

ABSTRAK

Khopipah Indah Parwangsa, 2026. **“PERAN ORANG TUA DAN KOMUNITAS REHABILITASI BERBASIS MASYARAKAT (RBM) DALAM MEMFASILITASI PROSES BELAJAR ANAK DISABILITAS” (Studi Kasus di Kecamatan Mangkubumi, Kota Tasikmalaya).** Jurusan Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Anak penyandang disabilitas di Kecamatan Mangkubumi masih menghadapi berbagai tantangan dalam proses belajar, mulai dari keterbatasan akses pendidikan dan kesehatan hingga adanya pandangan negatif di lingkungan masyarakat. Kondisi tersebut menuntut adanya peran nyata dari lingkungan terdekat dan lembaga pendamping agar hak belajar serta tumbuh kembang anak dapat terwujud secara mandiri. Penelitian ini bertujuan untuk mengetahui peran orang tua dan komunitas Rehabilitasi Berbasis Masyarakat (RBM) dalam memfasilitasi proses belajar anak penyandang disabilitas di Kecamatan Mangkubumi, Kota Tasikmalaya. Pendekatan yang digunakan adalah kualitatif dengan metode studi kasus, dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa peran keluarga dilakukan melalui empat pilar utama. Pertama, *modeling*, yaitu orang tua menjadi teladan perilaku positif dan mengajak anak bersosialisasi di tempat umum. Kedua, *mentoring*, yaitu pemberian bantuan fisik seperti membantu memapah hingga kesediaan orang tua belajar bahasa isyarat untuk mempermudah komunikasi. Ketiga, *organizing*, yaitu pembagian tugas pengasuhan antara ayah dan ibu serta pelibatan anak dalam tugas rumah tangga sederhana. Keempat, *teaching*, yaitu penanaman nilai-nilai agama dan aturan hidup melalui bimbingan rutin agar anak memiliki disiplin. RBM berperan sebagai pendukung luar melalui fungsi pemberdayaan berupa penyediaan layanan terapi rutin, fungsi advokasi berupa jembatan untuk mengurus administrasi bantuan kesehatan (KIS/KK) dan alat bantu fisik, serta fungsi mobilisasi berupa sosialisasi untuk menghapus stigma negatif warga. Dapat disimpulkan bahwa keberhasilan proses belajar anak penyandang disabilitas merupakan hasil sinergi yang saling menyatu antara karakter bimbingan di rumah dan dukungan aksesibilitas dari RBM.

Kata Kunci: Peran Orang Tua, Rehabilitasi Berbasis Masyarakat, Proses Belajar, Anak Disabilitas.

ABSTRACT

Khopipah Indah Parawangsa, 2026. "THE ROLE OF PARENTS AND COMMUNITY-BASED REHABILITATION COMMUNITIES (RBM) IN FACILITATING THE LEARNING PROCESS OF CHILDREN WITH DISABILITIES" (Case Study in Mangkubumi District, Tasikmalaya City). Department of Community Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.

Children with disabilities in Mangkubumi District still face various challenges in the learning process, ranging from limited access to education and health to negative views in the community. This condition requires a real role from the immediate environment and accompanying institutions so that children's learning rights and growth and development can be realized independently. This study aims to determine the role of parents and the community-based rehabilitation (RBM) community in facilitating the learning process of children with disabilities in Mangkubumi District, Tasikmalaya City. The approach used is qualitative with a case study method, with data collection techniques through interviews, observations, and documentation. The results of the study show that the role of the family is carried out through four main pillars. First, modeling, where parents become role models for positive behavior and invite children to socialize in public places. Second, mentoring, which is the provision of physical assistance such as helping to understand the willingness of parents to learn sign language to facilitate communication. Third, organizing, namely the division of parenting duties between fathers and mothers and the involvement of children in simple household tasks. Fourth, teaching, which is the cultivation of religious values and life rules through routine guidance so that children have discipline. RBM plays the role of external support through an empowerment function in the form of providing routine therapy services, an advocacy function in the form of a bridge to take care of the administration of health assistance (KIS/KK) and physical aids, and a mobilization function in the form of socialization to remove the negative stigma of residents. It can be concluded that the success of the learning process of children with disabilities is the result of the synergy that is integrated between the character of guidance at home and accessibility support from RBM.

Keywords: *Role of Parents, Community-Based Rehabilitation, Learning Process, Children with Disabilities*