

ABSTRACT

Sittah Amrina Rosyada. ***THE ANALYSIS OF LEARNING INDEPENDENCE OF STUDENTS WITH SPECIAL NEED OF HARD-HEARING IN SD ALAM LUKULO IN ACADEMIC YEAR 2018/2019.*** Thesis, Teacher Training and Education Faculty, Universitas Sebelas Maret, Surakarta. March 2019.

This study aimed to: (1) describe the learning process of students with special need of hard-hearing; (2) analyze the learning independence of students with special need of hard-hearing; (3) describe the development of learning independence carried out by teachers to students with special need of hard-hearing.

This study used qualitative research methods with a case study approach. The subjects of this research were students with special need of hard-hearing in grade III and grade IV. The data sources used included grade III and grade IV teachers, students with special need of hard-hearing, headmaster, and peer students,. The data used were in the form of qualitative data from researchers in the form of a description and analysis of learning independence of students with special need of hard-hearing as well as efforts to develop learning independence conducted by teachers to students with special need of hard-hearing in the learning process. Data collection techniques used in this study included observation, interviews, and document studies. Data validity used was triangulation of data sources. Data analysis was carried out through data reduction, data presentation, and verification.

The results of the study indicated that: (1) the learning process of students with special need of hard-hearing ran like other normal students, what differentiates is that one student is assisted by a companion; (2) the level of learning independence of students with special needs of hard-hearing, among others: (a) dependence on others is low, (b) have great self-confidence in doing assignments, (c) have great self-control ability, (d) have ability in learning motivation with self-awareness and enthusiasm in learning, (e) have ability to be responsible with time and sincerity when learning, (f) disciplinary attitudes that have not been seen during learning, and (g) lack of ability to solve problems; (3) efforts to develop learning independence from teachers include (a) treating special need of hard-hearing students with other normal students, (b) involving students in discussions with friends, (c) approaching students when experiencing difficulties, (d) giving appreciation to assignments done, (e) placing students sitting in the front row to facilitate the learning process, (f) writing down clear instructions on the board when giving assignments.

The conclusion this study is the learning process of students with special need of hard-hearing and the same as other normal students, the level of independence of student learning was enough to be seen from several aspects that arise, and class teachers have made efforts to develop learning independence for students with special need of heard-hearing.

Keywords: *analysis, learning independence, students with special need of hard-hearing.*