

**PENGEMBANGAN PROGRAM KETERAMPILAN DASAR OMSK
BERSUMBER DAYA KELUARGA UNTUK MENINGKATKAN
KEMANDIRIAN TUNANETRA**

DISERTASI



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*PENGEMBANGAN PROGRAM KETERAMPILAN DASAR OMSK BERSUMBER DAYA KELUARGA UNTUK
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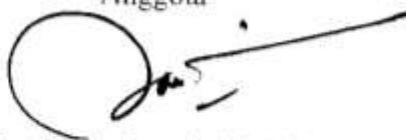
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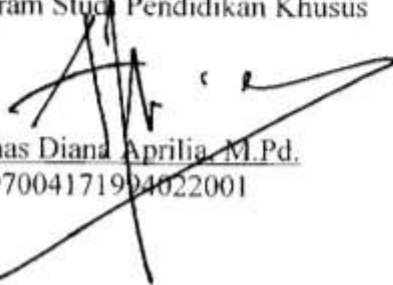
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PERNYATAAN

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ABSTRAK

Pengembangan Program Keterampilan Dasar OMSK Bersumber Daya Keluarga Untuk Meningkatkan Kemandirian Tunanetra

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Orang tua berada dalam tataran OMSK untuk mempraktekkan gerakan independen dan keterampilan bepergian dalam kegiatan sehari-hari anak tunanetra. Ketika orang tua dimasukkan sebagai bagian dari tim O&M dan sebagai guru O&M pertama, memungkinkan anak tunanetra mencapai usia/ tahap perilaku yang sesuai dalam kemandiriannya. Tujuan dari penelitian adalah untuk merumuskan dan memperoleh model program keterampilan dasar OMSK bersumber daya keluarga untuk meningkatkan kemandirian tunanetra. Alasan dilaksanakannya penelitian ini adalah melihat urgensi atas kebutuhan orang tua dalam mengetahui cara mendampingi anak secara tepat berdasarkan kaidah-kaidah pembelajaran tunanetra. Partisipan dalam penelitian ini adalah para orang tua anak tunanetra di jenjang sekolah dasar. Penelitian dilakukan dengan menggunakan R&D dengan model ADDIE. Hasil penelitian mengenai kondisi objektif keterampilan dasar OMSK di lingkungan keluarga anak tunanetra menunjukkan kurangnya pemahaman dan pendampingan yang tepat, sehingga kemampuan OMSK anak tunanetra menjadi terhambat terutama pada aktivitas sosial. Program yang tersusun dirancang untuk menggambarkan kepada orang tua mengenai bagaimana pendampingan anak tunanetra sebagaimana prinsip pembelajarannya saat berada di dalam lingkungan keluarga. Validitas pada pengembangan program dilaksanakan melalui FGD dan kemudian hasil revisi program yang dikembangkan diimplementasikan melalui workshop yang diikuti oleh orang tua tunanetra. Hasil penelitian menunjukkan adanya peningkatan kemandirian anak tunanetra melalui upaya pendampingan orang tua pada pembiasaan aktivitas kegiatan sehari-hari. Program keterampilan dasar OMSK bersumberdaya keluarga dapat menjadi rekomendasi kegiatan kolaborasi yang bersinergi antara pihak sekolah dan para orang tua dalam mencapai kemandirian tunanetra yang optimal.

Kata Kunci : Tunanetra, Pendidikan bersumber daya keluarga, OMSK, Kemandirian

ABSTRACT

Development Basic Skills Program OMSK with Family Resources to Improve Visual Impairment Independence

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Parents are at the OMSK level to practice independent movement and mobility in daily activities of blind children. When parents are included as part of the O&M team and as the first O&M teacher, it allows the blind children to reach the suitable age/behavioral stage in their independence. The purpose of this research is to formulate and obtain a model of the basic OMSK skills program with family resources to increase the independence of the blind. The reason for carrying out this research is to understand the urgency of the needs of parents in knowing how to assist children appropriately based on the rules of learning for the blind. Participants in this study were parents of blind children at the elementary school level. The research was conducted using R&D with the ADDIE model. The results of the research regarding objective conditions of OMSK basic skills within family environment of blind children show a lack of understanding and proper assistance, so that the ability of OMSK for blind children is hampered, especially in social activities. The structured program is designed to describe to parents how to assist visually impaired children as well as the principles of learning while in the family environment. The validity of the program development was carried out through FGDs and then the revised results of this developed program were implemented through a workshop attended by blind parents. The results showed an increase in independence of blind children through efforts to assist parents in habituation of daily activities. The family-based OMSK basic skills program can be a recommendation for collaborative activities that synergize between the school and parents in achieving optimal independence for the blind.

Keywords: Visual impairment, Family-sourced Education, OMSK, Independence

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