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Improving Self-Development Capability in Dressing Through the Application of Demonstration Method for Cerebral Palsy Quadriplegia Children

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ABSTRACT

This research was conducted to determine the results of applying the demonstration method for children with cerebral palsy quadriplegia in improving their ability to develop themselves in wearing clothes. The research methods used in this research are qualitative and quantitative methods. The process of obtaining data was carried out by observation, interviews, and documentation studies, as well as carrying out practice tests. The results of the research show that the application of the demonstration method results in an increase in the understanding and skills of children with cerebral palsy quadriplegia in carrying out self-development activities dressed in clothes, this can be seen from the test results which fall into the very good category, namely 88.5%. It is hoped that the results of this research can become a reference for educators, especially in improving the self-development ability to dress children with cerebral palsy through demonstration methods.

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1. INTRODUCTION

Cerebral Palsy is a disorder caused by non-progressive damage to the brain that occurs during the growth and development process, whether it occurs in the womb (prenatal), during the birth process (perinatal), or after the birth process (postnatal). (Selekta, 2018) Cerebral Palsy requires the help of other people in mobility and self-care because one of the problems that occurs due to obstacles is impaired motor function which limits movement (Suharto, 2022) One classification of cerebral palsy is characterized by increased muscle tone and all four limbs. The body is stiff so that the child experiences motor and developmental disorders, namely cerebral palsy, quadriplegia. (Rustianto, 2020) Due to these obstacles, quadriplegic cerebral palsy experiences stiffness in all four limbs which causes problems with balance, mobility and difficulty in carrying out daily activities independently.

In connection with the ability to carry out daily activities or what is called activity daily living (ADL), an educational service is needed that is related to the function of fostering independence in cerebral palsy children in terms of ADL. This service is a special program contained in the learning process and is called self-development (Widyanasari, 2019)

Self-development learning for children with cerebral palsy is a process of conveying information or knowledge where there is interaction between students and teachers in observing and understanding something being learned to achieve the goal of being able to take care of themselves so that they do not depend on other people and can live like people in general (Widayanasari, 2019)

Based on the results of observations and interviews with the child's parents which were conducted on September 2, 2023, information was obtained that the child was not yet able to carry out daily activities independently. This is indicated by the child's condition experiencing stiffness in all four limbs accompanied by athetoid in both legs, causing the child to have difficulty carrying out daily activities and still needing help from others. However, based on the results of observations, children have good abilities in carrying out activities related to eye and hand coordination. Children are also able to hold objects well and direct these objects to be inserted or moved from one place to another.

Based on this, children need learning about self-development which will help them in carrying out one of their daily activities. One of these activities is the ability to develop self-dressing by taking into account the child's ability in hand movements which needs to be maintained and developed.

In supporting the clothing self-development learning program, an appropriate method is needed so that the goals can be achieved. The form of learning method given to children is the demonstration method. The demonstration method is a way of presenting lessons by demonstrating or demonstrating to an individual a particular process, situation or object being studied, either actually or imitation, which is often accompanied by an oral explanation. With the demonstration method, the process of students' acceptance of lessons will be more deeply impressive, thereby forming good and perfect understanding (Djamarah in Endayani, 2020). In line with Sagala's statement in Endayani (2020), the demonstration method is a demonstration of the process of an event or object occurring up to the appearance of exemplified behavior so that it can be known and understood by students in real or imitation (Sagala in Endayani, 2020).

Through the demonstration method, the teacher shows how to work or do something, for example the teacher demonstrates how to wear short clothes correctly, so that it is hoped that children will be able to recognize the steps for implementation. (Cecep, 2022)

Currently, there is a lot of research discussing improving the abilities of children with cerebral palsy, including research on "Increasing the Ability to Develop Self-Use of Shoes through Modeling Techniques in Elementary Class III Cerebral Palsy Students at Rajawali Catholic SLB Makassar" by Andiana Putri which discusses that there is an increase in the ability to wear shoes in conditions before and after being given treatment or intervention (Putri, 2023), research on "Increasing the Ability to Attach Buttons Through Modeling Techniques in Elementary Class III Cerebral Palsy Students at the Rajawali Catholic SLB Makassar" by Agni Agatha Patuara which discusses the impact of increasing the ability to attach shirt buttons on cerebral palsy students through the use of modeling techniques (Patuara, 2023) and research on "Self-Development Learning for Cerebral Palsy Students at SLB Yapenas Yogyakarta" by Riska Widyanasari which discusses an in-depth case study about self-development learning for cerebral palsy students at SLB Yapenas Yogyakarta (Widyanasari, 2019). There is also research on "Increasing the ability to wear shorts through the application of the demonstration method in children with cerebral palsy class II at SLBN 1 Bau-bau" by Usman who studied the low ability to wear shorts in children with cerebral palsy class II at SLBN 1 Bau-bau to to increasing ability through demonstration methods (Ndira, 2023) and research on "Effectiveness of the Ability to Attach Clothes Buttons Through the Media of Mannequins for Cerebral Palsy Children at the Rumah Gadang Foundation" by Atifahtul Rahman which discusses the effectiveness of using mannequins in the ability to button clothes for cerebral palsy children (Rahman, 2023). However, until now there has been no research that discusses "Increasing Self-Development Ability to Dress Through the Implementation of Demonstration Methods for Children with Cerebral Palsy Quadriplegia".

2. METHODS

The methods used in this research are qualitative and quantitative. In the implementation, a quantitative approach was used by carrying out pre-tests and post-tests, besides that, researchers also carried out observation, interviews and documentation activities in obtaining data. This method was carried out with the aim of finding out the extent of the ability of children with quadriplegic cerebral palsy in carrying out clothing self-development activities.

The subject of this research was one of the special school students in Bandung City with quadriplegia cerebral palsy. Data collection techniques are carried out through observation, interviews and documentation. Observation is a way to observe an object, according to predetermined criteria.

Figure 1. The research procedures carried out in this research include: preparing and extracting information, conducting observations and interviews, data processing, literature study, and the final step, preparing the article.

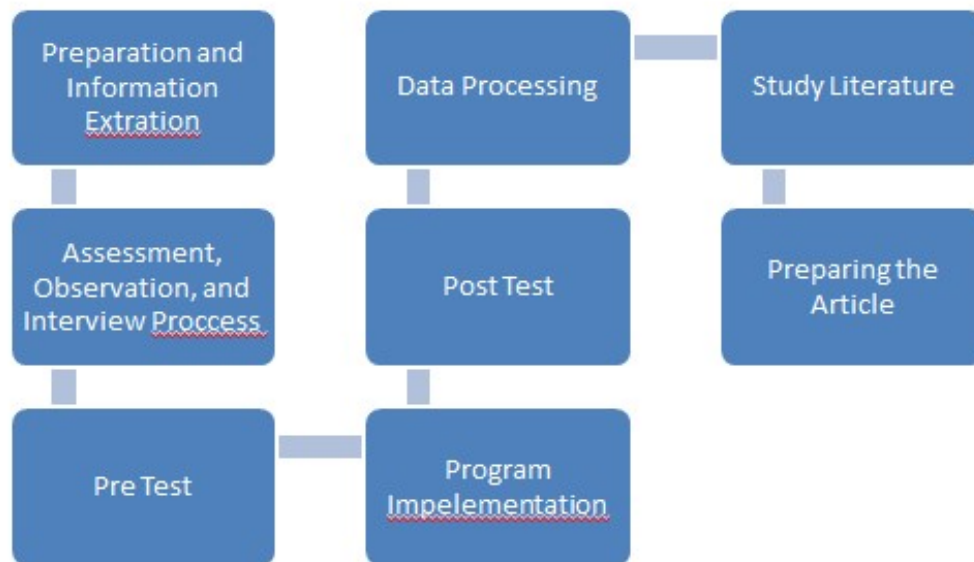


Figure 1. Research Procedure

The tool used in this research is a test instrument. The test instrument created in this research aims to measure the level of children's ability to carry out clothing self-development activities. The tests given are tests created by the researchers themselves based on theory. The test was given twice, namely a pre-test and a post-test, which aimed to determine any changes in the child's ability to carry out clothing self-development activities.

3. RESULTS AND DISCUSSION

3.1 RESULTS

The subject in this study was H, a child with quadriplegic cerebral palsy. The results of the assessment using the child self-development instrument (daily living skills) show that the child got a score of 20%. Self-development can take care of themselves or look after themselves and clean the surrounding environment, therefore the importance of self-development for everyday life and to have a sense of responsibility. (Fajri, 2023) Self-development ability means the ability to take care of yourself and carry out daily activities independently. Based on the results of the assessment, overall the children are not yet able to carry out daily activities independently. Children are able to put food into their mouths using their hands with melder food but are not yet able to eat using a spoon. Children are able to drink using either a glass or a straw but still with help. Children are able to hold large button toys with both their left and right hands, but children are not yet able to hold small buttons found on clothes in general. Children are not yet able to wear clothes, both shirts and trousers, independently. Children are also not able to brush their teeth, bathe or go to the toilet independently. In these activities, children are still assisted by their parents.

Based on the results of the GMFM (Gross Motor Function Measure) assessment, the child got a score of 29.06%. Overall, the child is able to lower and lift his head, is able to roll to the right and left, pick up objects in front and to the side using his right or left hand, sit without being held back by his arms, and move from a wheelchair independently.

Based on the GMFCS instrument, children are included in level IV where children use mobility that requires physical assistance from people around them. At home, children use floor mobility by sliding. At school, outdoors and in the community, children mobilize with the help of wheelchairs and people around them. With these limitations, children need adaptations to enable them to carry out daily activities independently.

The ability of both children's hands is quite good. The child is able to raise his right and left hand straight, the child is able to perform flexion and extension movements of the hand, although he still needs help, and the child is able to reach and even grasp objects around him. Children are also able to carry out the instructions given. Even though children are not yet able to communicate verbally, children are able to understand words or instructions addressed to them.

Children's eye and hand coordination abilities are very good, one of the activities that children are able to do is inserting chopsticks, buttons and pom-poms into holes. Because the child also has athetoid, the child's speed and accuracy in carrying out these activities takes quite a long time until the child can do it himself through habituation.

From the results of the assessment above, a child's profile was obtained with the implication that children need exercise requiring body posture when sitting, stretching exercises (arm and wrist flexion and extension, finger exercises) before carrying out daily activities, exercises to improve fine motor skills by doing hand-eye coordination activities, such as practicing buttoning clothes, and practicing wearing clothes independently.

The program is designed with the long-term goal of children being able to have the ability to take care of themselves, as well as the short-term goal of children being able to wear clothes (t-shirts) independently and be able to practice it appropriately. Some indicators of success in this program include:

- a. Children are able to pick up clothes (t-shirts) on the table
- b. Children are able to practice inserting buttons
- c. The child is able to put his head into the head hole of the shirt
- d. The child is able to put his right hand into the right sleeve hole of his shirt
- e. The child is able to put his left hand into the left sleeve hole of his shirt
- f. Children are able to straighten clothes
- g. Children are able to fold clothes

The program is implemented over 8 meetings with individual learning models, practice and demonstration methods, and concrete Montessori sensory play media (pom pom push, stick jar, button post, etc.), Montessori dressing frames, t-shirts, and button-up shirts. In addition to the program above, children are given exercises to get used to sitting in the right position and practice doing a series of stretching movements (flexion and extension of the arm and wrist, finger exercises) before carrying out daily activities.

At the end of each meeting, children are given an assessment test as a measure of improvement from the previous stage. The assessment criteria used are as follows:

- a. Score 5: if the subject can carry out the steps in the test item correctly independently.
- b. Score 4: if the subject can carry out the steps in the test item correctly but with verbal (speech) guidance from the teacher.

- c. Score 3: if the subject can carry out the steps in the test item correctly but uses non-verbal (action) teacher guidance.
- d. Score 2: if the subject can carry out the steps in the test item correctly but uses the teacher's verbal and non-verbal guidance (assistive actions).
- e. Score 1: if the subject does not respond to commands until the third instruction or refuses to carry out the steps in the test item even though assistance has been given.

Score obtained.

_____ x 100%

Maximum score

score description:

0% - 20% : very low

20% - 40% : less

40% - 60% : enough

60% - 80%: good

80% - 100% : very good

Initial Conditions:

- a. The child is not yet able to pick up clothes (t-shirts) on the table
- b. The child is not yet able to do the practice of inserting buttons
- c. The child is not yet able to put his head through the head hole of his shirt
- d. The child is not yet able to put his right hand into the hole in his right sleeve
- e. The child is not yet able to put his left hand into the left armhole of his shirt
- f. The child is not yet able to straighten clothes
- g. The child is not yet able to fold clothes

Table 1. explains the results of program implementation, with a total of 7 assessment items with a score range of 1 -5. From the results of the checklist, it was found that in the Pick up the clothes on the table criteria the subject got 5 points, in the Insert your head into the head hole of your shirt aspect the subject got 5 points, in the Insert your right hand into the right armhole of your shirt aspect. subject's shirt gets 3 points, in the Insert your left hand into the left armhole of your shirt aspect the subject gets 3 points, in the Tidy up clothes after putting them on your body aspect the subject gets 5 points, in the Taking off clothes aspect the subject gets 5 points, and in the last aspect, namely the folding clothes aspect, the subject gets 5 points.

Tabel 1. The Result

No	Item	Score				
		5	4	3	2	1
1	Pick up the clothes on the table	v				
2	Insert your head into the head hole of your shirt	v				
3	Insert your right hand into the right armhole of your shirt			v		
4	Insert your left hand into the left armhole of your shirt			v		
5	Tidy up clothes after putting them on your body	v				
6	Taking off clothes	v				
7	Folding clothes	v				
Amount				31		

3.2 Discussion

$$\frac{31}{35} \times 100\% = 88,5\%$$

Based on the results of data analysis on the implementation of the self-development and movement development program for children with quadriplegic motor impairments, it is clear that there are differences before and after the children receive the exercises provided. Previously, children were not able to be aware of their body posture, so they often sat or moved with inappropriate posture. Children are also not yet able to wear clothes independently, especially the clothes they wear every day. Children still need parental help in carrying out these activities.

After doing hand and eye coordination exercises, practicing inserting buttons into button holes, practicing wearing clothes, practicing taking off clothes and folding clothes, the child got a score of 88.5% in the test that was carried out, where the child was able to pick up clothes on the table, put their heads and hands into the holes of their clothes, straighten the clothes they have worn on their bodies, take off their clothes, even fold their clothes independently and some still need a little help.

4. CONCLUSION

This study aims to find out how applying demonstration techniques to children suffering from severe cerebral quadriplegia can help them improve in wearing clothes. This research uses qualitative and quantitative methods. Observations, interviews, and documentation studies, as well as carrying out practical tests, are all methods used to obtain data. The research results showed that the use of the demonstration method increased the understanding and ability of Cerebral Palsy Quadriplegia children in carrying out self-development activities by dressing, as shown by the test results which were included in the very good category, namely 88.5%. It is hoped that the results of this research can be a reference for educators, especially in improving the self-development abilities of Cerebral Palsy Quadriplegia children by using the methods mentioned above to groom them.

In a self-development program regarding dressing skills (wearing clothes) for children with Quadriplegia Cerebral Palsy, it is important to prepare material that suits the child's abilities and use appropriate training methods. The use of demonstration, practice, modeling and repetition methods will also help children understand and master these skills. In its implementation, it is necessary to work together with the child's parents in preparing the necessary equipment and creating an environment conducive to learning. With the right approach and adequate support, it is hoped that children can develop their skills independently and successfully carry out one of their daily activities independently.

As presented in the previous section, it can be concluded that there is an increase in the ability to wear clothes in children with cerebral palsy quadriplegia after being given training using demonstration and repetition methods and is in the very good category. In this study, the application of the demonstration method had an impact on improving the dressing ability of children with cerebral palsy quadriplegia.

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Thank you to the entire team who have been actively involved in this research. Thank you to the entire team who have been actively involved in this research. We have great hopes as researchers to get feedback from readers. Researchers hope that readers will gain knowledge from your research, and we hope that readers will not feel satisfied with our research so that it will give rise to several other studies regarding Improving Self-Development Capability in Dressing Through the Application of Demonstration Method for Cerebral Palsy Quadriplegia Children

6. 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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