

ABSTRAK**Metode Pengajaran yang Digunakan Guru di Sekolah Dasar Inklusi se-Kabupaten Bantul**

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Ada 43 sekolah dasar inklusi di Kabupaten Bantul yang melayani anak *slow learner*, hiperaktif, disgrafia, disleksia, diskalkulia dan tuna netra supaya dapat belajar bersama dengan anak berkebutuhan tidak secara khusus. Penelitian ini bertujuan mendeskripsikan metode pengajaran di sekolah inklusi se-Kabupaten Bantul dan memetakan metode pengajaran dari masing-masing sekolah dasar inklusi. Metode pengajaran merupakan cara yang digunakan guru untuk mendampingi siswa agar dapat mengembangkan potensi atau kemampuannya. Ada empat metode pengajaran di sekolah dasar inklusi yaitu metode pengajaran langsung, metode pengajaran tidak langsung, latihan mandiri dan *scaffolding*.

Peneliti menggunakan penelitian kuantitatif deskriptif. Data diperoleh dengan membagikan kuesioner. Kuesioner divalidasi oleh dua validator dengan skor rata-rata 4, sehingga instrumen dapat dibagikan kepada 29 guru sekolah dasar inklusi di Kabupaten Bantul. Kuesioner yang kembali berjumlah 29 kuesioner.

Dari hasil olah data 29 kuesioner, metode pengajaran yang digunakan guru di sekolah dasar inklusi se-Kabupaten Bantul adalah 38.81% guru menggunakan metode pengajaran tidak langsung, 20.37% guru menggunakan *scaffolding*, 20.01% guru menggunakan latihan mandiri dan 19.74% guru menggunakan metode pengajaran langsung. Jadi, metode pengajaran yang lebih banyak digunakan guru di Kabupaten Bantul adalah metode pengajaran tidak langsung. Metode pengajaran tidak langsung adalah pembelajaran yang berpusat pada siswa dan guru sebagai fasilitator.

Kata kunci: sekolah dasar inklusi, metode pengajaran.

ABSTRACT**Teaching Method Who Use The Teacher on Inclusion
of Primary School in Bantul Regency**

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There are 43 inclusion of primary school in Bantul Regency who serve child slow learner, hyperactive, dysgraphia, dyslexia, dyscalculia and blind so that can learn with child need not special. The research have purpose to describe teaching method in inclusion school at Bantul Regency area and also to mapping how the teaching in elementary school which using inclusion method. teaching method is the ways in which teachers to assist students in order to develop the potential and ability. Teaching method on inclusion school namely direct teaching method, indirect teaching method, practice by themselves and also scaffolding.

The researcher will to develop by kuantitatif research. So, for get the data, researcher will dispence questioner to 29 teachers. Quesioner was validated by two validators who expert about it, so we can dispence questioner to 29 teachers to be research samples. The quesioner was back 29 now.

From the research result, we get presentase 38.81% teachers use undirect method teaching, 20.37% teachers use by scaffolding, 20.01% teachers use practice by themselves and 19.74%. teachers use direct method teaching. So, presentase for undirect teaching method is highest. Undirect method teaching is learning that is centered on the students and teachers as facilitators.

Key world : inclusion of primary school, teaching method.