



**Shopping skills learning program in supermarkets for children with mild intellectual disability class viii at slb n trituna subang**

**N.Dede Khoeriah**

Islamic University of Nusantara, Bandung Indonesia

Email: [dedekhoeriah@uninus.ac.id](mailto:dedekhoeriah@uninus.ac.id)

**Whisnu Farhan W**

Islamic University of Nusantara, Bandung Indonesia

Email: [whisnufarhan@uninus.ac.id](mailto:whisnufarhan@uninus.ac.id)

**Noer Aliza P**

Islamic University of Nusantara, Bandung Indonesia

Email: [noeraliza@uninus.ac.id](mailto:noeraliza@uninus.ac.id)

**Denissa Nurul R**

Islamic University of Nusantara, Bandung Indonesia

Email: [denissanurul@uninus.ac.id](mailto:denissanurul@uninus.ac.id)

**Aji Ana N**

Islamic University of Nusantara, Bandung Indonesia

Email: [ajiananugraha@uninus.ac.id](mailto:ajiananugraha@uninus.ac.id)

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**Abstract**

Lack of proficiency in vocational skills of children with mild intellectual development disability, will make children continue to be not independent and less ready to live life in society. In these conditions, support is needed for teachers in the self-development of children with intelligence disability development. This research was conducted to assist teachers in compiling a shopping skills learning program at supermarkets in SLB N Trituna Subang. This research is a qualitative descriptive research with observational data collection techniques, interviews, documentation studies, and FGDs. The results showed that children with mild intellectual development disability have the basic ability to learn shopping skills at supermarkets. In the implementation of learning shopping skills in supermarkets, teachers have not prepared a learning program. The form of the skill learning program that is prepared includes elements of Learning Outcomes, Learning Objectives, Materials, and

Learning Media, Learning Process and Evaluation. Learning programs that have been developed by teachers and researchers are then validated in different schools. The final program result is a program based on assessment, in the form of teaching modules with the elements of learning outcomes, objectives, learning materials, media and assessment. The results of this study can be a recommendation for teachers, parents and further researchers. Recommendations are addressed to teachers so that they can be used as guidelines and references for innovation to increase insight in the preparation of skills learning programs.

### **Keywords**

Program, Shopping Skills in Supermarkets, Children with mild intellectual disability

### **Introduction**

Shopping skills in the world are independence and complex abilities that are included in adaptive behavior. According to Azizah (2010: 43-44) that: "In shopping at Supermarkets, students need: (1) Conceptual skills such as language, reading (2) Social skills such as being able to follow the rules contained in Supermarkets, (3) Practical skills are the use of money in shopping activities". Shopping skills are also one of the skills taught to children with intellectual disabilities because learning for the intellectual disability refers to the functional curriculum. The curriculum is intended so that every lesson given is related to daily life so that it can be applied to the intellectual disability. One example of the application of a functional curriculum in schools is through learning shopping skills in Supermarket.

All of these lessons are taught by the constitutional method, namely by inviting children directly in actual situations and conditions. Not all children have shopping skills, because it 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.

AAIDD (American Association of Intellectual and Developmental 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 says 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.

Children with intellectual disabilities can be explained as children who have intelligence below average than people in general. As explained by the DSM-V (Diagnostic and Statistical Manual of Mental Disorders) (2013:33) that:

Intellectual disability (intellectual developmental disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive

functioning deficits in conceptual, social, and practical domains. The following three criteria must be met: Deficit in intellectual function, such as reasoning and critical thinking. Then deficits in adaptive function that result in failure to meet developmental and socio-cultural, and the adaptive limit function in one or more activities daily life. On set of intellectual and adaptive deficits during the developmental period.

Based on the quote above, the term intellectual impairment in the DSM-V (Diagnostic and Statistical Manual of Mental Disorders) is a disorder that attacks during the developmental period which includes intellectual functions such as reasoning, problem solving, difficulty thinking abstractly, and lack of adaptive functions that result in a person experiencing failure to meet the standards of social and cultural development, academic or occupational functioning, and personal independence at home or in the surrounding environment, one of which is shopping.

Efforts that can be made to overcome these problems are by compiling learning programs, as well as realia methods and media.

Swinburne University of Technology (2011:1) defines learning programs as follows:

A learning program is the learning and assessment strategy used to deliver and assess a unit of competency or clustered units. Learning programs document a cohesive and integrated process for the learner. They include the learning outcome or the learning objectives (derived from competency standards) and outline the content, sequence and structure of learning and the delivery and assessment methods to be used.

The definition of a learning program is a learning and assessment strategy used to deliver and assess competency units. The scope of the skills learning program is the learning material (teaching materials) or learning objectives (derived from competency standards) and an outline of the content, sequence, learning structure and delivery and assessment methods to be used. One of the skills that must be possessed by children with mild intellectual developmental disability is shopping.

Related to the theory of skills, according to Hasanudin (2011: 31), namely the theory of Chaplin and Verma where Chaplin argues that: "Skills are high-level abilities to perform one complex motor action and seamless" while Verma argues that skills are related to the ability to interact social is called soft skills". One of the skills possessed by children with mild intellectual disability is shopping.

Shopping is one of the activities carried out to obtain something, both goods and services. Huddleston and Minahan (2011) define that: "Shopping is as an activity to find and consider a product or service through a store that provides goods or services with the intention to buy". While the understanding according to Ma'ruf (2005: 25) self-service or minimarket is: "a shop that fills the needs of the community or a modern format stall that is close to residential areas so that it can outperform shops or stalls."

Based on the results of an initial study conducted at SLB Negeri Trituna Subang, it shows that the school does not yet have a shopping skills learning program at supermarkets and found the ability of grade VIII children to still find it difficult to shop at supermarkets, in choosing goods according to the amount of money they have. This shopping program is important because it can provide life for children. Until, children with intellectual development disability, are able to live independently in living life in society in general. Based on the principles in Ministerial Regulation No.4 of 2017 (3) that: "The right to life and continuity of development, meaning that efforts to protect children with disabilities are carried out as a responsibility to protect and fulfill the human rights of children with disabilities guaranteed by the provisions of laws and regulations" . Therefore, the surrounding community and the community have a responsibility in helping children with intellectual development disability develop in community life, therefore a shopping skills spending program is needed in supermarkets that are in accordance with the child's ability.

The importance of programming in teaching is as a lesson for teachers to carry out learning both in the classroom and outside, so that learning can be carried out in a structured and good manner and then with learning programs that are in accordance with the conditions, characteristics, and needs and learning abilities of children, so as to develop the potential that exists in children.

The focus of this study is to compile a shopping skills learning program in Supermarkets for children with mild intellectual development disability which includes four aspects of the ability to recognize the concept of money, the ability of children with intellectual development disability regarding expensive and cheap concepts and children's ability to the shopping process, and seven indicators stakeholders in the program, namely Learning outcomes, Objectives, Material, Media, Process strategy, and Evaluation.

### **Research methodology**

The qualitative research approach with descriptive methods is a research method used to examine the natural conditions of objects, and researchers become key instruments and the results of their research emphasize more on the meaning of what is studied, rather than generalizing the object of research. Qualitative descriptive methods are easier to adjust to field conditions, more sensitive to changes in patterns or values and even data in the field. Then to sharpen the picture of the phenomenon under study, direct interpretation of the phenomenon or event in order to obtain high priority in qualitative research rather than interpretation of data measurement.

This research was conducted at SLBN Trituna, Subang Regency with the subjects of teachers of keampilan k e l a s VIII, and 3 (three) children ke las VIII. The determination of the location of this study was based on problems related to the absence of shopping skills programs in class VIII. In addition, researchers easily get access to the research location making it easier to find the necessary data.

Data collection techniques used in this study were interviews, observations, literature studies and Focus Group Discussion (FGD). In this study, data processing and analysis techniques were carried out in several stages, namely organizing data; categories, themes and answer patterns; search for alternative explanations for data; and write research results.

## **Research result and discussion**

### **Research Result**

#### **Children's Skills in Shopping Learning Program in Supermarkets**

Children with mild intellectual disability are individuals aged adolescence to adulthood who have clearly below average or normal intellectual functions and are accompanied by a lack of ability to make behavioral adjustments. Intellectual disability is not only viewed in terms of intellectual function or intelligence, because the level of intelligence (IQ) is not the only determinant of intellectual impairment, but it is also necessary to pay attention to how the ability to adjust behavior in self-care, obedience, the ability to get along and work according to his age.

Some researchers suggest that the intellectual disability children can perform adaptive behavior, especially in work ability. This data dispels the notion that the mentally impaired will always depend on others throughout their lives. In order for children with intellectual disabilities to gain independence, there are several that must be mastered including; cognitive abilities, socializing, and communication. One component of skills that must be mastered by children with mild intellectual disability to get to the scene is the skill of shopping. Explaining the kinds of objects used and needed in daily activities is an activity that is quite close to routine activities. Communication skills can be seen from the ability to express wishes or explain something to others so that the person who is the interlocutor can understand what they want.

Based on the results of research on the cognitive and communication abilities of children with intellectual disabilities in carrying out shopping skills, difficulties were found in the following ways: a) Understand the concept of return money in shopping; b) Understand instructions for doing shopping activities; c) Understand words related to shopping activities; d) the ability to communicate with self-service servers; e) Greet self-service officers or security guards; f) Ask what to buy at this time; g) The courage to look for goods related to their needs; h) Find goods that are in accordance with the value of money that has been prepared; i) Patience to queue.

However, these difficulties can be overcome with several strategies carried out to optimize shopping independence for children with mild intellectual disabilities, including: a) Guidance and stimulants assisted by material media that are concrete and functional with the work they do; b) The use of language that is

simple, not complex and does not contain multiple interpretations; c) Harmonious interaction that brings warmth of communication between teachers and children with mild intellectual disability.

### **Shopping Skills Program for Mild Intellectual Disability Children**

Shopping skills are actually possessed by everyone, including children with mild intellectual disability, because shopping skills are life skills (life skills) are very useful for solving problems that occur in individual life or society. According to Huddleston and Minahan (2011) that: "Shopping is as an activity to find and consider a product or service through a store that provides goods or services with the intention to buy". While related to life skills, according to Anwar (2015) that: "*life skills* are the abilities needed to interact and adapt to other people or the community in which they are, including skills in making decisions, problem solving, critical thinking, Effective communication, fostering interpersonal relationships, self-awareness, coping with emotions and coping with stress are all part of education."

The basic thing related to *life skills* is to help individuals how to adjust their lives in the social community without depending on others. For children with mild intellectual disability, through the shopping skills program, it is expected to develop their ability to meet their own needs and develop their social independence through interacting, adapting to their environment, solving the problems they face, communicating effectively in their community, building self-awareness, being patient, coping with emotions and following norms.

Regarding the shopping skills program for children with mild intellectual disabilities, based on several research results, Ningsih Leni and Fitriani Wahidah (2022) explained that: "designing learning programs according to the needs of children with special needs so that they can compile the right learning programs for children".

In line with the opinion above, it can be concluded that a) Research results in the preparation of programs for children with mild intellectual disability based on assessment results and referring to the applicable curriculum. According to Lampah & Setiawan (2019) in Leni and Wahidah (2022) that: "Assessment is an effort to find out the abilities possessed, obstacles or difficulties experienced, as well as the background of (the obstacles or difficulties that arise and what help is needed by students. From the results of the assessment, the right learning program is made for students". According to Ashari (2021) that: "The results of the assessment in the form of abilities and not the abilities of students, are used to compile learning programs. b) The objectives determined refer to BSKP Decision 033 to choose phases according to the age of the child and his class, as well as the elements and Learning Outcomes". Strategies and activities and approaches are in accordance with the characteristics of the independent curriculum. Learning methods and media refer to the material and learning outcomes and are adjusted to the characteristics of mild parents.

Based on observations of children with mild intellectual disability observed, they have actually been prepared to be able to have skills that can be used as life skills and orientation to take care of their own needs, independent of others, including intellectual, social, and emotional. Children with mild intellectual disability who were observed, showed readiness; 1) The intellectual capacity of children with mild intellectual disability, generally qualified for shopping as a simple skill; 2) Social skills of children with mild intellectual disability, in general have the potential to obey the rules, can interact positively, and can cooperate but still need intensive guidance; 3) The ability to manage emotions which includes curiosity in shopping, showing empathy, familiarity, leading oneself, and showing pleasure, but the ability still needs intensive guidance.

In line with the potential of children with mild intellectual disabilities, the type of activities they can do is a type of shopping skills that are *simple (semi-skilled)*, not complicated that require critical and creative thinking skills.

### **Discussions**

Shopping skills in supermarkets for children with mild intellectual disability are one of the complex skills as expressed by AAIDD (2010: 43-44) that: "In shopping at Supermarkets, students need (1) Conceptual skills such as language, reading (2) Social development skills such as being able to follow the rules contained in Supermarkets, (3) practical skills, namely the use of money in shopping activities".

Skill learning carried out in learning shopping skills in the field for people with mild intellectual disability using the practical method. As stated by Mukrima in Hidayati (2014) that: "learning methods determine classroom conditions during learning. The learning methods used are demonstration methods and direct practice". According to researchers and teachers, using this method is easier to apply to children with intellectual disabilities. Because children can immediately practice after the teacher demonstrates. In addition, the use of media in learning these skills is important.

According to Wibawanto in Nurfadillah (2021: 12) that: "Learning media is a source of learning and can also be interpreted as humans and objects or events that make students' conditions possible to acquire knowledge, ability or attitudes." Media is everything that helps in teachers and learners in learning activities. In the shopping learning program, researchers use realia media, namely by using original items or items that are used directly in everyday life, namely in this program using objects in supermarkets such as shopping carts.

In carrying out shopping learning in supermarkets for children with mild intellectual disability, good memory skills are needed so that children can remember the items to be purchased. Meanwhile, the ability to remember for children with intellectual disabilities tends to be low. Not only that, Whorton & Algozzine in Drew, Logan & Hardman (1992: 242) explain that: "People with intellectual disabilities also experience deficiencies in arithmetic ability. For mild intellectual disability children, numeracy skills are more consistent with their



mental age." Frank and McFarland quote from Drew, Logan & Hardman (1992: 242) in Azizah (2014) saying that: "Arithmetic skills are more efficient when taught through the use of money concepts. Arithmetic teaching must be concrete and practical to compensate for the shortcomings of intellectual disability children. To make currency teaching more concrete, it can be applied in shopping activities.

The learning given to children in this expensive and cheap concept is by teaching children to count currency and distinguish toy and real money, and distinguish nominal money. To the next day, learning the ability to remember items can be given based on the learning program that has been made and the learning method to be used. With demonstration methods and direct learning and realia media, namely by using original items or items that are used directly in everyday life.

Learning evaluation is determined by observing the extent of children's abilities when shopping activities are carried out, then the teacher will conclude the level of ability after completing the learning process. After getting the results of learning, teachers and principals will evaluate existing programs so that they can be effective programs to be applied as learning at SLBN Trituna Subang.

The implication of the research findings is that to build the independence of children with mild intellectual disabilities, a program is needed as a reference and strengthening of shopping skills learning based on life skills as a medium of self-empowerment in behavioral adjustment a. Model of shopping skills learning program in supermarkets For children with mild intellectual disability should be designed by taking into account the following program materials: a) Development of personal self-management skills, including: taking care of themselves, speaking structurally, shopping ethics, ethics of behaving with others; b) Development of independence that supports social independence, including the ability to interact, adapt to their environment, solve problems they face, communicate effectively, adjust their behavior to applicable norms. c) Development of *lifeskills-based* shopping skills, which are appropriate to the condition of children with mild intellectual disability. d) Recognition of the value of money and objects or goods that exist in business world (Self-Service).

## **Conclusions and recommendation**

### **Conclusions**

Children with mild intellectual disability in shopping at supermarkets have diverse abilities and are generally new to the simple concept of money in shopping, but do not understand how to choose goods and adjust between the desires that need to be prioritized with the amount of money available, but there are still children who ask first before choosing an item you like. The shopping skills learning program at Supermarkets for children with mild intellectual disability grade VIII at SLB N Trituna Subang, which has been compiled and validated, is in the form of teaching media that refers to the results of the assessment and applicable curriculum. The form of shopping skills learning program in supermarkets includes



components of learning outcomes indicators, learning objectives that are in accordance with the abilities and characteristics of children with intellectual disabilities; materials, methods, media, and learning processes equipped with task analysis, according to the results of validation and assessment components.

### **Recommendation**

The recommendation in this study are addressed as follows:

a. For Teacher

It is expected to be able to use the programs that have been made, and can create other learning programs based on assessment and refer to the applicable curriculum so that the implementation of learning runs according to the needs of children.

b. For Principal

In order to socialize the independent curriculum complete with its instruments so that school residents can develop the adaptive abilities of children with mild intellectual disabilities.

c. For Future Researcher

The results of this research can be used as a reference for future researchers and can be useful for education in Indonesia, especially Special Needs Education.

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