

DESKRIPSI *POSITIVE RELATIONSHIP* SISWA INKLUSI PADA PEMBELAJARAN IPA BERDASARKAN DATA DEMOGRAFI DI SD INKLUSI NEGERI 2 BENGKALA

Oleh

LUH ARMITA CAHYA LESTARI

NIM 2111031133

Jurusan Pendidikan Dasar

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan tingkat *positive relationship* siswa *kolok* dan siswa reguler pada pembelajaran IPA di SD Inklusi Negeri 2 Bengkulu serta menganalisisnya berdasarkan data demografi, yaitu jenis kelamin dan usia. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian deskriptif. Sampel penelitian terdiri dari 38 siswa, yaitu 8 siswa *kolok* dan 30 siswa reguler yang dipilih melalui teknik *multistage sampling*. Data dikumpulkan menggunakan instrumen The PERMA Profiler yang memuat dimensi *Positive Emotion*, *Engagement*, *Relationship*, *Meaning*, *Accomplishment*, *Negative Emotion*, dan *Happiness*. Analisis data dilakukan menggunakan statistik deskriptif untuk memperoleh gambaran tingkat hubungan positif siswa. Hasil penelitian menunjukkan bahwa tingkat *positive relationship* siswa secara keseluruhan berada pada kategori rendah hingga normal dengan rata-rata dimensi R sebesar 6,7. Siswa reguler menunjukkan tingkat hubungan positif yang lebih tinggi (skor rata-rata 7,4–7,6) dibandingkan siswa *kolok* yang berada pada kategori sangat rendah (skor 4,0–4,3). Analisis berdasarkan demografi menunjukkan bahwa baik siswa laki-laki maupun perempuan berada pada kategori rendah hingga normal, dengan nilai tertinggi pada dimensi *Meaning* dan terendah pada *Happiness*. Berdasarkan usia, kelompok 6–8 tahun dan 9–12 tahun juga menunjukkan pola yang serupa, dengan *Positive Emotion* dan *Meaning* sebagai dimensi tertinggi, sedangkan *Happiness* tetap menjadi dimensi terendah. Temuan ini menunjukkan bahwa hambatan komunikasi, keterbatasan interaksi, serta minimnya dukungan visual dan kolaboratif dalam pembelajaran turut memengaruhi kualitas hubungan positif siswa, terutama siswa *kolok*. Hasil penelitian ini diharapkan dapat menjadi dasar pengembangan strategi pembelajaran yang lebih inklusif dan responsif terhadap kebutuhan semua siswa.

Kata kunci: *positive relationship*, siswa *kolok*, pembelajaran IPA, data demografi, sekolah inklusi

DESCRIPTION OF POSITIVE RELATIONSHIP OF INCLUSION STUDENTS IN SCIENCE LEARNING BASED ON DEMOGRAPHIC DATA AT SD INKLUSI NEGERI 2 BENGKALA

By

LUH ARMITA CAHYA LESTARI

Student ID Number 2111031133

Department of Elementary Education

ABSTRACT

This research focuses on describing the level of positive relationships among Kolok and regular students in science subjects, with additional analysis based on demographic factors. Using a descriptive quantitative design, a sample of 38 students (consisting of 8 Kolok students and 30 regular students) was determined through a multistage sampling procedure. Data were collected using The PERMA Profiler instrument containing the dimensions of Positive Emotion, Engagement, Relationship, Meaning, Accomplishment, Negative Emotion, and Happiness. Data analysis was conducted using descriptive statistics to obtain an overview of the level of positive relationships of students. The results showed that the level of positive relationships of students The findings indicate that the student's positive relationship index is in the low to normal classification, with an average score of the R dimension reaching 6.7. Regular students showed a higher level of positive relationships (average score of 7.4–7.6) compared to Kolok students who were in the very low category (score of 4.0–4.3). The results of data analysis by gender showed no striking differences in categories, where both male and female students were in the low to normal range, with the highest score on the Meaning dimension and the lowest on Happiness. Based on age, the 6–8 and 9–12 age groups also showed similar patterns, with Positive Emotion and Meaning as the highest dimensions, while Happiness remained the lowest. These findings suggest that communication barriers, limited interaction, and minimal visual and collaborative support in learning contribute to the quality of positive relationships among students, particularly those with co-occurring disabilities. The results of this study are expected to inform the development of more inclusive learning strategies that are responsive to the needs of all students.

Keywords: *positive relationship, collocated students, science learning, demographic data, inclusive schools*