

The Influence of Media Activity Book on Life Skills in Class VII Mental Retardation in SLB-B Negeri Pembina Palembang

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Abstract

This study aims to see the effect of activity books on life skills in seventh-grade mental retardation at SLB-B Negeri Pembina Palembang. This study used a quasi-experimental design with a one-group pretest-posttest design method. The subjects in this study were five seventh-grade mental retardation students at SLB-B Negeri Pembina Palembang who were still lacking in life skills. Researchers used pre-test and posttest questions, totaling 20 questions, which were assessed by homeroom teachers using a questionnaire and validated by researchers. The results showed an increase in the ability of students' life skills, which was marked by the rise in the average pre-test and posttest results. Based on the study's results, it can be concluded that activity book media affects the life skills of seventh-grade students. This can be used as an intervention to improve students' life skills that can be applied at school and home as a support for applying images to everyday life.

Keywords: Life Skills; Activity Book; Mental Retardation

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INTRODUCTION

Children with special needs experience differences in growth and development compared to normal children (Atmaja, 2018). Children with special needs are classified into three including (1) physical abnormalities, namely abnormalities in the sense of hearing (deaf), abnormalities in the sense of vision (visually impaired), abnormalities in the function of speech organs (speech impaired), abnormalities in the motor organs of the body (tunadaksa); (2) social behavioural disorders also known as tunalaras; (3) mental disorders: mental abnormalities that are interpreted as more gifted children, genius children (extremely gifted) and children who are able to learn quickly (rapid learner) and mental abnormalities that are interpreted as less (subnormal) are also called mental retardation (Atmaja, 2018).

Based on data from the Information System for Persons with Disabilities of the Ministry of Social Affairs of the Republic of Indonesia (Retnaningsih dkk., 2022) there are 212,237 people with disabilities in Indonesia and there are 13,145 of them who are people with mental retardation collected on 9 March 2022 that. Based on this data, it can be seen that people with mental retardation in Indonesia are not small, there is a need for special services to optimise their abilities. Based on the results of a coordination meeting held by the Palembang Government through the Palembang City DPPAPM, the number of children with special needs in South Sumatra reached 27,831 people, including 1,103 children with special needs in the city of Palembang, (Forum Anak Kota Palembang, 2021).

Every child with special needs must receive special education so that he can reach his maximum potential. Education can be defined as an effort made by a person or group of people to influence a person or group of people to become an adult or achieve a better level of life and livelihood and have a big mentality (Daulai, 2021). The education system in Indonesia is based on the regulations stated in article 31 paragraph 1 of the 1945 Constitution, namely "every citizen has the right to education" and Law Number 20 of 2003 concerning the National Education System which states "the state fully guarantees children with special needs to receive quality education services" (Fakhrul dkk., 2023).

Sekolah Luar Biasa (SLB) is defined as education for students who have difficulty in following the learning process due to emotional, physical or mental social abnormalities but have special potential and talents, Suparno (Nasution dkk., 2022). SLB-B Negeri Pembina Palembang is one of the public schools that has special education services for children with special needs. At SLB-B Negeri Pembina Palembang there are four groups of types of children with special needs, namely autism, deafness, speech impairment, and mental retardation.

Children with mental retardation show a delay in their mental development, so that their ability to learn is disrupted and cannot adjust to the norms of society so that children with mental retardation need to be given services, guidance and teaching in order to help children with mental retardation in adjusting to society even though they are not fully like normal children. Services and guidance provided for children with disabilities by providing self-building skills learning (Zahro, 2018).

Self-help skills are an element of daily life activities, Shenai (Putri, 2018). One of the government programmes with special learning for children with disabilities, namely self-help learning has a function as an aid to spur children's motor movements, adjusted to the child's abilities. The self-help development program consists of seven components, the first of which is self-care skills, self-help, self-care, communication skills, socialisation, life skills and leisure time (Kementrian Pendidikan dan Kebudayaan, 2014). One of the important components in the self-help programme for children with mild disabilities is learning life skills.

Life skills according to WHO (Widajati dkk., 2022) are the ability to adjust and behave positively which ultimately enables the individual themselves. To be potential and useful in doing something, skills must be trained, honed, and developed consistently.

Life skills according to (Kementrian Pendidikan dan Kebudayaan, 2014) in a book entitled Guidelines for Self-Development for Mental retardation Learners have the following characteristics: 1) Able to carry out activities, simple skills in everyday life; 2) able to recognise money well; 3) able to shop in the right way; 4) Able to work well.

There is a phenomenon based on the findings of an interview conducted with one of the parents of a student with the initials DP (personal communication, 25 July 2023) the researcher received information that his child could not bathe alone, according to him

because it was difficult to reach the back area of the body so that it was still assisted by his parents. Her child had tried to bathe alone but after being seen there was still a lot of soap foam still attached to her body.

This phenomenon is also supported by the characteristics of life skills learning according to Anwar (Andreansyah, 2023), one of which is learning to distinguish adaptation needs, the phenomenon that occurs in class VII students is still low adaptability in dealing with changes that they have from children to adolescents, so that with the existence of life skills learning it will help students with disabilities in optimising their abilities.

Based on the phenomenon found, to improve life skills can be improved by modifying self-development tools or media. The provision of self-development tools or media is not directly for specific development - but must be related to tools or media to improve perceptual and sensorimotor abilities as basic skills (Kementrian Pendidikan dan Kebudayaan, 2014). One of the media that can improve life skills through motor training and eye-hand coordination is the activity book media.

Activity book is a medium used to communicate material about life skills through books, with writing or pictures intended for children. Activity book according to Widyastuti (Utami dkk., 2021) can improve children's fine motor skills because children learn with stationery. Activity books are made colourful so that learning becomes more fun with colourful activity books that encourage children's creativity. The content in this activity book contains interactive materials such as puzzles, games, quizzes, pictures to colour, and other elements that involve writing or drawing in the book itself (Utami dkk., 2021).

Activity books have advantages including a wider scope of content, so that children can understand the material better. In addition, activity books also do not have a short circulation period, so that users can be used for a long time. Children will not experience confusion because the activity book also has a focus on the topic or title, Rahman Saleh Alfarisi (Fitrianiingsih, 2020).

Activity books use book media that can be used repeatedly with erasable markers or also known as wipe and clean books. Activity books can provide stimulation of the work system in the brain, books are not only read but also there are activities that follow both physical and non-physical activities, and also the material provided can be repeated because it uses paper media that can be written and erased again.

Research on activity books has been conducted by (Nugrahani, 2021) with the title The Effect of Providing Parental Kit Activity books on Children's Adaptability during the Covid-19 Pandemic. The study used a one group pretest-posttest design method on students of Nusa Indah Ambulu Jember Kindergarten. Based on the research findings, there is an increase in adaptability in students marked by an increase in the mean pre-test and post-test results, as well as an increase in the aspects of self-knowledge, self-acceptance, self-control, and self-satisfaction from adequate to good.

Based on the phenomenon that occurred in SLB-B Negeri Pembina Palembang and because there is still little research on self-help abilities in life skills and regarding activity books. Therefore, researchers are interested in conducting research on the effect of activity books on life skills in seventh grade mental retardation children at SLB-B Negeri Pembina Palembang.

METHOD

Research Design

The research design used is experimental quantitative research with a one group pretest-posttest design. In this study, we will find out whether or not there is an effect of activity book media on the life skills of seventh grade mental retardation children at SLB-B Negeri Pembina Palembang.

Participants

The population in this study amounted to 15 students divided into classes L7-C.A and L7-C.B. Not all populations were used as research subjects because not all were in accordance with the desired variable characteristics, the sampling technique in this study was purposive sampling. Some of the subject criteria include being a seventh grade mental retardation student at SLB-B Negeri Pembina Palembang; having a score below 2.00 based on the results of the initial assessment score; students are still fully assisted to button their clothes. Based on the predetermined criteria, five research subjects were obtained with the initials MA, DP, MFR, FA, and NIS.

Research Instrument

The data collection methods in this study were observation, interview, initial assessment, and measuring instruments. The measuring instrument used in this study is a questionnaire containing 20 items made by researchers based on life skills indicators taken from the Self-Development Guidelines for Mental retardation Learners book (Ministry of Education and Culture, 2014). The measuring instrument was tested for validity using content validity assessed by three expert judgements, namely three teachers whose backgrounds have been involved as teachers and therapists in different special schools. The values obtained from the validators were analysed using Aiken's V formula, resulting in a validity value for each item of at least 0.5 and at most 0.916. Then the measuring instrument was tested for reliability using Statistical Product and Service Solution (SPSS), resulting in a Cronbach's alpha value of 0.932. It can be concluded that the measuring instrument is valid and realibel.

Data Analysis

Data analysis in this study is using normality test and hypothesis testing. The normality test in this study was carried out using Kolmogorov-Smirnov z with an assumption value of $p(\text{sig}) > 0.05$. if the results in the SPSS output $p(\text{sig}) > 0.05$ then the data in the study were not normally distributed so that it could not use parametric statistics. The hypothesis test used in this study used the Paired Sample T-Test. For the normality test and hypothesis testing, researchers used the Statistical Product and Service Solution (SPSS) version 20.0 for windows programme.

RESULT AND DISCUSSION

Descriptive Analysis

After conducting research and collecting data on five research subjects, the following data measurement results were obtained:

Table 1. Pre-test and Post-test Data

Name	Pre-test Result	Post-test Result
MA	38	64
DP	35	61
MFR	43	70
FA	38	67
NIS	34	53

Based on table 1, it can be seen the difference in the results of the life skills ability score owned by the subject before being given the activity book treatment and after being given the activity book treatment. These results were obtained by researchers from the results of the pre-test and post-test with 20 questions. To find out the category of increase in students' life skills from the pre-test and post-test results, researchers used the method of calculating the final score using a formula based on the Self Development Guidelines for Mental retardation Learners (Ministry of Education and Culture, 2014), namely:

$$\frac{\text{Score obtained} \times 4}{\text{Maximum score}} = \text{Final score}$$

From the assessment formula, the final score is as follows:

Table 2. Pre-test and Post-test Final Score

No.	Name	Pre-test final score	Kategori	Post-test final score	Category
1.	MA	1.9	sufficient	3.2	good
2.	DP	1.75	sufficient	3.05	good
3.	MFR	2.15	sufficient	3.5	very good
4.	FA	1.9	sufficient	3.35	very good
5.	NIS	1.7	sufficient	2.65	good

Based on the table above, it can be seen that there is an increase in the final score of the post-test, where at the time of the pre-test the five subjects had a sufficient score category and at the time of the post-test three subjects had a good score category and two subjects had a very good score category.

Normality Test Results

Table 3. Normality test result

Variabel	KS-Z	p (sig)	Description
Pre-test	.569	.902	Normally distributed
Post-test	.401	.997	Normally distributed

Based on the results of the normality test analysis with Kolmogorov-Smirnov z, the subject's life skills pre-test data was obtained, namely KS-Z = .569 and p (sig) = .902 so that p (sig) > .05. While the subject's life skills post-test data is KS-Z = .401 and p (sig) =

.997 so that p (sig) > .05. It can be concluded that the pre-test and post-test data are normally distributed so that it can be continued by conducting hypothesis testing.

Hipotesis Test Result

Table 4. Hipotesis Test

Variabel	Mean	t	N	Sig. 2-tailed (p)
Keterampilan hidup				
<i>Pre-test - Post-test</i>	-25.400	-15.019	5	.000

Based on the results of hypothesis testing (paired sample t-test) obtained mean (average) = -25.400, $t = -15.019$ and $p = .000$ so that p (sig) < .05. There is an average difference in the pre-test data which is 37.60 and the average in the post-test data is 63.00 then the average difference between the two is -25.400 so that there is a difference between the results in the pre-test and post-test data which means "there is an effect of activity book media on life skills in class VII mental retardation at SLB-B Negeri Pembina Palembang".

The results of this study are in line with the findings of the results of research conducted by (Nugrahani, 2021) with the title The Effect of Providing Parental Kit Activity books on Children's Adaptability during the Covid-19 Pandemic. This study used a one group pretest-posttest design method on students of Nusa Indah Ambulu Jember Kindergarten. Based on the results of this study, it shows that activity books can help students have better adaptation skills. This is indicated by an increase in the average pre-test and post-test results.

The results of this study are also in line with the objectives of research such as research conducted by (Fucci, 2016) with the research title A Guided Therapeutic Activity book for School-Aged Pediatric Transplant Recipients which aims to provide preventive interventions to help children interpret their own experiences and enter adolescence with greater responsibility and rights of personal choice for their health needs. invite children to write and draw about many aspects of their lives as well as about their transplants, emphasising their strengths, resources, and values services build and strengthen a sense of mastery.

Based on the results of the analysis of researchers in this study, there are several findings of researchers, namely:

- a) In order for the activity book to significantly affect the life skills of children with disabilities, the activity book has material or themes that are in accordance with what will be taught, visual images are projected simply and easily understood, the colouring of the activity book must be attractive in order to get the attention of the subject, the visual image must be highlighted so that the subject easily distinguishes from the background elements in the activity book media so that it makes it easier for the subject to process the information obtained, the material in the activity book is instructed by the material provider and practiced again by the subject so that the child can apply it in real life.
- b) Parenting is an important factor in influencing life skills, seen during research subjects who are accustomed to doing daily activities at home, respond faster to instructions and score greater results. This is in line with the factors that influence life skills according to Hurlock (Putri, 2018), one of which is parenting, where parents act as educators who pay attention to all activities and needs of children so that they can help children become more independent.

- c) The technique of providing activity book media must also pay attention to the time and room conditions where it is implemented so that the subject can follow the instructions with concentration.

The limitations in this study lie in the relatively short research time and the setting of the place that is not specifically when giving treatment so that sometimes the subject is distracted by other things. If the time of giving treatment is longer and periodically it is possible that students' life skills will improve even more.

CONCLUSION

Based on the research results that have been presented above, it can be concluded that there is an effect of activity book media on life skills in class VII mental retardation at SLB-B Negeri Pembina Palembang. Suggestions from this research can be given to school teachers to consider using activity book media in learning life skills as a supporting intervention in the student learning process to make it easier for students to apply their life skills. Then for further researchers to be able to further develop research, it is hoped that they can find more references related to variables that affect the life skills of children with disabilities and other special needs children in order to get better research results.

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