

## ABSTRAK

**Windy Ristianti NIM 1004991. “Program Bimbingan dan Konseling Perkembangan Bagi Peserta Didik Tunanetra Di Sekolah Inklusif”. Tesis, Magister Pendidikan, Program Studi Pendidikan Kebutuhan Khusus, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, 2013.**

Penelitian ini bertujuan merumuskan program bimbingan dan konseling perkembangan bagi peserta didik tunanetra di sekolah inklusif.

Metode yang digunakan peneliti adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data menggunakan Inventori Tugas Perkembangan (ITP), Alat Ungkap Masalah (AUM), wawancara, observasi dan studi dokumentasi. Subjek dalam penelitian ini adalah sebanyak 5 orang, terdiri atas satu orang siswa tunanetra, satu orang guru BK, satu orang wali kelas dan 2 orang siswa awas. Teknik pengolahan data hasil penelitian melalui beberapa tahapan yaitu : pencatatan data baik pencatatan awal maupun formal, melakukan analisis data melalui kegiatan reduksi data, penyajian data atau display data, penarikan kesimpulan (konklusi), melakukan verifikasi dan tahap pemeriksaan keabsahan data penelitian melalui triangulasi dan validasi hasil melalui focus group discussion (FGD).

Hasil penelitian ini tersusunnya program bimbingan dan konseling perkembangan bagi peserta didik tunanetra di sekolah inklusif menunjukkan bahwa program bimbingan dan konseling perkembangan ini merupakan hasil penelitian yang disusun melalui tahapan: (1) penyusunan desain awal dengan melakukan asesmen dan analisis perkembangan dan kebutuhan peserta didik tunanetra melalui Inventori Tugas Perkembangan (ITP), Alat Ungkap Masalah AUM, wawancara, observasi. , (2) Analisis terhadap program bimbingan dan konseling yang sudah ada di sekolah, dan (3) Penyusunan program hipotetik berdasarkan hasil validasi melalui *focus group discussion* (FGD).

Peneliti merekomendasikan agar program bimbingan dan konseling dapat digunakan serbagai pedoman atau panduan bagi sekolah dan guru bimbingan dan konseling dalam memberikan layanan pendidikan bagi peserta didik tunanetra di sekolah penyelenggara pendidikan inklusif.

## ABSTRACT

**Windy Ristianti NIM 1004991. "Guidance and Counseling Development Program for Visual Impairment Students at Inclusive School". A Thesis, Master of Education, Special Need Educational Study Program, A Graduate School, the Universitas Pendidikan Indonesia, 2013**

The aims of the research were, to construct and formulate guidance and counseling development program for visual impairment students at inclusive school.

The method of this research used a descriptive method with a qualitative approach. The technique of the data collecting used *ITP*, *AUM*, interview, observation and documentary study. The subjects of the research are totaled of five people consisting of one student with visual impairment, one counseling teacher, one class teacher and two students. The technique of the data collected from the research result trough into many steps, they are; recording the data, both pre and formal recording; analyzing data using data reduction activity; Presenting or displaying the data; make the conclusion; and verifying the absolution of the research data using of triangulation and validation of the result the result through focus group discussion (FGD).

The result of the research is the arrangement the guidance and counseling development of program for visual impairment students at inclusive school which is made for the counseling teacher. These are the result of a hypothetical research which is arranged through some stages: (1) the first design arrangement which is through conducting some assessments and the development analyses and the students' needs used *ITP*, *AUM*, interview and observation (2) the arrangement of hypothetic program is based on the result of *focus group discussion* (FGD), and (3) the arrangement program is also based on the result of the validation used focus group discussion (FGD).

The researcher recommends that the the guidance and the development of counseling program for visual impairment students at inclusive school can be taken as a reference for the school and the counseling teacher to giving educational service to the visual impairment students at inclusive schools.