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## **Satamo Interactive Media to Improve The Sewing Skills for Mentally Disabled Children: A Preliminary Study**

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**Abstract:** This research was motivated by the problems of mildly mentally retarded children at SMALB in the process of learning sewing skills, especially motorbike gloves and it is named Satamo. Children with mild mental retardation find it difficult to remember the stages in the process of sewing motorbike gloves in sequence and they find it difficult to remember abstract things. This research is qualitative research with a preliminary study method. The research subjects were mildly mentally retarded children at SMALB Blitar City. The data collection process was carried out using direct observation techniques. Test the validity of the data using triangulation techniques. Research results are children with mild mental retardation easily forget and find it difficult to remember abstract things in the process of learning to sew motorbike gloves, so children need video tutorial learning media to make it easier for students to learn motorbike glove sewing skills.

**Keywords:** Interactive Media, Sewing Skills , Mentally Disable

### **INTRODUCTION**

Data from the World Bank shows that the population of children with special needs throughout the world has reached 10 percent. Meanwhile, 85 percent of children with special needs throughout the world who are under 15 years old are in developing countries and two-thirds are in Asia (Chamidah : 2010 ). Meanwhile, according to Fabio (2017) As general policy documents, eg the Salamanca Statement and Framework for Special Needs Education and the UN Convention on Rights of Persons with Disabilities, as well as migration and demographic changes have highlighted that answering to students diverse needs is considered one of the biggest challenges in many European schools, which means the Salamanca statement and the special needs education framework and the UN Convention on the rights of people with disabilities as well as migration and demographic change have highlighted that responding to the diverse needs of students is something that needs to be considered, one of the biggest challenges in many schools in Europe. One of these children with special needs is a child with mild mental retardation. Of this percentage, children with mild mental retardation also have the right to receive services like normal children, especially in educational services. Education is the right of every Indonesian citizen as stated in the preamble to the 1945 Constitution, namely to educate the life of the nation as made clear in article 31 paragraph 1 which reads "Every citizen has the right to education." So every citizen in Indonesia has the right to receive a decent education without exception, whether for

normal children or children with special needs, as stated in Law of the Republic of Indonesia Number 20 of 2003, article 32 paragraph 1, that citizens who have physical disabilities, emotional, mental, intellectual and/or social have the right to receive special education, namely special education (Nur: 2023). Meanwhile, the principle of the learning process itself is that it is effective and efficient and adapts to the characteristics of the students. There is no exception for children with mild mental retardation, they also have the right to receive education according to their needs.

A special school is an institution that provides services to mentally retarded children. The government has also created a curriculum for them so that learning can run optimally according to their needs. They can get services according to the type of disability and the abilities that the mentally retarded child still has. Mildly mentally retarded children are children who experience intellectual disabilities below the average for normal children (Kemis in Nur: 2023). So they usually also have limitations in academic learning, and experience difficulty in thinking abstractly. So children with mild mental retardation need to be given skills to optimize the abilities they still have.

One of them is the skill of sewing motorbike gloves. Learning sewing skills in schools usually teachers only provide direct or classical instructions with demonstrations, whereas considering the limitations of mildly mentally retarded children in thinking abstractly, mildly mentally retarded children in the process of learning motorbike glove sewing skills need to have a medium learning. With this

**Table 1. Ability Of Student**

No	Student	Ability
1	Class X-C students	Children can read and count, but children forget easily and have difficulty when given direct instructions without examples
2	Class XI-C students	Children can count but cannot read, Children are diligent in doing the assignments given by the teacher Children are confused if given direct instructions without examples
3	Class XII-C students	Children can read and count, but children easily forget and get tired when given assignments and need direct examples, not just instructions

**Table 2. States Of The Art**

Author /Year	Cause of Problem	Results
Ina Sukmawati, Elis Noviaati 2021	More than 50% of mentally retarded children have toilet training obstacles characterized by urinating and defecating carelessly and mentally retarded children cannot understand lessons taught abstractly.	Improving toilet training abilities in mentally retarded children through video modeling. The research method uses pre-experiment design.
Tiara Intan Cahyaningtyas, et all 2023	Mentally retarded children who experience intellectual disabilities have difficulty remembering and understanding lesson material and get bored easily when explained using the lecture method	Producing learning media for mentally disabled children in the form of Smart Box media with Indonesian and natural science material. The development method uses the ADDIE model and RnD research type. Validity test results for media experts 83% (very feasible) and material experts 79% (decent category)
Dessy Ardianti, et all 2023	Children with intellectual disabilities have difficulty recognizing letters in Indonesian language lessons	Produce Android-based letter recognition learning media for mentally retarded children. Research uses the ADDIE development model The results of the learning design test were 96.4%, media experts 82%, material experts 81% from the 10 samples taken and were categorized as very feasible.
Iqbal Wahyu Romadhon 2020	Children with mental retardation still find it difficult to carry out self-development skills, namely brushing their teeth correctly and coherently	Producing simulation learning media on the teeth brushing skills of mentally retarded children using a joyful learning model. The research method used is RnD. The research target is SDLB students grades 2-6 SLB Al Falah Gresik. The validity test got 94.5 and was categorized as very feasible
I Ketut Andika Pradnyana, et all 2020	The learning media is still manual and the limitations of mentally retarded students in understanding abstract learning material make it difficult for teachers to convey the material	Producing interactive learning media with the concept of gamification of PPKN material for students with intellectual disabilities. The development method uses MDLC. The assessment results for the appropriateness level of the material were 1.00 and the media were 1.00 in the very appropriate category
Grace Sanusi, et all 2020	The low ability of children with mild intellectual disabilities in class I in special schools is due to limited media to support the learning process	Producing learning media in the form of flash cards with animal characters to improve the ability to recognize letters in mildly mentally retarded children. The research method uses RnD.
Fitri Nur Makhmudah 2020	Mentally retarded children have difficulty understanding abstract things, one of which is in mathematics lessons with multiplication material	Produce interactive learning media, namely multiplication games for mildly mentally retarded children. Development uses the ADDIE model and RnD research type. Material feasibility test 94% (very good) and media expert 84% (good)
Yulia Prasetya Sugarti, Wendri Wiratswi 2022	Mentally retarded children in Inclusion Elementary Schools have limited memory, shift concentration easily, often forget, often have permission to go to the toilet and have minimal mastery of words and require a long learning time. Apart from that, children with mild mental retardation are less able to master the concept of addition in counting material in mathematics subjects	Producing an interactive numbering game for mildly mentally retarded students. The development model uses ADDIE. Validation test for material experts 97% (very feasible) and media experts 88% (very feasible)
Raimon Efendi, Rath Agustin Wulandari 2023	Obstacles in developing low vocational competence in children with special needs, mild mental retardation in making souvenirs, so they require effective learning strategies and media	Making interactive learning media based on video tutorials for learning souvenir making skills for mentally retarded children. Development using the Assur model.
Nur Rokhim, et all 2023	Children with intellectual disabilities have limitations in carrying out motor activities in their daily lives	Development of learning media in the form of e-modules using Canva with basic movement material for mildly mentally retarded children. The development model uses ADDIE.
Visiting Adi Permatasari, et all 2022	From many studies, many graduates of mentally retarded children are unemployed or have no skills after graduating from special schools	Development of an interactive multimedia module on Android with the entrepreneurial theme of making cookies aimed at mentally retarded students. The development model is 4D. The validation test results for material experts were 92.74% and design experts were 84.17% and were categorized as very good.
Qadisa Awdidia Elbazs, et all 2022	The learning media used is less varied which causes boredom when studying and students lack focus and there is no animated video-based learning media in science lessons.	Development of interactive learning media in the form of animated videos on science subjects regarding human growth and development for mentally retarded children. The research method uses the 4D version of RnD (define, design, develop, disseminate). Validity test 0.80 (very valid), practicality test 0.89 (very high), effectiveness test 0.80 (very effective)
Yufida Devindra, Rahmahtrisilvia 2023	Initially, many teachers were doubtful about providing sewing skills to autistic children because of their characteristics of difficulty concentrating	The teacher's role in sewing activities for children with autism can be as a motivator, director, transmitter, initiator and mediator for students in carrying out sewing activities. The research method uses a descriptive qualitative approach
Mela Nofresna Indapurin 2021	A mildly mentally retarded child who works on the skill of making hanging napkins which is always wrong or not neat	That using video tutorials can improve the skills of making hanging napkins for children with mild mental retardation Single Subject Research (SSR) research method

learning media, it is hoped that it will make it easier for children to grasp the skills of sewing motorbike gloves. This research is preliminary research to analyze needs in learning motorbike glove sewing skills for children with mild intellectual disabilities.

The use of learning media in the form of SATAMO interactive videos is considered more suitable and appropriate because it provides direct steps and practice, and it is easier for children to access these videos wherever and whenever. This makes it easier for children to practice sewing motorbike gloves because they can be used at any time without waiting for sewing activities at school.

**METHOD**

This research is qualitative research with a preliminary study method. The aim of this research is to describe, explain and answer the research problem in more detail. The location of this research is in one of the state special schools in Blitar City with research subjects being mildly mentally retarded students at SMALB level. Data collection was carried out by direct observation at special schools. Researchers observed ongoing sewing skills learning activities. Testing the validity of the data uses the triangulation method, which is a research technique that involves the use of various elements ranging from methods, data

sources and theories so that confidence in the data from research results can be justified.

## RESULTS AND DISCUSSION

From the results of observations made by researchers, at one of the State Special Schools in Blitar City. This school serves various kinds of children with special needs at all levels of education and one of them is the SMALB level. The types of disabilities that are cared for include children who are blind, deaf, mentally retarded, physically disabled and autistic. Meanwhile, the curriculum used at this school is the Independent Curriculum, where every child receives services according to their needs. Optimizing the abilities that children still have is also carried out at this school. For example, mentally retarded children have academic limitations, tend to have short-term memory, have difficulty learning abstract material, and develop intellectual abilities below the average for normal children. Mentally retarded children also experience retardation in their mental development, so that mentally retarded children experience obstacles in doing work compared to other children of the same age.

Remembering that one of the principles in learning for mentally retarded children is the principle of relevance with daily life and functional skills in the family and community. So, mentally retarded children at the SMALB level who experience difficulties in academic matters are given skills to prepare them for their future independence when they graduate from school. The skills that already exist at this school include fashion, food and housekeeping. Considering the limitations of mentally retarded children in terms of academics and studying abstract material, mentally retarded SMALB children are taught sewing skills, namely motorbike gloves. Usually mentally retarded children who learn sewing skills at school have difficulty applying them. Apart from that, one teacher handles more than one child so that learning cannot be optimal. Children with mental retardation find it easier to accept material taught in a concrete or real way and with sequential, structured and repetitive stages and explanations.

The activity of learning motorbike glove sewing skills for mentally retarded children at SMALB level only uses direct tasks or instructions or the learning is still classical in nature, so that mentally retarded children who experience limitations in describing tasks abstractly experience difficulties. They need to be given concrete examples or tasks or with tutorials so that children can carry out orders in the activity of sewing motorbike gloves correctly and precisely. Video tutorials are considered more suitable and appropriate because they provide the steps and practice directly, making it easier for children to practice sewing

motorbike gloves because they can be used at any time without waiting for sewing activities at school. The motorbike glove sewing skills carried out at the State Special School in Blitar City consisted of 3 SMALB students from classes XC – XIIC. Children with mental retardation who take part in sewing motorbike gloves are mildly mentally retarded with the following details on table 1.

Of the three SMALB students above, they have different abilities from each other. Students with intellectual disabilities in class XC have the ability to read and count, but children also easily forget the material they have been taught. Apart from that, children also find it difficult when given direct or abstract instructions so they need direct examples. For mentally retarded students in class Meanwhile, for mentally retarded children in class.

Children with mild mental retardation do not have the ability to think abstractly. In line with this, according to Khoiriyah (2017), barriers to cognitive function make it difficult for mentally retarded children to think abstractly. Intellectual barriers in mildly mentally retarded children who sometimes have difficulty remembering things and also get bored easily make it difficult for them to accept complicated or long material.

Skills in sewing motorbike gloves for children with mild mental retardation are really needed to train motor skills and independence. Skills can be given to someone from a young age so that they are able to carry out all activities skillfully and deftly (Ningsih in Mela: 2021). Teachers in schools teach motorbike glove sewing skills only through direct or classical instruction. Considering the limitations of children with mild mental retardation, children should be able to receive learning that is appropriate to their abilities which can still be optimized. Even though there is repetition in the learning process, children with mild mental retardation are usually still confused and easily forget if there is a long time gap in each stage of the learning process to sew motorbike gloves.

Video tutorial media for mentally retarded children is really needed considering their limitations in abstract thinking. With this tutorial media, you can channel the message to the recipient of the message (Sadirman: 2014). In developing this video tutorial, the choice of technology is a very important key to success in the learning process. The media must also be appropriate to the needs of mentally retarded children. Apart from that, quality standards and relevance for the learning process are highly considered. The same thing was also expressed in the research results of Raimon (2017) that the development of interactive video tutorial media in accordance with the material for making mask connector souvenirs had met the criteria for valid characteristics and was ready to be tested. So from the research above it can be said that video

tutorial learning media is very effective for learning for mentally retarded children.

## CONCLUSIONS

Mentally retarded children are children who experience academic disorders, they find it difficult to think abstractly and often easily forget what they have been taught. In the process of learning to sew motorbike gloves, teachers often teach classically and by means of demonstrations. So children with mild mental retardation sometimes find it difficult to follow the assignments given by the teacher. So, to facilitate the process of learning motorbike glove sewing skills, we need a learning media that can make it easier for children to practice sewing, one of which is video tutorials.

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