

PROGRAM PELATIHAN PENANGANAN MASALAH BELAJAR ANAK UNTUK ORANG TUA ANAK BERKEBUTUHAN KHUSUS DI SDN DEPOK BARU 8 KOTA DEPOK

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Penelitian ini dilatarbelakangi oleh kenyataan bahwa orang tua anak berkebutuhan khusus mengalami kesenjangan pengetahuan dan keterampilan dalam menangani masalah belajar anak berkebutuhan khusus di sekolah inklusif. Oleh karena itu perlu dilakukan kegiatan yang dapat membantu orang tua meningkatkan pengetahuan dan keterampilan menangani masalah belajar anak, salah satunya melalui kegiatan pelatihan. Penelitian ini akan memberikan gambaran tentang efektifitas program pelatihan penanganan masalah belajar anak untuk orang tua anak berkebutuhan khusus di SDN Depok Baru 8 Kota Depok. Metode yang digunakan adalah *mixed method research* yaitu gabungan dari pendekatan kualitatif dan pendekatan kuantitatif dengan model *sequential exploratory*. Subjek dalam penelitian ini adalah orang tua ABK, guru dan kepala sekolah yang berada di SDN Depok Baru 8 Kota Depok. Teknik pengumpulan data berupa wawancara, observasi, dokumentasi, kuesioner, dan test. Analisis data dilakukan dengan menggunakan analisis data kualitatif dan analisis data kuantitatif berupa statistik deskriptif atau prosentase dan statistik non parametrik Uji Wilcoxon. Hasil penelitian ini secara umum menyimpulkan bahwa (1) ada kesenjangan pengetahuan dan keterampilan orang tua dalam menangani masalah belajar anak saat ini dengan yang diharapkan, sehingga orang tua membutuhkan program pelatihan penanganan masalah belajar anak dengan metode yang bervariasi; (2) Program pelatihan penanganan masalah belajar anak untuk orang tua yang dihasilkan adalah program pelatihan penanganan masalah belajar anak yang didalamnya berisi seperangkat program pelatihan; (3) Validasi program pelatihan melalui FGD menilai tujuan, metode, materi pelatihan, alokasi waktu dan sarana prasarana yang dibutuhkan dalam pelatihan sudah terinci dengan baik dan lengkap; (4) Program pelatihan yang telah diujicobakan secara terbatas menunjukkan bahwa 53,43% proses pelaksanaan program pelatihan penanganan masalah belajar anak untuk orang tua berhasil dengan baik dan dilihat hasilnya, berdasarkan hasil *pre test* dan *post test* menunjukkan ada peningkatan pengetahuan dan keterampilan pada orang tua mengenai penanganan masalah belajar anak, yaitu dari 46% menjadi 72%. Rekomendasi yang dapat diusulkan berdasarkan hasil penelitian adalah perlunya (1) menciptakan lingkungan belajar yang kondusif, ramah dan menyenangkan; (2) menyediakan buku komunikasi; (3) menjalin kerjasama dan melibatkan orang tua pada berbagai program dan kegiatan sekolah.

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Program Pelatihan Penanganan Masalah Belajar Anak Untuk Orang Tua Anak Berkebutuhan Khusus Di SDN Depok Baru 8 Kota Depok

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ABSTRACT

THE TRAINING PROGRAM TO MANAGE LEARNING PROBLEMS IN CHILDREN FOR PARENTS WITH CHILDREN WITH SPECIAL NEEDS AT STATE PRIMARY SCHOOL (SDN) DEPOK BARU 8, DEPOK MUNICIPALITY

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The background of this research is the fact that parents with children with special needs have a gap in knowledge and skills of managing their children's learning problems, especially in inclusive schools. Therefore, there need to be activities that can help parents improve their knowledge and skills in managing learning problems among children; one of them is through training. The research will provide a description of the effectiveness of a training program for managing learning problems in children for parents with children with special needs at SDN DepokBaru 8 Depok Municipality. The method employed was mixed-method research, a combination of qualitative and quantitative approaches with sequential exploratory design. The subjects of this research were the parents of children with special needs, teachers and principal of SDN Depok Baru 8 Depok Municipality. The techniques of data collection used were interviews, observations, documentation, questionnaires, and tests. The data were analyzed with qualitative and quantitative data analyses, in the forms of descriptive statistics or percentages and Wilcoxon non-parametric test. The outcomes of the research in general are: (1) There were gaps between the knowledge and skills of parents in managing children's learning problem and the expectations, so that parents needed a training program to manage children's learning problems with various methods; (2) The training program to manage children's learning problems for parents was resulted from a training program to manage children's learning problems that contains a set of training programs; (3) The program was validated through a focus group discussion, assessing that the objectives, methods, training materials, time allocation, and infrastructure required forthe training were complete and appropriately in detail; (4) The limited test performed for the training program showed that 53.43% of the process of the training program was successful with observable results; furthermore, based on pre-and post-tests there were improvements in the knowledge and skills of parents in managing children's learning problems, namely from 46% to 72.9%. Hence, the research recommends that there need to be (1) a conducive, hospitable, and fun learning environment, (2) a provision of communication books, and (3) parents' cooperation and involvement in various school programs and activities,