

ABSTRAK**DINAMIKA EMPATI GURU ANAK BERKEBUTUHAN KHUSUS DI
SEKOLAH INKLUSI : SD NEGERI 2 SEMANGKAK**

Ester Manora Pentawati

Universitas Sanata Dharma

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Salah satu penentu keberhasilan pendidikan inklusi adalah tenaga pendidik atau guru. Guru inklusi tersebut harus memenuhi kualifikasi dan memadai. Dikatakan memadai apabila guru memberikan pelayanan terbaik bagi siswa berkebutuhan dan siswa umum lainnya, dapat memahami dan merasakan seperti yang dirasakan anak berkebutuhan khusus. Tujuan penelitian ini adalah mengetahui dinamika empati yang dimiliki guru anak berkebutuhan khusus di sekolah inklusi.

Penelitian ini merupakan penelitian kualitatif dengan metode studi deskriptif. Subjek penelitian ini adalah Guru Anak Berkebutuhan Khusus kelas bawah dan atas di Sekolah Inklusi : SD Negeri 2 Semangkak. Pengumpulan data dilakukan peneliti dengan teknik wawancara dan observasi. Data yang diperoleh kemudian dianalisis dengan cara reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil yang diperoleh dalam penelitian ini adalah (1) kedua guru ABK di sekolah inklusi memiliki empati ketika melaksanakan proses mengajar dan membimbing siswa berkebutuhan khusus. (2) Hubungan antara aspek dan komponen membentuk sikap empati. Aspek empati yaitu pengambilan sudut pandang guru terhadap siswa ABK sehingga muncul perhatian dan kepercayaan, sedangkan komponen empati terdiri dari pengetahuan mengenai kondisi dan kemampuan siswa ABK, serta pemahaman mengenai pengalaman emosi siswa ABK. (3) Aspek dan komponen tersebut kemudian diwujudkan dalam bentuk proses empati yang menghasilkan perilaku empati.

Kata Kunci : Empati, Guru Anak Berkebutuhan Khusus, Sekolah Inklusi.

ABSTRACT

**THE DYNAMICS ASPECT OF EMPATHIC TEACHERS TO SPECIAL
CHILDREN AT INCLUSIVE EDUCATION IN PRIMARY SCHOOL :
SD NEGERI 2 SEMANGKAK**

Ester Manora Pentawati

Sanata Dharma University

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Determining the success of special education is totally based on educators and teachers. Special needs teachers must be qualified and adequate when teachers provide the best service to students either special needs students or non-special need students. Teachers should understand and feel as special needs students feel. The purpose of this research is knowing empathetic side owned by the teachers.

This research was categorized as qualitative research using descriptive study method. The subject of this research is lower class and upper-class teachers of special needs school at SD Negeri 2 Semangkak. The data was collected by researcher through interview and observation technique. The data obtained was analyzed by data reduction, data presentation, and data conclusion.

The results of this study were (1) both of lower class and upper-class teachers from this developmental-disability school have empathy while teaching and monitoring special needs students. (2) The empathetic feeling was formed by connection of empathetic aspects and components. Empathetic aspect of teachers was measured from teacher's perspective through special needs students which produced attention and trust on children, while the empathetic components were teacher's awareness due to special children's condition and ability as well as emotion. (3) The aspects and components of empathy could be realized during the processes of empathy which leads teacher to create empathetic behaviour.

Keywords : *empathy, teachers of special children, school of inclusion.*