

ABSTRAK

Penelitian ini berjudul “Pengaruh Pengajaran Ibing Pencak Silat Terhadap Kecerdasan Emosi Siswa Tunalaras di Kelas Inklusi SDN 179 Sarijadi”. Pembelajaran seni tari pada umumnya dapat dipelajari oleh siapapun, termasuk oleh siswa yang memiliki kebutuhan khusus. Contohnya siswa tunalaras dalam mempelajari seni tari yang dapat mengembangkan berbagai kecerdasan mereka salah satunya kecerdasan emosi yang harus dimiliki setiap siswa agar kelak mereka menjadi individu yang berguna. Penelitian ini membahas pengaruh penerapan ibing pencak silat terhadap kecerdasan emosi siswa tunalaras, dengan materi jurus tepak paleredan, pengajaran ini ditujukan untuk salah satu *treatment* dalam mengembangkan kecerdasan emosi siswa tunalaras. Adapun rumusan masalah dalam penelitian ini yaitu 1) Bagaimana kondisi kecerdasan emosi anak tunalaras sebelum diterapkannya pengajaran ibing pencak silat di kelas inklusi, 2) Bagaimana proses pengajaran ibing pencak silat kepada anak tunalaras di kelas inklusi, 3) Bagaimana pengaruh yang akan terjadi pada kecerdasan emosi anak tunalaras setelah diterapkannya pengajaran ibing pencak di kelas inklusi. Penelitian dengan kuantitatif ini menggunakan metode penelitian *Pre-Exsperimental Design* dengan *One-group Pretest-Posttest Design*. Sampel yang digunakan 3 orang. Berdasarkan hasil penelitian menunjukkan adanya peningkatan kecerdasan emosi siswa tunalaras setelah diterapkannya pengajaran ibing pencak silat. Hal ini dapat dibuktikan dengan perhitungan menggunakan uji t yaitu $t_{hitung} > t_{tabel}$. Maka dapat disimpulkan bahwa penerapan pengajaran ibing pencak silat dapat berpengaruh terhadap kecerdasan emosi siswa tunalaras dalam peningkatan kecerdasan emosi.

Kata Kunci : Ibing Pencak Silat, Kecerdasan Emosi, Siswa Tunalaras, Pembelajaran Seni Tari.

ABSTRACT

This study entitled “ The Impact of learning of Ibing Pencak Silat towards the Emotional Quotient Students with Emotional Disorder in Inclusion Classroom at Sarijadi 179 Elementary School.” Dance education basically can be learned by anyone including the students with special needed or disability. For example, the students with emotional disorder in learning dance education they can developing their various intellegencies, one of it, is emotional intelligence that every student must have, so later they can become a useful individuals. This study discusses about the impact of applying Ibing Pencak Silat to the emotional quotient of emotional disorder students with teaching material Jurus Tepak Paleredan, this teaching is intended for one of the treatment in developing emotional quotient of students with emotional disorder in inclusion classroom. So, these are the problem research of this study are 1) How is the condition of emotional quotient of students with disabilities before the application of ibing pencak silat in inclusion classroom, 2) How is the teaching process of ibing pencak silat to the students with emotional disorder ini inclusion classroom, 3) What impact has occurred on the emotional quotient students with disabilities after the application of learning of ibing pencak silat in inclusion classroom. This study done by quantitative approach and used Pre-Experimental Design with One Group Pretest-Posttest Design method. The sample used was 3 people. Based on the results of the study showed an increase in emotional quotient of students with emotional disorder after the implementation of the teaching of ibing pencak silat. This can be proven by using the t test, $t_{count} > t_{table}$. Then it can be concluded that the application of ibing pencak silat teaching can be impact to the emotional quotient of students with disabilities in increasing emotional intelligence.

Keywords : Emotional Quotient, Emotional Disorder, Ibing Pencak Silat Dance Education.