ABSTRAK

Ferdiana Suniya Prawesti, 111614153003, "Efektivitas Tentang Pelatihan Strategi Pembelajaran Shaw Untuk Meningkatkan Keterampilan Guru Dalam Mengajar Siswa *Slow Learner* Di Sekolah Dasar Non Inklusi", Tesis, Fakultas Psikologi Universitas Airlangga Surabaya, 2019.
xix +126 halaman, 19 lampiran

Slow learner merupakan siswa yang mengalami kegagalan dalam situasi belajar akademik pada tingkat yang sama dengan siswa lain (Griffin, 2005). Siswa *slow learner* hampir dapat ditemukan di seluruh sekolah baik sekolah inklusi maupun sekolah non inklusi. Adapun layanan pendidikan bagi siswa *slow learner* di sekolah non inklusi kurang optimal dikarenakan guru di sekolah dasar non inklusi belum memiliki keterampilan dalam mengajar siswa *slow learner*, sehingga selama ini guru menyamakan cara mengajar siswa reguler dan siswa *slow learner* yang menyebabkan siswa *slow learner* kurang bisa mengikuti pelajaran dan tertinggal dengan siswa reguler lain. Pada pembelajaran siswa *slow learner* menurut Shaw ada enam strategi yang bisa dilakukan yaitu *concrete instruction*, *generalization*, *organizing instruction*, *increasing instructional efficiency, academic motivation*, and *social and academic needs* (Shaw, 2010).

Penelitian ini bertujuan untuk mengetahui efektivitas pelatihan strategi pembelajaran Shaw untuk meningkatkan keterampilan guru mengajar siswa *slow learner*. Teknik pengumpulan data berupa soal pengetahuan dan pedoman observasi. Desain penelitian yang digunakan adalah *pretest-posttest control group design* dengan subjek dibagi menjadi kelompok kontrol dan kelompok eksperimen. Jumlah subyek dalam penelitian ini sebanyak 12 orang guru. Penelitian ini menggunakan analisis data dengan menggunakan teknik Uji *T-test*.

Hasil analisis data menunjukkan nilai signifikasi 0,000 < 0,05 yang berarti terdapat perbedaan rerata antara kelompok yang diberikan pelatihan Strategi Pembelajaran Shaw dengan kelompok yang tidak diberikan pelatihan Strategi Pembelajaran Shaw. Peserta kelompok eksperimen menunjukkan peningkatan skor keterampilan antara sebelum dan sesudah mendapatkan pelatihan dengan rentang skor minimal 5,5 hingga 7,5 poin. Berdasarkan hal tersebut, dapat disimpulkan bahwa pelatihan Strategi Pembelajaran Shaw efektif untuk meningkatkan keterampilan guru mengajar siswa *slow learner*.

Kata Kunci : pelatihan, siswa *slow learner*, Strategi Pembelajaran Shaw, sekolah dasar non inklusi
Daftar Pustaka : (1985 – 2018)

ABSTRACT

Ferdiana Suniya Prawesti, 111614153003, "Effectiveness of Shaw's Learning Strategies Training in Improving Teachers' Skills in Teaching *Slow Learner* Students in Non-Inclusive Elementary School", *Master Thesis,* Faculty of Psychology, University of Airlangga, Surabaya, 2019.
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Slow learner are students who experience failure in academic learning situation at the same level with the other students (Griffin, 2015). *Slow learner* students can be found in almost all schools, including inclusive school or non-inclusive school. In non-inclusive schools, however, education services given are not quite optimum as the teachers in non-inclusive schools have yet to possess the skills to teach *slow learner* students, hence all this time, teachers have equalized the way they teach regular students and *slow learner* students, which render *slow learner* students incapable of keeping up with the lessons and thus, get left behind with the other regular students. In *slow learner* learning strategies by Shaw, there are six strategies that can be done, namely *concrete instruction, generalization, organizing instruction, increasing instructional efficiency, academic motivation,* and *social and academic needs* (Shaw, 2010).

The purpose of this study is to determine the effectiveness of Shaw's learning strategies in improving teachers' skills in teaching *slow learner* students. Data collection technique is in the form of questions about knowledge and observation guide. Research design used is *pretest-posttest control group design* where subjects are divided into control group and experimental group. The number of research subjects in this research is 12 teachers. This research uses *T-test technique* as data analysis.

Data analysis result shows that there is significance value of 0,000 < 0,05,which means that there is a difference in means between group that is given Shaw's Learning Strategies, and group that is not given Shaw's Learning Strategies. Experimental group participants shows an increase in skills' scores before and after receiving training with score ranging from minimum of 5,5 to 7,5 points. Based on that, it can be concluded that Shaw's Learning Strategies is effective in improving teachers'skills in teaching *slow learner* students.

Keywords: training, *slow learner* students, Shaw's Learning Strategies, non-inclusive elementary school

Bibliography: (1985 – 2018)