



# JURNAL ASESMEN DAN INTERVENSI ANAK BERKEBUTUHAN KHUSUS

Jurnal homepage: <https://ejournal.upi.edu/index.php/jassi/index>



## Application of Drill And Multisensory Methods in Individualized Learning of Beggining Reading for Childern With Disabilities

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### ABSTRACT

Education is a basic right for every individual, including special needs children (ABK). Article 31 paragraph 1 of the 1945 Constitution asserts the principle of equal opportunity for education for all citizens. ABK generally requires an individual learning approach that differs from classical methods. Individual learning includes individualization, in which teachers provide specialized learning to students, either in the context of shared learning in class groups or classical learning. This study aims to provide individual learning according to students' needs. Identification and assessment of children are the first steps in determining appropriate learning methods. Child profiles are an important factor, helping teachers determine suitable learning methods and media. In this program, drill and multisensory methods are used, supported by song, poster, and flash card media. Implementation results show that the combination of these methods, coupled with media support, is effective in achieving most of the children's individual learning objectives.

### ARTICLE INFO

**Article History:**

*Submitted/Received 28 Mar 2023*

*First Revised 30 Apr 2023*

*Accepted 31 May 2023*

*First Available online 01 Jun 2023*

*Publication Date 01 Jun 2023*

**Keyword:**

*Individualized Learning,  
Tunagrahita, drill method,  
multisensory method.*

## 1. INTRODUCTION

Education is the most basic right for everyone, including children with special needs. Article 31 paragraph 1 of the 1945 Constitution mandates that every citizen has the same opportunity to obtain an education. Thus, children with disabilities also have the right to education. This policy opens up learning opportunities for children with disabilities or citizens who have physical, emotional, mental, intellectual and or social abnormalities to obtain special education, and citizens who have the potential for special intelligence and talent are entitled to special education or according to their needs and abilities.

Each child has different abilities, backgrounds, habits, interests, talents and motivations in understanding their learning experiences. Therefore, in education, both in special schools and inclusive schools, each child with special needs has special needs in addition to the same needs. To support education that is appropriate to the context of the situation, conditions and learning needs of children with special needs, different treatments are needed. Children with disabilities generally require individualized learning in addition to classical learning. Individualized learning refers to the individualization of learning, or learning that is given specifically by the teacher to students even though they learn together or study together in a class group or classical learning. This individualized learning service is commonly referred to as an individualized learning program or individualized learning (PI).

Individualized learning (PI) is developed on two fronts. First, it is based on assessment data that describes the learning needs of individual students. Second, it is based on the curriculum material (BGPP) of the subject area concerned. Therefore, learning in PI is an adjustment or alignment between the needs of children on the one hand whose material is taken from the results of the assessment with material taken from the curriculum (GBPP) on the other hand.

In addition, the learning materials specified in individualized learning (PI) are arranged by paying attention to the sequence of prerequisites (prerequisites) of each teaching material. Thus the sequence of teaching materials becomes parallel to the development of children, thus the skills in developing individualized learning will be closely related to skills in conducting assessments, describing the results of assessments and skills in analyzing the curriculum itself. Besides that, the thing that must be considered in individualized learning for children with special needs is the method of teaching, because each child has a different method and must be adjusted to his abilities, obstacles, and needs so that the purpose of the learning itself can be achieved optimally.

The Effect of the Application of the Drill Method on the Reading Ability of First Grade Students at MI Muhammadiyah Sranten in the 2022/2023 Academic Year (Maharena Sofiananda Putri, 2023). Diagnosis and Learning Methods for Elementary School Students with Early Stage Reading Difficulties (Fransiskus De Gomes, 2017). Application of the Drill Method to Improve Reading Skills in Indonesian Language Subjects (Ani Yanti Ginanjar et al, 2022). Efforts to Improve Early Reading Skills in Indonesian Language Lessons through the Application of the VAKT Method for Tunagrahita Students in Class III Semester II SDLB Negeri Labui Banda Aceh (Nurlina, 2021). Application of the Use of Flash Card Media to Improve Early Reading Skills in Group B Children at Faturrahman Kindergarten, Bolong Village (Nirwati, 2022). However, there has been no research on the application of drill and multisensory methods in individual learning to early reading for children of intellectual barriers.

Education is a basic right of every individual, including children with special needs, in accordance with Article 31 Paragraph 1 of the 1945 Constitution which emphasizes equal educational opportunities for all citizens. Children with disabilities generally require an individualized learning approach that differs from the classical method. This research aims to provide learning according to students' needs by identifying and assessing children as a first step. The child's profile is a key factor in determining appropriate learning methods and media. The program uses drill and multisensory methods supported by media such as songs, posters and flash cards. The implementation successfully achieved most of the children's learning objectives.

## 2. METHODS

This study adopted a descriptive qualitative method to obtain comprehensive data. The focus of the research was on a 12-year-old subject with intellectual disability in a special school in Bandung, Indonesia.

This research began with obtaining permission from one of the special schools in Bandung. After permission was obtained, the research subject was identified as an individual with a disability that requires individualized learning intervention. Subjects who have been identified then follow the assessment process to determine the main obstacles that need to be overcome. Families and class teachers were also involved in the assessment process through interview techniques to obtain more in-depth data about the child and his environment. The results of the assessment become the basis for developing an individualized learning program.

## 3. RESULTS AND DISCUSSION

From the results of the program implementation, after going through various processes such as identification, assessment, and curriculum delivery, the author divides the program into 2 materials according to the child's obstacles.

1. The first material implemented is the introduction of alphabets, which is limited starting from the letters a to g, the method used is the drill method and multi-sensory. As for the media used in the form of songs and posters.
2. The second material implemented is the introduction of capita vocal letters and lowercase letters, the method used is the drill method and multi-sensory. As for the media used is flashcards.

### 3.1 Student Demographic

Full Name: T.P.K

Gender: Female

Class: V SLB

Type of Specialization: Tunagrahita

### 3.2 Initial Condition

Based on the results of the assessments that have been carried out, the results show that children have not been able to recognize consonant letters and small vowels.

Takdiroutun (Wildyanti & Nurlailah, 2019) says that the ability to recognize vowels and consonants is important to develop because children's success in reading is inseparable from awareness of word structure and sound.

**3.3 Learning Steps**

**Table 1.** explains the learning steps carried out by the subjects at the first meeting on November 27 2023.

**Table 1.** Learning Steps on Day 1

Activities	Time	Description
Introduction	10.00-10.05	<ul style="list-style-type: none"> <li>• Before entering into the activity the teacher conducts a briefing first</li> <li>• The teacher asks how the children are doing</li> <li>• The teacher asks what the children did in the classroom beforehand.</li> <li>• The series of lessons are conducted in the art room so that children can focus and not be distracted by their friends</li> <li>• Learning activities begin with greetings and prayers</li> <li>• The teacher conveys what the children will learn today.</li> </ul>
Core Activities	10.05-10.25	<ul style="list-style-type: none"> <li>• Teacher recognizes the alphabets a-g with songs</li> <li>• The child is asked to follow the song while being shown a poster of the letters a-g</li> <li>• Teacher and children sing while showing the symbol of the letter being sung</li> </ul>
Evaluation	10.25-10.30	<ul style="list-style-type: none"> <li>• Evaluation is carried out shortly after the learning time is over. Evaluation activities are carried out after each lesson is completed with the evaluation methods and instruments that have been provided.</li> </ul>
Cover	10.30-10.35	<ul style="list-style-type: none"> <li>• The learning activity is closed with the teacher asking children how they feel and giving children appreciation in the form of praise as appreciation.</li> </ul>

**Table 2.** explains the results of the learning meeting on November 27 2023. The assessment contains assessment, instruction, assessment and description components

**Table 2.** Results Day 1 Learning Programs

Component	Instructions	Yes	No	Description
Children recognize small alphabet letters vowels and consonants	Mention the letter "g"	√		
	Mention the letter "b"	√		
	Mention the letter "c"	√		
	Mention the letter "a"	√		
	Mention the letter "f"	√		

Component	Instructions	Yes	No	Description
	Mention the letter "e"		√	the child is still hesitant in answering the letter
	Mention the letter "d"	√		
	Show me letter "g"	√		
	Try show letter "b"	√		
	Show me letter "c"	√		
	Try show the letter "a"	√		
	Try show the letter "f"	√		
	Show me the letter "e"		√	the child is still hesitant in answering the letter
	Try show the letter "d"	√		

**Table 3.** Explain about learning steps on day two (December 1, 2023). One of the media that can be used by teachers is games using flashcards. The reason flashcards were chosen as learning media is that flashcards can be interesting for children, helping children become active during classroom learning because of direct interaction (Ratna Dewi et al., 2021). Flashcards are katu in the form of pesergi, have a certain size, contain text, symbols, or certain images, and are used as learning media (Puspita, 2020).

**Table 3.** Learning Steps on Day 2

Activities	Time	Description
Introduction	10.00-10.05	<ul style="list-style-type: none"> <li>The learning series is conducted in the art room so that children can focus and not be distracted by their friends</li> <li>Learning activities begin with greetings and prayers</li> <li>The teacher tells the children what they will learn today</li> </ul>
Core Activities	10.05-10.25	<ul style="list-style-type: none"> <li>The teacher recognizes the letters capital and small vowels using flashcards in turn.</li> <li>The child is asked to name the vocal letters shown by the teacher with capital or small information</li> <li>The child is asked to group vocal letters between capital and lowercase letters.</li> </ul>
Evaluation	10.25-10.30	<ul style="list-style-type: none"> <li>Evaluation is carried out shortly after the learning time is over. Evaluation activities are carried out after each lesson is completed with the evaluation methods and instruments that have been provided.</li> </ul>
Cover	10.30-10.35	<ul style="list-style-type: none"> <li>The learning activity is closed with the teacher asking children how they feel and giving children appreciation in the form of praise as appreciation.</li> </ul>

**Table 4.** explains the results of the learning meeting on December 1 2023. The assessment contains assessment, instruction, assessment and description components

**Table 4.** Results Day 2 Learning Programs

Component	Instructions	Yes	No	Description
Children recognize capital and small vowel letters	Match the letter "A" with "a"	√		
	Match the letter "U" with "u"	√		
	Match the letter "O" with "o"	√		
	Match the letter "E" with "e"		√	the child is still hesitant in answering the letter

Component	Instructions	Yes	No	Description
	Match letters "l" with "i"	√		
	Group the cards according to their uppercase and lowercase letters	√		

**Table 4.** results of the program

Songs and Posters	Flascard
Children can re-sing the alphabet song from a-g	Children are able to recognize capital vowels
Child able to recognize the letters a,b,c,d,f,g	Children are able to recognize small vowels except the letter e
During the evaluation, the child is able to mention and show each letter except the letter e.	Children are able to match and group capital letters with lowercase letters or vice versa except for the letter E.

After implementing the program, the learning objectives can be achieved. However, children still have difficulty in recognizing and remembering the small letter e.

#### 4. CONCLUSION

Education is a basic right of every individual, including children with special needs, as mandated by Article 31 Paragraph 1 of the 1945 Constitution which emphasizes the principle of equal opportunity in education for all citizens. In general, children with disabilities need an individualized approach to learning that is different from the classical method. This individualized approach includes individualization, where teachers provide specific learning to learners, both in a classroom group learning situation and with classical methods. The purpose of this research is to provide individualized learning that suits students' needs. The initial step is done through child identification and assessment, which then becomes the basis in determining suitable learning methods and media. In this program, drill and multisensory methods are used, supported by media such as songs, posters, and flash cards. The implementation results show the effectiveness of the combination of these methods with media support in achieving most of the children's individual learning objectives.

From the implementation results, it can be concluded that drill and multisensory methods are effective in individualized learning for children, coupled with supporting media so that learning objectives can mostly be achieved.

After drawing conclusions, the next suggestion for teachers is to continue to apply this drill and multi-sensory method to children, because it is quite effective in delivering learning, then this method is expected to be collaborated with more creative learning media so as to make children interested in learning. Also, teachers should continue to give appreciation to children no matter how small their development is, be it appreciation in the form of affirmation or reward.

## 5. ACKNOWLEDGMENT

Thank you to the entire team who have been actively involved in this research.

## 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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