

## ABSTRAK

Kemampuan emosi dan sosial PDBK di sekolah dasar inklusif sangat lemah, banyak faktor penyebab yang melatar belakangnya, diantaranya di sekolah inklusif belum ada model pembelajaran secara khusus memfokuskan untuk meningkatkan kemampuan emosi dan sosial. Rumusan masalah; “Apakah model pembelajaran *Teams Games Tournamen* (TGT) dapat meningkatkan kemampuan emosi dan sosial PDBK di sekolah dasar inklusif, dan apakah model pembelajaran TGT lebih baik daripada model pembelajaran konvensional dalam meningkatkan kemampuan emosi dan sosial peserta didik di sekolah dasar inklusif?” Tujuan penelitian; Untuk menghasilkan model pembelajaran yang dapat meningkatkan kemampuan emosi dan sosial peserta didik di sekolah dasar inklusif. Hipotesis penelitian; “Model pembelajaran TGT dapat meningkatkan kemampuan emosi dan sosial PDBK, dan model pembelajaran TGT lebih baik daripada model pembelajaran konvensional dalam meningkatkan kemampuan emosi dan sosial peserta didik di sekolah dasar inklusif. Metode penelitian yang digunakan adalah penelitian dan pengembangan (*Research and Development*). Untuk menjawab permasalahan penelitian yang diajukan penulis menggunakan metode campuran, mengkombinasikan antara metode kualitatif dan kuantitatif dengan tujuan memperoleh jawaban penelitian yang lebih baik sesuai pertanyaan penelitian. Analisis data menggunakan kualitatif dan kuantitatif. Kedua jenis data dalam penelitian ini bersifat saling mendukung, mengingat keduanya diperlukan untuk memperkuat latar dari berbagai temuan dalam penelitian ini. Data diolah melalui analisis kuantitatif dengan menggunakan uji t. Hasil penelitian; Model pembelajaran yang digunakan di sekolah dasar inklusif sifatnya klasikal, belum menggambarkan adanya upaya meningkatkan kemampuan emosi dan sosial bagi peserta didik, dalam pembelajaran PDBK sering tidak dilibatkan, selalu dianggap tidak mampu dan selalu ditempatkan pada posisi tempat duduk di belakang. Penggunaan model TGT di sekolah dasar inklusif membawa dampak positif terhadap peningkatan kemampuan emosi dan sosial PDBK, hasil pembelajaran dengan model TGT selalu menunjukkan kenaikan angka yang sangat signifikan, sehingga dapat disimpulkan bahwa model pembelajaran TGT yang disesuaikan dengan kondisi PDBK, dianggap tepat untuk meningkatkan kemampuan emosi dan sosial. Penggunaan model pembelajaran TGT lebih baik daripada model konvensional dalam meningkatkan kemampuan emosi dan sosial PDBK di sekolah dasar inklusif. Kompetensi emosi dan sosial PDBK di sekolah dasar inklusif sebagian besar berada di bawah peserta didik pada umumnya. Rekomendasi; Direktorat PKLK, Dinas Pendidikan Provinsi, dan Dinas Pendidikan Kabupaten/Kota agar mensosialisasikan penggunaan model TGT dalam pembelajaran di sekolah dasar inklusif. Guru agar menggunakan model TGT, namun tetap memperhatikan hambatan yang dimiliki PDBK. Kepada peneliti berikutnya alangkah baiknya kalau subjek penelitiannya diperluas sehingga hasil penelitian benar-benar mewakili pembelajaran bagi PDBK.

Kata Kunci: Emosi dan sosial – Sekolah Dasar Inklusif.

Nandi Warnandi, 2015

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## ABSTRACT

There are a number of reasons why the emotional and social abilities of students with special needs in inclusive primary schools are very low, among others, is the fact that the schools have not developed learning models specifically focusing on improving emotional and social abilities. Then, the problem formulated in this research is: "Can TGT (Teams-Games-Tournament) learning model improve the emotional and social abilities of students with special needs in inclusive primary schools, and is TGT learning model better than conventional learning model in improving the emotional and social abilities of students with special needs in inclusive primary schools?" Hence, the research aims to: Produce a learning model that can improve the emotional and social abilities of students with special needs in inclusive primary schools. The research hypothesized: "TGT learning model can improve the emotional and social abilities of students with special needs, and TGT learning model is better than conventional learning model in improving the emotional and social abilities of students with special needs in inclusive primary schools. The method adopted was Research and Development. To meet the research objectives, the researcher employed mixed methods, combining qualitative and quantitative methods with the aim of obtaining answers more appropriate to the research questions. The two types of data in the research are mutually completing, considering both of them are required to strengthen the research findings. The data were then analyzed quantitatively using *t*-test. The research results show: The learning models used in inclusive primary schools are conventional, showing that there has not been any effort in improving the emotional and social abilities of students with special needs, where they are frequently not involved in teaching and learning, considered as incapable, and positioned at the back of the classroom. The use of TGT model has brought significant impact on the improvement of special needs students' emotional and social abilities, where there were significant increases in the learning outcomes using TGT model that it could be concluded that TGT learning model adjusted to special needs students' condition was suitable to improve their emotional and social needs. Furthermore, TGT model was better than the conventional one in improving the emotional and social abilities of students with special needs in inclusive schools. It was also found that the emotional and social competence of students with special needs in inclusive schools in majority lagged behind students in general. Hence, it is recommended that Directorate of Special Education and Services, Provincial Department of Education, and Regional/Municipal Department of Education create extension programs to disseminate TGT model, while continuing to consider the obstacles faced by students with special needs. The future researchers are expected to broaden the scope of research subjects, so that the research findings will truly represent the special needs students' teaching and learning.

**Keywords:** Emotional and Social - Inclusive Primary Schools.

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