

ABSTRACT

Avissina, Rona. 2015. The relationship Attachment towards Children in need of Special Learning Motivation in school inclusive. *Thesis*, Psychology Faculty UIN Maulana Malik Ibrahim Malang, 2015.

Learning motivation is a significant factor in conducting learning activities, without the motivation of a person will not do the learning activities. The number of ABK in Indonesia is quite high, reaching 6.6 million people or three percent of the population of approximately 220 million people. Children in need Special is also an inability in linking various information originating from different parts of their brains. This weakness seems in some ways, such as difficulty in speaking and writing down things, coordination, self-control or attention. Attachment is relations between individuals one with the other individual-specific, binding in a specific span of time, togetherness, which occurs in children depending on the mother's response regarding the needs of their children respectively. Based on the background, researchers want to find out more the level of attachment of parents with children in need special, the level of motivation of learning children in need special inclusive school.

This type of research uses quantitative, consisting of attachment as free variables and bound variables as learning motivation. Population numbers as many as 32 people. Data collection methods were used: the now, observation, and documentation. The appraisal question form in this study using a likert scale. The number of samples that is 32 people ABK (children in need special) of the inclusive school institutions 2 IE 1 and 2 Sumbersari SDN Malang. Research instrument used i.e. scale attachment 16 aitem motivation scale and learned as many as 20 aitem. Use data to analyze the correlation coefficient technique Pearson Product Moment through the program SPSS 10.0 for windows.

The result of this research that: 1. the degree of Attachment between parents with children in need of special is on the category medium, i.e. amounting to 56,25%. 2. The level of motivation of children in need of special study in school is inclusive category being that is 50%. 3. There was a significant positive relationship between attachment with the motivation to learn. It is visible from $p < 0.000$ and indicated by the r value of 0,739, meaning that the higher the level of attachment that exists between parents and children in need of special then the higher levels of learning motivation of children in need of special inclusive school. This means that hypotheses about the relationship between attachment with the motivation of learning children in need special inclusive school is acceptable.

Keywords : Motivation Study, Attachment