

ABSTRACT

Naimah, Marwiyatun. 2012. The Role of Positive Deviance of Teacher in Supporting Cognitive Development of Children with Special Needs (action research in SDN 04 Krebet Sidowayah village, Jambon sub district, Ponorogo district). Minor Thesis. Faculty of Psychology, State Islamic University of Maulana Malik Ibrahim Malang.

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Education is a right of all citizens regardless of origin, socioeconomic status, and physical condition of someone, including children who have abnormalities. Along with the entry of children into elementary school, then the cognitive ability has experienced rapid development. Cognitive development that should have been covered with a fine or normal, but for children with special needs is experiencing barriers. To help developing cognitive of children then there should be the role of teacher support. Positive Deviance of teacher is expected can help children to develop cognitive abilities in themselves. The existence of positive behavior of the teacher is able to support the cognitive development of children with special needs. Especially for children with special needs Sidowayah village Ponorogo District is one of the villages labeled as the idiot village, and the local vocabulary usually called them "mendho".

This study aims to determine how the cognitive development of children with special needs in the inclusion program. About the dimensions of positive deviance role of teacher in supporting cognitive development of children with special needs and know the difference before and after the development of positive Deviance of teacher.

The research was carried out by the method of action research, an action that emphasizes the activities (actions) experimented the idea into practice or the real situation in the micro scale, the expected activity can improve and enhance the quality of teaching and learning process. Data were collected by interview, observation, and document analysis and questionnaire administration.

The results suggest that the cognitive development of children with special needs have changes after the development of positive Deviance of teacher. Before the development of positive deviance of teacher, the average value of the children with special needs in grade III of inclusions valued at 06.67. When positive deviance of teacher was applied then the average value increased to 08.50. Then this indicates that there is a change of cognitive development before and after the positive development Deviance in children with special needs. Deviance positive role of teachers is essential to support cognitive development of children with special needs.