

Program direct instruction untuk meningkatkan perilaku adaptif melalui representasi diri dan pemahaman emosi pada siswa dengan disabilitas intelektual menengah = Direct instruction program to enhance adaptive behavior through self representation and emotional understanding in student with moderate intellectual disability

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20389328&lokasi=lokal>

Abstrak

[ABSTRAK

Anak dengan disabilitas intelektual memiliki keterampilan adaptif yang lebih rendah. Sebelum anak dengan disabilitas intelektual memahami harapan lingkungan, anak diharapkan terlebih dahulu mengenal dirinya sendiri. Representasi diri merupakan penjabaran yang bersifat kontekstual atas diri dan konstruksi kognitif dan sosial. Anak disabilitas intelektual dengan tahap perkembangan praoperasional, biasanya memiliki representasi diri yang merujuk pada ciri-ciri dan perilaku yang dapat diobservasi. Anak dengan disabilitas intelektual juga perlu mengembangkan kemampuannya dalam mengenal dan memahami emosi. Tujuan penelitian ini adalah membuktikan efektifitas program direct instruction dalam meningkatkan perilaku adaptif melalui representasi diri dan pemahaman emosi pada siswa dengan disabilitas intelektual menengah. Desain penelitian yang digunakan adalah desain penelitian kasus tunggal. Subjek penelitian ini adalah seorang siswa dengan disabilitas intelektual menengah (IQ: 49, skala Stanford Binet) dengan usia mental 4 tahun 5 bulan. Program direct instruction belum berhasil meningkatkan perilaku adaptif melalui representasi diri dan emosi pada subjek sebagai anak dengan disabilitas intelektual menengah. Hal ini dipengaruhi keterbatasan intelektual dari subjek sehingga terdapat kemungkinan subjek belum menguasai kemampuan-kemampuan yang dibutuhkan dalam menguasai keterampilan yang diajarkan. Hambatan lain adalah perkembangan bahasa subjek yang terbatas. Kosakata yang terbatas juga mempengaruhi kemampuan subjek memaparkan hasil pikiran dan perasaannya.

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ABSTRACT

Children with intellectual disability have adaptive skill lower than others. Before children with intellectual disability realize about social expectation, children wished to understand themselves first. Self-representation is contextual description about themselves and cognitive and social construction. Children with intellectual disability with preoperational developmental stage, usually have self-representation that refer to observable things. They also have to developing emotional understanding. The study aimed to determine effectiveness of direct instruction program to enhance adaptive skill through self-representation and emotional understanding in student with moderate intellectual disability. The design use in this study is a single case experiment. The subject of this study is a student with intellectual disability (IQ: 49, Stanford Binet Scale) with mental age 4 years 5 months. Based on analysis showed that direct instruction program haven't succeed enhanced self-representation and emotion understanding in student with moderate intellectual disability. It can be influenced by subject's intellectual limitedness. Another limitedness is subject's language development and vocabulary limited also influenced subject's ability to tell her mind, thought and feeling. ;Children with intellectual disability have adaptive skill lower than others. Before

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