

ABSTRACT

Husniati, Nely. 2012. The Role of Positive Deviance Teacher In Improving Self Esteem in Children with Special Needs. (Action Research in SDN 04 Kreet village. Sidowayah, sub. Jambon, district. Ponorogo). Thesis. Faculty of Psychology, State Islamic University Maulana Malik Ibrahim Malang. Advisors, Mohammad Mahpur, M. Si

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Each child born must have advantages and disadvantages, as well as Children with Special Needs has advantages beyond its drawbacks. Therefore, the Children with Special Needs should enhance self-esteem on him in order to compete with other normal children. To improve self-esteem needed the support of teachers, parents, and community environments other than self volition. Positive Deviance teachers are expected to help children with special needs to enhance self-esteem on him so he could better appreciate him selves. The hope of the discovery of the positive behavior of teachers can affect the development of self-esteem Children with Special Needs. Sidowayah is one area in the Ponorogo district dubbed the idiot village, and usually called "mendho".

This Research aimed to find out how self-esteem that goes with Special Needs Children inclusion program, what are the positive dimension of Deviance on teachers that can be developed to enhance self-esteem and how their role in supporting improved self-esteem in Children with Special Needs, as well as change How is the self esteem before and after the pre and post test.

The research was carried out by the method of action research (action research), which is oriented to the implementation of measures with the aim of solving the problem on a group of subjects studied and the observed level of success and consequences for their actions then given a follow-up actions that are improvements or adjustments to the conditions and situations in order to obtain better results. Data were collected by interview, observation, providing a check list and questionnaire providing.

These results indicate that self-esteem of children with special needs who entered the program in the first inclusion is less than the maximum specified by the guardian class that at the beginning of class inclusion are many children who feel inferior, but the positive development of teachers Deviance can increase self-esteem in children with special needs then showed that self-esteem Children with special experience little change for the better according to interviews with homeroom teacher. There are several aspects of the self-esteem at post test showed a decline such as strength that was originally 28% to 27% and meaningful that initially 38% to 32%, while the aspect that has increased the virtues of the initial 15% to 19% and competence initially 19% to 21%. So the positive role of the teacher Deviance can improve self esteem Children with Special Needs, but it takes a long time because of changing one's behavior is not easy. Expectations of

teachers are not only support increased self-esteem in Children with Special Needs, but from parents and community support also good.