

ABSTRAK

Umi Mustaqfiroh. 2026. *Analisis Kesulitan Belajar Siswa ABK Mentally Devectorive Kelas V Dalam Memahami Teks Bacaan di SDN PULerejo 03*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Raras Setyo Retno, SP, M.Pd (II) Dr. Fida Rahmantika Hadi, S.Pd., M.Pd

Penelitian ini bertujuan untuk menganalisis kesulitan belajar siswa Anak Berkebutuhan Khusus (ABK) kategori mentally defective kelas V dalam memahami teks bacaan di SDN Pulerejo 03. Latar belakang penelitian ini didasarkan pada rendahnya kemampuan pemahaman membaca siswa ABK yang ditunjukkan melalui kesulitan dalam mengenali makna kata, memahami isi teks, serta menarik kesimpulan dari bacaan. Hal ini dipengaruhi oleh keterbatasan kemampuan intelektual, kurangnya strategi pembelajaran yang sesuai, serta minimnya penggunaan media pembelajaran yang mendukung.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian adalah siswa ABK mentally defective kelas V di SDN Pulerejo 03. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa kesulitan belajar yang dialami siswa ABK mentally defective dalam memahami teks bacaan meliputi: (1) kesulitan dalam mengenal dan memahami kosakata, (2) kesulitan dalam memahami kalimat sederhana, (3) kesulitan dalam menangkap ide pokok bacaan, serta (4) kesulitan

dalam mengungkapkan kembali isi teks yang telah dibaca. Faktor penyebab kesulitan tersebut meliputi faktor internal seperti keterbatasan intelektual dan rendahnya konsentrasi belajar, serta faktor eksternal seperti metode pembelajaran yang kurang variatif dan kurangnya media pembelajaran yang menarik. Upaya yang dapat dilakukan guru antara lain penggunaan metode pembelajaran yang lebih variatif, pemberian latihan membaca secara bertahap, serta pemanfaatan media pembelajaran yang sesuai dengan karakteristik siswa ABK.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa siswa ABK mentally defective kelas V di SDN Pulerejo 03 mengalami berbagai kesulitan dalam memahami teks bacaan yang memerlukan penanganan khusus melalui strategi pembelajaran yang tepat dan berkelanjutan.

Kata Kunci: Anak Berkebutuhan Khusus (ABK), Mentally Defective, Kesulitan Belajar, Pemahaman Membaca, Teks Bacaan, Strategi Pembelajaran.

ABSTRACT

Umi Mustaqfiroh. 2026. Analysis of Learning Difficulties of Fifth-Grade Mentally Defective Students with Special Needs in Understanding Reading Texts at SDN Pulerejo 03. Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Raras Setyo Retno, SP, M.Pd. (II) Dr. Fida Rahmantika Hadi, S.Pd., M.Pd. This study aims to analyze the learning difficulties of fifth-grade mentally defective students with Special Needs (ABK) in understanding reading texts at SDN Pulerejo 03. The background of this study is based on the low reading comprehension abilities of fifth-grade ABK students, demonstrated by difficulties in recognizing word meanings, understanding text content, and drawing conclusions from reading. This is influenced by limited intellectual abilities, a lack of appropriate learning strategies, and the minimal use of supporting learning media. This research uses a qualitative approach with a case study approach. The research subjects were fifth-grade students with special needs (ABK) with mental disabilities at Pulerejo 03 Elementary School. Data collection techniques included observation, interviews, and documentation. Data analysis utilized data reduction, data presentation, and conclusion drawing techniques. The results showed that the learning difficulties experienced by fifth-grade students with special needs (ABK) with mental disabilities in comprehending reading texts include: (1) difficulty recognizing and understanding vocabulary, (2) difficulty understanding simple sentences, (3) difficulty grasping the main idea of the reading, and (4) difficulty in restating the content of the text they have read. Factors contributing to these difficulties include internal factors such as intellectual limitations and low concentration, as well as external factors such as a lack of varied learning methods and a lack of engaging learning media. Efforts that teachers can take include using more varied learning methods, providing gradual reading practice, and utilizing learning media appropriate to the characteristics of students with special needs. Based on the research results, it can be concluded that fifth-grade students with special needs (ABK) with mental disabilities at Pulerejo 03 Elementary School experience various difficulties in comprehending reading texts that require special treatment through appropriate and sustainable learning strategies.

Keywords: Children with Special Needs (ABK), Mentally Defective, Learning Difficulties, Reading Comprehension, Reading Texts, Learning Strategies.