
Improving Tissue Box Decorating Skills Through Task Analysis for Children with Mild Mentally Retarded Child (Class Action Research at SLB Luak Nan Bungsu)

Faiza Sukma*¹, Martias Z²

^{1*,2} Departemen Pendidikan Luar Biasa, Fakultas Ilmu Pendidikan,
Universitas Negeri Padang, West Sumatra, Indonesia

* sukmafaiza3@gmail.com

DOI : <https://doi.org/10.56480/jln.v3i1.834>

Received: January 13, 2023

Revised: January 23, 2023

Accepted: February 03, 2023

Abstract

Conducting this research was hampered by the fact that, although Luak Nan Bungsu SLB had learned how to decorate tissue boxes in grade VII, some children lacked the necessary skills and scored below the KKM. This study uses task analysis to discuss how to make it easier for mild mentally retarded children to decorate tissue boxes made from banana stems. By using classroom action research (CAR), this research was conducted in two cycles, with each cycle consisting of: preparing, implementing, observing, and reflecting. Observation, documentation, and action tests were the methods used to collect data. The EM value in the first cycle of action was 55.88%, and in the second cycle was 88.23%. DT children scored in cycle I, namely 52.94%, and children II, scored in cycle I, namely 85.29 percent. The results were obtained by the children using two cycles of improving their abilities.

Keywords– *Tissue Box Decorating Skills; Mentally disabled ; Class Action Research*



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

Mentally retarded children are a category of children with special needs who need services. They can still receive instruction in academic subjects such as writing, reading and mathematics, and their IQ ranges from 70 to 55 (Desiningrum, 2016). Mentally retarded children have difficulties in understanding and digesting lessons resulting in a lack of achievement in the academic field

The process of making tissue boxes from banana leaves is relatively easy for mild mentally retarded children to do, because the manufacturing process is simple and the materials are easy to find. Skills learning aims to train children so that they have the skills to work and can produce a product that can be sold. From the preliminary study that the researchers did at SLB Luak Nan Bungsu in class VII with mental retardation, the researcher saw the process of learning the skill of making tissue boxes from banana stems. the process of making the skill of decorating a tissue box from banana leaves, as exemplified by the teacher, children are less able to follow the teacher's instructions and are often careless and untidy in attaching banana leaves to the tissue box. This is stated in the EM and DT evaluation sheets which score below the minimum completeness criteria (KKM). Based on the minimum completeness criteria (KKM) set by SLB Luak Nan Bungsu, which is 70, the EM and DT scores have not yet reached the KKM, only reaching 50 and 40. An indicator of a child's success is being able to neatly decorate a tissue box and get a score above the KKM. Based on the explanation above, the researcher tried to use task analysis to improve the skills of children with mild mental retardation in decorating tissue boxes from banana stems.

2. Method

Classroom action research was used in this study. Classroom action research involves observing classroom lessons and then taking action to improve quality and solve problems (Mu'alimin & Cahyadi, 2014). This classroom action research can be carried out by teachers, lecturers, students or researchers. The implementation of this research consists of cycles that aim to increase the quality

of learning (Jalaludin, 2016). The method that researchers use is task analysis. Task analysis is task analysis used to break tasks or activities into small, continuous steps making it easier for children to complete all steps or stages in an activity. This task analysis technique is a technique that is suitable for learning mentally retarded children (Sudrajat, Dodo, 2013).

3. Result and Discussion

Initial Conditions

The child's initial ability can show how the ability possessed by the child. To what extent are the skills of the child now. As stated in the research grid, the aim of the research is to improve skills in decorating tissue boxes from banana stems. The graph below illustrates the initial abilities of class VII mentally retarded children before being given action:

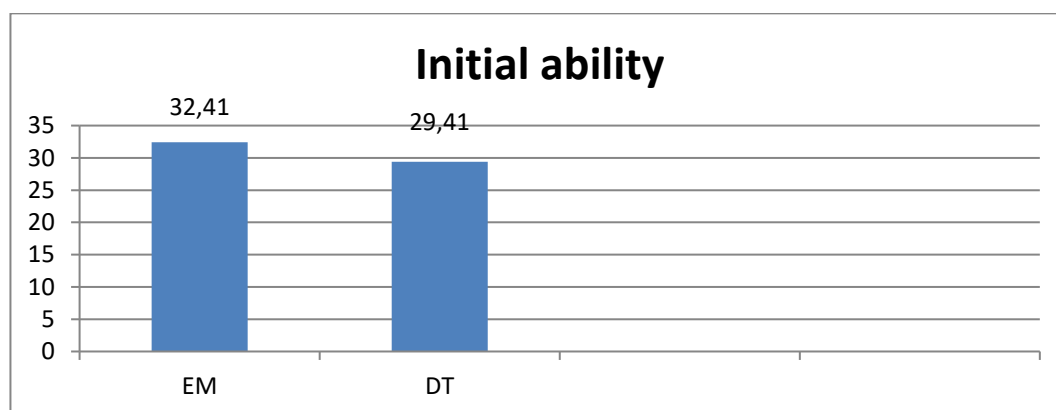


Figure 1. Diagram of the results of a child's initial ability test before being given action

Based on the diagram above, it can be concluded that the initial ability of children with the initials EM obtained 32.41% and children with the initials DT obtained a value of 29.41. From these results, children still experience difficulties in carrying out and taking steps to decorate tissue boxes, such as sticking banana fronds to the city. So the child's ability needs to be improved again using task analysis.

Cycle I

In Cycle I, there were four meetings. Although in cycle I it has not achieved optimal results, but the child's ability to decorate tissue boxes has seen an increase compared to the initial conditions before being given the action as shown in the following table:

Table 1. Obtained Scores for Decorating Boxes Cycle I

No	Name	Cycle I		
		Value	%	Ability
1	EM	20	58,82%	enough
2	DT	19	55,82%	enough

Even though they had not yet reached the KKM that had been set, it can be seen from the table above that the EM and DT children experienced an increase in their ability to decorate tissue boxes compared to their initial abilities. The graph in the figure below

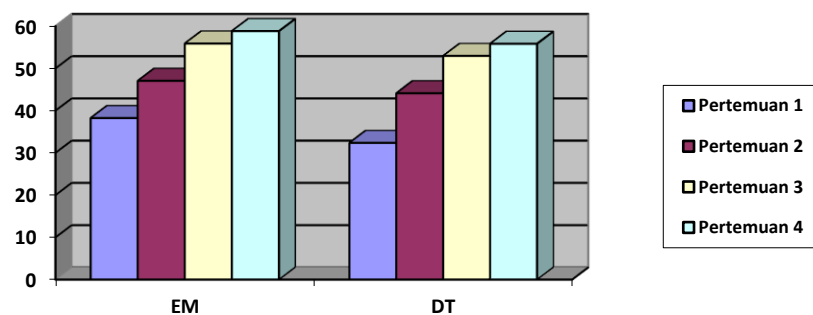


Figure 2. Diagram of the results of the ability of children in cycle I

Cycle II

The purpose of cycle II is to fix the problems from cycle I. The results of the child's ability to use the task analysis to decorate tissue boxes from banana stems in cycle II are shown in the table below.

Table 2. Scores for Decorating Tissue Boxes Cycle II

No	Name	Ability Level		
		value	%	Ability Level
1	EM	30	88,23%	Very good
2	DT	19	85,29%	Very good

Based on this second cycle, students with the initials EM have achieved a specified maximum score of 88.2 percent of the minimum criterion of 70 percent, and students with the initials DT have achieved a minimum criterion score of 70 percent with a score of 85.2. %. The graph below illustrates the overall score for the tissue box decorating skill when given an action.

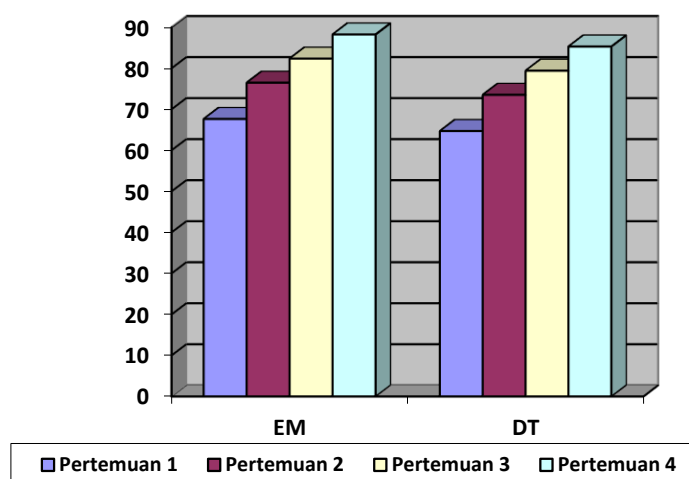


Figure 3. Diagram of Cycle II Children's Ability Results

Based on the graph above, the ability to decorate a child's tissue box has increased during the cycle II action. The scores of the two children exceeded the initial KKM score of 70, this is indicated by the results of the second cycle of action.

The results of this discussion form the basis for discussing the research findings: How is task analysis used to improve the skills of mild mentally

retarded children at Luak Nan Bungsu SLB in decorating tissue boxes from banana stems?

Then, can task analysis be used to improve the ability to decorate a tissue box with banana stems?

1. The process of using task analysis to improve the skills of mild mentally retarded children at Luak Nan Bungsu SLB in decorating tissue boxes from banana fronds. According to the research findings, the process of learning how to decorate tissue boxes and acquiring vocational skills went well because both observers or classroom teachers and researchers communicated effectively with students. The research teaching and learning process began with a discussion about the benefits of decorating tissue boxes. The researcher then decorated the tissue box according to the task analysis after educating the children about the materials and tools used in the process.
2. Results of using task analysis to teach mild mentally retarded children how to decorate tissue boxes from banana stems

From the results of the study it was known that the children's vocational skills had increased after being treated for two cycles to improve the ability to decorate tissue boxes from banana stems through task analysis. Students in EM obtained scores of 88.23% and 85.29% for completing the two action cycles. Thus it can be concluded that the researcher's goal to improve the ability to decorate tissue boxes from banana stems with task analysis can be achieved with satisfactory results.

4. Conclusion

Based on the findings of previous research, task analysis can help mentally retarded children of Class VII SLB Luak Nan Bungsu improve their ability to decorate tissue boxes. This can be shown from the children's initial learning results: the child gets a score under the KKM for his ability to decorate a tissue

box. Children's learning abilities and outcomes improve as a result of this task analysis. The graphics they use show their improvement in abilities..

Based on the class action research that the researcher did, the researcher gave the following suggestions:

1. For Teachers

- a. Teachers should provide intensive and continuous guidance to children to improve their skills in decorating tissue boxes.
- b. There was an increase in the number of children in grade VII with mild mental retardation who had learned how to decorate tissue boxes through task analysis; So it can be a source of motivation for teachers and provide insight into how to learn skills.

2. For Further Researchers

The researcher hopes that future researchers can use this research as a model and continue using task analysis to improve skills learning for children with mild mental retardation.

References

- Adri, Z. (2019). *Usia Ideal Masuk SD: Sebuah Pendekatan Psikologi*. Gre Publishing.
- Andriani, M. (2019). *Meningkatkan Keterampilan Vokasional Membuat Kotak Mahar Pemikahan Melalui Metode Latihan Untuk Anak Tunagrahitarangan. Classroom Action Research Di SLBN 2 Pariaman* (Doctoral dissertation, Universitas Negeri Padang).
- Anggari, A. S., Afriki, A., Wulan, D. R., Puspitawati, N., Khasanah, L. M., & Hendriyeti, S. (2017). *Berbagai pekerjaan. Buku tematik terpadu kurikulum 2013 (Tema 4), buku siswa SD/MI kelas IV*.
- Desiningrum, D. R. (2016). *Psikologi Anak Berkebutuhan Khusus*.
- Fajri, Y. A., & Effendi, J. (2022). Efektivitas Project Based Learning dalam Meningkatkan Keterampilan Menganyam bagi Anak Tunagrahita Ringan (Pre-Exsperiment di Kelas X SLB Ummi Khaira Pasaman Barat). *Jurnal Penelitian Pendidikan Khusus*, 11(1), 33-39.

- Ingkir, Y., Wondal, R., & Arfa, U. (2020). Kegiatan membatik dalam mengembangkan kemampuan motorik halus anak. *Jurnal Ilmiah Cahaya Paud*, 2(2), 92-105.
- Jalaludin. (2016). *Penelitian Tindakan Kelas (prinsip dan praktik instrumen pengumpulan data)* (Issue July).
- Juwitasari, R. (2013). Relasi Relawan Sosial dan Penyandang Disabilitas dalam Proses Pemberdayaan Berbasis Exchange Theory.
- Kurikulum, P., & Perbukuan, K. P. (2017). Berbagi pekerjaan: tematik terpadu Kurikulum 2013 untuk SD/MI kelas IV.
- Mawasti, T. D. (2019). *Efektivitas Membatik Dengan Cetakan Penggaris Terhadap Kemampuan Motorik Halus Anak di Taman Kanak-kanak Darul Falah Padang* (Doctoral dissertation, Universitas Negeri Padang).
- Mu'alimin, & Cahyadi, R. A. H. (2014). *Penelitian Tindakan Kelas Tori dan Praktik*. 1–87. http://eprints.umsida.ac.id/4119/1/BUKU_PTK_PENUH.pdf
- Nurohmah, S. *Peran Panti Sosial Bina Netra Rungu Wicara Cahaya Bathin Dalam Pemberdayaan Kelompok Disabilitas Di Cawang Jakarta Timur* (Bachelor's thesis, Fakultas Ilmu Dakwah dan Ilmu Komunikasi Universitas Islam Negeri Syarif Hidayatullah Jakarta).
- Oktavini, C., & Irdamurni, Z. (2013). Melatih Keterampilan Merangkai Bunga Akrilik Melalui Metode Bervariasi Bagi Anak Tunagrahita Ringan. *Jurnal Penelitian Pendidikan Khusus*, 2(3).
- Putra Apriadi Siregar, S. K. M., Harahap, R. A., ST, S., & Aidha, Z. (2020). *Promosi Kesehatan Lanjutan Dalam Teori dan Aplikasi*. Prenada Media.
- Saidah, D. (2016). *Pemberdayaan masyarakat disabilitas melalui keterampilan handicraft: tuna rungu wicara di yayasan rumah regis tanjung barat jakarta selatan* (Bachelor's thesis, UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Dakwah dan Ilmu Komunikasi, 2017).
- Sudrajat, Dodo, & R. L. (2013). *Pendidikan bina diri bagi anak berkebutuhan khusus*. PT. Luxima Metro Media.
- Tibo, P., Padang, M. E., & Sipayung, R. (2022). Peran Guru dalam Mewujudkan Keterampilan Vokasional Memanfaatkan Barang Bekas secara Kreatif bagi Anak Tunagrahita pada Masa Pandemi Covid-19 di Sekolah Luar Biasa C Karya Tulus. *Jurnal Penelitian Pendidikan Agama Katolik*, 2(1), 051-061.

- Zahra, W., & Irdamurni, I. (2021). Efektivitas Video Tutorial dalam Pembelajaran Keterampilan Membuat Tempat Buah dari Gelas Plastik Bekas bagi Anak Tunagrahita Ringan. *Edumaspul: Jurnal Pendidikan*, 5(2), 389-394.
- ZAKIYYAH, S. (2019). Gambaran Dukungan Orangtua Tentang Tingkat Kemandirian Personal Hygiene Pada Anak Tunagrahita di Sekolah Dasar Luar Biasa C Kota Bandung.