

ABSTRAK

PENGEMBANGAN INSTRUMEN ASESMEN MEMBACA PERMULAAN PADA ANAK DENGAN HAMBATAN KECERDASAN RINGAN

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Anak Dengan Hambatan Kecerdasan (ADHK) ialah kondisi di mana individu mengalami fungsi kecerdasan dibawah rata-rata anak pada umumnya dengan hambatan perilaku adaptif yang terjadi sebelum berumur 18 tahun. Kesulitan dalam membaca secara umum kerap menjadi salah satu karakteristik dari ADHK. Berdasarkan pedoman pelaksanaan kurikulum 2013 identifikasi atau asesmen anak berkebutuhan khusus diperlukan agar kemampuan mereka dapat diketahui sedini mungkin. Minimnya kemampuan guru dalam membuat dan mengembangkan instrumen asesmen membaca kerap kali menyebabkan tidak tersedianya asesmen membaca di sekolah. Peneliti berupaya untuk mengembangkan instrumen asesmen membaca permulaan pada subjek ADHK ringan menggunakan metode penelitian deskriptif dengan pendekatan kualitatif. Penelitian dilakukan kepada guru kelas ADHK ringan yang memiliki instrumen asesmen, peneliti juga melaksanakan tiga tahapan penelitian yaitu studi pendahuluan, uji validitas serta uji keterlaksanaan asesmen membaca permulaan di sekolah. Kriteria penilaian keberhasilan uji keterlaksanaan penelitian ini menunjukkan hasil yang baik, karena instrumen asesmen membaca permulaan mudah dipahami, petunjuk penggunaan instrumen asesmen disajikan secara jelas, petunjuk perhitungan hasil asesmen mudah dipahami, butir instrumen disajikan secara runtut dari hal yang mudah ke sulit, asesor dimudahkan untuk mendapatkan informasi mengenai kemampuan membaca siswa serta instrumen asesmen sesuai dengan kebutuhan siswa. Dengan demikian pengembangan instrumen asesmen membaca permulaan dapat dipergunakan dengan mudah oleh orang lain.

**Kata kunci : Anak Dengan Hambatan Kecerdasan (ADHK),
pengembangan, instrumen asesmen membaca permulaan.**

Ayu Nimas Salmitri, 2018

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ABSTRACT

DEVELOPMENT OF A PRELIMINARY READING ASSESSMENT INSTRUMENT FOR MILD INTELLECTUAL DISABILITY CHILDREN

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Children with intellectual disability is a condition in which individuals experienced function intelligence under the average children in general with disability behavior adaptive that took place before 18 years old. Difficulty in reading generally become one of the characteristic of the children with intellectual disability. Based on curriculum 2013, the identification or children with special needs assessments is needed in order to knowing their abilities as early as possible. Lack of the capability of teachers in create and develop an reading assessment instrument is often happen because of a lack assessments reading in school. Researcher is trying to develop a preliminary reading assessment instrument to children with intellectual disability as the subjects using descriptive research method with qualitative approach. The research was done to the teachers in grade children with mild intellectual disability that has an assessment instrument, and three part of research consist of the study introduction, validity test and the practical implementation preliminary reading assessment in school. The success criteria of this practical implementation preliminary reading assessment is showing the good results, because the preliminary reading assessment is easy to understand, instruction of using assessment instrument is served in clear, instruction to counting a result of assessments is easy to understand, items of instrument is presented sequentially from the easiest to difficult one, the teacher easy to get the information about reading ability of the student and the assessment instrument in accordance with student needs. Thus, the development of a preliminary reading assessment instrument for mild intellectual disability children can be used easily by others .

Key words : Children with intellectual disability, development, preliminary reading assessment instrument.

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