

ABSTRAK

Siti Firdaus. NIM: H.1910132 Upaya Guru Menangani Siswa Disleksia dalam Membaca Permulaan di Sekolah Dasar. **Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Agama Islam dan Pendidikan Guru, Universitas Djuanda Bogor. 2019.**

Disleksia merupakan salah satu jenis kesulitan belajar pada seseorang berupa ketidakmampuan membaca. Anak dengan gangguan disleksia akan kesulitan dalam belajar membaca, menulis, dan melakukan tugas yang berkaitan dengan bahasa terlepas dari usia dan kecerdasan yang mereka miliki. Diperlukan upaya guru untuk menangani siswa disleksia terutama siswa disleksia yang masih berkesulitan dalam membaca permulaan di sekolah dasar. Oleh karena itu dilakukan penelitian ini yang bertujuan untuk mengetahui upaya guru menangani siswa disleksia dalam membaca permulaan di sekolah dasar. Penelitian ini dilaksanakan di dua sekolah dasar, yakni di SDN Pakuan dan SDN Ciawi 02. Metode penelitian yang digunakan yaitu *postpositivism* dengan jenis *Simple Research Design* (SRD). Pengumpulan data dilakukan dengan teknik wawancara dan dokumentasi. Wawancara dilakukan kepada 7 orang guru kelas yang mengajar siswa disleksia khususnya dalam membaca permulaan di sekolah dasar, yaitu 2 orang guru kelas 3 dari SDN Pakuan, 1 orang guru kelas 3 dari SDN Ciawi 02, dan 4 orang guru kelas 4 dari SDN Ciawi 02. Prosedur analisis data pada penelitian ini menggunakan analisis data tematik dan uji keabsahan data dengan *member check*. Penelitian dilaksanakan mulai dari minggu pertama bulan Februari hingga minggu pertama di bulan Mei. Hasil dari penelitian ini yaitu: 1) Metode pembelajaran efektif yang digunakan guru dalam menangani siswa disleksia dalam membaca permulaan di sekolah dasar yaitu: a) jenis metode pembelajaran yang meliputi metode membaca yakni metode eja dan cara pengaplikasiannya dimulai dengan pengenalan huruf menggunakan bantuan media seperti kartu huruf, papan tulis, dan gambar sampai kepada membaca per suku kata menjadi kata dan kalimat; b) alasan metode meliputi manfaat metode yakni untuk membantu siswa lebih cepat membaca, mudah dipahami, efektif, dan mudah mengenalkan; c) tujuan metode meliputi harapan guru yakni agar anak mudah paham, cepat, dan lancar membaca. 2) Media pembelajaran yang sesuai yang digunakan guru dalam menangani siswa disleksia dalam membaca permulaan di sekolah dasar yaitu: a) jenis media pembelajaran meliputi media visual yakni kartu, gambar, buku, dan benda, media audio menggunakan rekaman suara, media audiovisual menggunakan video, dan pengaplikasiannya yakni dengan memperlihatkan dan memperdengarkan; b) alasan media meliputi keuntungan media yakni untuk memudahkan dan mempercepat siswa dalam membaca, praktis, dan efektif; c) tujuan media meliputi fungsi media terhadap siswa yakni agar siswa tertarik dan tidak bosan dan harapan guru yaitu siswa akan lebih cepat dalam membaca, mudah memahami, dan lebih lancar dalam membaca. 3) Bentuk penguatan yang diberikan guru dalam menangani siswa disleksia dalam membaca permulaan di sekolah dasar yaitu: a) penguatan verbal meliputi bentuk ucapan yakni berupa pujian dan motivasi; b) penguatan gestural meliputi bentuk gestur dengan mengacungkan jempol dan bertepuk tangan, dan

ekspresi dengan mimik wajah ceria; c) penguatan kegiatan meliputi kegiatan sebagai hadiah yakni dengan memberikan reward seperti istirahat atau pulang lebih awal; d) penguatan mendekati meliputi cara guru mendekati yakni dengan menghampiri siswa dan berjalan dekat siswa; e) penguatan sentuhan meliputi bentuk sentuhan yakni dengan mengelus, menyentuh pundak, dan bersalaman; f) penguatan tanda meliputi jenis tanda yakni tanda berupa tulisan seperti nilai, poin, dan gambar bintang serta tanda berupa benda seperti hadiah dan stiker.

Kata Kunci: Upaya Guru, Siswa Disleksia, Membaca Permulaan

ABSTRACT

Siti Firdaus. NIM: H.1910132 *Teachers' Efforts to Handle Dyslexic Students in Beginning Reading in Elementary Schools. Thesis for Elementary School Teacher Education, Faculty of Islamic Religion and Teacher Education, Djuanda Bogor University. 2019.*

Dyslexia is a type of learning difficulty in a person in the form of a reading disability. Children with dyslexia will have difficulty learning to read, write, and perform tasks related to language regardless of their age and intelligence. Teacher efforts are needed to deal with dyslexic students, especially dyslexic students who still have difficulty reading at the beginning of elementary school. Therefore, this research was carried out which aims to find out the efforts of teachers to deal with dyslexic students in early reading in elementary schools. This research was conducted in two elementary schools, namely at SDN Pakuan and SDN Ciawi 02. The research method used was postpositivism with the Simple Research Design (SRD) type. Data collection was carried out using interviews and documentation techniques. Interviews were conducted with 7 class teachers who teach dyslexic students especially in beginning reading in elementary school, namely 2 grade 3 teachers from Pakuan SDN, 1 grade 3 teacher from SDN Ciawi 02, and 4 grade 4 teachers from SDN Ciawi 02. The data analysis procedure in this study used thematic data analysis and tested the validity of the data by member check. The research was conducted from the first week of February to the first week of May. The results of this study are: 1) The effective learning method used by the teacher in dealing with dyslexic students in early reading in elementary school is: a) the type of learning method which includes the reading method is the spelling method and how to apply it starting with the introduction of letters using the help of media such as cards letters, blackboards, and pictures to read syllables into words and sentences; b) the reasons for the method include the benefits of the method, namely to help students read faster, easy to understand, effective, and easy to introduce; c) the purpose of the method includes the teacher's expectations, namely that children can easily understand, quickly, and read fluently. 2) Appropriate learning media used by teachers in dealing with dyslexic students in beginning reading in elementary schools are: a) types of learning media include visual media namely cards, pictures, books, and objects, audio media using voice recordings, audiovisual media using video, and its application is by showing and listening; b) the reasons for the media include the advantages of the media, namely to make it easier and faster for students to read, practical, and effective; c) the purpose of the media includes the function of the media for students, namely so that students are interested and not bored and the teacher's expectations are that students will be faster in reading, easy to understand, and more fluent in reading. 3) The forms of reinforcement provided by the teacher in dealing with dyslexic students in early reading in elementary schools are: a) verbal reinforcement includes forms of speech, namely in the form of praise and motivation; b) gestural reinforcement includes gestures with thumbs up and clapping, and expressions with cheerful facial expressions; c) strengthening activities including activities as gifts, namely by

giving rewards such as rest or going home early; d) approaching reinforcement includes the way the teacher approaches, namely by approaching students and walking close to students; e) reinforcement of touch includes the form of touch, namely by stroking, touching the shoulder, and shaking hands; f) strengthening of signs includes types of signs, namely signs in the form of writing such as grades, points, and pictures of stars as well as signs in the form of objects such as gifts and stickers.

Keywords: Teacher Effort, Dyslexic Students, Beginning Reading

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