

# Program Pengajaran Individual untuk Meningkatkan Keterampilan Pra-Membaca pada Anak yang Mengalami Keterbelakangan Mental Sedang = Individualized Education Program to Improve Pre-Reading Skills of Children with Moderate Mental Retardation

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## Abstrak

Anak penyandang keterbelakangan mental sedang dapat dilatih membaca kata-kata yang merupakan petunjuk atau tanda-tanda di lingkungan kehidupannya. Membaca merupakan kegiatan menginterpretasikan huruf-huruf. Membaca diawali dengan penguasaan keterampilan pra-membaca dan pengenalan huruf. Untuk melatih meningkatkan kemampuan membaca pada anak penyandang keterbelakangan mental sedang digunakan program pengajaran individual (PPI) dengan teknik Applied Behavior Analysis (ABA). PPI ini diberikan secara bertahap kepada A, seorang penyandang keterbelakangan mental sedang berusia 10 tahun 6 bulan yang belum bisa membaca. Tahapan intervensi yang terdapat dalam program adalah pertemuan pertama hingga ketiga: pengenalan ukuran, berat, letak, arah, bentuk, warna dan pemasangan obyek-obyek yang sama, pertemuan keempat hingga keenam: pengenalan huruf vokal. Program ini akan dilanjutkan oleh orang tua subjek. Evaluasi program dilakukan setiap akhir tahap. Kesimpulan program intervensi ini adalah terdapat peningkatan kemampuan keterampilan pra-membaca pengenalan huruf vokal untuk anak yang mengalami keterbelakangan mental sedang melalui teknik ABA.

.....Children with moderate mental retardation could be trained to read words and signs in their environment. Reading is a meaningful interpretation of printed and written verbal symbols. Early reading started with mastering of pre-reading skills and an introduction to identification of alphabets. The intervention program was based on Individualized Education Program (IEP) which would be used in Applied Behavior Analysis (ABA). This program is given to A, an 10 years old boy with moderate mental retardation, who is not capable of reading. The aim of the intervention program was to help A improve his pre-reading skills. These programmes consisted of two sessions with two stages. One of early sessions were baseline sessions and the rest were interventions sessions. Interventions were given through stages. The intervention stages in this programme were stage one: the introduction of concepts pre-reading included size, weight, position, direction, shape, colour and matching the same objects. Stage two introduced identification of vowels. Additional intervention was given to a parent. Evaluations were given at the end of every stage. Overall, the conclusion showed improvement in pre-reading skills, in the recognition of vowels with ABA method.