

PENDIDIKAN TUNAGRAHITA RINGAN

Berdasarkan tingkat satuan pendidikan

Pra-sekolah

Sekolah dasar

Sekolah Menengah Pertama

Sekolah Menengah Atas

Education for Mildly Retarded Students

- There are many ways of arranging the educational program for mildly retarded children, but most school systems have the following divisions: preschool classes, elementary primary classes, elementary intermediate classes, and secondary classes.
- in addition, many schools offer infant stimulation classes and postschool programs. The former focus on encouraging the sensory and intellectual development of the child from birth to 3 years, and the latter concentrate on providing the older teenager and young adult with skills for employment, independent living, and community adjustment.
(Hallahan & Kauffman, 1988:70).

Hallahan & Kauffman, 1988

- *Education for mildly retarded Children also Provides training in socially adaptive behaviors.*
- *ACCCEPTS (A Curriculum for Children's Effective Peer and Teacher Skill):* *mestrukturkan 5 bidang;*
 1. Classroom skills (misalnya mengikuti perintah)
 2. Basic interaction skills
 3. Getting along
 4. Making friends
 5. Coping skill

Pendidikan Tunagrahita Ringan Pra-sekolah

- Hallahan, (1988) *The preschool period is also a good time to begin to involve parents in the education of their children.*
- *Penelitian menunjukkan: bahwa ibu-ibu dari siswa prasekolah yang secara terus menerus menstimulasi perkembangan kognitif dan verbal, IQ anak-anak tersebut 16 point lebih tinggi di banding yang ibu-ibunya tidak melatih.*
- *Bentuk program: home visitations, group educational day care, home visit/day-care combinations, and parent group sessions.*

Readines Skills Pra-sekolah MR meliputi kemampuan

1. Sit still and attend to the teacher
2. Discriminate auditory and visual stimuli
3. Follow directions
4. Develop language
5. Increase gross and fine-motor coordination (memegang pensil, menggunting)
6. Develop self-help skills (memakai sepatu, membuka dan mengancingkan baju, dan toileting)
7. Interact with peers in group situations).

Program Sekolah dasar bagi tunagrahita ringan

- Pada tahap ini lebih berorientasi perluasan program pra-sekolah berupa pengembangan bahasa dan pembentukan konsep.
- Program kelanjutan prasekolah lebih diintensifkan dan extensifkan.
- Kesiapan untuk membaca, menulis, dan menghitung.
- Usia kronologis berkisar 6 tahun – 10 tahun dengan usia mental 4 sampai 6 tahun.

Elementary Intermediate Classes.

- Anak-anak yang berada di tingkat ini usia antara 9-13 tahun dengan usia mental 6 sampai 9 tahun.
- Akademik seperti membaca, menulis, menghitung untuk persiapan kemandirian.
- **Hallahan & Kauffman:** *functional academics the individual is taught academics in order to do such things as read the newspaper, read the telephone book, read labels on goods at the store, make change, and fill out job applications.*

Secondary School Classes

- Tunagrahita ringan remaja ketika berada di tingkat SMA membutuhkan kurikulum fungsional yang menekankan akademik fungsional yang lebih diperluas dari pada di tingkat SMP (*younger age levels*), ditambah hal yang sangat penting *transitional programming*. Program itu untuk persiapan memasuki dunia kerja.
- Salah satu contohnya dengan model Brodin's career education dengan isi *at the secondary level stresses the development of personal social skills, as well as the order "real world" skills related to daily living and occupational preparation.*

Brolin's Career Education model

- Ada 3 garis besar domain pengembangan pendidikan Karir yang dikembangkan oleh Brolin's
 1. Daily Living Skills
 2. Personal Social Skill
 3. Occupational Guidance and Preparation

DAILY LIVING SKILLS

1. Managing family finances
2. Caring for home furnishings and equipment
3. Caring for personal needs
4. Raising children, family living
5. Buying and preparing food
6. Buying and making clothing
7. Engaging in civic activities
8. Using recreation and leisure
9. Getting around the community

PERSONAL SOCIAL SKILLS

10. Achieving self-awareness
11. Acquiring self-confidence
12. Achieving socially responsible behavior
13. Maintaining good interpersonal skills
14. Achieving independence
15. Making good decisions, problem-solving
16. Communicating adequately with others

OCCUPATIONAL GUIDANCE AND PREPARATION

17. Knowing and exploring occupational opportunities
18. Making appropriate occupational decisions
19. Exhibiting appropriate work behaviors
20. Exhibiting sufficient physical and manual skills
21. Acquiring a specific salable job skill.
22. Seeking, securing, and maintaining satisfactory employment.

Fc. Fall (Jacobson, Mulick, Rojahn, 2007: 601) Social Skills are

- Viewed as specific behaviors that allow a person to respond to social demands and to maximize social reinforcement at home, at school, and in a variety of leisure contexts.