

[Dukungan Sosial Guru Pendamping Khusus (GPK) bagi Anak Berkebutuhan Khusus di Sekolah Inklusi (Studi Deskriptif di Sekolah X) = Social Support of Shadow Teachers for Children with Special Needs in ISocial Support of Shadow Teachers for Children with Special Needs in Inclusion Schools (Descriptive Study in Inclusion Schools (Descriptive Study in Sekolah X);Perilaku balok kayu-baja komposit sebagai struktur tahan gempa, Perilaku balok kayu-baja komposit sebagai struktur tahan gempa]

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Abstrak

[<p>Dalam sekolah inklusi, Anak Berkebutuhan Khusus ditempatkan dalam satu lingkungan pendidikan yang sama dengan anak reguler. Anak Berkebutuhan Khusus mengalami berbagai permasalahan dalam sekolah inklusi, seperti keterbatasan interaksi, penolakan teman sebaya, kesulitan dalam bidang akademis dan non-akademis. Penelitian ini menggunakan teknik pengamatan serta wawancara untuk menghasilkan hasil yang deskriptif untuk menggambarkan bentuk dukungan sosial bagi Anak Berkebutuhan Khusus dalam sekolah inklusi, serta faktor pendukung dan penghambat dalam proses pemberian dukungan sosial. Hasil penelitian menunjukkan bahwa Guru Pendamping Khusus (GPK) merupakan pihak yang paling banyak memberikan dukungan sosial kepada anak-anak berkebutuhan khusus baik di dalam kelas maupun di luar kelas. Guru Pendamping Khusus memberikan dukungan sosial dalam bentuk dukungan emosional, dukungan penghargaan, dukungan instrumental, dan dukungan informatif untuk membantu Anak Berkebutuhan Khusus saat menghadapi permasalahan di Sekolah Inklusi. </p><p> </p><hr /><p>In inclusive schools, children with special needs are placed in the same educational environment as regular children. Children with Special Needs experience various problems in inclusive schools, such as limited interaction, peer rejection, difficulties in the academic and non-academic fields. This study uses observation and interview techniques to produce descriptive results to describe the form of social support for Children with Special Needs in inclusive schools, as well as supporting and inhibiting factors in the process of providing social support. The results of the study show that the Shadow Teachers is the party that provides the most social support to children with special needs both in the classroom and outside the classroom. Shadow Teachers provide social support in the form of emotional support, award support, instrumental support, and informative support to help Children with Special Needs when facing problems in the Inclusion School.</p><p> </p>;,]