**THE** **EFFECTIVENESS OF DAILY ACTIVITY MODULE FOR INTELLECTUAL DISABILITY TO IMPROVE TEACHER’S AT INCLUSIVE SCHOOL**

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**Abstract:** The Effectiveness of the Self-Development Module to Improve Teaching Skills in Inclusive Schools. The purpose of this study was to determine the effectiveness of the self-development module to improve the skills of teachers teaching self-development in inclusive schools. The research method uses Borg and Gall which has ten stages. In this study, the authors adapted it into seven stages. The results showed that the mentally retarded children's self development module was effectively used to improve the teaching skills of the teacher.

**Preliminary Study**

In general, mentally disabled students depend more on their parents and people around them. It happened because of intellectual barriers that are below average, less adaptive behavior, limited communication skills and academic limitations. Barriers for mental retardation students are they are often seen as children who cannot help themselves and have difficulty in social interaction, so that programmed education is needed to take place continuously in the habit of daily life so that students with mental retardation live independently and behave according to norms and rules (PKLK Directorate, 2016).

Gunahardi and Maryadi (2011) explained that the self-development program aimed at mentally retarded children could take care of themselves, socialize and communicate with the environment and do their daily work independently. This opinion is in line with the opinion of Tri, et al (2017), self-development is an activity carried out in daily life such as eating, dressing and moving without needing help from others. The implementation of self-development program can be achieved optimally if the school cooperates with parents and the community. Parents play a role in getting children to be independent through daily activities such as taking care of themselves, maintaining personal hygiene and helping take care of the house.

Children with intellectual disabilities learn to adjust to the norms, values ​​and culture that prevails in society. Schools as institutions that implement self-development curriculum need to have teachers who have competencies that can provide educational services for mentally retarded students. Garnida (2016) explains, "Accuracy and equality in carrying out self-development activities for mentally retarded children are highly demanded to be owned by teachers who teach in each Extraordinary and Inclusive School".

Mental retardation is a child who has the right to get proper and quality education both in SLB and in inclusive schools. East Java Governor Regulation Article 7 No. 6 of 2011 article 7 paragraph 1 explains "Facilities and infrastructure for students with special needs and pay attention to accessibility and / or tools according to the needs of students". Facilities and infrastructure in inclusive schools are the responsibility of the central government, regional governments, parents and the community and school committees. These facilities and infrastructures are used as support to develop the potential of exceptional students. Developmental students need facilities and infrastructure that are in accordance with their potential. The facilities and infrastructure needed for the development of mentally disabled students are self-development props, self-development training rooms and learning modules.

The learning module is a teaching material that is prepared using language that is easily understood so that learning participants can learn independently without the need for a facilitator. The Directorate General of PMPTK (2008) explained, "Modules are printed books designed to be studied independently by learning participants." Modules can be used independently by teachers so that they can save time and money more. Most of the teachers at SDN Sumbersari II do not have special educational backgrounds so they need modules as a tool to learn about mentally retarded children. Limited time, space and cost allow teachers to learn to use modules. The teacher can assess the ability of learning outcomes through exercises practice. Modules can improve teacher competency and enhance the effectiveness and the quality self-development learning. The following is a preliminary study of the researcher at SDN Sumbersari II. First, the mentally retarded children's self-development program already exists, but it has not run smoothly due to limited school hours so that it prioritizes the provision of academic material. When I was an inclusive pilot school, the school had funds to conduct a self-development program. Whereas the school is now independent, it does not have enough funds to develop self-development. As a result, GPK provides simple tools and materials for self-development learning.

Second, the perspective of the class teacher's thoughts on self-development programs. Class teachers think the self-development program is the task of GPK. While the expectations of the GPK, all teachers and parents work together in the implementation of self-development programs. From these conditions, GPK experienced problems in arranging the schedule for self-development learning with class schedules. Curricular schedule for K13 is learning until 3 pm, whereas if there are additional hours the child is not physically able. If self-development learning is carried out during class time, students with intellectual disabilities will be left behind in class material. The statement is in accordance with the research findings of Wulandari, Susilawati & Kustiawan (2019), the constraints in the implementation of the cooking self-development program coincide with regular school activities such as try outs and retirees.

 The expectation from GPK schools is to provide a self-development module so that all teachers can work together to implement a self-development program. Modules that have been patented are specifically for mentally retarded children so that GPK does not need to modify learning.

Based on the results of interviews with GPK, schools have not yet provided modules, if GPK prepares modules they must study it first and it is surely require more time. So far, GPK has summarized material based on classes I, II, III and class IV, V and VI. The condition is because there are 13 mentally retarded children with various characteristics and GPK did not have time to make individual learning.

Self-development learning activities that have been running are making origami skills, recycling leaves and used bottles. In addition there are activities to wear clothes, ironing clothes, and folding clothes. GPK determines the learning objectives by observing the child's condition and planning what activities are appropriate to the child's condition.

The results of interviews with class teachers found that they are very supportive if there is a self-development program that involves class teachers. Class teachers have never received training, outreach or seminars about self-development. The classroom teacher was very enthusiastic and supportive when the researcher offered the developmental retardation module at SDN Sumbersari II. In addition, researchers also made observations to analyze student needs. Retarded students at the school do not have the independence to take care of themselves, for example the use of toilets and toothbrushes.

The need for self-development modules in inclusive schools is the main reason for writers to develop learning modules. With the self-development module it is intended that teachers have self-development competencies so that mentally retarded children in inclusive schools receive self-development learning.

**METHOD**

This research and development uses the Research Development (R&D) approach of Borg and Gall (Silalahi, 2017). The development stages of Borg and Gall (1987) are (1) Research and Collecting Information, (2) Planning, (3) Developing Peliminary Forms of Products, (4) Preliminary Field Testing, (5) Main Product Revision, ( 6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing, (9) Final Product Revision, (10) Dissemination And Implementation. Deep stages research and development do not have to be followed in full. According to Gooch in Hasyim (2016), this research could be simplified into seven stages. The stages are: (1) research and data collection; (2) planning; (3) initial product design development; (4) product validation; (5) revising the trial results; (6) field trials; and (7) improvement of the final product.

The subjects of this study used mentally disabled students in second grade at SDN Sumbersari II who could not use socks and a Special Teacher. This subject was chosen because the student was unable to wear socks and needed self-development learning. Data collection techniques used are 1) interviews that aim to obtain preliminary information about the needs that exist in the field, 2) tests that aim to determine the effectiveness of the module.

The data analysis technique was used to measure the scores of student performance test results and the results of teacher knowledge tests adopted from (Akbar):

$$P=\frac{Σx}{Σxi}×100\%$$

Then the results of these values ​​are combined into the following formula:

$$P=\frac{Nilai1+Nilai2}{2} X 100\%$$

Furthermore, the effectiveness of the product in learning refers to the SKM (Minimum Graduation Standard) is 75. The results of these calculations are then interpreted into the effectiveness criteria adapted from Akbar (2017).

Table 1. Descriptive Effect Criteria

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Percentage**  | **Qualification**  | **Effectiveness**  |
| 1. | 81,00-100,00% | Very high | Very effective |
| 2. | 61,00-80,00% | High | Effective |
| 3. | 41,00-60,00% | High eough | Quite effective |
| 4. | 21,00-40,00% | low | Less effective |
| 5. | 00,00-20,00% | Very low | Not effective |

**RESULTS AND DISCUSSION**

**Results**

The results of field study interviews conducted to special tutor teachers at SDN Sumbersari II found that, 1) schools have not provided the development of mental retardation infrastructure such as modules, 2) the schedule of self-development learning that was hindered by activities in class so that the self-development program has not run smoothly, 3) limited funds owned by schools to provide facilities and infrastructure for self-development.

Based on the results of the validation of media experts obtained a percentage of 92.5% included in the category of very valid or can be used. The results of the expert judgment validation obtained 86.5% results included in the category of very valid or can be used. The results of analysis and processing of linguist validation data obtained 98% results which can be categorized as very valid or can be used. The validation results obtained by expert practitioners 89.5% which can be categorized as very valid or can be used.

The trial was conducted while learning mentally retarded using the subject of one mentally disabled student and one special tutor. A trial was conducted to determine the effectiveness of the mental retardation self development modules. The trial was conducted based on an assessment of the performance of student learning outcomes after getting learning to use socks (post test). In addition there is an assessment of knowledge for teachers after learning self-development using modules (post test).

Following are the results of student performance tests that are calculated using the following formula:

Performance Value (Post test)

$$P=\frac{Σx}{Σxi} X 100\%$$

$$P=\frac{51}{24} X 100\%$$

$ =79,1$%

Knowledge Value {(multiple choice) Post test}

$$P=\frac{Σx}{Σxi} X 100\%$$

$$P=\frac{9}{10} X 100\%$$

$ =90$%

Then look for the average final score of all items using the following formula:

$$P=\frac{Performance+Knowledge}{2} X 100\%$$

$$P =\frac{79,1+90}{2} X 100\%$$

$$P =84,5\%$$

From the module effectiveness test results it can be explained that the student performance test score scores 79.1% while the teacher knowledge test results are 90%. The score is then sought an average score obtained 84.5%. The average score shows that the self-development module is very effective to use.

**Discussion**

This study departs from the problem of mentally retarded children in inclusive schools who do not have self-development skills and infrastructure such as limited modules. Darmiatun (2013) provided an explanation of the module as a comprehensive and systematic teaching material that contained material used to help learning participants achieve specific learning goals. The self-development module is a module that is used by teachers to develop self-development learning programs. The material in this module is compiled in a complete and systematic manner, consisting of two parts, namely the concept of mental retardation and the process of developing a self-development learning program.

The advantage of the module according to Mulyasa (2009) is that the module is studied independently by learning participants who are adjusted to their abilities, and there are goals and evaluations. When the teacher uses this module, he can study the material and measure the results of his learning through evaluation. Modules are specifically designed for independent learning, specifically to meet the needs of teachers in inclusive schools. By accommodating the needs of teachers, it is expected to improve teaching skills, so that self-learning learning becomes effective. In addition this module has a book design with an attractive layout and uses glossy paper.

Furthermore, Mulyasa (2009) also explained the weaknesses of the module, namely the preparation of modules requires certain expertise, it is difficult to determine the evaluation process because each learning has a different ability to complete the module and the cost used to obtain the module is quite expensive. The weakness of this self-help children development module is that the module preparation process requires quite a long time because the material presented is many and interrelated. In addition, if this module is designed to be less attractive, chances are the reader will get bored easily

**COVER**

**Conclusion**

The product validation results obtained an average score of 90%. When referring to the validity criteria, the score is included in the validity criteria is very valid. The trial results obtained 84.5% results. If you see the effectiveness criteria of the product, the results of individual trials are included in the high or effective category

**Suggestion**

Suggestions proposed by researchers in terms of expected utilization of the module, can be used as teaching material for teachers in self-learning. Suggestions for further development, can be done through quantitative research by utilizing self-development. The aim is to find out whether there is an influence of modules on improving the ability of mentally retarded students in self-development learning. In addition, there should be more than one validator so that the product produced is more feasible and perfect for use in learning.

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