

ABSTRAK

Annisa Rahmadiyahana Artopo. 2026. Peran Guru dalam mendukung Anak Berkebutuhan Khusus pada kelas Inklusi Studi Kasus di SDN GERIH 5. Skripsi program Studi Pendidikan Guru Sekolah Dasar, FKIP. Universitas PGRI Madiun, Pembimbing (I) Dr. Fida Rahmantika Hadi, M.Pd., (II) Dr. Raras Setyo Retno, S.Pd., M.Pd.

Guru mempunyai banyak peran dan tugas yang diemban oleh guru dalam mendampingi ABK. Peran guru yaitu memahami berbagai kesulitan belajar serta cara menangani anak berkebutuhan khusus dengan baik dan memungkinkannya menerima perhatian khusus yang dibutuhkan. Tujuan penelitian ini untuk mengetahui apa Peran Guru Dalam Mendukung Anak Berkebutuhan Khusus Pada Kelas Inklusi Di SDN Gerih 5. Peran guru sangat penting dalam mendukung anak berkebutuhan khusus dalam belajar disekolah umum. Mereka membantu anak mengatasi kesulitan belajar, memahami potensi anak dan membangun hubungan sosial yang positif. Penelitian ini mengkaji guru dalam mengajar anak berkebutuhan khusus (ABK) di SDN Gerih 5, yang merupakan salah satu sekolah inklusi. Fokus utama penelitian adalah Peran Guru sebagai Motivator dan Fasilitator untuk memenuhi kebutuhan ABK tanpa adanya diskriminasi, sehingga anak-anak dengan keterbatasan dapat belajar secara optimal. Metode penelitian yang digunakan adalah deskriptif kualitatif, yang melibatkan wawancara mendalam dengan guru dan kepala sekolah, observasi terhadap proses pembelajaran, serta dokumentasi kegiatan belajar-mengajar. Hasil penelitian menunjukkan bahwa guru menerapkan pendekatan individual, visual dan multisensori. Guru juga bekerja sama dengan orang tua untuk mendukung perkembangan ABK, Seperti melalui pemberian latihan tambahan dan konsultasi rutin. Hambatan yang dihadapi mencakup keterbatasan pelatihan khusus bagi guru, kekurangan fasilitas inklusi, serta kebutuhan untuk memodifikasi metode terbuka agar sesuai dengan kebutuhan.

Kata Kunci : Pendidikan Inklusi, Anak Berkebutuhan Khusus, Peran Guru

ABSTRACT

Annisa Rahmadiyahana Artopo. 2026. The Role of Teachers in Supporting Children with Special Needs in Inclusive Classes: A Case Study at SDN Gerih 5. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun, Supervisors: (I) Dr. Fida Rahmantika Hadi, M.Pd., (II) Dr. Raras Setyo Retno, S.Pd., M.Pd.

Keywords: Inclusive Education, Children with Special Needs, Teacher Role

Teachers have many roles and responsibilities in assisting children with special needs. Their role is to understand various learning difficulties and how to effectively handle children with special needs, enabling them to receive the special attention they require. The purpose of this study is to determine the role of teachers in supporting children with special needs in inclusive classes at SDN Gerih 5. The role of teachers is crucial in supporting children with special needs in learning in mainstream schools. They help children overcome learning difficulties, understand their potential, and build positive social relationships. This study examines teachers' role in teaching children with special needs (ABK) at SDN Gerih 5, an inclusive school. The main focus of the study is the role of teachers as motivators and facilitators in meeting the needs of children with special needs without discrimination, so that children with disabilities can learn optimally. The research method used was descriptive qualitative, involving in-depth interviews with teachers and the principal, observations of the learning process, and documentation of teaching and learning activities. The results show that teachers apply individual, visual, and multisensory approaches. Teachers also collaborate with parents to support the development of children with special needs, such as through additional training and regular consultations. Barriers encountered include limited specialized training for teachers, a lack of inclusive facilities, and the need to modify open methods to suit their needs.