

ABSTRAK

Idris Ahmad, 2014. Model Bimbingan Behavioral untuk Mengembangkan Keterampilan Sosial Anak Tunagrahita (Studi Eksprimen Tentang Pengembangan Keterampilan Sosial Anak Tunagrahita). Dibimbing oleh Prof. Dr. Ahman, M.Pd (promotor), Prof. Dr. Syamsu Yusuf, L. N., M. Pd. (ko-promotor), Juang Sunanto, Ph. D.(anggota). Program Studi Bimbingan dan Konseling, Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung.

Penelitian ini bertujuan untuk mengembangkan model bimbingan behavioral untuk mengembangkan keterampilan sosial anak tunagrahita, dengan menggunakan model penelitian dan pengembangan. Subyek penelitian untuk mengungkap profil keterampilan sosial anak tunagrahita berjumlah 79 anak dari Kelas D1 - D6 dari SLB Negeri Gedangan Sidoarjo, SLB A/C Dharma Wanita Sidoarjo, dan SLB-C AKW II Surabaya. Adapun subyek untuk menemukan efektivitas model berjumlah 14 anak dari Kelas D1 di sekolah yang sama. Instrumen yang digunakan adalah kuesioner dan pedoman observasi untuk mengungkap profil keterampilan sosial. Di samping itu, juga digunakan wawancara untuk mengungkap pelaksanaan bimbingan keterampilan sosial di sekolah. Adapun untuk mengungkap efektivitas model menggunakan instrumen rincian tugas yang dikembangkan dari kuesioner dari penelitian pendahuluan. Penelitian dilaksanakan melalui tiga tahap yaitu studi pendahuluan, pengembangan model, dan uji efektivitas model. Hasil penelitian menunjukkan bahwa keterampilan sosial anak tunagrahita berada pada kategori dapat melakukan 50,4%, pada kategori dapat melakukan dengan bantuan 39,6%, dan pada kategori tidak dapat melakukan 9,9%. Bimbingan keterampilan sosial di tiga SLB-C di atas belum dilakukan secara khusus. Model bimbingan behavioral terbukti efektif untuk mengembangkan keterampilan sosial anak tunagrahita.

Kata kunci: bimbingan behavioral, keterampilan sosial, anak tunagrahita.

ABSTRACT

Idris Ahmad, 2014. A Model of Behavioral Guidance to Develop the Social Skills of Intellectually Disabled Children (An Experimental Study on the Development of Intellectually Disabled Children's Social Skills) Supervised by Prof. Dr. Ahman, M.Pd. (promoter), Prof. Dr. Syamsu Yusuf, L. N., M. Pd. (co-promoter), Juang Sunanto, Ph. D. (member). Guidance and Counseling Program Study. School of Postgraduate Studies of Indonesia University of Education, Bandung.

The research aimed to develop a model of behavioral guidance to develop the social skills of intellectually disabled children by employing research and development model. The research subjects to reveal profiles of intellectually disabled children's social skills consisted of 79 children from D1-D6 classes of State Special Needs School (SLB) Gedangan Sidoarjo, SLB A/C Dharma Wanita Sidoarjo, and SLB-C AKW II Surabaya. Meanwhile, the subjects to find model's effectiveness consisted of 14 children from D1 class of the same school. The instruments used were questionnaires and observation guidelines to disclose the profiles of social skills referencing Gunzburg (in Beiley, R., 1982). In addition, interview was also deployed to reveal the implementation of social skill guidance in the schools. Furthermore, to reveal model's effectiveness, instrument of task details was developed from the questionnaires used in preliminary research. The research was conducted through three stages, namely preliminary study, model development, and model's effectiveness test. The results of preliminary research in general show that the social skills of intellectually disabled children were at the category of being able to perform for as many as 50.4%, at the category of being able to perform with help for 39.6%, and at the category of being unable to perform for 9.9%. Nevertheless, for the aspects of communication and socialization, the intellectually disabled children had not been independent. The guidance of social skills in the three SLB-C (Special Needs School for mentally disabled children) had not been specifically conducted. Results of the test of behavioral guidance model's effectiveness proved the model to be effective.

Keywords: Behavioral guidance, social skills, intellectually disabled children.

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