

## **ABSTRAK**

### **PROGRAM PEMBELAJARAN VOKASIONAL BAGI SISWA AUTIS DI SMK “X” KOTA BANDUNG**

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Salah satu kebutuhan siswa autis ialah mandiri secara ekonomi melalui pelaksanaan pendidikan vokasional. Praktik pendidikan vokasional dalam setting pendidikan inklusi memerlukan program pembelajaran yang sesuai dengan potensi dan kebutuhan belajar siswa autis. Program pembelajaran yang belum disusun berdasarkan hasil asesmen akan sulit untuk menunjukkan kemajuan belajar. Tujuan penelitian ini ialah mengembangkan program pembelajaran keterampilan vokasional bagi siswa autis di SMK “X” Kota Bandung. Penelitian ini merupakan penelitian deskriptif kualitatif. Berdasarkan teknik purposive, subjek dalam penelitian ini ialah satu orang siswa autis kelas X jurusan Tata Boga, dan tujuh orang informan yang terdiri dari lima guru mata pelajaran jurusan Tata Boga, ketua jurusan Tata Boga, dan koordinator pendidikan inklusi. Data dikumpulkan melalui wawancara tidak terstruktur kepada informan, observasi non partisipan pada proses pembelajaran, dan melakukan tes unjuk kerja pada subjek menggunakan media visual. Data dianalisis melalui reduksi, display data, kesimpulan, dan verifikasi. Berdasarkan hasil asesmen, mata pelajaran yang dapat diikuti oleh subjek ialah Sanitasi, Hygiene dan Keselamatan Kerja, Pengetahuan Bahan Makanan, dan Boga Dasar. Pengembangan program pembelajaran bagi subjek pada ketiga mata pelajaran tersebut dilakukan melalui proses menganalisis hasil asesmen dan kurikulum, menyusun program penyaluran, membuat silabus dan program semester, menyusun Program Pembelajaran Individual (PPI) dan Rencana Pelaksanaan Pembelajaran (RPP) fungsional.

**Kata Kunci: Program pembelajaran, Keterampilan vokasional, Siswa autis**

## **ABSTRACT**

### **VOCATIONAL LEARNING PROGRAM FOR AUTISTIC STUDENT AT SMK “X” BANDUNG CITY**

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One of the autistic students' needs is to be economically independent through the implementation of vocational education. The vocational education practice in inclusive education setting requires a learning program that is appropriate to the potential and the learning needs of autistic students. Learning program that have not been prepared based on assessment results will be difficult to demonstrate learning progress. The purpose of this study is to develop a vocational skills learning program for autistic students in SMK "X" Bandung City. An autistic student and five teachers from Cullinary Department, the head of Cullinary Department, and an inclusive education coordinator became the subject of this qualitative research chosen by purposive sampling technique. The data were collected by interviewing subjects, observing the learning process, and testing the autistic student' perfomance. The data were analyzed through reduction, data display, conclusion, and verification. Based on student assessment results, subject was capable to join in the Cullinary Skills course study on Hygiene, Sanitation, and Safety course, Food Science and Basic Cullinary course. The Learning Programs for subject on Sanitation, Hygiene, and Work Safety, Food Science, and Basic Cullinary Skill courses were developed through analyzing assessment results and curriculum, arranging comprehensive alignment program, creating modified syllabus and semester program, preparing Individualized Educational Program (IEP) and functional lesson plan.

**Keywords: Learning program, Vocational Skills, Autistic Students**