

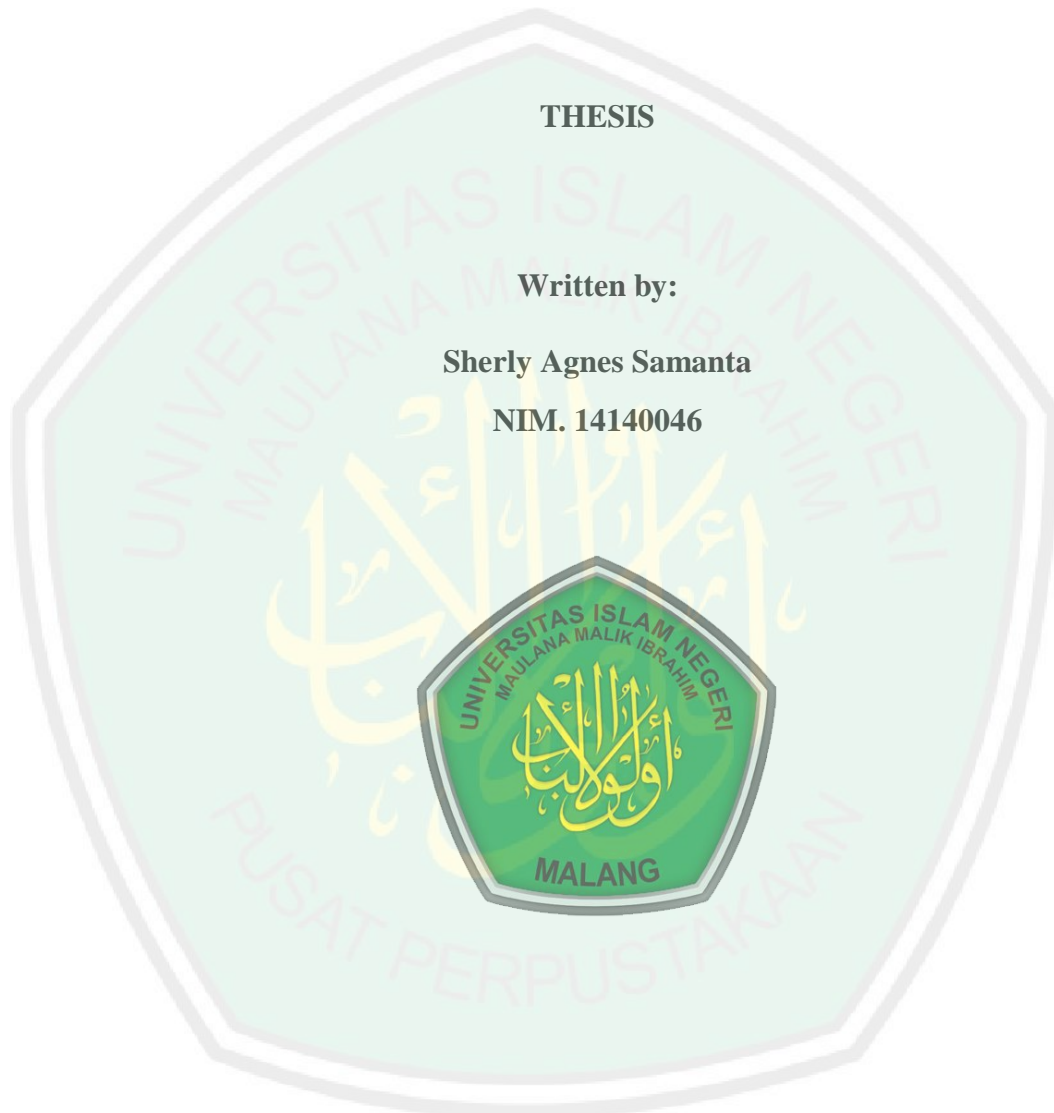
**TEACHER'S MOTIVATION ON DISABILITY STUDENTS AT
SPECIAL NEED PRIMARY SCHOOL (SDLB)
MUHAMMADIYAH JOMBANG**

THESIS

Written by:

Sherly Agnes Samanta

NIM. 14140046



**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
NOVEMBER, 2018**

**TEACHER'S MOTIVATION ON DISABILITY STUDENTS AT
SPECIAL NEED PRIMARY SCHOOL (SDLB)
MUHAMMADIYAH JOMBANG**

THESIS

Presented to Tarbiyah and Teacher Training Faculty Of Maulana Malik Ibrahim
State Islamic University Malang

In Partial Fullfillment of the Requirements for *the Degree of Sarjana Pendidikan*
(S.Pd)

Written by:

Sherly Agnes Samanta

NIM. 14140046



**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
NOVEMBER, 2018**

APPROVAL SHEET

**TEACHER'S MOTIVATION ON DISABILITY STUDENT AT SPECIAL
NEED PRIMARY SCHOOL (SDLB) MUHAMMADIYAH JOMBANG**

THESIS

Written By:

Sherly Agnes Samanta

14140046

Has been approved by

Advisor



Dr. Esa Nur Wahyuni, M.Pd

NIP. 19720306200812010

Approved by:

The Chairman Of Islamic Elementary Education Department



H. Ahmad Sholeh, M.Ag

NIP. 197608032006041001

Dr. Esa Nur Wahyuni, M.Pd
Lecturer of Tarbiyah and Teaching Faculty
Maulana Malik Ibrahim State Islamic University, Malang

OFFICE MEMO OF ADVISOR

Malang, October 30, 2018

Subject : Sherly Agnes Samanta

Attachment : 4 (four) Exemplars

To Whom It May Concern,

Dean of Tarbiyah and Teaching Training Faculty

Maulana Malik Ibrahim State Islamic University, Malang

at

Malang

Assalaamu'alaikum Wr.Wb

Having read all the chapter carefully in terms of its contents, language and writing technique, I testify that following thesis written by:

Name : Sherly Agnes Samanta

NIM : 14140046

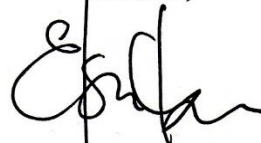
Study Program : Islamic Elementary School Teacher

Title of Thesis : Teacher's Motivation On Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Is considered acceptable to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wasaalaamu'alaikum Wr.Wb

Advisor,



Dr. Esa Nur Wahyuni, M.Pd
NIP. 19720306200812010



CERTIFICATE OF THESIS AUTHORSIP

I hereby declare that this thesis is originally written by Sherly Agnes Samanta, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd) at Maulana Malik Ibrahim State Islamic University, Malang. This research writing dose not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, November 22rd, 2018

Writer,

Sherly Agnes Samanta

NIM. 14140046

THE PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, praise and gratitude to Allah to all merciful and the compassionate. Thanks to Allah because of all blessing and guidance, so the writer is be able to finish the arragment of qualitative research “**Teacher’s Motivation On Disability Students At Special Need Primary School (SDLB) Muhammadiyah Jombang**” that may be far from perfection, and if this perfect learning activities solely because of the instructions of the almighty. Shalawat and salam uninterruptedly extended except only to our prophet of Muhammad SAW who we are waiting for the intercession in the hereafter later.

The aim of this thesis is the requirement for obtaining bachelor of education (S.Pd). the specific purpose of this thesis is as discours of education that is still a lot of things from an education that must be developed. I hope that with finish this thesis will give benefits to all of the parties

As this thesis, not finished regardkless of the guidance, assistance and support from the various parties. Therefore, the writer deserves to be thanked that expresses to the honorable to:

1. Dear my parents, Mr. Sigit Wahyono and Mrs Munayah, who have always love me, teach me, and give me suggestion in everything I do, who always pray for me and give me spirit. Thus, writer can solve graduate studies at Maulana Malik Ibrahim State Islamic University, Malang.

2. Prof. Dr. Abdul Haris, M.Ag as Rector of Maulana Malik Ibrahim State Islamic University Malang
3. Dr. H. Agus Maimun, M.Pd as Dean of Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic University Malang
4. H. Ahmad Sholeh, M.Ag as Chairman of Islamic Primary Teacher Education Program (PGMI) of Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic University Malang.
5. Dr. Esa Nur Wahyuni M.Pd as my advisor who has provided direction, and guidance of this thesis, and until the completion of the writing of this thesis
6. Mr. and Mrs lecturer who has guided me learning in this university
7. Mrs. Sri Endahyati, S.Pd M.Pd as Head Master of SDLB Muhammadiyah Jombang along with teachers and staff who have provided the opportunity for the writer conduct research at the institute is headed
8. To all those who have helped in the completion of this thesis, which he mentioned one by one.
9. All of my family from International Class Program of ICP PGMI 2014 who always encourages and gives support to the writer in process of arrangement and observation this report.
10. Thanks to my beloved SCOUT UKM and SENI RELIGIUS UKM has gived me experience

11. All the parties can't author mentioned one by one which has helped so this thesis reports completed properly and smoothly. Only thanks him profusely that can convey the author, hopefully help and prayer has been granted can be charitable goodness at the presence of Allah SWT.

The writer awared that in the preparation of this report there are still many mistake for arrange this report, so writer expected critiques ad suggestions from all parties to improve the next report. I hope that this thesis provides benefits to all parties. Amin Yaa Robbal Alamiin

Malang, November 22rd, 2018

Writer,

Sherly Agnes Samanta
NIM. 14140046

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah SWT for giving everything in my life

Shalawat and salam always bless to prophet Muhammad SAW because of him we
get the brilliant religion

Dear parents (Mr. Sigit Wahyono and Mrs Munayah) who always give
motivation, morale, and whose good example have taught me to work hard for the
things that I aspire to achieve

My brother Mr. David Antonia Samanta & Mr. Rendy Antonio Samanta who have
always give motivation, spirit, and everything

My Husband Mr. Teguh Wijayanto who have always loved me unconditionally,
give motivation, and pray for me.

My Advisor is Mrs Esa Nur Wahyuni M.Pd who has provided guidance and
motivation is very rewarding for me to complete this final task

All teachers and professor that gives a glimmer of light in the form of science until
I can realize hope, wishful, and my aspiration for the future

To beloved sister Putri Hana Wahyu Rahmatika S.Pd who gave the briefing and
motivation

Do not forget also to My friend and my best friend who is always supportive and
cheer me up and thankful once you guys get along

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (5) إِنَّ مَعَ الْعُسْرِ يُسْرًا (6)

Artinya :

“Maka sesungguhnya bersama kesulitan itu ada kemudahan. Sesungguhnya bersama kesulitan itu ada kemudahan.”

(QS. AL- Insyirah: 5-6)¹



¹ Al- Qur'an Terjemah al Kamil. Hal. 596

TRANSLITERATION GUIDELINES OF ARABIC-LATIN

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education And Culture Number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ه	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

A. Long Vocal

Vocal (a) Length = â

Vocal (i) Length = î

Vocal (u) Length = û

C. Diphthong Vocal

أو = aw

أي = ay

أو = û

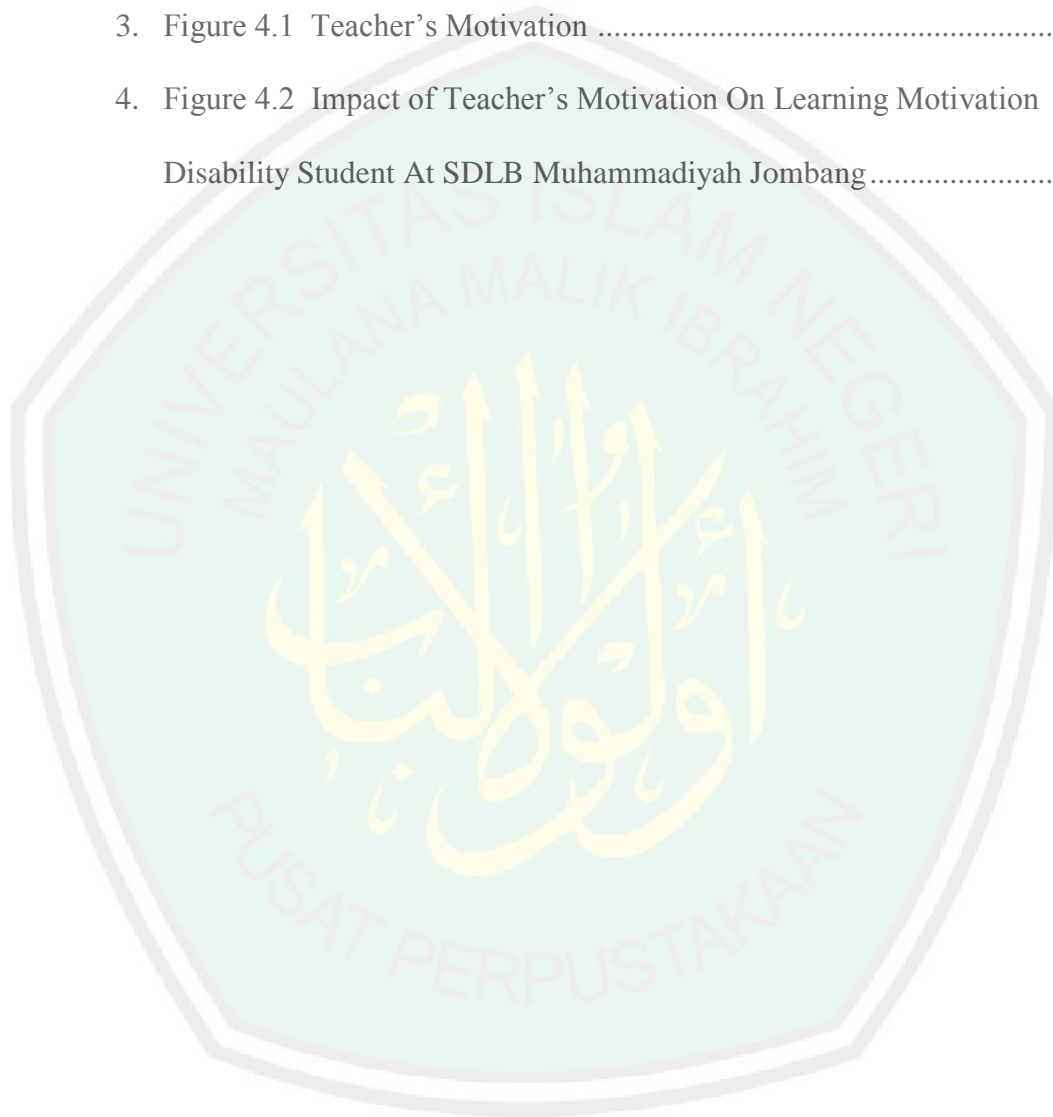
إي = î

LIST OF TABLES

1. Table 1.1 Problems Faced by Disability Student.....	3
2. Table 1.2 Originality Research	11
3. Table 2.1 Incicator Motivation Work.....	29
4. Table 2.2 Category of Disabilities Person/ Disability and Basic Clarification	43
5. Table 3.1 Data Collection Techniques	54
6. Table 4.1 Factors That Influence High And Low of Teacher's Motivation On Disability At SDLB Muhammadiyah Jombang	77

LIST OF FIGURE

1. Figure 2.1 Maslow's Hierarchy of Needs	22
2. Figure 2.2 Framework for Thinking	47
3. Figure 4.1 Teacher's Motivation	71
4. Figure 4.2 Impact of Teacher's Motivation On Learning Motivation Disability Student At SDLB Muhammadiyah Jombang	80



LIST OF APPENDIX

1. Appendix I : Surat Izin Penelitian dari Instansi Kepada Kepala SDLB Muhammadiyah Jombang
2. Appendix II : Surat Keterangan Telah Melakukan Penelitian dari SDLB Muhammadiyah Jombang
3. Appendix III : Bukti Konsultasi
4. Appendix IV : Transkrip Wawancara
5. Appendix V : Transkrip Observasi
6. Appendix VI : Biodata Guru SDLB Muhammadiyah Jombang
7. Appendix VII : Kepegawaian
8. Appendix VIII: Data Guru SDLB Muhammadiyah Jombang
9. Appendix IX : Data Keadaan dan Daftar Nama Siswa
10. Appendix X : Data Kelulusan Siswa
11. Appendix XI : Sarana dan Prasarana
12. Appendix XII : Buku Pegangan Guru dan Siswa Tiap Mata Pelajaran
13. Appendix XIII: Denah SDLB Muhammadiyah Jombang
14. Appendix XIV: Dokumentasi
15. Appendix XV : Daftar Riwayat Hidup Mahasiswa

TABLE OF CONTENTS

COVER	
THESIS COVER.....	i
TITLE PAGE	ii
APPROVAL SHEET	iii
OFFICE MEMO OF ADVISOR.....	iv
LEGITIMATION SHEET.....	v
CERTIFICATE OF THESIS AUTHORSIP	vi
PREFACE	vii
DEDICATION PAGE.....	x
MOTTO PAGE	xi
TRANSLITERATION PAGE	xii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDIX	xv
TABLE OF CONTENTS	xvi
ABSTRACT	xx

CHAPTER I INTRODUCTION

A. Background of The Research.....	1
B. Focus of The Research.....	5
C. Objective of The Research.....	6
D. Significance of The Research.....	6
E. Originality of The Research.....	7
F. Definition of Key Terms.....	12
G. Systematic Discussion.....	13

CHAPTER II LITERATURE REVIEW

A. Review of Literature.....	15
a. Teacher’s Motivation.....	15
1) Definition of Motivation.....	15
2) Function of Motivation.....	19
3) Purpose of Motivation.....	20
4) Motivation Theory.....	21
5) Types of Motivation.....	26
6) Teacher’s Motivation.....	30
7) Factors that Affect Teacher’s Motivation.....	33
b. Student Motivation Disabilities.....	33
1) Definition of Motivation Learning.....	33
2) Various Learning Motivation.....	37
3) Factor that influence the motivation learning.....	38

c. Disability Student's	41
1) Definition of Disability.....	41
2) Types of Disability	45
B. Framework of Thinking	46

CHAPTER III METHOD OF THE RESEARCH

A. Approach and Research.....	49
B. Presence and Research	50
C. Setting of the Research.....	51
D. Data and Data of Resources	51
E. Data Collection.....	52
F. Data analysis	55
G. Validity of Data.....	56
H. Research Procedures.....	57

CHAPTER IV EXPOSURE DATA AND RESULT OF RESEARCH

A. Exposure Data.....	58
1. Description of Research Object	58
a. Profile of SDLB Muhammadiyah Jombang	58
b. History of SDLB Muhammadiyah Jombang	59
c. Vision, Mission, Objective SDLB Muhammadiyah Jombang	64
2. Teacher's Motivation On Disability Students At SDLB Muhammadiyah Jombang.....	65

3. Factors That Influence High And Low Of Teacher’s Motivation On Disability Students At SDLB Muhammadiyah Jombang.....	71
4. Impact of Teacher’s Motivation On Learning Motivation Disability Students At SDLB Muhammadiyah Jombang.....	78
B. Result of Reseach	81
1. Teacher’s Motivation On Disability Students At SDLB Muhammadiyah Jombang.....	81
2. Factors That Influence High And Low Of Teacher’s Motivation On Disability Students At SDLB Muhammadiyah Jombang	82
3. Impact of Teacher’s Motivation On Learning Motivation Disability Students At SDLB Muhammadiyah Jombang.....	84
 CHAPTER V DISCUSSION	
1. Teacher’s Motivation On Disability Students At SDLB Muhammadiyah Jombang	85
2. Factors That Influence High And Low Of Teacher’s Motivation On Disability Students At SDLB Muhammadiyah Jombang	88
3. Impact of Teacher’s Motivation On Learning Motivation Disability Students At SDLB Muhammadiyah Jombang.....	92
 CHAPTER VI CLOSSING	
A. Conclution.....	95
B. Suggestion	96
 References....	
Appendixes...	

ABSTRAK

Samanta, Sherly Agnes. 2018. *Motivasi Mengajar Guru Pada Siswa Disabilitas Di Sekolah Dasar Luar Biasa (SDLB) Muhammadiyah Jombang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Dr.Esa Nur Wahyuni, M.Pd

Motivasi guru dalam mengajar yang tinggi dianggap menjadi salah satu solusi dalam menyelesaikan masalah perkembangan sosial siswa disabilitas. Oleh karena itu, guru dituntut memiliki motivasi yang besar untuk memecahkan masalah tersebut. Motivasi guru yang baik dan tinggi memiliki pengaruh luar biasa dalam membantu dan mengembangkan kompetensi siswa disabilitas sehingga mampu memiliki kemerdekaan berpikir, merasa, berbicara, dan bertindak serta percaya diri dengan penuh rasa tanggung jawab dalam setiap tindakan dan perilaku kehidupannya sehari-hari

Tujuan penelitian ini adalah mendeskripsikan (1) motivasi mengajar guru pada siswa disabilitas di SDLB Muhammadiyah Jombang, (2) faktor yang mempengaruhi tinggi rendahnya motivasi mengajar guru pada siswa disabilitas di Sekolah Dasar Muhammadiyah Jombang (3) dampak motivasi mengajar guru pada motivasi belajar siswa disabilitas di di SDLB Muhammadiyah Jombang

Penelitian ini dilakukan di SDLB Muhammadiyah Jombang menggunakan pendekatan penelitian kualitatif dengan jenis penelitiannya yaitu kualitatif deskriptif. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara dan juga dokumentasi. Sedangkan teknik analisis data yang digunakan berupa reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa (1) Motivasi mengajar guru pada siswa disabilitas di SDLB Muhammadiyah Jombang terbilang tinggi. Hal ini dibuktikan dengan sikap guru yang meliputi ulet menghadapi kesulitan tidak mudah putus asa, berpikiran positif, menciptakan suasana pembelajaran yang bervariasi dan membangkitkan semangat siswa untuk lebih giat belajar. (2) Faktor yang mempengaruhi tingginya Motivasi mengajar guru pada siswa disabilitas di SDLB Muhammadiyah Jombang yaitu pengalaman guru, dukungan keluarga, dukungan kepala sekolah sebagai pimpinan dan fasilitas yang diberikan oleh sekolah. Sedangkan faktor yang mempengaruhi rendahnya motivasi guru yaitu lingkungan kerja yang kadang tidak kondusif, masalah pribadi guru, dan keterbatasan siswa yang kadang memancing emosi guru. (3) Dampak motivasi mengajar guru pada motivasi belajar siswa disabilitas di SDLB Muhammadiyah Jombang sangat kuat, yakni menumbuhkan minat belajar siswa yang semakin giat dan semakin dekatnya siswa dengan guru karena mereka merasa diperhatikan, dan mendorong untuk rajin ke sekolah.

Kata Kunci : Motivasi Mengajar Guru, Motivasi Belajar Siswa, Disabilitas

ABSTRACT

Samanta, Sherly Agnes. 2018. Teacher's Motivation On Disability Students At Special Need Primary School (SDLB) Muhammadiyah Jombang. Thesis, Islamic Primary Teacher Education Program, Tarbiyah and Teacher Training Faculty, State Islamic University of Maulana Malik Ibrahim of Malang.

Supervisor: Dr.Esa Nur Wahyuni, M.Pd

The high teacher motivation is considered to be one of the solutions to solve social development problems of students with disabilities. Therefore, the teacher is required to have great motivation to solve the problems. A good and high teacher motivation have a tremendous influence in helping and developing the competence of students with disabilities, so that they are able to have the freedom to think, feel, speak, and act and be confident with full responsibility in every action and behavior of their daily lives

The purposes of the research are to describe (1) teacher's motivation on disability students at special need primary school (SDLB) Muhammadiyah Jombang, (2) the factors that influence high and low of teacher's motivation on disability students at special need primary school (SDLB) Muhammadiyah Jombang, (3) the impacts of teacher's motivation on learning motivation disability students at special need primary school (SDLB) Muhammadiyah Jombang.

The research was carried out in SDLB Muhammadiyah of Jombang by using a qualitative research approach with the type of descriptive qualitative research. Data collection techniques are observation, interviews and documentation. The data analysis techniques uses data reduction, data presentation, and conclusion.

The results of the research indicated that (1) the teacher teaching motivation is fairly high. This is evidenced by the attitude of the teacher which includes resilient in facing difficulties, undiscouraged, positive thinking, creating vary learning atmosphere and arouses the enthusiasm of students to be more active in learning. (2) the factors that influence the high motivation of the teacher teaching motivation on the students with disabilities at Muhammadiyah Extraordinary Elementary School (SDLB) of Jombang, namely teacher experience, family support, the support from the principal as the leader and the facilities of the school. The factors that influence the low motivation of teacher are the work environment which is not conducive sometimes, the teacher's personal problems, and the limitations of students which sometimes provoke the emotions of the teacher. (3) The impacts of teacher teaching motivation on the learning motivation of students with disabilities at Muhammadiyah Extraordinary Elementary School (SDLB) of Jombang are very strong, namely growing in active student learning interest and approaching the students with teacher because they feel to be cared for, and encouraging in going to the school diligently.

Keywords: Teacher's Motivation, the Student Learning Motivation, Disability.

ملخص البحث

سامنتا، شيرلي أغنيس. 2018. دافع تعلم المعلم للطلاب الإعاقات في المدرسة الابتدائية الاستثنائية (SDLB) المحمدية جومبانج. البحث الجامعي، قسم التربية المعلم المدرسة الابتدائية الاسلامية، كلية العلوم التربية والتعليم ، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج.

الإشراف: الدكتورة عيسى نور وحيوني ، الماجستير

يعتبر دافع المعلم في التعليم العالي واحد من الحلول لحل مشاكل التنمية الاجتماعية للطلاب الإعاقات. لذلك، يتعين المعلم أن يكون لديه دافع كبير لحل المشكلة. تدفيع المعلم الجيد والعال له تأثير هائل في مساعدة وتطوير قدرات الطلاب الإعاقات حتى يتمكنوا حرية التفكير والشعور والتحدث والعمل والتصرف بثقة كاملة في كل عمل وسلوك في حياتهم اليومية.

الاهداف البحث فهي: لوصف (1) دافع تعلم المعلم للطلاب الإعاقات في في المدرسة الابتدائية الاستثنائية جومبانج، (2) العوامل التي تؤثر على عالية منخفضة لدافع علم المعلم للطلاب الإعاقات في في المدرسة الابتدائية الاستثنائية جومبانج. (3) الأثر لدافع علم المعلم على دافعية التعلم للطلاب الإعاقات في في المدرسة الابتدائية الاستثنائية جومبانج

قد اجري هذا البحث في المدرسة الابتدائية الاستثنائية (SDLB) المحمدية جومبانج باستخدام منهج بحث نوعي بنوع البحث النوعي الوصفي. كانت تقنيات جمع البيانات في هذا البحث الملاحظة والمقابلات والوثائق. وتقنيات تحليل البيانات هي تخفيض البيانات، وتعرض البيانات ، والاستنتاج.

دلت نتائج هذا البحث أن (1) دافع تعلم المعلم هو مرتفع. وتجلى في موقف المعلم الذي يتضمن صعوبات في تواجه الصمود ولا تيأس منه ، والتفكير الإيجابي، وخلق جو التعلم المتنوع ويشير حماس الطلاب ليكونوا أكثر نشاطاً في التعلم. (2) العوامل التي تؤثر على الدوافع العالية هي خبرة المعلم ، ودعم الأسرة ، ودعم مدير المدرسة كقائد ومرافق المدرسة. والعوامل التي تؤثر على الدوافع المنخفضة هي بيئة العمل المواتي احيانا، مشاكل شخصية المعلم، وقيود الطلاب التي تثير مشاعر المعلم احيانا. (3) تأثير دافع المعلم هو قوي جدا، أي المتزايد الاهتمام بتعلم الطلاب النشاط و يقترب الطلاب مع المدرس لأنهم يشعرون بالرعاية، ويشجعون لان يذهبوا إلى المدرسة بنشاط

الكلمات الرئيسية: دافع تعلم المعلم، دافع تعليم الطلاب ، والإعاقة

CHAPTER I

INTRODUCTION

A. Background of The Research

Talking about education for all Indonesian citizens is a complex issue and requires special attention. It will be much needed if one of the conditions associated with community groups in Indonesia, which is relatively quite a lot of the people with disability.

Persons with disabilities in Indonesia is said to be a group of people who have a wide variety of names. Persons with disabilities are considered as diverse social groups, including persons with disabilities who have a physical disability, mental disability or a combination of physical and mental disabilities. The ministry of Social Affairs defines the group of persons with disabilities as people with disabilities, while the Ministry of National Education and more often by greeting them as special needs. On one side of the Ministry of health calls refer to as Disabled.² The term appears to explain the existence of a limitation or an inability of a particular community groups in carrying out its activities.

Every person with disabilities in Indonesia have an equal right to education. Therefore, children with special needs was absolutely have the right to the same access to education as a normal child in general. It was further emphasized as mandated in the Constitution 1945, Article 31,

²Eko Riyadi, at.al, *Vulnerable Groups: Study and protection mechanisms*, (Yogyakarta: Pusham UII, 2012), P. 293

paragraph 1, which states that every citizen is entitled to education. It is also in Act No. 4 of 1997 Article 5 mentioned any people with disabilities or special needs have the right in this aspect of life. Content that has been mentioned in the Act above shows that education is not only needed by normal children, but education is also needed by children with special needs.

The existence of student disability in Indonesia is considered in need of attention from various circles. This is because students' disabilities have many challenges, especially physiology and intellect.

In providing education to students with disabilities certainly needed something different. Therefore, the role of educators, especially teachers have an important role in encouraging students are capable of learning disabilities to the maximum. Related to this, one of the most important aspects that need to be strengthened from the aspect of educator is his motivation in teaching. Motivation is a force or factors contained in human beings generates, directs, and organize behavior.³ Because this is one of the main foundations of the creation of an effective and enjoyable learning for students disabilities.

The existence of student disabilities in the educational system of Indonesia, to date, is still underestimated. This is not out of the many problems associated with the student's disability. The following table will give an overview disability problems faced by students in the school environment, as follows:

³Martin Handoko, Power Motivation Driving Behavior, (Yogyakarta: Canisius), p. 9

Table 1.1 Problems Faced by Disability Student

No.	Issues	No.	Issues
1	It is hard to understand speech	8	Can not lead themselves and others
2	Less consideration	9	Aloof
3	Are vulnerable to unfavorable environment	10	Have a low tolerance
4	Dependent on others	11	Lack of confidence
5	Easily discouraged and feel unable to	12	Trouble concentrating
6	Not being able to understand his existence	13	Difficulties behavioral development
7	difficult to adapt		

Source: DosenPsikologi.com (processed)⁴

Based on table 1.1 above, it is understood that the students' disabilities have a wide range of issues surrounding him. It is a challenge for any teacher to foster and nurture the student's disability. But behind it all, student disabilities also have tremendous potential as human beings in general. There are at least five aspects that can develop the potential of students' disabilities, namely 1) the middle of the limitations of physiological, there are tools other senses to maximize its potential, 2) have a sense that they can be optimized, 3) has a passion that can be guided towards goodness, 4) have a heart conscience can be strengthened by the values of faith, and 5) have the freedom to make choices about his future.⁵This is to think about the potential of the student's disability untapped and optimized. This is the main task of the

⁴The name is not mentioned, "13 Problems Psychology for Mentally Retarded Children," DosenPsikologi.com (blog) January 17, 2018, <https://dosenpsikologi.com/masalah-psikologi-untuk-anak-tunagrahita>.

⁵Heri Jauhari, Jurisprudence Education (Bandung: Youth Rosdakarya, 2005), p.7

teacher to explore and discover unique and superior potential possessed by the student's disability.

Therefore, it is necessary appropriate steps in tackling the problems experienced by disabled students. If it is not immediately resolved, would threaten the future of student disability that rendered them completely unacceptable as a human being equal to others when interacting in the family and society.

Motivation of teachers in high teaching is considered to be one of the solutions in solving problems of social development of students' disabilities. Therefore, teachers are required to have a great motivation to solve the problem. A good teacher motivation and higher have a tremendous influence in helping and developing student competencies disabilities so that they can have the freedom to think, feel, speak, and act and confident with a full sense of responsibility in every action and behavior of their everyday lives.⁶

An initial survey researchers find a uniqueness in SDLB Muhammadiyah Jombang. As observations of researchers, teachers in SDLB Muhammadiyah Jombang have great motivation in teaching in educating students disabilities. The teacher was motivated not only taught to seek financial needs but also motivated to teach the subject to the maximum to the student disabilities. High motivation of teachers in teaching in passing new hope for students to develop better disabilities. Therefore, needs further research and dig deep for motivation of teachers are able to raise the quality

⁶ Beni Ahmad Saebani, *Islamic Education* (Bandung: Pustaka Setia, 2009).

of learning for students disabilities. It was not easy. Moreover, students who should be promoted is different students with normal students in general.⁷

With such cases, the researchers have an interest to do a research by collecting data related to how the teacher's motivation on disability students in SDLB Muhammadiyah Jombang. Another focus of the research is wanted understood better how to teacher's motivation on disability student in SDLB Muhammadiyah Jombang. Therefore, in this study researchers drew a conclusion to focus on the issue of "Teacher's Motivation On Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang".

B. Focus of The Research

Based on the description of the background of the problem, it can be some of the focus of the research is as follows:

1. How to teacher's motivation on disability student at special need primary school muhammadiyah Jombang?
2. What are the factors that influence high and low of teacher's motivation on disability student at special need primary school muhammadiyah Jombang?
3. How teacher's motivation impact on learning motivation disability student at special need primary school muhammadiyah Jombang?

C. Objective of The Research

⁷ Interview with arminin, S. Pd, Master Class 3 SDLB Muhammadiyah Jombang, dated 13 November 2017

Based on the research focus of the above, it can be several goals of this research is aimed to describe:

1. Teacher's motivation on disability student at special need primary school muhammadiyah Jombang
2. Factors that influence high and low of teacher's motivation on disability student at special need primary school muhammadiyah Jombang
3. Impact of teacher's motivation on learning motivation disability student at special need primary school muhammadiyah Jombang

D. Significance of The Research

As for the benefit to be derived from this study, both theoretically and practically is as follows:

1. Theoretical benefits

This research is expected to have a real contribution to the study and science that are directly related to the student's motivation disabilities teacher teaching basic education (SD / MI). This study also used as a reference and alternative answers in addressing the problems of the handling of the student's disability during the maximum is less handling.

2. Practical benefits

- a. For the teacher, can give advice to encourage the optimization of motivation of teachers in educating disability students at SDLB Muhammadiyah in Jombang.

- b. For students of disabilities, can provide appropriate learning with appropriate teacher and understand her condition so that students can learn disabilities like other normal students in the school environment.
- c. For other researchers, can be used as a reference when dealing with research done in educating students of teacher motivation disabilities.

E. Originality Research

Originality of research is a way of knowing the authenticity and the absence of replication of this study compared with previous studies. Accordingly, it is to achieve the expected results of scientific research data used in the preparation of this paper can be answered comprehensively with all the problems that exist. This is done in order to avoid duplication or repetition research scientific works that have been researched by others with similar problems. Therefore researchers will refer to various exchange and discussion of previous research.

First, a study done by Sigit Eko Priyanto entitled "Motivation Master of the Mentally Retarded Children Learning Ability Learners in SLB Negeri 2 Yogyakarta." From the research results can be concluded that motivation of teachers to the child's motor development tunagrahita capable students in SLB Negeri 2 Yogyakarta is high. In detail, as many as eight teachers (30.77%) have a very high motivation, 18 teachers (69.23%) have a high

motivation, and teacher 0 (0%) have low and very low motivation. The highest frequency of 69.23%, which is in the high category. Thus the motivation of teachers to the child's motor development tunagrahita capable students in SLB Negeri 2 Yogyakarta is high.⁸This study reinforces the findings Sigit want to take a place in Jombang. Assumptions to be developed, and can be taken as a general finding that the motivation of teachers in educating students in various areas of disability is actually very large / high. It became a good starting point in this aspect of teacher, that they typically have a high motivation aspect in educating though with a salary or compensation that does not correspond to their teaching load.

A second study conducted by Mardiana and iani Indri Hapsari, entitled "Work Motivation Empathy and Extraordinary School Teacher." From his research found the fact that mProblem empathy influence on work motivation of teachers SLB. From the research, analysis, and discussion, we can conclude that a significant difference between empathy and motivation of teachers' work. In this study, the effect produced is positive, which means higher empathy a special-ed teacher then the teacher work motivation will be higher. bring empathy has an influence on teacher motivation SLB. It can be used as a reference for teachers SLB that their work motivation can be improved so that they can teach without feeling burdened by the crew and

⁸ Sigit Eko Priyanto, "Motivation Master of the Mentally Retarded Children Learning Ability Learners in SLB Negeri 2 Yogyakarta" (Yogyakarta: Yogyakarta State University, 2014).

produce good quality education⁹ Related to the research conducted by Mardiana and Iriana above, this study also wants to continue the research to better understand the shape and motivate the teachers who are able to help students learning disabilities get the maximum at school.

A third study conducted by Hafriyani Dalimunthe and Sus Budiharto with the title "Master Work Motivation Schools". The results of this study found that motivation of individuals starting from the initial motivation which would generally each respondent worked as a special-ed teacher does not start from a personal desire strong despite the initial motivation of each respondent was dominated by the need psychological and spiritual (Want engaged in social, keen to do something for disabled children, wanted to practice the knowledge acquired). This causes each of the respondents have the motivation to work has not been mapped with clear and still view the work of teachers of special schools in the idealistic viewpoint. The study also found that in general the work motivation in individuals who work as teachers SLB are getting the amount of work motivation of the individual and start to consider the needs of physiological, psychological, and spiritual realistically namely, economic needs, self-actualization, memandirikan child, worship, be a good teacher, not dependent on the husband. Factors that affect the work motivation of teachers SLB personal motivation, social support, environmental influences, and barriers to work. Ways to overcome obstacles to positive feelings, change the shortfall to excess, do the skill to neutralize

⁹ Mardiana & Iriani Indri Hapsar, "Empathy and Motivation Teacher Working Schools," *Journal of Psychology Research and Measurement of Volume 5, Number 1, April (2016)*, <https://doi.org/https://doi.org/10.21009/JPPP.051.07>.

emotions. are not dependent on their husbands. Factors that affect the work motivation of teachers SLB personal motivation, social support, environmental influences, and barriers to work. Ways to overcome obstacles to positive feelings, change the shortfall to excess, do the skill to neutralize emotions. are not dependent on their husbands. Factors that affect the work motivation of teachers SLB personal motivation, social support, environmental influences, and barriers to work. Ways to overcome obstacles to positive feelings, change the shortfall to excess, do the skill to neutralize emotions.¹⁰ Related to this, the study sought to develop the research findings Hafriyani and Sus Budiharjo to diidentifikasi whether it has the same form of motivation or a different teaching of research findings.

The fourth study conducted by Rahmawati Hidayah entitled "Work Motivation Differences between Teachers SLB (special school) Certified by the Not Certified In Sidoarjo." The results showed that there is a very significant difference between motivation SLB certified teacher work with that are not certified ($F_{4.088}$; sig 0.000 < 0:01). SLB certified teacher (X certification: 51.95) have the motivation to work is higher than the special-ed teacher who is not certified @ non certification: 4S.66).¹¹ From research conducted by Rahmawati to be a reference of this study to see whether the factor of teacher certification be the driving factor of teachers to teach students to be better disability or just the opposite. To see the originality

¹⁰ Hafriyani Dalimunthe and Sus Budiharto, "Work Motivation Extraordinary School Teacher," Manuscript Publication (Yogyakarta: UII Yogyakarta, 2007).

¹¹ Rahmawati Hidayah, "Work Motivation Differences between Teachers SLB (special school) Certified by the Not Certified In the district of Sidoarjo," Thesis (Malang: The Malang Muhammadiyah University, 2011).

aspect of this study with previous research can be seen from the following table

Table 1.2 Originality Research

No	Researcher name, type and Title Research	Equation	Difference	Originality
1	Sigit Eko Priyanto, "Motivation Master of the Mentally Retarded Children Learning Ability Learners in SLB Negeri 2 Yogyakarta	The forms of motivation of teachers in educating students disabilities	Location of place in Yogyakarta	Eko Sigit findings expand in finding patterns in educating students of teacher motivation disabilities
2	Mardiana & Iriani Indri Hapsar, entitled "Work Motivation Empathy and Extraordinary School Teachers,"	Motivation of teachers working in special schools	SLB focus to elementary	Continuing research in SLB Sofinar
3	Hafriyani Dalimunthe and Sus Budiharto with the title "Master Work Motivation Schools".	Motivation of teachers in teaching in special schools	The forms of teacher motivation specifics	Develop forms of motivation of teachers in educating students disabilities
4	Rahmawati Hidayah entitled "Work Motivation Differences between Teachers	Motivation teachers teach SLB	A quantitative approach in research	Identify factors driving and inhibiting motivation of teachers in teaching

	SLB (special school) Certified by the Not Certified In Sidoarjo."			students disabilities
--	---	--	--	-----------------------

Based on table 1.2 above, this research is a study about the research conducted by previous researchers in developing the social skills of students disabilities. The element of novelty in this research emphasizes the motivation of teachers teaching students in terms of disability in Jombang Muhammadiyah SDLB attempted to maximize the learning process for students in the school's disability.

F. Definition of Terms

To simplify and avoid mistakes of perception or understanding of this study, the researchers gave limits on each of these terms is as follows:

1. Teacher's Motivation

Is a major impetus in carrying out certain activities. The motivation for the purpose of this research is the primary impetus of teachers in teaching disability students of SDLB Muhammadiyah Jombang

2. Learning Motivation

Is a force of change in students that lead to learning, ensure the continuity of learning in order to achieve the goal.

The learning motivation of students referred to in this research is a passion for student learning in following in the SDLB Muhammadiyah Jombang

3. Disability Students

Is Students who have limitations and deficiencies in certain aspects. Students are referred to in this study were disability students at SDLB Muhammadiyah Jombang

Thus is the motivation of the teacher's motivation on disability students at special need primary school (SDLB) Muhammadiyah Jombang in this study is the mainspring held by teachers to teach disability students at SDLB Muhammadiyah Jombang

G. Systematics Discussion

This study is divided into six sections with a systematic discussion as follows:

1. PART I

Introduction, a section describing the background of the problem, the focus of the study, the benefits of research, definitions of terms, originality, and systematic discussion.

2. CHAPTER II

Review of literature, is the part that explains the theories related to the research conducted. The theory used in this research is the theory of form - a form of motivation to teach, forms of motivation to learn, and disability students

3. CHAPTER III

Method of the research, a section that describes how the approach and the type of research that is used, the presence of the researcher, the research sites, data and data sources, data collection techniques, data analysis techniques and research procedures.

4. CHAPTER IV

Exposure data and result of research, a section that describes the data obtained by researchers and the results of research conducted.

5. CHAPTER V

Discussion, is part of answering the problem of research and interpret the research findings.

6. CHAPTER VI

Conclusion, is the part that contains a summary of research and the researchers suggest.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Literatures of Theorems

a. Teacher's Motivation

1) Definition of Motivation

Motivation is a force or factors contained in human beings generates, directs and organizes his behavior to achieve the goal of a complete success.¹² Someone in achieving success is inseparable from its self-motivation.

Motivation someone is growing from within the individual that intrinsic motivation and the motivation that comes from outside the individual that extrinsic motivation.¹³ Because the person's motivation will get the freedom in moving the body and soul for the sake of a whim.

Motivation comes from the word motive which is defined as the power contained in the individual causes the individual to do or act. Directly motive can not be observed, but can be interpreted in behavior, in the form of encouragement, stimulation, or generating the emergence of a certain behavior. The motive is the driving force in a person to perform certain activities in order to achieve an objective. Thus the motivation is

¹²Martin Handoko, *Power Motivation Driving Behavior*, (Yogyakarta: Canisius), p. 9

¹³Esa Nur Wahyu, *Motivation in Learning*, (Malang: UIN-Malang Press, 2010), p. 25

encouragement contained in a person to try to establish behavioral changes that better meet their needs.¹⁴

According Wexley & Yulk quoted by Saifullah, defines motivation as "the process by the which behavior is energized and directed" that the process moves to act with energetic. With this, the motivation means impulse that causes a person to behave in achieving the goal. So the background of a person to act is the impulse from within or from outside.¹⁵

Oemar Hamalik explained that the motivation there are three interrelated elements, namely: Motivation starts from the personal changes in the energy, motivation is characterized by the emergence of feelings. At first the psychological tension, and an emotion. This raises the emotional atmosphere of patterned behavior. Motivation is marked by reactions to achieve the goal.¹⁶

Self-motivation is sincerity in the heart and soul of the call. Motivation can be defined as a spirit or life force against a person to perform a series of activities to work hard in order to achieve certain goals.¹⁷ Motivation as a psychiatric condition and mental form of various wishes, hope, encouragement, and needs that make someone do something to reduce the perceived gap.

¹⁴Hamzah B. Uno, *Motivation Theory and Measurement Analysis in Education*, (Jakarta: PT. Earth Literacy, 2008), p. 3

¹⁵Saefullah, *Op. Cit*, p. 255

¹⁶Oemar Hamalik, *Teaching and Learning* (Bandung: Earth Literacy, 2001), p. 161

¹⁷Yasin Ilyas, *Ways of Working Team Management* (Jakarta: Gramedia, 2003), p. 49

Everyone has the characteristics of motivation as follows

- 1) Diligent stints, meaning that it can work continuously for a long time, never quit or complain before completion,
- 2) Tenacious difficulty, defined as not easily discouraged. Do not need encouragement from the outside to perform at their best (not satisfied with the achievements that have been on target them),
- 3) show an interest in all kinds of adult problems (eg politics, economics, development of religion, justice, opposition to any crime) and so on,
- 4) More happy to work with self-contained, meaning tenacious in solving various problems independently,
- 5) Fast bored on duty at the waistband on a regular basis (things that are mechanical, repetitive just like that, so that less creative),
- 6) Can hold his (if already convinced by something), it means to be able to maintain his opinion if already convinced and considers already quite rational,
- 7) Not easy to let go of things that have been believed, that is not easy to just let go of things that are believed if already convinced and he considers rational enough,
- 8) Glad to find and solve problems. The point must be sensitive and responsive to a variety of common problems, and how to think about a solution¹⁸

So motivation within oneself is characterized as follows; diligently performing their duties, resilient face of adversity, show

¹⁸Sadirman, *Interaction and Motivation and Learning*, (Jakarta: King Grafindo Persada, 2000), p. 81

interest in the problems of adults, prefer to work independently, quickly tired of the task in the waistband on a regular basis, to maintain his opinion, it is not easy to let go of these beliefs, pleasure seeking and solving problems.

As the word of God in Joseph's letter of verse 87:

يَا بَنِيَّ اذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَأَخِيهِ وَلَا تَيْسَّسُوا مِنْ رَوْحِ اللَّهِ إِنَّهُ لَا
يَيْسُّ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمَ الْكَافِرُونَ (87)

It means: "And do not despair of the mercy of God. Surely none despair of the mercy of Allah but those who Kufr.

Motivation begins with a commitment to the intention and sincere to teach without any sense of giving up or despair. Because the intention will receive remuneration commensurate to his work, for example, students are taught disabilities will feel happy, and understanding of what is taught by the teacher. As an educator or worker will be motivated that what God is worship and observe everything they do so that they strive for excellence, and devoting time and energy to work. work is worship and only God can pay for it.¹⁹

2) Function of Motivation

¹⁹Saefullah, Op. Cit, p. 255

Motivation can make a person to work hard. Motivation can increase productivity and therefore contributes to the achievement of the goals of individuals, groups and organizations. Forming at least three sources of motivation, which is as follows (a) is likely to evolve, (b) type of work, (c) whether they can feel proud to be a part of where they work.²⁰

Some opinions from experts on such motivational function according Syaeful Djamarah Bahri explains that there are three functions of motivation:

- a. Motivation as a spur action. Motivation serve as a spur to influence the attitude of what should students take in order to learn
- b. Motivation as a driver action. A psychological boost childbirth attitude towards students was an unstoppable force, which was later revealed in the form of psychophysical movement.
- c. Motivation as a steering action. Protégé has mootivasi able to select which actions should be carried out and which acts on ignore²¹

According Ngalim Purwanto, in his book Psychology of Education, explained that there are three functions of motivation:

²⁰Didier Kurniadin & Imam Machali, Concepts & Principles Education Management Education Management (Yogyakarta: Ar-Ruzz), p. 337

²¹Saiful Bahri Djamarah, Teaching and Learning Strategies (Jakarta: Rineka Copyright, 2002), p. 7

- a. Motivation to direct and regulate human behavior. Motivation is often assumed as mentors, advisors, and goal-oriented, so that the behavior that is motivated to move in a specific direction. Such behavior has a purpose, persistence, and perseverance
- b. Motivation as selectors behavior. With the motivation, then the behavior of individuals have a direction to the destination selected by the individuals themselves.
- c. Motivation energize and hold behavior. Motivation as the reason for the act, means the driving force and the increase in power and become involved in acts that appear on the organism. Motivation also serves to keep the deeds (of interest) can continue (longer)²²

3) Purpose of Motivation

Broadly speaking, it can be said that the purpose of the motivation is to inspire or move a person that comes the desire and willingness to do something so as to obtain results and specific objectives.

For a teacher motivation is to move or push the students. Moreover, students are taught is a disability, the teacher must really have a target or its own way of teaching so that students of disability was incurred want and need to improve their academic

²²Esa Nur Wahyu, Op Cit, p. 14-15

achievement in order to achieve educational goals as expected and set in the school curriculum. Will motivate faster action succeed if the objectives are clear and in the underlying by motivated and in accordance with the needs of people who are motivated.²³

Motivation is necessary for teachers diligently and enthusiastically to achieve the desired results to the fullest. Then as a teacher should know and understand the true function of motivation, so as to move the students to achieve the desired goal.

4) Motivation Theory

Once the importance of motivation theory applied appropriately so that more and more scientists who pursue the activities of development of the theory.²⁴ Teachers can apply appropriate motivational theory will be able to foster the spirit of students to achieve the desired goal. Students will study diligently and work together in reaching achievements.

According to HB Siswanto the introductory book management, states that there are several theories of motivation is as follows.

1) Satisfaction or Needs Theory

a) The hierarchy of needs theory by Abraham H. Maslow

²³M. Ngalim Purwanto, Educational Psychology (Bandung: PT Young Rosda paper. 1997), p. 73

²⁴Sondra, P. Siagian, Motivation Theory and Applications (Jakarta: Earth Literacy, 1990), hal.287

One scientist who is seen as the pioneer of the theory of motivation, Abraham H. Maslow. The results of his thoughts contained in his book entitled "Motivation and Personality". The theory of motivation developed in the 40s it essentially revolves around the notion that humans have five levels or hierarchy of needs.²⁵ Of the lowest human needs to the needs of the most high.

The fulfillment of human needs according to Maslow's needs hierarchy be called by meeting the needs of primary, secondary needs, and tertiary.

Maslow's hierarchy of needs can be seen in the following scheme:



Figure 2.1 Maslow's Hierarchy of Needs

1) Physiological needs

These needs are basic needs or the needs of the least of men. This requirement must be met before wanting

²⁵Sondra P. Siagian, op.cit, p. 287

dauhulu thereon needs in order to live a normal and balanced as housing, clothing, food.

2) The need for security and protection

Once the physiological needs are met then the desired new needs of man will appear, which has insurance, savings, receive benefits, and so on.

3) social needs

Which include among others the needs of the society, recognized as a member of a group, a sense of solidarity, as well as the wish of belonging. For example, this need among other things raise a family, a member of the organization, are friends. In fulfilling this need, people usually pray and strive to meet those needs.²⁶

4) The need for appreciation

Examples of this requirement is the need appreciated for position, status or rank, as achievements, and so on.

Humans usually pray to God asking for an elevated degree through prayer tahajud and strive to meet the rules,

²⁶Husaini Usman, Management Theory, Practice, and Research Education (Jakarta: Earth Literacy), p. 283

as well as if you want the respect of others, then we must respect others.²⁷

5) The need for self-actualization

The purpose of this requirement is the fulfillment or self-realization. An example is the requirement that not only have but also because of the prestige, optimizes itself innovatively and creatively.

The need for self-actualization is the need to develop and achieve the full accomplishment of the individual. This requirement is peak demand.²⁸

b) process theory

Process theories describe and analyze how the behavior of reinforced, directed, supported, and stopped. Process theory is a theory of Victor H. Vroom consisting of three theoretical one that is the theory of reinforcement. Reinforcement is a very important learning principles. Without reinforcement will not occur behavioral modification that can be measured.

2) theory of Hedonism

Hedone is a Greek word meaning joy, pleasure, or pleasure. In the view of hedonism, human beings are essentially concerned with a life full of fun and enjoyment.

²⁷ Ibid, p 284.

²⁸ Didier Kurniadin & Imam Machali, op.cit, p 330-340

Therefore, each face a problem, people prefer to finish with something that can bring pleasure.

The implication of this theory is the notion that all people will tend to avoid things that are difficult and troublesome or containing heavy risks, and prefer to do something that brings pleasure to him.²⁹

3) instinct theory

The instinct is an innate biological force, which affects the limbs to act in a certain way. So that all human thought and behavior are the result of inherited instincts and nothing to do with reason.

Basically, human beings have three boost appetite / basic instincts, namely:

- a) The instinct to defend themselves
- b) The instinct to develop themselves
- c) The instinct to develop / maintain the kind.

So habits and human behavior in everyday did get a boost or a third driven by instincts.

4) Reaction in theory Learn

This theory holds that the actions or human behavior is not based on instincts, but is based on patterns of behavior learned from the culture of the place alive. So many people

²⁹M. Ngalim Purwanto, Educational Psychology (Badnung: PT Youth Rosdakarya, 1997), p. 73

learning from cultural circles where he had lived and grew up. Therefore, this theory also called theory of the cultural environment.

5) Power Pusher Theory

This theory is a combination of "instinct theory" and "theory learned reaction". Locomotion is a kind of instinct, but only a comprehensive power boost to a common direction. For example, if a teacher wants to motivate their students, he should base on the driving force, instincts and keudayaan its environment must be balanced.

6) Psychoanalytic theory

This theory holds that any action relating to manusi kejiwaan elements are present in humans. That every human action because of the element of the human person's id and ego that Freud store.³⁰

5) Types of Motivation

Opinions on the classification of the motivation is diverse. As well, according to Chaplin, motivation can be divided into two, namely physiological drive and social motives. Physiological motives are impulses yangb be physical, such as hunger, thirst,

³⁰ Sadirman AM, interaction and motivation Teaching and Learning (Jakarta: King Grafindo Persada, 1996),

sex, and so on. Social motives are drives that connect with other people, such as estesis, the impulse to do good, and ethical.³¹

Motivation is also distinguished from several perspectives, including:

- a. Motivation seen from the base formation
 - 1) Innate motives are innate motives, motives are often signaled by biological
 - 2) The motifs are studied, meaning that the motives arising studied
- b. Motivation according to the division of Woodworth and Marquis
 - 1) Motif or organic needs, such as the need to eat, drink, breathe and so on
 - 2) The motives of the emergency, such as to save themselves, respond to, and so on
 - 3) Motives are objective, these motifs appear for their driving to be able to face the outside world effectively.³²
- c. Bodily and Spiritual Motivation

Motivation according to some experts there who classify types of motivations into two types namely physical

³¹Abdul Rahman Saleh, Op Cit, p. 192

³²Bahri Syaeful Djamaroh, Psychology of Learning (Jakarta: PT Rineka Copyright, 2002), p.

motivation like: reflex, automatic instinct. While that include spiritual motivation is volition.³³

d. Intrinsic and Extrinsic Motivation

- 1) Intrinsic motivation, the motivation that comes from one's own self without stimulation from the outside
- 2) Extrinsic motivation, the motivation that comes due to the stimulation stimuli from the outside³⁴. This spurred the existence of power motivation driving force that encourages a person to carry out the activity or action something due to influences from the outside (encouragement) and from other parties in achieving its intended purpose because people forget or deliberately to violate the rules. In this case then a leader or head of school should provide motivation to his subordinates or the teachers who teach.

In Islamic teachings have given instructions or guidance so that a leader apply wise in giving the motivation or encouragement on his subordinates, this is in accordance with the word of God Almighty, in the letter An-Nahl: 125

³³Hamzah B. Uno, Theory of Motivation & Measurement (Jakarta: PT. Earth Literacy, 2008), p. 88

³⁴Ibid, p. 194

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي

هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

It means:

“Exclaimed (Human) to the way your God with wisdom and good Lessons and argue them in good way. Actually, your God knows about who strayed from his path, and hi knows the people who got a instruction”

As for the indicators which can be seen from the motivation to increase the motivation of teacher’s performance can be seen in the table below:

Table 2.1 Indicator Motivation Work

Aspec	Indicator
Internal Motivation	<ul style="list-style-type: none"> - Responsibility teachers to implement teaching and learning activities - Perform the task with a clear target - There is a feedback from the learnes - Have a feeling of being happy in their work
External Motivation	<ul style="list-style-type: none"> - Always try to meet the needs of life and work - Happy to earn the praise of what he used to do - Work with the hope of looking to gain reward - Work with the hope off loking to gain attention

6) Teacher’s Motivation

Motivation of teachers is one of the most important aspects in learning activities. Judging from his understanding, motivation is "the process by the which behavior is energized and directed" (a process, where such behavior in the fertilizer and directed). In the view of experts of the psychology of motivation has similarities between motif with needs (encouragement, needs).³⁵ Therefore, it can be understood that the motivation of teachers is the background for the teachers to carry out teaching activities so that students disabilities are able to achieve those objectives ditetermined.

According Fatmasari, teaching skills and motivation is a factor that can reflect the attitude and character of a person in performing their duties and functions. Someone managed to reach his motivations, the subject tends to keep motivated. Conversely, if someone often fail to realize the motivation, it is concerned may remain resilient keep trying and praying to continue his motivation is reached or even to despair (frustrated). Motivation is one factor that can improve the quality of learning, because students will learn earnestly if motivated.³⁶ Based on what is expressed Fatmasari, it is clear that the motivation of teaching had a remarkable influence in producing a quality learning quality.

³⁵ Pandji, Anoraga, *Work Psychology* (Jakarta: Rineka Copyright, 1992), P. 32

³⁶ Fatmasari, "The Influence of Work Motivation and Teachers Against Teaching Ability Student Achievement In Cluster II Plumpness Elementary School District of Central Aceh district," *Scientific Journal DIDAKTIKA* February 2014 VOL. XIV NO. 2, 426-441 (2014).

Motivation is one of the indicators of success in executing something or work activities. With the motivation it will be able to shape attitudes and values.³⁷ Motivator Stephen P. Robbins and Timothy A. Judge mentioned that the motivation (Motivation) as a process that explains the intensity, direction and persistence of an individual to achieve his goal.³⁸ Understanding and Judge Robbin mentioned above, confirms that the motivation is not just a boost, but also related to the persistence and the direction of a teacher learning disabilities will be taught to students.

In building the teachers' motivation high, Usman suggest there are various steps, as follows:

1) Positive thinking.

When criticize it so happens irregularities, but we forget to give positive encouragement that they move ahead. Do not criticize the workings of other people if we are not able to give an example first

2) Creating a strong change.

The existence of a strong will to change the situation by themselves. Changing feelings of inadequacy menjadi afford, do not want to be like. Said, "I can also" can help improve achievement motivation

³⁷ Fatmasari, "The Influence of Work Motivation and Teachers Against Teaching Ability Student Achievement In Cluster II Plumppness Elementary School District of Central Aceh district."

³⁸ Stephen P. Robbins, Timothy A. Judge, *Organizational Behavior*, 12th edition of the first book (Jakarta: Salemba Four, 2008), P. 222

3) Build self-esteem

Many of the advantages of our own and other people that we do not appreciate when the award is one of the techniques to motivate. Said "I hope help you" or "I'm expecting your presence" is the most inexpensive form of appreciation. Give them the opportunity to be responsible, grant authority, as well as freedom of speech.

4) Strengthening the implementation

Speak clearly, how to work correctly, the actions that can help, and sincerely appreciated.

5) Raising the weak become strong. Evidence that they have succeeded, and indicate that you would help that they need. Establish courage, hard work, willing to learn from others.

6) Eradicate attitude procrastinator

Eliminate procrastination by reason of the work was too hard and quickly to start.³⁹

Usman urairan delivered from above, it is understood that in order to have a strong motivation in teaching, teachers are required to have a mind and had to fight the bad habits that counterproductive with various teaching activities.

7) Factors That Affect Teacher's Motivation

³⁹ Nasir Usman, Quality Improvement of Teacher Performance Management, Concepts, Theories and Models (Bandung: Prime Mulya Means, 2012).

Motivation as a psychological process that occurs in a person affected by various factors, such as external factors, such as work environment, leadership, and leadership. In addition, the motivation is also determined by internal factors inherent in everyone as innate, education level, past experiences, desires or expectations.⁴⁰

So the factors that affect teachers' motivation was twofold external factors (factors that come from outside oneself) and internal factors (factors originating from within oneself).

b. Student Motivation Disabilities

1) Definition of Motivation Learning

Motivation comes from the word motive interpreted as efforts to encourage someone to do something. Motivation is an inner drive that raises the power of individuals to move or act in order to meet its needs, to do with learning, motivation can be considered as the driving force of the self to excite the spirit of learning.⁴¹

In discussing motivation, often found containing some of the terms of relevance to the meaning of motivation. Suryobroto argued that: "The motivation is the motive that has become active at a given time, while the motif is a state in a person that drives

⁴⁰Syamsul Ma'arif, *the Professional Teacher Expectations and Reality*, (Semarang: Need's Press, 2012), p. 40

⁴¹Sardirman, *interaction and motivation Teaching and Learning* (Jakarta: king Grafindo Persada, 2001), p. 73

individuals to undertake certain activities in achieving the desired goals.⁴²

Experts on generally see the motivation of the subject is an individual, so that the motives as individual internal drive. Motivation is basically depends on the individual's internal, but this situation can be influenced by internal and external factors of the environment. In connection with the Owens defines motivation as a good boost coming from a private internal from someone or from the external, so as to make a person do something.⁴³

From the definition of motivation above can be deduced that literally motivation means impulse, reason, will or volition, while in terms of motivation is the driving force of strength in the one who pushed to perform certain activities, provide direction in achieving the goal, either driven or stimulated from outside or from within. to understand the motives of human needs be no assessment of the existing basic desire of all human beings normal or not normal.

Motivation three related elements, as follows:

1. Motivation starts from a change in the personal energy.

Changes in motivation arising from certain changes in the system neuropsychology in the human organism, such as a

⁴²Surobroto, M and parter, Liman w, Educational Psychology (Jakarta: Eagles, 1984), p.

⁴³Owens, R. G, Organizational Behavior in Educaion (Boston: Allyn and Bacon, 1991), p.

change in the digestive system that arise motive hungry. But there are also unknown energy changes.

2. Motivation is characterized by the emergence of feelings. At first the psychological tension, and an emotional atmosphere. This raises the emotional atmosphere of patterned behavior. These changes may be or may not, we can only see it in action. An engage in a discussion. Because he was interested in the issues that will be discussed then the voice will be raised and the words with a smooth and quick exit
3. Motivation is marked by reactions to achieve the goal. personally motivated to hold responses directed towards a goal. The responses were used for reducing the tension caused by changes in energy. For example, Person A wants to receive a gift then he will learn, ask questions, and take the test. Therefore, that is why every human being in need of motivation, especially in life.⁴⁴

Learning, according to Sadirman interpreted as an attempt mastery of knowledge is part of activities towards to formation whole personality, with the addition of knowledge. Combined both words between motivations to learn are efforts in students who pushed for the acquisition of knowledge for the sake of success in the goals it wanted.

⁴⁴Oemar Hamalik, Teaching and Learning (Bandung: Earth Literacy), p. 159

In connection with the process of student learning, motivation to learn is required. There is a belief that the learning outcomes will be increased if the student has a very strong motivation to learn. Motivation is a force or factors contained in human beings generate, directs and organizes his behavior to achieve the goal of a complete success.⁴⁵

Talking about the motivation to learn, the motivation is the implementation or execution of the motivation in the field of education, especially regarding the learning process. Winkel suggested that the motivation to learn is the whole psychic locomotion within the students who pose learning activities, and ensure the continuity of the learning activities for the achievement of objectives.⁴⁶ Likewise with Sadirman saying that the motivation to learn is a psychological factor that is non-intellectual, and its role typical, which fosters passion in every individual, as well as create a feeling driving passion to learn. Students who have high motivation will have a spirit and a lot of energy to perform their daily learning activities.⁴⁷

The characteristics of the motivation to learn are:

- 1) Persevering face the task (can work continuously for a long time never stops before completion)

⁴⁵ Martin Handoko, *Power Motivation Driving Behavior* (Yogyakarta: Canisius), p. 9

⁴⁶ Winkel WS *Evaluation of Educational Psychology and Learning* (Jakarta: Gramedia, 1987), p 94

⁴⁷ Sadirman, *Interaction and Learning Motivation* (Jakarta: King Grafindo Persada, 2001), p 45

- 2) Resilient facing difficulties is not easy to despair.
- 3) Prefers to work alone
- 4) Quickly tired of doing tasks that are repetitive
- 5) Can hold opinions that are sure to be something
- 6) Confident (not awkward) and creative
- 7) Glad to find and solve problems⁴⁸

Teachers are required to strive earnestly seek ways that are relevant and in harmony in order to generate and maintain student motivation and strive so that students also have their own motivation is good, especially students in the students instead of students normal but students are not normal or disability, thus teachers in teaching or disability certainly motivate students in a different way than normal students in general.

2) Various Learning Motivation

Motivation to learn can arise because there are two kinds of influencing factors, namely:

a. Intrinsic Motivation

Namely in the form of desire and succeed and boost learning needs, expectations of the ideals

b. Extrinsic Motivation

The existence of the award, a conducive learning environment and engaging learning activities⁴⁹

⁴⁸Kusnadi, et al, Learning Strategy of Social Sciences (Pekanbaru: Riau Heritage Foundation, 2008), p. 74

Itself motivation to learn is internal and external encouragement to students who are learning to make changes in behavior, generally with some indicator or supporting elements. It has a large role in a person's success in learning.

3) Factors that influence the motivation to learn

Motivation is needed in the learning process so that learning is done smoothly by obtaining the maximum value. In this case there are several indicators of motivation that must be understood especially for teachers to learning activities successfully. Some of the factors that influence the motivation to learn are:

(1) Ambition

Motivation study looked at the children's desire since childhood as a desire to walk, eat delicious food nutritious, fighting over a toy, can read, can sing. Success in achieving the desire, willingness to grow spicy, even in the future lead to the ideals in life. The emergence of ideals accompanied by the development of reason, morality, desire, language and values of life which also gave rise to the development of personality.⁵⁰

With is ideals and students will have a target to be achieved and will be motivated to learn, ideals give

⁴⁹Hamzah B. Uno, Theory and Motivation and Learning, p. 20

⁵⁰Dimiyati and Mujdjiono, Teaching and Learning, (Jakarta: PT Rineka copyright 2010), p.

encouragement to the students follow a good learning process in school.

(2) Learning ability

Desire a child needs to be coupled with the ability or skill to achieve. The desire to read need to be coupled with the ability to recognize and pronounce the sound of letters. In summary it can be said that the capability will strengthen the motivation to carry out the development tasks.

(3) conditions Students

Students are in covering the physical condition (physical) and psychology (spiritual) greatly influence the motivation to learn. Usually physical condition more quickly seen as more clearly shows the symptoms rather than the psychological condition. A student who is sick, hungry, or angry will distract learn. Instead, one student is healthy, full, and happy to be easily concentrated.⁵¹

Conditions can affect the motivation of students to learn, if the conditions are good students, the learning process will be good too so that students are motivated to perform learning activities.

(4) Environmental conditions

⁵¹Dimiyati and Mudjiono, p. 97

Environmental conditions that meant the family environment, school environment and the community. As a member of society, students may be affected by the surrounding environment. Natural disasters, slums, the threat of rogue colleague, a fight between students, will interfere with the seriousness of learning. Conversely beautiful school, the association of students along, will strengthen the motivation to learn.⁵²

(5) Dynamic elements in Learning

Dynamic elements in learning are elements whose presence in the learning process is not stable, sometimes strong, sometimes weak and even disappear altogether, in particular conditions that are conditional.

(6) Efforts teachers students

Efforts teachers of students going on at school and outside school. Learning efforts include the following things. Organizing tert learn in school, foster learning discipline in every opportunity, fostering orderly learning association.⁵³ The effort is oriented to the interests of students is expected to increase the motivation to learn.

c. Disability Students

(1) Definition of disability

⁵²Dimiyanti and Mudjiono, Teaching and Learning (Jakarta: Rineka Copyright 2010), p. 97-

⁵³ ibid,

Disability is an Indonesian word that comes from the word meaning uptake ie disability disability or incapacity. Meanwhile, according Kartono said the definition of disabled children are "children assessed and diagnosed as mental retardation, hearing impairment, and speech impaired, blind, ill-health, disability caused by disorders that require special education and related treatment services.⁵⁴

According to article 1, paragraph 1 of Law No. 8 of 2016 concerning persons with disabilities is mentioned that "Persons with disabilities are all people who have physical limitations, intellectual, mental, or sensory long periods which in interaction with the environment may experience obstacles and difficulties to participate fully and effectively with the citizens of other countries based on equality.⁵⁵ Based on that, although there are various limitations, residents disabilities have the same rights as other citizens.

According to Coleridge defines persons with disabilities are more directed at social model as follows.⁵⁶

- a) Impairment (damage / weakness)

⁵⁴Kartono, Kartini and Dali Gulo Dictionary of Psychology (Bandung: Pioneers Jaya, 1997), p. 27

⁵⁵"UU no. 8 of 2006,"nd

⁵⁶Peter Coleridge, Liberation and Development Disabilities (Yogyakarta: Student Library, 1997), p. 5

Namely the lack of accessories or abnormality that accompanied the effect on specific functions. For example, the bottom of the body paralysis accompanied by an inability to walk on two legs

b) Disability (disability / incapacity)

That loss / limitations in certain activities as a result of social factors that have little or not at all take into account the people who bear the "damage / weaknesses" of specific and therefore remove these people from the social activity stream.

Seeing the condition of the above, it should persons with disabilities have special access to education. As mandated in Law No. 25/2009 on Public Services (2009): Article 29 states that public service providers must provide special services to persons with disabilities in accordance with the regulations.⁵⁷ So, teachers were required service learning disabilities are able to meet specific needs. On the other hand the Law No.28 / 2002 on Building Development (2002) states clearly that the facility should be accessible for persons with disabilities. Article 27 stipulates the facility should be easy, safe and fun, especially for persons with disabilities.⁵⁸ Departing from this, the existence of Extraordinary School for persons with disabilities is a basic requirement that must be met by the government. This is done so

⁵⁷ International Labaour Organization, persons with Disability Inclusion in Indonesia

⁵⁸ International labor Organization

that persons with disabilities have the same access to education like other human beings.

The definition of disability according to The International Classification of Function (ICF) is expressed as follows: "Disability as the outcome of the interaction between a person with impairment and the environmental and attitudinal barriers may face". Departing from the definition, it is understood that disability is a picture of the result of interaction between humans associated with a decrease in the ability of the environment and attitude barriers encountered by the person.⁵⁹

Table 2.2 Category of Disabilities Person / Disability and Basic Classification

No	Expert Name / Source	basic Category	Categories with Disabilities / disability
1	WHO	Medical approach or Doctor	a. impairment b. Disability c. Handicap
2	Peter Coleredge	Approach Social	a. impairment b. Disability / handicap
3	UU no. 4 1997	social approach	a. Physically disabled b. People with disabilities mental c. Multiple disabilities
4	manual RBM	Approach to medical, social, education and skills	a. seizure disorders b. learning disorders c. speech Disorders d. Hearing disorders e. Impaired vision

⁵⁹UNESCO Bangkok, Teaching Children With Disabilities in Inclusive Settings, (Bangkok: UNESCO Bangkok, 2009), p. 5

			f. movement disorders
			g. developmental disorders
			h. Behavioral disorder
			i. Nuisance others

Source: Adapted from Color (1997), No. 4 in 1997 and RBM Manual (1998) cited by Papayung

According to the Ministry of Health, persons with disabilities are groups of people who have limitations that can hinder their participation and participation in public life. Disability limitations experienced by a person with the environment, not just physical or mental, but a multi-dimensional phenomenon that consists of body function, activity limitations, barriers to participation and environmental factors.⁶⁰

There are several types of people / students whose disabilities or special needs. This means that any persons with disabilities have each definition which all need help to grow and develop properly.

(2) The types of persons with disabilities, among others:⁶¹

1) Mental Disability. It consists of a abnormalities mental⁶²

a) High mentally.

⁶⁰ Ministry of Health, Disability Situation, 11 September 2004 (Jakarta: Ministry of Health, 2004)

⁶¹ Grouping people with disabilities to the Act No. 4 of 1997 on the disabled divided into mental disabilities, physical disabilities and people with mental and physical disabilities, Article 1, paragraph 1

⁶² Nur Kholis Refani, Free Children with Special Needs (Yogyakarta: Imperium, 2013), p.

Often known by the person that is gifted, which in addition has the intellectual ability is above average he also has the creativity and responsibility of the task.

b) mental Low

Namely low mental ability or IQ below average can divided into 2 groups: slow learner child who has an IQ between 70-90. While child with an IQ below 70 is known with disabilities or special needs.

c) Specific learning disabilities. Learning disabilities with regard to the learning achievements obtained.

2) Physical Disabilities. This disorder has several kinds.⁶³:

a) Body abnormalities (Tuna Daksha)

Physical disabilities are individuals who have a movement disorder caused by abnormalities of the neuro-muscular and bone structures are innate, illness or consequences (loss of body organs), polio and paralyzed.

b) Indra disorders Vision (Blind)

Blind People are individuals who have obstacles in sight. The blind can be classified into two groups, namely the total blind and low vision

c) Hearing Disorders (Deaf)

Deaf is an individual who has a hearing obstacles in both permanent and non-permanent. Because it has barriers in speaking so they are commonly called tunawicara

⁶³ ibid

d) abnormalities Talk

A person who has difficulty in expressing thoughts through verbal language, making it difficult even not be understood by others. This speech disorder can be functional which is likely due to deafness, and organ which is caused by the imperfections Icara organ or disturbance in the motoric organs associated with speech.

e) Tunaganda (multiple disabilities)

Namely people with disabilities from a disability (physical or mental disabilities)

B. Framework for Thinking

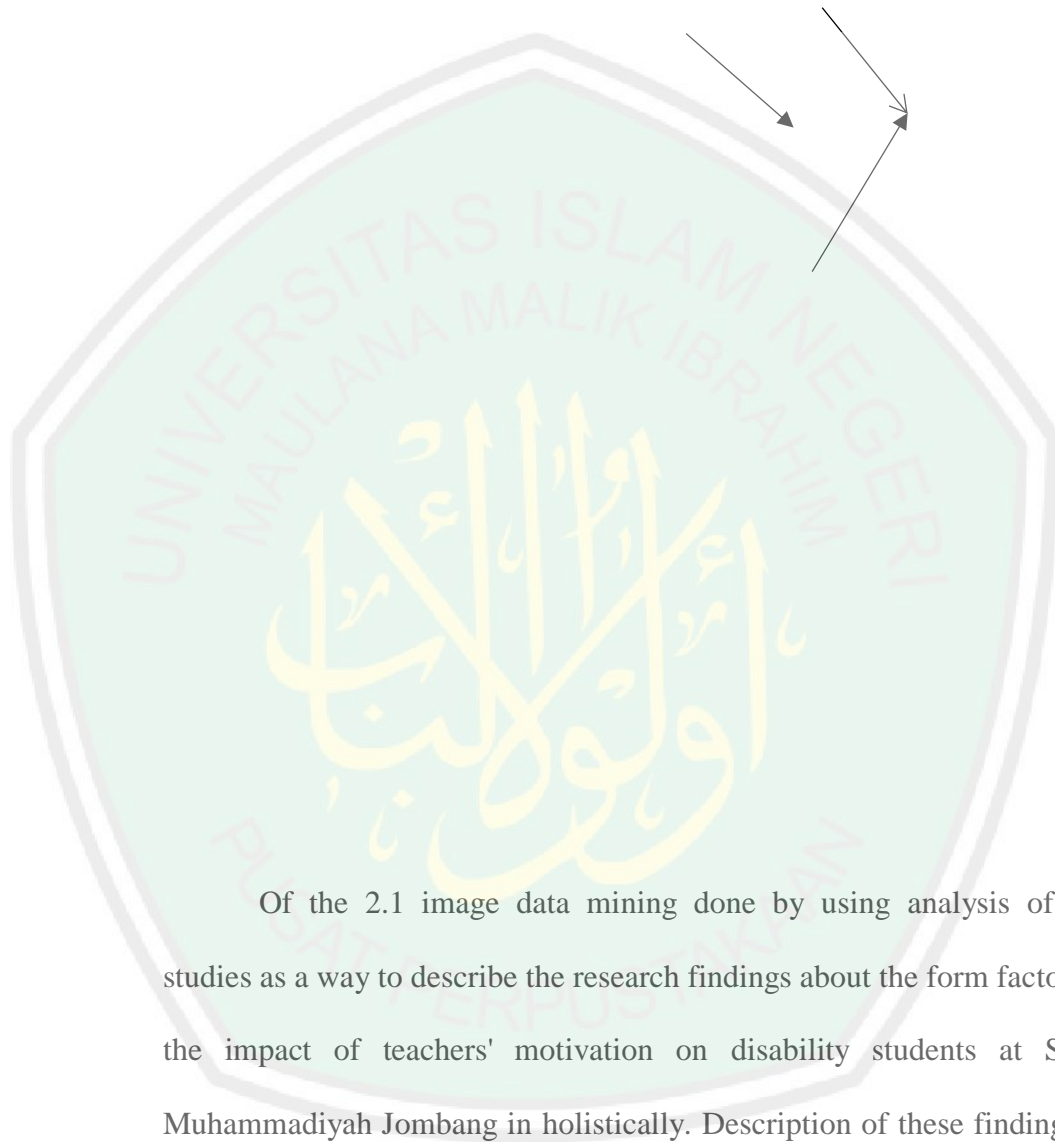
Frameworks developed from the study entitled "Effect of Teaching Master's Motivation Student Motivation in SDLB Muhammadiyah Jombang Disabilities". Furthermore, a title developed into a focus of research which focuses on form, enabling and inhibiting factors and the impact of motivation of teachers to teach to the students' motivation disabilities in SDLB Muhammadiyah Jombang with the theory of motivation of teachers who assumed able to answer the focus of the study as indicated in Figure 2.1 below:

2.1 Framework for Thinking

Background

- Student motivation disabilities are considered still low
- Rights and Education Access for disabled students less attention and maximized
- Motivation teach teacher considered to have a real contribution to maximizing student motivation

Literature review
Motivation
Teaching



Of the 2.1 image data mining done by using analysis of case studies as a way to describe the research findings about the form factor and the impact of teachers' motivation on disability students at SDLB Muhammadiyah Jombang in holistically. Description of these findings are used to understand the form of the teachers 'motivation, factors that influence high and low motivation of teachers and impact of teacher's motivation on learning motivation disabilities in SDLB Muhammadiyah Jombang theoretically and empirically.



CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Types of Research

The research approach used in this study is a qualitative approach. With this type of qualitative descriptive. The use of qualitative research in this thesis aims to describe the complete various forms of teaching and teacher motivation, factor endowments and a barrier while its impact in educating students with collecting disability data available at SDLB Muhammadiyah Jombang. According to Moleong, qualitative research is research that intends to understand the phenomenon of what is experienced by the subject for example behaviors, perceptions, motivations, actions, and more holistically, and by means of the description in the form of words and language, in a natural context and by utilizing various methods of natural⁶⁴.

The qualitative approach with this type of qualitative descriptive is the empirical investigation of contemporary in the context of real life. Draft qualitative were chosen to help explore the experience of teachers in teaching students a learning disability so as to cultivate the motivation for the students, where events and student behavior cannot be controlled and more focus on peristiwa is happening at the moment. With the understanding that the use of this research approach, adapted to the purpose of the subject matter of research, namely to exploration teacher's

⁶⁴ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, n.d.).

motivation on disability students at special need primary school (SDLB) Muhammadiyah Jombang

B. The presence of the Researcher

Research with qualitative approach requires that the researcher is present in the field (SDLB Muhammadiyah Jombang), because the researchers acted as the main instrument of data collection directly. Qualitative research should be aware that he is the Planner, implementing data collection, data Analyzer and the rapporteur into research results⁶⁵. Therefore, in this study, the researcher as a principal instrument of this research.

Qualitative research is an approach that emphasizes on the observations of the researchers, so that human beings as instruments of research became a must⁶⁶. Even in qualitative research, researchers position becomes the instrument key (The Key Instrument)⁶⁷. For that reason, the validity and rehabilitas of qualitative data depends a lot on the methodological skills, sensitivity, and the integrity of its own researchers when digging the data field in the SDLB Muhammadiyah Jombang⁶⁸.

⁶⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2009), p.7

⁶⁶ Noer Mujahir, *Metodologi Penelitian Kualitatif*, (Yogyakarta: Rake Sarasin, 2003), hal..8

⁶⁷ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2008), p .223

⁶⁸ Dede Oetomo dalam Bagong Suyanto, *Metode Penelitian Sosial: Berbagai Alternatif Pendekatan*, (Jakarta: Kencana, 2007), p.186

The presence of researchers in this study to obtain the data required is divided into several stages. First, the researchers conducting the approach to the Head of the primary school Muhammadiyah Jombang as Chairman, and classroom teacher. Then, doing observation, interviews, and documents related to research and so on. The latter is the researchers act as planners, implementers, data collection, data Analyzer, the interpreter, and as Rapporteur of the results of research.

C. Setting of the Research

In this study, researchers conducted research in Outstanding School Muhammadiyah Jombang. The reason a site selection study at that school because:

- a. Educational institutions SDLB Muhammadiyah Jombang there learners as well as teachers have diverse backgrounds. As a pure teacher background graduates PLB PLB and graduates and not students who are various types of physical or mental disabilities are placed in special classes.
- b. That school is a school in the town of Jombang advanced enough that his teacher was indeed mostly experts in their fields in dealing with children in need special.
- c. The school is an primary school as expected by researchers.

D. Data Sources

The source of the data in this study was the subject of the influence of motivation get involved in teaching the teacher student learning motivation towards disability. The subject of this study are:

1. The head of the primary school Muhammadiyah Jombang.
2. Teachers primary school Muhammadiyah Jombang.
3. Student Disability an primary school Muhammadiyah Jombang.

In addition to the above data sources, research was sourced from the documents related to the teacher's motivation on disability students at special need primary school (SDLB) Muhammadiyah Jombang and Extraordinary photographs document during the process research in progress.

E. Data collection Techniques

Data collection techniques used by Researchers are:

1. Observations

Observation (the observation) is a data collection technique that requires the researchers took to the field to observe things related to space, a place, a time, actors, activities, objects, events, goals, and feelings.⁶⁹

The procedure conducted by the researchers is observed when the learning process takes place in the classroom SDLB Muhammadiyah Jombang.

⁶⁹ M. Djunaidi Ghony& Fauzan Almansur, *Metodologi Penelitian Kualitatif*, (Jogjakarta: Ar-Ruzz Media, 2014), p.165

2. Interview

The interview was conducted to obtain information, which can not be obtained by observation or questionnaire. The interview is a conversation with a certain maskud. The conversation was conducted by the two parties, namely the interviewer (interviewer) that ask questions and terwawancara (interview) that provide answers to that question.

This interview methods researchers use to get the data in the field that concerns activities in SDLB held by Muhammadiyah Jombang.

This research uses structured interview techniques, namely in conducting interviews of researchers using the guidelines of the interviews have been arranged in a systematic and comprehensive collection of data. In this study, researchers will conduct interviews to:

1. The Chief of SDLB Muhammadiyah Jombang
2. Three teachers in SDLB Muhammadiyah Jombang
3. Student Disability in SDLB Muhammadiyah Jombang
3. Documentation

A document is any written material or fil, which is not well prepared due to the request of a researcher. While the record is any written questions drawn up by a person or agency for the purpose of testing an event.⁷⁰

⁷⁰ M. Djunaidi Ghony & Fauzan Almansur, op.cit., p. 199

In this study the method of documentation used to obtain data which support research, among others:

1. Data about an overview of the research such as the geographical location of the school, the history of the founding of the school, the school's vision, the State of teachers and students SDLB Muhammadiyah Jombang.
2. A list of the students SDLB Muhammadiyah Jombang.
3. The photo during the research activities taking place.

Table 3.1 Data Collection Techniques

Data	Data source	Technique	Instrument
1. How teachers' motivation on disability students at special need primary school Muhammadiyah Jombang	1. Headmaster 2. Teacher 3. student	1. Interview 2. Observation	interview guidelines observation
2. What are the factors that influence high and low of teacher's motivation on disability students at special need primary school Muhammadiyah Jombang	1. Headmaster 2. Teacher 3. student	1. Interview 2. Observation	interview guidelines observation
3. How teacher's motivation impact on learning motivation disability students at	1. Headmaster 2. student 3. Teacher	1. Interview 2. Observation	interview guidelines observation

special need primary school Muhammadiyah Jombang			
---	--	--	--

F. Data analysis techniques

Data analysis in qualitative research is the attempt made by way of working with data, organizing data, pick-sort it into a unit that can be managed, mensistensiskannya, search and find patterns, find anything that can be told to others.⁷¹

In detail the steps of data analysis in the study done by following ways suggested by Miles and Huberman.⁷²

a. Reduction of Data

The reduction of the data referred to in this research is an activity selection, termination of attention on simplification, grouping or designation of rough data that emerged from the written record in field so that it becomes a complete data and aggregations structured.

b. Presentation of Data

⁷¹ M. Djunaidi Ghony & Fauzan Almansur, op.cit., p. 247

⁷² Emzir, *Metode Penelitian Kualitatif: Analisis Data*, (Jakarta: PT. RajaGrafindo Persada, 2010), p. 129-135

The presentation of the data in this study is a collection of information that is arranged as a result of information obtained in the field during the process of research is underway.

c. Conclusion

The withdrawal of the conclusion is the core of the overall withdrawal which has been collected in the process of research that has been undertaken so that the results of research that has been done the conclusions or final verification. Summary in this study is the description of the data as the answer from the focus of the research

G. Checking of the validity of the Data

.Checking the validity of the data in the research phase is very important for researchers in an effort to assure and reassure others that research conducted this is really valid. Moleong mentioned that the research needed an engineering inspection of the validity of the data. Whereas in order to obtain the validity of findings need to be researched his credibility by using the following techniques⁷³

- a. Present Observation (continuous Observation), which held a continuous observation on SDLB of Muhammadiyah Jombang to understand symptoms of deeper towards activities that are taking place.
- b. Triangulation, techniques of examination validity data that utilize something else from outside data for purposes of checking or

⁷³ Ibid, p. 326

comparison against a trust equal data information obtained. This technique researchers compare between interviews one with another interview.

- c. Discussion of peer (peerderieting), that through the discussions underway to expose the results of interim or final results are obtained.

This technique is done as a reinforcement of the research results.

H. Research Procedures

Research procedures in this study there are four stages. As for the stage is ⁷⁴:

1. The stage of pre-registration field

On the stage of pre-field are activities that must be followed by qualitative researchers that includes drafting research, choosing the field research, administers licensing, explore and assess the State of the field, select and utilize informants, prepare supplies research and ethical issues related to research.

2. Stages of the work field

In the work field, which includes understanding the background research and preparation himself entered the field and participate while collecting data.

3. Data Analysis Phase

⁷⁴ Lexy, op.cit., p. 85-108.

At the stage of data analysis which includes analysis during and after data collection

4. Stages of report writing Research

This phase includes the preparation of the results of the research activities of all data collection activities until the grant of the meaning of the data. Then do the research consultation with the supervising professor to get improvement suggestions for the sake of perfection the next thesis dealt with the results transmitted the guidance with the perfect thesis writing.



CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. Exposure Data

1. Description of Research Object

a. Profile of SDLB Muhammadiyah Jombang

School name : SDLB MUHAMMADIYAH

Address : Jl. Brig Katamso No. 20A

Village / Sub : Pulo Lor

Sub-district : Jombang

City : Jombang

Province : East Java

Pos code : 61 417

Tel Institutions : -

Since : 1985

Operating year : 1985

No. School Statistics : 894 041 201 001

School Identification Numbers : 2 8 0 0 6 0

Number of the National School : 20539652

Land Status

a. Letter Land Ownership : Land Owned Foundation

b. Surface area : 4205 m²

c. Building area : 210 m²

School Status : Private

Building Status	: One's own
Accreditation	: A
Number of Buildings	: Local 7
Total Classroom	: 16 sub
Total group Learning	: 28

b. History of SDLB Muhammadiyah Jombang

Children with Special Needs is a child who has difficulty / disorders / special way in conducting daily activities that require special treatment anyway. Difficulties / disorders / special way in the child's natural both in the physical, emotional, intelligence, communication, social, and personality requires treatment and special education for children not to rely on other people so as to ease the burden of parents even able to help their parents well at home or work.

Most parents who have children disabilities / disabled embarrassed to give a good education formal education and non-formal so that children were given training course of everyday life for children can be educated but there is also confined at home. For children who are incarcerated are usually the children who experienced a disruption in emotional aspects so as to avoid the things that may happen in social life.

On the basis of these ideas, Mr. Edi Sungkono is a graduate of SGPLB majors B (Deaf) do the crawl for children with special needs

that exist in the villages and the child will be given training in accordance with the interference experienced. To meet the educational needs of children so established Schools B (Deaf) Muhammadiyah Jombang in 1985 with the number of students 11 children at Jl. Ir. H. Juanda No. 70 (one location with MI and SMP Muhammadiyah 1 Jombang). In the learning, the child is given a good education in performing daily activities, intelligence, and skills to develop the capabilities of the child so that even children experience an interruption in communication, the child does not depend on others.

In March 1985 Mr. Edi Sungkono become civil servants and placed in Malang so he was replaced by Mr. Somad and Mr. Nur Yahya who is also a graduate of the Department SGPLB B (Deaf). The addition of a teacher in 1986 that Mrs. Tri Pamuji who are graduates majoring SGPLB C (Tuna Grahita). In this is the beginning of the opening of classes for children Tuna Grahita (C) especially with supports the addition of teachers majoring C is very helpful in handling and appropriate education to children Tuna Grahita by the number of students in 7 children at the moment is 2 Child B (Deaf) and 5 child C (Tuna Grahita).

Every child has different abilities then to meet those needs happen grouping grade levels, in 1987 set up a class for Pathways

Elementary (kindergarten) and elementary school, in 1992 for the junior class with the number of students 5 children, namely:

1. 2 students C (Tuna Grahita Ringan): Yumaroh, Yuni
2. 1 student C1 (Tuna Grahita Sedang): Iwan
3. 2 students B (Tuna Rungu): Rohman, Arif

Besides the addition of classrooms and students as well by an additional teacher. At the beginning of the establishment of the Basic Preparation classes (kindergarten) and elementary entrance Bu Sri Endahyati, Mrs. Anis Puji S., Mr Samson. In 1990, Mr. Sleigh Sobirin, Mrs. Erna, Hafidloh Bu, Bu Bu Tri Susianti and Niswatul Arifah where this year there is a civil servant teachers and field of study.

In accordance with the demands of the community then held the Opening Meeting of Muhammadiyah Dikdasmen Council in April 2002 the results which establish SMALB and gave the mandate as the principal is Mrs. Sri Endahyati to handle TKLB and SDLB, Mom Tri Pamuji to handle SMPLB and SMALB.

Along with the times, public awareness of higher education so that they entrust their children at SLB Muhammadiyah for granted the services that help children. Therefore, the Muhammadiyah Dikdasmen give mandate as the principal and implement the operational activities of the school to:

1. Mother Hafidloh, S.Pd to handle TKLB assisted by a council of teachers, Mr M. Said Mahzumi
2. Ibu Sri Endahyati, S.Pd to handle SDLB assisted by four councils of teachers are: Mrs. Niswatul Arifah, S.Pd, Mom Tri Susianti, S.Pd, Mr. Rozandy Aziz, mother and mother Siti Mukhlisoh arminin, S.Pd
3. Mr. M. Suliyono, S.Pd to handle SMPLB assisted by four teachers and an employee of the board are: Mr. Arif Fatoni, S.Pd, Mr. Ubaidullah, Mr. Bagus Utomo, Ibu Retno Dewi Lestari, Mr. Waluyo Sugito
4. Mom Tri Pamuji, S.Pd to handle SMALB assisted by four councils of teachers are: Mrs. Isti Fatmawati, S.Pd, Mr. Suyitno, S.Pd, Mr. Fathur Rohman, Mr. Mohammad Sholeh

Despite the breakdown of the class and the principal but the spirit to develop special needs children never faded. This was proved by the graduates were able to attend public school, do work just like a normal child and for the first graduates of Muhammadiyah SMALB there were 9 students are:

1. 4 students B (Tuna Rungu): Erno Budianto, Joko Prayitno, Admojo Tri Basuki, and Teguh Santoso
2. 2 students C (Tuna Grahita Ringan): Mohamad Salah, Rani Irawati

3. 3 students C1 (Tuna Grahit Sedang): Basuki Rahmat, Waluyo Sugito, Ikhsan Basori, Milla Amelia

There is work to be an employee and Administration. So as to optimize the potential of the child, the school is jointly will develop all the aspects that is in a good school professionalism of teachers, curriculum and infrastructure utilization.

With the fighting spirit of the council of teachers strive to develop and provide the rights of children with disabilities so that children can "excel in the work based on faith and piety".

In 2008 there was a discourse expansion / development TKLB, SDLB, SMPLB & SMALB Muhammadiyah through flushing the development aid from the central government (Kemdikbud). This began to materialize in 2009, located on Jl. Brig Katamso No. 20A through the process of obtaining the majority of family donated land purchase land melalui Muhammadiyah and payable.

Development begins by SDLB level by establishing a New Class Room 1 for 3 months and continues 1 New Classrooms again beside what is now the office. So that at the beginning of the new academic year in 2010/2011 level TKLB & SDLB was able to move all the infrastructure and teaching-learning process 100% of this new location.

Then followed by SMPLB level by setting up two new Class Lounge next to the building TKLB & SDLB and was able to move

all the infrastructure and teaching-learning process 100% new location that is only 1 month later. For SMALB level with time constraints forced memmbeli home residents who were at the end / face of this location in order to simultaneously be able to move all the infrastructure and teaching-learning process 100% of this new location.

Since then Alhamdulillah ... TKLB / SDLB / SMPLB / SMALB never cease to make improvements / construction / addition of facilities and infrastructure for students through government funding to become an integrated educational areas were comfortable and safe.

c. Vision, Mission and Objectives SDLB Muhammadiyah Jombang

VISION

Terciptanya peserta didik yang cerdas, terampil, mandiri serta beriman dan bertaqwa

MISSION

1. Melaksanakan pembelajaran dan bimbingan secara efektif untuk mengoptimalkan potensi atau kemampuan yang dimiliki siswa
2. Menumbuh kembangkan pengalaman terhadap agama untuk membentuk budi pekerti
3. Mengembangkan budaya kompetitif bagi siswa dalam upaya peningkatan prestasi

4. Menyelenggarakan dan mengaktifkan kegiatan ekstrakurikuler ,
meningkatkan kegiatan keterampilan sesuai dengan
kemampuan yang dimiliki anak

OBJECTIVE OF THE SCHOOL

1. Menciptakan anak didik berakhlak mulia
2. Menciptakan anak didik yang berkualitas dengan
mengembangkan potensi yang dimiliki anak
3. Membimbing dan melatih anak sesuai dengan kemampuan
agar nantinya dapat hidup mandiri dan dapat diterima di
lingkungan masyarakat
4. Mempersiapkan lulusan untuk melanjutkan ke jenjang yang
lebih tinggi (SMPLB)

2. Teacher's Motivation On Disability Students At Special Need Primary School (SDLB) Muhammadiyah Jombang

Motivation of teachers on disability students at SDLB Muhammadiyah Jombang include the teacher's attitudes in dealing with various issues that arise when they carry out teaching to students' disabilities. The motivation shown by the teachers SDLB Muhammadiyah keultan Jombang include them in the face of difficulties

facing student's disability and also not perph despair. Then the teachers SDLB Muhammadiyah Jombang always positive minded that what they do is a devotion to science for students in order to be useful.

Motivation of teachers on disability students at SDLB Muhammadiyah Jombang also indicated teachers by creating a learning environment that varied with the use of infrastructure for media, tools, and other things that can be used as teachers to teach. And lastly, the motivation of teachers teaching teachers indicated Oleg SDLB Muhammadiyah Jombang by generating a weak student with any shortcomings they have to be strong.

Motivation of teachers on disability students at SDLB Muhammadiyah Jombang as such, according to the statements of several from informants. First, the related it is delivered by the head of SDLB Muhammadiyah Jombang. Mrs. Sri Endahyati, S.Pd. M.Pd states that:

Motivasi guru-guru disini menurut saya sangat tinggi mbak. Mereka mempunyai jiwa yang ulet, tidak gampang mengeluh menghadapi siswanya yang penuh dengan keterbatasan, dan juga tidak mudah putus asa. Mereka juga selalu berusaha menciptakan pembelajaran yang menyenangkan bagi siswa-siswanya. Selain itu, para guru disini juga mempunyai komitmen yang kuat untuk memberikan semangat kepada siswa agar mereka rajin belajar⁷⁵.

From the interviews the head of SDLB Muhammadiyah Jombang above, we get the information that the teachers there have high motivation to teach with all the attitude demonstrated by both the

⁷⁵ Wawancara dengan Sri Endahyati, Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammdiyah Jombang, tanggal 20 Oktober 2018

teachers there. A similar thing about teachers' motivation disability students at SDLB Muhammadiyah Jombang also conveyed by the second informant, the teacher SDLB Muhammadiyah Jombang. Mrs. Arminin, S.Pd states that:

Kalau saya memang asli bukan lulusan dari Pendidikan Luar Biasa ya mbk saya kuliahnya di jurusan umum. Dan saya awalnya juga mengajar di sekolah umum yang siswanya normal semua. Dan seiring berjalannya waktu saya kemudian pindah mengajar ke sekolah luar biasa. Alasannya knapa karena yang pertama di sekolah dasar luar biasa ini masih kekurangan guru, dan dari kepala sekolah sendiri juga sangat mendukung dan memotivasi saya bahwa saya bisa walaupun bukan lulusan dari pendidikan luar biasa. Dan akhirnya saya sama aja memulai belajar dari 0 lagi tetapi saya tidak diam dan membiarkan begitu saja.

Saya juga belajar membaca teori untuk guru disabilitas dan belajar melihat guru-guru disabilitas bagaimana cara mengajarnya. Disitu saya perhatikan dan saya terapkan ke anak kelas saya. Kemudian sudah 8 tahun ini Alhamdulillah saya sedikit banyak menguasai tentang dunia mereka. Kemudian saya juga selalu berfikir bahwa apa yang saya lakukan saat ini bukan hanya sekedar profesi. Tapi saya mengamalkan ilmu saya untuk siswa-siswa saya yang memang benar-benar membutuhkan keberadaan saya sebagai guru. Dalam pengajaranpun, saya menggunakan media yang dapat membantu agar saya tidak kesulitan menyampaikan materi, dan siswa juga tidak kesulitan menerima materi dari saya⁷⁶.

From this second informant interviews as a teacher who teach, researchers concluded that these teachers have teaching motivation shown by persistence never desperate to understand the students they encounter, and the teacher also has the sincerity in teaching so that he considered teaching as a profession, but is a liability because he was needed by the students.

⁷⁶ Wawancara dengan Arminin, Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammadiyah Jombang, tanggal 20 Oktober 2018

Then, crack down on up above the informant interviews, researchers conducting the review directly to the Court on October 22, 2018 at 8:45 pm. Researchers entered to the classroom a place Mrs. Arminin S.Pd . From the observation, the researchers get the result that:

Ibu Arminin adalah sosok guru yang telaten menghadapi siswanya yang serba kekurangan baik secara fisik maupun pengetahuan. Beliau sangat sabar, bahkan memberikan sentuhan kepada masing-masing siswa jika dirasa siswa membutuhkannya. Selama melaksanakan pembelajaran, beliau tidak terlihat emosi sama sekali, beliau mengajar penuh keceriaan dan semangat. Selain itu, Ibu Arminin juga benar menggunakan media untuk menyampaikan materi pembelajaran seperti yang beliau sudah katakan ketika peneliti melakukan penggalian data dengan wawancara⁷⁷.

Furthermore, still with a discussion about the teacher's motivation on disability students at SDLB Muhammadiyah Jombang indicated persistence with his teacher, teachers always think positive, spirit using the media, and also patience to excite student learning, also delivered by third informant eg teachers SDLB Muhammadiyah Jombang. Mr. Rozandy Azis, S.Pd states that:

Awal mulanya saya itu mengajar anak umum mbak mengajar dari saya SMA kelas II, dengan seiring berjalannya waktu kemudian ada yang mengajak saya untuk mengajar di Sekolah Luar Biasa ini. Pertamanya bingung ini anak-anaknya mau di apain diajak bicara juga kok tidak nyambung, satunya bisa diajak bicara tapi yg lainnya diajak bicara kok hanya menundukkan kepala. Akhirnya disini saya merasa mendapat sebuah tantangan tersendiri untuk mengajar siswa disabilitas ini, karena sudah pernah merasakan mengajar pada anak yang umum dan kemudian pindah mengajar pada anak yang khusus atau tidak normal. Sangat amat

⁷⁷ Observasi, Ketelatenan dan Keuletan Guru serta Penggunaan Media Selama Proses Pembelajaran, tanggal 22 Oktober 2018, pukul 08.45 WIB

jauh perbedaannya, karena disini saya lebih menguras energi dan tenaga untuk lebih bersemangat lagi dalam menangani siswa disabilitas ini, selain itu lelahnya sangat amat lelah, tapi disini saya bisa bangkit semangat lagi karena mendapat support lebih dan termotivasi sendiri dari anak-anak disabilitas ini, karena mereka keadaanya seperti itu dan saya seperti ini. Dari mereka pun ada yang mempunyai niat lebih sedangkan anak yang umum terkadang malas untuk sekolah. Jadi karena melihat yang seperti itu, yang saya lakukan adalah memberikan semangat dan dorongan kepada siswa-siswa saya agar mereka tetap bersemangat untuk menggapai apa yang mereka inginkan. Selain itu, dalam pembelajaran saya juga memanfaatkan fasilitas yang ada, yaitu LCD. Jadi sebisa mungkin saya mengupayakan agar siswa saya tidak bosan pada saat pembelajaran berlangsung⁷⁸.

From the above narrative informants, researchers were able to conclude that the teacher who is Mr Rozandy Aziz, S.Pd has a high motivation shown by the attitude are not desparate, and always try to raise their students to always enthusiasm in learning. And in his education, he used LCD does not always use the book so that students do not get bored.

Based on the above regarding informant interviews learning utilize the axistence of facilities in the form of LCD, on October 23, 2018 the researchers doing direct review live to prove it. On that day, the observations of researchers are:

Bel sekolah masuk pada pukul 07.00 WIB, semua murid dan juga guru masuk kedalam kelas. Sebelum memulai pelajaran, mereka berdo'a bersama. Setelah itu, guru menanyakan kabar, mereka sudah makan atau belum, dan lain-lainya. Kegiatan selanjutnya

⁷⁸ Wawancara dengan Rozandy Azis, Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammdiyah Jombang, tanggal 20 Oktober 2018

adalah guru menyiapkan menghidupkan laptop dan LCD Proyektor untuk menyampaikan materi pelajaran⁷⁹.

From these observations, proving that true existence of teachers using help LCD projectors media for delivering learning in the classroom. Furthermore, the statement reinforced the fourth informant is still the same, namely teachers SDLB Muhammadiyah Jombang. Mr. Fatoni Army Bintoro, S.Pd states that:

Kalau membicarakan mengenai motivasi mengajar saya pada siswa disabilitas mbk, awal mulanya tidak ada niatan untuk kuliah atau mengajar. Apalagi ngajar menjadi guru siswa disabilitas. Nah dari lulus SMA orang tua saya yang menyuruh kuliah dan mengambil jurusan Pendidikan Luar Biasa, dan kemudian saya mengambilnya. Dari proses berjalannya waktu saya melaksanakan observasi di salah satu sekolah luar biasa di Surabaya dan observasi juga di sekolah dasar umum karena saya ingin mengetahui bagaimana mengajar di umum dan khusus.

Yang kedua saya termotivasi mengajar siswa disabilitas ini karena melihat dari peluang mbk, ya tidak munafik lah sebagai manusia kan mencari dan memikirkan ekonomi ya. Selain itu mengajar siswa disabilitas ini karena saya mencintai pekerjaan saya dan mempunyai kenyamanan sendiri untuk menjalankan kewajiban sebagai guru atau pendidik. Kalau di SD umum anak rata-rata di nilai dan di gembeng akademiknya. Kalau di SDLB kan tidak mbk, anak yang semula belum bisa duduk dan akhirnya bisa duduk aja itu merupakan sudah kemajuan yang sangat pesat dan akademik memang di perhatikan tapi tidak memforsir sesuai anak normal biasa⁸⁰.

From the informant's interviews above, we know that the teacher is the father of the Army Fatoni Bintoro, S.Pd has taught high motivation.

⁷⁹ Observasi, Penggunaan LCD untuk Pembelajaran Didalam Kelas, tanggal 23 Oktober 2018

⁸⁰ Wawancara dengan Fatoni Army Bintoro, Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammdiyah Jombang, tanggal 20 Oktober 2018

This was evidenced by his tenacity and patience he has in dealing with their students, and the integrity to make teaching as their obligations.

So, the conclusions obtained by researchers about the teacher's motivation on disability students at SDLB Muhammadiyah Jombang is fairly high. This is evidenced by the attitudes of teachers that includes:

1. Resilient facing difficulties is not easy to despair.
2. Positive thinking.
3. Creating a learning varied.
4. Stimulating students to study hard.

Here's researchers present the teachers' motivation to disability students at SDLB Muhammadiyah Jombang in chart form:

Figure 4.1 Teacher's Motivation



3. Factors That Influence High And Low Of Teacher's Motivation On Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Teachers' motivation is not always high, and also not always low. There are several factors that lead to high and low motivation of teacher at SDLB Muhammadiyah in Jombang, there are several factors that affect high low motivation of teachers. Such internal factors that come from outside of the teacher.

First, Relating to factors that affect the high motivation of teachers, it is delivered by teachers SDLB Muhammadiyah Jombang, Mrs Arminin stated that:

Awalnya karena mendapat support dari kepemimpinan atau dari kepala sekolah sendiri sehingga saya merasa diperhatikan dan dipedulikan karena beliau tidak memandang saya dari lulusan apa, soalnya beliau percaya kalau saya bisa sambil belajar dengan seiring berjalannya waktu. Saya juga merasa iba dan kasihan melihat siswa disabilitas yang keadaanya seperti ini mbk, saya harus mampu untuk mendidik mereka dengan baik disekolah⁸¹.

From the submission of the above, the informant can be concluded that the factors affecting teachers' motivation high is because of the support given by the principal as a leader in SDLB Muhammadiyah Jombang.

Then, the same thing as well as the reinforcement of the delivery of the first informant, Mr. Rozandy Aziz expressed about factors that affect the high motivation of teachers to teach is:

Misal dari faktor intern ya seperti keluarga saya ini sangat mendukung untuk mengajar anak disabilitas ini, saya pun juga malah membuka bimbel untuk anak disabilitas di rumah sehingga pengalaman-pengalaman saya untuk menangani anak seperti ini sudah lumayan menguasai. Kan jadi berangkat dari sini saya merasa memiliki tugas yang jelas menantang, dan besar juga tanggung jawabnya begitupun disekolah. Nah ibu kepala sekolah juga memberi laptop pada semua guru untuk membantu kelancaran dalam menyiapkan materi atau tugas. Jadi saya semakin termotivasi untuk lebih kreatif lagi dalam memakai metode belajar untuk anak-anak sehingga mereka lebih paham dan tidak jenuh⁸².

⁸¹ Wawancara dengan Arminin, Faktor yang Mempengaruhi Tingginya Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammadiyah Jombang, tanggal 20 Oktober 2018

⁸² Wawancara dengan Rozandy Azis, Faktor yang Mempengaruhi Tingginya Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammadiyah Jombang, tanggal 20 Oktober 2018

From the second informant, researchers get information about the factors that affect the high motivation of teachers which includes the experience of teachers, family support, and also the facilities provided by the school to each teacher for the provision of laptops.

Associated with the facilities provided by the school in the form of a laptop, on October 23, 2018 the researcher is doing a review directly to the field in order to prove the truth that the school provides laptops as teaching learning activities supporting each teacher. From the field observations that researchers get results:

Pukul 09.00 WIB saat waktu istirahat sekolah, peneliti memasuki sebuah ruangan yang disebut dengan ruang guru. Di meja masing-masing guru, terdapat laptop seperti yang diungkapkan di wawancara. Peneliti melihat 1 guru nampak sedang menggunakan laptop tersebut untuk menyusun RPP dan juga menyiapkan materi pelajaran yang akan dipergunakan guru untuk mengajar⁸³.

Furthermore, it is still about the factors that affect the high motivation of teachers, the same is delivered by third informant that Mr. Fatoni Army Bintoro which states that the factors affecting the high motivation of teachers is "if I personally internal matter like family, from family yes supports all the My job, do not criticize or how not⁸⁴".

So, over the location of the factors that affect the high motivation of teachers to teach the child disability in SDLB Muhammadiyah Jombang terditi on internal factors, namely the experience of teachers

⁸³ Observasi, Fasilitas Laptop yang Diberikan Sekolah Kepada Masing-Masing Guru, tanggal 23 Oktober 09.00 WIB

⁸⁴ Wawancara dengan Fatoni Army Bintoro, Faktor yang Mempengaruhi Tingginya Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammadiyah Jombang, tanggal 20 Oktober 2018

and external factors of teachers that includes family support, support principals as leaders, as well as the facilities provided by the school to each teacher.

Second, Besides there are factors that affect the high motivation of teachers, there are also factors affecting the low teacher's motivation on disability students at SDLB Muhammadiyah Jombang. Namely, the things that cause low teacher motivation both teachers consist of internal factors and external factors. These factors include the teachers' personal problems brought up in the school, sometimes working environment is not conducive, and also the limitations of the students who sometimes provoke teachers when teaching while students can not be regulated.

On factors in influencing affecting the low motivation of teachers on disability students at SDLB Muhamadiyah Jombang, Mrs. Arminin S.Pd stated that:

Terkadang saya juga merasa ingin menyerah dan putus asa ketika siswa yang saya pegang ini membuat saya ingin marah dan emosi. Tapi saya tahan dan jangan sampai menyakiti siswa saya, karena mereka sudah banyak kekurangan. Apalagi siswa yang saya pegang ini kebanyakan anak yang hiperaktif atau tunagrahita seperti itu. Jadi ya saya mengatasinya dengan satu persatu saya perhatikan saya ajari dengan bergantian⁸⁵.

From the informant's interviews obtained the conclusion that the situation of students unruly greatly affect the low motivation of teachers. It is also observed the researcher at time of observations on 22 October 2018. Researchers looked at:

⁸⁵ Wawancara dengan Arminin, Faktor yang Mempengaruhi Rendahnya Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammdiyah Jombang, tanggal 20 Oktober 2018

Awal guru menyampaikan materi pelajaran, siswa tampak duduk rapi di tempatnya masing-masing. Namun tidak lama setelah itu, belum sampai pertengahan pelajaran, tampak seorang siswa berdiri dari tempat duduk dan berjalan-jalan mengganggu temannya yang lain. Lalu, guru menghampiri dan mengantarkan kembali siswa tersebut. Namun, belum sampai satu siswa ini duduk, siswa lainnya yang ada di samping ikut berdiri dan juga berjalan-jalan. Lagi-lagi dengan ketelatenannya, guru tersebut menghampiri satu-perasatu siswa yang tidak bisa diam ditempatnya itu kemudian mengantarkannya untuk duduk kembali ditempatnya masing-masing⁸⁶.

Furthermore, on the factors that affect the low of teachers motivation on disability students at SDLB Muhammadiyah Jombang, similar things are also delivered by one of the teachers SDLB Muhammadiyah Jombang. Mr. Rozandy Aziz, says that:

Nah sedangkan kalau yang malah bikin saya kurang semangat, malas, lelah ini malah dari ekstern ini yaitu lingkungan sekolah . Entah karena karakter atau niatnya orang berbeda-beda. Disini banyak guru yang lulusan asli PLB tapi kadang malah cara ngajarnya kurang, terus datangnya tidak tepat waktu, dan ketika ada acara juga malas datangnya molor sekali. Itu yang dari dulu bikin saya malas. Sama-sama menerima gaji, sama-sama mengemban tugas tapi kenapa tidak menjalankan tugasnya secara professional.

Contohnya seperti dari ibu kepala sekolah kan sudah membagikan laptop setiap guru tapi sebagian guru tidak menggunakannya dengan baik dan mengajarnya tetap monoton dengan bicara, ngobrol sehingga gitu-gitu saja. Kalau di suruh bawa laptop yang alasannya berat dsb, malah terkadang saya yang direpotkan untuk ngeprint dan minta gambar dan sebagainya,, nah disini jadi saya merasa malas terkadang juga kurang semangat kalo ada sperti ini⁸⁷.

From the information given by the informant above, it can be deduced that other factors affecting the low of teacher's motivation on

⁸⁶ Observasi, Suasana Kelas Siswa Hiperaktif yang mempengaruhi Rendahnya Motivasi Mengajar Guru, tanggal 22 Oktober 2018, pukul 08.55 WIB

⁸⁷ Wawancara dengan Rozandy Azis, Faktor yang Mempengaruhi Rendahnya Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammadiyah Jombang, tanggal 20 Oktober 2018

disability students at SDLB Muhammadiyah Jombang are sometimes working environment is not conducive. Teachers are sometimes can not be invited to cooperate

Similar things are also delivered by teachers of other disabilities SDLB Muhammadiyah Jombang, Mr. Fatoni Bintoro Army states that other factors affecting the low of teacher's motivation on disability students at SDLB Muhammadiyah Jombang is:

Rendahnya motivasi saya saat mengajar anak disabilitas ya tergantung dengan bagaimana kondisi saya saat itu. Kalau missal ada masalah pribadi dirumah pasti akan terbawa sampai di sekolah, dan dikelas pun pasti imbasnya ke anak-anak entah terkadang saya mengajar tidak totalitas apalagi ketika anak –anak tidak bisa diam⁸⁸.

From the above statement, it can be deduced that the personal problems also affect the low motivation of teachers at SDLB Muhammadiyah Jombang. And from information obtained through interviews and observations above, the conclusion of factor affect the low motivation of teachers SDLB Muhammadiyah Jombang internal factors which include teachers' personal problems as well as external factors ie sometimes working environment is not conducive and also the limitations of the students who sometimes provoke the teacher.

Thus, researchers can conclude that the factors affecting the high teachers motivation on disability students at SDLB Muhammadiyah Jombang, among others:

⁸⁸ Wawancara dengan Fatoni Army Bintoro, Faktor yang Mempengaruhi Rendahnya Motivasi Mengajar Guru pada Siswa Disabilitas di SDLB Muhammdiyah Jombang, tanggal 20 Oktober 2018

1. The experience of teachers.
2. Family support
3. Support for principals as leaders.
4. Facilities provided by the school.

While the factors that affect the low motivation of teachers include:

1. Sometimes working environment is not conducive.
2. Teachers' personal problems.
3. Limitations of students who sometimes provoke the teacher.

Here are the factors that influence high and low motivation of teachers to teach in tabular form:

Table 4.1 Factors That Influence High And Low Of Teacher's Motivation On Disability At SDLB Muhammadiyah Jombang

Factor	High	Low
internal	teacher experience	Personal issues teachers
external	Family support	Sometimes working environment is not conducive
	Support for principals as leaders	Limitations of students who sometimes provoke teachers
	The facilities were provided by the school	

4. Impact Of Teacher's Motivation On Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Impact of teaching teacher motivation in students' motivation Muhammadiyah SDLB disabilities in Jombang is growing interest in learning more enterprising students. This is because the motivation of

teachers who actively provide encouragement to learn and use the media to vary the time of learning.

Such impacts associated with this, disampikan by one of the teachers SDLB jombang Muhammadiyah, Mrs. Arminin S.Pd. She stated that:

Wah kalo tanya dampak motivasi ini ya dampaknya kepada siswa sangat kuat dan sangat berpengaruh sekali dengan motivasi belajar siswa, Apalagi ketika saya menggunakan media pembelajaran. Mereka ada semangat yang berbeda dibandingkan ketika saya mengajar hanya sekedar menggunakan buku keseharian mereka⁸⁹.

In connection with the students' motivation to learn more vigorously when using the media, this is in accordance with the observations made in the classroom when the teacher uses the media to convey. The observation was get the following results:

Ketika guru menggunakan media yang saat itu adalah media gambar buah-buahan, tampak media tersebut dapat menarik perhatian siswa. Walaupun mereka duduk dengan tidak rapi, tapi pandangan mereka tertuju pada media kerta yang ditunjukkan oleh guru berupa gambar buah-buahan tersebut⁹⁰.

Furthermore, a similar statement mengenai teachers 'motivational impact on students' motivation SDLB disabilities in Jombang Muhammadiyah also delivered by Mr. Aziz S.Pd. Rozandi He said that:

Dampaknya kepada siswa sangat kuat mbak. Kalau yang saya rasakan ya mbk ketika saya mengajar anak-anak disabilitas ini dengan totalitas dengan berbagai macam cara dan metode untuk menarik anak-anak, ya sangat terlihat sekali kalau motivasi mereka dan antusias mereka sangat tinggi ketika saya sudah memberi kode atau sesuatu hal yang baru. Dari mereka yang awalnya tidak bisa

⁸⁹ Wawancara dengan Arminin, dampak Motivasi Mengajar Guru pada Motivasi Belajar Siswa Disabilitas di SDLB Muhammdiyah Jombang, tanggal 20 Oktober 2018

⁹⁰ Observasi, Suasana Ketika Perhatian Siswa Tertuju Pada Media yang Dibuat Oleh Guru, tanggal 22 Oktober 2018, pukul 08.50 WIB

mengenal angka akhirnya bisa mengenal angka walau prosesnya lama. Dan kalau saya memberikan perhatian yang lebih ketika mengajar, anak-anak jadi nempel terus ke saya. Tapi disini ketika saya tidak memunculkan atau katakalanlah tidak semangat atau tidak ada dorongan malas untuk mengajar anak-anak ya gitu-gitu aja seenaknya sendiri namanya juga anak disabilitas ya⁹¹.

From the information submitted by him, get answers that impact the motivation of teachers to teach in students' motivation disabilities in SDLB Muhammadiyah Jombang very strong, which is to make the students motivated to study hard, and also established increasingly close relationships with students so as to make the students the spirit to come to school.

In connection with the proximity of students to teachers can motivate students to always want to come to school, it is clear by the researchers as follows:

Pada tanggal 23 Oktober 2018, peneliti melakukan wawancara dengan informan yakni bapak Rozandy aziz. Pada saat itu, ada seorang anak yang tidak memakai seragam sekolah yang menempel sekali dengan bapak guru tersebut. Ketika peneliti bertanya, itu adalah salah satu murid yang tidak mau memakai seragam, tetapi ia ingin pergi ke sekolah karena ingin diajar oleh pak, Rozandy⁹².

From the results of the interview or observation regarding of the teachers motivation on learning motivation disability students at SDLB Muhammadiyah Jombang, is growing interest in learning more enterprising students. This is because the motivation of teachers who

⁹¹ Wawancara dengan Rozandi Aziz, dampak Motivasi Mengajar Guru pada Motivasi Belajar Siswa Disabilitas di SDLB Muhammadiyah Jombang, tanggal 20 Oktober 2018

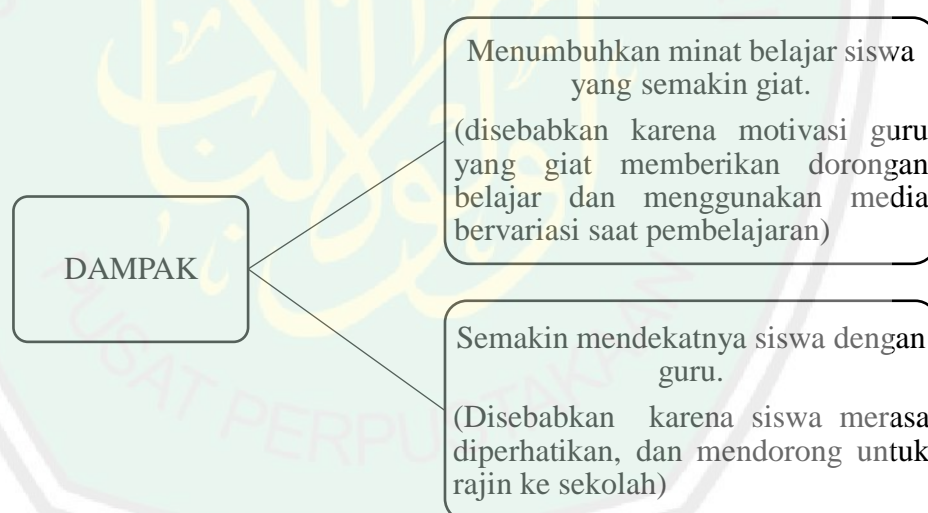
⁹² Observasi, Kedekatan Siswa Dengan Guru yang Memotivasi Siswa Untuk Datang dan Belajar di Sekolah, tanggal 22 Oktober 2018, pukul 07.30 WIB

actively provide encouragement to learn and use the media to vary the time of learning.

While the second impact arising from teachers 'motivation on learning motivation students is drawing closer Muhammadiyah students and teachers because they feel cared about, and push for regularly attends school.

Here's researchers present the impact of teachers 'motivation on learning motivation disability students in the form of a chart, in order to clarify.

Figure 4.2 Impact of Teacher's Motivation On Learning Motivation Disability Student At SDLB Muhammadiyah Jombang



B. Result of Research

1. Teacher's Motivation On Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Teacher's motivation on disability students at SDLB Muhammadiyah Jombang relatively high. This is evidenced by the attitudes of teachers that includes:

1. Resilient facing difficulties is not easy to despair.

The teachers SDLB Muhammadiyah classified Jombang very patient teacher and resilient in the face of their students who are full with the limitations of either physical of knowledge. They are able to give attention and touch the evenly to every student at the time of implementing the learning.

2. Positive thinking.

The teachers SDLB Muhammadiyah Jombang initially felt heavy in carrying out the mandate as a teacher who have to teach the children in need speciall, finally they are aware and have the sincerity that they teach not only as a profession. However, an obligation because students need teachers like they figure

3. Creating a learning varied.

In the exercise of learning, teachers SDLB Muhammadiyah Jombang use a variety of media which purpose is to make students do not get bored when implementing learning. They use media such as images, to employ the LCD for displaying the subject matter. In addition, as the form of creating a learning environment that does not make bored students, teachers SDLB Muhammadiyah Jombang also use methods of learning are manifold (not monotony).

4. Stimulating students to study hard.

Teachers SDLB Muhammadiyah Jombang are teachers who are always trying to give a boost to awaken students to their more enterprising again learn for the sake of achieving what they aspire to.

This case, conducted by the teacher SDLB Muhammadiyah Jombang is to appreciate any of the work of students, and also give you the understanding and advice.

2. Factors that Influence High and Low of Teacher's Motivation On Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Factors that affect the high teacher's motivation on disability students at SDLB Muhammadiyah Jombang, among others:

1. The experience of teachers.

The experience of teacher in question is the experience of handling the special disabilities. There are teachers SDLB Muhammadiyah Jombang open Bimbel child's specific disability, there are children who have had experience teaching before because at the time the college major in education, and there is also a teacher at the time of the lecture and before teaching bypassing the observation and reading theories about child disability

2. Family support

The support given by the family to teacher, provide its own motivation to teach the students a very different disabilities children with normal children in general.

3. Support for principals as leaders.

In addition to the family, the school principal as a leader is also gave support to the teacher. So the teachers SDLB Muhammadiyah Jombang increasingly eager to serve schools, and help their students realize his wish.

4. Facilities provided by the school.

Facilities provided by the school to every teacher is a laptop. With a laptop, can be utilized teachers to prepare lesson materials and can also be used as a medium of teaching time.

It is, also affect the motivation of teachers to teach disability students T SDLB Muhammadiyah Jombang.

While the factors that affect the low motivation of teachers include:

1. A work environment sometimes not conducive

It's not every day the school become a place best comfort by teachers. Sometimes, the teachers too lazy to go to school because the condition of the school are not conducive. This can be caused because of a dispute between teachers, nor is there a difficult teacher once invited other teachers who are cooperating.

So, the state of the environment, making the low teacher's motivation

2. Teachers' personal problems.

Personal problems such as teachers is a problem family, often affecting the teacher's motivation. Coupled with the state of unruly students, making the quite heart suasa teachers are increasingly uncomfortable and the impact on teachers to teach laziness.

3. Limitations of students who sometimes provoke the teacher.

The limitation that are owned by the disability students both physically and knowledge, sometimes also make the teacher feel irritated. Moreover, if students are hard pressed to be organized and concentrated time of the lesson. It will result in a low of teacher's motivation.

5. Impact Of Teacher's Motivation On Learning Motivation Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Impact of teacher's motivation on Learning Motivation disability students at SDLB Muhammadiyah Jombang is growing interest in learning more enterprising students. This is because the motivation of teachers who actively provide encouragement to learn and use the media to vary the time of learning.

While the second impact arising from teachers 'motivation on learning motivation disability students at SDLB Muhammadiyah Jombang is increasingly approaching students with teachers because they feel cared and push for diligently to shool.

CHAPTER V

DISCUSSION

A. Teacher's Motivation On Disability Students at Special Need Primary School (SDLB) Muhammadiyah Jombang

Motivasi merupakan suatu tenaga atau faktor yang terdapat di dalam diri manusia yang menimbulkan, mengarahkan, dan mengorganisasikan tingkah lakunya untuk mencapai tujuan yaitu suatu keberhasilan.⁹³ A person in achieving a success is inseparable from the self motivation. Similarly with the fairly high of teacher's motivation on disability students at SDLB Muhammadiyah Jombang. This is evidenced by the attitude of the teacher include, resilient facing difficulties not easy to despair that is manifested by the attitude of the teacher's at SDLB Muhammadiyah Jombang very patient and resilient in the face of students who are full of both physical and knowledge limitations. They are able to give attention to and touch evenly to each student at the time of implementing the learning.

Second, positive minded, as evidenced by the attitude of the teachers SDLB Muhammadiyah Jombang initially feel heavy in carrying out the mandate as a teacher should teach the children specially needs, finally they are aware and have a sincerity that they teach not only as a profession. However a duty because the students need their teachers like the figure

Third, creat the conditions varied learning, as evidenced by the attitude of the teacher at the time of implementing the learning, teachers in SDLB

⁹³Martin Handoko, Power Motivation Driving Behavior, (Yogyakarta: Canisius), p. 9

Muhammadiyah Jombang using variants of the media that the goal so that students do not get bored when implementing learning. They use media such as images, until by the use of an LCD for displaying the subject matter.

The last was uplifting for students to study hard, as evidenced by the attitude of the teachers SDLB Muhammadiyah Jombang are teachers who are always trying to give a boost to awaken the students to their more enterprising again learning for the sake of achieving what they aspire.

Thus, the researchers conclude that the motivation of teachers on disability students at SDLB Muhammadiyah Jombang is high, because it is consistent with a theory of human traits that have high motivation. Teori tersebut menyebutkan bahwa Setiap orang mempunyai ciri-ciri motivasi sebagai berikut 1) tekun menjalankan tugas, artinya dapat bekerja terus menerus dalam waktu yang lama, tidak pernah berhenti atau mengeluh sebelum selesai, 2) ulet menghadapi kesulitan, yang diartikan dengan tidak mudah putus asa. Tidak membutuhkan dorongan dari luar untuk berprestasi sebaik mungkin (tidak merasa puas dengan prestasi yang telah di capainya), 3) menunjukkan minat terhadap macam-macam masalah orang dewasa (contohnya masalah politik, ekonomi, pembangunan agama, keadilan, penentangan terhadap setiap tindak kriminal) dan sebagainya,

Kemudian (4) lebih senang bekerja dengan mandiri, artinya ulet dalam memecahkan berbagai masalah secara mandiri, 5) cepat bosan pada tugas yang di emban secara rutin (hal-hal yang bersifat mekanis, berulang-ulang begitu saja, sehingga kurang kreatif), 6) dapat mempertahankan pendapatnya

(kalau sudah yakin dengan sesuatu), artinya harus mampu mempertahankan pendapatnya kalau sudah yakin dan dipandang sudah cukup rasional, 7) tidak mudah melepaskan hal yang sudah diyakini, artinya tidak mudah begitu saja melepaskan hal yang diyakini kalau sudah yakin dan dipandang sudah cukup rasional, 8) Senang mencari dan memecahkan masalah-masalah. Maksudnya harus peka dan responsive terhadap berbagai masalah umum, dan bagaimana cara memikirkan pemecahannya.⁹⁴

So motivation within oneself is characterized as follows; diligently performing their duties, resilient face of adversity, show interest in the problems of adults, prefer to work independently, quickly tired of the task in the waistband on a regular basis, to maintain his opinion, it is not easy to let go of these beliefs, pleasure seeking and solving problems.

Motivasi dimulai dengan adanya komitmen untuk niat dan ikhlas untuk mengajar tanpa ada rasa menyerah atau putus asa. Karena dengan niat akan mendapatkan imbalan yang sepadan atas pekerjaannya, misalnya siswa disabilitas yang diajar akan merasa senang, dan paham tentang apa yang diajarkan oleh gurunya. Sebagai pendidik atau pekerja akan termotivasi bahwa yang dilakukan adalah ibadah dan Allah mengamati semua yang mereka lakukan sehingga mereka berusaha untuk mencapai keunggulan, dan mencurahkan waktu dan energi untuk bekerja. kerja adalah ibadah dan hanya Allah dapat upah untuk itu.⁹⁵

⁹⁴Sadirman, *Interaction and Motivation and Learning*, (Jakarta: King Grafindo Persada, 2000), p. 81

⁹⁵Saefullah, *Op. Cit*, p. 255

From this theory has been clearly illustrates that the figure of the teachers in SDLB Muhammadiyah Jombang is a teacher who has taught high motivation. Moreover, they did not deem teaching is a profession, but it is a duty to resurrect the weak students with all its shortcomings become a strong student.

B. Factors that Influence High and Low Of Teachr's Motivation On Disability Student at Special Need Primary School (SDLB) Muhammadiyah Jombang

Motivasi sebagai proses psikologis yang terjadi pada diri seseorang dipengaruhi oleh berbagai faktor, misalnya faktor ekstren, seperti lingkungan kerja, pimpinan, dan kepemimpinan. Selain itu, motivasi juga ditentukan oleh faktor intern yang melekat pada diri setiap orang seperti pembawaan, tingkat pendidikan, pengalaman masa lampau, keinginan atau harapan.⁹⁶ As well as, the factors that affect the high motivation of teachers on disability students at SDLB Muhammadiyah Jombang. Among others, first of all, the experience of teachers. The experience is meant of the teacher in question is the experience of handling the disabilities students. There are teachers SDLB Muhammadiyah Jombang open Bimbel child's specific disability, there are already experienced previous teaching because at the time majored in special education, and there is also a teacher at the time of the lecture and before teaching first observe and read theories about children's disabilities.

⁹⁶Syamsul Ma'arif, *the Professional Teacher Expectations and Reality*, (Semarang: Need's Press, 2012), p. 40

Second, the support of the family. The support given by the family to teachers, provide its own motivation of teachers the disability children a very different children with normal children in general.

Third, the support of the principal as leader. In addition to the family, the school principal as a leader is also gave support to the teacher. So the teachers SDLB Muhammadiyah Jombang increasingly eager to serve schools, and help their students realize his wish.

Finally, factors that affect the high motivation of teachers is the facilities provided by the school. Facilities provided by the school is giving a laptop to each teacher. With their laptops, can be utilized teachers to prepare lesson materials and can also be used as a medium of teaching time. It is, also affect the motivation of teachers on disabilities students in SDLB Muhammadiyah Jombang.

While the factors that affect the low motivation of teachers include, first, sometimes working environment is not conducive. Which means that not every school be a place most convenient day for teachers. Sometimes, teachers are also lazy to go to school because school atmosphere that was not conducive. This could be due to a dispute between a teacher, or a teacher that reluctant to cooperate with other teachers. So, with such environmental conditions, making the low motivation of teachers.

Second, Teachers' personal problems. Eg teachers' personal problems is a family problem, often affecting the motivation of teachers to teach. Coupled

with the state of unruly students, making the heart *suasa* teachers are increasingly uncomfortable and the impact on teachers to teach laziness.

The final factor affecting the low motivation of teachers to teach students are limitations that sometimes provoke the teacher. This means that the limitations that are owned by disabled students both physically and knowledge, sometimes also make teachers feel irritated. Moreover, if the student is currently very difficult to set up and concentrating during class. That would result in lack of motivation of teachers in teaching.

In connection with the state of disability such students, is also addressed by a theory that, Disability is an Indonesian word that comes from the word meaning uptake ie disability disability or incapacity. Meanwhile, according Kartono said the definition of disabled children are "children assessed and diagnosed as mental retardation, hearing impairment, tunawicara, blind, ill-health, disability caused by disorders that require special education and related treatment services."⁹⁷

According to article 1, paragraph 1 of Law No. 8 of 2016 concerning persons with disabilities is mentioned that "Persons with disabilities are all people who have physical limitations, intellectual, mental, or sensory long periods which in interaction with the environment may experience obstacles and difficulties to participate fully and effectively with the citizens of other

⁹⁷Kartono, Kartini and Dali Gulo Dictionary of Psychology (Bandung: Pioneers Jaya, 1997), p. 27

countries based on equality.⁹⁸ Based on that, although there are various limitations, residents disabilities have the same rights as other citizens.

According to Coleridge defines persons with disabilities are more directed at social model as follows.⁹⁹

a. Impairment (damage / weakness)

Namely the lack of accessories or abnormality that accompanied the effect on specific functions. For example, the bottom of the body paralysis accompanied by an inability to walk on two legs

b. Disability (disability / incapacity)

That loss / limitations in certain activities as a result of social factors that have little or not at all take into account the people who bear the "damage / weaknesses" of specific and therefore remove these people from the social activity stream.

Factors affecting teachers' motivation in students of Muhammadiyah Jombang SDLB disability as such, according dengat impetus theory that explains that this theory is a combination of "instinct theory" and "theory learned reaction". Locomotion is a kind of instinct, but only a comprehensive power boost to a common direction. For example, if a teacher wants to motivate their students, he should base on the driving force, the instinct and culture of its environment should be balanced¹⁰⁰.

⁹⁸UU no. 8 of 2006, "nd

⁹⁹Peter Coleridge, Liberation and Development Disabilities (Yogyakarta: Student Library, 1997), p. 5

¹⁰⁰ Sadirman AM, interaction and motivation Teaching and Learning (Jakarta: King Grafindo Persada, 1996)

C. Impact of Teacher's Motivation On Learning Motivation Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Impact, a result that appears after someone to take action. If what is meant in this study is the impact of teachers 'motivation in students' motivation, it means that is a result of the self that arises because the motivation to teach students that a teacher. Therefore, it can be explained that the impact of teachers 'motivation in students' motivation SDLB disabilities in Jombang fairly strong Muhammadiyah. Namely the growing interest in learning more enterprising students. This is because the motivation of teachers who actively provide encouragement to learn and use the media to vary the time of learning.

While the second impact arising from teachers 'motivation in students' motivation SDLB disabilities in Jombang is drawing closer Muhammadiyah students and teachers because they feel cared about, and push for regularly attends school.

Impact of teachers 'motivational impact on students' motivation Muhammadiyah SDLB disabilities in Jombang as such, according to the theory about the things that affect student motivation where one of them is the effort of teachers to students is happening membelajarkan school and outside of school. Learning efforts include the following things. Organizing tertitp learn in school, foster learning discipline in every opportunity, fostering

orderly learning association.¹⁰¹ The effort is oriented to the interests of students is expected to increase the motivation to learn.

Besides this, the theory according to teachers 'motivation impact on students' motivation Muhammadiyah SDLB disabilities in Jombang is mengenai destination teacher motivation theory that says that those teacher motivation is to move or push the students. Moreover, students are taught is a disability, the teacher must really have a target or its own way of teaching so that students of disability was incurred want and need to improve their academic achievement in order to achieve educational goals as expected and set in the school curriculum. Will motivate faster action succeed if the objectives are clear and in the underlying by motivated and in accordance with the needs of people who are motivated.¹⁰²

Motivation is necessary for teachers diligently and enthusiastically to achieve the desired results to the fullest. Then as a teacher should know and understand the true function of motivation, so as to move the students to achieve the desired goal.

As a conclusion, that the first impact arising from the student's motivation for teachers' motivation is to foster student interest increasingly viable. This is because the motivation of teachers who actively provide encouragement to learn and use the media to vary the time of learning. Then

¹⁰¹Dimiyanti and Mudjiono, *Teaching and Learning* (Jakarta: Rineka Copyright 2010), p. 97-100

¹⁰²M. Ngalim Purwanto, *Educational Psychology* (Bandung: PT Young Rosda paper. 1997), p. 73

the second is the imminent impact students and teachers because they feel cared about, and push for regularly attends school.



CHAPTER VI

CLOSING

A. Conclusion

Based on the results of data acquisition and analysis of the study entitled "Teacher's Motivation On Disability Students At Special Need Primary School (SDLB) Muhammadiyah Jombang" it can be concluded as follows:

1. Teacher's Motivation On Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

Teachers motivation on disability students at SDLB Muhammadiyah Jombang fairly high. This is evidenced by the attitudes of teachers that includes:

1. Resilient facing difficulties is not easy to despair
2. Positive thinking.
3. Creating a learning varied.
4. Stimulating students to study hard.

2. Factors That Influence High And Low Of Teacher's Motivation On Disability Student At Special Need Primary School Muhammadiyah Jombang

Factors that affect the high motivation of teachers to teach the students of Muhammadiyah SDLB disabilities in Jombang, among others:

1. The experience of teachers.

2. Family support
3. Support for principals as leaders.
4. Facilities provided by the school.

While the factors that affect the low motivation of teachers include:

1. Sometimes working environment is not conducive.
2. Teachers' personal problems.
3. Limitations of students who sometimes provoke the teacher.

3. Impact of Teacher's Motivation On Learning Motivation Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang

The impact of teacher's motivation on learning motivation disability students at SDLB Muhammadiyah Jombang very strong, namely fostering interest in students learning more enterprising students. This is because the motivation of teachers who actively provide encouragement to learn and use the media to vary the time of learning.

While the second impact arising from teacher's motivation on learning motivation disability students at SDLB Muhammadiyah Jombang is near increasingly students with teachers because they feel cared for, and push for diligently to school.

B. Suggestion

After discussion of the conclusions as the above, then it is reasonable for researchers to give advice relating to research, and can be used considered

to be much better increase the motivation of teachers to students are also motivated to learn in school. The suggestions are as follows:

1. For teachers

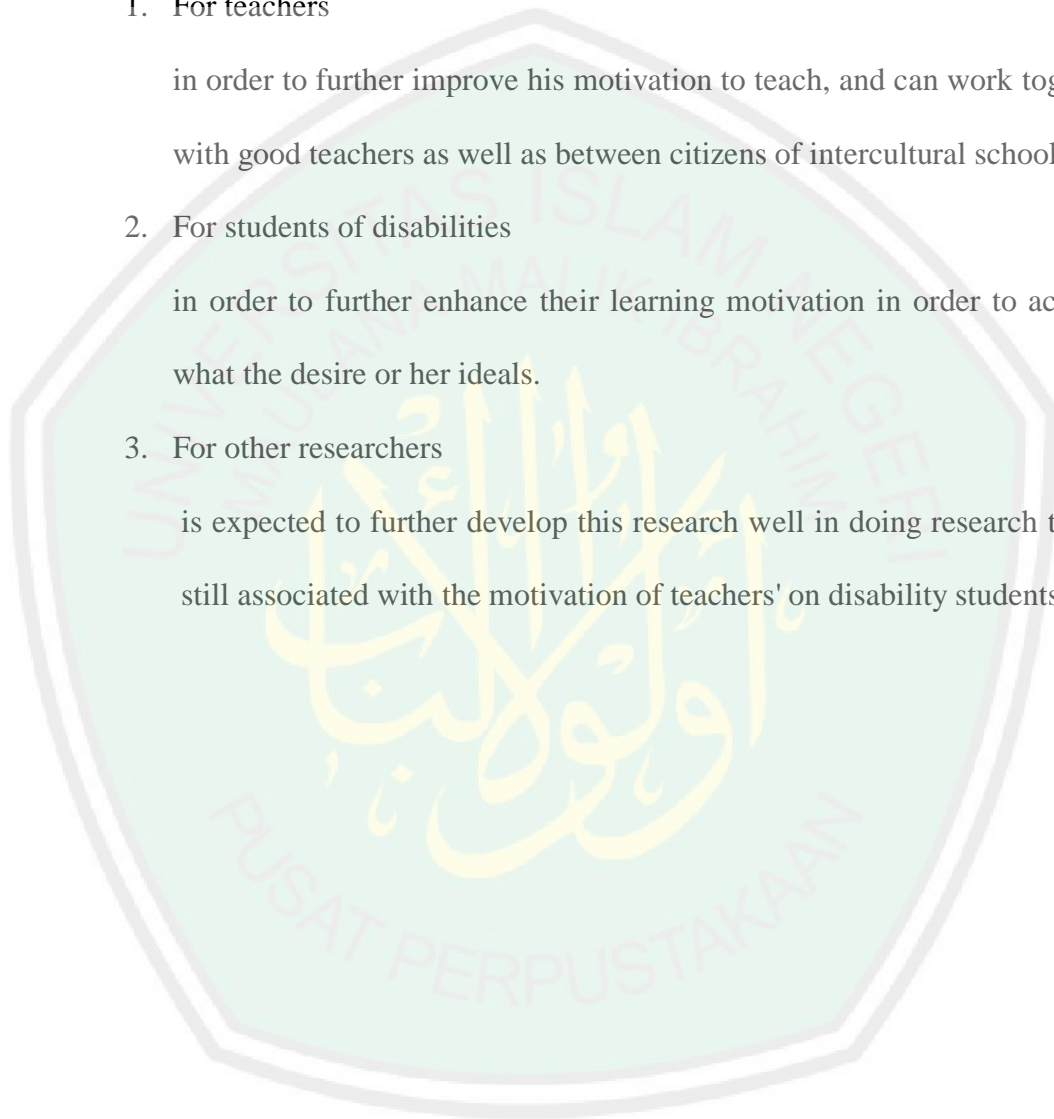
in order to further improve his motivation to teach, and can work together with good teachers as well as between citizens of intercultural school.

2. For students of disabilities

in order to further enhance their learning motivation in order to achieve what the desire or her ideals.

3. For other researchers

is expected to further develop this research well in doing research that is still associated with the motivation of teachers' on disability students.



REFERENCES

- Beni Ahmad Saebani, 2009. *Ilmu Pendidikan Islam*. Bandung: Pustaka Setia
- Coleridge Peter, 2007. *Pembebasan dan Pembangunan, Perjuangan Penyandang Cacat di Negara-Negara Berkembang*. Yogyakarta: Pustaka Pelajar
- Djamarah Saiful Bahri, 2002. *Strategi Belajar Mengajar* Jakarta: Rineka Cipta
- Eko Riyadi, at.al. 2012. *Vulnerable Groups: Kajian dan Mekanisme Perlindungannya*. Yogyakarta: Pusham UII
- Endang Rochyadi, 2005. *Pengembangan Program Pembelajaran Individual*. Jakarta: Departemen Pendidikan dan Kebudayaan RI
- Fatmasari, 2014. “Pengaruh Motivasi Kerja dan Kemampuan Mengajar Guru Terhadap Prestasi Belajar Siswa Pada Gugus II Sekolah Dasar Kecamatan Kebayakan Kabupaten Aceh Tengah.” *Jurnal Ilmiah DIDAKTIKA Februari 2014 VOL. XIV NO. 2*, 426-441
- Hafriyani Dalimunthe dan Sus Budiharto, 2007. “*Motivasi Kerja Guru Sekolah Luar Biasa*.” Naskah Publikasi. Yogyakarta: UII Yogyakarta,
- Heri Jauhari, 2005. *Fikih Pendidikan*. Bandung: Remaja Rosdakarya
- Ilyas Yasin, 2003. *Kiat Sukses Manajemen Tim Kerja*. Jakarta: Gramedia
- International Labour Organization. *Inklusi Peyandang Disabilitas di Indonesia*. Jakarta: Propel Indonesia, t.t.
- Kementerian Kesehatan RI, 2004. *Situasi Peyandang Disabilitas*. II September . Jakarta: Kementerian Kesehatan RI
- Lexy J. Moeleong, 2006. *Metode Penelitian Kualitatif: Edisi Revisi*. Bandung: Remaja Rosdakarya
- Maarif Syamsul, 2001. *Guru Profesional Harapan dan Kenyataan*. Semarang: Need’s press.
- Mardiana & Iriani Indri Hapsar, 2016. “Empati dan Motivasi Kerja Guru Sekolah Luar Biasa.” *Jurnal Penelitian dan Pengukuran Psikologi* Volume5,Nomor1,April
<https://doi.org/https://doi.org/10.21009/JPPP.051.07>.

- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, n.d.
- M. Fasihal. 2013 *Peran Guru dalam Meningkatkan Motivasi Belajar Siswa Disabilitas*.
- Nama tidak Disebutkan. 2018 “13 Masalah Psikologi untuk Anak Tunagrahita.” *DosenPsikologi.com* (blog), 17 Januari <https://dosenpsikologi.com/masalah-psikologi-untuk-anak-tunagrahita>.
- Nasir Usman. 2012 *Manajemen Peningkatan Mutu Kinerja Guru, Konsep, Teori dan Model*. Bandung: Perdana Mulya Sarana
- Novianto Ipung, 2014. *Pengaruh Motivasi Orang Tua Terhadap Minat Belajar Anak Berkebutuhan Khusus di SD Al-Firdaus Surakartas*. Skripsi. Universitas Muhammadiyah Surakarta
- Ngalim Purwanto. 2002 *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya
- Nur Kholis Reefani. 2013 *Panduan Anak Berkebutuhan Khusus*. Yogyakarta: Imperium
- Pandji, Anoraga. 1992 *Psikologi Kerja*. Jakarta: Rineka Cipta
- Rahmawati Hidayah. 2011 “Perbedaan Motivasi Kerja antara Guru SLB (sekolah luar biasa) yang Tersertifikasi dengan yang Tidak Tersertifikasi Di Kabupaten Sidoarjo.” Skripsi. Malang: Universitas Muhammadiyah Malang
- Sardiman, 2009. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada
- Sigit Eko Priyanto. 2014 “Motivasi Guru terhadap Pembelajaran Anak Tunagrahita Mampu Didik di SLB Negeri 2 Yogyakarta.” Yogyakarta: Universitas Negeri Yogyakarta
- Stephen P. Robbins, Timothy A. Judge. 2008 *Perilaku Organisasi, edisi ke 12 buku 1*. Jakarta: Salemba Empat
- Sumadi Suryabrata. 1984 *Psikologi Pendidikan*. Jakarta: CV Wali
- UNESCO Bangkok. 2009 *Teaching Children With Disabilities in Inclusive Settings*,. Bangkok: UNESCO Bangkok

Uno Hamzah. 2008. *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*. Jakarta: PT. Earth Literacy

Usman Nasir, 2012. *Manajemen Peningkatan Mutu Kinerja Guru, Konsep, Teori dan Model*. Bandung: Perdana Mulya Sarana

“UU No. 8 Tahun 2016,” *Penyandang disabilitas*



APPENDIX I





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : ~~2556~~ /Un.03.1/TL.00.1/10/2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

17 Oktober 2018

Kepada
Yth. Kepala SDLB Muhammadiyah Jombang
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Sherly Agnes Samanta
NIM : 14140046
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik : Ganjil - 2018/2019
Judul Skripsi : **Teacher's Motivation on Disability Student at Special Need Primary School (SDLB) Muhammadiyah Jombang**
Lama Penelitian : **Oktober 2018** sampai dengan **Desember 2018**
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

H. Agus Maimun, M.Pd.
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

APPENDIX II





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH SEKOLAH DASAR LUAR BIASA MUHAMMADIYAH JOMBANG

Jl. Brigjen Katamsno No. 20A 61417 JOMBANG - JATIM

Nomor : 421.7 / 37 / 415.28.01.01 / 2018
Lamp : -
Hal : Keterangan Melaksanakan Penelitian

Jombang, 05 November 2018

Yang bertanda tangan dibawah ini Kepala SDLB Muhammadiyah Jombang menerangkan bahwa :

Nama : SHERLY AGNES SAMANTA
NIM : 14140046
Jurusan / Program : S1 PENDIDIKAN GURU MADRASAH IBTIDAIYAH (PGMI)
Judul Penelitian : TEACHER'S MOTIVATION ON DISABILITY STUDENTS AT SPECIAL
NEED PRIMARY SCHOOL (SDLB) MUHAMMADIYAH JOMBANG
Tempat Penelitian : SDLB MUHAMMADIYAH JOMBANG
Waktu Penelitian : OKTOBER – DESEMBER 2018

Dengan ini menyatakan bahwa nama tersebut di atas benar – benar telah melaksanakan penelitian di lembaga kami.

Demikian keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Kepala Sekolah



APPENDIX III





BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

Nama : SHERLY AGNES SAMANTA
NIM : 19140096
Judul : TEACHER'S MOTIVATION ON DISABILITY
STUDENT AT SPECIAL NEED PRIMARY SCHOOL
(SDLB) MUHAMMADIYAH JOMBANG
Dosen Pembimbing : Dr. Esa Nur Wahyuni, M.Pd

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	26/9/18	Konsultasi Bab IV	
2.	28/9/18	Revisi Bab IV	
3.	18/10/18	Revisi Penulisan dan bahasa	
4.	22/10/18	Konsultasi Bab V	
5.	24/10/18	Revisi Bab V	
6.	26/10/18	Konsultasi Bab VI	
7.	29/10/18	Revisi Bab I - VI	
8.	29/10/18	Konsultasi Abstrak	
9.	30/10/18	ACC Bab I - VI	
10.	30/10/18	ACC UJIAN	
11.			
12.			

Malang, ... 30 oktober ... 2018..

Mengetahui
Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag
NIP. 197608032006041001

APPENDIX IV



Transkrip Wawancara

TRANSKIP WAWANCARA KEPALA SEKOLAH DAN GURU SDLB MUHAMMADIYAH JOMBANG

Hari/ Tanggal : Sabtu, 20 Oktober 2018

Tempat : SDLB Muhammdiyah Jombang

Informan 1 : Kepala Sekolah (Sri Endahyati, S.Pd. M.Pd)

Informan 2 : Guru (Arminin, S.Pd)

Informan 3 : Guru (Rozandy Azis, S.Pd)

Informan 4 : Guru (Fatoni Army Bintoro, S.Pd)

1. Bagaimana motivasi mengajar guru pada siswa disabilitas di SDLB Muhammdiyah Jombang?

Informan 1 :

Motivasi guru-guru disini menurut saya sangat tinggi mbak. Mereka mempunyai jiwa yang ulet, tidak gampang mengeluh menghadapi siswanya yang penuh dengan keterbatasan, dan juga tidak mudah putus asa. Mereka juga selalu berusaha menciptakan pembelajaran yang menyenangkan bagi siswa-siswanya. Selain itu, para guru disini juga mempunyai komitmen yang kuat untuk memberikan semangat kepada siswa agar mereka rajin belajar.

Informan 2 :

Kalau saya memang asli bukan lulusan dari Pendidikan Luar Biasa ya mbk saya kuliahnya di jurusan umum. Dan saya awalnya juga mengajar di sekolah umum yang siswanya normal semua. Dan seiring berjalannya waktu saya kemudian pindah mengajar ke sekolah luar biasa. Alasannya knapa karena yang pertama di sekolah dasar luar biasa ini masih kekurangan guru, dan dari kepala sekolah sendiri juga sangat mendukung dan memotivasi saya bahwa saya bisa walaupun bukan lulusan dari pendidikan luar biasa. Dan akhirnya saya sama aja memulai belajar dari 0 lagi tetapi saya tidak diam dan membiarkan begitu saja.

Saya juga belajar membaca teori untuk guru disabilitas dan belajar melihat guru-guru disabilitas bagaimana cara mengajarnya. Disitu saya perhatikan dan saya terapkan ke anak kelas saya. Kemudian sudah 8 tahun ini Alhamdulillah saya sedikit banyak menguasai tentang dunia mereka. Kemudian saya juga selalu berfikir bahwa apa yang saya lakukan saat ini bukan hanya sekedar profesi. Tapi saya mengamalkan ilmu saya untuk siswa-siswa saya yang memang benar-benar membutuhkan keberadaan saya sebagai guru. Dalam pengajaranpun, saya menggunakan media yang dapat membantu agar saya tidak

kesulitan menyampaikan materi, dan siswa juga tidak kesulitan menerima materi dari saya

Informan 3 :

Awal mulanya saya itu mengajar anak umum mbak mengajar dari saya SMA kelas II, dengan seiring berjalannya waktu kemudian ada yang mengajak saya untuk mengajar di Sekolah Luar Biasa ini. Pertamanya bingung ini anak-anaknya mau di apain diajak bicara juga kok tidak nyambung, satunya bisa diajak bicara tapi yg lainnya diajak bicara kok hanya menundukkan kepala.

Akhirnya disini saya merasa mendapat sebuah tantangan tersendiri untuk mengajar siswa disabilitas ini, karena sudah pernah merasakan mengajar pada anak yang umum dan kemudian pindah mengajar pada anak yang khusus atau tidak normal. Sangat amat jauh perbedaannya, karena disini saya lebih menguras energi dan tenaga untuk lebih bersemangat lagi dalam menangani siswa disabilitas ini, selain itu lelahnya sangat amat lelah, tapi disini saya bisa bangkit semangat lagi karena mendapat support lebih dan termotivasi sendiri dari anak-anak disabilitas ini, karena mereka keadaanya seperti itu dan saya seperti ini. Dari mereka pun ada yang mempunyai niat lebih sedangkan anak yang umum terkadang malas untuk sekolah. Jadi karena melihat yang

seperti itu, yang saya lakukan adalah memberikan semangat dan dorongan kepada siswa-siswa saya agar mereka tetap bersemangat untuk menggapai apa yang mereka inginkan. Selain itu, dalam pembelajaran saya juga memanfaatkan fasilitas yang ada, yaitu LCD. Jadi sebisa mungkin saya mengupayakan agar siswa saya tidak bosan pada saat pembelajaran berlangsung

Informan 4 :

Kalau membicarakan mengenai motivasi mengajar saya pada siswa disabilitas mbk, awal mulanya tidak ada niatan untuk kuliah atau mengajar. Apalagi ngajar menjadi guru siswa disabilitas. Nah dari lulus SMA orang tua saya yang menyuruh kuliah dan mengambil jurusan Pendidikan Luar Biasa, dan kemudian saya mengambilnya. Dari proses berjalannya waktu saya melaksanakan observasi di salah satu sekolah luar biasa di Surabaya dan observasi juga di sekolah dasar umum karena saya ingin mengetahui bagaimana mengajar di umum dan khusus.

Yang kedua saya termotivasi mengajar siswa disabilitas ini karena melihat dari peluang mbk, ya tidak munafik lah sebagai manusia kan mencari dan memikirkan ekonomi ya. Selain itu mengajar siswa disabilitas ini karena saya mencintai pekerjaan saya dan mempunyai kenyamanan sendiri untuk menjalankan kewajiban sebagai guru atau pendidik. Kalau di SD umum anak rata-rata di nilai dan di gembelng akademiknya. Kalau di SDLB

kan tidak mbk, anak yang semula belum bisa duduk dan akhirnya bisa duduk aja itu merupakan sudah kemajuan yang sangat pesat dan akademik memang di perhatikan tapi tidak memforsir sesuai anak normal biasa

2. Apasaja faktor yang mempengaruhi tinggi rendahnya motivasi mengajar guru pada siswa disabilitas di SDLB Muhammdiyah Jombang?

Informan 1 :

Awalnya karena mendapat support dari kepemimpinan atau dari kepala sekolah sendiri sehingga saya merasa diperhatikan dan dipedulikan karena beliau tidak memandang saya dari lulusan apa, soalnya beliau percaya kalau saya bisa sambil belajar dengan seiring berjalannya waktu. Saya juga merasa iba dan kasihan melihat siswa disabilitas yang keadaanya seperti ini mbk, saya harus mampu untuk mendidik mereka dengan baik disekolah

Informan 2 :

Misal dari faktor intern ya seperti keluarga saya ini sangat mendukung untuk mengajar anak disabilitas ini, saya pun juga malah membuka bimbel untuk anak disabilitas dirumah sehingga pengalaman-pengalaman saya untuk menangani anak seperti ini sudah lumayan menguasai. Kan jadi berangkat dari sini saya merasa memiliki tugas yang jelas menantang, dan besar juga tanggung jawabnya begitupun disekolah. Nah ibu kepala sekolah juga memberi laptop pada semua guru untuk membantu

kelancaran dalam menyiapkan materi atau tugas. Jadi saya semakin termotivasi untuk lebih kreatif lagi dalam memakai metode belajar untuk anak-anak sehingga mereka lebih paham dan tidak jenuh.

Nah sedangkan kalau yang malah bikin saya kurang semangat, malas, lelah ini malah dari ekstern ini yaitu lingkungan sekolah . Entah karena karakter atau niatnya orang berbeda-beda. Disini banyak guru yang lulusan asli PLB tapi kadang malah cara ngajarnya kurang, terus datangnya tidak tepat waktu, dan ketika ada acara juga malas datangnya molor sekali. Itu yang dari dulu bikin saya malas. Sama-sama menerima gaji, sama-sama mengemban tugas tapi kenapa tidak menjalankan tugasnya secara professional.

Contohnya seperti dari ibu kepala sekolah kan sudah membagikan laptop setiap guru tapi sebagian guru tidak menggunakannya dengan baik dan mengajarnya tetap monoton dengan bicara, ngobrol sehingga gitu-gitu saja. Kalau di suruh bawa laptop yang alasannya berat dsb, malah terkadang saya yang direpotkan untuk ngeprint dan minta gambar dan sebagainya,, nah disini jadi saya merasa malas terkadang juga kurang semangat kalo ada sperti ini

Informan 3 :

Terkadang saya juga merasa ingin menyerah dan putus asa ketika siswa yang saya pegang ini membuat saya ingin marah dan emosi. Tapi saya tahan dan jangan sampai menyakiti siswa saya, karena mereka sudah banyak kekurangan. Apalagi siswa yang saya pegang ini kebanyakan anak yang hiperaktif atau tunagrahita seperti itu. Jadi ya saya mengatasinya dengan satu persatu saya perhatikan saya ajari dengan bergantian.

Rendahnya motivasi saya saat mengajar anak disabilitas ya tergantung dengan bagaimana kondisi saya saat itu. Kalau misal ada masalah pribadi dirumah pasti akan terbawa sampai disekolah, dan dikelas pun pasti imbasnya ke anak-anak entah terkadang saya mengajar tidak totalitas apalagi ketika anak –anak tidak bisa diam

3. Bagaimana dampak motivasi mengajar guru pada motivasi belajar siswa disabilitas di SDLB Muhammdiyah Jombang?

Informan 1 :

Wah kalo tanya dampak motivasi ini ya sangat dampaknya kepada siswa sangat kuat dan sangat berpengaruh sekali dengan motivasi belajar siswa, Apalagi ketika saya menggunakan media pembelajaran. Mereka ada semangat yang berbeda dibandingkan ketika saya mengajar hanya sekedar menggunakan buku keseharian mereka.

Informan 2 :

Dampaknya kepada siswa sangat kuat mbak. Kalau yang saya rasakan ya mbk ketika saya mengajar anak-anak disabilitas ini dengan totalitas dengan berbagai macam cara dan metode untuk menarik anak-anak, ya sangat terlihat sekali kalau motivasi mereka dan antusias mereka sangat tinggi ketika saya sudah memberi kode atau sesuatu hal yang baru. Dari mereka yang awalnya tidak bisa mengenal angka akhirnya bisa mengenal angka walau prosesnya lama. Dan kalau saya memberikan perhatian yang lebih ketika mengajar, anak-anak jadi nempel terus ke saya. Tapi disini ketika saya tidak memunculkan atau katakalanlah tidak semangat atau tidak ada dorongan malas untuk mengajar anak-anak ya gitu-gitu aja seenaknya sendiri namanya juga anak disabilitas ya.

APPENDIX V



Transkrip Observasi

TRANSKIP OBSERVASI

CATATAN LAPANGAN HARI SENIN, 22 OKTOBER 2018

SDLB MUHAMMADIYAH JOMBANG

1. Motivasi mengajar guru pada siswa disabilitas di SDLB Muhammadiyah Jombang

Pukul 08.45 WIB

Ibu Arminin adalah sosok guru yang telaten menghadapi siswanya yang serba kekurangan baik secara fisik maupun pengetahuan. Beliau sangat sabar, bahkan memberikan sentuhan kepada masing-masing siswa jika dirasa siswa membutuhkannya. Selama melaksanakan pembelajaran, beliau tidak terlihat emosi sama sekali, beliau mengajar penuh keceriaan dan semangat. Selain itu, Ibu Arminin juga benar menggunakan media untuk menyampaikan materi pembelajaran seperti yang beliau sudah katakan ketika peneliti melakukan penggalian data dengan wawancara

2. Faktor yang mempengaruhi motivasi mengajar guru pada siswa disabilitas di SDLB Muhammadiyah Jombang

Pukul 07.30 WIB

Awal guru menyampaikan materi pelajaran, siswa tampak duduk rapi di tempatnya masing-masing. Namun tidak lama setelah itu, belum sampai pertengahan pelajaran, tampak seorang siswa berdiri dari tempat duduk dan berjalan-jalan mengganggu temannya yang lain. Lalu, guru menghampiri dan

mengantarkan kembali siswa tersebut. Namun, belum sampai satu siswa ini duduk, siswa lainnya yang ada di samping ikut berdiri dan juga berjalan-jalan. Lagi-lagi dengan ketelatenannya, guru tersebut menghampiri satu-perasatu siswa yang tidak bisa diam ditempatnya itu kemudian mengantarkannya untuk duduk kembali ditempatnya masing-masing

3. Dampak motivasi mengajar guru pada motivasi belajar siswa disabilitas di SDLB Muhammadiyah Jombang

Pukul 08.00 WIB

Ketika guru menggunakan media yang saat itu adalah media gambar buah-buahan, tampak media tersebut dapat menarik perhatian siswa. Walaupun mereka duduk dengan tidak rapi, tapi pandangan mereka tertuju pada media kerta yang ditunjukkan oleh guru berupa gambar buah-buahan tersebut.

TRANSKIP OBSERVASI

CATATAN LAPANGAN HARI SELASA, 23 OKTOBER 2018

SDLB MUHAMMADIYAH JOMBANG

1. Motivasi mengajar guru pada siswa disabilitas di SDLB Muhammadiyah Jombang

Pukul 07.00 WIB

Bel sekolah masuk pada pukul 07.00 WIB, semua murid dan juga guru masuk kedalam kelas. Sebelum memulai pelajaran, mereka berdo'a bersama. Setelah itu, guru menanyakan kabar, mereka sudah makan atau belum, dan lain-lainya. Kegiatan selanjutnya adalah guru menyiapkan menghidupkan laptop dan LCD Proyektor untuk menyampaikan materi pelajaran

2. Faktor yang mempengaruhi motivasi mengajar guru pada siswa disabilitas di SDLB Muhammadiyah Jombang

Pukul 09.00 WIB

Pukul 09.00 WIB saat waktu istirahat sekolah, peneliti memasuki sebuah ruangan yang disebut dengan ruang guru. Di meja masing-masing guru, terdapat laptop seperti yang diungkapkan di wawancara. Peneliti melihat 1 guru nampak sedang menggunakan laptop tersebut untuk menyusun RPP dan juga menyiapkan materi pelajaran yang akan dipergunakan guru untuk mengajar

3. Dampak motivasi mengajar guru pada motivasi belajar siswa disabilitas di SDLB Muhammadiyah Jombang

Pukul 09.30 WIB

Pada tanggal 23 Oktober 2018, peneliti melakukan wawancara dengan informan yakni bapak Rozandy aziz. Pada saat itu, ada seorang anak yang tidak memakai seragam sekolah yang menempel sekali dengan bapak guru tersebut. Ketika peneliti bertanya, itu adalah salah satu murid yang tidak mau memakai seragam, tetapi ia ingin pergi ke sekolah karena ingin diajar oleh pak, Rozandy



APPENDIX VI



BIODATA KEPALA SEKOLAH
SEKOLAH DASAR LUAR BIASA (SDLB) MUHAMMADIYAH
JOMBANG



Nama : Sri Endahyati, S.Pd. M.Pd
NIP : 196312021987032012
Tempat tanggal Lahir : Jombang, 2 Desember 1963
Alamat : Gubernur Suryo VII/ 0-23 Kec. Jombang
Jabatan di Sekolah : Kepala Sekolah
No.Telepon : (0321) 874083
Motto Hidup : Rumahku adalah Surgaku

BIODATA GURU

SEKOLAH DASAR LUAR BIASA (SDLB) MUHAMMADYAH

JOMBANG



Nama : Arminin, S.Pd

NIP : -

Tempat tanggal Lahir : Pasuruan, 15 Januari 1969

Alamat : Perum Pondok Indah

Jabatan di Sekolah : Guru Kelas

No.Telepon : 085330147906

Motto Hidup : “Pengalaman adalah guru yang terbaik”

BIODATA GURU

SEKOLAH DASAR LUAR BIASA (SDLB) MUHAMMADYAH

JOMBANG



Nama : Rozandy Azis, S.Pd

NIP : -

Tempat tanggal Lahir : Jakarta, 8 Juni 1984

Alamat : Jl. Kertajaya No 62 Kepanjen

Jabatan di Sekolah : Guru Kelas

No.Telepon : 085607035900

Motto Hidup : “Baik menjadi orang penting tapi lebih penting menjadi orang baik”

BIODATA GURU

SEKOLAH DASAR LUAR BIASA (SDLB) MUHAMMADYAH

JOMBANG



Nama : Fatoni Army Bintoro, S.Pd

NIP : -

Tempat tanggal Lahir : Kediri 23 November 1993

Alamat : Wersah gang II

Jabatan di Sekolah : Guru Kelas

No.Telepon : 085330147906

Motto Hidup : “Tenang, Kalem, Lakukan”

APPENDIX VII



I. KEPEGAWAIAN

1. Kepala Sekolah , Guru dan Karyawan.

No	Nama/NIP	L/P	Status Kepegawaian	Pangkat / Gol	Jabatan	Pendidikan Terakhir
1.	SRI ENDAHAYATI, S.Pd NIP. 19631202 198703 2 012	P	PNS	Pembina Tk. I IV / b	KS	S2 / Bahasa dan Sastra Indonesia
2.	NISWATUL ARIFAH, S.Pd NIP. 19700805 200801 2 014	P	PNS	Penata Muda III / a	Guru	S2 / Bahasa dan Sastra Indonesia
3.	ROZANDY AZIS, S.Pd NIP. -	L	GTP	-	Guru	S1 / BK
4.	SITI MUKHLISOH, S.Psi NIP. -	P	GTP	-	Guru	S1 / Psikologi
5.	VINAZA INTANNIA, S.Pd NIP. -	P	GTP	-	Guru	S1 / PLB
6.	ARMININ, S.Pd NIP. -	P	GTP	-	Guru	S1 / PLS
7.	AKBAR FITRIANTO ROZANDY, S.Pd NIP. -	L	GTP	-	Guru	S1 / Pendidikan Jasmani dan Kesehatan

8.	ISTANTO,S.Pd NIP. -	L	GTP	-	Guru	S1 / PLB
9.	LINDA AYU KUSUMA WARDANI, S.Pdi NIP. -	P	GTTP	-	Guru	S1 / Pendidikan Agama Islam
10.	FATONI ARMY BINTORO, S.Pd NIP. -	L	GTTP	-	Guru	S1 / PLB
11.	FITRIANA HUZAIFAH, Amd.Keb. NIP. -	L	PTTP	-	Tenaga UKS	D3 / Kebidanan

2. Tenaga Administrasi Pesuruh dan Penjaga Sekolah

No	NamaNIP	L/P	Status Kepegawaian	Gol	Pendidikan Terakhir	Keterangan
1.	M. ADIL AMRULLOH NIP. -	L	PTP	-	SMALB	Penjaga Sekolah

3. Daftar Guru yang telah sertifikasi

No	NamaNIP	L/P	Status Kepegawaian	Pangkat / Gol	Jabatan	Pendidikan Terakhir
1.	SRI ENDAHAYATI, S.Pd NIP. 19631202 198703 2 012	P	PNS	Pembina Tk. I IV / b	KS	S2 / Bahasa dan Sastra Indonesia
2.	TRI SUSANTI, S.Pd NIP. 196312143 198603 2 011	P	PNS	Pembina IV / a	Guru	S2 / Bahasa dan Sastra Indonesia
3.	NISWATUL ARIFAH, S.Pd NIP. 19700805 200801 2 014	P	PNS	Penata Muda III / a	Guru	S2 / Bahasa dan Sastra Indonesia
4.	ROZANDY AZIS NIP. -	L	GTP	-	Guru	S1 / BK
5.	SITI MUKHLISOH NIP. -	P	GTP	-	Guru	S1 / Psikologi

APPENDIX VIII



DATA GURU SDLB MUHAMMADIYAH JOMBANG

TAHUN PELAJARAN 2018 – 2019

No	Nama/NIP	L/P	Status Kepegawaian	Pangkat / Gol	Jabatan	Pendidikan Terakhir
1.	SRI ENDAHAYATI, S.Pd NIP. 19631202 198703 2 012	P	PNS	Pembina Tk. I IV / b	KS	S2 / Bahasa dan Sastra Indonesia
2.	TRI SUSANTI, S.Pd NIP. 196312143 198603 2 011	P	PNS	Pembina IV / a	Guru	S2 / Bahasa dan Sastra Indonesia
3.	NISWATUL ARIFAH, S.Pd NIP. 19700805 200801 2 014	P	PNS	Penata Muda III / a	Guru	S2 / Bahasa dan Sastra Indonesia
4.	ROZANDY AZIS, S.Pd NIP. –	L	GTP	-	Guru	S1 / BK
5.	SITI MUKHLISOH, S.Psi NIP. –	P	GTP	-	Guru	S1 / Psikologi
6.	VINAZA INTANNIA, S.Pd NIP. –	P	GTP	-	Guru	S1 / PLB
7.	ARMININ, S.Pd NIP. –	P	GTP	-	Guru	S1 / PLS
8.	AKBAR FITRIANTO ROZANDY, S.Pd NIP. –	L	GTP	-	Guru	S1 / Pendidikan Jasmani dan Kesehatan
9.	ISTANTO, S.Pd NIP. –	L	GTP	-	Guru	S1 / PLB
10.	LINDA AYU KUSUMA WARDANI, S.Pdi NIP. –	P	GTTP	-	Guru	S1 / Pendidikan Agama Islam
11.	FATONI ARMY BINTORO, S.Pd NIP. –	L	GTTP	-	Guru	S1 / PLB

12.	FITRIANA HUZAIFAH, Amd.Keb. NIP. -	L	PTTP	-	Tenaga UKS	D3 / Kebidanan
13.	M. ADIL AMRULLOH NIP. -	L	PTP	-	SMAL B	Penjaga Sekolah



APPENDIX IX



I. DATA KEADAAN SISWA

Kelas	Tahun Pelajaran								
	2016 / 2017			2017 / 2018			2018 / 2019		
	L	P	Total	L	P	Total	L	P	Total
I	8	3	11	4	2	6	1	4	5
II	7	7	14	9	6	15	4	1	5
III	4	6	10	6	3	9	9	6	15
IV	9	8	17	4	6	10	6	4	10
V	2	4	6	10	7	17	4	7	11
VI	3	5	8	2	4	6	7	7	14
Total	33	33	66	35	28	63	31	29	60

II. DAFTAR NAMA SISWA

No	Nama siswa	No Induk	Kelas	P/L	TTL	Nama Ortu	Alamat
1	Muhammad Fardhan Harianto Alriyadi	1703	2/A	L	Jombang 13-10-2010		
2	Sofwan Jauharuddin Hasan	1402	5/A	L	Jombang 15-12-2007		
3	Dewi Maulal Aim	1899	1/B	P	Jombang 03-07-2012		
4	Syifa Putri Chairin	1797	1/B	P	Tuban 19-09-2009		
5	Haidar Ali Tajalla	1798	2/B	L	Jombang 20-03-2009		
6	Mochammad Zulfikar	1695	3/B	L	Jombang 30-01-2008		
7	Dian Cahyani Septriansyah	1694	3/B	P	Jombang 20-09-2006		
8	Geniolyta Emerald Princessa Fyanatri	1796	4/B	P	Jombang 01-03-2006		

9	M. Rizqi Feby Ferdiansya	1389	4/B	L	Jombang 01-03-2007		
10	Sandyana Adi Saputra	1492	5/B	L	Jombang 09-03-2007		
11	Tita Dwi Pasyah Novita Lestari	1491	5/B	P	Jombang 26-11-2006		
12	Alfatikhah Nur Faniya	1490	5/B	P	Jombang 29-03-2007		
13	Muhammad Azdy Hibatullah	1693	6/B	L	Jombang 23-08-2006		
14	Reno Zahwa Febriansah	1388	6/B	L	Jombang 04-02-2006		
15	Puji Rahayu	1387	6/B	P	Jombang 20-05-2007		
16	Muhammad Sulton Hakim	1286	6/B	L	Jombang 08-02-2006		
17	Raissa Evania Khairunnisa'	17191	2/C	P	Jombang 05-07-2010		
18	Altaf Qiza Ramandhika	16183	3/C	L	Jombang 15-10-2009		
19	Achmad Muttaqin	16182	3/C	L	Jombang 10-02-2006		
20	Arif Kurniawan	16178	3/C	L	Jombang 14-11-2006		
21	Ahmad Dai Robbi	16176	3/C	L	Jombang 20-12-2008		
22	Rangga Fitrah Ainur Rokhim	15165	4/C	L	Jombang 26-10-2006		
23	Balqisya Fahma Zifani	18190	4/C	P	Jombang 07-09-2007		
24	Echlas Syaiful Alam	14162	5/C	L	Jombang 28-11-2006		
25	Alifarus Zahra	14158	5/C	P	Jombang 31-10-2005		
26	Dani Tri Kurniyanto	14161	6/C	L	Jombang 17-10-2004		

27	Irene Viola Hesty Laynani	14159	6/C	P	Sidoarjo 24-09-2004		
28	Antonio Dwi Saputra	13153	6/C	L	Jombang 08-08-2005		
29	Syifa Putri Aulia	18189	1/C1	P	Jombang 15-04-2009		
30	Achmad Febriansyah	16175	3/C1	L	Jombang 11-02-2007		
31	Arifa Septia Rahmadani	17187	3/C1	P	Jombang 16-09-2008		
32	Shafa Nur Nirmala	17186	3/C1	P	Jombang 19-04-2006		
33	Mochamad Dhaniel Maulana	15172	4/C1	L	Jombang 23-03-2009		
34	Shinta Rochana	15169	4/C1	P	Jombang 13-04-2007		
35	Fadil Adinata	15168	4/C1	L	Jombang 25-11-2007		
36	Naswa Saharani	14157	5/C1	P	Jombang 03-10-2004		
37	Cintya Putri Al Fitri	18188	5/C1	P	Jombang 21-11-2004		
38	El Fatimatuz Zuana	16173	6/C1	P	Jombang 28-02-2006		
39	Bima Aminudin	15171	6/C1	L	Jombang 18-06-2005		
40	Mirah Saidhatul Fitria	13154	6/C1	P	Jombang 11-11-2005		
41	Khoiriyatul Muchassonatil M	13150	6/C1	P	Jombang 26-07-1996		
42	Aurely Lassyesa Saputri	18191	1/Down Syndrome	P	Bogo 24-02-2007		
43	Yosanda Puja Arafah	16181	3/Down Syndrome	P	Jombang 28-11-2009		
44	Muhammad Adi Yunus Al Valakh	16180	3/Down Syndrome	L	Jombang 08-10-2008		

45	Muhammad Hafidh Aqil	16179	3/Down Syndrome	L	Jombang 11-04-2009		
46	Novita Putri Rachmadhani	16174	3/Down Syndrome	P	Jombang 25-11-2007		
47	Amirudin	16177	3/Down Syndrome	L	Jombang 05-11-2001		
48	Andini Cahya Putri	17184	3/Down Syndrome	P	Jombang 15-01-2009		
49	Najwa Zahra Shofa	15166	4/Down Syndrome	P	Jombang 12-01-2007		
50	Mochamad Ivan Aditya Putra	14160	5/Down Syndrome	L	Jombang 13-04-2006		
51	Aliya Novianti	14156	5/Down Syndrome	P	Jombang 09-11-2005		
52	Agam Bagus Maulana	1815	1/Ganda	L	Jombang 05-03-2011		
53	Catur Rahmadani	1714	2/Ganda	L	Jombang 01-11-2004		
54	Mochammad Ghani Zamzami	1713	2/D1	L	Jombang 07-07-2007		
55	Darius	1512	4/D1	L	Jombang 15-06-2007		
56	Dennys Wahyu Rahmawati	1411	5/D1	P	Jombang 22-01-2005		
57	Anggi Aprilia Fagita Risma	1310	6/D1	P	Cilacap 05-04-1997		
58	Aris Ana Khudma	1309	6/D1	P	Jombang 12-09-2004		
59	Rono Utama	1308	6/D1	L	Jombang 13-04-2005		
60	Fathur Rizky Triprawira	17189	4/Autis	L	Ambon 28-06-2006		

APPENDIX X



II. DATA KELULUSAN MURID KELAS VI

No.	Tahun Pelajaran								
	2015 / 2016			2016 / 2017			2018 / 2019		
	L	P	Total	L	P	Total	L	P	Total
1	6	5	11	3	5	8	2	4	6
Total	6	5	11	3	5	8	2	4	6

III. TOTAL ROMBONGAN BELAJAR

a) Kelas 1	:	4	groups
b) Kelas 2	:	5	groups
c) Kelas 3	:	4	groups
d) Kelas 4	:	6	groups
e) Kelas 5	:	5	groups
f) Kelas 6	:	4	groups
TOTAL	:	28	groups

APPENDIX XI



A. SARANA DAN PRASARANA

1. Jumlah Ruang menurut Jenis, Status Kepemilikan, dan Kondisi

No	Jenis Ruang	Milik				Bukan Milik
		Baik	Rusak Ringan	Rusak Berat	Sub-Jumlah	
1	Ruang Kelas	4			10	
2	Ruang Kepala Sekolah	1				
3	Ruang Guru	1				
4	Ruang Tata Usaha	1				
5	Ruang Orientasi dan Mobilitas (OM)					
6	Ruang Bina Wicara					
7	R. Bina Persepsi Bunyi dan Irama					
8	Ruang Bina Diri					
9	Ruang Bina Diri dan Bina Gerak					
10	Ruang Bina Pribadi dan Sosial					
11	Ruang Keterampilan					

	n					
12	Ruang Konseling/ Asesmen					
13	Ruang Terapi					
14	Ruang Perpustakaan	1				
15	Ruang Bengkel Kerja					
16	Ruang Komputer					
17	Tempat Ibadah	1				
18	Ruang Kesehatan (UKS)	1				
19	Kamar Mandi / WC Guru	1				
20	Kamar Mandi / WC Siswa	2				
21	Gudang	1				
22	Ruang Sirkulasi / Selasar	2				
23	Tempat Bermain / Tempat Olahraga	1				

APPENDIX XII



1. Buku Pegangan Guru dan Siswa tiap Mata Pelajaran

Mata Pelajaran		Jumlah Buku							
		Pegangan Guru				Pegangan Siswa / Teks			
1.	PKn	8	Judul	15	eks.	14	Judul	122	eks.
2.	Bahasa Indonesia	8	Judul	15	eks.	14	Judul	124	eks.
3.	Matematika	9	Judul	15	eks.	15	Judul	126	eks.
4.	IPA	10	Judul	10	eks.	16	Judul	132	eks.
5.	IPS	10	Judul	10	eks.	16	Judul	132	eks.

2. Jumlah Buku Bacaan dan Buku Sumber yang ada di Perpustakaan

Jenis Cetakan	Buku Bacaan				Buku Sumber			
	Cetak biasa	220	Judul	300	eks.	25	Judul	150
Cetak Braille	6	Judul	30	eks.	3	Judul	3	eks.

3. Jumlah Alat Peraga/Praktik (Satuannya bisa perangkat, set, unit, atau buah)

PKn	Bhs. Indonesia	Matematika	IPA	IPS	Olah Raga	Kesenian
	2 set	6 set	6 buah	3 buah	20 buah	2 set

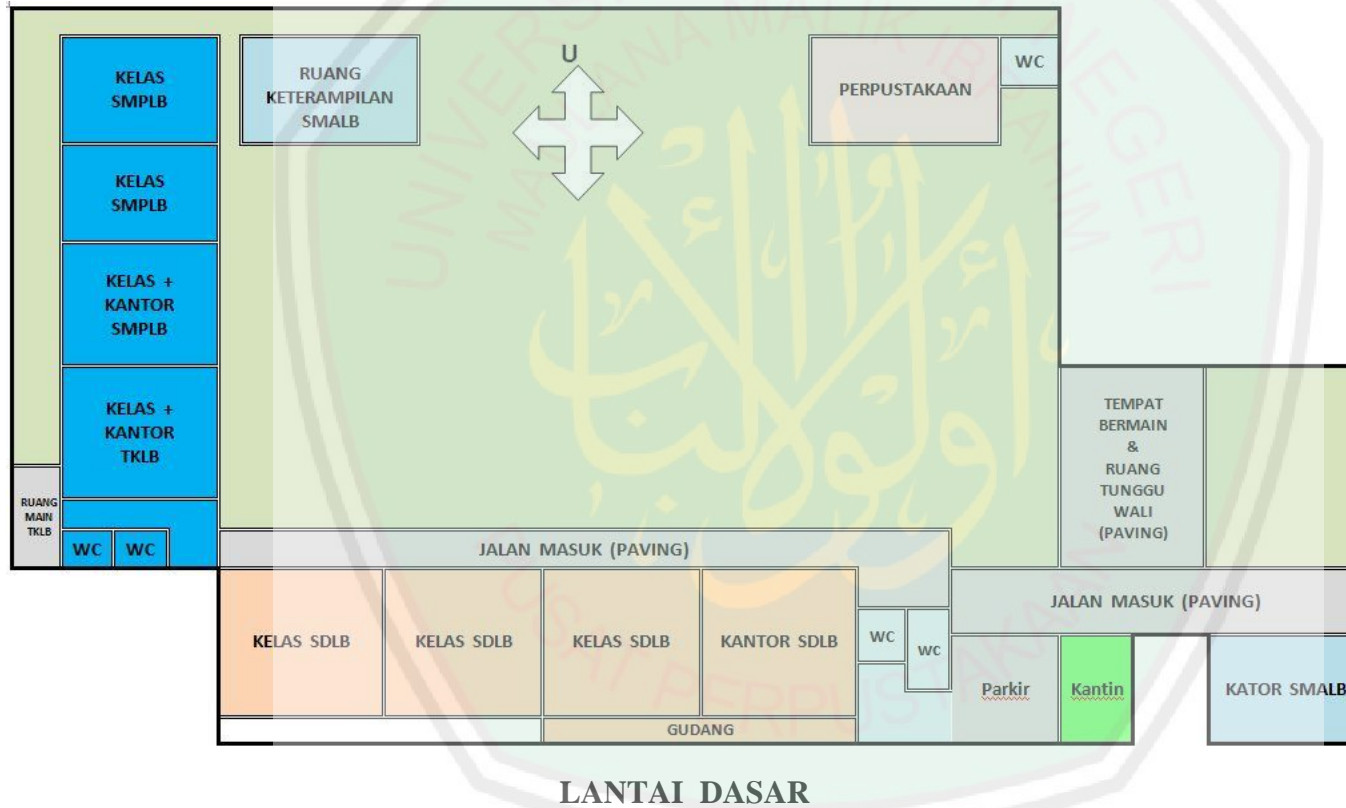
4. Jumlah Perlengkapan Sekolah menurut Kondisi

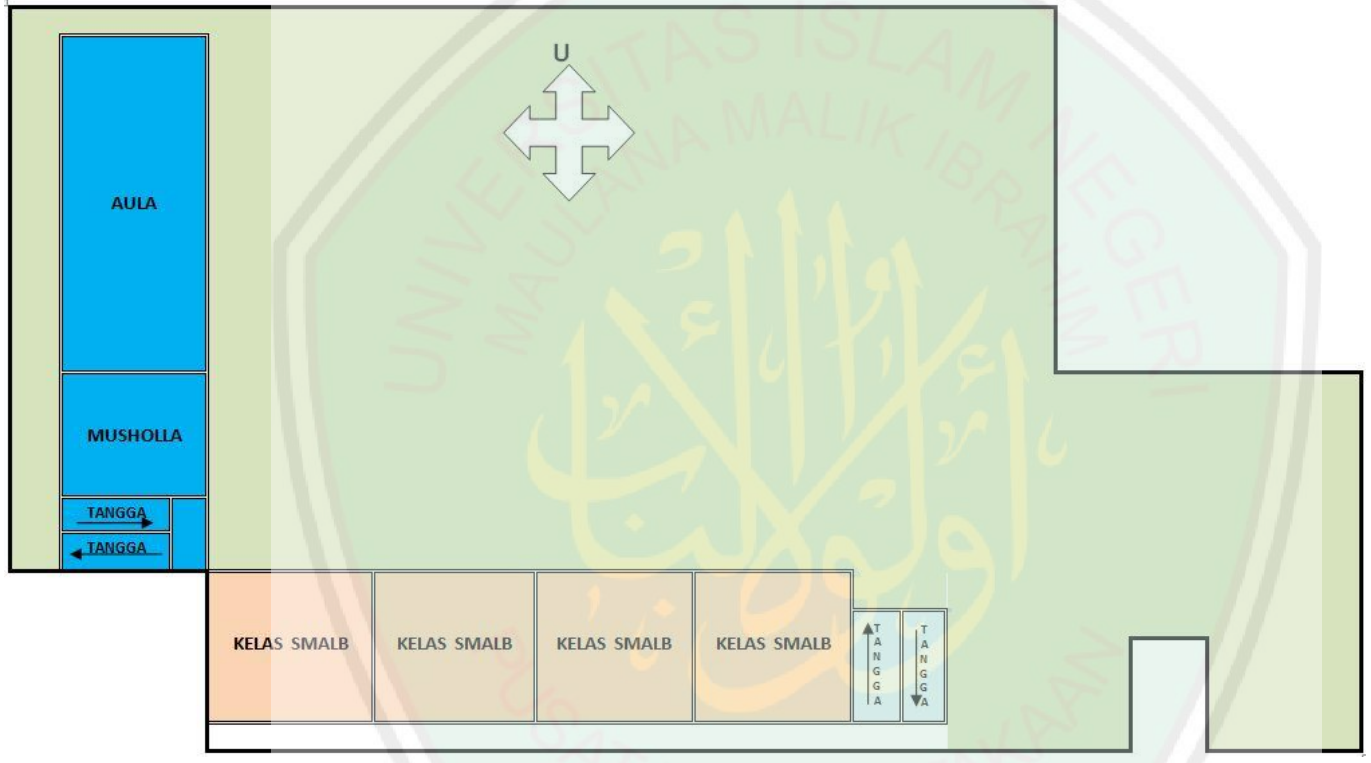
Kondisi	Meja		Kursi		Lemari	Papan Tulis	Komputer (PC)	Komputer (Laptop)
	Siswa	KS/Guru/TU	Siswa	KS/Guru/TU				
Baik	40	5	40	5	6	6	2	9
Rusak	5		8		4	2		

APPENDIX XIII



DENAH SDLB MUHAMMADIYAH JOMBANG





LANTAI DUA

APPENDIX XIV



DOKUMEN PENELITIAN



Gambar 4.1 ketelatenan Guru memberikan sentuhan langsung kepada siswa disabilitas di SDLB Muhammadiyah Jombang



Gambar 4.2 Guru menggunakan media saat mengajar



Gambar 4.5 Guru menjelaskan materi dengan Laptop dan LCD



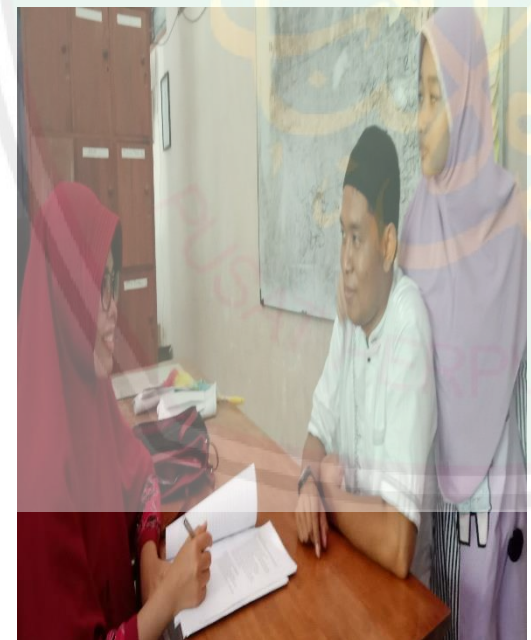
Gambar 4.6 Guru Menerangkan materi dengan gambar ke setiap siswa dengan bahasa isyarat



Gambar 5.1 Guru dengan sigap menyuruh siswa disabilitas untuk duduk ditempatnya ketika kondisi sudah tidak memungkinkan



Gambar 5.2 Guru menasihati siswa disabilitas untuk tidak menaikkan kaki tetapi tidak di hiraukan



Gambar 5.3 Guru sangat erat hubungannya dengan siswa,



Gambar 5.4 Ada 2 Guru sekaligus yang menangani siswa disabilitas didalam kelas

DOKUMENTASI





APPENDIX XV



Riwayat Hidup

Nama : Sherly Agnes Samanta

Tempat Tanggal Lahir : Jombang, 14 Juni 1995

Jenis Kelamin : Perempuan

Kewarganegaraan : Indonesia

Alamat : Jl. Pakubuwono, Desa Mojongapit RT 03 RT 02
Kec. Jombang Kab. Jombang

No Hp : 082141346027

Email : Sherlyagnes297@yahoo.com

Riwayat Pendidikan :



NO	PENDIDIKAN	TAHUN LULUS
1	TK Al-Istiqomah Mojongapit Jombang	2002
2	MI Nidhomiyah Candimulyo Jombang	2008
3	MTsN Denanyar Jombang	2011
4	SMA Negeri 3 Jombang	2014
5	UIN Maulana Malik Ibrahim Malang	2018