



USE OF MODELING TECHNIQUES IN LEARNING SKILLS MAKE DOORMAT AGAINST CHILDREN WITH INTELLECTUAL IMPAIRMENT

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Abstract

This research is motivated by the problems that researchers found in SKh Sutmaemun Serang-Banten, namely in children with intellectual disabilities in class VII. In learning the skills of making doormats. This study aims to determine whether there is a significant influence with the use of modeling techniques to improve the ability to make doormats in children with intellectual disabilities. This type of research is a Single Subject Research. Data collection techniques used are using tests to assess learning outcomes making doormats and observations are used as data collection techniques by observing each behavior displayed by the subject. The subjects involved in this study were 1 child. The results obtained by the subjects were seen from the frequency indicated at baseline 1, with the intervention condition experiencing an increase of 88.8%, as well as the average acquisition for the baseline condition 2 66.6% increased compared to the baseline 1 condition which was 44.4% points. It means that modeling techniques can influence the learning of skills in making doormats.

Keywords: modeling techniques, learning the skills of making doormats.

INTRODUCTION

Special Education Organizers see the importance of education for one's life, so education is not only required for students in general, but also for students with special needs. As in UU No. 20 Tahun 2003 Pasal 32 which reads: "Special Education (Special Education) is education for students who have difficulty in following the learning process because of physical, emotional, mental, and social abnormalities or have special intelligence and talent potential".

The article emphasizes that education is the right of every citizen including children with special needs. Students with special needs are those who have a character with a significant difference from other students in general. In Special Education one of them is a child with intellectual disabilities, (Delphie 2006: 2) argues that children with intellectual disabilities are those who have learning problems caused by intellectual, mental, social and physical development barriers.

Viewed from the condition of children with intellectual disabilities to meet their needs, the learning of skills is very influential for the future, the skills to be given are the skills associated with the field of work.

Life skills associated with certain occupations in the community are called vocational skills. According to Iswari (2007: 28). By having vocational skills, a person is expected to be able to fulfill his own life's needs, so that he can become an independent person and not depend on his environment. Researchers want to develop learning skills that will be given to children with intellectual barriers that make doormats, researchers provide learning to make doormats using modeling techniques

Based on the results of the students' conditions which were used as research subjects, 1 student with intellectual disabilities at the Suthemun School of Law was given the learning of handicraft making skills. The skills possessed by children with intellectual disabilities in this school are very good, and looking at the abilities they have so that children's interest and motivation to learn skills increases, the learning of skills is developed by making doormats.

METHOD

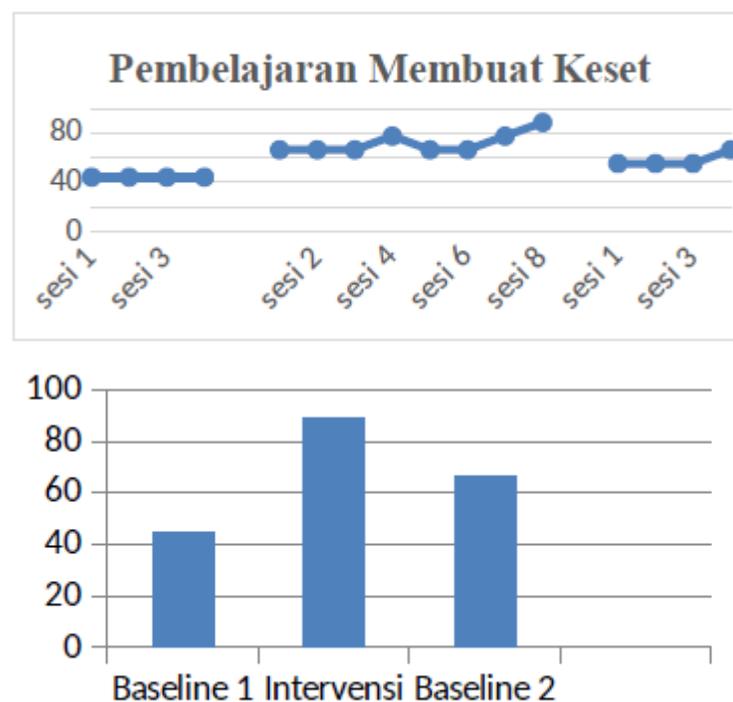
According to Sugiyono (2016: 2) The research method is basically a scientific way to obtain data with specific purposes and uses. Based on this there are four keywords that need to be considered, namely, the scientific method, data, purpose, and usability.

The method used in this research is a quantitative approach. The method used is the experimental method, the quantitative approach used by the author in research using the type of experimental method. "To experiment is to try, to look for, to confirm" Freangkel and Wallen (2009) in Sugiyono (2018: 110) states that the experiment means try, find and confirm / prove. Because this

researcher is done with the intention to see the effects of a treatment. Experiments are experimental activities to examine an event or symptom that appears in certain conditions.

The design of a single subject used is A-B-A. Design A-B-A by Sunanto (2006: 44) that first target behavior is measured continuously at baseline conditions (A1) with a certain time period then in the intervention condition (B). different with A-B design, in A-B-A design after measurement at intervention conditions (B) measurement at baseline conditions (A2) is intended as a control for intervention conditions so that the belief to draw conclusions of a functional relationship between the independent variable and the dependent variable is stronger. A-B-A design has three stages namely, A1 (baseline 1), B (Intervention), and A2 (baseline 2). A1 (baseline 1), which is the basic ability, in this case the ability to learn skills to make doormats that are mastered by research subjects before being treated, Sunanto (41: 2006) states that "Baseline is a condition where the measurement of target behavior is carried out in a natural state before being given an intervention. any. B (intervention), namely the condition of the research subject during treatment, in this case the learning of skills to make the mat repeatedly by using modeling techniques with the aim of knowing the ability of the subject research into improving the learning of skills to make doormats during treatment is given. "Intervention conditions are conditions when an intervention has been given and target behavior is measured under that condition". A2 (baseline 2) is the repetition of baseline conditions as an evaluation of the extent to which the interventions given affect the subject.

RESULT AND DISCUSSION



Picture 1. Graphical Analysis of Baseline (A1), Intervention (B), and Baseline 2 (A2) Phases

Mean percentages in Baseline 1 (A1), Intervention and Baseline 2 (A2) Phases Based on the results of research that has been done it can be seen that the use of modeling techniques can improve children's ability in learning the skills of making doormats against children with intellectual disabilities.

Researchers saw that at the time of the interview with the principal that the child was used to making skills but used the drill method. Researchers do learning to make doormats using modeling techniques.

Based on the results of researchers conducted, the provision of interventions in improving the ability to learn to make doormats. This is indicated by a significant increase in the ability of the subject to take steps to make the mat after being given an intervention through the use of modeling techniques. Achieving a positive result for the subject can be seen from the average acquisition score increasing in phase A2 to phase A1 by drawing a rising trend line with stable stability. This achievement is partly due to the influence of the use of modeling techniques that make it easy for the subject to follow a good learning process. Modeling techniques namely As stated by Fitria (2016: 4) in his research modeling techniques are learning techniques by providing examples of movements through models. This technique is used by researchers to improve the ability to learn skills in making



doormats. On target.

Behavior completing the steps of making the average mat obtained in phase A1 (baseline 1) is 44.4%, the data obtained in this phase is a natural condition of the child without any treatment. In phase B (intervention) the average data obtained is 88.8%, the data obtained in this phase is because children have begun to be given an intervention in the form of application provided by researchers through the use of modeling techniques to improve children in making mats. Furthermore A1 (baseline 2) the average obtained is 66.6% of the data obtained in this phase is a natural condition after the provision of intervention to see the effect of using modeling techniques.

The results of Amri's study (2015) entitled "The Effect of Modeling Skills for Making Virgin Coconut Oil (VCO)" showed that the results of the research he conducted could be known that there was an increase in the ability to make Virgin Coconut Oil (VCO) using modeling techniques in the process of learning the daily activities. Based on research that has been done, the ability to learn to make doormats has weaknesses in research including:

1. In learning to make a doormat should be done at the first hour, so it can run smoothly so that the goal of learning to make a doormat is achieved.
2. Making this mat if done in a special room will be very good skills, because it is less conducive, because the room is mixed in one activity to another. This results in the child being distracted and unfocused when making the mat.
3. When learning to make doormats the teacher must guide because in the making this mat uses sewing needles and scissors, so special supervision is required.

The results of this study state that the use of modeling techniques can affect the level of ability in learning to make doormats in children with intellectual disabilities experience a significant increase.

CONCLUSION

The results of the research show that modeling techniques can help children in the learning process of making doormats, by utilizing the sense of hearing and vision. After the intervention of the students is given, it shows the success seen from the average assessment that rises between A1 to A2 which can be seen from the graph. Thus the results of this study can provide answers to the hypothesis in this study that the use of modeling techniques can improve the ability of children to complete the steps of making doormats.

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