

00485
 No. Panggil : 485/PPs/E-95
 Nama Mahasiswa : Hery Setiyatna. (95715041).
 Jurusan/Prodi : PEP.
 Instansi asal : Proyek Urge Dikti.
 Angkatan : 1995.
 Pembimbing : Noeng Muhadjir-p. ; Sunardi-p.
 Judul Tesis : Pelayanan Pendidikan Khusus bagi Siswa Berkesulitan Belajar di Sekolah Dasar.
 Terjemahan : *The Special Educational Service to Elementary School Students Having Learning Difficulties*
 Jumlah halaman : xiii, 256 p.
 Tanggal Lulus : 16 September 1998.
 Kata kunci : Pendidikan Khusus. Siswa Berkesulitan Belajar. SD.
 Variabel : Identifikasi. Menyusun. Pelaksanaan. Kesulitan Belajar.
 Pendekatan : Empiris Kolaboratif.
 Metode : Deskriptif.
 Jenis : Non-Eksperimen.
 Abstrak Tesis :

Masalah dalam penelitian ini adalah tindakan apa yang tepat untuk menemukan siswa berkesulitan membaca, menulis dan berhitung (BTH); Program pelayanan apa dan Tindakan apa yang tepat untuk mengatasi kesulitan BTH; serta Tindakan apa yang tepat untuk mengevaluasi program pelayanan kesulitan BTH. Penelitian ini bertujuan untuk mengetahui efektivitas program pelayanan kesulitan BTH di kelas 1 SD.

Penelitian ini merupakan penelitian tindakan empiris kolaboratif. Subyek penelitiannya adalah 7 guru, 5 kepala SD, 1 penilik SD dan 20 siswa berkesulitan BTH. Penelitian ini terfokus pada peningkatan kemampuan membaca, menulis dan berhitung siswa. Rancangan penelitian melibatkan para guru, kepala SD, penilik SD dan peneliti sejak (1) dialog awal untuk menyatukan ide tentang pelayanan kesulitan BTH; (2) perencanaan umum; (3) pelaksanaan tindakan; (4) observasi dan monitoring; (5) refleksi dan diskusi; (6) evaluasi dan revisi; dan (7) penyimpulan hasil. Data dikumpulkan dari subyek penelitian, orangtua dan pejabat Depdikbud Kecamatan Laweyan melalui pengamatan, diskusi, wawancara dan hasil evaluasi. Prestasi belajar diambil dari dokumen daftar kelas catur wulan II dan III tahun 1996/1997. Data tentang hasil tes awal-tes akhir pelatihan guru dan prestasi belajar siswa dianalisis menggunakan teknik statistik non-parametrik, uji beda Wilcoxon dalam Program SPSS/PC+. Data lainnya disajikan dan dianalisis secara deskriptif kualitatif. Kriteria validitasnya adalah keberhasilan tindakan memecahkan permasalahan tindakan.

Hasil penelitian adalah sebagai berikut: (1) Pelatihan berhasil meningkatkan pengetahuan guru tentang pelayanan kesulitan BTH. (2) Guru berhasil menetapkan 20 (8 %) siswa berkesulitan BTH, 70 % di antaranya laki-laki, umumnya mengalami kesulitan membaca dan menulis. (3) Guru berhasil menyusun 20 program Pelayanan Individual (PPI) dengan pendekatan remediasi, tingkah laku dan ketrampilan sosial (RTK). (4) Sebanyak 61,6 % dari guru memberi pelayanan selama 16-30 menit, 53,9 % di ruang khusus dan 46,1 % di dalam kelas. Mereka lebih sering melayani kesulitan membaca dan menulis mencapai 37,9 %. (5)

ABSTRACT

Hery Setiyatna. *The Special Educational Service to Elementary School Students Having Learning Difficulties*. Thesis. Yogyakarta: Graduate Program of Institute of Teacher Education and Educational Sciences of Yogyakarta, 1998.

The problems of this study were what action suitable to identify students having difficulties in Reading, Writing, and Arithmetics (3R's); what action and service suitable to overcome 3R's difficulties; and what action suitable to evaluate service program on 3R's difficulties. This study was aimed at finding out the effectiveness of the special educational service given to the first year elementary school students having learning difficulties in 3R's.

This study was an empirical collaborative action research. The subjects of the study consisted of 7 teachers, 5 school principals, 1 supervisor and 20 students having 3R's difficulties. This study was carried out from January to October 1997 in 4 public elementary schools and 1 private elementary school in the office of the department of education and culture at the sub-district level (*Kandepdikbudcam*) of Laweyan, Surti. This study focused on the improvement of students' 3R's abilities and researcher since: (1) the beginning dialogue to integrate ideas on 3R's difficulties service program; (2) general planning; (3) the implementation of the action; (4) observation and monitoring; (5) reflection and discussion; (6) evaluation and revision; (7) drawing a conclusion in the form of understanding. The data were collected from the subjects, parents and officials in the *Kandepdikbudcam* of Laweyan through observation, discussions, interviews, and evaluation results. The students' learning achievement was obtained from the documents of the second and third school terms in the 1996/1997 academic year. The data on the pre-test and post-test of the teachers training and the learning achievement of the students were analyzed by using the non-parametric statistics technique and the Wilcoxon test in the SPSS/PC+ Program. The other data were presented and analyzed in the descriptive qualitative form. The criterion of the validity was the success of the action to solve the problem.

The result of the study was as follows: (1) The training succeeded in improving teachers' knowledge on 3R's service program. (2) The teachers managed to identify 20 students (8%) having learning difficulties, 70% of whom were male students. The kinds of the difficulties faced by the students were reading and writing. (3) The teachers managed to develop 20 Individual Service Programs (ISP) using remedial, behaviour, and social skill approach. (4) About 61.6% gave the service for about 16 - 30 minutes, 53.9% gave the service in special rooms, and 46.1% gave the service in the classrooms. The most frequent service was service given to those having difficulties in reading and writing (it was about 37.9%). (5) The average of the result of the service based on the long-term objective was 64.9%. (6) The level of achievement of the short-term objective was 52.4%. (7) The students scores based on the three aspects of evaluation improved 72.5%. (8) The other result, 87.5% students learning achievement in the end of the school term improved. (9) The effectiveness of the service program was 87.5%. (10) The teachers, school principals, and supervisor gave positive response and attitude towards the implementation of special education given to students having learning difficulties in 3R's. Most of them held the opinion that this program was useful and a follow-up was needed.