

ABSTRAK

**PERSEPSI GURU TERHADAP KEMANDIRIAN BELAJAR ANAK
HIPERAKTIF KELAS IV DI SD KASIH**

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Guru harus mengetahui karakteristik setiap anak didik, termasuk ABK (Anak Berkebutuhan Khusus). Kasus ABK yang sering dijumpai di sekolah salah satunya adalah hiperaktif. Perbedaan karakteristik anak hiperaktif menyebabkan kemandirian belajar mereka berbeda pula. Guru memiliki persepsi yang berbeda terhadap kemandirian belajar anak hiperaktif. Berdasarkan latar belakang tersebut penelitian ini bertujuan untuk (1) mengetahui persepsi guru terhadap anak hiperaktif kelas IV di SD Kasih, (2) mengetahui persepsi guru terhadap kemandirian belajar anak hiperaktif kelas IV di SD Kasih.

Penelitian ini merupakan penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Data yang diperoleh peneliti berasal dari lima partisipan. Instrumen penelitian ini adalah peneliti sebagai instrumen utama dengan alat bantu berupa pedoman wawancara dan observasi, *handphone* sebagai alat perekam, serta anekdot. Teknik pemeriksaan keabsahan data yang digunakan meliputi uji Kredibilitas melalui perpanjangan pengamatan, triangulasi sumber beserta teknik, dan uji Transferability. Teknik analisis data menggunakan Model Miles & Huberman yaitu: reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa tiga guru SD Kasih memiliki kesamaan persepsi terkait anak hiperaktif kelas IV di SD Kasih. Guru menganggap perilaku anak tersebut sama dengan ciri-ciri anak hiperaktif pada umumnya. Guru memiliki persepsi bahwa kemandirian belajar anak hiperaktif kelas IV di SD Kasih kurang terlihat. Anak tersebut dalam belajar belum memperlihatkan sikap ketidaktergantungan pada orang lain, tidak memiliki rasa tanggung jawab, tidak mampu mengontrol diri, hanya sedikit memperlihatkan perilaku disiplin dan inisiatif. Meskipun demikian anak tersebut sudah menunjukkan kepercayaan diri dalam proses belajar.

Kata Kunci: Persepsi guru, hiperaktif, kemandirian belajar

ABSTRACT

TEACHERS' PERCEPTION TOWARD LEARNING AUTONOMY OF THE FOURTH GRADE HYPERACTIVE STUDENTS IN KASIH ELEMENTARY SCHOOL

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Teachers must understand every pupil's characteristic including ABK (Students with Special Need). One of ABK cases often occurs in a school is hyperactivity. Differences in character of hyperactive students make their learning autonomy different. Teachers have different perception toward hyperactive students' learning autonomy. Based on the background above, this research aims to (1) investigate teachers' perception toward fourth grade hyperactive students in Kasih elementary school, (2) investigate teachers' perception toward fourth grade hyperactive students' learning autonomy in Kasih elementary school.

This research is a type of qualitative research in the form of description research. The data gathering techniques were observation, interview, and documentation. The data gathered were from five participants. The research instrument was the researcher as the main instrument with the help of interview and observation guidelines, phone as a recorder device, also anecdote. Data validity checking techniques included Kredibilitas test through extented observation, source as well as technique triangulation, and transferability test. The data analysis technique used Miles & Huberman' model which were data reduction, data presentation, and conclusion.

The results of this research showed that three teachers of Kasih elementary school had similar perception regarding fourth grade hyperactive students in Kasih elementary school. Teachers considered the student's behaviour as the same as hyperactive student's characteristics in general. Teachers had perception that learning autonomy of the fourth grade hyperactive student in Kasih elementary school was not clearly seen. During learning, the student had not shown independency toward others, responsibility, self control, but already showing a little discipline and initiative behavior. Nevertheless, he had shown confidence in the learning process.

Keywords: Teachers' perception, hyperactive, learning autonomy