DESKRIPSI PROSES PEMBELAJARAN IPA BAGI SISWA TUNARUNGU DI SD INKLUSI NEGERI 2 BENGKALA

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran IPA pada sekolah inklusi, membahas tantangan utama, dan strategi pengajaran yang digunakan oleh guru dalam pembelajaran IPA dalam mendukung pembelajaran IPA bagi siswa tunarungu. Penelitian ini menggunakan deskriptif kualitatif dengan subjek guru reguler, GPK, siswa reguler, dan siswa tunarungu. Metode pengumpulan data dilakukan melalui observasi, wawancara, dan studi dokumen, kemudian melalui teknik analisis data dari Miles and Huberman yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi pengajaran yang dominan digunakan adalah pendekatan ekspositori, sementara pendekatan kontekstual, role-play, dan demonstrasi diterapkan secara terbatas. Tantangan utama yang dihadapi siswa tunarungu antara lain kesulitan dalam memahami terminologi IPA dan kurangnya dukungan teknologi yang dapat membantu mereka dalam mengakses informasi. Penelitian ini menyimpulkan bahwa meskipun strategi pengajaran yang diterapkan cukup efektif, keterbatasan sumber daya dan teknologi menjadi kendala signifikan dalam pembelajaran siswa tunarungu. Implikasi penelitian ini menunjukkan perlunya peningkatan dukungan teknologi dan pelatihan lebih lanjut untuk GPK guna mengoptimalkan pembelajaran inklusif.

Kata Kunci: Siswa Inklusi, Bahasa Isyarat, Pembelajaran IPA, Guru Pembimbing Khusus

DESCRIPTION OF THE SCIENCE LEARNING PROCESS FOR HEARING-IMPAIRED STUDENTS AT STATE INCLUSIVE ELEMENTARY SCHOOL 2 BENGKALA

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ABSTRACT

This research aims to describe the process of science learning in inclusive schools, discuss the main challenges, and the teaching strategies employed by teachers in supporting science education for hearing-impaired students. The study utilizes a qualitative descriptive approach with subjects including regular teachers, special education teachers (GPK), regular students, and hearing-impaired students. Data collection methods were conducted through observations, interviews, and document studies, followed by data analysis techniques from Miles and Huberman, which include data reduction, data presentation, and conclusion drawing. The results indicate that the dominant teaching strategy employed is the expository approach, while contextual approaches, role-play, and demonstrations are applied in a limited manner. The main challenges faced by hearing-impaired students include difficulties in understanding science terminology and a lack of technological support that could assist them in accessing information. The study concludes that although the teaching strategies implemented are quite effective, limitations in resources and technology pose significant obstacles in the learning process for hearing-impaired students. The implications of this research highlight the need for enhanced technological support and further training for special education teachers (GPK) to optimize inclusive learning.

Keywords: *Inclusive Students, Sign Language, Science Learning, Special Education Teachers*