Implementation of Life Skills for Children with Disabilities At SDN Dringu

Faridahtul Jannah[1*], Ludfi Arya Wardana[2]
faridahtul@upm.ac.id[1*], ludfiaryawardana@upm.ac.id[2]
[1,2]Pendidikan Guru Sekolah Dasar
[1,2]Universitas Panca Marga

Abstract : The purpose of this research is to prepare children with disabilities academically, socially, and emotionally in facing difficulties and life problems that require them to have life skills so that they can be more independent and not rely on others and can stand on their own feet someday. The research was conducted through a qualitative approach, where the targets of this research were students with disabilities at SDN Dringu. There are several stages in the implementation of this life skill, the first is the introduction of the concept of life skills, then the second stage is to gain learning experience with the implementation of life skills and the last is the review of children with disabilities. The results showed that the implementation of life skills for students with disabilities there can be applied quite well by students there, as evidenced by our interviews with homeroom teachers and students, where the homeroom teacher felt this, 1-2 children began to show quite good behavioral changes despite the short duration of our research. besides that, students voluntarily help group friends who have difficulties, they have dared to interact with others, and the relationship between friends becomes closer. These reflective skills are seen as an important aspect of teachers' ability to flexibly adjust their teaching to make optimal choices in response to students' learning progress.

Keywords : Life skills, Disability, Self-Development.

INTRODUCTION

Life skills are innate skills that support human life (Ludfi A. Wardana et al., 2022). Life skill is a skill that is very important for every student to have, regardless of the background of one's life, including people with disabilities. Physical limitations of persons with disabilities, of course, have the potential, willingness and ideals like normal children. The life skills they have, of course, the stigma that they always depend on others will fade over time (Epti Nur Cahyaningrum, Eddy Sutadji, 2013). Even today, employees with disabilities have begun to appear in several companies, proving that life skill has a huge impact on the social life of every human being, by honing this life skill brings very positive changes, especially for students.

Life skills are abilities that help a person deal with life and to maintain one's health, mental, emotional, well-being and competence (Winarsunu et al., 2023). Both in the school

environment or community environment, because they must be able to mingle, participate in social activities etc. Looking further at the education curriculum in Indonesia which implements independent learning. Of course, it requires students to explore themselves or their environment further. Life skills in themselves will be very helpful in the process of their growth and development in the social sphere with optimal (Kazemi et al., 2014).

Previous research states that life skills counseling can help people with disabilities in managing the problems they experience. Managing problems and solving problems are very important for diffable, because this is a form of independence shown by themselves. In addition, there are also outbound training activities where this activity aims to train their physical and psychological, because basically to achieve wholeness in a human being their physical and psychological must be balanced (Lisievici, 2015). Therefore, there are many trainings or treatments that can be used to develop "life skills" in each individual, especially for people with disabilities. The results of a survey conducted in 2023 showed that the life skills of students in Probolinggo Regency still need to be improved (Wardana et al. 2023). This happens because at the elementary level there is not enough provision in life skills to utilize various digital technologies. This has an impact on students looking for information that is not suitable to meet life skill needs (Kasdriyanto & Wardana, 2022).

One of the causes of low student interest and life skill literacy is the mismatch of learning with the demands of the 21st century. Research conducted in elementary schools, especially in Probolinggo Regency in 2022, shows that learning in elementary schools still does not facilitate students to meet their skill needs (Rulyansah Afib, Wardana Arya Ludfi, 2018). The results of further analysis show that 85% of teachers have not used learning media with life skill content. In addition, 98% of teachers still use the lecture method and more on cramming concepts. Only 12% of teachers use the problem-solving process in practice and the majority of teachers have not involved digital literacy media in the classroom learning process. (Jannah, et al. 2023) Digital literacy does not stop at the ability to use tools and applications The introduction of programming knowledge for primary and secondary school students is needed to improve children's thinking and creativity.

The purpose of this research is to prepare children with disabilities both academically, socially and emotionally in facing the difficulties and problems of life, The increasingly modern era makes a competition between individuals with one another very tight. Being a disabled person is not a reason not to develop life skills in it, especially children with disabilities are

required to have life skills so that they can be more independent and not rely on others and can stand on their own feet to achieve their respective life goals.

RESEARCH METHODS

This research uses a qualitative approach of case study type that is directed to collect data, take meaning and gain understanding from the case (Vors et al., 2024). The object of this research is children with disabilities at a school in SDN Dringu. Qualitative research is a type of research that focuses on quality. So that the results of the research can describe a realistic view of the social world that has been experienced by learners. In this research there are several methods that we use to obtain data, such as observation, interviews, and documentation. Interviews are one of the most widely used data collection methods (Alka, 2023) especially in the qualitative research we conducted.

In this qualitative research, we got data from the results of the research in the form of children's responses to the situation being experienced, interviews with teachers and students. Perhaps over a longer period of time, or on another occasion, we hope to see changes in the attitudes of these children with disabilities towards the learning/activities they have gone through and the transfer of attitude reinforcement skills to their peers into academic situations in the classroom. The main focus of this issue is the analysis of the task of forming a house using the Montessori puzzle and the child's response to the feedback given by his/her partner from all the activities in the workshop.

In the process of collecting this data, the activities we carried out focused on collaborative activities, the aim was to see how children with disabilities learn to communicate with their group mates to solve the problems we have set before. besides that, from this activity the data we can get is more accurate because we see for ourselves how the process of implementing life skills takes place. from this activity there are a lot of skills that they might be able to develop such as communication skills, managing emotions, cooperation skills, critical thinking to solve problems and adaptation because here even though they already know each other, but not necessarily they can understand the character of each of their groupmates, so their friendship will be stronger.

The study focuses on children with disabilities at SDN Dringu. However, the exact number of these students is not specified in the provided text. Similarly, the total number of respondents involved in the research is not mentioned. Data collection methods include observations, interviews, and documentation, with children's responses gathered through

collaborative activities and feedback during workshops. The duration of the research is not clearly stated, though it is implied that observing changes in attitudes may require a longer period or additional opportunities. The research involves stages such as collaborative activities to assess communication and problem-solving skills among children with disabilities, focusing on life skills development like communication, emotional management, cooperation, critical thinking, and adaptation. A key activity includes constructing a house using Montessori puzzles and analyzing children's responses to peer feedback during the workshop.

RESULTS AND DISCUSSION

Based on the analysis, there is some evidence that can be explained such as, children with disabilities can complete their task to stick the puzzle in place, the relationship between friends becomes closer, the skills of critical thinking, collaboration, and communication are developing well. In addition, it also reveals facts found by researchers through classroom observations and documentation in several meetings. This observation aims to provide a clear picture of the use of Montessori puzzles and all activities in the classroom, while interviews are used to describe student perceptions. The findings of the observations that we have done: 1) Students with disabilities voluntarily help group mates who are having difficulties, 2) Students with disabilities dare to interact with other people, and the relationship between friends becomes closer, 3) During the learning process in class, they are confident in answering questions from the teacher, dare to raise their hands when asked to answer questions, etc. 4) The relationship between students and teachers is very warm, even during break time many students interact with the teachers.

Figure 1. Coordination with the principal regarding the research that we will carry out.

In principle, the implementation of life skills for children with disabilities is the same as the guidance of students in regular schools, but there are slight differences in the implementation stage. as we know that children with disabilities have various deficiencies in

communication. This life skill implementation aims to provide knowledge to students with disabilities about the importance of having skills to survive. There are several stages in the implementation of this life skill as follows.

Stage 1: Introduction to the concept of life skills. In this study, researchers looked at aspects of students' self-understanding from cognitive, affective and motor aspects, which can be divided into 3 types, namely: first: knowledge, second: attitude and the last: behavior. In collecting this data to get it is not by daily student test scores. The researcher felt that if it was only based on scores without paying attention to other aspects, this research would be considered useless. For the results of observation: the researcher planned an activity packaged in the form of educational games, namely Montessori puzzles to take a closer look and observe the behavior of children with disabilities to construct their thoughts in a group. From the observation of the class teacher, students' academic achievement shows that it is quite good, this can be seen from the academic scores that are still above the KKM, which is above 70. Meanwhile, from the results of interviews with homeroom teachers, 2 out of 4 students are declared to have the ability to perform and have perfection in completing the assigned tasks. Students here really like learning activities that involve media in it, especially concrete media. Balanced with a pleasant classroom atmosphere that does not make students bored. (Principal)

| Figure 2. Interview with the teacher during the activity | Image 3: Children working together to assemble the Montessori puzzle |

Stage 2: gaining learning experience with life skill implementation. At this stage, researchers have entered the stage of implementing learning activities to hone life skills. Maybe for some people this activity looks like a game for elementary school children, but the functional value of this activity is quite a lot, namely: the ability to work together in a team, control emotions, the ability to think critically, and learn how to communicate well. These skills can be honed by children if honed and formed properly, their survival skills will run optimally and be ready to plunge into society. We usually carry out this kind of activity, but with this research, learning in class is more fun because more people can be involved and each group of students

can be better controlled (homeroom teacher). I am very happy that there are many older siblings here, they can sing and play with me. (student Ib).

Figure 4. Interview with student

Stage 3: Reviewing the development of children with disabilities. This stage is a continuation of stages 1 and 2. Here the researcher made a return visit to SDN Dringu to see how far the changes experienced by children with disabilities. Although we cannot have high expectations of all children because again, their intellectual level is different. The researcher tried to do a feedback activity to see their responses, and it turned out that many of them had started to be calm in speaking, not shouting when asked, etc. Although it did not show a big change, it did show a big change. Although it did not show a big change, but at least they were willing to learn and try to be the best version of themselves than before.

Students here are very happy with your arrival, and what you have taught here is remembered, especially when there are students who are crying, they immediately comfort them, there are students who have difficulty while learning, they immediately help without calling me first. (homeroom teacher). I helped my friend who fell down yesterday, I'm cool (student MR). I also helped Mrs. Ida sweep this morning. (student HD). Based on the results in this research activity, starting from the introduction of concepts, the implementation of life skills packaged in the form of play activities, and return visits to see how students develop are the syntax that we carry out to obtain data. Each stage certainly has its own difficulties for us, because the characteristics of the objects we studied are different so that they need special treatment which determines the success and meaningfulness of the research we do.

The research that we have done, it is known that the implementation of life skills for students with disabilities there can be applied quite well by the students there, as evidenced by our interviews with homeroom teachers and students, where the homeroom teacher feels this, 1-2 children began to show quite good behavioral changes despite the short duration of our research. Although there are not many changes that we provide, at least this, relieves the

teacher's task in managing his students during learning activities in the classroom. This is in line with life skills training which has a positive effect on problem solving, effective communication in students (Briggs & Van Nieuwerburgh, 2010).

Skills that must be possessed in life skills include problem solving, decision making, creative and critical thinking, effective communication, interpersonal skills, empathy, and self-awareness, coping with stress and emotions. Life skills are categorized into thinking skills, social skills, and emotional skills (González & Skultety, 2018). The results of the four stages help them to slowly develop their potential and character, thus strengthening their knowledge and skills (Magnusson et al., 2023). Apart from the above, there is something that we need to underline here, namely the use of students' language, even though they are students with disabilities but communication skills are also very important, because communication activities refer to the combination of student activities involved when participating in classroom activities (Chen & Yang, 2019).

Teaching or fun activities that are carried out repeatedly can teach life skills can be said to increase the awareness and confidence of students with disabilities, of course, teacher assistance is very beneficial for the survival of students both inside and outside school (Khoirin Nida, 2018). The reason researchers use this research pattern is because this pattern is considered suitable for application in "implementation" activities where we make observations first, both from students and teachers through interviews, besides that to see the skills of each student we form them in 1 group to test their cooperation with each other. These reflective skills are seen as an important aspect of teachers' ability to flexibly adjust their teaching to make optimal choices in response to students' learning progress (Moniaga et al., 2019).

CONCLUSION

Based on the results in this research activity, starting from the introduction of concepts, the implementation of life skills packaged in the form of play activities, and return visits to see how students develop are the syntax that we carry out to obtain data. Each stage certainly has its own difficulties for us, because the characteristics of the objects we studied are different so that it does need special treatment which determines the success and meaningfulness of the research we do. Although there are not many changes that we provide, at least it eases the teacher's task in managing students during learning activities in the classroom. Life skills training has a positive effect on problem solving, effective communication in students. Repeated teaching or fun activities that can teach life skills can be said to increase the awareness

and confidence of students with disabilities, of course, teacher assistance is very beneficial for the survival of students both inside and outside school. The reason why researchers use this research pattern is because this pattern is considered suitable for application in "implementation" activities where we make observations first, both from students and teachers through interviews, besides that to see the skills of each student we form them in 1 group to test their cooperation with each other. These reflective skills are seen as an important aspect of teachers' ability to flexibly adjust their teaching to make optimal choices in response to students' learning progress.

REFERENCE

Briggs, M., & Van Nieuwerburgh, C. (2010). The development of peer coaching skills in primary school children in years 5 and 6. *Procedia - Social and Behavioral Sciences*, *9*, 1415–1422. https://doi.org/10.1016/j.sbspro.2010.12.343

Chen, C. H., & Yang, Y. C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. *Educational Research Review*, *26*(October 2018), 71–81. https://doi.org/10.1016/j.edurev.2018.11.001

Epti Nur Cahyaningrum, Eddy Sutadji, & S. (2013). *Hubungan Antara Life Skills Siswa Dengan Hasil Belajar Praktikum Pengelasan Di Smkn 1 Trenggalek*. 211–223. https://journal.um.ac.id/index.php/teknik-mesin/article/view/3819

González, G., & Skultety, L. (2018). Teacher learning in a combined professional development intervention. *Teaching and Teacher Education*, *71*, 341–354. https://doi.org/10.1016/j.tate.2018.02.003

Jannah, F., Hattarina, S. Arianti, D. (2023). *The Implementation Of Educational Games as a Digital Learning Culture in Elementary School Learning*. 7 (5),5523-2230 https://mail.obsesi.or.id/index.php/obsesi/article/view/5127

Kasdriyanto, D. Y., & Wardana, L. A. (2022). *Pengembangan Media Scrapbook Berbasis Picture And Picture Berorientasi Wawasan Kebangsaan*. *6*(1), 271–278. https://doi.org/10.31004/obsesi.v6i1.1255

Kazemi, R., Momeni, S., & Abolghasemi, A. (2014). The Effectiveness of Life Skill Training on Self-esteem and Communication Skills of Students with Dyscalculia. *Procedia - Social and Behavioral Sciences*, *114*, 863–866. https://doi.org/10.1016/j.sbspro.2013.12.798

Khoirin Nida, F. L. (2018). MEMBANGUN KONSEP DIRI BAGI ANAK BERKEBUTUHAN KHUSUS. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *2*(1), 45. https://doi.org/10.21043/thufula.v2i1.4265

Lisievici, P. (2015). Teachers in Distress: Using Lifeskills Helping Framework to Identify Counselling Needs of Secondary Teachers in Romania. *Procedia - Social and Behavioral Sciences*, *165*, 108–115. https://doi.org/10.1016/j.sbspro.2014.12.611

Magnusson, C. G., Luoto, J. M., & Blikstad-Balas, M. (2023). Developing teachers' literacy scaffolding practices—successes and challenges in a video-based longitudinal professional development intervention. *Teaching and Teacher Education*, *133*(July 2022), 104274. https://doi.org/10.1016/j.tate.2023.104274

Moniaga, J. V., Ohyver, M., Siregar, J., & Yauwito, P. H. (2019). Map-type modelling and analysis of children stunting case data in Indonesia with interactive multimedia method. *Procedia Computer Science*, *157*, 530–536. https://doi.org/10.1016/j.procs.2019.09.010

Rulyansah Afib, Wardana Arya Ludfi, H. I. U. (2018). Pengembangan Media Pembelajaran Pop Up Dengan Menggunakan Model Stad Dalam Meningkatkan Hasil Belajar Siswa. *Pedagogy*, *6*(1), 53–59. https://ejournal.upm.ac.id/index.php/pedagogy/article/view/330

Vors, O., Adé, D., Gal-Petitfaux, N., Joing, I., & Andrieu, B. (2024). Mixed methods in sport education for the analysis of activity and experience. *Staps*, *141*(3), 5–19. https://doi.org/10.3917/sta.141.0005

Wardana, L. A., Jauharotur Rihlah, Ahmad Izzuddin, Serlin Velinda, & Tri Bagoes Pranoto Sanjoyo. (2023). Utilization of Lifeskill Oriented Interactive Multimedia to Overcome the Negative Impacts of Gadget Use on Children in Probolinggo. *GANDRUNG: Jurnal Pengabdian Kepada Masyarakat*, *4*(2), 1216–1225. https://doi.org/10.36526/gandrung.v4i2.2871

Wardana, L. A., Rulyansah, A., Izzuddin, A., & Nuriyanti, R. (2022). Integration of Digital and Non-digital Learning Media to Advance Life Skills of Elementary Education Students Post Pandemic Covid-19. *Pegem Egitim ve Ogretim Dergisi*, *13*(1), 211–222. https://doi.org/10.47750/pegegog.13.01.23

Winarsunu, T., Iswari Azizaha, B. S., Fasikha, S. S., & Anwar, Z. (2023). Life skills training: Can it increases self esteem and reduces student anxiety? *Heliyon*, *9*(4), e15232. https://doi.org/10.1016/j.heliyon.2023.e15232