

ABSTRAK

Anita. NIM H.1910055 Peran Guru kelas dalam Meningkatkan Motivasi Belajar Siswa Disleksia. **Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Agama Islam dan Pendidikan Guru, Universitas Djuanda Bogor, 2019.**

Penelitian ini pada dasarnya bertujuan untuk mengetahui peran guru kelas dalam meningkatkan motivasi belajar siswa disleksia. Metode penelitian ini yaitu postpositivism jenis Simple Research design (SRD). Teknik pengumpulan data menggunakan wawancara dan dokumentasi. Prosedur analisis data penelitian ini menggunakan analisis data tematik. Uji keabsahan data penelitian ini menggunakan member check. Hasil penelitian ini adalah peran guru kelas memiliki peranan sangat besar terhadap tingkat motivasi belajar siswa disleksia yang dapat ditemui dengan: 1) pendampingan belajar personal yang guru kelas lakukan dalam meningkatkan motivasi belajar siswa disleksia yaitu: (a) pendampingan belajar meliputi lingkungan belajar dan gaya mengajar guru; (b) dorongan belajar meliputi ketertarikan belajar dan respon ketertarikan belajar; (c) pelajaran menarik meliputi pelajaran interaktif dan media pembelajaran; (d) peran disleksia meliputi komunikasi dan karakter siswa; dan (e) teknologi meliputi fasilitas teknologi dan isi materi. 2) Metode pembelajaran yang diterapkan guru kelas dalam meningkatkan motivasi belajar yaitu: (a) metode multisensori meliputi mendengarkan huruf, melihat huruf, dan menulis huruf; (b) metode bercerita meliputi praktek belajar, pemahaman belajar dan interaksi guru dan siswa; (c) metode reading aloud meliputi cara belajar; dan (d) alasan metode meliputi aplikasi metode. 3) Bentuk penguatan yang guru kelas berikan dalam meningkatkan motivasi belajar yaitu (a) pujian meliputi mengembangkan suasana hati dan melalui tindakan; (b) perhatian meliputi guru ke siswa, guru ke orang tua, dan siswa ke siswa; (c) nilai meliputi pemberian guru; (d) hak istimewa meliputi kegiatan siswa dan pembalas kegiatan.

Kata Kunci: Peran Guru Kelas, Motivasi Belajar, Siswa Disleksia

ABSTRACT

Anita. H,1910055 *The Role of the Classroom Teacher in Improving the Learning Motivation of Dyslexic Students. Thesis For Elementary School Teacher Education, Faculty of Islamic Religion and Teacher Education, Djuanda University, Bogor, 2018.*

The Role of the Classroom Teacher in Improving the Learning Motivation of Dyslexic Students

This study basically aims to determine the role of the classroom teacher in increasing the learning motivation of dyslexic students. This research method is postpositivism of the Simple Research Design (SRD) type. Data collection techniques using interviews and documentation. The data analysis procedure of this research uses thematic data analysis. Test the validity of this research data using a member check. The results of this study are that the role of the class teacher has a very large role in the level of learning motivation of dyslexic students which can be found by: 1) personal learning assistance that the class teacher does in increasing the learning motivation of dyslexic students, namely: (a) learning assistance includes the learning environment and teaching style Teacher; (b) motivation to learn includes interest in learning and responses to learning interest; (c) interesting lessons include interactive lessons and learning media; (d) the role of dyslexia includes communication and student character; and (e) technology includes technological facilities and content. 2) The teaching methods used by the class teacher in increasing learning motivation are: (a) the multisensory method includes listening to letters, seeing letters, and writing letters; (b) the storytelling method includes learning practice, learning understanding and teacher-student interaction; (c) the reading aloud method includes learning methods; and (d) the reasons for the method include the application of the method. 3) Forms of reinforcement that the class teacher provides in increasing learning motivation, namely (a) praise includes developing mood and through action; (b) attention includes teacher to student, teacher to parents, and student to student; (c) grades include teacher giving; (d) privileges include student activities and activity rewards.

Keywords: *The Role of Classroom Teachers, Learning Motivation, Dyslexic Students*