

**ABSTRAK**  
**PERSEPSI GURU TERHADAP KEMAMPUAN BELAJAR SISWA YANG**  
**MENGALAMI KESULITAN MEMBEDAKAN HURUF DI KELAS I**  
**SD SANTO KORNELIUS YOGYAKARTA**

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Kesulitan belajar spesifik yang dapat menghambat berlangsungnya proses pembelajaran di kelas adalah kesulitan belajar dalam membedakan huruf. Seorang anak yang mengalami kesulitan dalam membedakan huruf di sekolah dasar menimbulkan berbagai persepsi di antara para guru. Berdasarkan latar belakang tersebut, penelitian ini dimaksudkan untuk mendeskripsikan persepsi guru terhadap kemampuan belajar siswa yang mengalami kesulitan membedakan huruf di kelas I SD Santo Kornelius, Yogyakarta.

Jenis penelitian yang digunakan adalah penelitian deskriptif dengan pendekatan kualitatif. Metode pengumpulan data yang dipakai adalah observasi, wawancara mendalam dan studi dokumentasi. Informasi yang dikumpulkan berasal dari beberapa informan yang terkait dengan siswa yang mengalami kesulitan membedakan huruf. Objek penelitian ini adalah kemampuan belajar siswa yang mengalami kesulitan membedakan huruf. Teknik analisis data yang digunakan dalam penelitian ini adalah reduksi data, display data dan kesimpulan.

Berdasarkan pembahasan dari hasil wawancara, observasi, dan studi dokumentasi yang telah peneliti lakukan pada beberapa guru yang mengampu di kelas I SD Santo Kornelius Yogyakarta, hasil penelitian menunjukkan bahwa ada perbedaan persepsi terhadap siswa yang mengalami kesulitan membedakan huruf. Perbedaan persepsi tersebut terjadi karena (1) para guru kurang memahami secara mendalam problematika kesulitan belajar siswa; (2) para guru kurang memahami apa yang terjadi dalam diri siswa; (3) belum adanya *training* tentang anak berkebutuhan khusus (ABK), sehingga guru belum mengetahui bagaimana cara menangani siswa yang mengalami kesulitan membedakan huruf sesuai dengan ketentuan yang berlaku. Namun, pemberian *treatment* yang dilakukan oleh guru kelas berupa motivasi sudah merupakan langkah awal untuk menangani siswa yang mengalami kesulitan membedakan huruf tersebut.

Kata kunci: persepsi guru, kemampuan belajar, kesulitan membedakan huruf, kesulitan belajar spesifik

**ABSTRACT**

**TEACHER PERCEPTIONS OF LEARNING ABILITY OF THE STUDENTS WHO HAVE TROUBLE DISTINGUISHING LETTERS IN THE FIRST GRADE OF SAINT KORNELIUS ELEMENTARY SCHOOL, YOGYAKARTA**

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*Specific learning difficulties that might impede the process of learning in the classroom are a learning difficulty in distinguishing letters. A child who had difficulty in distinguishing letters in elementary school raised perceptions among teachers. Based on the background, this research was intended to describe teachers' perceptions of the learning ability of students who had difficulty in distinguishing letters in the first grade of St. Kornelius elementary school, Yogyakarta.*

*The research was a descriptive study with a qualitative approach. Data collection methods used was observation, in-depth interviews and documentation. Information collected from several informants associated with students who had difficulty in distinguishing letters. This research object was students' learning ability that experience difficulty in distinguishing letters. Data analysis techniques used in this research were reductive data, displayed data and conclusion.*

*Based on the discussion of the results of interviews, observation, and documentation study that had been done by the researcher towards some teachers who administer in the first grade of St. Kornelius elementary school Yogyakarta, the results showed that there were differences in the perception of the students who had difficulty in distinguishing letters. Differences in perception occurred because (1) the teachers' lack of in depth understanding of the problem of students' learning difficulties; (2) the teachers' lack of understanding of what is happening to the students; (3) the lack of training of children with special needs (ABK), so that the teachers do not know how to deal with students who have difficulty in distinguishing letters in accordance with applicable regulations. However, the provision of treatment which was performed by the class teacher in the form of motivation is the first step to deal with students who have difficulty in distinguishing the letters.*

*Keywords: teacher's perception, the ability to learn, difficulty to distinguish letters, specific learning difficulties*