

ABSTRAK

Samuel Ginting, NIM: 2213342030, Pembelajaran Angklung Bagi Siswa Tunagrahita Di SLB-C Santa Lusia Medan

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran angklung bagi siswa tunagrahita, kemampuan siswa dalam mengikuti kegiatan pembelajaran, serta kendala dan upaya guru dalam proses belajar di SLB-C Santa Lusia Medan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif, yang berfokus pada pengamatan langsung terhadap kegiatan pembelajaran seni musik di sekolah luar biasa. Subjek penelitian terdiri atas 15 siswa tunagrahita dan 1 orang guru seni musik sebagai informan utama. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan dokumentasi kegiatan belajar, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi.

Hasil penelitian menunjukkan bahwa pembelajaran angklung di SLB-C Santa Lusia Medan dilaksanakan secara sederhana, bertahap, dan adaptif sesuai dengan karakteristik siswa. Guru menggunakan metode ceramah singkat, demonstrasi, latihan berulang, serta aba-aba verbal dan visual untuk membantu siswa memahami instruksi. Dari sisi kemampuan siswa, ditemukan bahwa aspek kognitif (memahami instruksi dan merespons aba-aba), afektif (sikap, perhatian, kerja sama, dan rasa percaya diri), serta psikomotorik (koordinasi tangan dan ketepatan mengikuti tempo) menunjukkan perkembangan yang positif meskipun bervariasi. Pembelajaran angklung terbukti mampu meningkatkan konsentrasi, kemampuan motorik halus, interaksi sosial, serta kepercayaan diri siswa tunagrahita.

Secara keseluruhan, penelitian ini menyimpulkan bahwa pembelajaran angklung merupakan salah satu media efektif dalam pendidikan seni musik bagi siswa tunagrahita karena mampu mengintegrasikan fungsi edukatif, terapeutik, dan sosial, serta mendukung pengembangan potensi siswa secara holistik.

Kata Kunci: Pembelajaran Angklung, Siswa Tunagrahita

ABSTRACT

Samuel Ginting, Student ID: 2213342030, Angklung Learning for Students with Mental Disabilities at Santa Lusia Special Needs School (SLB-C) Medan

This study aims to describe the implementation of angklung learning for students with mental disabilities, their abilities in participating in learning activities, and the obstacles and efforts teachers make during the learning process at Santa Lusia Special Needs School (SLB-C) Medan. This study used a qualitative, descriptive approach, focusing on direct observation of music learning activities at the special needs school. The research subjects consisted of 15 students with mental disabilities and one music teacher as the primary informant. Data were collected through participant observation, semi-structured interviews, and documentation of learning activities. Data were then analyzed using data reduction, data presentation, conclusion drawing, and verification techniques.

The results indicate that angklung learning at Santa Lusia Special Needs School Medan is implemented in a simple, gradual, and adaptive manner, tailored to the students' characteristics. Teachers use short lectures, demonstrations, repeated practice, and verbal and visual cues to help students understand instructions. In terms of student abilities, it was found that cognitive (understanding instructions and responding to cues), affective (attitude, attention, cooperation, and self-confidence), and psychomotor (hand coordination and accuracy in following tempo) aspects showed positive, albeit variable, development. Learning angklung has been shown to improve concentration, fine motor skills, social interaction, and self-confidence in students with intellectual disabilities.

Overall, this study concludes that learning angklung is an effective medium in music arts education for students with intellectual disabilities because it integrates educational, therapeutic, and social functions, and supports the holistic development of students' potential.

Keywords: Angklung Learning, Students with Intellectual Disabilities

