ENGLISH LEARNING OBJECTIVES FOR STUDENTS WITH INTELLECTUAL DISABILITY: A CASE STUDY AT SLB-AC DHARMA WANITA SIDOARJO

THESIS

Submitted in partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* (S. Pd.) in English teaching

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ABSTRACT

Rahmawati, Sustania (2026). English Learning Objectives for Students with Intellectual Disability: A Case Study at SLB-AC Dharma Wanita Sidoarjo, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Rakhmawati, M.Pd. and Fitriah, PhD.

Key Words: Learning Objectives, Students with Intellectual disability, English Lesson Plan.

In the context of special education, learning objectives for students with disability cannot be formulated formally following the general curriculum, but must be arranged according to the abilities and learning needs of students with intellectual disability. However, in its implementation, there is an inconsistency between the formulation of learning objectives in the lesson and teacher practice in the classroom. Therefore, this study aims to (1) analyze the formulation of learning objectives for students with intellectual disability in English lesson plans, and (2) identify the way the teacher formulates learning objectives for students with intellectual disability. This research uses a qualitative approach with a case study design. Data collection was carried out through a document analysis process on 21 English lesson plans and interviews with an English teacher at SLB-AC Dharma Wanita Sidoarjo. The instruments used were an ABCD model (*Audience, Behavior, Condition, Degree*) analysis table to identify the framework of learning objectives, and interview guidelines related to the way the teacher formulated learning objectives for students with intellectual disability. The research results revealed that the learning objectives formulated by teachers contained *Audience, Behavior,* and *Condition*, without a *Degree* component. This shows that the teacher prioritizes the real needs of students rather than fulfilling formal or administrative structures. In addition, the teacher formulated learning objectives through the stages of learning achievement analysis *(CP*), determining the learning phase, initial assessment, compiling learning objectives by simplifying indicators, and preparing lesson plans. These findings indicate that the teacher prioritizes functional and contextual learning objectives over rigid and administrative formulations.

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ABSTRAK

Rahmawati, Sustania (2026). *English Learning Objectives for Students with Intellectual disability: A Case Study at SLB-AC Dharma Wanita Sidoarjo*, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Dosen Pembimbing: Rakhmawati, M.Pd. dan Fitriah, PhD.

Key Words: Tujuan pembelajaran, Siswa Intelektual Disabilitas, Rencana Pembelajaran Bahasa Inggris.

Dalam konteks pendidikan khusus, tujuan pembelajaran untuk siswa intelektual disabilitas tidak dapat diformulasikan secara kaku mengikuti kurikulum pada umumnya, melainkan harus dirumuskan sesuai dengan kemampuan dan kebutuhan belajar siswa dengan intelektual disabilitas. Namun, pada implementasi nyata nya, terdapat ketidak konsistenan antara tujuan pembelajaran pada rencana pembelajaran dan praktik guru di dalam kelas. Maka dari itu, penelitian ini bertujuan untuk (1) menganalisis tujuan pembelajaran untuk siswa intelektual disabilitas dalam rencana pembelajaran bahasa inggris, dan (2) mengidentifikasi cara guru dalam merumuskan tujuan pembelajaran bahasa inggris untuk siswa intelektual disabilitas. Menerapkan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui analisis terhadap 21 dokumen rencana pembelajaran dan wawancara dengan guru Bahasa Inggris di SLB-AC Dharma Wanita Sidoarjo. Instrumen yang digunakan yakni, tabel analysis ABCD model (*Audience, Behavior, Condition, Degree)* untuk mengidentifikasi kerangka tujuan pembelajaran, dan pedoman wawancara terkait cara guru dalam merumuskan tujuan pembelajaran untuk siswa intelektual disabilitas. Hasil penelitian mengungkapkan bahwa tujuan pembelajaran yang dirumuskan memuat tiga komponen yakni, *Audience, Behavior* dan *Condition,* tanpa adanya komponen *Degree.* Hal ini menunjukkan bahwa guru lebih mengutamakan pada kebutuhan nyata siswa daripada pemenuhan struktur formal atau administratif. Selain itu, guru merumuskan tujuan pembelajaran melalui beberapa tahapan yakni, analisis Capaian Pembelajaran (CP), menentukan fase pembelajaran, asesmen awal, menyusun tujuan pembelajaran dengan menyederhanakan indikator, dan menyiapkan rencana pembelajaran. Temuan ini menunjukkan bahwa guru memprioritaskan tujuan pembelajaran yang fungsional dan kontekstual dibandingkan rumusan yang kaku dan administratif.

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LIST OF ABBREVIATIONS

ID	Intellectual disability
LO	Learning Objectives
LP	Lesson Plan
CP	*Capaian Pembelajaran*
ABCD	Audience, Behavior, Condition, Degree
SLB	*Sekolah Luar Biasa*
SMPLB	*Sekolah Menengah Pertama Luar Biasa*
SMALB	*Sekolah Menengah Atas Luar Biasa*
K-13	*Kurikulum 2013*
IEP	Individual Education Program
PPI	*Program Pendidikan Individual*
IDD	Intellectual Developmental Disabilities
EFL	English as a Foreign Language
SLEBEW	Sound Language be The New
UDL	Universal Design Learning
BSKAP	*Badan Standar Kurikulum, dan Asesmen Pendidikan*
Kemendikbudristek	*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*

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