



Preparation of vocational skills learning programs

Acupressure massage for children with mild intellectual disability class x at slb b-c nike ardilla bandung city

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Abstract

This research is motivated by the large number of children with intelligence barriers who have graduated from school but do not have adequate skills to prepare for entering the job field. This makes children with intelligence barriers only become consumptive humans, even though they have the opportunity to do something or get a job in accordance with his ability. This study aims to determine the ability to massage acupressure in children with mild intellectual disability in class X. To obtain the data needed in this study, researchers determine the source of research data, the source of data in this study is a party that can be used as a source of data or information in research. The source of this research data is 3 (three) children with mild intellectual disability class X. The reason for choosing children with mild intellectual disability as a source of research data is because the ability and age are

almost the same, there are no other disability and the population is limited. In addition, there is also 1 (one) vocational teacher at SLB B-C Nike Ardilla Bandung City. This study used a descriptive method with a qualitative approach, the data collection techniques that researchers use are interviews, observation, documentation, FGD, and validation. Research results show that class X mild intellectual disability children are able to recognize tools and materials, prepare tools and materials, prepare themselves and clients. As well as doing several stages in acupressure massage such as warming up massage without oil, doing back position massage using oil, doing massaging of the front position using oil. However, some stages in the process of massaging acupressure have difficulties, namely at the stage of circular movements with the thumbs on the shoulder blades, calves, and thighs, difficulty massaging on tarsal part and twist the client's palm. As a result of the research, the researcher proposed recommendations for the school to complete the advice on skills learning infrastructure, so that children are able to learn optimally.

Keywords

Preparation of Program, acupressure massage, skills program, child with mild intellectual disability.

1. Introduction

Children with special needs are children who experience limitations either physically, mentally, intellectually, socially, or emotionally or a combination of them in such a way that requires special education services. This is in line with the opinion of Efendi (2006: 4) that; "Children with special needs are explicitly aimed at children who are considered to have abnormalities or deviations from the average condition of normal children generally, in terms of physical, mental, intellectual and social-emotional behavior so that they require special education services". There are many categories of children who are included in special needs, one of which is children with intellectual disability.

Children with intellectual disability are children with special needs who have limitations in the development of intellectual intelligence that is below average accompanied by an inability to adapt to emerging behaviors in the period of development. This is in line with the definition of the American Association on Mental Deficiency (AAMD) quoted by Astaty and Mulyati (2015: 9) in Grosman (Kirk and Gallagher, 1986: 116) as follows:

Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Children with intellectual disability refer to general intellectual functions that are markedly below average, accompanied by deficiencies in behavioral adaptation, and occur during development.

Based on the quote above, it can be concluded that children with intellectual disability are children who have intellectually significantly below average compared to normal children in general who are accompanied with a lack of adjustment behavior and lasts for a period of development.

Children with intellectual disability have several classifications, which is children with mild intellectual disability. According to the Binet scale and the Weschler scale in Kosasih (2012: 143) that: "the group of mild intellectual disability according to the Binet scale has an IQ between 68-52, while according to the Weschler scale (WISC) has an IQ between 69-55. The characteristics of children with mild intellectual disability are characterized by low language skills but can still receive learning that is in accordance with their abilities.

According to Mainord (1987) quoted Astaty (2001: 16) that: "the purpose of skill education for children with mild intellectual disability is to develop skills and adapt them to a job". From this quote, it can be concluded that skill learning is held so that children have skills (expertise) that are useful for themselves and as a provision for their lives in society.

Learning programs are activities that can provide experience to children to improve children's personal qualities. Children with mild intellectual disability are expected to produce a product or have experience adjusting one stage of the product in learning activities. This is in line with Astaty's opinion (2011: 16) that: "one of the objectives of education for children with intellectual disability is to prepare students to get jobs according to their abilities and interests". From this quotation, it can be concluded that the purpose of the learning program for children with intellectual disability is to help develop children's attitudes, knowledge, and skills in order to develop abilities in the world of work.

Vocational skills are a form of activity related to a vocational field. According to Farooq (2011: 7) "vocational skills are activities designed and given to students so that they will later become provisions during post-graduation".

Based on the quote above, it can be concluded that the purpose of vocational skills for children with mild intellectual disability is a form of effort in the process of skills education to support children to be able to perform in certain fields which are adjusted to their talents and interests or potentials which can later become provisions for life when graduating from school and the community.

Acupressure is a form of physiotherapy by providing massage and stimulation at certain points or acupoints on the body with movements: rubbing, touching, squeezing, pinching, pressure, vibration, massage, maybe even with strokes that are beneficial in improving health in oneself or others. According to Setyowati (2018) "acupressure is defined as pressing healing points using fingers gradually which stimulates the body's ability to heal itself naturally". Based on these quotes, it can be concluded that acupressure is the science of massage that is done by giving a structured touch or giving massage at certain points that stimulate the health of the body and cure diseases suffered naturally. The steps are as follows:

2. Materials and tools

Equipment consisting of tools and materials for acupressure massage that must be prepared are as follows: 1) Practice room (waiting room, practice room, toilet, signboard, tariff), bed / cot, height adjusted to the therapist. 2) Mattress

and bed linen, 3) Pillows, bolsters and pillowcases / bolsters, 4) Sink, 5) Soap holder and carbolic holder, 6) Small towel, 7) Sarong cloth / cloth cover, 8) Lubricant material (oil, cream, talc), 9) Small bowl

3. Steps to massage acupressure

The steps in acupressure massage are as follows: 1) Preparing the work area/space, 2) Preparing massage tools and materials, 3) Preparing yourself, 4) Preparing clients, 5) Doing warm-up massage without oil on the feet, gluteus/buttocks, and back, 6) Massaging the back position using calf and thigh oil and the back, 7) Massaging the front position using calf and thigh oil, hands, shoulders, neck, forehead, and head, 8) Cleaning the client's body, 9) Maintaining tools and materials.

In a study conducted by Eka Putri Damayanti in the implementation of massage skills learning for grade IV blind students at SLB A Yaketunis Yogyakarta (2018) explained that the implementation of massage skills learning consists of 1) learning preparation including teachers determining learning objectives and learning materials and preparing learning equipment, 2) convey perceptions and learning objectives, 3) core activities contain material delivery accompanied by giving examples of manipulation techniques, directing students to wash hands, saying *masser* positions to patients, guiding students to use learning equipment, teaching techniques by holding and directing students, 4) closing activities include *material review*, practice and question and answer, 5) evaluation of learning is carried out through observation. From the results of the study, it was found that grade IV blind children were able to carry out most of the stages in learning to massage.

According to Yubdi Abdul Majid (2016), acupressure therapy provides a sense of calm and comfort and is able to reduce the blood pressure of the elderly. Explained that acupressure massage therapy is very beneficial for health and fitness and can provide a sense of calm and comfort to the body. In addition, the benefits of acupressure can lower blood pressure as well if given correctly.

Based on the results of a preliminary study conducted by researchers in November at SLB B-C Nike Ardilla in Bandung, there are several vocational skills provided to SMPLB and SMALB students aimed at the Provision of life to face post-school life, one of these vocational skills is massage skills.

Vocational learning of massage at SLB B-C Nike Ardilla is carried out because there are already human resources (teachers) and also tools and materials in the implementation of massage skills. The type of massage carried out at SLB B-C Nike Ardila Bandung city is acupressure massage.

In providing learning this massage skill, researchers found several problems, including children with mild intellectual disability, still do not know the appropriate massage sequence, the appropriate massage point area, and do not know the massage count that must be done. Another problem that researchers found, teachers in providing massage learning is only based on known

understanding, teachers have not compiled step-by-step instruments carried out in massage in detail. This causes learning to be not optimal. Based on this presentation, researchers are interested in researching a study entitled "Preparation of a Vocational Skills Learning Program for Acupressure Massage for Class X Mild Intellectual Disability Children in SLB B-C Nike Ardilla Bandung City".

4. Methodology research

This research uses a qualitative research approach with a type of descriptive method. Descriptive method is a research method used to solve problems faced in the present.

According to Bogdan and Taylor in Moleong (2000: 3) that: "Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior". Based on these quotes, it can be concluded that the qualitative research approach is an approach that produces data in the form of words both written and spoken which can be obtained from people or behavior studied.

This researcher used a descriptive method of describing what happens in the field using research instruments. The research instrument is a written guideline on interviews, observations and questions prepared to obtain information. This is in line with Galeo in (Ovan and Saputra, 2020: 2) that: "instruments are called observation guidelines, interviews, questionnaires or documentary guidelines according to the method used". Based on the quote above, it can be concluded that the research instrument is a guideline when researchers carry out research. The existence of researchers as an instrument is the main data collection tool, besides that it is coupled with interview instruments, observation instruments, documentation, FGDs, and validation instruments made by researchers to collect data so that the results are more accurate.

In this study, there were five data collections, namely observation, interviews, documentation, FGD, and validation. According to Denzin & Lincoln (2016: 24) that: "qualitative conservation is used to understand the background with different functions between the object, interpretative *interactive*, and *interpretative grounded*". Researchers made direct observations on the preparation of vocational skills learning programs for acupressure massage for children with mild intellectual disability class X at SLB B-C Nike Ardilla Bandung City. Observations were made on children with mild intellectual disability.

While the interview data collection technique according to Subagyo (2011: 39) "an activity is carried out to obtain information directly by revealing questions to respondents, interviews mean direct interviews with respondents, and their activities are carried out orally". Based on these quotes, interviews are conversations between two parties that aim to get information directly. Interviews conducted with teachers who teach skills aim to obtain data on the preparation of vocational skills learning programs for acupressure massage for children with mild intellectual disability class X at SLB B-C Nike Ardilla Bandung City.

The third data collection technique is documentation. According to Sugiono (2007: 329) that: "Documents are records of events that have passed in the form of writing, pictures, or monumental works of a person". Based on these quotations, it can be concluded that the document in this study is a document or note, either a document in the form of writing or pictures regarding the preparation of vocational massage skills learning programs acupressure performed by teachers to class X mild intellectual disability children at SLB B-C Nike Ardilla.

The fourth data collection technique is FGD (Focus Group Discussion). According to Irwanto (2006: 1-2) that: "Focused Group Discussion is described as a systematic data and information collection activity on a problem carried out with group discussions". Based on these quotes, it can be concluded that Focused Group Discussion (FGD) is an interview activity or group discussion carried out to collect data and information in order to compile vocational skills learning programs massaging acupressure. Focused Group Discussion (FGD) in this study was carried out by means of discussion to equalize perceptions between researchers, teachers and principals at SLB B-C Nike Ardilla Bandung City to compile vocational skills learning program for acupressure massage for class X children with mild intellectual disability at SLB B-C Nike Ardilla Bandung City. While data collection techniques

validation according to Arikunto (2006: 168) that: "validity is a measure that indicates the level of validity and validity of an instrument". Based on these quotations, it can be concluded that validation is a measure to show and prove the data that has been obtained in the field for its validity or truth. The validation carried out in this study aims to determine the validity and implementation of the vocational massage skills learning program for grade X children with mild intellectual disability at SLB B-C Nike Ardilla Bandung City. This validation was carried out at the acupressure massage clinic Mrs. Yuli Susianti and SLBN A Citeureup Cimahi city. In obtaining accuracy in research, researchers use data analysis techniques carried out by reducing data, presenting data, verifying data/conclusions.

5. Results and discussion

The ability to learn to massage acupressure in children with mild intellectual disability class X.

The results of data analysis obtained from observations on 3 (three) children with mild intellectual disability and interviews with 1(one) vocational teacher that the ability of acupressure massage skills from class X children with mild intellectual disability at SLB B-C Nike Ardilla school is not the same or different from one child to another. From each sub-aspect, getting to know the tools and materials, preparing the work area, preparing themselves and clients, and doing warm-up massage, almost all children are able to do it themselves. Only a few indicators from each sub-aspect, still need the help of others in this case the accompanying teacher.

In learning acupressure massage, children with mild intellectual disability still do not know how to condition clients such as in terms of allowing clients to lie down, communicating with clients which parts of the client's body feel sore or sore and which parts of the body should not be massaged. The children with mild intellectual disability sometimes forget in the process of the appropriate acupressure massage, children with mild intellectual disability also do not know the area of the appropriate massage points and do not know the massage count that must be done because of the characteristics of children with intellectual disability who are difficult to concentrate and easily forget.

Preparation of vocational skills learning programs for acupressure massage

The preparation of vocational skills learning programs for acupressure massage for children with mild intellectual disability class X refers to the independent learning curriculum. The components of the acupressure massage vocational skills learning program used by teachers and researchers include: the purpose of learning acupressure massage vocational skills is to improve the ability of children with mild intellectual disability about acupressure massage, the acupressure massage learning method used is forwork, The tools and learning resources used are tools that can support the learning process, implementation, assessment, and follow-up carried out at each learning completion.

At the preparation stage, the teacher conducts an assessment first to determine the child's ability to massage acupressure. Preparation for time allocation in learning acupressure massage vocational skills is carried out once a meeting for two lesson hours. The material made is tailored to the needs of the child. At the stage of implementation of vocational skills learning activities, acupressure massage is carried out in the skills room. In the process, the implementation process first begins with praying together, complete the attendance list and perception. Then introduced tools and materials that will be used to practice learning vocational skills massaging acupressure. After that, it was introduced how to learn vocational skills to massage acupressure by preparing tools and materials, preparing themselves and clients for the massage process, and the final activity of conducting evaluations, namely maintaining tools and materials then tidying up and storing tools to their original place.

FGD Results

Results of FGD conducted by researchers

With teachers in the preparation of vocational skills learning programs for acupressure massage, it is necessary to modify the acupressure massage learning program for children with mild intellectual disability, namely acupressure massage learning accompanied by examples of massaging pictures that can facilitate

children in learning, besides that the preparation of the program must be adjusted to the ability of children with mild intellectual disability, at first in the acupressure massage stage previously there was massaging the abdomen, chest, and neck but after discussion with the vocational teacher the stage was eliminated.

Validation Results

Based on the results of validation carried out at Mrs. Yuli Susianti's clinic that acupressure massage is not only massaging using hands but using a massage prick tool in the form of massage needles specifically for acupressure massage. In addition, acupressure massage should be done by children with mild intellectual disability intended for physical fitness alone is not recommended for treatment.

Based on the results of validation carried out at SLBN A Citeureup that acupressure massage skills if given to children with mild intellectual disability, cleanliness must be considered, so in the stages before doing acupressure massage, self-preparation is added, such as being required to clean the body such as bathing, cutting nails, and using perfume. In addition, in doing acupressure massage in emphasis should not be too pressed hard.

Trial results

The results of the trial showed that the three children had different acupressure massage skills. The first child is able to practice some of the steps in the massage instrument (able to prepare work areas, tools and materials, able to warm up massage on the feet, and back, able to do massage using oil on the legs, calves, thighs, backs of the hands and forehead of the client), but in conditioning the client, doing massage warming the shoulders and head using oil must be helped.

The second and third children in acupressure massage skills are mostly able to practice the steps in massage instruments able to prepare work areas, tools and materials, able to prepare themselves and clients well, able to prepare themselves and clients, Able to do warming massage of the legs, calves, back, and shoulders, able to do massage using back position oil on the legs, back, and shoulders and able to do massage using front position oil on the hands, forehead, and head even though not optimal.

6. Conclusion and recommendations

Conclusion

General Conclusion

Children with intellectual disability have very complex problems, namely the problem of independence in finding the potential that exists in children with mild intellectual disability, the lack of ability of children with mild intellectual disability

to master adequate skills in preparation for entering the field of work or living life after graduating from school.

One form of skill learning that can provide solutions to the above problems that have been adjusted to the needs and abilities of children with mild intellectual disability is the acupressure massage vocational skills learning program. Through learning these skills, it is hoped that children with mild intellectual disability will have skills that can be used as provisions for their lives in the future. The results of the study generally show that children with mild intellectual disability with intensive guidance from teachers have the ability to master acupressure massage skills.

Special Conclusion

The ability of children with mild intellectual disability class X in learning vocational skills of massaging acupressure

Children with mild intellectual disability generally in recognizing tools and materials can already show, mention, and distinguish the tools used to massage acupressure, namely: mattresses, small towels, sarongs, oil bowls, massage skewers, trays, and oil. In the process of acupressure massage, some children are able to do it correctly, starting with knowing tools and materials, preparing work areas, preparing tools and materials, preparing themselves, preparing clients, doing warm-up massage without oil, doing back position massage using oil, doing front position massage using oil, cleaning the client's body, and maintaining tools and materials. In maintaining tools and materials and maintaining results, children can do it well even though the results are not satisfactory. The difficulties faced by children with mild intellectual disability in learning vocational skills of acupressure massage direct clients to fill in the guest book, allow lying on the bed, difficulties in the massage stage using massage such as where to press. In addition, children have difficulty massaging the *gluteus*/ buttocks in pressing the buttocks points from the tailbone to the edges. The child has difficulty in pinching with fingers from under the back to the top of the client, the next difficulty is when doing massage movements on the tarsal.

Preparation of vocational skills learning programs for acupressure massage

The program of acupressure massage ability for children with mild intellectual disability class X was arranged collaboratively between teachers and researchers because of the lack of optimal ability of children with mild intellectual disability in doing acupressure massage, there are still many children who forget the order in massaging, massage counts and massage points. Thus, in this case, teachers need to compile assessment instruments in order to measure the ability of children with mild intellectual disability in doing acupressure massage. The preparation of this instrument assessment begins with compiling a grid and developing instrument

items. The format used in the instrument grid of acupressure massage ability is in it there are aspects, sub-aspects, indicators and instrument items

FGD Results

The results of the FGD carried out by researchers with teachers in the preparation of vocational skills learning programs for acupressure massage, it is necessary to modify the acupressure massage learning program for children with mild intellectual disability, namely massaging images that can make it easier for children to learn, besides that they must be adjusted to the abilities of children with mild intellectual disability, at first in the acupressure massage stage previously there was massaging the abdomen, chest, and neck but after discussion with the vocational teacher the stage was eliminated.

Validation results

Based on the results of the preparation of programs that have been validated to acupressure at the acupressure clinic Mrs. Yuli Susianti and to vocational massage teachers at SLB Negeri Citeureup kota Cimahi, it shows that the two validators agreed on the form of preparation of acupressure massage programs that have been made by researchers and teachers together. There are stages in massage that are added, namely in self-preparation children are required to clean nails, use perfume, besides that massage is added using acupressure massage skewers.

7. Recommendations

As a follow-up and input from the results of this study, the following researchers will present recommendations in the hope that they can be taken into consideration in improving the learning of children with mild intellectual disability.

Principal

Based on facts and data in the field, one of the difficulties faced by teachers is that teachers lack information related to vocational skills that can be given to children with mild intellectual disability, from this fact the principal should include or hold trainings and seminars related to this matter.

Teacher

Based on facts and data in the field, one of the difficulties faced by teachers is the inadequacy of learning tools/media available in schools. From this fact, researchers recommend that teachers propose to the principal to complete equipment in learning acupressure massage skills so that in the future children will be more proficient and trained in acupressure massage.

Further researchers

Skill lessons are very important for children with mild intellectual disability, because they will equip the lives of children with mild intellectual disability after school. Researchers suggest to future researchers to conduct the same study with different variations such as the ability to massage acupressure

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