



KARAKTERISTIK PERILAKU BELAJAR ANAK TUNALARAS

Drs. Sunaryo, M.Pd.

AS A LEARNER

- TIDAK JAUH BEDA, sulit dibedakan DENGAN ANAK C (EDUCABLE) & H.
- Bedanya; FREKUENSI DLM PRILAKU TERTENTU & SELALU TERTUJU KE prilaku MALADAPTIVE
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- HAVE LOW IQ, EXPERIENCE FAIL IN ONE OR MORE CONTENT AREAS SUCH OF READING AND MATHEMATIC, AND PERFORM BELOW EXPECTANCY FOR THEIR AGE AND ABILITY (Kvaraceus, 1961; Powell & Bergen, 1962; Scarpitti, 1961).

Learning characteristic

TIGA ISU:

1. KESENJANGAN ANTARA POTENSI DAN PRESTASI

KENAPA? Taylor (1964)

- kemampuan mengatasi kecemasan
 - perasaan harga diri
 - konformitas terhadap tuntutan otoritas
 - penerimaan kelompok sebaya
 - konflik melebihi sifat ketergantungan
 - keterlibatan dalam aktivitas akademik
 - kemampuan merancang tujuan yang realistik
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- *ATL kurang memiliki beberapa kemampuan tersebut.*

2. MASALAH-MASALAH BELAJAR ATL MERUPAKAN MANIFESTASI DARI PROBLEM EMOSIONALNYA (Coleman & Sandher, 1967).
3. ADA ATL YANG BERBAKAT DAN KREATIF, TETAPI UNDERACHIEVER (berhubungan dengan kesulitan dalam relasi dengan orang tua, perilaku yang ekstrim pasif, agresi fisik, dan rendah diri).



Wilderson (1967)

dalam membaca kurang memiliki kemampuan dalam:

- Word recognition,
- perceptual efficiency,
- intellectual maturity,
- visual efficiency,
- auditory inflectional awareness,
- memory, dan
- hyperactive style.

Graubard (1967)

- kerancuan penguasaan struktur bahasa,
- kesulitan orientasi kiri-kanan, dan
- pemahaman keseluruhan daripada bagian-bagian.

- Berkorelasi secara signifikan dengan intellectual maturity & hyperactive style.
- Ketidaktepatan dalam impulse control, kemudian berpengaruh kepada learning deficit and learning style.
- Reaktif dan impulsif.

Learning Behavior

- Menjadi tidak mampu belajar membaca dan tidak mampu mencurahkan energy psikologisnya secara cukup untuk belajar ketrampilan tersebut.
- Menjadi tidak mampu memenuhi ekspektasi kelompok teman sebaya dan orang yang lebih tua dalam belajar membaca.
- Memiliki problem dalam membaca dan berhitung
- Selalu tertinggal.

INATTENTION, IMPULSIVITY AND HYPERACTIVITY

Diag & Stat Manual (DSM) III

INATTENTION

(at least three of the following)

- often fails to finish things he or she starts
- often doesn't seem to listen
- easily distracted
- has difficulty concentrating on schoolwork or other task requiring sustained (*terus menerus*) attention.
- Has difficulty sticking (*masuk/bertahan*) to play activities.
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INATTENTION, IMPULSIVITY AND HYPERACTIVITY

IMPULSIVITY

(at least three of the following)

- often act before thinking
- shifts excecivity (pindah berlebihan) from one activity to another
- has difficulty organizing work
- needs a lot of supervision
- frequently call out (berteriak) in class
- has difficulty a waiting turn in games or group situations

INATTENTION, IMPULSIVITY AND HYPERACTIVITY

HYPERACTIVITY

(at least three of the following)

- runs about or climb on things excessively
- has difficulty sitting still or fidgets (gelisah) excessively
- has difficulty staying seated
- Moves about excessively during sleep
- Is always “on the go” or act as if “driven by another”

Yale Children Inventory (YCI)

INATTENTION

- ask to have things repeated
- confuses the details
- needs a calm, quiet atmosphere in order to work

IMPULSIVITY

- disrupts other children
- talk excessively
- is extremely excitable (oversensitive)

HIPERACTIVIT Y

- Squirm (menggeliat) and fidgets
- Act in a loud and noisy manner
- Must always be doing something or