

ABSTRAK

Penelitian bertujuan untuk : (1) Mendeskripsikan pelaksanaan sistem sekolah inklusi di SDIT Harapan Bunda 01 Purwokerto, (2) Menganalisis komunikasi instruksional guru dengan siswa penyandang ADHD (*Attention Deficiency and Hiperactivity Disorders*) di sekolah inklusi melalui metode sentra. Menggunakan metode kualitatif yang bersifat studi kasus. Teknik pengumpulan data menggunakan metode Observasi, wawancara dan dokumentasi. Teknik analisis dengan analisis data *Milles and Huberman* yaitu berupa reduksi data, display data dan verifikasi. Pemilihan informan menggunakan teknik Purposive Sampling. Dengan informan Tri Asmiati selaku kurikulum, Rafela selaku kordinator inklusi, Lilis Purwati selaku guru sentra, Tsani Qonita dan Gaza sebagai siswa ABK dan ibu Mustikawati selaku orangtua siswa Tsani Qonita. Lokasi penelitian dilaksanakan di SDIT Harapan Bunda 01 Purwokerto, Jl. KH Wahid Hasyim Gang Pesarean, RT.01/RW.01, Karangklesem, Banyumas. Hasil penelitian menunjukkan bahwa (1) SDIT Harapan Bunda 01 Purwokerto menerima semua kondisi siswa siswa, persamaan pembagian kelas dan kurikulum pembelajaran antara siswa reguler dan siswa penyandang ADHD (*Attention Deficiency And Hiperactivity Disorders*), serta menyediakan layanan guru pendamping (*shadow*) bagi siswa ABK yang memerlukan pendampingan khusus dalam menjalani proses pembelajaran di sekolah. (2) Komunikasi instruksional antara guru dan siswa penyandang ADHD di SDIT Harapan Bunda 01 Purwokerto melalui metode sentra terjadi melalui dua tahap. Pada tahap pertama guru sentra melalui guru pendamping sebagai tahap dua hingga akhirnya sampai kepada siswa ADHD melalui 5 kontinum mutu bahasa metode sentra.

Kata Kunci : *Komunikasi Instruksional, Sekolah Inklusi, siswa penyandang ADHD, Metode Sentra*

ABSTRACT

The research aims to: (1) describe the implementation of the inclusive school system at SDIT Harapan Bunda 01 Purwokerto, (2) Analyze instructional communication between teachers and students with ADHD (Attention Deficiency and Hyperactivity Disorders) in inclusive schools through the center method. Using qualitative methods that are case studies. The data collection technique uses the method of observation, interviews and documentation. The analysis technique uses the data analysis by Milles and Huberman, namely in the form of data reduction, data display and verification. Selection of informants using purposive sampling technique. With Tri Asmiati as the informant as the curriculum, Rafela as the inclusion coordinator, Lilis Purwati as the center teacher, Tsani Qonita and Gaza as the ABK student and Mrs. Mustikawati as the parent of the Tsani Qinita student. The research location was conducted at SDIT Harapan Bunda 01 Purwokerto, Jl. KH Wahid Hasyim Gang Pesarean, RT.01 / RW.01, Karangklesem, Banyumas. The results showed that (1) SDIT Harapan Bunda 01 Purwokerto accepts all student conditions, equality of class division and learning curriculum between regular students and students with ADHD (Attention Deficiency And Hiperactivity Disorders), as well as providing shadow teacher services for students with special needs. who require special assistance in undergoing the learning process at school. (2) Instructional communication between teachers and students with ADHD at SDIT Harapan Bunda 01 Purwokerto through the center method occurs in two stages. In the first stage, the center teacher goes through the assistant teacher as stage two until finally it reaches ADHD students through 5 continuum of language quality in the center method.

Keywords: *Instructional Communication, Inclusive Schools, students with ADHD, Sentra Method*