



Implementation of Skill Learning in Self-Development of Visually Handicapped Children (Study at Kusuma Bangsa Extraordinary School Kendari City)

Nurfitriani^{1)*}, Juhaepa¹⁾, Megawati Asrul Tawulo¹⁾

¹⁾ Faculty of Social and Political Sciences, Halu Oleo University, Kendari, Indonesia

Email Corresponding*: nurfitriankendari@gmail.com

ABSTRACT

This study aims to determine the components of skill learning and the implementation of skill learning for self-development of children with disabilities at Kusuma Bangsa Extraordinary School. This type of research uses a qualitative research approach. The determination of informants in this study uses the *Purposive Sampling method* so that the informants are teachers and children with disabilities. The data sources used in this study are Primary and Secondary Data. The data collection techniques used are observation, interview, and documentation methods. The data analysis technique uses a qualitative approach through qualitative descriptive analysis. The results of this study show that skill learning for children with disabilities has a well-organized structure. The goal is to train students' independence and entrepreneurship. The learning components include objectives, educators, learners, materials, methods, media, and evaluation. Implementation is carried out once a week with three stages: beginning, core, and end. The method used is hands-on practice, with materials from the internet and media in the form of necessary tools and materials. Evaluation is carried out through oral questions after learning. Although only two teachers are in primary charge, other teachers help in implementation. This learning is tailored to children's interests, demonstrating a student-centred approach in developing practical skills for students' futures.

Keyword: Implementation, Skills Learning, Self-Development, Children with Disabilities

INTRODUCTION

About 15% of the world's population are people with disabilities, or more than one billion people, making them the largest minority group in the world. (Prakoso 2018). According to the American Association on Mental Deficiency (AAMD), disability is defined as a disorder that includes general intellectual function below average, namely an IQ of 84 or below based on tests and appears before the age of 16. According to Somantri (2018), blindness is a condition of children whose intelligence is far below average and is characterized by limited intelligence and incompetence in social communication. This person with disabilities is also often referred to or known as mental retardation due to his intelligence limitations. The grouping of children with disabilities is generally based on their level of intelligence.

According to Somantri (2018), children with disabilities can be classified into three groups, namely: Mild Handicapped (debil), This group has an IQ between 68-52 according to Binet, Moderate Handicapped (imbesi), this group has an IQ of 51-36 according to the Binet Scale, Severe Handicapped (severe) has an IQ between 32-20 according to the Binet Scale.

Although children with disabilities have a lower IQ than children in general, they also have the right to a proper education as explained in the 1945 Constitution Article 31 paragraph (1) which states that every citizen has the right to education. This article mandates that all citizens, including children who have limitations or are in disadvantaged conditions, have the right to education, especially elementary school education. An Extraordinary School is an educational institution that is prepared to handle and provide special education services for students with special needs, students with special needs include children with disabilities.

The learning process is a complex system consisting of various components that are interrelated and continuous. The main components in the learning process include objectives, learning materials, learning methods or strategies, media, and evaluation. Although some experts mention these components simply, research conducted by Rinda (2015) identifies seven key components in more comprehensive learning.

The first and most important component is the learning objectives. This goal serves as the main reference in choosing the right teaching and learning strategy. In addition, learning objectives are also the basis for determining the learning materials and media to be used. In other words, learning objectives are components that provide clear directions and targets for the entire teaching and learning process. The second component is educators, who play a crucial role in the learning process. Sutari Imam Barnadib, as quoted by Dwi Siswoyo and later by Rinda (2015), defines an educator as an individual who consciously influences others to achieve a higher level of humanity. This definition emphasizes the great responsibility that an educator carries in shaping and developing the potential of his students. Students are the third component that is no less important. According to Siswoyo, students are members of society who are trying to develop their potential through the educational process. This definition highlights the active role of students in the learning process. Student activity during the teaching and learning process is an important indicator that shows the desire and effort to learn. Thus, effective learning must be able to encourage and facilitate student activities. The

fourth component is learning materials, which are also often referred to as learning materials. Learning materials are divided into two categories: formal materials and informal materials.

Formal materials include official textbooks or package books provided by the school. On the other hand, informal materials are materials that are sourced from the school environment and can support the achievement of learning objectives. The combination of these two types of materials can enrich the learning experience of students and help achieve learning goals more comprehensively. Teaching methods, as the fifth component, have a very important role in bridging between learning materials and students. Method as a way used by teachers to achieve learning goals that have been set. Each method has its own advantages and disadvantages, so choosing the right method is the key to the success of the learning process. Teachers are required to choose and use the method that best suits the characteristics of the material, students, and the learning goals they want to achieve. The sixth component is learning media. Learning media as a tool used in the learning process to achieve the desired goals. Learning media can include various types of tools, both simple and sophisticated, which aim to make it easier for students to receive and understand information. The use of appropriate media can increase the effectiveness of learning, clarify the presentation of materials, and increase students' motivation to learn. The last but equally important component is evaluation. It can be seen that it describes evaluation as a systematic process to determine the value of something based on certain criteria through assessment. Evaluation is an important stage in the learning process because it allows educators to measure the extent to which learning objectives have been achieved. Through evaluation, educators can identify strengths and weaknesses in the learning process, as well as make necessary adjustments to improve the effectiveness of learning in the future (Rinda, 2015).

These seven components - learning objectives, educators, learners, learning materials, teaching methods, learning media, and evaluation - are interrelated and influence each other in forming a comprehensive learning system. Learning objectives are the main guide in determining the materials, methods, and media to be used. Educators play the role of facilitators who select and implement appropriate methods and media to deliver material to students. Students, as the main subject of learning, interact with the material through the methods and media provided. Finally, evaluation provides valuable feedback on the overall effectiveness of the learning process.

A deep understanding of these seven components and their interactions is essential for educators and learning designers. By carefully considering each component and integrating it well, educators can create an effective, efficient, and meaningful learning environment for learners. This, in turn, will help achieve the main goal of education, which is to develop students' potential optimally and prepare them to face future challenges.

Therefore, educational services in Special Schools are more concerned with learning skills for their students or students, because education for children with special needs in special needs in special schools aims to develop their potential optimally so that they can survive independently.

Independence is one of the most important human needs, including children with disabilities. Therefore, efforts are needed from families and schools in an effort to foster independence in people with mental retardation, which is very important to achieve from an early age, in this case the skills. Skills are the abilities or proficiency that humans have in doing a job and can only be obtained through practice, either practice or through the process of experience. The potential of children with disabilities is carried out with the hope that they can live independently and have skills so that later they will not depend on others.

As one of the outstanding schools in the city of Kendari that is privately united, SLB Kusuma Bangsa provides general education and skills education following the curriculum of SLB Kusuma Bangsa which is based on the 2013 Curriculum for SDLB, SMPLB and SMALB. According to observations and preliminary data, there are as many as 21 students with disabilities who receive free education. At SLB Kusuma Bangsa, there are several skills that are taught to children with special needs, starting from making salted eggs, makrame crafts, weaving from pastik waste, painting caping toppings, pecel and peyek seasoning. The skills provided aim to build student independence. Based on the above information, the author feels the need to conduct research on "Implementation of Skill Learning for Visually Handicapped Children at the Kusuma Bangsa Extraordinary School Kendari City" to find out more about the implementation of skill learning provided for visually impaired children in schools today.

METHODS

This research was carried out at the Kusuma Bangsa Extraordinary School, Kendari City, Southeast Sulawesi Province. With the consideration that this Extraordinary School provides skills learning education services for children with special needs, one of which is for

children with disabilities. This research uses a qualitative approach, where according to Syaodih (2015) qualitative descriptive research is the most basic form of research aimed at describing or describing existing phenomena. The informant of this research is a person who is considered to have knowledge about the information needed. The informants in this study are students with disabilities and teachers. The technique used in determining informants for purposive sampling, purposive sampling is a method or method of sampling based on certain considerations for certain purposes, so that the informants in this study amounted to 6 people consisting of 2 children with disabilities and 4 teachers. The data in this study was obtained through interviews, observations and documentation studies, the data obtained was then analyzed qualitatively with a descriptive model from Miles and Huberman in Sugiyono (2018) which consisted of data reduction, data presentation and conclusion drawn.

RESULTS AND DISCUSSION

Learning Components in Skills Learning for Visually Impaired Children at the Kusuma Bangsa Special School Kendari City

The learning process is a system consisting of several components that are mutually sustainable. Learning is seen as a process, so that in a process there are several components that can support the implementation of a learning (Gulo 2018). The learning components in learning skills for children with disabilities in Kusuma Nation's Extraordinary Schools are: learning objectives, educators, students, teaching materials, skills learning methods, learning media and evaluation.

1. Learning Objectives

Skills teachers will make learning planning including activities to formulate goals that will be achieved in a learning activity which is generally summarized in the Learning Implementation Plan / RPP. Learning objectives are an important component, namely in the form of a reference that is considered to choose a teaching and learning strategy. The basis to be used as a basis for determining learning materials and media. Before learning is implemented, learning objectives are the most important component that needs to be made to target the direction and achievement of the teaching and learning process (Rinda, 2015). The purpose of skill learning carried out at SLB Kusuma aims to train the independence of children with disabilities so that when children with disabilities leave school they have knowledge and skills that can be a provision to build an entrepreneurship from the learning of skills that have been learned at school.

2. Educators

An educator is someone who has the authority to regulate learning, provide knowledge to students from conditioning students to analyzing the achievement of learning objectives in a learning implementation (Rinda, 2015). Kusuma Bangsa Extraordinary School has 2 teachers who are in charge of teaching skills learning, while the rest of the teachers are only limited to assisting in the implementation or implementation of skills learning.

3. Students

Students are "members of society who seek to develop their potential through the educational process". Referring to this opinion, because students are trying to develop their potential, it is closely related to students' activities in learning. Before the skill learning is carried out, the teacher will select students or children. It is carried out according to the desire and interest, and skill learning will be carried out. In observational research, the day before the implementation or implementation of skill learning is carried out, the teacher announces to the students at the time of the afternoon apple where all the children line up and will pray, sing the mandatory song before going home from school. After that, the teacher announced that tomorrow there would be a learning activity on the skills of making pineapple jam, and at that time the teacher would also choose a disabled child who would participate. Of the many who volunteered, the skills teacher chose three children with disabilities, namely three children with disabilities.

4. Learning Materials

Learning materials can also be called learning materials as stated by Gulo in Rinda (2015) revealing that subject matter can be divided into two, namely formal materials and informal materials: formal materials such as official textbooks/package books owned by schools, while informal materials are materials sourced from the school environment so that they can support the achievement of expected learning goals.

The effectiveness of training programs for children with special needs depends on several key factors. First, programs must be specifically designed to meet the individual needs of each child, given the diversity of challenges they face. Second, the use of adaptive and interactive teaching methods can increase children's engagement and understanding. It is also important to involve a multidisciplinary team, including specialized educators, therapists, and psychologists, for a holistic approach. A supportive and inclusive learning environment

also plays an important role in the success of the program (Cakmak, 2014). Periodic evaluations and feedback from children, parents, and teachers help in program adjustments and improvements. Additionally, focusing on developing life skills and independence can increase the relevance and long-term impact of training. Finally, ongoing support and a planned transition to the next stage of education or training are essential for long-term success.

The skills learning materials used by skills teachers at SLB Kusuma Bangsa are sourced from informal learning materials where the source of informal materials comes from the school environment, namely through teachers who first learn catamaran learning materials through the internet. Then the results of the material obtained are brought to school and taught to children.

5. Teaching Methods

Method is a method used by teachers to achieve learning goals that have been set. The use of the right teaching method will greatly affect the learning outcomes that will be received by students. Teachers must choose teaching methods that are considered appropriate and appropriate to convey information in accordance with learning objectives to students (Rinda, 2015). The skills learning teacher at the Kusuma Bangsa Extraordinary School has unconsciously used the practice method langsung.

6. Learning Media

Learning media are all types of tools used in the learning process with the aim of making it easier for students to receive information. The media used in skill learning are tools and materials that become a medium for introducing information for children with disabilities.

7. Evaluation

Evaluation is a process of drawing conclusions that is carried out systematically using several specific criteria. The evaluation used in skill learning by teachers of Kusuma Bangsa Special School is to give direct oral questions to children with disabilities about tools, materials, and how the skill learning process has been implemented. A systematic review of procedures in the care of children with special needs involves a comprehensive analysis of the various methods and approaches used (Jaya, *et al*, 2018). It includes an evaluation of the effectiveness of educational interventions, therapy, and psychosocial support. The procedures

reviewed include initial assessment, individual program development, implementation of specific learning strategies, and evaluation of continuous progress. The review aims to identify best practices and areas that need improvement in support of the optimal development of children with special needs (Ivy, *et al* (2014)

Implementation of Skill Learning for Self-Development of Visually Handicapped Children at Kusuma Bangsa Extraordinary School, Kendari City

According to the great dictionary of the Indonesian language, implementation means implementation, application. Implementation is the action or implementation of a plan that has been thought out and prepared in a mature, careful and detailed manner carried out by individuals or groups to achieve a certain goal (Aisyah and Sakina, 2020). Skills learning is essentially learning designed to help students develop their skills. Life (life skills) because in daily life people constantly face life problems that need to be solved, use the available facilities and situations. The implementation or implementation of skill learning is carried out 1 time a week between Thursday and Friday with skill learning has been designed by skill teachers. From the results of observations and research interviews, in the implementation or implementation of one of the skills learning that has been carried out, namely:

1. Learning Makrame Craft Making Skills

Here is the English translation of the provided text: The skill-learning program for Macramé is scheduled weekly between Friday and Thursday. Before the skills training is conducted by the teacher responsible for skills education, the teacher will propose the skill to be taught to the principal of SLB Kusuma Bangsa. The purpose of teaching macramé craft-making skills is to train children's independence, including children with intellectual disabilities. It not only trains independence but also teaches children to create valuable artwork from crafts made of rope or thread. The educator or skills teacher who will handle the macramé craft-making skills training is Mrs. Mayang, as the responsible teacher. In implementing the macramé craft-making skills training, Mrs. Mayang will directly teach the children how to make macramé crafts, from creating rope knots to making the desired macramé crafts.

Only a few of the 21 students with intellectual disabilities at the school are capable of learning macramé craft-making skills. The skills teacher will select students the day before implementation, during the dismissal assembly. This selection is done because children with intellectual disabilities have different interests. The teacher or instructor for macramé craft-

making skills obtains teaching materials from the internet by watching YouTube videos about making macramé crafts. The content from these videos becomes the lesson material used during the implementation of macramé craft-making skills training. In the teaching method for macramé craft-making skills, the teacher does not have a specific method. The skills teacher gathers the previously selected children in the practice room (inside the classroom), where the teacher has prepared the tools and materials to be used by both the teacher and the children with intellectual disabilities.

The teacher will introduce the tools and materials to the children and will immediately demonstrate how to use these tools and materials, as well as how to make macramé crafts from start to finish, which the students will follow until they create their own work. Learning media is provided by the school, with the teacher preparing the tools and materials. The materials include cotton thread, and the tools range from scissors for cutting, rulers for measuring, and nit combs or lice combs used to comb the results of macramé crafts that have formed shapes like leaves. After that, the results will be ironed first before being hung using a piece of twig. For evaluation, the teachers at SLB Kusuma Bangsa assess the implementation of macramé craft-making skills training by having students repeat the creation of macramé crafts. The teacher will provide the same materials and tools as in the previous lesson, and at that time, the children will be asked to make macramé crafts as they did before.

2. Learning the Skill of Making Pineapple Jam

The pineapple jam making skills learning program has only been implemented once, on Thursday, March 16, 2023, from around 8 AM to 1 PM. This program is a new initiative proposed by the skills teacher to the school, considering the upcoming Ramadan momentum. The pineapple jam-making skills program aims to train the independence of children with intellectual disabilities. Moreover, in the future, these children will be able to make pineapple jam themselves without having to buy it elsewhere, as they can produce it at home.

Two teachers are involved in teaching the pineapple jam-making skills. Based on the researcher's observations, Mrs. Mayang and Mrs. Umi serve as educators in the field, explaining to the children the tools and ingredients needed for making pineapple jam and how to process pineapples into jam. Other teachers assist in the implementation process, such as taking turns stirring the jam being cooked in a hot pan. The remaining teachers who are

not involved in the skills learning process continue teaching the children who are not participating in the skills program as usual.

The school selects students for each skills learning session, as not all children with intellectual disabilities are capable of participating in the planned skills learning. Based on the researcher's observations, a day before the implementation, teachers gather the children in the field during the dismissal assembly. They inform the children about the next day's pineapple jam-making skills activity and ask who wants to participate. Children raise their hands, and teachers begin selecting participants from grades 4 to 9. The selected students with intellectual disabilities for this session were AL and LS.

The skills teacher obtains the learning material for making pineapple jam from the internet. Additionally, the skills teacher has previously made pineapple jam themselves, and the results of these prior experiments are used to teach the children. The learning media for making pineapple jam will be introduced to the children with intellectual disabilities as their learning tools. The equipment used includes a gas stove, frying pan, knife, bowl, blender, wooden or aluminum stirrer, and containers for the jam. The ingredients are 6 pineapples, 2 kilograms of sugar, and 2 cinnamon sticks.

Table 1. Description of the First and Second Teacher's Evaluation on Skills in Form

Evaluation Questions	Lusi Students	Aulia Students
First Evaluation		
What are the ingredients and tools for making jam?	Can mention the materials and tools in full.	Can mention the materials and tools in full.
How much pineapple is used to make jam?	Can mention in full.	Can mention in full.
How much sugar and cinnamon are used to make jam?	Can name correctly.	Can name correctly.
How to manage pineapple fruit into pineapple jam	Can name correctly.	Can name correctly.
Second Evaluation		
What are the ingredients and tools for making hours?	Only being able to mention 1 ingredient and tool in full, it takes a long time to recall it.	Can mention the materials and tools, in full.
How much pineapple is used to make hours?	Can mention in full.	Can't mention it in full

Evaluation Questions	Lusi Students	Aulia Students
How much sugar and cinnamon are used to make hours?	Can name correctly.	Can mention correctly but it takes a few seconds to recall.
How to manage pineapples into pineapple hours?	Not being able to explain completely must be helped to recall.	Can explain in full, but it takes a few seconds to recall.

(Source: Researcher Primary Data, 2023)

Based on the evaluation table above shows that the results of the teacher's evaluation and the researcher's evaluation carried out at different times that the two children with disabilities have weak memory and weak responsiveness, it can be seen from the difference between the answers of the two children with disabilities in the first and second evaluations, initially the children with disabilities still remember the complete tools and materials they use to make pineapple jam. But the second evaluation conducted by the researcher, the two children gave different answers during the first evaluation.

CONCLUSION

Based on the results and discussion above, the conclusions that can be drawn from this research are that skill-based learning has several important components. Its main objective is to train the independence of children with intellectual disabilities so that they can become self-reliant and entrepreneurial in the future. Only two teachers are fully responsible for teaching these skills, while other teachers assist in the implementation. Students are selected based on their interests, as not all children with intellectual disabilities are interested in skill-based learning. Learning materials are sourced from the internet, and the method used is direct practice. Learning media include the necessary tools and materials, as well as information delivery media. Evaluation is conducted through direct questions to the children after the learning session. The implementation of skill-based learning is carried out once a week, usually on Thursdays or Fridays. One example of a skill taught is making pineapple jam for nastar cookies. The implementation process consists of three stages: initial, core, and final. In the initial stage, children who will participate in skill-based learning are separated from other children after the morning assembly. The core stage involves preparing materials and tools, processing, and packaging the product. Children with intellectual disabilities are assisted by teachers in carrying out this stage. In the final stage, all children are gathered back in the field, and teachers conduct an evaluation through oral questions to the children who have participated in the skill-based learning.

REFERENCES

- Aisyah, Siti and Sakina, Ummu. (2020). Upaya Pengembangan Kecakapan Hidup (*life Skill*) Terhadap Anak Tunagrahita Di Sekolah Luar Biasa Negeri 1 Kabupaten Wajo. *Jurnal Sipakallebbi*. 4(2), 381-97: <https://doi.org/10.24252/jsipakallebbi.v4i2.18547>
- Cakmak, Salih. (2014). Helping Visually Impaired Children Acquire Self-Care Skills Through Modeling: The Effectiveness Of A Training Program For Mothers Using Videos. *International Research Journal of Human Resources and Social Sciences*. 1(2), 136-150.
- Gulo. (2018). *Strategi Belajar-Mengajar*. Jakarta: Penerbit Grasindo
- Ivy, Sarah E and Hatton, Deborah. (2014). Teaching Skill Acquisition to Individuals with Blindness: A Systematic Review of Response-Prompting Procedures. *International Review of Research in Developmental Disabilities*. Vol. 46, Pages 55-100. <https://doi.org/10.1016/B978-0-12-420039-5.00005-8>
- Jaya, Hendra.,Haryoko, Spto.,Sabaruddin.,Suhaed, Sutarsi.,Sabran.,and Mantasia. (2018). Life Skills Education for Children With Special Needs In Order to Facilitate Vocational Skills. *IOP Conf. Series: Journal of Physics: Conf. Series 1028*. DOI:10.1088/1742-6596/1028/1/012078
- Prakoso, Arief Adhityanto. (2018). Pemberdayaan Tunagrahita Dalam Perspektif Pemenuhan Kebutuhan Dasar Pada Unit Pelaksana Teknis Dinas Pondok Sosial Kalijudan (UPTD Ponsos Kalijudan) Dinas Sosial Kota Surabaya. *Kebijakan Dan Manajemen Publik* 6(3):1–10.
- Rinda, Navera Rahmat. (2015). *Pelaksanaan Pembelajaran Keterampilan Membuat Pola Batik Pada Anak Tunagrahita Kategori Ringan Di Sekolah Dasar Inklusi Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta*. Yogyakarta: Fakultas Ilmu Pendidikan UNY.
- Somantri, Sutijihati. (2018). *Psikologi Anak Luar Biasa*. Bandung: PT. Refika Aditama
- Sugiyono. (2018). *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta