

Keterlibatan Orang Tua Membimbing Anak Disabilitas Ganda Belajar di Masa Transisi PJJ ke PTM Era Pandemi (Studi deskriptif pada orang tua siswa disabilitas ganda dengan gangguan penglihatan di SDLB-A Pembina Tingkat Nasional tahun ajaran 2020/2021) = Parental Involvement in Guiding Children with Multiple Disabilities to Study in the Transition of Online Learning to Face-to-face Learning in Pandemic Era (Descriptive study on parents of MDVI students at Pembina Tingkat Nasional year 2021/2022)

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Abstrak

Skripsi ini bertujuan untuk mendeskripsikan keterlibatan orang tua anak disabilitas ganda saat anak belajar di rumah beserta hambatannya. Urgensi penelitian ini adalah untuk mengetahui apakah keterlibatan yang orang tua lakukan akan membantu terpenuhinya hak-hak pendidikan anak sesuai dengan konsep ilmu kesejahteraan sosial yaitu konsep "Person in environment". Terutama ketika diberlakukannya metode Pembelajaran Jarak Jauh saat pandemi yang mengakibatkan anak tidak dapat mengakses fasilitas pendidikan disabilitas dan jauh dari guru khusus untuk anak disabilitas ganda. Penelitian ini merupakan penelitian kualitatif-deskriptif menggunakan teknik purposive sampling yang dilakukan dilakukan dari Agustus 2022 hingga Desember 2022 saat PTM telah diberlakukan. Pengumpulan data dilakukan dengan wawancara mendalam secara daring dan luring pada 8 orang informan (tiga informan merupakan orang tua dari anak disabilitas ganda netra-autisme, netra-motorik, dan netra-perilaku; 3 orang dari guru kelas yang mengajar langsung anak disabilitas ganda; dan 2 orang merupakan Kepala Sekolah dan Koordinator SDLB-A Pembina Tingkat Nasional), serta observasi langsung terhadap anak disabilitas ganda yang berada di SDLB-A Pembina Tingkat Nasional. Hasil penelitian menunjukkan bahwa keterlibatan yang orang tua lakukan dalam membimbing anak disabilitas ganda belajar di masa pandemi adalah berupa: (1) Mendampingi anak selama belajar daring, (2) Membantu anak mengerjakan tugas sekolah, (3) Berkomunikasi dengan guru kelas terhadap perkembangan pendidikan anak, (4) Menenangkan anak saat tantrum, dan (5) Terlibat dalam pengambilan keputusan untuk sekolah tatap muka (PTM). Keterlibatan khusus yang orang tua anak disabilitas ganda lakukan adalah orang tua harus lebih ekstra dalam menangani anak yang mengalami tantrum saat belajar. Faktor hambatan utama orang tua saat membimbing anak disabilitas ganda belajar adalah karena orang tua tidak mengerti materi akademis pembelajaran anak disabilitas, juga karena masalah teknis terkait gawai, sinyal, dan kuota. Terungkap pula bahwa keterlibatan orang tua anak disabilitas ganda saat anak belajar di rumah ternyata cenderung lebih menekankan pada sisi perkembangan akademis, sedangkan guru SLB juga menginginkan adanya perkembangan kemandirian anak dalam activity daily living-nya yang dikatakan masih belum terpenuhi dengan baik. Hasil penelitian diharapkan dapat memberikan masukan terhadap pengembangan ilmu Kesejahteraan Sosial terutama pada mata kuliah Kesejahteraan Anak Perlindungan Anak mengenai keterlibatan orang tua dalam membimbing anak disabilitas ganda, mengingat masih belum banyak pembahasan mengenai anak disabilitas.

.....This research aims to describe the involvement of parents of children with multiple disabilities while studying at home and its problems. The urgency of this research is to find out if parental involvement will

help the children to fulfill their rights and education needs in accordance with the concept of social welfare science, namely the concept of “Person in environment”, especially during pandemic era, the implementation of online learning has caused children to not be able to access special educational facilities and are far from special teachers for children with multiple disabilities. This research is a qualitative-descriptive study using a purposive sampling technique which was conducted from August 2022 to December 2022 when face-to-face learning was already implemented. Data collection was carried out by in-depth online and offline interviews with eight informants (three informants were parents of visual-autism, visual-motor, and visual-behavior multi disabilities children; three class teachers of children with multiple disabilities; and two other people were school principals and coordinators of SDLB-A Pembina Tingkat Nasional), as well as direct observations of students with multiple disabilities at SDLB-A Pembina Tingkat Nasional. The results of the study show that the involvement of parents includes: (1) Accompanying children during online learning, (2) Helping children with their schoolwork, (3) Communicating with the class teachers about children's academic development, (4) Calming children during tantrums, and (5) Involved in decision-making for face-to-face learning (PTM). The specific involvement that parents of children with multiple disabilities have done is that they have to be extra in handling children who experience tantrums while studying. The main factor of the parents’ problems when guiding their multi disabilities children study are: Not understanding their study materials, and technical issues problems related to the the device, signal, and quota. However, it is found that the parents’ involvements only support the children’s academic development side, while the teachers also want the children’s self-sufficiency of their daily living activities to be developed properly, which, in fact, is still not well-fulfilled. The results of the research are expected to provide an input for the development of Social Welfare Study especially for Children Welfare and Children Protection course regarding the parental involvement in guiding children with multiple disabilities, considering that there is not much discussion about children with disabilities.