are as follows:

- 1. The principal who has devoted himself to SLB Negeri 1 Bantul Yogyakarta for approximately 10 years.
- 2. The principal comes from a pure special education (PLB) graduate.
- 3. The principal is already married and acts as the head of the family in his home.
- 4. Senior teachers or teachers who have worked for a long time for at least 10 years or more.
- 5. A classroom teacher who daily monitors the behavior and development of students in his class.
- 6. Teachers who graduated from PLB are pure.
- 7. Non-PLB graduate teachers who from the beginning did not have much experience and knowledge to teach at SLB.

Table 1. List of principals and teachers as research subjects

Name	Work	Working Period	Information
Mr KS	Principal	20 years	Mr. KS's educational background began in 1995 at the Special Education Teacher School (SGPLB) in Jogja. Then he continued his S1 at UNS and graduated in 1998. Until finally he was appointed as a civil servant in 2005 and

			placed at SLB Negeri 1 Bantul until now. Mr. KS is married and has two sons. So that Mr. KS also plays the role of the head of the family in his house.
Mrs LL	Teacher	22 years	Mrs. LL's educational background is a pure PLB graduate. At SLB Negeri 1 Bantul, Mrs. LL serves as a classroom teacher. At the beginning of her career at the school, Mrs. LL was entrusted to be the deputy principal of the curriculum section.
Mrs YL	Teacher	13 years	Mrs. YL's educational background is from non-PLB, namely from UNY dance education. Until now, Mrs. YL teaches dance from the SDLB to SMA/K LB levels. Mrs. YL is currently also entrusted to be the coordinator of the art competition.
Mrs NK	Teacher	8 years	Mrs. NK's educational background is a pure PLB graduate. Currently, Mrs. NK teaches in an elementary school class for the blind as her homeroom teacher. In 2023, Mrs. NK has just been appointed as a Driving Teacher.

Data Collection

Researchers conduct direct research in the field. This research was conducted at SLB Negeri 1 Bantul Yogyakarta, Jalan Wates km 3 No. 147, Sonopakis Lor, Ngestiharjo, Kasihan District, Bantul Regency, Special Region of Yogyakarta. The researcher actively conducted observations at SLB Negeri 1 Bantul in the period between January 2024 (as an initial observation) and March 2024 (as a follow-up observation). The purpose of this observation is to find information about the activities that take place, then be used as the object of research studies. In addition, it also conducts assessments by direct and systematic observation, in which case the researcher seeks information and systematic assessments at SLB Negeri 1 Bantul Yogyakarta.

Next, the researcher collects data by conducting interviews. The interview technique is used in the research because this research is a phenomenological research. The interviews were carried out in depth by digging up information from the research subjects. Interviews aim to

record opinions, emotions and other things related to individuals or sources of information. By conducting interviews, the information and data obtained are more and more in-depth. The type of interview used is a structured interview. The researcher used systematic and complete interview guidelines for data collection. The following interview guidelines were used in this study:

Then to complete the research data, the researcher uses documentation techniques. The data collected is usually data that already exists in the document. Usually the data needed is supporting or complementary data for primary data. This technique is also a complement to the previous two techniques.

Data Validity

As a form to test the credibility, truth, and quality of research data, a test of the validity of the research data must be carried out. There are many ways to test the validity of the data. In this study, there are four criteria, namely first,

Table 2. Appendix of research interview

Research Subject	Question
Principal	<ol style="list-style-type: none"> 1. What is the urgency of SLB teachers' self-resilience in forming the positive character of students with special needs? 2. What are the steps that school principals can take to increase efforts to support the resilience of SLB teachers and the formation of positive character of students with special needs?
Teacher	<ol style="list-style-type: none"> 1. What is the urgency of SLB teachers' self-resilience in forming the positive character of students with special needs? 2. What is the process of strengthening teachers' resilience in shaping the positive character of students with special needs? 3. What are the forms of strengthening teachers' resilience in shaping the positive character of students with special needs? 4. With the resilience possessed, are teachers able to form positive characters of students with special needs during learning in the classroom? 5. How do students respond when teachers form positive character of students in the classroom? 6. What learning methods can teachers do to form the positive character of students with special needs? 7. What solutions do teachers do to prevent inhibition of their resilience in forming the positive character of students with special needs?

credibility is interpreted as an effort made to determine the credibility of data through data triangulation. Triangulation itself is a check that is carried out on various sources at various times and in various ways. In this study, the researcher used source triangulation, namely by checking the data again and then comparing the degree of confidence of the information obtained at different times and different tools. The intended results are in the form of interview results, observation results, all of which have provided different views on the phenomenon being studied. From these views comes the breadth of knowledge to obtain the truth.

The second technique, namely dependability, is a method that is carried out to check the entire research process that has been carried out by the researcher. This process is carried out between the researcher and the supervisor. One form of checking is carried out

through a discussion about how the research preparation process is, starting from the selection of the title, the focus of the problem, and related to the research process. The research process contains how to select participants, take data, and also the data analysis process. This activity is also called a consultation between the researcher and the thesis supervisor.

The third technique, namely transferability, is the step taken by the researcher in making a research report. The way that has been done by researchers is by making research reports in a clear, detailed, and systematic manner. The researcher explained the results of the research that had been carried out descriptively. In this case, the researcher explained in detail through structured and systematic sentences.

The fourth technique, namely confirmability, contains about the authenticity of the quality of the research. Research can be declared qualified

if the research not only tells fictional things, but the research is really in accordance with the real situation in the field. The research really happened and was compiled through several processes until this research report was prepared.

Data Analysis

The data obtained were then analyzed phenomenologically and editorially reductively during data collection. Some of the things that are done are reducing data, presenting data, drawing conclusions, and carrying out data verification. Data reduction is an activity of collecting data from the field which is then sorted and selected which data is essential and non-essential. The data analysis techniques of phenomenological studies carried out in this study are as follows:

1. The researcher fully describes the phenomenon/experience experienced by the research informant.
2. The researcher dug up and tried to find statements from the results of interviews that had been conducted regarding how people found the topic, detailed the statements and treated each statement as having an equal value, then the details were developed without repeating.
3. The statements are then grouped into meaningful units, the researcher details the units and writes a textual explanation of the experience accompanied by careful examples.
4. The researcher then reflects on his or her thinking using imaginative variations or structural descriptions, looking for the whole possible meaning and through divergent perspectives, considering the frame of reference for the symptoms and constructing how the symptoms are experienced.
5. The researcher then constructs an entire explanation of the meaning and essence of the experience.

■ RESULT AND DISCUSSION

The Process of Strengthening Teachers' Self-Resilience in Forming Shiva's Positive Character at SLB Negeri 1 Bantul Yogyakarta

The process of strengthening the self-resilience of SLB teachers cannot be done if it is based on only one factor. There must be many factors that will influence, both from the internal and external of the teacher. The same thing happened to the three teachers at SLB Negeri 1 Bantul Yogyakarta in shaping the positive character of their students. In addition to teaching, their task is to instill, set an example, and also shape the character of SLB students. The three have different processes, but the goal is the same, which is to form a healthy personality of SLB students and behave positively. Although SLB students are not easy to emulate and teach, there is at least one positive character inherent in him that he can apply in his daily life.

According to data from the research source that the researcher interviewed, namely Mr. KS as the Principal. For him, becoming a teacher at SLB is not easy. However, Mr. KS allowed prospective teachers who registered at SLB Negeri 1 Bantul Yogyakarta from outside the Special Education (PLB) study program. On the other hand, Mr. KS emphasized that being an SLB teacher must be willing to learn a lot and ask questions. This is in line with Mr. KS's statement which conveyed that:

"Nggih as a teacher, especially teaching children with disabilities is an option. So here it is complete, many teachers are from special education graduates or PLB, there are many teachers who are not PLB. So, this resilience is very important we expect from all teachers. When they all take the formation to enter the world of extraordinary education, automatically they must also be ready for the real conditions that exist. With diverse child characteristics, with diverse child conditions,

with diverse child limitations, then the advantages of diverse children are also good.” (Interview with Mr. KS on March 20, 2024).

From the interview above, it is explained that Mr. KS is very supportive and considers that self-resilience is an important thing that must be mastered in an SLB teacher. According to Mr. KS, one of the important factors to increase self-resilience is intention. If someone already intends

to teach at SLB, there is certainly also a desire and effort in him to deepen extraordinary education. Thus, SLB teachers will feel worthy and successful in educating their students.

The following are the processes of strengthening the self-resilience of SLB Negeri 1 Bantul Yogyakarta teachers as explained by the principal and teachers who are the subjects of this study:

Table 3. The process of strengthening the self-resilience of SLB Negeri 1 Bantul Yogyakarta Teachers

The Process of Strengthening Teachers' Self-Resilience	Information	Interview Results
Induction Program	Equalize perception and understanding of children with special needs and special education for non-PLB graduates.	<i>“Alhamdulillah, with this induction program, teachers who were initially from non-PLB graduates actually felt at home. In fact, many of them have served here for more than 15 years. Initially they registered here because I just want to teach you how to do it. However, I would like to point out that teaching children should not be taken as a joke but as a matter of seriousness. So the SLB teacher must be willing to give in to the students and continue to learn so that their work is also enjoyable.” (Interview with Mr. KS on March 20, 2024).</i>
Rotating Teachers in Various Departments	All teachers at SLB Negeri 1 Bantul are given the same opportunity to teach in all departments with disabilities in the school in order to understand all the characteristics of SLB students.	<i>“Now it's neutral, it's not geared anymore. It is pure, so everyone must be able to teach the blind, deaf, disabled, and autistic. Now that's where the pattern will form. Because in the world of PLB, everything must be qualified.” (Interview with Mr. KS on March 20, 2024).</i>
High Patience and Empathy	Being a teacher at SLB must have a wide heart to forgive students with special needs. Where most of the ABK students cannot distinguish between right and wrong.	<i>“I'm angry with the students just to be honest. The rest I will quickly forgive the child. Because it's useless to be angry with the crew either, it won't affect you. So, I was very patient while being talked to and sometimes I asked what I wanted, what else do I want to do. Usually that way the child becomes calmer.” (Interview with Mrs. LL on March 1, 2024).</i>
Getting Out of the Uncomfortable	Resigning from positions outside of teaching, such as vice principals, learning	<i>“Nowadays I am more relaxed and happy. The task is not too heavy anymore and can be more self-controlled and emotional when</i>

Uncomfortable Zone	vice principals, learning community administrators (Kombel), KKG administrators, and so on is one of the right choices for SLB teachers to strengthen their resilience because the workload in these positions is heavier than just teaching students with special needs.	<i>be more self-controlled and emotional when dealing with students in the classroom.” (Interview with Mrs. LL on March 1, 2024).</i>
Want to Keep Learning	Not being complacent is one of the best ways to adapt to the work environment. Having the desire to continue learning and improving yourself will improve your ability to teach at school.	<i>“We as teachers also learn, not just teach. If we are prestige or embarrassed, I am sure we will not be able to advance and our quality will also decrease. Now this is usually what makes us stressed.” (Interview with Mrs. NK on March 1, 2024).</i>
Proper Emotion Management	Helping teachers to stay calm, focused, and proactive in carrying out their duties while maintaining their own well-being.	<i>“Thank God this is the way to go. Students become calmer and more comfortable learning, and I also don't get angry anymore. In fact, it can be more relaxed and not rushed.” (Interview with Mrs. NK on March 1, 2024).</i>
Time Management	Creating a healthy balance between work time and also gathering with family at home.	<i>“Usually when I wake up like that, I make a to do list first. I write down what activities I have to do today and what tasks I have to complete. The purpose of this note is so that I don't forget and so that no activity is missed. So, the timing is fair between homework and schoolwork.” (Interview with Mrs. NK on March 1, 2024).</i>
Lowering the Ideal Target	Do not impose the ability of students with special needs with the standards made by the agency. However, it provides the best solution so that students feel comfortable participating in learning.	<i>“By lowering the target, I can even be more relaxed. Children are also even more creative. Especially for junior high school or high school/vocational school students whose imagination is more varied.” (Interview with Mrs. YL on March 1, 2024).</i>
Focus on Long-Term Goals	Helping students with special needs to develop their potential so that they can become successful even with physical limitations.	<i>“It turns out that it's true, those people say, we shouldn't feel superior to children who are ABK. After I taught here, I just believed, it turns out that many ABK children also have extraordinary potential. Even though they have limitations.” (Interview with Mrs. YL on March 1, 2024).</i>

Based on what has been found in the field, as an effort to rise from adversity, resilience in an individual is indeed quite important to grow. The process of resilience can not only be done once, but will continue to run over time. Of course, this will involve various stages and aspects that help a person to face life's challenges more effectively. According to the theory of humanistic psychology presented by (Hendriani, 2022), positive psychology has main pillars, one of which is the existence of positive individual life experiences as a result of their efforts to explore and cultivate positive emotions in the midst of various situations. This was also conveyed by the teachers at SLB Negeri 1 Bantul, especially by senior teachers who have been immortalizing themselves in the school for dozens or even decades. They argue that this relatively long experience does not make them resign from their jobs as SLB teachers. On the contrary, this allows teachers to adapt and learn more new knowledge about the world of inclusive education.

The many responsibilities and challenges of being an SLB teacher have the potential to increase stress (Santoso & Setiawan, 2018). Stress and burnout can have a negative impact on teachers' performance in the classroom, and can trigger a desire to leave their jobs. One of the components of resilience presented by Wagnild and Young (1993) is the regulation of emotions. Where, as an SLB teacher, it is indeed required to be able to control the situation effectively even though it is under pressure. Teachers at SLB Negeri 1 Bantul are often hurt because they get bad words from their students. However, these teachers already understand the character of SLB students and they also have good emotional regulation, so this then becomes something common and forgivable.

In addition, self-efficacy is also important in the process of strengthening the self-resilience of SLB teachers. Self-efficacy is a belief in one's own ability to face and solve problems effectively (Uyun, 2012). An SLB teacher with high self-

efficacy is committed to solving the problem and will not give up when he finds that the strategy being used is not working. They will be very easy in facing challenges. If SLB teachers have high self-efficacy, then they do not feel doubt because they have confidence in their abilities. They will quickly face problems and be able to rise from the failures experienced.

By strengthening self-resilience, SLB teachers can be more effective in shaping students' positive character, creating an inclusive learning environment, and facing educational challenges with a constructive attitude. Not only that, with various stages and strengthening processes, this is what makes teachers at SLB Negeri 1 Bantul Yogyakarta feel comfortable teaching at the school. They also have a high commitment as SLB teachers, so that the working period of all teachers at the school is quite long. Some are already 5 years, 11 years old, even 23 years old. Teachers who previously did not understand PLB became aware and wanted to continue to learn to deepen the characteristics of students with special needs. Therefore, teachers at SLB Negeri 1 Bantul Yogyakarta who have served for a long time, their work intentions have changed to worship and formed a positive character of students.

Forms of Strengthening Teachers' Self-Resilience in Forming Positive Character of Students at SLB Negeri 1 Bantul Yogyakarta

SLB teachers are required to have high mental and emotional resilience in order to provide optimal educational services for their students. Therefore, various forms of strengthening self-resilience are needed that can support them in carrying out their duties well. Here are some forms of strengthening self-resilience that can be applied by SLB Negeri 1 Bantul Yogyakarta teachers:

Armed with the forms of resilience strengthening mentioned above, the teachers of SLB Negeri 1 Bantul Yogyakarta can form the positive character of students as follows:

Table 4. Forms of strengthening teachers' self-resilience in forming positive character of students at SLB Negeri 1 Bantul Yogyakarta

Forms of Strengthening Teachers' Self-Resilience	Information	Interview Results
Social and Collaborative Support	The Head of SLB Negeri 1 Bantul Yogyakarta often conducts an open forum for teachers and employees to just complain so that the workload feels lighter. Providing positive affirmations to arouse enthusiasm at work.	<i>"Every year the office holds regular meetings between school principals. Well, the purpose of this activity is to share with each other about activities at their respective schools. Honestly, with this activity, I feel calmer and more relaxed because there are also many people who are in the same situation."</i> (Interview with Mr. KS on March 20, 2024).
Appreciation for the Principal's Performance	Acknowledging his performance by being invited as a speaker at a seminar, talk show, discussion, and so on is the main point in strengthening resilience for school principals.	<i>"By attending the invitation as a speaker at inclusive events, it is also an appreciation for me."</i> (Interview with Mr. KS on March 20, 2024).
Spiritual Approach	Help teachers maintain mental balance, build emotional calm, and renew their spirit and motivation in coping with the challenges of the upcoming work.	<i>"I am glad that after praying, my innate heart must always be calm. So you know where to go."</i> (Interview with Mrs. LL on March 1, 2024).
Not Too Worried About Students' Abilities and Interests	One of the more flexible learning strategies to be applied to students with special needs in SLB is because it is adjusted to the interests and abilities of the students.	<i>"For the material, yes, we still usually follow from the center. But yes, we often modify it ourselves, ma'am, adjusted to the needs of each child."</i> (Interview with Mrs. LL on March 1, 2024).
Observing Student Habits	One of the first steps is to understand the characteristics of students when socializing outside the classroom, so that teachers can develop learning strategies that are more comfortable and acceptable to students.	<i>"In the early days of teaching, I must have observed each child first so that I knew his learning style, needs, and abilities. If I knew it, it would be easy and easy to prepare the strategy."</i> (Interview with Mrs. LL on March 1, 2024).
Participating in many positive activities	The balance between work and personal entertainment is the main thing in the formation of self-resilience of SLB teachers.	<i>"If you follow your work, there will be no end, so it must be interspersed with entertainment so that the body can also get positive energies and return to spirit."</i> (Interview with Mrs. NK on March 1, 2024).

Self-Control	Train teachers to remain stable when faced with challenges that come from students during classroom learning.	<i>“There are also students who really don't want to follow from the beginning to the end of the lesson. If that's the case, I won't be silent but I invite you to chat slowly, I tell you to see his other friends first, when it's gone, then I'll invite him to join the others again. If I keep quiet, I'm afraid that it becomes a habit that he doesn't want to take my lessons.” (Interview with Mrs. YL on March 1, 2024).</i>
Avoiding Delays	The faster you complete a job, the calmer you will be in life, not in a hurry, and terlatih untuk disiplin waktu.	<i>“If I am slow, my students will also be hampered in learning and developing their skills.” (Interview with Mrs. YL on March 1, 2024).</i>

Table 5. Positive character forms of SLB Negeri 1 Bantul Yogyakarta Students

Positive Character	Information
Independence	Taught to solve their needs and problems independently.
Share with Friends	Strengthening a sense of togetherness and mutual respect in the school and community environment.
Honest	Honesty forms a stable mindset, where students learn to speak and act according to the truth.
Manners	It requires dedication, patience, and a creative approach.
Discipline	Creating a structured learning environment, allowing children to focus and optimize their potential.
Cooperation	Learn to understand differences, appreciate others, and build empathy.
Creative	Develop an optimistic mindset and a confident attitude.

■ **CONCLUSION**

The process of strengthening teachers’ resilience at SLB Negeri 1 Bantul Yogyakarta is quite good. The longer they work and teach students with special needs, the more comfortable and loving their work the teachers are. This is what is meant by the process of strengthening self-resilience. Learn from the many and long experiences gained. Want to continue to develop and improve themselves so that they can adapt and survive difficult conditions. The teachers at SLB Negeri 1 Bantul Yogyakarta are very understanding of the actions of their students. However, it also still leads to positive things. They admitted that the level of stress experienced was not from students, but from workloads outside of teaching, such as learning administration, school administrators, and so on.

There are many ways that have been done by the teachers at SLB Negeri 1 Bantul Yogyakarta to strengthen resilience in themselves. The way they do it most often is by approaching God Almighty. That is, teachers always fulfill their obligations as Muslims by performing obligatory and sunnah worships. This is recognized as being able to ease the burden of the work they get. In addition, it can calm the soul. Then in other ways such as self-control. This is an important thing and the main capital for a teacher.

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