

## Multiple Method in Cultivating the Independence Character of Mentally Retarded Children

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**Abstract.** The problem in this study is how to develop the character of independence for mildly mentally retarded children in SLB Baruga Negeri Kendari City. This study aims to describe the method used by the teacher in planting the character of the gift of mentally disabled children in Baruga SLB in Kendari. This research was conducted at the end of April to the end of May 2015, located at Baruga State Special School (SLB) Kendari City of Southeast Sulawesi Province. This research is descriptive qualitative, which gives a careful description of an individual situation, symptoms, or a particular group. This research will describe the effort to develop the character of independence in children with mild mental disability in SLB Baruga Negeri Kendari City. Data collection instruments are observation sheets and assignment sheets. Data analysis techniques start from data reduction, data coding, and conclusions. This study concludes that the implementation of efforts to develop the character of independence of mildly mentally retarded children in SLB Baruga State of Kendari City has shown good results. This can be seen from the patterns of daily life of mildly mentally retarded children both at school and at home. Children with mild mental retardation have had the independence to maintain cleanliness themselves, maintain the cleanliness of the classroom and school yard. Children with mild disabilities have also been able to independently do light tasks given by teachers at school, complete homework, clean toilets, school grounds and water the plants

**Keywords:** *Mentally Disabled, Character, Independence*

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**Abstrak.** Masalah dalam penelitian ini adalah bagaimana upaya pengembangan karakter kemandirian bagi anak Mentally Retarded ringan di SLB Negeri Baruga Kota Kendari. Penelitian ini bertujuan untuk mendeskripsikan metode yang digunakan oleh guru dalam penanaman karakter kemandirian anak Mentally Retarded pada SLB Baruga di Kendari. Penelitian ini dilaksanakan pada akhir bulan April sampai dengan akhir bulan Mei 2015, bertempat di Sekolah Luar Biasa (SLB) Negeri Baruga Kota Kendari Provinsi Sulawesi Tenggara. Penelitian ini bersifat deskriptif kualitatif, yaitu memberikan gambaran secara cermat mengenai suatu keadaan individu, gejala, atau kelompok tertentu. Penelitian ini akan mendeskripsikan upaya pengembangan karakter kemandirian pada anak Mentally Retarded ringan di SLB Negeri Baruga Kota Kendari. Instrumen pengumpulan data adalah lembar observasi dan lembar penugasan. Teknik analisis data dimulai dari reduksi data, koding data, dan simpulan. Penelitian ini menyimpulkan bahwa pelaksanaan upaya pengembangan karakter kemandirian anak Mentally Retarded ringan di SLB Negeri Baruga Kota Kendari sudah menunjukkan hasil yang baik. Hal ini dapat dilihat dari pola kehidupan sehari-hari anak Mentally Retarded ringan baik di sekolah mau pun di rumah. Anak tunagrahita ringan telah memiliki kemandirian untuk menjaga kebersihan dirinya, menjaga kebersihan kelas dan halaman sekolah. Anak Mentally Retarded ringan juga sudah mampu secara mandiri mengerjakan tugas-tugas ringan yang diberikan oleh guru di sekolah, menyelesaikan pekerjaan rumah, membersihkan toilet, halaman sekolah serta menyiram tanaman.

**Kata Kunci:** *Mentally Retarded, Karakter, Kemandirian*

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## INTRODUCTION

Children are a gift given by God Almighty who must be taken care of, cared for and best equipped regardless of the child's condition at birth. The development of a child's perfect character in a healthy environment is important to achieve a healthy generation and a strong nation. Every child is a unique individual with all the strengths and weaknesses inherent in him. If every child gets a pattern of care and education well, then the character of the child will be embedded and develop properly in accordance with the hopes and desires of parents. But on the contrary, if the child is not cared for properly, then the child will not grow and develop as they should. Every child is a unique individual, because of different innate and environmental factors, the growth and achievement of their developmental abilities are also different (Napolion, 2010)

According to (Potter, 2010) Development is a physiological or mental change experienced by individuals in the process of becoming an adult and the changes are formed increasingly differentiated all aspects of individual personality are organized into one totality.

The existence of the Law governing the National education system certainly expects all educational goals to be achieved, one of which is to establish independence according to the mandate of the Chapter II National Education System article 3, that the purpose of

national education is to develop the potential of students to become human believers. and devoted to a god who is almighty, noble, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen Suardi, S., Herdiansyah, H., Ramlan, H., & Mutiara, IA (2019 ).

Mentally Retarded is a term used to refer to children who have below-average intellectual abilities. In foreign language literature, the terms mental retardation, mentally retracted, mental deficiency, and others (Kosasih, 2012: 139) are used. According to (Dian Ramawati, 2011) Mentally Retarded is a term used to refer to children or people who have intellectual abilities below average or can also be called mental retardation. Mentally Retarded is characterized by intellectual limitations and inability in social interactions. According to the American Association on Mental Deficiency (AAMD) in (Dian Ramawati, 2011) defines Mentally Retarded as a disorder that includes general intellectual functions that are below the average (subaverage) namely IQ 84 and below based on tests, appear before the age of 18 years, and show obstacles in adaptive behaviour. Therefore education is needed to form the character that is influenced by experience and genetics Orozco Calderón, G. (2015).

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Adaptive behavior referred to as mentally retarded children according to (D Ramawati, 2011) is the ability of communication, self-care, adjusting in home life, social skills, utilization of public facilities, self-directed, health and safety areas, academic functions, leisure time filling, and work. Besides the use of media can foster the

character of discipline and responsibility of students Suardi, S. (2018).

It is called Mentally Retarded if its manifestation occurs at the age under 18 years. In general, children with mental disabilities exhibit characteristics such as: a) in terms of intelligence, their learning capacity is limited, especially in abstract matters, they learn more not with understanding, b) socially, in relationships they cannot get along or play with their peers, experiencing difficulties in caring for themselves, taking care of themselves, helping themselves, communicating, and adapting to their environment, c) other mental functions, difficulty concentrating, easy to forget, avoiding themselves from the act of thinking, d) encouragement and emotions, they have a feeling of pride, responsibility, delusion, for the heavy is almost unable to avoid danger, and defend themselves, e) organisms, for mild mental disabilities almost no visible difference with normal children, but the physical functioning is less than normal children.

Mentally Retarded according to the above definition can be concluded as a disruption of intellectual functioning as a whole which is marked with an IQ of 84 or lower based on the above, which affects the level of intelligence or intellectual, and adaptive behavior that appears before the age of 18 years. Children at this age need to understand the value of Pancasila and the Ministry of Health Data from the survey of

health institutions in the world (WHO) estimates that, the number of children with special needs in Indonesia is around 7-10% of the total number of children. According to the national health census data (Sussenas) in 2003, in Indonesia there were 679,048 school-age children with special needs or 21.42% of the total number of children with special needs. The data illustrates that, very few children with special needs who are of school age enjoy educational services. Of the estimated 1.5 million children with special needs in Indonesia, 66,000 children or under five percent receive educational services (Mursanib, 2014)

Mentally Retarded in the Indonesian category is included in the category of Exceptional People (SLB C) because mentally disabled people are mentally handicapped and have physical obstacles. Children who have physical disabilities should need more attention. Children who are mentally disabled usually have difficulty communicating, are difficult, doing academic tasks due to brain development and nerve function are not perfect. According to Wibowo (in Dian, 2011) what is meant by mentally disabled is a substantial limitation in functioning. This limitation is marked by the limited ability of the intelligence function that lies below the average (IQ 70 or less) and is characterized by the limited ability of adaptive behavior meant in mentally disabled children is the ability in the form of communication, self-care,

adjusting in home life, social skills, use of public facilities, self-directed, health and safety areas for academic functions, leisure and work.

Education, according to John Dewey in Mansur (2013: 67), is the process of forming intellectual and emotional fundamental abilities towards and within humans. The aim of this education is to expect the younger generation as the successors of the older generation to live up to, understand, practice good social norms or values by passing down all experiences, knowledge, abilities and skills that underlie the values and norms of life and life.

Character education is a morality education and is related to learning achievement, preventing adolescents, moral decadence that is realized and carried out in real life, including in learning PPKN in Tutu school, M. (2019), Rismawati, et al (2019), Kanji, et al (2020), Muhajir, M., & Sugiarti, N. (2019). The element of value formation applies universally and without differentiating differences in potential and intellectual perfection. In instilling the values of morality the cognitive elements (thoughts, knowledge, awareness), affective elements (feelings), and psychomotor elements (behavior) are carried out in an integrated and simultaneous manner to develop habits of thinking, discipline and behaving properly and correctly in accordance with existing moral norms in social life

(Mansur, 2013: 67) and Saidatul, A., Babo, R., & Muhajir, M. (2019).

A similar opinion was also expressed by Zuriati, E. (2019) and Ismayanti, et al (2019). That is the implementation of PPKn learning conducted by teachers in class has included character values; and the factors that hinder character formation are the lack of students' understanding of character, the lack of PPKn class hours, and student self-awareness; added by Suardi, et al (2018) that character is influenced by one's personality.

Education is the process of internalizing culture into a person and society to make people and society civilized. Character education is a very important step in shaping the identity of the Indonesian people Dewantara, et al (2020) and Zuriati, E. (2019). Education is not only a means of transfer of knowledge but more broadly, namely as a means of culture and distribution of values (enculturation and socialization). Children with all limitations must get an education that touches the basic dimensions of humanity. Mansur (2013: 69) Rismawati, et al (2019). dividing the basic dimensions of humanity include a) effective reflected in the quality of faith, devotion, noble character, including noble character and superior personality, and competence. The aesthetic dimension of humanity, b) cognitive which is reflected in the capacity of thought and intellectual power to explore and develop and master science and technology, and c) psychomotor reflected in

the ability to develop technical skills, practical skills, and kinesthetic competency Rukman, (2018). Angraini, et al (2019).

Sukamto in Mansur (2013: 79) suggests the character values that are taught to children through formal education, including a) honesty, b) loyalty and dependability, c) respect, d) love, e) unselfishness and sensitivity, f) kindness and friendship, g) courage, h) peace, i) independent and potential, j) self-discipline and moderation, j) loyalty and purity, and k) justice and compassion.

The purpose of character education is to improve the quality of the organization and results of education that lead to the achievement of the formation of character and noble character of the students as a whole, integrated and balanced. Through character development efforts, children are expected to be able to independently increase and use their knowledge, study and internalize, and personalize character values and noble character so that it is manifested in daily behaviour.

Research conducted by (Christiari et al., 2013) this study concludes that motor learning can be improved through modelling, verbal, motivation, and feedback back on motor learning can be identified in the early stages of sound therapy, providing evidence that the concept of motor learning can be used to identify interactions and behavior in clinical settings. Disagreement in classification

between assessors is influenced by differences in implicit and explicit interpretations of verbal information. This shows that greater clarity in specific concepts is needed to support the teaching of the principles of motor learning and the application of these principles in clinical practice for the treatment of speech-language pathologies.

## RESEARCH METHODS

### Kind of research

This research included a descriptive study designed through Classroom Action Research which aimed to describe the cultivation of the self-reliance character for mentally disabled children in SLB Baruga State of Kendari consisting of four stages, namely planning, action implementation, observation, and reflection which were described as follows:

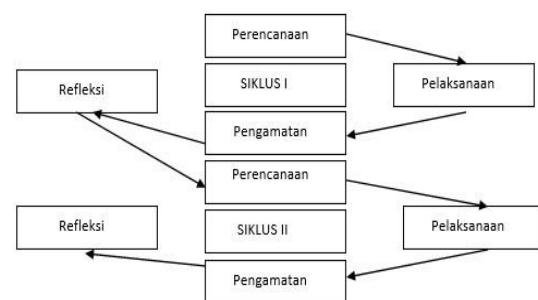


Chart.3.1.Action based on Arikunto(2010)

### Research Subject, Place and Time

The subjects of this study were 5 students of grade VIII Mentally Retarded SLB Negeri Kendari Southeast Sulawesi in the 2014-2015 academic year.



### Research Procedure

This class action research was planned for two cycles, each cycle carried out according to the changes to be achieved. Cycle I was carried out with 4 meetings, 3 meetings (2 hours of learning), face to face and 1 meeting to evaluate learning outcomes. Cycle II was carried out with 4 meetings, 3 meetings (2 hours of learning), for face-to-face meetings and 1 meeting for evaluation of learning outcomes

### Research Instrument

The instruments used to collect data in this study were: 1. the learning achievement test is used to obtain information about mastery of the material, 2. The observation sheet is used to observe the character of student independence.

### Technique of data analysis

The data obtained was analyzed using qualitative descriptives. Data were analyzed descriptively, for example, looking for average scores, successful percentages and others. Supporting data was data consisting of information consisting of sentences that gave an overview of the level understood by students who take lessons, attention, enthusiasm in learning, self-confidence, motivation to learn and could be analyzed professionally (Arikunto (2010)).

$$\text{The Students' Score} = \frac{\text{Gained Score} \times 100\%}{\text{Maksimum Score}}$$

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Student}}$$

No.	Score	category
1.	0-34	Very Low
2.	35-54	Low
3.	55-64	Moderate
4.	65-84	High
5.	85-100	Very High

The success indicator of this class action research where there was an increase and completeness of the learning process by applying multiple methods in the inculcation of characters that were integrated into each subject until all students are completed individually and classically.

### Data Validity

The data validity was done by triangulating data and triangulation of research instructors through FGDs, namely teachers, students, and researchers.

## DISCUSSION

The development or formation of character is believed to be necessary and important to be done by schools or stakeholders to be a foothold in the implementation of character education in schools. The purpose of character development is basically to encourage the birth of good children without having to distinguish between physical deficiencies and mental retardation. Growing and developing good character will encourage students to grow with their capacity and commitment to do the best things and do everything right and have a purpose in life.

### Mutiple methods in Integrated Character Development in Learning Integration

Character development is important to be implemented in an integrated manner in the learning process of mentally retarded children. A mentally retarded children with all intellectual limitations possessed requires a more specific approach in the form of learning planning to ensure the character of independence and responsibility can develop properly.

#### Cooperative learning strategies

The cooperative learning strategy starts with the spirit of work. Children who are mentally disabled who are bigger and smarter can help their friends who are still experiencing difficulties in an atmosphere of intimacy and lack. In implementing cooperative learning strategies, teachers in SLB Baruga state must first formulate learning objectives, both to improve cognitive or academic abilities, as well as improving the ability to work together. In practice, the teacher must arrange the seating position of students, place the child in groups or with his work partners. The division of groups is also based on students' interests and talents as well as their learning abilities. All of these divisions are based on consideration of student experience, sincerity, independence process, implementation of responsibility for the given task. This process also involves the commitment of the teacher as a guide in building a sense of togetherness of students

who are mentally disabled who need patience and high dedication.

#### Competitive learning strategies

Competitive learning strategies starting with the desire of teachers to develop creativity in motivating mentally disabled children in learning. In the implementation of competitive learning strategies, Baruga SLB teachers always anticipate competition between individuals or groups of mentally disabled where in this learning process there are students who are weak and excel in learning activities. If there is a lack of anticipation by the teacher in teaching, this can lead to boredom for the superior child. This learning strategy is carried out by the teacher with the aim of creating a variety of learning activities for mentally disabled children so that the atmosphere does not become monotonous and passive and boring.

#### Individual learning strategies

The individual learning strategy starts with the teacher's intention with the Baruga State SLB to develop and characterize the independence and individual responsibility of Tungrahita children. This strategy is carried out through classroom arrangements such that it provides an effective and conducive learning experience for every child in the class. To achieve good individual learning strategies, Baruga state SLB teachers always pay attention to the learning objectives to be achieved. The education of mentally disabled children generally prefers individual learning



strategies in addition to cyclical classes. Thus, in individual strategic implementation, a teacher must truly understand and carry out individual tutoring and teaching methods that are taught but also teach how students with mental disabilities learn, as revealed during an interview with Nuraeni, S.pd. Baruga State SLB teacher.

To develop the independent character of mildly mentally retarded children, integration in teaching and learning activities in SLB Negeri Baruga is a priority for teachers. Teaching and learning activities can be said to be good and successful if the activity occurs interaction between students and teachers in the learning process. The teacher must try to organize the learning environment so that children are motivated to take part in teaching and learning activities. The use of methods in the learning process must adjust to the conditions and class atmosphere and psychological conditions of mentally retarded children.

In general, schools that hold inclusive education have different students from other schools, however, the learning methods applied in SLB Baruga State are the same as the methods applied in public schools in general. The results of classroom observations (Thursday, May 14, 2015, 8:30) showed that there were no specific methods implemented in the Baruga State SLB in terms of implementing learning. In the learning process, the method applied does not only

apply one particular method considering the condition of students which can change at any time. Observation results indicate that the method applied by the teacher will change if the student is no longer concentrated in accepting the lesson. For example when the teacher applies the lecture method, seeing the condition of students who no longer pay attention to learning, then the efforts made by the teacher are to change the learning method by using the demonstration method.

The various methods used in learning process at SLB Baruga are as follows:

#### Lecturing or Story Method

"In using the lecture or story method, students cannot directly receive material when we teach, we have to repeat the material several times. This is influenced by the ability of students to catch the subject matter is very limited. The method of lecture or storytelling that we use in SLB Negeri Baruga is simple. The delivery is often interspersed with humorous stories or humour or even singing and occasionally the teacher invites applause. This is done because the concentration of mentally disabled students is only briefly and if we do that, their concentration will return soon" (Interview with teacher, Saturday, May 9, 2015).

#### Exemplary Method

"When I enter class, I always greet, greet each student with a smile, greet their respective names, ask about classmates who at that time did not have time to attend class. All

I did was to give examples of ways to respect others, both older and the same age. The results can be seen when they greet their classmates. It's just that sometimes the psychological influence on mentally disabled can change quickly so we have to give positive examples every time and every teacher ” (Interview with Nuraeni, Saturday, May 9, 2015 at 8:20 a.m.)



#### Demonstration Method

The fundamental weakness of mentally disabled children is in the ability to think abstractly. In terms of the teaching and learning process of teachers in SLB Baruga State to motivate mentally disabled students to be more interested in participating in learning, teachers always use concrete objects and a variety of teaching aids that are in accordance with the material being taught. In implementing this demonstration method, the teacher uses pictures that are relevant to the material. For example in the prayer material, the teacher uses props in the form of pictures of people praying from the conditions of takbir to greetings (classroom observations on Saturday, May 16, 2015, at 8:00 a.m.) By using this teaching aid, the teacher will easily explain each movement shown in the picture so that students do not feel bored quickly. This

demonstration method basically aims for educators to provide variations in how to convey learning material more clearly, both in the original form and in imitation of the model so that students can observe clearly and teaching is more aimed at achieving the desired results.



#### Assignment Method

"I give the task to mentally disabled people to develop a sense of responsibility for the material learned. This is evaluated by checking the results of the implementation of the task. Mayokritas children with mental disabilities are able to do the task, but the results obtained are not optimal because the implementation of tasks at home must always be in the guidance of parents. If parents do not follow up on the assignments that we give, the mentally disabled students do not do the assignments that I give " (Interview with Nuraeni, Saturday, 9 May 2015 ).



### Game Method

"When I applied the game method in the classroom, it seemed cheerful on the face of a mentally retarded child. So they reflexively rushed out of the classroom to continue playing. I as a teacher cannot forbid mentally retarded children from leaving the classroom, because if I do so, the children will be disappointed and can cause their displeasure to learn. If this happens, then it takes another process to arouse enthusiasm for learning (Interview with Nuraeni, Saturday, May 9, 2015, at 8:20 pm).

### Data Analysis

#### Pre-action

Table 1. Result score of Pretest

No	Students	The Embedded Character of Independence						Rt
		mrd	Md	ki	si	kt	wl	
1	SP	45	45	40	40	40	40	35
2	AM	50	50	50	45	50	45	48,33
3	AB	45	45	40	40	40	45	42,5
4	NA	40	40	40	40	40	40	40
5	P	50	50	50	45	45	40	46,66
	Average	46	46	44	42	45	42	35,42

Processed Data in 2015

Table Explanation:

Embedded characters include:

Mrd: self-care ability

Md: ability to take care of themselves

Mi: communication skills

Wl: socialization ability

Wl. the ability to use free time

From table 2 above, it shows that none of the students who get complete grades, even the highest score only reaches a mean of 48 is still in the poor category. For more details, please see the following recapitulation data below.

Table 2. Recapitulation of Pre-action Value

No	Score	Number of Students	percentage	category
1	48	1	20	Poor
2	48,33	1	20	Poor
3	42,5	1	20	Poor
4	40	1	20	Poor
5	46,66	1	20	Poor

#### Processed data 2015

From table 2 above, it can be seen that the students' score is: for the category of less than 100%.

The lowest value is in the ability to communicate and use leisure time. Three indicators scored better than the two indicators, namely the ability to care for themselves with an average score of 78 categories, high ability to take care of themselves and socialization have been in the category

The analysis of circle 1

Table 3. Rating result of Circle 1

No	Students	The Embedded Character of Independence						Rt
		mrd	Md	ki	si	kt	wl	
1	SP	65	65	60	62	62	65	63,16
2	AM	70	70	70	65	70	65	68,33
3	AB	65	65	60	60	64	65	63,16
4	NA	60	60	60	60	60	65	60,83

No	Score	Number of students	percentage	category	Note			
1	68,33	1	20	High				
2	63,16	3	60	average				
3	60,83	1	20	average				
5	P	65	650	65	60	64	60	63,16
	Average	78	65	75	61,4	64	64	63,73

Processed Data 2015

Table Explanation:

Embedded characters include:

Mrd: self-care ability

Md: ability to take care of themselves

Mi: communication skills

Wl: socialization ability

Wl. the ability to use free time

From table 3 above shows that there is one student who scores 68.33 or the high category, and four of the students are in the medium category. Therefore the average acquisition value in the first cycle is 63.71 still in the medium category. I high, namely the ability to care for themselves and communication each 65, including the high category, more details can be seen in this recapitulation data table.

Processed data 2015

From the table above, it can be seen that student scores only 20% are in the high category and 80% are in the moderate category and no one has achieved either individual or classical completeness so that it continues to the next cycle.

The analysis of Circle II

Table 5. Rating result of Circle II

No	Students	The Embedded Character of Independence						Rt
		mrd	Md	ki	si	kt	wl	
1	SP	79	78	78	79	80	79	78,83
2	AM	90	90	88	87	87	85	87,83
3	AB	75	75	73	74	74	75	74,33
4	NA	75	76	73	73	76	75	74,66
5	P	80	75	76	74	76	74	75,83
	Average	88	85	85	8,4	84	84	78,30

Processed data 2015

From table 5 above that shows one student obtained from the highest score, 87, 83 with a very high category, 4 students achieving high, all students achieving complete with people and classical with a minimum completeness score of 70. A summary of grade scores can be seen in the following table.

Table 6. Score Recapitulation of circle II

No	Score	The number of student	Percentage	category	Note
1	78,83	1	20	High	Ts
2	87,83	1	20	Very High	Ts
3	74,33	1	20	Very High	Ts
4	74,66	1	20	Very High	Ts
5	75,83	1	20	High	Ts

From Table 6 above, it can be seen that the value of students 20% in the very high category that is 87, 83 and 80% depending on the high category so that all students learn has been fulfilled both individually and classical mastery. very suitable to be applied.

## CONCLUSION

The results of the implementation of efforts to develop the character of independence of mildly mentally retarded children in SLB Negeri Baruga Kendari City have shown very good results. This can be seen from the patterns of everyday life of mildly mentally retarded children both at school and at home. Mild mentally retarded children already have independence which includes the ability to take care of themselves, the ability to care for themselves, the ability to communicate, the ability to socialize, and the ability to use free time can be implemented well even though their abilities cannot be compared to normal children. This can be seen from the final results in the second cycle students are in the very high category 20% and the high category 80%. Thus the application of multiple methods in learning can be applied so that students

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