

**STUDI KUALITATIF FAKTOR KEBERHASILAN DARI REMEDIASI  
KOGNISI “STRATEGI BELAJAR” DIDASARI ATENSI, MEMORI, DAN  
REGULASI DIRI (SBAR) PADA ANAK DENGAN KESULITAN  
BELAJAR DI KLINIK UTAMA TALENTA CENTER**

**Salsabila Rein**

**ABSTRAK**

**Latar Belakang:** Berdasarkan penelitian tahun 2006, kesulitan belajar merupakan kondisi yang dimiliki oleh lebih dari 6,2% orang Indonesia, dengan 16% diantaranya merupakan siswa sekolah. Jika tidak ditangani sejak dini kondisi ini kan menyebabkan gangguan dalam pemahaman akademik dan regulasi emosional yang mempengaruhi kehidupan sehari-hari. Karenanya, diperlukan program intervensi yang cocok untuk bisa mengatasinya. Salah satu bentuk intervensi yang telah dilakukan adalah intervensi remediasi kognisi. **Tujuan:** Penelitian bertujuan untuk mengeksplorasi faktor-faktor keberhasilan dari pelatihan remediasi kognisi SBAR. **Metode:** Metode yang digunakan adalah deskriptif-kualitatif dan informasi diperoleh melalui wawancara mendalam. Informan dipilih secara *purposive sampling* yang berjumlah 5 orang berdasarkan kriteria inklusi dengan rincian 3 guru yang melakukan intervensi remediasi kognisi SBAR dan 2 orangtua dari anak kesulitan belajar yang mengikuti terapi SBAR di Klinik Talenta Center. Pengumpulan data dilakukan dengan wawancara serta observasi. Uji keabsahan data dilakukan dengan triangulasi metode dan subjek. Data dianalisis dengan menggunakan teknik berdasarkan teori Miles dan Huberman. **Hasil:** Keberhasilan dari program remediasi kognisi ini telah diidentifikasi dipengaruhi oleh tiga faktor yang mendukung keberhasilan program pada anak dengan kesulitan belajar yaitu program terapi yang terstruktur, rinci, dan mudah dipahami, pedagogi dari klinik yang empatis, handal, dan memahami program terapi, dan orangtua pasien yang aktif dan kooperatif selama keberlangsungan terapi. **Kesimpulan:** Terdapat 3 faktor keberhasilan yang mendukung bahwa terapi SBAR merupakan terapi yang efektif.

**Kata Kunci:** Remediasi Kognisi, Kesulitan Belajar, Terapi Strategi Belajar, Terapi SBAR, Intervensi Remediasi Kognisi

**QUALITATIVE STUDY OF SUCCESS FACTORS OF COGNITION  
REMEDATION "LEARNING STRATEGIES" BASED ON ATTENTION,  
MEMORY, AND SELF-REGULATION (SBAR) IN CHILDREN WITH  
LEARNING DIFFICULTIES AT THE TALENTA CENTER CLINIC**

**Salsabila Rein**

**ABSTRACT**

**Background:** Based on research in 2006, learning difficulties are a condition experienced by more than 6.2% of Indonesians, with 16% of them being school students. If not treated early, this condition can cause disturbances in academic understanding and emotional regulation that affect daily life. Therefore, a suitable intervention program is needed to overcome this. One form of intervention that has been carried out is cognition remediation intervention. **Objective:** The study aims to explore the success factors of SBAR cognition remediation training. **Method:** The method used is descriptive-qualitative and information was obtained through in-depth interviews. Informants were selected using purposive sampling, totaling 5 people based on inclusion criteria with details of 3 teachers who carried out the SBAR cognition remediation intervention and 2 parents of children with learning difficulties who participated in SBAR therapy at the Talenta Center Clinic. Data collection was carried out by interviews and observations. Testing the validity of the data was carried out by triangulating methods and subjects. Data were analyzed using techniques based on Miles and Huberman's theory. **Results:** The success of this cognition remediation program has been identified as being influenced by three factors that support the success of the program for children with learning difficulties, namely a therapy program that is structured, detailed, and easy to understand, pedagogy from the clinic that is empathetic, reliable, and understands the therapy program, and parents Patients who are active and cooperative during the course of therapy. **Conclusion:** There are 3 success factors that support that SBAR therapy is an effective therapy.

**Keywords:** Cognitive Remediation, Learning Difficulties, Learning Strategy Therapy, SBAR Therapy, Cognitive Remediation Intervention