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Analysis of the Impact of Online Learning on Self-Development Students with Intellectual Disability in Family Perspective

Maulani Nurul Sofyan¹, M. Muktiarni^{2*}, Jonah Mupita³

¹Departemen Pendidikan Khusus, Universitas Pendidikan Indonesia, Indonesia

²Departemen Pendidikan Kesejahteraan Keluarga, Universitas Pendidikan Indonesia, Indonesia

³Ruya Adventist High School, Zimbabwe

Correspondence: E-mail: muktiarni@upi.edu

ABSTRACTS

This study purpose to determine the impact of online learning on the self-development ability of students with intellectual disabilities from a family perspective. The method used in this study is a mixed experimental method involving 8 parents of students with intellectual disabilities. This research stage is pre-test - treatment - post-test. As a result, there is no significant impact of online learning on the self-development ability of students with intellectual disabilities. Changes only occurred in the decrease in the habit of getting up early in the morning as much as 12.5% and the increase in the habit of studying regularly as much as 12.5%. Treatment in the form of learning videos of daily living activities only affected increasing students' morning habits by as much as 12.5%. This happens because students can take care and care for themselves independently. In addition, the limited time in treatment makes the results less than optimal. Online learning has both positive and negative impacts on students with intellectual disabilities. To reduce the negative impact, regular practice and collaboration between parents and teachers are needed so that students can achieve independence.

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1. INTRODUCTION

Students with intellectual disabilities are students who have intelligence conditions that are far below the average and are characterized by limited intelligence and obstacles in social communication. These conditions have an impact on difficulty adapting to the environment, difficulty understanding abstract concepts, and lack of motor skills, this makes it difficult to take care of oneself, and requires the help of others (Refwin and Kasiyati, 2019). Self-development learning is a special program provided by schools to improve life skills and self-care abilities for mentally retarded students. Self-development is a program in regular and inclusive schools for students with intellectual disabilities in the form of personal training and aims to optimize students' potential so that they can live independently (Yunefi and Efrina, 2019). Just like at other school levels, during the pandemic, learning for mentally retarded students is carried out online by utilizing various existing applications. This has a different impact on the success of learning to be achieved. The goal to be achieved from the self-development program is to help students to be able to live independently. On the other hand, the family is the closest person in building students' independence at home. Parents who know how daily students carry out their personal activities, so this research was conducted to determine the impact of online learning on the self-development ability of mentally retarded students from the family's point of view.

Self-development is a special program given to mentally retarded students. The goal is for children to be independent, at least in the simplest daily activities. Self-development learning includes activities of daily living such as bathing, dressing, eating, using the toilet, and etc (Sulistyaningrum et al., 2020). The principle of teaching for mentally retarded students is the drill method or repeated exercises both at school and at home. During the pandemic, which requires students to study online, it becomes a challenge for teachers to continue to implement this self-development program (Kasiyati et al., 2020). Online learning for children with special needs during the pandemic is considered less effective due to various obstacles. For mentally retarded students, the help of other people is needed in completing their assignments. Online learning is considered ineffective because children with special needs require more attention than others, while in this case parents have difficulty in accompanying their children to study (Terayanti, 2020). The results of the distance learning survey on parents who have children with special needs experience various problems. The role of parents and teachers is the key to the success of distance learning for ABK. Competence and skills are needed in assisting ABK in learning, managing behavior, managing learning settings, accessing technology, and willingness to collaborate (Wardany and Sani, 2020). Meanwhile, research conducted in inclusive schools, namely 191 Junior High School Jakarta, distance learning is quite effective. Teachers and parents collaborate well, so that mentally retarded students can easily understand the material presented by class teachers with the role of GPK as an introduction to communication and assistance by parents of each student at home (Jaatshiah, 2021). Several studies have discussed the various impacts of online learning, but so far, no research has been found on the impact of online learning on the self-development ability of mentally retarded students from a family perspective.

The purpose of this study was to determine the impact of online learning on the self-development ability of mentally retarded students in a family perspective. The choice of a family perspective is due to the fact that the family has an important role in building student independence at home. Families also interact more at home with students. The method used is a qualitative experiment involving 10 parents of mentally retarded students through interviews. As a result, parents of students stated that there was some decline in the ability

of self-development experienced by their children. This is because some routine activities carried out before school are not carried out during online learning from home. As a result, students need to be trained and rehabilitated in carrying out simple activities so that they can remain independent in carrying out daily activities.

2. THEORITICAL FRAMEWORK

Students with intellectual disabilities are students who experience intellectual disabilities below the average and are characterized by the inability to adapt behavior both to themselves and to others. (Sanusi *et al.*, 2017). As a result of these barriers, students with intellectual disabilities require special education to support their development, both cognitively, affectively, and psychomotor according to their needs (Yani *et al.*, 2020). These barriers make students with intellectual disabilities need help in taking care of themselves, so self-development learning is given in order to train students' skills in taking care of themselves to be more independent (Hendri *et al.*, 2019).

In general, learning programs for students with intellectual strengthening aid in self-development and socialization abilities. Self-development is an activity carried out in daily life, such as eating, dressing, moving places without the help of others (Tri *et al.*, 2017). The purpose of the self-development program is that students with intellectual disabilities can take care of, care for and help themselves independently. Self-development skills that must be mastered by students include (Kurniawan, 2012):

- (i) Take care of yourself, including eating, drinking, and hygiene
- (ii) Take care of yourself, including dressing and decorating
- (iii) Self-help, including maintaining safety and overcoming danger
- (iv) Communication, including oral, written, sign and picture communication
- (v) Adaptation, both in the family, school and community environment
- (vi) Life skills
- (vii) Filling free time

During the pandemic, all levels of school require that learning be done online, including for students with intellectual disabilities. Online learning must still be carried out effectively, but in reality, there are still various obstacles in its implementation. These obstacles include limited devices, lack of understanding of technology, busy parents in accompanying their children to study, and etc (Nurkholis *et al.*, 2021).

During the pandemic, the role of parents is very much needed in assisting online learning. In line with this, in addition to learning media, the role of parents is also very pending in the midst of a pandemic, because teachers cannot provide direct learning (Risanti *et al.*, 2020).

For students with intellectual disabilities, self-development programs require collaboration between teachers and parents. Parents play a role in getting their children to be independent at home through daily activities, such as taking care of themselves, maintaining cleanliness and helping to take care of the house (Mufidah and Susilawati, 2019). Good parenting and the role of parents can build a positive relationship with the self-awareness of mentally retarded students (Rudita *et al.*, 2021).

3. METHODS

The method used is a mixed experimental method involving 8 parents of students with intellectual disabilities. The students consisted of 4 students in class VII, 2 students in class VIII and 2 students in class IX from Special School West Java.

The first stage is to give a pre-test to 8 parents of students. The pre-test question consists of two parts, namely containing 10 questions using a Likert scale with two answers and 1 filling question related to conditions during face-to-face learning, as well as 10 questions using a Likert scale with two answers and 2 filling questions related to conditions during home learning after the pandemic.

The second stage, parents of students will be given treatment in the form of self-development video tutorials containing daily living activities to be taught to students. After the treatment was given, the parents were again given post-test questions to measure the success of the treatment that had been carried out. The post-test questions contain the same questions as the pre-test questions in online learning conditions after the pandemic, while the pre-test questions in face-to-face learning conditions are not given back because they have met the required data. The data that has been collected is then analyzed and processed to obtain results and conclusions.

4. RESULTS AND DISCUSSION

4.1. Demography

Participants are parents of students with intellectual disabilities from junior high school. During online learning, teachers only use the WhatsApp application to communicate with students' parents in delivering material. Each student has various conditions from various classes. Through the teacher's narrative, some students are known to have mastered the skills in taking care of themselves, there are also students who have just entered class VII. The 8 students are students who are active in participating in online learning during the pandemic.

4.2. Pre-Test and Post-Test Results

Pre-test and post-test were conducted via google form. We communicated with students' parents via WhatsApp chat assisted by representatives of school teachers. After the students' parents filled out the pre-test, the we gave a learning video in the form of daily living activities that parents had to apply to their children. **Table 1** is the result of the pre-test and post-test.

Pre-test questions in face-to-face learning conditions are no longer given at the post-test, because they have met the required data and have no effect on the post-test results. The results from **Table 1** are as follows:

- (i) The first question, during face-to-face learning 87.5% of students wake up at the same time every day and 12.5% of students wake up at different hours every day, while in online learning 75.0% of students wake up at the same time every day and the other 25.0% don't. This shows a 12.5% decrease in the aspect of waking up. After being given treatment, the post-test results showed an increase of 12.5%.
- (ii) In the second question, both during face-to-face learning and online learning only 12.5% of students have not been able to bathe themselves properly while 87.5% of students have been able to bathe themselves properly. In the post-test results, there was no change after being given treatment in the bath aspect.
- (iii) Questions 4-8 show that students 100.0% have been able to carry out activities such as brushing teeth, wearing underwear and outerwear, wearing socks, wearing shoes, and combing independently and correctly, both during face-to-face learning and online learning, so that did not affect the post-test results.
- (iv) In question number 10, 50.0% of students study regularly every day during face-to-face learning, and an increase of 12.5% during online learning. While the post-test results have not shown any change.

- (v) In question number 11, the use of students' free time both during face-to-face learning, online learning, and post-test results, is filled with playing activities, learning to colour, cycling, playing ball, watching tv and playing mobile phones.
- (vi) Question number 12, is an obstacle faced by parents in carrying out online learning. These obstacles include, children are difficult to direct, children have difficulty understanding the subject matter, do not focus, get bored easily, fussy, and waste quotas.

Table 1. Pre-test and post-test results.

No	Questions	Pre-Test			
		Yes	No		
Face-to-face learning conditions					
1	Does your child wake up at the same time every day?	87.5%	12.5%		
2	Is your child bathing himself properly?	87.5%	12.5%		
3	Does your child brush his teeth properly independently?	100.0.0%	0.0%		
4	Does your child eat and drink independently and neatly?	100.0.0%	0.0%		
5	Is your child able to wear underwear independently properly?	100.0.0%	0.0%		
6	Is your child able to wear outerwear independently properly?	100.0.0%	0.0%		
7	Can your child wear sock properly independently?	100.0.0%	0.0%		
8	Is your child able to use proper shoes independently?	100.0.0%	0.0%		
9	Can your child comb their hair independently?	100.0.0%	0.0%		
10	Does your child study every day?	50.0.0%	50.0.0%		
11	What activities do your children do in their free time?	Playing, studying, cycling, watching tv, playing ball			
Online Learning Conditions		Pre-Test	Post-Test		
		Yes	No		
		Yes	No		
1	Does your child wake up at the same time every day?	75%	25%	87.5%	12.5%
2	Is your child bathing himself properly?	87.5%	12.5%	87.5%	12.5%
3	Does your child brush his teeth properly independently?	100.0.0%	0.0%	100.0.0%	0.0%
4	Does your child eat and drink independently and neatly?	100.0.0%	0.0%	100.0.0%	0.0%
5	Is your child able to wear underwear independently properly?	100.0.0%	0.0%	100.0.0%	0.0%
6	Is your child able to wear outerwear independently properly?	100.0.0%	0.0%	100.0.0%	0.0%
7	Can your child wear sock properly independently?	100.0.0%	0.0%	100.0.0%	0.0%
8	Is your child able to use proper shoes independently?	100.0.0%	0.0%	100.0.0%	0.0%
9	Can your child comb their hair independently?	100.0.0%	0.0%	100.0.0%	0.0%
10	Does your child study every day?	62.5%	37.5%	62.5%	37.5%
11	What activities do your children do in their free time?	Playing, studying, cycling, watching tv, playing ball			
12	What is the problem when online learning?	Boring, fussy, wasteful of quota, not focus, hard to understand the material, the students hard to direct			

4.3. Discussion

Based on the data obtained, there is no significant impact of online learning on the self-development ability of students with intellectual disabilities. The difference only occurs in the habit of getting up early in the morning at the same time every day. There was a 12.5% decrease in online learning conditions and an increase of 12.5% again after receiving treatment in the form of daily living activity learning videos that the researchers gave. In

addition to the aspect of waking habits, changes also occur in study habits at home. There was an increase of 12.5% in online learning conditions at home. Students who initially only relied on learning at school, when learning online must continue to study even at home. In the aspect of taking care of and taking care of themselves, the students have been able to do it independently and correctly. Students have been able to take a shower, brush their teeth, wear inner and outer clothes, put on socks, shoes and comb. Only 1 of students (12,5%) have not been able to take a shower by themselves properly. Giving treatment in the form of learning videos of daily living activities has not had a significant impact, this is because of the limited time in carrying out the treatment. Self-development exercises for students with intellectual disabilities require time and regular habituation. The more often students are trained, the more students' independence in taking care of themselves will increase (Zahro, 2018).

The problems by parents in assisting online learning are that children easily lose focus, are difficult to direct, children are easily bored, children find it difficult to understand learning materials and are wasteful of quotas. In addition, learning is also sometimes constrained by the child's mood which is easy to change. Creative and innovative learning designs are needed so that students do not get bored in carrying out online learning (Idhartono, 2020). In addition, the opinion of parents also stated that online learning is considered to consume quota. This is similar to research which states that one of the obstacles faced by parents is the limited quota/network and the availability of devices, therefore online learning must be supported by an optimal system (Minsih et al, 2021).

5. CONCLUSION

Many industries have changed as a result of the Covid-19 pandemic, including education. Online teaching is used at all levels of education so that students, including those with intellectual disabilities, can continue to learn even while they are at home. The goal of this study is the impact of online learning on the self-development ability of students with intellectual disabilities from a family perspective. The method used in this study is a mixed experimental method involving 8 parents of students with intellectual disabilities. This research stage is by giving 23 pre-test questions, giving treatment treatments in the form of daily living activity learning videos, and giving 12 post-test questions. As a result, there is no significant impact of online learning on the self-development ability of students with intellectual disabilities. Changes only occurred in the decrease in the habit of getting up early in the morning as much as 12.5% and the increase in the habit of studying regularly as much as 12.5%. Giving treatment only has an effect on increasing students' morning habits as much as 12.5%. This happens because students are able to take care and care for themselves independently. In addition, the limited time in treatment makes the results less than optimal. Online learning has both positive and negative impacts on students with intellectual disabilities. To reduce the negative impact, regular practice and collaboration between parents and teachers are needed so that students can achieve independence.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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