



**Preparation of task analysis of facial care skills using drill and practice method for mild intellectual disability children class x at slb negeri kapten halim**

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**Abstract**

The skills learning program for children with mild intellectual disability is focused on skills, one of which is facial care skills using drill and practice methods, the skills in this study already exist but there is no task analysis so it has not been maximized. The purpose of this study is to compile a task analysis using drill and practice methods. The research uses qualitative descriptive methods where the problems studied are in accordance with what is happening in the field, in data collection using observation techniques, interviews, documentation, FGD (Focus Group Discussion) and validation. The results showed that children with intellectual disabilities were able to attend facial care skills training. Researchers collaborate with teachers to compile task analysis in accordance with children's abilities, aspects compiled in the form of material, methods, media and evaluation. The recommendation in this study is intended for teachers and principals to always use task

analysis in order to know in detail the child's ability clearly because with task analysis the teacher can analyze the smallest parts that cannot be done by children.

## **Keywords**

Task analysis, Drill And Practice method, Facial care skill

### **1. Introduction**

Children with special needs are children who have obstacles in physical, motor, intellectual, emotional and social development. So that it experiences limitations in carrying out daily activities. One example of children with special needs is mentally disability. According to Kustawan in Fatimah (201: 6:220) "mentally disability children are children who have intelligence that is significantly below average and accompanied by an inability to adapt behavior that arises during development". Children with intellectual disabilities are children with special needs consisting of several types that vary from mild to very severe.

Children with intellectual disabilities seen from their characteristics are children who have abilities and limitations in the process of thinking, taking care of themselves, communication, adjustment, socialization and skills, therefore educational programs are more focused on vocational skills, through vocational skills can encourage independence and become provisions for life.

Learning skills is important for children with mild intellectual disability as a provision of life skills, so that children have skills in accordance with abilities, so that they are able to be competent with people who do not have obstacles. As stated by Astaty (2001: 11) that "the problem of job placement of people with intellectual disabilities must be handled seriously, among others by increasing non-academic activities so that it is hoped that the skills they have can be applied in the world of work" one of the supporting skills in the world of work is facial care provided by schools because it is oriented to the needs of the environment that allows children to be able to do so.

Facial care skills should be implemented by providing learning experiences with practice and hands-on practice. In this case, task analysis is carried out by teaching the steps of learning activities in detail. Then students are directed to learn concretely so that it can help students to gain a deeper understanding of facial care material. One method that can help students to understand facial care skills material concretely is through the Drill and Practice method.

Understanding the Drill and Practice method According to Roestiyah (201: 125) "method of Drill and Practice is a technique that can be interpreted as a way of teaching students to do practice activities, students have agility and skills higher than what is learned". Sudjana (2011: 86) also explained that "the Drill and Practice method is an activity of doing the same thing, repeating earnestly with the aim of perfecting a skill so that it becomes permanent. The distinctive feature of this method is the activity of repeating many times of the same thing". Through the

Drill and Practice method, students with mild intellectual disability will be given continuous practice and then do direct practice to treat their own faces and the faces of others in selected skill activities.

Task analysis is a job that details various activities or tasks into various small steps, then teaches these steps to students. According to Rochyadi and Alimin (2005: 126) suggests that "task analysis is work that is summarized with specific work units". Ariyanto (2014) assumes that task analysis is "activities or deciphering tasks that are considered difficult into very simple tasks according to child's ability". The advantages of having clear goals are adjusted to the child's ability, can attract children's interest, not because of coercion, have been carefully prepared before giving it to the child.

The task analysis function is a procedure that can be used to teach a specific task. This is in line with what Astaty (2010: 43) stated that "task analysis is used as a reference in making decisions to determine the next material delivery.

In this study, the task analysis of facial care skills used drill and practice methods. According to Sagala in Monica (2021: 4) argues, "The Drill Method is a practice / practice method which is a good way of teaching by doing habits (repetition) in delivering material so that children understand". The steps for applying the method are starting with the preparation stage (formulating goals, choosing specific training materials, determining procedures that must be done to avoid mistakes).. Implementation Stage (starting the exercise with simple things, creating practical learning with a pleasant atmosphere, in the name of accuracy, continuous motivation, planning exercises and independent practice), and tahap ketiga (evaluation, reflection, and improvement).

To develop an easy understanding of ultimately mastery of a complex skill, the complex skill must be divided first into component parts so that it can be taught logically and step by step.

Based on preliminary studies in the field, researchers are interested in taking the title "Preparation of Facial Care Skills Task Analysis Using the Drill And Practice Method for Class X Mild Intellectual Disability Children in SLB Negeri Kapten Halim"

## **2. Research methodology**

The method used in this study is a descriptive method, which is a study aimed at solving problems that occur in the present. This method aims to describe the conditions that occur in the field.

According to Sugiyono (2009: 21) suggests that: "Descriptive method is a method used to describe or analyze a research result but not used to make broader conclusions".

Based on the description above, it can be concluded that the descriptive method is a way or steps that seeks to describe and analyze a research result but is not used to make broader conclusions. While the approach used in this study is a qualitative approach. The qualitative approach according to Sugiyono (2014: 1) is as follows:

Qualitative approach is a research method used to examine the natural condition of objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization.

By using a qualitative approach, researchers seek to research, observe, solve problems and answer ongoing problems. Researchers use several data collection techniques as a result of: Interview is a data collection technique by asking questions orally to certain people in order to obtain data or information. This is in line with Moleong's (2007: 186) opinion as follows:

An interview is a conversation with a specific intention. So, the conversation is carried out by two parties, namely the interviewer or the interviewer and the interviewee or the interviewer or the one who provides answers to the question (interviewee), aiming to obtain appropriate data or information related to a research problem.

The statement above can be concluded that the interview is a conversation between two or more people, taking place between the source and the interviewer, the purpose is to obtain information where the interviewer asks questions to be answered by the interviewee.

Documentation study is the collection of data by studying, reviewing regulations, books and documentation. This is in accordance with the statement stated by Arikunto (2002: 135), that the documentation method is "Researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, daily records, and so on".

Based on the description above, it can be concluded that documentation studies are ways or steps taken by researchers to investigate, review documents or records of events of an event. In this study, researchers tried to collect information or data through documentation in the form of learning programs, photos of activities, teacher diaries and student progress records.

Focus Group Discussion (FGD) / workshop was carried out by teachers and researchers to compile an analysis of facial care skills tasks while validation was carried out to two different schools that provided input using toner, stored materials again, differentiated materials and tools so as not to be confused and knew their functions.

The subject of research is a person who provides information about the data needed by research related to ongoing research. According to Arikunto's statement (2007: 152) as follows:

The subject of research is something that is very important in the position of research, the subject of research must be arranged before the researcher is ready to collect data. The subject of study can be objects, things or people. Thus, the subject of research is generally human or anything that is human business.

The statement above can be concluded that the subject of research has a very important position, the subject of research can be objects, things or people who can provide data or information related to ongoing research.

According to the Big Dictionary Indonesian (2010: 1723) is "It stands for workshop seminar which is an event where several people gather somewhere to solve a certain problem and find a solution". Based on the quote above, a workshop is a meeting event where people gather in a place to solve a problem and find solutions to overcome the problem. Validation according to Sugiyono (2014: 267) as follows:

The degree of accuracy between the data that occurs in the object of research with the data that can be reported by researchers. Thus valid data is data that does not differ between the data reported by the researcher with the data that actually occurs in the object of research.

Based on the quote above, it can be concluded that validation is a proof by showing the level of truth between the data reported by the researcher and the data that actually occurs in the object of research.

### **3. Research result and discussions**

#### **Result research**

At this stage of the facial care process, children are able to prepare tools and materials. At the stage of maintaining tools, materials and results, children are able to clean tools, materials, store tools and materials that have been used and are able to maintain results properly.

In the preparation stage, the teacher conducts an assessment to determine the level of ability possessed by the child. The results of the assessment are used as the basis for planning programs based on the 2013 curriculum which is formulated in the form of Lesson Plan.

The core activity, the teacher teaches children step by step starting from preparing, cleaning the face, using ingredients for facial care, as well as making brown sugar, tidying up, cleaning and storing tools and materials that have been used to the storage of tools and materials. In the final activity, the teacher provides conclusions and briefly explains then conducts an evaluation by means of action tests and attitude assessments during learning.

The teacher conducts repetition to children who have not mastered the material by re-practicing and enriching children who almost meet the learning indicators of facial care skills by providing material reinforcement at the next meeting and giving assignments with the same material. The development carried out is about doing facial treatments with drill and practice methods.

The basis for the preparation in the task analysis on learning facial care skills is that the child's mastery of the learning material for facial care skills using the drill and practice method is because children with intellectual disabilities cannot learn large tasks, so the teacher must break the task into small tasks to make it easier for children to learn to make Facial treatment using drill and practice methods. The aspect to be developed is material which is compiled about learning facial care, namely: steps in getting to know tools and ingredients, how to care for faces and maintain tools, ingredients and maintain results.

At the stage of compiling task analysis, teachers must create limits or skills to be analyzed, make task analysis grids, make task analysis instruments and make task analysis by compiling student worksheets. Next determine the type of task analysis to be used, prepare a place to teach children how to treat faces with drill and practice methods.

The form of the task analysis table compiled by teachers and researchers is as follows:

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**(FGD Results and Validation)**

Sub aspect	Indicator	Description	Highest value	Ability				Assessment Criteria				
				Able to	Able to		Unable	4	3	2	1	
					Use verbal language	Use physical language		Able to	Verbal language	Physical language	Unable	
1.1 Mengenal alat	1.1.1 Showing facial care tools	1.1.1.1 Showing a dipper 1.1.1.2 Showing the faucet 1.1.1.3 Showing the table	44 4	✓ ✓ ✓					✓ ✓ ✓			
SCORE OBTAINED									9			
2.1 Mengenal bahan	2.1.1 Showing facial care materials	2.1.1.1 Showing the water 2.1.1.2 Showing facial cotton 2.1.1.3 Showing facial tissue 2.1.1.4 Showing facial cleanser	4 4 4 4	✓ ✓ ✓	✓ ✓ ✓	✓ ✓			✓ ✓ ✓ ✓			

		2.1.1.5 Showing toner	4		✓				✓		
		2.1.1.6 Showing micellar water	4		✓				✓		
		2.1.1.7 Showing Toner Serum	4		✓				✓		
		2.1.1.8 Showing day cream	4		✓				✓		
		2.1.1.9 Showing night Cream	4						✓		
		2.1.1.10 Showing moisturizer	4						✓		
		2.1.1.11 Showing sunscreen	4						✓		
		2.1.1.12 Showing facial Mask serum	4						✓		
		3.1.1..1 Differ materials and tools (validator 2)							✓		
SCORE OBTAINED									36		
									36		
3.1 Using Materials	3.1.1 using facial care materials	3.1.1.1 using water	4	✓	✓	✓		✓	✓	✓	
		3.1.1.2 using face cotton	4	✓	✓	✓		✓	✓	✓	
		3.1.1.3 using facial tissue	4	✓		✓		✓	✓	✓	
		3.1.1.4 using facial cleanser	4	✓	✓			✓			
		3.1.1.5 using Toner	4								
		3.1.1.6 using micellar water	4						✓		
		3.1.1.7 using Toner Serum (validator 1)	4		✓	✓			✓		
		3.1.1.8 Using day Cream	4								
		3.1.1.9 Using night Cream	4								
		3.1.1.10 using moisturizer	4								
		3.1.1.11 Using sunscreen (validator 1)	4								
		3.1.1.12 Using facial mask serum	4								

SCORE OBTAINED							16	15	9	
							40			
4.1 Tidying up the materials	4.1.1 Cleaning up the facial care materials	4.1.1.1 Cleaning up water	444444	✓✓	✓	✓	✓✓✓	✓	✓	
		4.1.1.2 Cleaning up face cotton	444444	✓	✓		✓	✓	✓	
		4.1.1.3 Cleaning up facial tissue		✓	✓			✓	✓	
		4.1.1.4 Cleaning up facial cleanser		✓	✓			✓	✓	
		4.1.1.5 Cleaning up Toner				✓				
		4.1.1.6 Cleaning up micellar water				✓				
		4.1.1.7 Cleaning up Toner Serum								
		4.1.1.8 Cleaning up day cream								
		4.1.1.9 Cleaning up night Cream								
		4.1.1.10 Cleaning up moisturizer								
		4.1.1.11 Cleaning up sunscreen								
		4.1.1.12 Cleaning up facial Mask serum (validator 2)								
MAX NUMBERS OF SCORES			156							
SCORE OBTAINED							16	12	8	
							36			
TOTAL							121			

Notes: Result of validation is bolded and italicized

#### 4. Discussions

Education for children with intellectual disabilities is specialized in skills as provisions when they have completed school, based on the abilities and characteristics of children. Children with disabilities are those who have intellectual barriers and are mentally disability and also experience obstacles in adjusting to the environment.



According to Somantri (2006: 103) that "a child with intellectual disabilities who has intellectual abilities below average characterized by limited intelligence and incompetence in social interaction". Regarding to the general intellectuals that differ markedly below average along with deficiencies in adjustment and direct behavior during development.

From the limitations mentioned above, it can be concluded that children with intellectual disabilities are children who experience mental disorders characterized by intellectual constraints below average and difficulty socializing with society in general.

One aspect that must be given to children with intellectual disabilities is skills as a provision of independence.

One of the skills provided is facial care using drill and practice, so that children immediately get practice and practice so that children are easy to learn, so that children's abilities can be identified in addition to assessment can also break down activities into small components, so that it is easy for children to do.

Task analysis according to Astaty (2010: 42) that "task analysis is the breakdown of one specific skill into small steps that allow children to easily learn it". From the quote above, the teacher will know the extent to which children are haven't yet and have mastered the implementation of facial care using drill and practice methods as a reference for making decisions in determining the next material.

Based on the results of the study, the analysis of facial care skills tasks using drill and practice was compiled by teachers and researchers and given input from validator 1 and validator 2 taken from teachers in different schools so as to produce task analysis that can be used in schools.

## **5. Conclusions and recommendation**

The conclusions and recommendation in this study are as follows.

### **1. Conclusions**

Education aims to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow further education. Community involvement in school development is something that should be, because education is part of the essence of community life. Education does not only apply to normal children, but also applies to children with special needs, including children with mild intellectual disability.

In schools, in the Special Education Curriculum, life skills or skills education is prioritized. This is intended to equip children with intellectual disabilities to have life skills.

One type of skill that can be taught to children with mild intellectual impairment class X includes facial care. Besides being easy in the process, facial care materials and tools are also easy to obtain, children are taught from knowing

tools and materials, facial care practices and maintaining tools,

Based on data analysis, the researcher and the class teacher discussed the preparation of task analysis on facial care skills using drill and practice methods. The result of the discussion is a decision regarding the components of task analysis that are prepared including the form of instruments in the form of narratives and material content at the stages of getting to know tools and materials, facial care practices and maintaining tools, materials and results.

## **6. Recommendation**

Based on the data from the following research, several recommendations will be put forward in the hope that they can be used as input in efforts to improve services for children with intellectual disabilities.

a. For the Principal

Based on the results of the study, it was found that the task analysis in the school did not yet exist, therefore the researcher recommended to the principal to conduct coaching to teachers to prepare task analysis instruments, by means of local trainings or inviting experts and compiling task analysis in stages and then conducting periodic meetings or meetings.

b. For Teacher

The results showed that task analysis in the school did not yet exist, therefore, it would be nice for teachers to continue to compile the form of task analysis by adjusting the abilities and incompetence of children so that the results of the form of analysis are more specific.

c. For Future Researcher

A task analysis is very important for children with intellectual disabilities to make it easier for children to do their tasks, so the next researcher is advised to research on the preparation of task analysis in other fields.

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