# PENGEMBANGAN KURIKULUM BERBASIS *PERSONALIZED LEARNING* BERBANTUAN *AUGMENTED REALITY* UNTUK MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN *AUTISM SPECTRUM DISORDER*

**TESIS**

Diajukan untuk memenuhi sebagai syarat untuk memperoleh
gelar Magister Pendidikan Pengembangan Kurikulum


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**PROGRAM STUDI PENGEMBANGAN KURIKULUM**
**FAKULTAS ILMU PENDIDIKAN**
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sebuah tesis yang diajukan untuk memenuhi sebagian syarat memperoleh gelar Magister Pendidikan pada bidang Pengembangan Kurikulum


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**LEMBAR PENGESAHAN**

**PENGEMBANGAN KURIKULUM BERBASIS *PERSONALIZED LEARNING* BERBANTUAN AUGMENTED REALITY UNTUK MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN *AUTISM SPECTRUM DISORDER***

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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul "Pengembangan Kurikulum Berbasis *Personalized learning* Berbantuan *Augmented Reality* Untuk Meningkatkan Kemampuan Membaca Permulaan *Autism Spectrum Disorder*" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Januari 2023

Yang Membuat Pernyataan,

**Azizah Nurul Khoirunnisa**

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# KATA PENGANTAR

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Penyusunan tesis ini ditunjukkan untuk memenuhi dan melengkapi salah satu syarat untuk mendapatkan gelar sarjana pendidikan atas jenjang studi S2 pada Program Studi Pengembangan Kurikulum Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia.

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# PENGEMBANGAN KURIKULUM BERBASIS *PERSONALIZED LEARNING* BERBANTUAN *AUGMENTED REALITY* UNTUK MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN *AUTISM SPECTRUM DISORDER*

## ABSTRAK

Membaca dapat menjadi salah satu cara untuk meningkatkan interaksi sosial dan menulis peserta didik, terlebih untuk kebutuhan dalam melanjutkan ke jenjang pendidikan yang lebih tinggi. Penyelidikan yang lebih baru telah menyoroti bahwa anak-anak dengan Autism Spectrum Disorder (ASD) menunjukkan berbagai profil membaca yang berbeda di berbagai sub-keterampilan membaca termasuk kesadaran fonologis, *decoding*, kelancaran, dan pemahaman. Sedangkan, sistem pengajaran di sekolah memberikan pembelajaran *one-fit-all-size* dengan kemampuan peserta didik yang berbeda. Penelitian ini secara umum bertujuan untuk mengembangkan kurikulum berbasis *personalized learning* berbantuan *Augmented Reality* untuk meningkatkan membaca permulaan peserta didik dengan ASD. *Design Based Research* (DBR) digunakan sebagai metode pada penelitian ini dengan analisis data kualitatif. DBR terdiri atas empat tahap: (1) identifikasi dan analisis masalah oleh peneliti dan praktisi; (2) mengembangkan rancangan solusi; (3) melakukan uji coba; dan (4) refleksi untuk menghasilkan prinsip perancangan serta meningkatkan implementasi dari solusi secara praktis. Sebanyak empat orang peserta didik ASD dari dua Sekolah Luar Biasa (SLB) terlibat sebagai partisipan penelitian. Temuan penelitian menunjukkan bahwa pengembangan Kurikulum Bahasa Indonesia khususnya membaca belum dikembangkan secara maksimal dan pembelajaran yang berpusat pada peserta didik belum diimplementasikan secara menyeluruh. Selain itu, pengembangan kurikulum dengan model Nicholls dapat menjadi pilihan untuk mengembangkan kurikulum SLB dengan memudahkan dalam proses pengembangan kurikulum lebih lanjut dengan situasi-situasi yang baru. *Expert judgement* yang dilakukan oleh para ahli memberikan hasil bahwa kurikulum berbasis *personalized learning* ini layak untuk digunakan. Terakhir, temuan penelitian menunjukkan adanya peningkatan hasil belajar peserta didik pada materi membaca kata dan membaca suku kata dari *baseline* awal hingga *baseline* akhir. Namun, peningkatan yang tidak signifikan ada pada materi mengenal huruf. Dengan begitu, kurikulum berbasis *personalized learning* ini perlu dikembangkan lebih lanjut dengan mempertimbangkan kebutuhan dan karakteristik peserta didik.

**Kata Kunci:** Pengembangan Kurikulum, *Personalized learning*, *Augmented Reality*, Membaca Permulaan, *Autism Spectrum Disorder*

# DEVELOPMENT OF *PERSONALIZED LEARNING* BASED CURRICULUM ASSISTED WITH *AUGMENTED REALITY* TO IMPROVE AUTISM SPECTRUM DISORDER EARLY READING ABILITY


## ABSTRACT

Reading can be a way to increase students' social interaction and writing, especially for the need to continue to a higher level of education. More recent investigations have recognized that children with ASD exhibit different reading profiles across various reading sub-skills, including phonological awareness, *decoding*, fluency, and comprehension. Meanwhile, the teaching system in schools provides one-fit-all-size *learning* with different student abilities. This research generally aims to develop a *personalized learning*-based curriculum assisted by *Augmented Reality* to improve the beginning reading of students with ASD. *Design-based research* is used in this study with qualitative data analysis. DBR consists of four stages: (1) problem identification and analysis by researchers and practitioners; (2) developing a solution design; (3) conducting trials; and (4) reflection to generate design principles and improve practical implementation of solutions. A total of four ASD students from two schools (SLB Purnama Asih and SLB Ngamprah Raya) were involved as research participants. The research findings show that the development of the Indonesian language curriculum, especially reading, has not been optimally developed, and the *learning* done for students has not been fully implemented. In addition, curriculum development using the Nicholls model can be an option for developing special education school (SLB) curricula by facilitating further curriculum development in new situations. Expert judgment carried out by experts gives the result that this *personalized learning*-based curriculum is feasible to use. Finally, the research findings show increased student *learning* outcomes in reading words and syllables from the initial *baseline* to the final *baseline*. However, there was no significant increase in letter recognition material. Thus, this *personalized* curriculum-based *learning* needs to be developed further by considering the needs and characteristics of students.



**Keywords:** Curriculum development, *Personalized learning*, *Augmented Reality*, Early Reading, Autism Spectrum Disorder

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