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The Effectiveness of Modeling Methods on Buttoning Skills for Moderate Category Mentally Disabled Children at Muhammadiyah Pauh IX Special School in Padang

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Abstract: Research. This is motivated by the low ability of self-development in mentally retarded children in the moderate category, especially self-development in putting on button-up clothes that researchers found at SLB Muhammadiyah Pauh IX Padang. Based on the results of the assessment that had been done, the child only got a score of 8%. The purpose of this study was to prove whether the modeling method was effective in improving the button-up shirt-fitting skills of medium category mentally retarded children. .. type. This research is an experimental research with single subject research (SSR). Using A-B-A design with a single subject and data analysis using Visual Graphic analysis techniques. The results of the research on the skill of putting on button-down shirts were carried out continuously for 18 meetings with the results in the baseline condition (A1), namely 23%, while in the Intervention condition (B) it was 81%, and in the baseline A2 condition the children obtained a stable score of 85%. so that there was an increase in the skills of wearing button-down shirts for class C students at SLB Muhammadiyah Pauh IX Padang by using the modeling method. Based on the results above, it can be concluded that the skill of putting button-down clothes increases by using the modeling method in the moderate category of mentally retarded children.

Keywords: Buttoned Shirt, Modeling Method, Mentally Disabled

INTRODUCTION

Education is the right and need of every child, including children with special needs (ABK). The education provided is adjusted to their abilities and types of disabilities. This is to develop the potential and abilities of the child. Children who are unable to do so are given special education. In accordance with PERMENDIKBUD no. 157 of 2014 "Special education functions to provide educational services for students who have difficulty in following the learning process due to physical, emotional, mental, intellectual, and/or social disorders." One type of child with special needs is a child with moderate mental retardation, called an imbecil child. Children who fall into this category can learn self-care skills such as cleaning themselves, tidying themselves up, wearing clothes, wearing and tying shoelaces, eating and drinking, avoiding danger. Furthermore, children can also learn basic academic skills such as reading

and arithmetic. By being given training, children who fall into the moderate or trainable mental retardation category can take care of themselves (Wantah,2007).

Children with moderate mental retardation must be given self-development learning so that children can be independent. Self-development programs are given to build individuals as social beings through education in the family, school, and community so that independence is realized in everyday life (Kasiyati, K Grahita, 2019). One of the obstacles in the ability of moderate category of mental retardation self-development is the ability to dress, in dressing for mentally retarded children is different from normal children, dressing for normal children is an easy job, they can get it through observation because their intelligence level is normal, their ability is influenced by the level of intelligence. Unlike mentally retarded children, they have limited intelligence that is below average. In the end, they cannot take care of themselves according to their age. In terms of dressing, they need detailed and continuous programmed exercises and require patience over a longer period of time. The existing reality shows that many mentally retarded children are not yet independent in carrying out daily activities, they still need help from others. For this reason, schools provide various kinds of self-care learning, including being taught how to dress well and neatly which is given through self-development subjects. With the hope that mentally retarded children can be independent, not too dependent on the help of others and have a sense of responsibility for themselves. The results of the preliminary study conducted by the researcher at SLB Muhammadiyah IX Pauh Padang in class V C1 there were 3 students. The researcher observed during self-help learning to put on clothes. Out of 3 students in the class, 2 of them were already dressed neatly but there was one child who was not dressed neatly. During the self-help learning, the child seemed to have difficulty putting on clothes. When putting on clothes, the child asked for help from his teacher, he could not put on his own clothes.

The researcher conducted an assessment of children's dressing skills. The results of the dressing skills assessment that have been carried out are as follows. There are 13 items of dressing skills, of the 13 items the child is only able to do 1 item. Activities that the child can do such as aligning the holes and buttons, Based on the test results above, the child only gets 8% and the child is proven that his/her ability to button up his/her clothes is still low. The researcher also conducted observations at school, in self-development learning, teachers who actively participate in explaining and practicing themselves, and students only pay attention, the researcher feels that this method is not effective in self-development learning for students with moderate mental retardation. It is better to teach children to button up shirts using the modeling method, the teacher should explain each step of buttoning up shirts and the child must also actively participate and imitate each step of putting on clothes explained by the teacher. The modeling method is a method used by teachers in the learning process by demonstrating something as an example that can be imitated by each student (Hikmah Fitrianti, 2012). The author uses this method because the use of this method in schools has not been maximized in learning self-development programs for moderate mentally retarded children. Therefore, the author is interested in conducting research on the "effectiveness of the modeling method in improving button-up skills in moderate mentally retarded children”

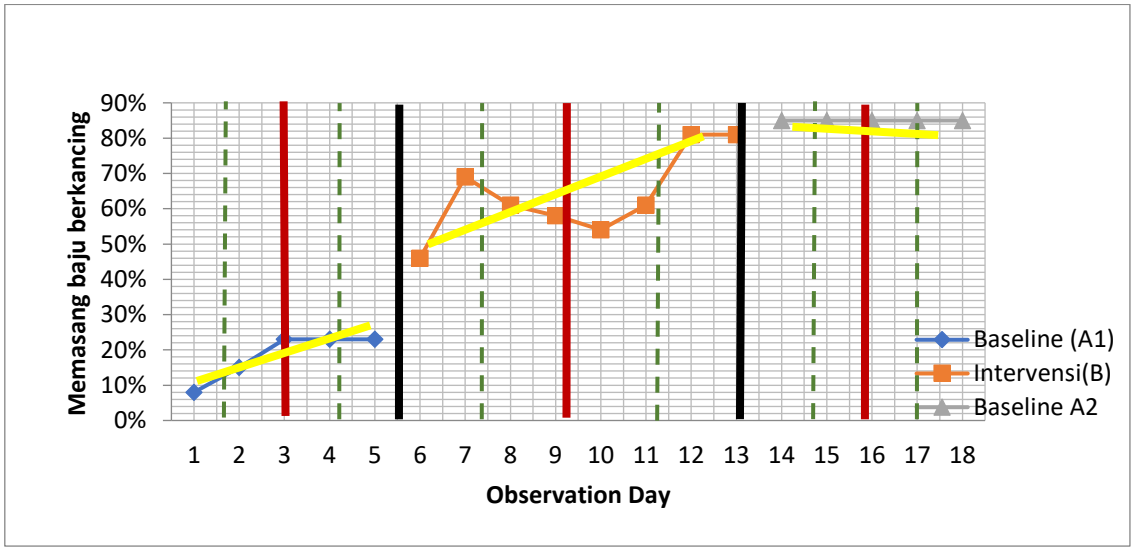
METHOD

The research method chosen in this study is experimental research in the form of SSR (Single Subject Research). Experimental research as one of the research methods used to determine the effect of independent variables on dependent variables in controlled conditions (Sugiyono, 2015). This study used an A–B-A design. Phase A is the skill of buttoning up clothes before intervention. Phase B is the skill of buttoning up clothes after treatment using the modeling method, and phase A2 is the skill of buttoning up clothes after intervention is no longer given. The subject of this study was one mentally retarded child at SLB Muhammadiyah Pauh IX Padang with the initials VV, female, aged 15 years. The researcher looked at whether the skill of buttoning up clothes could be improved using the modeling

method. Through this activity, it is hoped that children will try to improve their skill of buttoning up clothes properly. The assessment is calculated by the number of tallies then added up in the frequency table in each phase A, B, and A. There are two (2) variables in this study, namely the dependent variable (Y) in this study is improving the skill of buttoning up clothes. And the independent variable (X) in this study is the modeling method. Each step that is done by the child correctly is marked on the tally then added up in the frequency table. Data analysis using visual graphic analysis techniques, where the data is entered into a graph, then analyzed according to the components of each baseline phase of the initial condition (A), then in the intervention condition using the modeling method (B) and in the Baseline phase (A2). The analysis is divided into analysis in conditions and analysis between conditions.

RESULTS AND DISCUSSION

In this study, the researcher conducted 18 meetings. In the Baseline condition (A1) it was conducted 5 times, in condition B (intervention) it was conducted 8 times and in the Baseline condition (A2) it was conducted 5 times. In each session, the researcher conducted measurements. The measurements from each session are presented in the form of frequency (tally). The results of each meeting can be seen in the graph below:



Graph 1. Development of button-up shirt skills in conditions A1, B, and A2

Description:

Boundary line of baseline and intervention conditions

Mide data line

Trend line

Mide data line

From the graph it can be seen that the research on the baseline condition (A1) was stopped at the fifth meeting. because at the third, fourth and fifth meetings it was stable, therefore the researcher stopped the Baseline A1 condition and continued with the intervention condition. and in the intervention condition it showed an increase, in the 7th and 8th meetings it showed a stable number and the researcher continued with the Baseline condition (A2) showing a stable graph for five meetings. Therefore the researcher stopped the baseline A2 phase. The graph shows an increase in conditions A1, B and A2.

Table 1. Analysis under conditions

No	Condition	A1	B	A2
1	Condition length	5	8	5
2	Estimation of trend direction	(+)	(+)	(=)
3	Tendency to Stability	20%	0%	100%
4	Data Trace	(+)	(+)	(=)
5	Stability Level and Range	Variables 23-8	Variables81-46	Variables85-85
6	Level of Change	23-8=15 (+)	81-46=35 (+)	85-85=0 (=)

The analysis components between baseline conditions (A1), intervention (B) and Baseline (A2) are:

a. Determining the Number of Variables to be Changed

Table 2. Number of Variables Changed

Comparison of conditions	A1/B/A2 1:2:3
Number of Variables changed	1

b. Determining Changes in Directional Trends

Table 3. Changes in Directional Trends

Condition	A1	B	A2
The trend towards button-down shirt dressing skills	(+)	(+)	(=)

c. Determining Changes in Stability Tendencies

Determining changes in stability tendencies, can be seen in stability tendency data on several analysis components under conditions. Changes in stability tendencies from variable to stable variable.

Table 4. Recapitulation of Stability Tendencies in Buttoning Shirt Skills

No	Tendency to Stability	Condition		
		A1	B	A2
1	Stability range	3,45	12,15	12,75
2.	Mean Level	18,4	63,87	85

3.	Upper Limit	20,12	69,94	91,37
4.	Lower Limit	16,68	57,8	78,63
5.	Stability Percentage	20%	0%	100%

Explanation of the stability percentage as shown in the graph below:

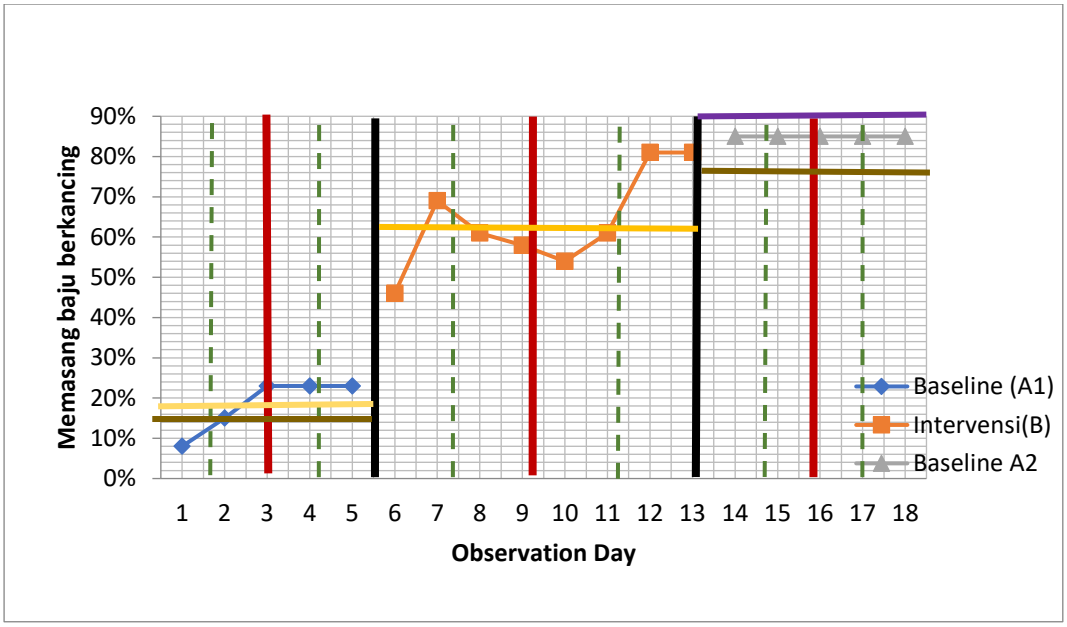


Chart 2 Stability Tendency

Description:

Upper Limit

Mean Level

Lower Limit

d. Determining the Level of Change

Table 5. Level of Change

Condition	A1	B	A2
Level perubahan keterampilan memasang baju kemeja berkancing	23-8 = 15 (+)	81-46= 35 (+)	85-85=0 (+)

e. Determining Overlap Data

Table 6. Overlap Data

Condition	Target Behavior	A1/B	A2/B
Persentase	Button-up shirt skills	20%	0%

Based on the results of data analysis in conditions and the results of analysis between conditions, there were 18 meetings, namely 5 meetings in baseline conditions (A1) before the intervention was given, 8 meetings in intervention conditions (B) and five meetings in baseline conditions (A2).

The modeling method is a method that shows the occurrence of a learning process through observation of others and changes that occur due to imitation. Imitation in a special sense shows that the behavior of others who are observed, imitated, is more of an imitation of what is seen, observed and not about behavior in general as a model based on its behavior. In the learning process through observation shows the occurrence of a learning process after observing the behavior of others (Amherstia Pasca Rina, 2016).

Thus, children's skills in taking care of themselves, especially buttoning up shirts, can be trained by using modeling methods that make it easier for children to understand and practice them, including for children with moderate mental retardation. Children will observe the stages of how to button up shirts properly.

In learning, children will master a technique better if they do the skill continuously and are guided by the teacher, namely by the child imitating each step of buttoning a shirt taught by the teacher. The child and the teacher both evaluate the stages carried out by the child in buttoning a shirt, so that with this modeling method, it can improve the skill of buttoning a shirt for children with moderate mental retardation.

SSR (Single Subject Research) or in Indonesian, single subject research is a research conducted to determine how much influence a treatment given to the subject periodically and intensively has. Where the research results are presented and analyzed from conditions without treatment to conditions after treatment (Abdillah et al., 2014).

The results of the research that has been conducted prove that the modeling method can improve the skills of putting on buttoned clothes in moderate mentally retarded children in class V of SLB Muhammadiyah Pauh IX Padang. The implementation of this activity seems easier for children to understand because children will be guided directly in imitating each step of putting on buttoned clothes exemplified by the teacher. It can be seen from the findings in the field after the intervention, the skills of wearing buttoned clothes increased.

The results of this study cannot necessarily be used for other mentally retarded children, because each mentally retarded individual has limitations and skills that vary, but based on the findings of the study, it is recommended to use the modeling method to improve the skills of wearing buttoned clothes in moderate mentally retarded children.

CONCLUSION

The modeling method is effectively used in moderate category mentally retarded children to improve their button-up shirt skills. The data obtained from the research results show that the skill of buttoning up a shirt has increased after being given intervention, the results obtained are 85%.

The modeling method using human dolls is used for learning independence in children. The modeling method in improving the independence of moderate category mentally retarded children. Seeing the results of the study, the modeling method can be used as one form of method that can be used to train independence in moderate category mentally retarded children. Based on this study, therefore, to optimize the use of the results of this study in the field, the researcher provides the following suggestions:

1) It is recommended that teachers always provide exercises to improve independence in moderate category mentally retarded children, especially in button-up shirt activities so that children can be independent and not dependent on others anymore.
2) Further researchers

This study can be used as additional knowledge that improving the skill of buttoning up a shirt in moderate category mentally retarded children is effective by using the modeling method. The modeling method can also be tried for research on other special needs children to improve their button-up shirt skills.

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