

**MODEL PENGEMBANGAN KURIKULUM BERBASIS
PERSONALIZED LEARNING BERBANTUAN *AUGMENTED REALITY*
UNTUK MENINGKATKAN KOMUNIKASI PESERTA DIDIK
DENGAN AUTIS DI SLB**

DISERTASI

Diajukan untuk memenuhi sebagian persyaratan memperoleh gelar Doktor dalam
Bidang Pengembangan Kurikulum



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**PROGRAM STUDI PENGEMBANGAN KURIKULUM
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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S.Pd Universitas Pendidikan Indonesia, 2020
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gelar Doktor Pendidikan (Dr.) pada Fakultas Ilmu Pendidikan

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**MODEL PENGEMBANGAN KURIKULUM BERBASIS
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PERNYATAAN KEASLIAN

Dengan ini saya menyatakan bahwa disertasi dengan judul “Model Pengembangan Kurikulum Berbasis *Personalized Learning* Berbantuan *Augmented Reality* untuk Meningkatkan Komunikasi Peserta Didik Dengan Autis Di SLB” 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 dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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Penulis,



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KATA PENGANTAR

Puji dan syukur penulis panjatkan kehadirat Allah SWT karena hanya dengan kehendak, berkat, serta karunia-Nya lah penulis dapat menyelesaikan disertasi yang berjudul “Model Pengembangan Kurikulum Berbasis *Personalized Learning* Berbantuan *Augmented Reality* untuk Meningkatkan Komunikasi Peserta Didik Dengan Autis Di SLB” ini dapat terselesaikan.

Penyusunan disertasi ini ditunjukkan untuk memenuhi dan melengkapi salah satu syarat untuk mendapatkan gelar doktor pendidikan atas jenjang studi S3 pada Program Studi Pengembangan Kurikulum Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia.

Penulis menyadari bahwa dalam penyusunan tesis ini masih terdapat banyak kekurangan dan keterbatasan yang perlu disempurnakan. Oleh karena itu, penulis sangat mengharapkan saran maupun kritik yang membangun agar tidak terjadi kesalahan yang sama dikemudian hari dan dapat meningkatkan kualitas ke tahap lebih baik.

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Azizah Nurul Khoirunnisa

ABSTRAK

Azizah Nurul Khoirunnisa. 2025. Model Pengembangan Kurikulum Berbasis *Personalized Learning* Berbantuan *Augmented Reality* untuk Meningkatkan Komunikasi Peserta Didik Dengan Autis Di SLB. Peserta didik dengan Autism Spectrum Disorder (ASD) kerap menghadapi hambatan dalam komunikasi reseptif dan ekspresif yang berdampak langsung pada proses pembelajaran dan perkembangan sosial. Ketidakmampuan memahami instruksi secara optimal serta kesulitan menyampaikan gagasan secara verbal maupun nonverbal menyebabkan mereka membutuhkan pendekatan pembelajaran yang bersifat individual dan adaptif. Penelitian ini bertujuan mengembangkan model kurikulum berbasis *personalized learning* yang didukung teknologi *Augmented Reality* (AR) untuk meningkatkan keterampilan komunikasi peserta didik ASD di SLB. Penelitian menggunakan pendekatan *Design and Development Research* (DDR) dengan enam tahapan sistematis, melibatkan guru, peserta didik ASD, serta para ahli kurikulum, pendidikan khusus, dan multimedia dari beberapa SLB di Indonesia dan Malaysia. Data dikumpulkan melalui wawancara, observasi, kuesioner, studi dokumentasi, dan tes, kemudian dianalisis menggunakan teknik analisis kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa implementasi model kurikulum mampu meningkatkan keterampilan komunikasi peserta didik, dengan variasi respons yang mencerminkan kebutuhan diferensiasi dan fleksibilitas dalam desain pembelajaran. Teknologi AR memberikan kontribusi dalam memperkuat pemahaman materi melalui tampilan visual yang menarik dan meningkatkan keterlibatan aktif peserta didik. Diseminasi dilakukan melalui publikasi, sosialisasi kepada guru, serta forum diskusi dengan pemangku kepentingan, dan menghasilkan respon positif terhadap kebermanfaatan model sebagai panduan praktis pembelajaran. Penelitian ini merekomendasikan pengembangan lebih lanjut terhadap model kurikulum yang lebih adaptif terhadap spektrum ASD yang luas serta integrasi teknologi lain untuk mendukung pembelajaran yang lebih personal, kontekstual, dan berkelanjutan.

Kata Kunci: Pengembangan Kurikulum, *Personalized learning*, *Augmented Reality*, Komunikasi reseptif, Komunikasi Ekspresif, *Autism Spectrum Disorder*

ABSTRACT

Azizah Nurul Khoirunnisa. 2025. *A Curriculum Development Model Based on Personalized Learning Assisted by Augmented Reality to Improve Communication of Students with Autism in Special Needs Schools*. Students with Autism Spectrum Disorder (ASD) frequently encounter significant challenges in both receptive and expressive communication, which adversely affect their learning processes and social development. Limitations in comprehending instructions effectively, along with difficulties in expressing ideas verbally and nonverbally, necessitate the implementation of individualized and adaptive instructional approaches. This study aims to develop a curriculum model grounded in personalized learning, supported by Augmented Reality (AR) technology, to enhance the communication abilities of students with ASD in SLB. Employing a Design and Development Research (DDR) approach, the study was conducted in six systematic phases involving teachers, students with ASD, and experts in curriculum, special education, and multimedia from various special schools (SLB) in Indonesia and Malaysia. Data were obtained through interviews, observations, questionnaires, document analysis, and testing, and were analyzed using both qualitative and quantitative methods. The results indicate that the implementation of the proposed curriculum model led to improvements in students' communication skills, with differentiated responses highlighting the necessity of flexibility and individualization in instructional design. The integration of AR technology significantly contributed to enhancing content comprehension through engaging visual representations and fostering active learner participation. Dissemination efforts were carried out through scholarly publications, teacher training sessions, and focus group discussions with stakeholders, all of which yielded positive responses regarding the model's practicality and applicability. The study recommends further refinement of the curriculum model to better accommodate the diverse needs within the ASD spectrum and to explore the integration of additional technologies in support of more personalized, contextualized, and sustainable learning experiences.

Keywords: Curriculum Development, *Personalized learning*, Augmented Reality, Receptive Communication, Expressive Communication, Autism Spectrum Disorder

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