

## Interaksi simbolik antara guru dan murid dengan kesulitan belajar spesifik studi kasus di Sekolah Pantara, Jakarta = Symbolic interaction between teachers and students with specific learning difficulties : a case study in Sekolah Pantara Jakarta

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### Abstrak

Artikel ini mengkaji gejala interaksi sosial antara guru dan murid dengan "kesulitan belajar spesifik" KBS seperti murid-murid autisme, ADHD, dan disleksia di sekolah khusus. Tujuannya untuk menyingkap fungsi interaksi sosial guru dan murid KBS sebagai pembelajaran nilai dan norma penuntun tindakan sosial. Topik ini belum dibahas dalam studi-studi terdahulu yang memusatkan analisisnya pada masalah psikologis murid KBS, antara lain masalah kesulitan mengikuti pelajaran di sekolah umum, pelabelan negatif oleh guru dan teman, perkembangan perilaku, dan ketergantungan murid pada guru. Dengan menggunakan konsep-konsep fungsi sosial sekolah Meyer, tindakan komunikatif Habermas, dan interaksionisme simbolik Blumer, fungsi interaksi sosial guru dan murid sebagai pembelajaran nilai dan norma sosial diungkapkan melalui studi kasus kualitatif di Sekolah Pantara, sebuah sekolah khusus di Jakarta Selatan. Hasil penelitian menunjukkan interaksi sosial guru dan murid KBS di Sekolah Pantara merupakan proses pembelajaran nilai-nilai kesantunan, kepekaan, tanggungjawab, dan kemandirian yang terkandung dalam kurikulum tersembunyi. Penelitian menyimpulkan interaksi simbolik antara guru dan murid KBS di kelas intervensi dini di Sekolah Pantara sampai batas tertentu meningkatkan kemampuan sosial murid KBS.

.....This article examined the phenomenon of social interaction between teachers and students with "specific learning difficulties" SLD, namely autism, ADHD, and dyslexia at the special school. It uncovered the function of that social interaction as a learning process of social values and norms which guide the social actions. This subject has not yet studied properly since the previous researches mainly examined the psychological aspect of students with SLD, such as the difficulties they faced in regular school, negative labelling gave them by teachers and classmates, their behaviour development, and their dependency to the teachers. Using an analytical framework linked the concepts of school social function Meyer, of communicative action Habermas, and of symbolic interactionism Blumer, the function of social interaction between teachers and students with SLD as a learning process of social values and norms examined through a qualitative case study on Sekolah Pantara, a special school at South Jakarta. The research pointed out that social interaction between teachers and students with SLD at Sekolah Pantara is a learning process of social values namely politeness, sensitivity, responsibility, and independency included in a hidden curriculum. This research concluded symbolic interaction between the teachers and the student with SLD in the early intervention class at Sekolah Pantara, to some extent, increased the social abilities of the student with SLD.