

Hanian, Dewi. 2016. Peran Guru dan Teman Sebaya terhadap Siswa Disleksia dan Disgrafia (Studi Kasus pada Siswa Kelas 1, 2 dan 3 di SDN Kraton 5 Bangkalan). Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing : (1) Drs. Harun Al Rasyid, M.Si. (2) Wahid Khoirul Ikhwan S,Pd. M,Pd

ABSTRAK

Di sekolah siswa mendapatkan pelajaran menulis dan membaca, namun ada beberapa siswa mengalami kesulitan menulis dan membaca yang disebut *disleksia* dan *disgrafia*. Penelitian ini bertujuan untuk mengetahui peran guru terhadap anak disleksia dan disgrafia, dan mengetahui peran teman sebaya terhadap anak disleksia dan disgrafia. Penelitian ini dilakukan pada siswa kelas 1, kelas 2, dan kelas 3 SDN Kraton 5 Bangkalan. Penelitian ini merupakan penelitian kualitatif deskriptif dengan pendekatan studi kasus di SDN Kraton 5 Bangkalan agar dapat mengetahui peran guru dan peran teman sebaya terhadap siswa disleksia dan disgrafia. Pengumpulan data dilakukan dengan menggunakan metode observasi, wawancara, catatan lapangan dan dokumentasi. Sampel sumber data dipilih secara purpose sampling. Hasil penelitian menunjukkan bahwa: (1) terdapat peningkatan kemampuan membaca dan menulis yang dialami siswa disleksia dan disgrafia, (2) Guru dan teman sebaya memiliki peran dalam meningkatkan kemampuan membaca dan menulis siswa disleksia dan disgrafia. (3) Peran guru antara lain: melakukan pendekatan dengan siswa *disleksia* dan *disgrafia*, memberi bimbingan tambahan, menggunakan bahan ajar yang sesuai dengan kebutuhan siswa, menggunakan strategi yang sesuai dengan kebutuhan siswa, dan mengatur tempat duduk di depan meja guru. (4) Peran teman sebaya antara lain : mengoreksi pekerjaan siswa, memberi bimbingan dan memberi contoh yang baik.

Kata kunci : guru, teman sebaya, disleksia, disgrafia.

Hanian, Dewi. 2016. The Role of Teachers and Peer Group Dyslexia and Dysgraphia Children (A Case Study on Students of Class 1, 2, and 3 of SDN Kraton 5 Bangkalan in the year Academic of 2015-2016). Thesis , Elementary School Teacher Education Study Program, Faculty of Education, University Of Trunojoyo Madura. Advisor : (1) Drs. Harun Al Rasyid, M.Si (2) Wahid Khoirul Ikhwan S,Pd. M,Pd

ABSTRACT

At school, students get a lesson of writing and reading, but there are several students who have difficulty in writing and reading that called dyslexia and dysgraphia. This study is aimed to know the roles of teacher on dyslexia and dysgraphia students, and to know the roles of peer group on dyslexia and dysgraphia students. This study is conducted in grade 1, grade 2, and grade 3 of SDN Kraton 5 Bangkalan. This study is descriptive qualitative study with case study approach in SDN Kraton 5 Bangkalan in order to know the roles of teacher and peer group on dyslexia and dysgraphia children. The collecting data is done by using the method of observation, interview, field note, and documentation. Sample of source of data are selected by purposive sampling. The results of this study show that: (1) There is an increased ability to read and write that experienced by dyslexia and dysgraphia students, (2) Teacher and peer group have some roles in increasing the ability of reading and writing of dyslexia and dysgraphia students. (3) The roles of teacher such as: approaching the dyslexia and dysgraphia students, providing additional lesson, using teaching materials that suit the needs of the students, using strategies that suit the needs of the students, and arranging the seat in front of the teacher's desk. (4) The roles of peer group such as: correcting students' work, giving a guidance, and giving a good example.

Keywords: teacher, peer group, dyslexia, dysgraphia.