

## ABSTRAK

Pengembangan Program Keterampilan Pembuatan Kriya Kayu Pada Anak Tunagrahita Ringan Di Skh Negeri 01 Pandeglang

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Anak tunagrahita ringan memiliki hambatan utama fungsi intelektual yang secara nyata berada dibawah rata-rata bersamaan dengan ketidakmampuan dalam perilaku adaptif dan berlangsung pada masa perkembangan. Anak tunagrahita juga mempunyai hambatan-hambatan bahasa, motorik, emosi dan sosialnya. Kemampuan berpikirnya terbatas sehingga mereka juga mengalami kesulitan dalam belajar keterampilan. Dengan dasar itu anak tunagrahita ringan perlu diberi pembelajaran keterampilan diri khususnya pekerjaan-pekerjaan rutin agar mempunyai kemandirian untuk mengembangkan kemampuannya seoptimal mungkin. Melalui kegiatan praktik keterampilan siswa dapat mengukuhkan dan menerapkan pengetahuan serta kemampuan kognitif, membina kebiasaan dan sikap kerja yang benar dan meningkatkan keterampilan menggunakan peralatan. Penelitian ini bertujuan untuk merumuskan program pembelajaran kriya kayu yang disesuaikan dengan kemampuan anak. Penelitian dilakukan dengan pendekatan kualitatif dengan metode *Research and Development* (R&D). Dimana penelitian dilakukan dalam 2 tahapan dengan 4 langkah, 1) melihat kondisi faktual program pembelajaran yang diterapkan di sekolah, 2) melihat kondisi faktual kemampuan siswa dalam, 3) membuat program keterampilan yang disesuaikan dengan kemampuan anak, 4) menguji coba keterlaksanaan program. Subjek dalam penelitian ini tahap 1 adalah Kepala Sekolah, 1 guru keterampilan, 2 siswa tunagrahita ringan, dan 1 alumni sekolah dengan hambatan tunagrahita. Subjek dalam penelitian tahap 2 adalah guru keterampilan dan 2 siswa tunagrahita ringan. Untuk mendapatkan data-data penelitian dilakukan pendalaman melalui observasi dan wawancara terhadap subyek penelitian. Hasil penelitian menunjukkan bahwa pelaksanaan program terdapat kebermanfaatan dan kemudahan untuk membantu meningkatkan kemampuan praktik siswa tunagrahita ringan. Guru sebagai pengguna program lebih mudah dalam menyampaikan pesan isi pembelajaran, lebih mudah dalam merencanakan, melaksanakan dan mengevaluasi hingga merencanakan tindak lanjut program selanjutnya.

*Kata kunci: anak tunagrahita ringan, pembelajaran ketrampilan kayu, program kriya kayu*

## ABSTRACT

The Development of Wooden Handicraft Program for Students with Mild Intellectual Disability at Pandeglang 01 Public Special School

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Children with mild intellectual disability experience major obstacle in their general intellectual, which is under average, and inability to perform adaptive behavior that occurs in the development phase. They also face difficulties in language, motor, emotion and social aspects. As they have limited thinking skills, they also experience learning difficulties. Consequently, children with intellectual disability need to learn special skills, specifically related to routine activities, in order to build their self-autonomy to develop their ability optimally. The efforts to build their psychomotor skills can be identified by exercise activity. By doing this activity, the children can strengthen and apply their cognitive knowledge and skills, build habit and proper work behavior and improve the skills of using equipment. The objective of this study is to formulate a wooden handicraft program that is appropriate with children ability. This study is conducted using qualitative approach through Research and Development (R&D) method. The study was conducted in two stages with four steps, namely: (1) observing the factual condition of the employed program at school; (2) observing the factual condition of children ability; (3) formulating a handicraft program that is based on children ability; and (4) testing the program execution. The subjects of this research are a headmaster, a handicraft teacher, two mild intellectual disability children, and an alumnus from special school for intellectual disability. Then, the subjects of phase 2 research are handicraft teacher as the program executor and two students with mild intellectual disability. The data was obtained from observation and interview. The findings show that the implementation of program results positive impacts and helps improving the practical skills of children with mild intellectual disability. The teacher as the program executor affirms that the program successfully help her deliver the material easily, besides that the program is also easier to plan, execute, evaluate, and arrange the follow up program.

**Keywords:** *children with mild Intellectual Disability, wooden skills learning, and handicraft program.*