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Strategies in learning adaptive behavior development of children with intellectual disabilities through role playing methods at slb ar rahman bandung

Emay Mastiani

Nusantara Islamic University, Bandung Indonesia

Email: emaymastiani@uninus.ac.id

A.Del Piany

Nusantara Islamic University, Bandung Indonesia

Email: a.delpiany@uninus.ac.id

Andriana Mah Bengi

Nusantara Islamic University, Bandung Indonesia

Email: andrianamahbengi@uninus.ac.id

Dinar Sigar Falah

Nusantara Islamic University, Bandung Indonesia

Email: dinarsigarfalah@uninus.ac.id

Riri Lestari Suryani

Nusantara Islamic University, Bandung Indonesia

Email: ririlestarisuryani@uninus.ac.id

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Abstract

Adaptive behavior is a person's ability to be able to adjust to norms or standards that apply in their environment. As not everyone is able to behave adaptively, because adaptive behavior is influenced by the environment, intelligence, emotional and social support. As experienced by children with intellectual disabilities, they have intelligence significantly below average, resulting in them having problems adjusting to the environment. The purpose of this study is to make a description, picture systematically, factually and accurately about the facts that occur about ceremonial rules in schools. The research method used in this study is qualitative descriptive method. Collecting data such as; observation, interviews, and documentation studies. Based on the results of observations in the field, data were obtained that some students have not mastered or understood the duties of ceremonial rules as a whole, which have been mastered by students including; stand neatly

during the ceremony, do not chat during the ceremony and listen wisely when the master of ceremonies is giving the ceremonial supervisor's mandate. The use of *role playing* methods as an effort by teachers to improve adaptive behavior skills for children with mild intellectual impairment, more broadly children with intellectual disabilities can understand the rules that exist at home and in the surrounding environment. Teachers should always innovate in choosing learning methods that suit the learning needs and conditions of children with intellectual disabilities, schools as educational institutions should provide support so that teachers become more professional.

Keywords

Adaptive behavior, Intellectual Disabilities Children, Role Playing.

Introduction

Adaptive behavior is a person's ability to be able to adjust to norms or standards that apply in their environment. In other words, adaptive behavior can be seen as a person's self-and social maturity in carrying out general daily activities with his age and culture in his group. Adaptive behavior is a person's self and social maturity in carrying out general daily activities according to age and related to the culture of his group (Kelly, 1978; Patton, 1986; Reynolds,1987).

A person is said to have adaptive behavior when there are obstacles or inadequacy in three things, namely; 1) maturation or development, 2) learning ability, and 3) social adjustment including personal independence and social responsibility or social behavior adjustment including personal freedom and social responsibility. (Sloan and Birch;Delphie,2005:37).

As not everyone is able to behave adaptively, because adaptive behavior is influenced by the environment, intelligence, emotional intelligence and social support. As experienced by children with intellectual disabilities, they have intelligence significantly below average, resulting in them having problems adjusting to the environment. According to AAIDD or American Association of Intellectual and Depelopmental Disabilities, Intellectual disability is an inability characterized by significant limitations in both intellectual functioning and adaptive behavior, which includes many everyday social and practical skills. Another opinion said that significantly children with intellectual disabilities are children who have intelligence below the average of children in general with obstacles in adjusting to the surrounding environment (Apriyanto, 2012:21). In addition, they have delays in all areas and their memory span is short, especially academic-related, less able to think abstractly.

There are three important indicators that show a person is said to be intellectual disabilities, namely, 1) the intelligence of children with intellectual disabilities is below the average of children in general, 2) experiencing obstacles in adjusting to the environment, 3) occurs in the developmental period (ages 0 to 18 years). Due to these three indicators, it can be seen that in addition to affecting

learning activities, cognitive limitations experienced by children with intellectual disabilities will also have an impact on the level of children's ability to adjust to the surrounding environment. Therefore, this situation makes one of the reasons for children with intellectual disabilities to get special services that aim to help carry out their developmental tasks.

The efforts that can be made to overcome the problem of children with intellectual disabilities to be able to adapt to their environment can be obtained through learning at school. Considering that children with intellectual disabilities have obstacles in the learning process, namely; It is difficult to understand and easily forget the learning that has been given by teachers at school, so learning methods are needed that are in accordance with the conditions and characteristics of children with intellectual disabilities so that learning materials can be absorbed properly by children with intellectual disabilities and can even be stored long term memory.

One method that can be used for children with intellectual disabilities learning adaptive behavior development is the role playing method. In its implementation, this method teaches structured learning.

Role Playing is also called sociodrama. Meanwhile, Adam Blatner, M.D, 2009, mentioned role playing, "a derivative of a sociodrama, is a method for exploring the issues involved in complex social situations." Sociodrama basically dramatizes behavior in relation to social problems (Djamarah and Zain 2010). Role play rules are basically simple: role plays must be focused; the objectives must be clear and understood; instructions must be clear and understood; feedback needs to be specific, relevant, achievable and given immediately. (<http://www.businessballs.com/roleplayinggames.htm>) Role playing is a learning method directed at creating historical events, creating actual events, or events that may arise in the future.

Basri (2017), learning using role playing methods can improve teacher activities, student activities, and learning outcomes Indonesian students, both individually and classically. Learning role playing methods can improve student learning outcomes..

Tarigan (2016), the application of role playing learning models can improve student learning outcomes which can be seen from the increased activity of students and teachers in the learning process. With role-playing activities, it will cause stimulation to students to understand the learning material. In learning using the role playing method, teachers must allocate time as well as possible so that all stages can be carried out properly.

According to Oktaviani (2018), the use of role playing methods can help improve students' abilities in learning mathematics subject matter of addition and subtraction story problems. This role playing method is applied to low-grade students who really need creativity in learning, and use concrete learning media to be easily understood by students.

Jas, Achmad and Alvi (2020), explained that the use of appropriate and effective learning models is one of the factors that need to be considered in improving learning behavior. The model used in the learning process largely determines the success of learners. The application of the role playing learning model will be successful if there is cooperation between students and teachers, and learning using the role playing method is worth testing on students because it can improve student learning behavior.

Research method

The research conducted to develop learning with this role playing method uses qualitative descriptive research method, this study interprets and elaborates data related to the situation that is happening at SLB Ar-Rahman Bandung City regarding the ceremonial rules of students. The purpose of this descriptive research is to make a description, picture systematically, factually and accurately about the facts that occur about ceremonial rules in schools. Data obtained through; 1) Direct observation or observation is carried out to find facts in the field related to the ability of students, teacher difficulties and student learning needs in the ceremonial rules of students directly at SLB Ar-Rahman Bandung City, 2) The interview conducted in this study aims to find out how teacher involvement in using role playing methods, starting from preparation, implementation and knowing the difficulties experienced by teachers when using the role playing method, interviews were conducted several times at school, and 3) documentation studies were carried out to complete the data obtained from observations and interviews, as for the documents obtained; a) student data, b) lesson plans, and c) portfolios of student abilities related to adaptive behavior.

Result and discussions

Based on the results of observations in the field before the implementation of adaptive behavior development learning using role playing methods in children with intellectual disabilities at SLB Ar-Rahman Bandung City, data were obtained that some students had not mastered or understood the task of ceremonial discipline as a whole. Such as: some students know the time of the ceremony marked by arriving on time, in using complete attributes some use attributes or completeness that must be used at the ceremony, standing neatly in a row can be done by all students, not speaking when the ceremony can be done by all students, listening wisely when the supervisor of the ceremony is giving a mandate can be done by all students.

Based on the results of interviews obtained from class teachers regarding the steps to use role playing methods to develop adaptive behavior for children with intellectual disabilities are as follows: 1) teachers prepare scenarios, 2) teachers formulate learning objectives regarding ceremonial rules, 3) teachers determine role play steps, 4) teachers and students form role play groups of 4-5

people, 5) teachers form explanations of ceremonial rules, 6) the teacher identifies the necessary roles, 7) the teacher gives conclusions in general.

Efforts made by teachers to increase student learning motivation are by turning on the classroom circumstances so that students feel comfortable and do not feel dull when carrying out learning activities, using the right learning methods so that students are able to understand learning, of course, the learning media used must be interesting and creative to make students more enthusiastic in learning, And it is necessary to evaluate learning so that teachers know that the learning activities have been effective or not.

The teacher conducts an assessment before explaining adaptive behavior about ceremonial rules. The teacher assesses students by observing the purpose to find out the abilities, difficulties and learning needs after the data is obtained the teacher determines the learning objectives to be achieved, and completes the components of the learning program as follows: 1) material, 2) media, 3) methods, 4) place, 5) time, 6) references. The implementation instrument contains; 1) divide roles, 2) prepare scenarios, 3) formulate learning objectives, 4) form role-playing groups with a number of 4-5 people, 5) provide explanations of competencies to be achieved, and 6) identify required roles, locations, observations and so on.

The difficulties faced by teachers in the implementation of adaptive behavior learning through role playing methods are as follows: 1) teachers experienced difficulties when conditioning students during the adaptive behavior learning process (students lack motivation to follow learning, ignoring instructions given by the teacher), 2) teachers experienced difficulties when forming role-playing groups (students were difficult to manage at the time of group formation, they do not want to be separated from his chairmate), 3) the teacher has difficulty when dividing roles for each learner. This is caused by children with intellectual disabilities who find it difficult to understand the role that must be performed by themselves.

Conclusion

Based on the results of the study, it can be concluded that learning by using the role playing method is an effort by teachers to improve the ability of ceremonial rules of students at SLB Ar-Rahman Bandung City. In addition, the use of role playing methods aims to improve the social skills of children with intellectual disabilities, so that they can be applied in their daily life.

Teacher activities in the application of role playing methods can improve students mastering learning ceremonial rules at school, it can be seen that teachers carry out regular and systematic implementation in the stages of preparation and implementation of learning.

Recommendation

Recommendations can be put forward for teachers to always innovate in the implementation of learning for student's learning outcomes to increase, besides

that teachers must always provide learning motivation to students in order to increase student interest in learning. Schools as educational institutions should provide support so that teachers become more professional.

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