

ABSTRAK

Yunitasari, Tantri Astrida. 2020. Penerapan Metode *Peer Tutoring* dalam Menumbuhkan Interaksi Sosial Siswa Difabel dan Non-Difabel di SDN Kebondalem Mojosari. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Universitas PGRI Adi Buana Surabaya. Pembimbing: (1) Apri Irianto, S.H., M.Pd. (2) Cholifah Tur Rosidah, S.Pd.,M.Pd.

Kata Kunci : Metode *Peer Tutoring* dan Interaksi Sosial Siswa Difabel dan Non-Difabel.

Penelitian ini dilatarbelakangi oleh kurangnya interaksi sosial antara siswa difabel dan non-difabel. Hal tersebut terjadi karena saat proses pembelajaran tempat duduk mereka dibuat terpisah. Sehingga tak jarang membuat siswa difabel merasa terpojokkan. Penelitian bertujuan untuk menumbuhkan interaksi sosial siswa difabel dan non-difabel melalui penerapan metode *peer tutoring* di SDN Kebondalem Mojosari.

Model Penelitian menggunakan penelitian kualitatif. Adapun subjek dalam penelitian siswa kelas rendah (kelas II B) dengan jumlah keseluruhan 28 siswa (siswa difabel 3 dan siswa non-difabel 25) dan siswa kelas tinggi (kelas V) jumlah keseluruhan 35 siswa (Siswa difabel 3 dan siswa non-difabel 32) tahun ajaran 2019/2020. Penelitian pada kelas rendah dilaksanakan dua kali pertemuan, sedangkan penelitian pada kelas tinggi dilakukan sebanyak tiga kali pertemuan. Teknik pengumpulan data menggunakan observasi selama pembelajaran berlangsung, wawancara dengan guru dan dokumentasi.

Hasil penelitian menunjukkan bahwa Penerapan Metode *Peer Tutoring* pada kelas rendah dan kelas tinggi dapat menumbuhkan interaksi sosial siswa difabel dan siswa non-difabel dilihat pada peningkatan persentase hasil observasi dari pertemuan pertama, pertemuan kedua, pertemuan ketiga dan dokumentasi. Adapun penelitian direkomendasikan untuk menggabungkan siswa difabel duduk berkelompok dengan siswa non-difabel, agar siswa difabel dengan mudah interaksi sosial dengan siswa non-difabel.

ABSTRACT

Yunitasari, Tantri Astrida. 2020. Application of the Peer Tutoring Method in Fostering Social Interaction of Students with Disabilities and Non-Disabilities at SDN Kebondalem Mojosari. Elementary School Teacher Education Study Program. Faculty of Teacher Training and Education. PGRI Adi Buana University Surabaya. Supervisor: (1) Apri Irianto, S.H., M.Pd. (2) Cholifah Tur Rosidah, S.Pd., M.Pd.

Keywords: *Peer Tutoring* Method and Social Interaction of Students with Disabilities and Non-Disabilities.

This research is motivated by the social interaction of disabled and non-disabled students who are still not visible because when learning sitting disabled students are separated from non-disabled students, so that students with disabilities feel cornered. The research aims to foster social interaction of disabled and non-disabled students through the application of peer tutoring methods at SDN Kebondalem Mojosari.

The research model uses qualitative research. The subjects in the study of low grade students (class II B) with a total of 28 students (students with disabilities 3 and 25 non-disabled students) and high class students (class V) a total of 35 students (students with disabilities 3 and students with non-disabilities 32) 2019/2020 school year. The low class research was conducted twice while the high class research was conducted three times. Data collection techniques using observation during learning, interviews with class IIB teachers and class V teachers and documentation.

The results of the study indicate that the application of the Peer Tutoring Method in the low class and high class can foster social interaction of students with disabilities and non-disabled students seen in an increase in the percentage of observations from the first meeting, second meeting, third meeting and documentation. The research is recommended to combine students with disabilities sitting in groups with non-disabled students, so that students with disabilities easily interact socially with non-disabled students.