

ABSTRAK**METODE PENGAJARAN YANG DIGUNAKAN GURU DI SEKOLAH DASAR
INKLUSI SE-KOTA YOGYAKARTA**

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Pemerintah saat ini mulai merencanakan program sekolah inklusi. Tujuannya agar siswa berkebutuhan khusus dapat mengenyam pendidikan yang sama dengan siswa yang tidak berkebutuhan secara khusus. Guru perlu menggunakan metode pengajaran yang sesuai dengan kondisi dan kemampuan siswa supaya mampu mengembangkan potensi yang dimiliki oleh masing-masing siswa. Ada empat metode pengajaran yaitu metode pengajaran langsung, pengajaran tidak langsung, pengajaran *scaffolding*, dan pengajaran latihan mandiri. Penelitian ini bertujuan untuk memetakan metode pengajaran yang digunakan guru di sekolah dasar inklusi se-kota Yogyakarta.

Penelitian ini merupakan penelitian kuantitatif deskriptif. Data diperoleh dengan membagikan instrumen berupa kuesioner kepada 42 guru sekolah dasar inklusi se-kota Yogyakarta. Kuesioner divalidasi oleh dua orang validator dan memperoleh nilai rata-rata 4, sehingga layak dibagikan kepada responden. Ada 27 instrumen yang kembali sebab tidak semua guru mengampu siswa berkebutuhan khusus di kelasnya.

Dari hasil olah data 27 kuesioner, metode pengajaran yang digunakan guru di sekolah dasar inklusi se-kota Yogyakarta adalah 26.1% guru menggunakan metode pengajaran langsung, 24.9% guru menggunakan pengajaran tidak langsung, 24.9% guru menggunakan pengajaran *scaffolding*, dan 24.1% guru menggunakan pengajaran latihan mandiri. Jadi, metode pengajaran yang lebih banyak digunakan guru di sekolah dasar inklusi se-kota Yogyakarta adalah metode pengajaran langsung. Metode pengajaran langsung adalah proses pengajaran yang dilakukan oleh guru untuk membantu siswa mengembangkan kemampuan kognitif, afektif, dan psikomotorik siswa berkebutuhan khusus maupun siswa yang tidak berkebutuhan secara khusus; melalui interaksi langsung dengan sumber belajar yang dirancang guru dalam proses pembelajaran.

Kata kunci: sekolah dasar inklusi, metode pengajaran.

ABSTRACT**TEACHING METHOD WHO USE THE TEACHER ON INCLUSION OF PRIMARY SCHOOL AT YOGYAKARTA CITY**

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The government is currently have a planning about inclusion school. The aim is that the student can get an equal education with the students who have no disabilities specifically. Teachers need to use teaching methods appropriate to the conditions and the ability of students to be able to develop the potential of each student. There are four teaching methods, direct teaching method, indirectly teaching method, scaffolding teaching method, and independently practice teaching method. The aim of this research to map the teaching methods who used the teachers in inclusion of primary schools at Yogyakarta city.

This research is quantitative descriptive. Data obtained by distributing 42 instruments questionnaires to the teacher in inclusion of primary schools at Yogyakarta city. The questionnaire was validated by two people validator and get average score of 4, so it's worth distributed to respondents. There are 27 instruments were returned because not all teachers have students with special needs in their class.

From the results of processing 27 questionnaires data, teaching methods who used the teachers in inclusion of primary schools at Yogyakarta city is 26.1% of teachers use direct teaching method, 24.9% of teachers use indirectly teaching method, 24.9% of teachers use scaffolding teaching method, and 24.1% of teachers use independently practice teaching method. Thus, the teaching methods who used more in inclusion of primary schools at Yogyakarta city is direct teaching methods. Direct teaching method is the process of teach by the teachers to help students develop the ability of cognitive, affective, and psychomotor special needs students and students with disabilities who are not specifically; through direct interaction with learning resources are designed the teachers in the learning process.

Keywords: inclusion of primary school, teaching methods.