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Learning Daily Living Activities Buttoning Clothes with Busy Book Media for Children with Intellectual Disabilities

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ABSTRACT

The purpose of this study was to determine the learning of daily living activities buttoning clothes with busy book media for children with intellectual disabilities. In this study, research used a single-subject research (SSR) method with data collection techniques of action tests and interviews. The subject in this study was a 10-year-old child in the mild intellectual disabilities category. The results of this study indicate that busy book media can improve learning daily living activities by clothes for children with intellectual disabilities seen from evaluation tests that have been carried out by research. This research is expected to add to the knowledge of readers and become a foundation for further research related to learning daily living activities buttoning children's clothes with intellectual disabilities seen from evaluation tests that have been carried out by research.

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1. INTRODUCTION

Learning is the process of student interaction with teachers and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students can occur. Trianto (in Yusuf, M., & Syurgawi, A. 2020:1) stated that "Learning is a complex aspect of human activity, which cannot be fully explained. Learning can be interpreted as a product of interaction continuity between development and life experience. "Learning in a complex sense is a conscious effort by a teacher to teach students (directing student interactions with other learning resources) to achieve the expected goals."

Learning daily living activities is important for children with intellectual disabilities to master. ADL includes various basic activities for self-care, one of which is dressing. In line with the opinion of Hardywinito & Setiabudi (in Pitriani 2021:9) stated that "ADL is the activity of carrying out daily routine work. ADL is a basic activity for self-care. ADLs include, among other things: going to the toilet, eating, dressing, (dressing up), bathing, and moving around."

Activity Daily Living (ADL) is important for increasing the independence of children with intellectual disabilities. Independence is an individual's ability to do everything without help and guidance from other people. Children with intellectual disabilities often have difficulty dressing and are still helped by those closest to them. Buttoning a button-up shirt is quite difficult for children with intellectual disabilities. So that he can button a buttoned shirt independently and without the help of someone close to him, appropriate learning is needed using media that is interesting to children.

Arsyad, A. (in Wahid, A. 2018:3) stated that "The word media comes from the Latin *medius* which literally means "middle", "intermediary" or "introduction". Teaching media is defined as anything that can be used to convey messages or lesson content, and stimulate students' thoughts, feelings, attention, and abilities so that they can encourage the teaching and learning process.

To support learning to button clothes, research prepared busy book media. Mufliharsi (in Triana, D. H. et al, 2018:19), stated that "Busy books are interactive learning media, made from cloth (especially flannel) which is formed into a book with bright colors, containing simple game activities that are able to stimulate abilities. children's fine motor skills such as putting on buttons, matching colors or shapes, and sewing." Then Nurhadiyah, A., & Timansah, A. (2023) stated that "In recent years, flannel media has received attention as a potential tool in improving the skills of children with intellectual disabilities. Flannel fabric, with its texture and flexibility, can provide good sensory stimulation and help children master the hand movements needed to button a shirt." By using busy book media made from colorful flannel, he can increase his desire to learn to button up shirts. With regular practice, children can button button-up clothes independently.

Currently, many studies discuss busy book media in learning, including the research of Yulianto, T. (2018), "The Effectiveness of Busy Book Learning Media on Fine Motor Skills of Children with Multiple Barriers in Class X at SLB Country 1 Bantul". Dewi, G. K. (2022) conducted research on "The Effect of Using Busy Book Media to Train Fine Motor Skills in

Autistic Students" Triana, D. H., Sani, Y., & Vernanda, G. (2021) research related to "The Effectiveness of Busy Book Media in Improving the Skills of Wearing Buttoned Shirts for Class Ii Tunagrahita Children at Pklk Growing Hope Bandar Lampung".

Dini, J. P. A. U. (2022) conducted research related to "Busy Book Media Development in Fine Motor Learning for 4-5 Year-Old Children". Jenab, S., & Inten, D. N. (2021) also conducted research related to "The Effectiveness of Using Busy Book Media in Improving Life Skills in 3–4-Year-Old Children at Playgroup X"

At this time there is no research related to learning daily living activities buttoning clothes with busy book media for children with intellectual disabilities. This study aims to determine the effectiveness of busy book learning media in improving the ability to button up clothes in children with intellectual disabilities. The research method used is single-subject research (SSR) with data collection techniques of action tests and interviews. The subject in this study was a 10-year-old child with mild in the mild intellectual disabilities category. The results showed that busy book learning media was effective in improving the ability to button clothes in children with intelligence barriers. This research is expected to provide information and become the basis for further research related to the effectiveness of busy book learning media in improving the ability to button up clothes in children with intellectual disabilities.

2. METHODS

The research was conducted from January to February 2023, the research subject consisted of one person, a class II student at one of the Bandung City Elementary Schools. In this research, the research applied an experimental approach using the single-subject research (SSR) research method. SSR is a research method that aims to observe changes that occur from repeated treatment on one subject". This research aims to learn the daily living activity of buttoning clothes using busy book media for children with intelligence barriers with an A-B research design.

Figure 1. Explain about the procedure in this research. There are two stages of research procedures, namely baseline stage 1 and intervention. Stage A1 (baseline 1) is an observation of the ability to button a buttoned shirt before treatment or intervention is given. This stage contains identification and assessment activities which are carried out twice with the aim of finding out students' initial abilities, obstacles, and needs in wearing button-up clothes.

In this stage, we use the self-development instrument for buttoning a buttoned shirt, which consists of 1 aspect, 1 sub-aspect, and 3 items of the instrument for buttoning a buttoned shirt. Then stage B (intervention) is an observation of the ability to button a buttoned shirt when given treatment. The intervention provided was through the provision of busy books as a learning medium for practicing wearing button-up clothes properly and correctly. The intervention was carried out in three meetings, each meeting lasting 35 minutes. Evaluation is carried out using action tests. Action tests are used as an evaluation tool to measure a person's performance, including ability and accuracy in carrying out tasks.



Figure 1. Research Stages

3. RESULTS AND DISCUSSION

3.1. Student Demographics

American Association on Intellectual and Developmental Disabilities (AAIDD) (in *American Journal on Intellectual and developmental disabilities*, 2021:1) stated that “ID is a disability characterized by significant limitations in both intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical skills. These disabilities originate during the developmental period, which is operationally defined as before the individual reaches the age of 22 years”. Due to limitations in the development of intelligence and adaptive behavior, children with intellectual disabilities will experience various obstacles in trying to fulfill their needs. In the case studied in this article, the subject with the initials H is 10 years old with mild intellectual disabilities. The subject has difficulty buttoning a button-up shirt, therefore the researcher will conduct research and intervention to develop his skills in buttoning a button-up shirt.

3.2 Program Development

The skill of buttoning a button-up shirt needs to be mastered by everyone, including children with intellectual disabilities, because it can develop the independence and self-confidence of children with intellectual disabilities. This is in line with the opinion of Nurhadiyah, A., & Timansah, A. (2023) "One of the essential skills in everyday life is the ability to button clothes independently. This ability not only provides practicality in dressing but also increases self-confidence and independence in children with intellectual disabilities."

Based on the explanation above, it is necessary to provide interventions that can improve the skills of buttoning clothes in children with intellectual disabilities. As a result of interviews conducted with the parents of subject H, data was obtained that the child had difficulty wearing button-up clothes, every time he wanted to go to school or leave the house the subject was always helped by his parents to wear button-up clothes. At the assessment stage using self-development instruments, wear button-up clothes. Then the instrument becomes a test tool to determine the child's profile. The following is the child's profile from the results of the assessment carried out on the subject:

Table 1. Child profile because of the assessment

Ability	Obstacle	Need	Implications
The child is able to hold the buttons of his shirt.	-	-	-

The child can hold the buttonholes on his shirt.	-	-	-
	Children are not yet able to insert clothes buttons into the holes according to their partners from top to bottom.	Children need to practice inserting clothes buttons into the holes according to their partners from top to bottom.	<ol style="list-style-type: none"> 1. Explain to children the correct way to insert clothes buttons into the holes according to their partner. 2. Practice buttoning clothes using busy book media. 3. Repeated practice.

From the results of the practical skills assessment, students were not able to button their clothes and the time needed to button their clothes was around 8 minutes. **Table 2.** The program created by the researcher is an adaptive behavior program, activities of daily living, practical aspects of the skill of buttoning a button-up shirt, adapted to the media and methods appropriate for the subject, so that the following program is obtained:

Table 2. Children's learning program

Aspect	Objective	Indicator	Learning Steps	Method	Media
Wear outer wear	<ol style="list-style-type: none"> 1. After observing the explanation given by the teacher about various types of button-up clothes, students can correctly identify the types of button-up clothes. 2. After practicing buttoning button-up 	Buttoning a button-up shirt	<ol style="list-style-type: none"> 1. Students pay attention to the teacher's lecture about various types of button-up clothes. 2. Students pay attention to the teacher who conveys the learning media that will be used, namely the busy book, and buttoned clothes. 3. Students are given learning media by the teacher. 4. Students are asked to 	Demonstrations and drills	Busy book button-up shirt

clothes using a busy book, students can wear button-up clothes correctly.

listen to a lecture from the teacher regarding the procedure for wearing button-up clothes.

5. Students are guided by the teacher to practice the procedure for wearing button-up clothes using the button-up shirt busy book.
 6. Students with teacher guidance practice the procedure for wearing button-up clothes.
 7. Students are asked to practice repeatedly independently practicing the procedure for wearing a button-up shirt.
 8. Students are given appreciation by the teacher for their work.
 9. Students are directed to ask questions about things they do not understand in the material that has been presented in the learning process.
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Figure 3. Intervention Results the daily living activity of buttoning clothes using busy book media was carried out three times a week, where the meetings lasted 35 minutes. The use of busy book media aims to train H's ability to button a buttoned shirt. Subject H carried out activities in the form of buttoning large and small shirt buttons as well as several types of buttons on busy book media. After completing learning with the busy book, subject H was also given an evaluation in the form of a test on the act of wearing a button-up shirt, which was intended to measure H's abilities after giving the intervention. Data from intervention measurements in this study are presented as follows:

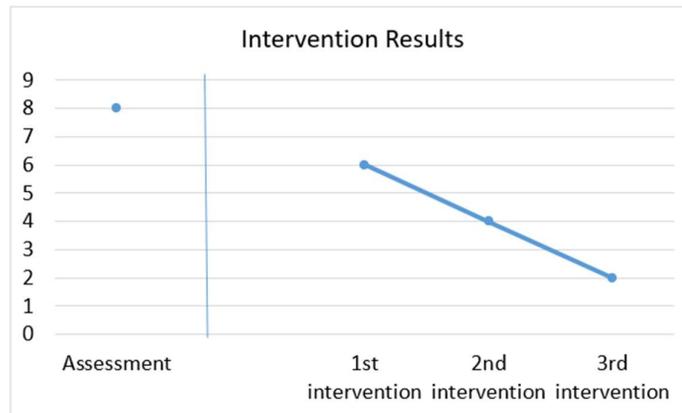


Figure 2. Intervention results

Intervention condition data on the ability to button a buttoned shirt for intervention 1 received a score of 3 (good) out of 6 maximum scores, for intervention 2 got a score of 4 (good) out of 6 maximum scores, for intervention 3 got a score of 6 (very good) out of 6 maximum scores . Intervention for 1 subject took 6 minutes, intervention for 2 subjects took 4 minutes, and intervention for 3 subjects took 2 minutes to button their shirt. The intervention program has had a significant impact on children's skills in buttoning button-up shirts. So the results of this research show that busy book media can improve learning of the daily living activity of buttoning clothes for children with intellectual disabilities.

4. CONCLUSION

The research subject was a child with intellectual disabilities in the mild intellectual disabilities category who was 10 years old. The research was carried out at one of the Bandung City Elementary Schools by involving the subject's parents for interviews as a data source. The data from the interview results became a reference for research to continue at the assessment stage. The instruments used for the assessment were prepared based on theoretical studies. The results of the assessment showed that the subject was not yet able to button a buttoned shirt, this was in line with the results of the parent interview. Therefore, research continued the intervention program of buttoning up buttoned shirts using busy book media. The intervention was carried out during 3 meetings a week. The results of the intervention showed that there was a change in the duration of time required for the subject to button a buttoned shirt, which initially took 8 minutes and after the intervention, it became 2 minutes. It can be concluded that busy book media can help to improve the skills of buttoning up clothes for children with intellectual disabilities.

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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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