

## ABSTRAK

**Yulindah Sari.** NIM H.1910151 Peran Guru dalam Menangani Perilaku Siswa Hiperaktif di Kelas Inklusif. **Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Agama Islam dan Pendidikan Guru, Universitas Djuanda Bogor, 2019.**

Perilaku siswa yang hiperaktif, mudah teralihkan fokusnya, selalu memotong pembicaraan saat guru menyampaikan materi, tidak betah duduk terlalu lama, bertindak sesuai dengan kehendaknya, dan sulit mengontrol diri dalam melakukan aktivitas yang berlebihan. Dengan adanya perilaku siswa yang hiperaktif ini diakui guru, sulit dalam menghadapinya. Tujuan penelitian ini untuk mengenal bagaimana peran guru dalam menangani perilaku Siswa Hiperaktif di Kelas Inklusif. Metode dalam penelitian ini menggunakan *post positivisme* jenis quasi kualitatif dengan *Simple Research Design* (SRD). Teknik pengumpulan data berupa wawancara semi terstruktur dan dokumentasi, serta prosedur analisis data menggunakan analisis tematik. Keabsahan data penelitian ini dilakukan menggunakan triangulasi melalui member check. Hasil penelitian ini yaitu: 1) Pengelolaan kelas yang dilakukan guru dalam menangani perilaku siswa hiperaktif di kelas inklusif yaitu a) kehangatan yang meliputi interaksi, keakraban guru, penekanan hal positif, dan penataan, b) keberagaman yang meliputi metode pembelajaran, dan pembelajaran interaktif, c) pendekatan yang meliputi pendekatan hukuman dan pendekatan perubahan perilaku. 2) Metode pembiasaan yang dilakukan guru dalam menangani perilaku siswa hiperaktif di kelas inklusif yaitu dengan pembentukan karakter yang meliputi pembiasaan terprogram, pembiasaan rutin, dan pembiasaan spontan. 3) Pemberian motivasi terhadap perilaku siswa hiperaktif di kelas inklusif yaitu dengan memberikan penghargaan yang meliputi penghargaan tindakan, pemberian guru, dan perhatian. Jadi, peran guru dalam menangani perilaku siswa hiperaktif di kelas inklusif yaitu guru sebagai pengelola kelas, guru sebagai model dan teladan, guru sebagai motivator.

Kata Kunci: Peran Guru, Menangani, Hiperaktif

## **ABSTRACT**

***Yulindah Sari. NIM H.1910151 The Teacher's Role in Handling Hyperactive Student Behavior in Inclusive Classrooms. Thesis for Elementary School Teacher Education, Faculty of Islamic Religion and Teacher Education, Juanda University, Bogor. 2019.***

*The behavior of students who are hyperactive, easily distracted from their focus, always interrupting the conversation when the teacher is delivering the material, does not feel comfortable sitting for too long, acts according to his will, and has difficulty controlling himself in excessive activity. With the behavior of hyperactive students, it is recognized by the teacher, it is difficult to deal with it. The purpose of this research is to find out how the attitude of the teacher role is in dealing with the behavior of hyperactive students in the inclusive classroom. The method in this study uses post positivism quasi qualitative type with Simple Research Design (SRD). Data collection techniques are semi-structured interviews and documentation, as well as data analysis procedures using thematic analysis. The validity of this research data was carried out using triangulation through member checks. Results of this study are: 1) Class management carried out by the teacher in dealing with hyperactive student behavior in inclusive classes, namely a) warmth which includes interaction, teacher familiarity, emphasis on positive things, and structuring, b) diversity which includes learning methods, and interactive learning, c) an approach that includes a punishment approach and a behavior change approach. 2) The habituation method used by the teacher in dealing with hyperactive student behavior in inclusive classes is by building character which includes programmed habituation, routine habituation and spontaneous habituation. 3) Giving motivation to the behavior of hyperactive students in inclusive classes is by giving awards which include rewarding actions, giving teachers, and attention. So, the teacher's role in dealing with hyperactive student behavior in inclusive classes is the teacher as class manager, the teacher as a model and role model, the teacher as a motivator.*

***Keywords: Teacher's Role, Handling, Hyperactivity***

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