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## Flashcard Media on The Ability to Understand Instructions in 5 Year Old Cerebral Palsy Hemiplegia Children

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### ABSTRACT

Flash learning media card to train the ability to understand instructions for cerebral children palsy aged 5 years. This research aims to see the effect of flash cards on the ability to understand instructions in cerebral children hemiplegia type palsy aged 5 years. The research method used is quantitative research with data collection techniques from interviews and tests. The research results show that the choice of flash learning media card shows that there is progress in the subject which can be seen from the implementation of the intervention after week 6. Apart from that, it affects the duration of the child's sitting which can be more than 7 minutes in the intervention room. So, it can be concluded that there is an influence provided by flash media card on the ability to understand instructions on the subject and consistency in completing the tasks given.

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## 1. INTRODUCTION

Education is an effort to realize cultural inheritance from one generation to another. Education is a process of learning knowledge and skills obtained through teaching, training, or research activities. Based on this statement, every citizen, whether born normal or with special needs, has the same right to receive a decent education. Children with special needs are children who have developmental disorders and disorders that require special treatment. Children with special needs have differences from normal children such as physical, mental, intellectual, social, and emotional development and growth. Children with special needs are also divided into various types of barriers such as vision barriers, hearing barriers, intellectual barriers, physical barriers, social barriers, ADHD, and Autism.

In children with physical barriers, they are usually accompanied by other barriers such as speech barriers, cognitive barriers, and other barriers. Of course, education for them is not only to train their physical obstacles, but also their cognitive abilities. The ability to understand instructions in children with physical disabilities often occurs, especially in cerebral children Palsy. In the case found by researchers, the subject was a cerebral child Hemiplegia type palsy aged 5 years has a low ability to process the instructions given. Ability to process Interdiction is one of the important things. Understanding the instructions will provide skills in communication. Communications is a primary need for every human being (Rizqita et al, 2022) including children who have cerebral palsy . According to Arviani (2021), the kindergarten school level starts with children aged 4 to 6 years. At this age, children can understand language in the form of communication and instructions. Children aged 5-6 years will be more mature in understanding spoken communication language and non-verbal instructions. This understanding of verbal communication and nonverbal instructions is referred to as syntactic and pragmatic development in children.

The development of children's understanding of instructions can be improved by using interesting learning media so that children do not feel bored. One learning media that can be used is flashcard media. In the research entitled Application of flashcard learning media to recognize words for children with special needs in inclusion classes from Ferenza (2020) which aims: (1) To describe the application of flashcard learning media to recognize words for children with special needs in inclusion classes at SDN Summersari 01 (2) to describe the advantages and deficiencies in the learning process taking place in the Inclusion Class. (3) describe the obstacles that occurred during the process of implementing flash card learning media for children with special needs in the inclusion class at SDN Summersari. The results of the research revealed that the application of flashcard learning media to recognize words for children with special needs in inclusive classes at SDN Summersari 01 could run well and smoothly, however, there were obstacles in the process of implementing it in a lesson so it was necessary to make efforts to guide students more intensively so that obstacles could be overcome.

Another research entitled The Effect of Using Flashcard Media on the Oral Expressive Language Ability of Children Aged 4-5 Years (Raras, 2022) which aims to determine whether there is an influence of using flash media card on expressive language abilities in children aged 4-5 years. The results of the research show that the use of flashcard media influences the expressive language abilities of children aged 4-5 years at Kindergarten/RA Al Hidayah Tambak Cemandi Sedati Sidoarjo. The pre-test language proficiency percentage was 38.58% and post-test of 99.98%.

This shows that the use of flashcard media can improve the expressive language skills of children aged 4-5 years at Kindergarten/RA Al-Hidayah Tambak Cemandi Sedati Sidoarjo.

The use of flash card media can also help young children, such as research conducted by [Nurul \(2023\)](#) entitled *The Effect of Using Flash Card Media on the Cognitive Development and Simple Counting Ability of Kindergarten Children* where researchers are interested in studying more deeply the causes of weaknesses and what factors influence them. weak ability in simple arithmetic in early childhood in groups A and B. The results of the study revealed that there was an influence of the use of flash card media on the cognitive development of children in groups A and B at AN-NUR Karang Harjo Glenmore Kindergarten. There was an influence of flash card media on the simple arithmetic abilities of group children A and B at An-Nur Karang Harjo Glenmore Kindergarten, There is an Influence of Flash Card Media on Cognitive Development and Simple Counting Ability together for Group A and B Children at An-Nur Karang Harjo Glenmore Kindergarten.

Then using flash cards can also improve the literacy culture of children with special needs, in line with research from [Zumrotul \(2023\)](#) entitled *Breaking the Barriers: Flash Card Media's Role in Enhancing Literacy for Students with Special Needs*. This research aims to improve the literacy skills of students with special needs in elementary schools using flash card media. The results of the research show that flash card media improves the performance of literacy skills (initial reading) of students with special needs with a significance value of  $0.007 < 0.05$ , which means that the statistical significance of the reading skills test score is smaller than the significance limit value. Increasing literacy skills (beginning reading) is also influenced by attractive flash cards, pictures, and colorful media designs. This causes students to become more interested in learning to read and understand what concepts they are learning more easily.

And other research that states the influence of flash media cards on the communication abilities of children with special needs was carried out by [Liqma \(2021\)](#) with the title *The Influence of Flashcard Media (Pictured Cards) on the Communication Abilities of Children with Special Needs (Autism) in the Tanah Bumbu District Elementary School in 2021*. The aim of this research is to analyse the influence of flashcard media (cards/pictures) on the communication abilities of autistic children. Then the results of this research show the influence of flashcard media (picture cards) on the communication skills of autistic children. It is recommended for future researchers that this flashcard media (picture cards) can be used as an alternative media for health promotion for children with special needs with autism.

Flash Cards have several advantages, including being easy to carry and making, easy to remember because the pictures are colourful so they attract children's attention, and are fun for children because they can be used through games. Implementation of use flash card can be done with early intervention in children. Based on cases found in the field and other research that raises the topic of the influence of flash media card to improve skills in children with special needs, in-depth research was carried out with subjects who experienced cerebral type motor impairments hemiplegic type palsy. The aim of this research is to determine whether there is an influence of the use of flashcard media on the ability to understand instructions in cerebral children hemiplegia type palsy aged 5 years. In teaching with flash media card This also trains fine motor skills in the child's right hand which experiences stiffness.

## 2. METHODS

In conducting this research, descriptive quantitative methods were used in the form of single subject research or SSR. This SSR research uses a design without reversal or is called an AB design because data collection from research subjects only involves two phases, namely the first phase, namely the baseline phase which is identified as A. The baseline phase is the pretreatment phase or the phase when the intervention has not been given. **Figure 1.** Explaining the flow of the research carried out, this research starts from the identification and assessment stages of the subject, then creates an intervention program, implements the intervention program, and evaluates the results of implementing the intervention program. The subject in this study was a child who had cerebral palsy Hemiplegia type palsy (stiffness in the fingers of the right hand) aged 5 years without cognitive impairment. The subject is also attending preschool and often undergoes speech therapy. The research was conducted at the intervention laboratory in the city of Bandung starting from September to November 2023. In compiling the research results, researchers conducted tests and interviews with the subjects' parents. Before carrying out the intervention, the researcher carried out an assessment first using the GMFM and GMFCS standard assessment instruments.

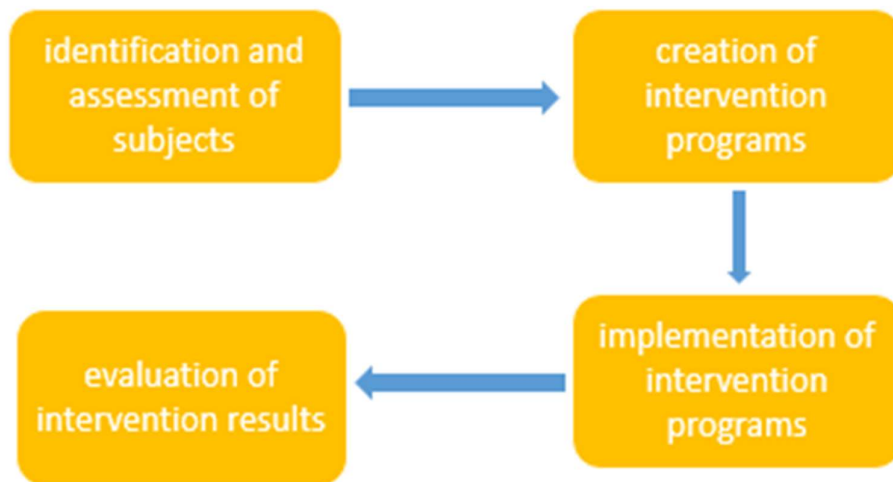


Figure 1 . Research procedure

### 3. RESULTS AND DISCUSSION

#### 3.1. Student Demographic

The subject in this research was a cerebral child palsy who experience obstacles in their motor skills. According to Ayu Brilliantita (2019) Cerebral palsy is a sensomotor disorder (movement patterns and attitudes) due to brain damage that has just developed and is not progressive. CP is also a group of permanent disorders of the development of movement and posture, which cause activity limitations that are associated with non-progressive disorders that occur in the brain of the developing fetus or baby. Motor skills are the process by which individuals develop their movement abilities into coordinated, controlled, and organized responses (Rizqita et al, 2024). According to Eviani (2020) The complexity of the needs and obstacles of children with special needs means that no single program can meet all children's needs, these programs are specifically created individually collaboratively by involving teachers, parents and professional staff, and these programs cannot be given to children other special needs even if they have the same disorder.

**Table 1.** Explains that before developing a program, researchers carry out an assessment first to explore the extent of the subject's abilities, the obstacles experienced by the subject, the subject's needs, and the implications of the subject's needs. The instruments used in this assessment use standard GMFM and GMFCS instruments.

**Table 1. Developing Program**

Ability	Obstacle	Need	Implications
Children can put objects into jars with large holes.	Children are not yet able to put objects into jars with small holes.	Children need to practice fine motor skills and learn to control their emotions.	Behavioral training, fine motor training: putting objects into jars.
	The child is not yet able to follow the instructions given	Children need to practice paying attention and following the instructions given.	Behavior training: hands folded on the table and sitting neatly in a chair.
The child can use his hands.	The child cannot use his right hand optimally.	Children need to practice fine motor skills in their right hand.	Fine motor training: by picking up objects with the right hand.
Children can walk without parental help	The child still holds on when going up and down the stairs	Children need balance training	Balance training: can be done on tiptoes, walking on a catwalk
Children can move their mouths	The child is not yet able to speak clearly	Children need oral motor practice	Identification practice using flash card

### 3.2. Intervention Program

The intervention program is prepared by researchers based on the results of the assessment. Based on the results of the assessment The program focuses on the balance and speech aspects of the language. Where in mastering spoken language, of course understanding instructions or responding to instructions is important. According to [Muhammad Hasbi \(2021\)](#) Intervention for ABK is handling/services for children who are at risk of obstacles in the aspects of motor, communication and language, social emotions, cognition, and perceptions. The intervention program needs to contain several aspects based on the results of the assessment, including in **Table 2**. The intervention program contains the aspects to be developed, the objectives of the program, indicators of success, methods of intervention, and the media used in the intervention process.

**Table 2.** The Intervention Program

Aspect	Objective		Indicator	Method	Media
	Long-term	Short-term			
Balance	The child can go up and down stairs without help	Children can maintain balance	Imitation of movement	Demonstrati on and practice	Trampoline
Speech and language	Children can pronounce words clear articulation	Children can identify daily activities	Following the instructions, take and give	Demonstrati on and practice	<i>Flashcards</i>

### 3.3. Results of implementation of the intervention Program

Motor disorders in Cerebral palsy are often accompanied by disturbances of sensation, perception, cognition, communication, and behaviour, by epilepsy and secondary musculoskeletal problems. Cerebral Palsy is a disabling condition related to damage to the brain. [Rina Oktaviana \(2023\)](#) Learning using flashcard media begins with the teacher conditioning the child's position so that it is comfortable, then providing flash media They were then asked to answer 10 cards about the pictures shown orally, then asked to make simple sentences by saying orally at least two words based on the pictures on the flashcards. After they carry out the expected tasks, the teacher gives them a reward by high-fiving and saying "great ". So, there is an increase in children's interest in flashcard media during the learning process. The intervention took place over 10 meetings held once a week. Initial conditions before carrying out the intervention, B was very difficult to invite to sit in the intervention room. Because of meeting new people, B had to adapt for approximately 2 meetings. For the next meeting, B had started to adapt and was easy to invite into the intervention room. When implementing the speech language program, researchers used flash learning media cards to hone the ability to understand instructions and there are also activities to train fine motor skills in B.

The instructions given by the researcher were "point to the picture...", "take the picture...", "save the picture...". In carrying out the intervention, researchers discovered children's habits. First, B often gets off the chair spontaneously. Second, B still needs help in carrying out instructions such as "fold hands" and the instructions given during the program. Third, B is easily distracted and finds it difficult to focus on the researcher. Therefore, in implementing the program, the researcher was still assisted by 1 prompt person. During the intervention using flash learning media card, researchers often ask children to take turns pointing, taking, and giving cards using the child's right hand, where the right-hand experiences stiffness. Even though the child experiences difficulties and often switches to his left hand, researchers always try to train the other hand because the child's right hand can still be worked on or has potential.

Entering the middle and final weeks of intervention, progress in understanding B's instructions began to slowly appear. This is caused by the condition experienced by cerebral palsy children which will not only impact the child's imperfect motor function, but also disrupt cognitive function. Cognitive function occurs due to brain damage in cerebral palsy and motor disorders as well as difficulties for children to explore the environment necessary for cognitive development, so that they not only experience physical disabilities but also social disabilities. Firstly, B did not ask to get out of his chair too often, when he was about to get down the researcher gave B the refusal "no, later" which indicated that it was not time to get out and the task given had not been completed. Second, children slowly began to follow the instructions given, such as "save the picture" and for other instructions they still needed help from researchers. Third, B's focus began to improve, although it didn't last long, the progress was visible, and B was able to sit for more than 7 minutes in the intervention room without struggling again. However, in the balance program, there was no visible progress in B because this program was run after the language speaking program, where sometimes B was tired or didn't want to play on the trampoline which was the learning medium.

#### **4. CONCLUSION**

This research aims to determine the effect of flash cards as a learning medium to train the ability to understand instructions in five-year-old children with cerebral palsy type hemiplegia. Quantitative research is carried out by collecting data through tests and interviews. The research results showed that the choice of flash card learning media showed the subject's development as seen from the implementation of the intervention after the sixth week. Apart from that, it also has an impact on the length of time a child sits, which can reach more than 7 minutes in the intervention room. So, it can be concluded that flash card media influences the ability to understand topic instructions and consistency in completing assignments.

From the results of the research carried out, here are several suggestions that researchers can convey, including that the intervention/therapy should be carried out 3 times a week to get maximum results for children. Apart from that, the use of learning media that is creative and not boring can attract children's attention so that it triggers curiosity, increases focus when working and can train other aspects.

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## 6. AUTHORS' NOTE

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

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