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The Use of The Drill Method to Improve Learning Outcomes Ability to Wear A Button Shirt on students with Intellectual Disabilities

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ABSTRACTS

The purpose of this study was to obtain an overview of the use of the drill method to improve the ability of learning outcomes to wear button-down shirts in students with intellectual disabilities children. The method used in this research is Classroom Action Research (CAR) using the drill method. The subjects in this study were four students of class VII at Sekolah Luar Biasa Asih C Manunggal Bandung Indonesia. The results showed that the use of the drill method can improve the ability of learning outcomes to wear button-down shirts in intellectual disabilities children, this happens because the method used is the drill method. This assessment has an impact on students' abilities based on the results of quantitative data calculations, there is an increase in the ability to wear button-down shirts, the use of the drill method can be applied to improve the ability to wear button-down shirts in students with intellectual disabilities, which can be used by teachers in the learning process.

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1. INTRODUCTION

Drilling method (practice) the drill method is a method that is carried out repeatedly. This method is one of the efforts to train basic futsal technical skills in addition to providing a very good impact, the drill method is also very effective so that it is quickly understood and applied, and complex and complex movements will be easy to carry out (Kurniawan & Mylsidayu, 2017). So, it can be interpreted that using the drill method can significantly improve skills and get the desired results. The drilling method is a method of teaching children to facilitate children's understanding of the depth of teaching material. Learning the material should be started from the easy, a little difficult, to the really difficult. The drilling method is a way of teaching in which students carry out training activities so that students have dexterity or skills that are higher than what was learned. Learning outcomes state that learning outcomes are changes that occur in individuals who learn, not only changes in knowledge but also to form skills and self-esteem in learning individuals. Learning outcomes are the result of a person's learning process. Learning outcomes are related to changes in the person who learns. The form of change as a result of learning is in the form of changes in knowledge, understanding, attitudes, and behavior, skills, and abilities. Changes in the sense of changes caused by growth are not considered learning outcomes. Changes as a result of learning are relatively permanent and have the potential to develop. Students with intellectual disabilities are children who experience intellectual problems or disorders where their intellectual intelligence is below the average based on intelligence levels and also experiences disturbances in social interaction. This says that students with intellectual disabilities are a term used to refer to children who have intellectual abilities below average in another sense, namely the condition of children whose intelligence is far below average and is characterized by limited intelligence and incompetence. in social interaction (Lestari *et al.*, 2017).

Currently, many studies discussed how to wear button-down shirts for students with with intellectual disabilities, including: Improving self-development skills through the drill method for children with intellectual disorders, quiet book media in improving the skills of wearing buttoned shirts for the mentally retarded, improving the skills of wearing buttoned shirts through model media for mild mentally impaired children (Cahyati, 2019), the effectiveness of multi-method in improving the ability to eat for class iii mentally disabled children, the use of smart pockets media to improve the ability to wear button-up shirts for class VII children with intellectual disabilities. But, until now, there has been no research that discusses the use of the drill method to improve the ability of learning outcomes to wear button-down shirts in mentally retarded children.

This study aims to determine the use of the drill method in improving the ability to wear button-down shirts in mentally retarded children. One teaching method that is considered very appropriate and suitable for teaching self-care material in the aspect of wearing a button-up shirt is the drill method (practice) (Novianti, 2012). The subjects used in this study were 4 children with intellectual disabilities at the Special School - C Asih Manunggal in Bandung Indonesia. The results obtained in this study is the value of students has increased. It can be seen that there is a change in the achievement of student learning outcomes. There is an increase in the average achievement of student learning outcomes by 33.33 % between the pretest initial value and posttest score at the end of the cycle. This is due to the use of the drill method, making it easier for students to understand information about how to wear button-up shirts.

Students with intellectual disabilities need methods that can improve students' understanding in learning. The drill method can make teachers' considerations for use in the self-development learning process, especially wearing button-down shirts for mentally retarded children and can be developed for learning other materials. The drill method (prepared exercise) is very suitable for training skills, both physical skills and mental skills. Because only with practice, a skill can be mastered.

2. METHODS

2.1. Subject and Place of Research

This study involved 4 students with intellectual disabilities children at the Special need School Bandung City, West Java. This school is a special school for students with special needs. The subjects of this study were students with moderate with intellectual disabilities in grades VII, totaling 4 people consisting of 1 female and 3 males. The reason for taking the subject of this research is based on the observation that intellectual disabilities children are in class VII in special need school Asih Manunggal Bandung Indonesia.

2.2. Research Procedure

This study focuses on the case of using the drill method to improve the ability of learning outcomes to wear button-down shirts in students with with intellectual disabilities. The research flow includes: (i) Plan, (ii) Act and Observe, (iii) Reflect, (iv) Revised plan, (v) Act and Observe, and (vi) Reflect.

Figure 1 explains the procedure for the research flow of classroom action research design which consists of several stages according to Kemmis & Mc Taggart, namely with a device unit consisting of four components, namely action planning, observation, and reflection. The four components in the form of the description are seen as one cycle. Therefore, the cycle is a round of activities consisting of action planning, observation, and reflection ([Amalia et al., 2015](#)) (see **Figure 1**).

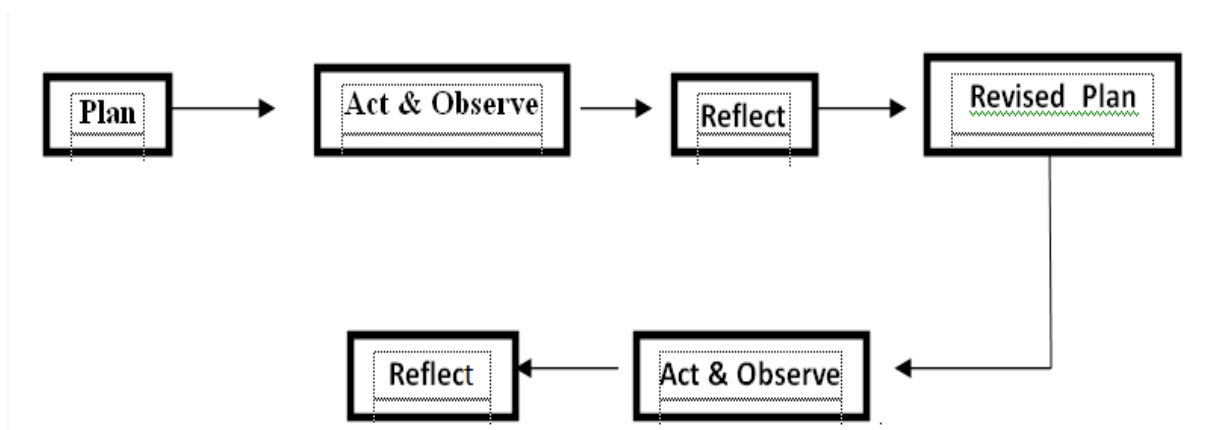


Figure 1. The design of CAR model image adapted from [Amalia \(2019\)](#).

2.3. Activity Procedures

Figure 2 describes the procedural activities of classroom action research which consist of the stages of planning, implementing, observing, and reflecting. In planning activities by identifying and assessing students, as well as discussing with colleagues who work together with the author in forming team teaching.



Figure 2. Classroom action research activity procedures.

2.4. Research Instruments

The data collection technique used is observation and action test, the type of observation (observation) used in this study is structured observation (with guidelines). Observations made in this classroom action research are observing student activities in learning Self-Development Wearing button-down shirts with the Drill Method to practice the ability to wear button-down shirts for students with intellectual disabilities. The question is in the form of an analysis task which aims to find out the activity of students in the learning process by mentioning the parts of the clothes and being given the task of practicing directly wearing a button-up shirt in accordance with the order of the questions made in the analysis task. The assessment criteria given by each student use an assessment score with a range from 1 to 3, a score of 3 (able to do without assistance), a score of 2 (able to do with assistance), and a score of 1 (unable to do). To determine the value, the following formula is used: $\text{Score obtained} / \text{score} \times 10 = \text{Value}$.

3. RESULTS AND DISCUSSION

3.1. Student Demographics

Table 1 describes the demographics of students consisting of motor skills, communication, concentration, language, and academics. The subjects in this study were students with intellectual disabilities. Students with intellectual disabilities are students with special needs who have problems in aspects of adaptive behavior, level of intelligence, and occur at a developmental age (Maryanti *et al.*, 2020). Student RK has very good motor skills, communication, and his concentration is quite good, language is not good, and academic is very good especially in the aspect of wearing button-down shirts. Student EK has poor motor skills, communication and language are good and their academic abilities are quite good. Student RZ has very good motor skills, good communication and language, and excellent academic abilities. Student MC have quite good motor skills, communication and concentration are quite good and academics are quite good.

Table 1. Conditions of students' abilities.

Name	Motor skill	Comunication	Concentration	Bahasa	Akademik
RK	3	2	2	2	3
EK	2	3	3	3	3
RZ	3	3	3	3	3
MC	2	2	2	2	2

3.2. Learning Process Activities

Learning activities begin with initial activities, namely starting with greeting and conditioning students to receive lessons, then proceed with praying before studying, checking student attendance, doing apperception by asking when to go to school, wearing clothes while showing the clothes they are wearing, and conveying what will be learned that day. this. Before using the drill method directly, the researchers carried out learning activities starting with motivating learning a special program for self-development for students with intellectual disabilities grade VII. The pre-test was conducted to determine the students' ability to wear button-up shirts. At this stage, the researcher carried out learning to improve the ability to wear button-up shirts, using the media used in the first cycle, namely the blackboard and the sample media for clothes made of flannel starting from the bottom to the top. In the implementation of the first cycle, the media model of clothes made of flannel with attractive colors was introduced as a medium to improve the ability to wear button-up shirts at a later stage. When introducing the media from flannel materials, students are asked to observe the model of the shirt first, then the students are then given a post-test in the form of an action test by mentioning the tools and materials used for learning to wear button-down shirts. Before learning ends, students and teachers conclude what has been learned today and carry out an evaluation of learning. Next, students listen to assignments to be done at home related to how to wear button-down shirts. This study closed the learning activity and prayed together to end the lesson.

3.3. Results of Pretest, Posttest/Result of Each Learning cycle

Based on the data then analyzed the average level of students' ability to wear button-up shirts from pre-cycle to cycle 3 shows the number 88%, which means that the results of students' abilities have good criteria, where the increase can be seen clearly in **Table 2**. The increase in students in each stage is quite significant. Meanwhile, based on data through observation with observation guidelines, it can be concluded that from pre-cycle to cycle 3, students already understand better how to wear button-up shirts in learning special programs for self-development using the drill method.

Table 2. Improved learning outcomes from pre-cycle to cycle 3.

No	Name	Pre-Cycle	Cycle 1	Cycle 2	Cycle 3	increase pre-cycle to cycle 1	increase cycle 1 to cycle 2	increase cycle 2 to cycle 3	Pre cycle to cycle 3
1	RK	56%	67%	78.0%	88%	11.0%	11%	10%	32.0%
2	EK	63%	67%	73.0%	88%	4.0%	6%	15%	25.0%
3	RZ	67%	76%	88.0%	95%	9.0%	12%	7%	28.0%
4	MC	50%	64%	71.0%	83%	14.0%	7%	12%	33.0%
	Average	59%	68%	77.5%	88%	9.5%	9%	11%	29.5%

3.4. Analysis of The Results of Research Activities

The stages of implementing the action in each cycle are different, in the first cycle, the action process is carried out through the learning process of wearing a buttoned shirt using the lecture method and question and answer by explaining in advance how to use a buttoned shirt by explaining the steps. using a small-size shirt model of flannel as an exercise. Then after that, the actual shirt was introduced using the drill method as the method used for children to practice wearing button-up shirts with continuous practice each cycle and it was hoped that children would be able to wear button-down shirts independently in everyday life without the help of others. In each cycle, an evaluation is carried out by conducting tests orally and actions through observation. Teachers will be able to recognize and understand children as unique individuals, not only as part of a group. Teachers need to know the importance of observation and also the importance of developing a teacher's ability to observe. By practicing a lot and continuing to learn to observe, teachers will become more sensitive and able to observe students well. The three purposes of observing children (Sherman, 2004) are (i) understanding children's behavior, (2) evaluating child development, and (3) evaluating progress in learning. This evaluation was carried out to determine the success of the learning process to wear a button-up shirt using the drill method. All students were introduced to wearing button-down shirts using the drill method by demonstrating by their classmates as an example of how to wear button-down shirts in sequence. Then each child is allowed to wear a button-down shirt with the drill method with the help until the child can wear the button-down shirt without help so that the level of effectiveness and development of the student's ability to wear a button-up shirt using the drill method will be known. The use of the drill method in learning special programs for self-development wearing button-down shirts from cycle I to cycle III can improve the ability of learning outcomes in students with intellectual disabilities so that the activities of intellectual disabilities children during learning are more enthusiastic. This can be seen from the results of the study which showed students' interest in the learning provided with the material of wearing button-down shirts, students were able to wear clothes properly and not wrongly with parts of shirt clothes such as the left sleeve, right sleeve, and collar. The ability to wear clothes, new children can insert the right arm, left arm and open the right arm and left arm, while the ability to button a shirt, insert one button in the process takes a while.

4. CONCLUSION

This study aims to determine the use of the drill method to improve the ability of learning outcomes to wear button-down shirts in students with intellectual disabilities. The drilling method, giving assignments, lectures, and discussions, as well as questions and answers, were used in this study. This study has a subject, namely 4 students with intellectual disabilities at the Extraordinary School, in Bandung Indonesia. Research results obtained in this study is the value of participants has increased. It can be seen that there is a change in the value of student learning outcomes. There is an increase in the average presentation of student learning outcomes by 29.5% to 59%.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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