

ABSTRAK

Yunita, Henny. 2023. ***Kemampuan Menulis Permulaan Pada Anak Tunagrahita Studi Kasus Di SLBN 1 Kota Jambi***. Tesis, Magister Pendidikan Dasar. Fakultas Keguruan dan Ilmu Pendidikan Universitas Jambi. Pembimbing (I) Prof. Dr. Nazurty, M.Pd, Pembimbing (II) Prof. Dr. Sukendro, M.Kes AIFO.

Penelitian ini bertujuan untuk mendeskripsikan kemampuan menulis permulaan pada anak tunagrahita. Kedua mendeskripsikan faktor-faktor apa saja yang menjadi hambatan dan kesulitan dalam menulis permulaan pada anak tunagrahita. Ketiga mendeskripsikan solusi yang diambil guru dalam menulis permulaan pada anak tunagrahita. Pendekatan yang digunakan dalam penelitian ini yaitu pendekatan kualitatif. Jenis penelitian ini tergolong jenis penelitian studi kasus. Data dalam penelitian ini adalah hasil siswa dalam menulis permulaan. Sumber data dalam penelitian ini ialah anak berkebutuhan khusus anak tunagrahita. Teknik pengumpulan data menggunakan teknik observasi, dan wawancara, serta teknik analisis data dengan cara mengumpulkan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kemampuan menulis anak sudah pada tahap menebalkan garis, menebalkan huruf dan menebalkan angka. Untuk tahap menyalin belum mampu, masih harus dengan bimbingan guru. Proses menulis permulaan anak pada tingkat kemampuan menebalkan. Namun terjadi keunikan yang peneliti temukan anak menulis huruf dimulai dari bawah. Seperti menulis huruf kapital /A/, /B/, /C/, /D/, /E/, /F/, /G/, /H/, /K/, /L/, /M/, /N/, /O/, /Q/, /R/, /T/, /X/. Begitupun dalam menulis huruf kecil dimulai dari bawah baru dilanjutkan ke atas. Hal ini terjadi pada huruf /a/, /b/, /c/, /e/, /f/, /k/, /o/, /r/. Selanjutnya menebalkan permulaan pada angka 1-10. Dimana siswa menulis dari bawah ke atas. Dan kadang iya menulis garis horizontal, lanjut garis vertikal. Contoh menebalkan angka /3/, /4/, /5/, /6/, /8/, /10/. Anak menebalkan dari atas-bawah, dan dari kiri-kanan. Sedangkan faktor yang menjadi hambatan dan kesulitan dalam menulis permulaan pada anak tunagrahita adalah Pertama faktor kemampuan motorik halus anak, kedua faktor kemampuan visual memori anak, ketiga faktor motivasi, keempat faktor guru, dan kelima faktor keluarga. Dari hambatan diatas pasti terdapat beberapa solusi yang dilakukan. Solusinya pertama, solusi kemampuan motorik halus anak, kedua solusi kemampuan visual memori anak, ketiga solusi motivasi, keempat solusi guru, dan kelima solusi keluarga.

ABSTRACT

Yunita, Henny. 2023. *Beginning Writing Ability in Mentally Disabled Children Case Study at SLBN 1 Jambi City*. Thesis, Master of Basic Education. Faculty of Teaching and Education, University of Jambi. Pembimbing (1) Prof. Dr. Nazurty, M.Pd, Pembimbing (II) **Prof.** Dr. Sukendro, M.Kes AIFO.

This study aims to describe the initial writing ability of mentally retarded children. The second describes what factors become obstacles and difficulties in starting writing for mentally retarded children. The third describes the solutions taken by the teacher in starting writing for mentally retarded children. The approach used in this study is a qualitative approach. This type of research is classified as a type of case study research. The data in this study are the results of students in writing the beginning. The data source in this study is children with special needs mentally retarded children. Data collection techniques using observation techniques and interviews, as well as data analysis techniques by collecting data, data reduction, data presentation and drawing conclusions. The results showed that children's writing skills were already at the stage of thickening lines, bolding letters and bolding numbers. For the copying stage that is not yet capable, it still has to be guided by the teacher. The process of writing a child's beginning at the level of ability to thicken. However, there is a unique thing that researchers found, children write letters starting from the bottom. Like writing capital letters /A/, /B/, /C/, /D/, /E/, /F/, /G/, /H/, /K/, /L/, /M/, /N /, /O/, /Q/, /R/, /T/, /X/. Likewise in writing lowercase letters starting from the bottom and continuing upwards. This occurs with the letters /a/, /b/, /c/, /e/, /f/, /k/, /o/, /r/. Next, bold the beginning of the numbers 1-10. Where students write from the bottom up. And sometimes he writes a horizontal line, then a vertical line. For example, bold the numbers /3/, /4/, /5/, /6/, /8/, /10/. Children thicken from top to bottom, and from left to right. While the factors that become obstacles and difficulties in starting writing for mentally retarded children are the first the child's fine motor skills, the second is the child's visual memory ability, the third is motivational factors, the fourth is teacher factors, and the fifth is family factors. From the obstacles above, there must be several solutions that are carried out. The first solution is a solution for children's fine motor skills, the second is a solution for children's visual memory abilities, the third is a motivational solution, the fourth is a teacher's solution, and the fifth is a family solution.