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Literature Study of Self-Care and Self-Help Approaches in Increasing the Independence of Students with Intellectual Disability

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Abstract: The skills for self-care and self-help should be taught to children, particularly for students with intellectual disability. This study aims to identify the influencing factors for self-care and self-help abilities in intellectually disabled children. The research employs a case study methodology, with observations conducted at PGRI Special School Bangorejo (PGRI Special Needs School of Bangorejo). In particular, the research identifies the rationale for seventh-grade special school students who are unable to perform self-care and self-help skills related to personal hygiene, such as bathing, brushing their teeth, and dressing independently. In light of these findings, the researcher has identified potential solutions to address the existing challenges, thereby enabling students to engage in self-development activities related to self-care and self-help, such as bathing, brushing their teeth, and dressing independently.

Keywords: Literature Study, Self-Care Approaches, Self-Help Approaches, Students with Intellectual Disability, Indonesia

INTRODUCTION

This study focuses on five distinct types of self-help, as outlined by Pesau (2020), namely, toileting, feeding, dressing, and personal hygiene. As previously reported in that study, the quantity of assistance provided is influenced by internal factors, including physical and motor problems, as observed in subject 2. External factors have also been identified, including the role of parents, self-care training methods, and differences in parental attitudes. However, the study did not identify any behavioral problem factors, such as aggression, self-injury, or social withdrawal. In addition, a study from Santosh Dube (2016) indicates that children exhibited a notable enhancement in the domain of self-help abilities with the implementation of three distinct cognitive skills training methodologies, namely shaping, chaining, and modeling. Besides, among the three methodologies, the modeling approach was perceived to be more efficacious than the other two. As Adisty, Hastuti, and Kustiawan (2014) posit, education for children with disabilities is predicated upon an understanding of their abilities, needs, and difficulties. Given the heterogeneity experienced by children with disabilities, educational services are increasingly emphasizing individualized services. Children with intellectual disabilities, for instance, frequently encounter challenges in developing self-care and self-help skills (Putri, 2014). This can be attributed to a multitude of factors, including intellectual, physical, and social limitations. Self-care and self-help skills are of paramount importance for children with

intellectual disabilities, as they facilitate independent and productive living within the community. The special self-help program provides children with disabilities with the opportunity to learn about their abilities, including the ability to care for themselves, such as cleaning themselves, eating, drinking, using the toilet independently, and dealing with clothing issues. Additionally, the program teaches children with disabilities how to choose appropriate clothes, button their own clothes, and interact socially with other children with disabilities and typical children. Furthermore, the program enables children with disabilities to take care of themselves independently, reducing their reliance on others (Wantah, Maria, 2007). Based on the preceding discussion, the objective of this study is to identify the influencing factors for self-care and self-help abilities in children with intellectual disabilities.

METHOD

The Systematic Literature Review (SLR) method was employed to conduct this research. SLR identifies, reviews, evaluates, and interprets all available research. This method allows researchers to systematically review and identify journals by following established procedures (Triandini, Jayanatha, Indrawan, Werla Putra, & Iswara, 2019). To complete this study, relevant journal articles were garnered from Google Scholar, using the keywords “self-care” and “self-help skills of children with intellectual disabilities.” The collected articles were limited to the articles published from

2014 to 2023. Ten articles from various publications that were closely related to the keywords used were selected. Further, the articles on self-care and self-help were categorized.

RESULTS AND DISCUSSION

Results

The observations made in seventh-grade students of PGRI Special School Bangorejo, Indonesia, on September 10, 2024, suggested that some students are still unable to perform self-help skills, including those who are unable to put on their own clothes and pants. Additionally, some students are unable to take clothes to wear them personally. As an illustrative example, students have difficulty putting on t-shirts. Similarly, students have not yet acquired the ability to put on buttoned clothes independently. Accordingly, they require assistance from teachers and parents. Furthermore, students are not yet able to take care of their bodies independently, including activities such as bathing, brushing their teeth, and combing their hair. In terms of bathing, students have not yet acquired the ability to soap their entire body properly. With regard to tooth care, students have not yet learned to pour toothpaste into the brush to brush their teeth properly. Furthermore, students have not yet acquired the ability to comb their hair using a comb, and this must also be done with the help of teachers and parents.

The results of these findings prompted this investigation into the underlying causes of students' inability to perform self-help activities independently. The researchers were intrigued by the observation that students disregarded the instructions and guidance of their teachers, particularly in the context of practical learning activities related to self-care. Besides, the students demonstrate a lack of understanding of basic self-care procedures, such as bathing, washing hair, brushing teeth, and how to wear their own clothes and pants. From the observations, it became evident that the students lacked the necessary skills to perform these tasks independently.

To identify the root cause of this issue, this study used the observation method, which involved closely observing the students and noting their actions and interactions. This technique aids in the identification of several potential sources of the problem, including a lack of understanding of self-care activities and a lack of motivation to engage in these activities independently. In detail, the influencing factors of these students' inability to self-care are described in the following.

1) The teacher's approach to learning remains rooted in the traditional model of the lesson plan, which fails to address the diverse learning styles of students.

2) Teachers continue to rely on outdated forms of media, such as whiteboards, textbooks, and images, which result in students becoming bored and losing focus on the learning process. This ultimately hinders their ability to comprehend complex and abstract concepts.

3) Despite the advent of new pedagogical approaches, many teachers continue to rely on traditional methods, which fail to engage students and facilitate their active participation in the learning process. This results in a lack of student-centered learning, where students are perceived as passive recipients of knowledge rather than active participants.

4) There is a dearth of collaboration between teachers and parents, which hinders the reinforcement of social and self-help activities at home. This ultimately affects the effectiveness of the learning environment.

From the aforementioned data, it can be observed that students in PGRI Special School Bangorejo, Indonesia, particularly those in the seventh grade, exhibit a lack of proficiency in self-care activities related to personal hygiene. This includes the ability to perform basic tasks such as cleaning the body, bathing, brushing teeth, and dressing independently. The objective is to identify solutions to overcome existing problems so that students can perform self-help skills activities in terms of self-care, such as bathing, brushing teeth, and wearing clothes and pants independently, rather than continuing to depend on parents and others.

Discussion

The results of observations indicate that the teacher's use of traditional media, such as blackboards, textbooks, and pictures, may contribute to student boredom and a lack of focus on learning. This may also hinder students' ability to comprehend abstract and complex concepts. Furthermore, health education affects self-care skills in children with disabilities. However, its implementation requires monitoring of individual hygiene and modifying the provision of health education on an ongoing basis (Helda, 2017; Muhammad Jusmirad, 2023; Rismayani, L., Indartri, G., & Samjaji, S., 2023).

Furthermore, teachers continue to infrequently employ innovative and student-centered learning approaches, thereby failing to recognize students as subjects rather than objects in the learning process. Another issue is the lack of collaboration between teachers and parents. This results in a discrepancy between what is taught by teachers at school and what is taught by parents at home. There is no reinforcement of social environment self-help activities.

Table 1. Results of article analysis

Research Finding	Title	Author
The results of the study on children with intellectual disability indicate that 90% of children with poor self-care skills demonstrate improvement in the scope of washing hands, brushing teeth, hair care, and other activities after receiving health education. The results showed that 60% of children exhibited good ability in washing hands and 70% good ability in brushing teeth and hair care. The provision of health education has been demonstrated to have a positive effect on the self-care skills of children with special needs, as evidenced by the results of the study at Harapan Ibu Bina Grahitia Social Home (PSBGHI) Kalumbuk Padang, Indonesia. The p-value for this effect is found to be 0.005, indicating that the results are statistically significant. It is therefore recommended that the orphanage monitors individual hygiene and modifies the provision of health education on an ongoing basis in order to maintain the positive effect observed.	Efforts to improve the self-care of children with disabilities	Helda(2017)
The research indicates that these activities can enhance students' capacity to cope with daily life independently and facilitate their integration into society. Furthermore, the training has been shown to foster students' self-assurance and improve their quality of life. Additionally, the training has received support from parents and the school.	Life Skills Education for Students with Special Needs to Improve Independence and Skills in Daily Life at State Special School 2 Makassar	Muhammad Jusmirad(2023)
The study reveals that the proportion of children with intellectual disabilities in the good oral hygiene category is 43.6%, in the moderate category is 50.9%, and in the poor category is 5.5%. In terms of toilet training independence, 21.8% are independent, 50.9% are less independent, and 27.3% are totally dependent. It is, therefore, evident that schools must facilitate the implementation of programs to maintain and improve self-care in oral hygiene and independence in toilet training.	An overview of oral hygiene status and toilet training independence in children with disabilities	Gasik Prawestri), Elis Hartati2 (2019)
The capacity for self-care and agency in children with special needs to fulfill basic needs is generally within the majority of good ability categories. However, there are still instances where children exhibit sufficient or insufficient abilities. Consequently, it is imperative to prioritize efforts to enhance the independence of children with special needs.	Self-Care Agency for Children with Special Needs in Special Schools	Sriasih, N. K., Rahyanti, N. M. S., & Dewi, N. W. E. P. (2023).
Empirical evidence indicates that occupational therapy and self-help are efficacious forms of treatment for enhancing the autonomy of children with disabilities. Occupational therapy facilitates the acquisition of skills in self-care, self-management, personal growth, communication, and socialization among children with disabilities.	Handling Tunagrahita Children in the Form of Self-Care Occupational Therapy	Ginting, R. L., Carenina, Z. Y. T., Putri, F. A., Siagian, I. Y., Pratiwi, I. D., Nababan, L. F., ... & Sembiring, T. A. B. (2023).
The objective of this research is to contribute to the implementation of innovative teaching models for C Special School teachers. This will be achieved through the development of ESD (Education for Sustainable Development) teaching materials in practice skills to help children with intellectual disability achieve independence and improve their quality of life.	Development of teaching materials esd (education for sustainable development) in coaching skills of self children with intellectual challenges in Senior High School Special School c Jakarta	Nadiroh, N., & Kasirah, I. (2015).
The five subjects exhibit varying levels of proficiency in self-care skills, necessitating assistance from teachers or parents in certain activities. The degree of assistance is influenced by internal factors, such as physical and motor limitations, as observed in subject 2. Meanwhile, the external factors include the role of parents, self-care practice methods, and differences in parental attitudes. Behavioral problem factors, such as aggression, self-harm, and social withdrawal, are not identified. The investigation reveals that self-care programs and the coordination of parents and schools are only observed in subjects 2 and 4.	Self-Care Skills of Children with Moderate intellectual disability	Pesau, H. G., Widyorini, E., & Sumijati, S. (2020)..
Teachers facilitate the implementation of self-development programs among students with the objective of fostering independence. The conclusion is that the self-development program, initiated by the teacher and designed to facilitate independence, has been successfully realized.	The Effect of Self-Development Program for Improving Independence in Defective Students in State Special School 1 Lima Kaum Batusangkar, Indonesia	Rahmah, A., Rouns, E., & Luck, A. (2022).
The Wilcoxon test yields a significance level of 0.000 <0.05 in both the intervention and control groups. This indicates a statistically significant impact of using a specialized toothbrush on the oral hygiene of children with mild intellectual disability, as evidenced by the observations of subject 2. The external factors identified include the role of parents, self-care practice methods, and differences in parental attitudes. No evidence has been found of behavioural problems such as aggression, self-harm, or social withdrawal. The only external factors identified include self-care programs and the coordination of parents and schools, which are observed in subjects 2 and 4.	The use of a special toothbrush for dental and oral hygiene in children with mild mental retardation	Rismayani, L., Indartri, G., & Samjaji, S. (2023).
The Chi-Square test shows a p-value of 0.007, thereby the obtained p-value <0.05.	Parenting Patterns and the Level of Independence in Fulfilling ADL (Activity of Daily Living) Needs in Children with Intellectual Disability	Permatasari, Y., Daely, W., & Koto, Y. (2023)
The results of the research indicate a positive change in X's toilet training ability. This is evidenced by the data obtained in the baseline condition, which showed only 37.5% success, while the data obtained in the intervention condition demonstrates 100% success after fifty to fifty-two sessions of children's toilet training.	Improving Toilet Training Skills through Task Analysis in Children with Moderate Deafness	Renny AA Panjaitan1, Irdamurni2, Kasiyati 3
The application of the resulting learning model is effective for improving the mastery of the skills of taking off and wearing shoes, socks, shirts, shorts, as well as skirts for early childhood children with intellectual disability. The substance of the content and the flexibility of the model structure design are included in the effective category, while the application of the learning model will facilitate extraordinary teachers for students with intellectual disabilities in the School Learning Implementation Plan. This will involve implementing learning and evaluating learning.	Learning Model Of Self-Help Skills For Early Childhood Children With Disabilities	Ni Luh Putri
It can be reasonably concluded that the ability to wear a button-down shirt is enhanced by the training method employed for children with moderate deafness.	Improving Self-Help Skills Through the Drill Method for Children with Moderate Intellectual Disability	Rexa Maulana Refwin1, Dra. Kasiyati
The results of data analysis using the Chi-Square test and multiple logistic regression indicate that self-care skills in children with mental disabilities remain suboptimal. There is a statistically significant relationship between parental education, age, and motor strength in children with mental disabilities and self-care skills (p < 0.005). The most dominant factor that has a relationship is the motor strength factor of children with mental disabilities.	Self-Care Skills of Children with Intellectual Disabilities Based on External and Internal Factors	Dian Ramawati1,2*, Allenidekania3, Besral4
The five subjects showed varied abilities in self-care skills as well as internal and external factors affecting these skills.	Self-Care Skills of Children with Moderate Intellectual Disability	Heni Gerda Pesau1,2), Endang Widyorini1), Sri Sumijati1)

This is also supported by research, which states that training provided by teachers in collaboration with parents helps students in student self-help and also helps students gain confidence and improve their quality of life. Furthermore, this training received support from parents and school parties, all of which were carried out in a sustainable manner in order to achieve the greatest possible results (Muhammad Jusmirad, 2023, Sriasih, N. K., Rahyanti, N. M. S., & Dewi, (N. W. E. P. 2023, Pesau, H. G., Widyorini, E., & Sumijati, S. 2020, Rahmah, A., Rouns, E., & Luck, A. 2022).

CONCLUSION

Observations of seventh-grade students at the PGRI Bangorejo Special Needs School (SLB) revealed that the majority were unable to perform these activities independently and relied on assistance from teachers and parents. Based on a literature review and observations, it was found that internal factors, such as physical and motoric limitations, and external factors, such as a lack of cooperation between teachers and parents, conventional teaching methods, and the use of unengaging learning media, were the main causes of low student independence. This finding is supported by previous research that emphasizes the importance of structured and sustainable educational interventions to improve self-development skills in students with intellectual disabilities. Several approaches proven effective in increasing independence include life skills education, occupational therapy, the use of innovative learning media and methods, and active parental involvement in the learning process. Furthermore, the importance of regularly monitoring individual hygiene and modifying training methods to suit student needs are key to successfully developing self-development skills. Thus, to increase the independence of students with intellectual disabilities in self-care and self-help, a more student-centered educational approach is needed, the use of interactive media, and close collaboration between teachers, parents, and the social environment. Comprehensive and sustainable interventions will encourage students to become more confident and able to live independent and dignified lives.

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