

**MODEL PEMBELAJARAN BERDIFERENSIASI
UNTUK MENINGKATKAN KETERAMPILAN SOSIAL
PESERTA DIDIK DENGAN *AUTISM SPECTRUM DISORDER*
PADA SETTING KELAS INKLUSIF JENJANG SEKOLAH DASAR**

DISERTASI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Doktor Pendidikan Khusus



oleh

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**PROGRAM STUDI PENDIDIKAN KHUSUS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2024**

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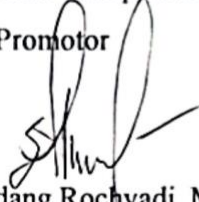
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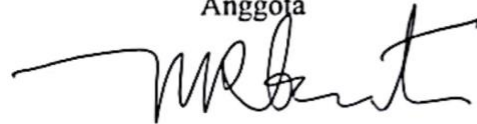
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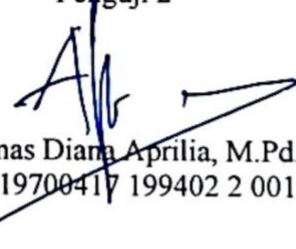
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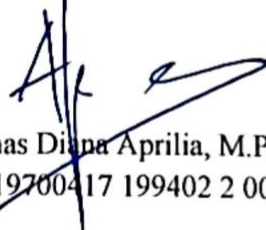
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PERNYATAAN

Dengan ini saya menyatakan bahwa disertasi dengan judul “*Model Pembelajaran Berdiferensiasi untuk Meningkatkan Keterampilan Sosial Peserta Didik dengan Autism Spektrum Disorder pada Setting Kelas Inklusif Jenjang Sekolah Dasar*” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/ sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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KATA PENGANTAR

Puji dan Syukur penulis panjatkan ke hadirat Allah SWT karena atas karunia dan kasih sayang-Nya penulis masih diberi kesehatan, kemampuan, dan motivasi untuk menyelesaikan disertasi yang berjudul “Model Pembelajaran Berdiferensiasi untuk Meningkatkan Keterampilan Sosial Peserta Didik dengan *Autism Spectrum Disorder* pada Setting Kelas Inklusif Jenjang Sekolah Dasar.” Disertasi ini disusun untuk merumuskan model pembelajaran berdiferensiasi yang efektif dalam meningkatkan keterampilan sosial peserta didik dengan *Autism Spectrum Disorder*.

Penyelesaian disertasi ini dapat terwujud berkat adanya dorongan, bantuan, dan do’a yang telah diberikan oleh berbagai pihak. Oleh karena itu, pada kesempatan ini penulis ingin mengucapkan terima kasih yang tulus dan penghargaan setinggi-tingginya kepada semua pihak yang telah membantu terselesaikannya disertasi ini. Semoga kebaikan dan dukungan yang telah diberikan kepada penulis mendapat balasan yang berlipat ganda dari Allah SWT.

Penulis menyadari dalam penyusunan disertasi ini masih jauh dari kesempurnaan. Oleh karena itu, dengan segala kerendahan hati penulis mengharapkan masukan yang konstruktif untuk perbaikan dan kemajuan yang akan datang.

Akhir kata, penulis berharap semoga disertasi ini dapat bermanfaat dan menambah pengetahuan, khususnya bagi penulis dan umumnya bagi pembaca.

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UCAPAN TERIMA KASIH

Puji syukur penulis panjatkan ke hadirat Allah SWT karena atas karunia-Nya penulis masih diberikan kesehatan, kemampuan, dan motivasi untuk menyelesaikan disertasi ini. Penyusunan dan penyelesaian disertasi ini tentunya melalui proses perjalanan panjang dan penulis menyadari bahwa hal tersebut tidak mungkin terjadi tanpa ada dorongan, bimbingan, dan arahan dari berbagai pihak.

Pada kesempatan ini, perkenankan penulis dengan segala kerendahan dan ketulusan hati menyampaikan rasa terima kasih serta rasa hormat kepada mantan Kepala PPPPTK TK dan PLB, Bapak Drs. Sam Yhon, MM, atas dukungan, bantuan, dan kesempatan yang telah diberikan kepada penulis untuk mengikuti Program Doktor (S3) di Program Studi Pendidikan Khusus, Universitas Pendidikan Indonesia (UPI) serta mantan Kepala PPPPTK TK dan PLB Bapak Dr. Abu Khaer, M.Pd dan Kepala BBGP Provinsi Jawa Barat, Bapak Hartono, SH., M.Ed yang telah memberikan dukungan dan kesempatan kepada penulis untuk menyelesaikan disertasi ini.

Secara khusus, ucapan terima kasih kepada Promotor Bapak Prof. Dr. Endang Rochyadi, M.Pd., ko-promotor Bapak Dr. Sunardi, M.Pd, dan anggota promotor Bapak Prof. Dr. Cece Rahmat, M.Pd. yang dengan sungguh-sungguh memberikan bimbingan, perhatian, motivasi, nasihat serta berbagai solusi dalam upaya penyelesaian penulisan disertasi ini.

Pada kesempatan ini juga penulis mengucapkan terima kasih kepada yang terhormat Bapak Prof. Dr. M. Solehuddin, M.Pd., M.A selaku Rektor Universitas Pendidikan Indonesia; Bapak Prof. Dr. Rudi Susilana, M.Si., selaku Dekan Fakultas Ilmu Pendidikan; Ibu Dr. Imas Diana Aprilia, M.Pd., selaku Ketua Program Studi Pendidikan Khusus sekaligus penguji internal, dan Bapak Prof. Dr. Munawir Yusuf, M.Psi selaku penguji eksternal. Terima kasih kepada segenap Bapak/Ibu dosen Program Studi Pendidikan Khusus Fakultas Ilmu Pendidikan UPI yang telah mengajari penulis banyak hal serta kepada seluruh staf administrasi Fakultas Ilmu Pendidikan dan Sekolah Pascasarjana UPI yang telah memberikan pelayanan dan fasilitasi yang luar biasa. Begitu juga kepada seluruh unsur manajemen dan pegawai di lingkungan BBGP Provinsi Jawa Barat, terima

kasih atas dorongan, bantuan, motivasi, dan pengertian yang tinggi kepada penulis selama penyelesaian disertasi ini.

Kepada teman-teman seperjuangan, mahasiswa S3 Program Studi Pendidikan Khusus Fakultas Ilmu Pendidikan UPI angkatan 2017, terima kasih atas kebersamaan, bantuan, dukungan, dan motivasi selama mengikuti perkuliahan maupun pada proses penyelesaian disertasi ini.

Penulis sangat bersyukur ke hadirat Allah SWT karena selama ini penulis selalu didukung oleh kedua orangtua H. Lukman Wiradinata (Alm) dan Hj. Nurhudayah (Almh); bapak mertua H. Sukiman S (Alm) dan Hj. Amna Sofia Nasution. Suami tercinta Dr. Joko Ahmad Julifan, M.Si, terima kasih atas kasih sayang, pengorbanan, doa, serta dukungan kepada penulis dalam menyelesaikan pendidikan ini. Anak-anak kesayangan ibu, Farid Ahmad Faruqi dan Raisa Nadya Ariana, terima kasih selalu menyemangati dan menguatkan ibu.

Terima kasih kepada semua pihak yang telah membantu dan berkontribusi dalam proses penyelesaian disertasi ini yang tidak dapat penulis sebutkan satu persatu.

Akhir kata, semoga Allah SWT membalas kebaikan Bapak/Ibu semua. Aamiin yaa rabbal 'aalamiin.

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ABSTRAK

MODEL PEMBELAJARAN BERDIFERENSIASI UNTUK MENINGKATKAN KETERAMPILAN SOSIAL PESERTA DIDIK DENGAN AUTISM SPECTRUM DISORDER PADA SETTING KELAS INKLUSIF JENJANG SEKOLAH DASAR

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Keterampilan sosial merupakan aspek yang paling banyak menimbulkan masalah pada anak dengan Autism Spectrum Disorder (ASD). Hambatan keterampilan sosial ini seringkali berdampak terhadap interaksi sosial siswa dan sekaligus mempengaruhi performa akademis mereka. Pembelajaran di kelas saat ini belum mengakomodasi peserta didik dengan ASD untuk mengembangkan keterampilan sosialnya. Penelitian bertujuan untuk merumuskan model pembelajaran berdiferensiasi untuk meningkatkan keterampilan sosial peserta didik dengan ASD. Penelitian dilakukan dengan menggunakan pendekatan riset dan pengembangan dengan metode ADDIE. Subjek penelitian ini adalah dua orang guru dan peserta didik dengan ASD. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa model pembelajaran berdiferensiasi yang dikembangkan dapat dilaksanakan untuk meningkatkan keterampilan sosial peserta didik dengan ASD, terutama pada aspek *joint attention*, komunikasi verbal, dan bermain namun belum dapat meningkatkan komunikasi non verbal. Penelitian ini baru mengevaluasi keterlaksanaan, belum menguji efektivitas, dan baru berfokus pada beberapa aspek dari keterampilan sosial sehingga dapat diteliti oleh peneliti selanjutnya.

Kata Kunci: Keterampilan Sosial; Pembelajaran Berdiferensiasi; Siswa dengan ASD.

ABSTRACT

A DIFFERENTIATED LEARNING MODEL TO IMPROVE SOCIAL SKILLS OF STUDENTS WITH AUTISM SPECTRUM DISORDER IN INCLUSIVE CLASSROOM SETTINGS AT PRIMARY SCHOOL LEVEL

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Social skills are the most problematic aspect of autism spectrum disorder (ASD). These social skills barriers often impact students' social interactions and their academic performance. Current classroom learning has not accommodated students with ASD to develop their social skills. The research aims to formulate a differentiated learning model to improve the social skills of students with ASD. The research was conducted using a research and development approach with the ADDIE method. The subjects were two teachers and students with ASD. Data collection was conducted through interviews, observations and documentation studies. The results showed that the differentiated learning model developed can be implemented to improve the social skills of students with ASD, especially in the aspects of joint attention, verbal communication, and play but has not been able to improve non-verbal communication. This study only evaluates the implementation, has not tested the effectiveness, and only focuses on some aspects of social skills so that it can be studied by further researchers.

Keywords: Differentiated Instruction; Social Skills, Students with ASD.

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