



Implementation of a pre-writing learning program using picture letter media for intellectually disability children in class one at slb nusantara kita, garut regency

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Abstract

This research is motivated by the facts in the field that writing for intellectual disability children is a difficult lesson, because children do not yet understand the concept of letter shapes in depth. Therefore intellectually disability children need to learn media in starting writing. The media used in this research is pictorial letter media. The purpose of this study was to find out the implementation of the initial writing learning program using pictorial letters for intellectual disability children in class 1 SDLB at SLB Nusantara Kita, Garut Regency. This study uses a descriptive qualitative research method. Data collection techniques used are observation, interviews, and documentation. The research subject is the teacher. Research shows that learning to write early using picture letter cards as media can be applied during classroom learning. From the results of the research that has been done, it can be concluded that the implementation of a beginning writing learning program using pictorial letter media

for children with intellectual disability has been carried out and can assist in learning initial writing. Recommendations for teachers can also develop more interesting learning media so that children do not feel bored in learning and can improve the learning of intellectually disabled retarded children.

Key Word

Picture letter media, Pre Writing, Intellectual Disability Children

1. Introduction

Education for children with special needs aims to help children to be independent. One example of a child with special needs is a child with an intellectual disability, every individual living in this country has the right to quality education. Following Article 1 paragraph 1 of Law No. 20 of 2003 concerning the National Education System, education is a right for all citizens to receive it. According to RI Law No. 20 of 2003 article 5 paragraph (1) it is stated that "Every citizen has the same right to obtain quality education" Thus education is needed by citizens. Furthermore, it is explained in RI Law No. 20 of 2003 article 5 paragraph (2) which reads "Citizens who have physical, emotional, mental, intellectual, and/or social disorders have the right to obtain special education"

Education is not only aimed at children who do not have limitations but also at children who have certain weaknesses and obstacles or commonly known as Children with Special Needs (ABK). Intellectual disability children are one type of child with special needs who have intelligence below the average of other normal children. According to Bandi (2009: 15), intellectual disability is defined as "Individuals who have intelligence that is significantly below average and is accompanied by an inability to adapt behavior, which appears during the developmental period". Mastur, (2017: 2) states "Education for children with special needs is one of the goals so that children can take care of themselves and not depend on others".

In line with Amin (1995:11), "Children with intellectual disability are less proficient in thinking about abstract, difficult, and convoluted things". In this context, children with intellectual disability experience difficulties in their learning process. One of the obstacles in learning for intellectual disability children is writing skills, even though the writing is an essential basic skill for every individual and is an integral part of everyday language skills.

According Zuchdi (2001: 63) states that "Initial writing is learning to write in the early stages, namely grades one and two", so it can be concluded that writing the beginning is the basis of writing. Beginning writing aims to teach or train children skills to be able to write language symbols clearly and easily read by others. Writing can represent or express the feelings, thoughts, and ideas of the writer to the reader through letters or language symbols that are commonly known, as the opinion of Akprian, et al (1991:64) states that "Having the ability to write allows humans to

communicate ideas, appreciation, and experience to various parties, regardless of time and place ties”

Writing the beginning will be the basis for improving and developing skills, especially for intellectual disability children to the next level. If learning to write the beginning which is said to be the basic reference is good and strong, it is hoped that the results of developing writing skills to the next level will be good and of good quality. According to Anis (2015: 10) that "Children with intellectual disability often get bored quickly and lack focus, so they need a special approach in teaching them to write". To overcome the difficulties of mild intellectual disability children in early writing, teachers need to develop appropriate media. The right use of media will greatly affect the interests and skills of children.

Media is a tool used in teaching and learning activities to attract children's attention. Media can help improve writing skills. According to Mais (2016: 9), "Learning media are tools that are used or applied in the learning process to channel information so that learning objectives can be achieved optimally". One type of learning media that can be used to improve writing skills in children with an intellectual disability is pictorial letter media. According to Susilana (in Nurjannah 2016: 6), "Illustrated letter media is an image of letters measuring 25 x 30 cm and contains a message that is presented with a description of each image". The pictorial letter media contains images of objects, animals, and so on which can be used to train intellectual disability children in writing.

The results of a preliminary study conducted by researchers at the school where the research was conducted, found that the writing skills of children with intellectual disability had not yet developed. Children always need examples of letters when writing to remember the shapes of letters because they don't yet understand the concept of letter shapes in depth. In addition, the writing of letters is inconsistent. Therefore, the right strategy is needed in introducing the concept of letter shapes to children so that learning becomes more interesting and children don't get bored easily. So the researcher wants to observe and report on the implementation of the program carried out by the teacher in learning to write beginning using pictorial letters for intellectually disabled children in grade 1 SDLB at SLB Nusantara Kita, Garut Regency, based on the results of the preliminary studies that have been carried out.

Several related previous studies, including in a special educational journal entitled "Beginning Writing Ability Through Picture Cards for intellectual disability Students Class 1 of Special Schools" by Anis (2015) regarding learning to write for intellectual disability children class I at SLB Yasmin Sumenep using picture cards, there is an increase and success in learning outcomes. The children also became enthusiastic about participating in beginning writing lessons with a focus on writing simple sentences. Class conditions became more lively because the children's willingness and writing activity increased.

Research in the early childhood education journal entitled "Using letter card media to improve initial writing skills in group B group B" by Astuti (2015) regarding

the use of letter card media to improve initial writing skills in TK Intan komara group B learning increased. This can be proven by the children's learning process activities which are getting better day by day. Children can write words and write simple sentences

Research in a research and conceptual journal entitled "Effectiveness of Pictorial Letter Media on Beginning Writing Ability for intellectual disability Students" by Ayu (2017) regarding the use of pictorial letter media on the initial writing skills of intellectually disability children in class I SDLB BC Kepanjen Malang Regency shows that children experience better improvement in writing starters.

2. Method

This study uses a qualitative approach because this research aims to describe a phenomenon, events as well as attitudes of a group under study. In line with the opinion According to Afrizal (2015: 173) "Qualitative is a scientific procedure to produce knowledge about social reality and is carried out consciously and under control". From this definition, it can be concluded that this qualitative approach is used as a step in carrying out research that is expected to find reality, namely the implementation of the initial writing learning program carried out by the teacher in the classroom for intellectually disabled children in grade 1 SDLB.

The research approach used in this research is descriptive qualitative, according to Mukthar (2013: 4) "Descriptive qualitative research method is a method used by researchers in finding theoretical knowledge of research at a certain time." Through this method, the researcher reveals an overview of the teacher in carrying out initial writing learning for intellectually disabled children where in this learning process the teacher uses letter card media.

In this study, the subjects of this study were teachers who taught in class I with intellectual disability at SDLB located at SLB Nusantara Kita, Garut Regency. In 1 class the teacher teaches 5 intellectual disability children, 3 boys, and 2 girls.

Data collection techniques used in this study were observation, interviews, and documentation. According to Moleong (2004: 4) Collection techniques are "a stage carried out in obtaining data or various information needed during research".

In the opinion of Sugiyono (2017: 231) "Interviews are a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic". The interviews conducted in this study were conducted with teachers to obtain more diverse and richer information regarding the research subject.

Observations are made to be able to see a behavior that occurs in the field which is used as supporting evidence. Patton (1990) in Haryono (2020:19), confirms that "Observation is an important research method for understanding and enriching knowledge about the phenomenon under study". Observations in this study were observing the ability of intellectually disabled children in writing beginning by using pictorial letters as media.

Sudi documentation according to Sugiyono (2017: 124) is "a record of events that have passed. Documents can be in the form of writing, pictures, or monumental

works of a person. Documents are records or work of someone about something that has passed. Documentation in this study was carried out by collecting the required documents as data where the author collected data or sources related to the topic of intellectual disability, wrote the beginning and pictorial letter media where the data was obtained from various sources such as lesson plans, syllabus, mapping, data children as well as scientific books, journals, and written sources both printed and electronic.

3. Research results and discussion

Result

According to the results of interviews conducted by researchers with grade 1 SDLB teachers at SLB Nusantara Kita, Garut Regency. It is known, that so far teachers have found it difficult to teach beginning writing to children with intellectual disability, so far intellectual disability children do not want to write because they feel bored when the teacher teaches writing through the blackboard or when the teacher gives examples of writing in children's notebooks. According to the teacher, the child's writing cannot be read, not even in the form of letters as desired. However, of the 5 intellectually disabled children who are students in class 1 of SDLB that the teacher handles, 2 children can only write vowels and are still unable to write consonants.

From the results of observations it is known that the writing ability of intellectual disability children is still experiencing obstacles, the child's writing is very amorphous, the child just crosses out whatever the child wants and does not form letters at all as exemplified by the teacher. Apart from that, through a documentation study on the assessment documents that the teacher had carried out, it was found that the child had not been able to write letters. The cause of these obstacles is that media that is suitable for intellectual disability children has not been found, because so far the teacher has only asked children to copy from the blackboard and from examples of writing on notebooks, so it is hoped that this media with pictorial letters can improve children's ability to write start.

According to the results of interviews conducted with the teacher, it is known that the teacher is making efforts to improve children's initial writing skills, according to the teacher, the teacher is trying to improve the writing ability of intellectually disabled children using the media of pictorial letters because the media of pictorial letters is believed to be the teacher can give an impression and make learning to write easier. fun for intellectually disabled children.

The teacher's efforts in improving children's writing skills using pictorial letter media include, starting from the teacher carrying out the preparations, the teacher trying to prepare the media, mastering the learning material well, the teacher also trying to master the skills to use the media. The teacher tries to practice repeatedly until the teacher can use the pictorial letter media well.

When presenting, the teacher stands at a distance of approximately 1-1.5 meters in front of the class where all children can see the teacher. The teacher

prepares cards from the same group, stacks them, and holds them with his left hand at chest level. after showing the pictorial letters the teacher pronounces the clear names of the pictures contained in the media, then the teacher asks the children to follow or repeat what the teacher says. The teacher also distributes the pictorial letter media to the children and asks the children to follow it, children who can copy, namely 2 children, for 3 children who cannot copy, they just make it thick, namely, the teacher has prepared pictorial letters that the child needs to bold. After the child writes, the teacher returns to take the second card from the card that is in the last order the teacher does it sequentially up to the last card. After finishing and the media is returned, the teacher continues with class discussion as strengthening memory.

According to the results of interviews with teachers, it is known that in carrying out learning to write the beginning with this pictorial letter media the teacher has a little difficulty, including the teacher needs to make preparations that are longer and more thorough than without media, when using pictorial letter media, the teacher needs to prepare media with printing media, of course, this requires more budget, even though the teacher does not receive a budget from the school to buy media, besides that when the media is available, the teacher needs to make sure the number of media is sufficient and the order is correct, this, of course, requires a longer preparation time than without media. However, this is not comparable to the satisfaction that the teacher gets after learning is over, because even though the teacher has to prepare media so that he has to spend more time and money, intellectually disability children can participate in learning well and are happy, the teacher can feel the increase in children's initial writing skills.

From the observation results it is known that the ability of intellectually disability children after being given initial writing lessons has increased, 2 children can copy well using pictorial letter media, even though previously these children could only make letters that were not in the form of letters at all even though the teacher had previously given examples in the form of writing in the book. and 3 children who previously were not able to thicken well, now can thicken the letters on the pictorial media well. Likewise, from the results of interviews with the teacher, the teacher said he looked happy because there was progress in learning to write at the beginning, according to the teacher, the media made it easier for the teacher, even intellectual disability children were very happy and enthusiastic about writing.

4. Discussion

The problem is the lack of initial writing skills that occurs in grade 1 at SDLB Nusantara Kita, Garut Regency, which is still low. Where intellectual disability children in grade 1 SDLB are less enthusiastic about participating in beginning writing lessons. Most children find writing lessons difficult at the beginning.

Though the ability to write is one of the factors that influence academic success. As stated by Rofi'uddin (1998/1999: 37) that "Through teaching good writing, mastery of critical and creative thinking skills can be stimulated and the

development of the affective dimension can be optimized. That means writing is also very important for the benefit of children. Meanwhile, to be able to help children to be able to write, media is needed.

Media is very important to use in the teaching and learning process, especially for intellectual disability children. Media is needed because learning will be better if it involves many senses. With media, children not only activate their sense of hearing to listen to the teacher's explanation, but also their sense of sight, taste, and so on.

One of the efforts to overcome the lack of interest, and enthusiasm of children in learning, and strengthen children's acceptance of learning content is to use media. As explained by Djuanda (2006: 102) that "The function of the media in the learning process is a stimulus or information presenter that is useful for increasing the harmony of receiving information". The media will clarify the presentation of the message so that it is not too verbalistic. In addition, the media is also useful to overcome the limitations of space and time. The use of media not only makes learning more efficient but the subject matter can be absorbed and remembered by children more.

The selection of learning media should not be arbitrary but must meet several criteria. As expressed by Sudjana and Rivai: 2003 (in Djuanda, 2006: 105) "several criteria in selecting teaching media, including accuracy with teaching objectives, support for the content of learning materials, the existence of learning materials that are easier for children to understand, the media used is easy to obtain, cheap, simple and practical to use, according to the level of children's thinking.

The use of learning media will help streamline the learning process and deliver messages on the subject matter delivered. As stated by Hamalik 1986 (in Arsyad, 2009: 132) that "The use of writing learning media in the teaching and learning process especially for intellectual disability can arouse children's desire and interest in writing". The media that will be used to improve initial writing skills in grade 1 intellectual disability children is pictorial letter media. Picture letter media is considered to be able to concretize teaching material, as Levir & Levia 1975 (in Arshad, 2009: 143) argues that "Visual stimulus produces better learning outcomes for tasks such as remembering, recognizing, recalling, and linking facts to concepts ". So with the media of pictorial letters, children are expected to be able to recognize and relate to the concepts seen in the pictures.

The process of early writing learning activities using media will be more interesting to children. Because media is anything that can be used to channel messages from sender to receiver so that it can stimulate children's thoughts, feelings, interests, and attention so that the learning process occurs properly.

Picture media is a tool in the form of rectangular cards made of thick paper. The card has two sides, the first side has letters attached and the second side has pictures of objects accompanied by writing. This game invites children to learn to recognize the letters on the letter cards. Pictorial letter media is very good to use in the early grades because it can help increase children's interest in writing,

intellectual disability students who always need examples of letters in writing can now easily imitate the letters in the pictorial letter media. When children learn not to use pictorial letter media, the child looks unenthusiastic because they are bored with the uninteresting way of learning so the child's interest in learning to write will be less than learning to use pictorial letter media.

The pictorial letter media was finally successfully implemented in class I SDLB Nusantara Kita, Garut Regency, because the pictorial letter media is very easy to imitate for intellectually disabled children, where as mentioned above that intellectually disability children always need examples to write, this also makes it easier for the teacher to give examples of writing for intellectual disability children. In addition, intellectual disability children also find it easier to memorize and know the letters that children write.

5. Conclusions and recommendations

Based on the research that has been done, the following conclusions and recommendations can be drawn:

Conclusion

- a. Based on the results of the research and the results of the discussion, conclusions are obtained related to the implementation of the initial writing learning program using pictorial letter media for intellectually disabled children in class 1 SDLB at SLB Nusantara Kita, Garut Regency. then it can be concluded that:
- b. The writing ability of intellectual disability children is still experiencing obstacles so they need media to improve their initial writing skills. The use of illustrated letter media can finally improve the ability of intellectually disabled children to write beginnings in class I SLB Nusantara Kita, Garut Regency.
- c. Efforts made by the teacher in improving the writing ability of intellectually disabled children are by using pictorial letter media that helps the teacher in providing early learning writing in class.
- d. The difficulties experienced by the teacher in carrying out learning to write beginning with this pictorial letter media include the teacher needing to make preparations that are longer and more thorough than without media, besides that the teacher also has to spend more budget to use pictorial letter media. However, because children like and feel happy when learning to write using picture letter cards, the teacher still feels happy because there is progress in learning to write at the beginning.

6. Recommendations

Based on the research that has been done, the recommendations that can be given are as follows:

a. Teacher,

Teachers can provide the right stimulation to bring up the interest of intellectually disabled children. To teach children to start writing, they can use and modify media with pictorial letters so that children are interested and like writing activities. With the media with illustrated letters, children will feel happy, making it easier for children to absorb the knowledge provided. In addition, teachers can also carry out learning in other fields of development by using this media according to the needs of children.

b. Headmaster

Support and encourage teachers to continue to innovate in learning, one way is for teachers to continue to be encouraged and motivated to use appropriate media for children. the principal should also facilitate the means to use instructional media in the classroom.

c. For further researches

It is also hoped to be able to develop this research or use better and more interesting learning media so that the success of writing for children with intellectual disability can be further increased.

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