

## ABSTRAK

**Debi Julianti.** NIM: H.1610766 Analisis Dukungan Teman Sebaya Terhadap Minat Belajar Siswa *Slow Learner* (Studi Kasus di Kelas IV). **Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Djuanda Bogor, 2020.**

Siswa *slow learner* adalah salah satu anak berkebutuhan khusus yang memiliki masalah-masalah dalam belajar. Sehingga perlu adanya dukungan dari siswa reguler atau teman sebayanya untuk memberikan dukungan kepada siswa *slow learner*. Dukungan tersebut berupa dukungan emosional, dukungan instrumental dan dukungan informasi sebagai upaya meningkatkan minat belajar siswa *slow learner*. Penelitian ini bertujuan untuk mendeskripsikan dukungan teman sebaya terhadap minat belajar *slow learner* di SDN Tenjoayu. Penelitian ini menggunakan jenis penelitian kualitatif studi kasus, latar penelitian diambil dengan kondisi yang sesungguhnya (*natural setting*). Teknik pengumpulan data dilakukan dengan cara mengobservasi subyek dan obyek penelitian, melakukan wawancara dan melakukan dokumentasi jika diperlukan. Hasil penelitian mengungkapkan bahwa siswa reguler atau teman sebaya pernah memberikan dukungan kepada siswa *slow learner*, seperti dukungan emosional berupa pemberian semangat, perhatian dan lainnya. Dukungan instrumental berupa pemberian rangkulan, ajakan dan lainnya. Dukungan informasi berupa menjelaskan materi yang sulit dipahami, memberitahu ketika jawaban siswa *slow learner* salah dan lainnya. Siswa *slow learner* di kelas IVB memiliki masalah-masalah belajar seperti hasil belajar yang rendah, kurang bersemangat ketika belajar, cenderung pendiam dan pasif dalam belajar. Siswa *slow learner* lebih senang menggambar dibandingkan dengan membaca dan berhitung. Faktor yang mempengaruhi minat belajar siswa *slow learner* seperti kondisi fisik yang cenderung terlihat lemas, kurangnya motivasi dan perhatian orang tua serta malas belajar. Oleh karena itu peneliti dapat menarik kesimpulan bahwa di SDN Tenjoayu khususnya di kelas IVB teman sebaya dan guru kelas telah memberikan dukungannya dalam upaya meningkatkan minat belajar siswa *slow learner*. Seperti dukungan emosional, dukungan instrumental dan dukungan informasi serta dapat memahami keterbatasannya yang dimiliki oleh siswa *slow learner*.

**Kata kunci:** Dukungan Teman Sebaya, Minat Belajar Siswa *Slow Learner*

## **ABSTRACT**

**Debi Julianti. NIM: H.1610766** *Analysis of Peer Support for Student Learning Interest in Slow Learners (Case Study in Class IV). Thesis in Elementary School Teacher Education, Faculty of Teacher Training and Education, Djuanda University, Bogor, 2020.*

*Slow learner students are one of the children with special needs who have learning problems. So there needs to be support from regular students or peers to provide support to slow learner students. The support is in the form of emotional support, instrumental support and information support in an effort to increase students' interest in learning slow learners. This study aims to describe peer support for slow learner interest in Tenjoayu Elementary School. This research uses qualitative case study research, the research setting is taken with the actual conditions (natural setting). Data collection techniques carried out by observing the subjects and objects of research, conducting interviews and conducting documentation if needed. The results revealed that regular students or peers never gave support to slow learner students, such as emotional support in the form of encouragement, attention and others. Instrumental support in the form of embracing, invitations and others. Information support is in the form of explaining material that is difficult to understand, telling when slow learner students' answers are wrong and others. Slow learner students in class IVB have learning problems such as low learning outcomes, lack of enthusiasm when learning, tend to be quiet and passive in learning. Slow learner students prefer drawing compared to reading and arithmetic. Factors that affect students' learning interest are slow learners such as physical conditions that tend to look weak, lack of motivation and attention from parents and lazy to learn. Therefore, researchers can draw conclusions that in Tenjoayu Elementary School, especially in class IVB peers and class teachers have provided their support in an effort to increase students' interest in learning slow learners. Such as emotional support, instrumental support and information support and can understand the limitations possessed by slow learner students.*

**Keywords:** *Peer Support, Slow Learner Student Learning Interest*