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Promt Scaffolding in Learning Life Skills for Self-Development of Intellectual Disabilities Students in Inclusive Primary School

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ABSTRAK

Pembelajaran kecakapan hidup bagi siswa tunagrahita yang bersekolah di Sekolah Dasar Inklusif juga penting diterapkan agar siswa mampu hidup mandiri dalam aktivitasnya sehari-hari. Scaffolding promt berperan penting dalam meningkatkan kecakapan hidup siswa tunagrahita agar mandiri dalam beraktivitas sehari-hari. Penelitian ini bertujuan untuk menganalisis hubungan dan pentingnya scaffolding promt dalam konteks pembelajaran kecakapan hidup siswa tunagrahita di SD inklusif. Penelitian ini dilakukan pada siswa sekolah dasar Inklusi. Penelitian ini merupakan penelitian korelasional. Alat pengumpulan data yang digunakan adalah tes performance life skill pengembangan diri yang terdiri dari 22 item. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik korelasi product moment. Berdasarkan analisis data penelitian, terdapat hubungan yang signifikan antara scaffolding promt dengan peningkatan kecakapan hidup siswa disabilitas intelektual penyandang disabilitas intelektual di SD inklusif. Hasil penelitian juga menunjukkan pentingnya scaffolding promt karena memberikan kontribusi yang signifikan terhadap peningkatan kemandirian siswa tunagrahita dalam melaksanakan kecakapan hidup dalam konteks kehidupan nyata. Keterbatasan penelitian ini hanya mencakup siswa tunagrahita di lingkup sekolah dasar inklusi, sehingga diperlukan penelitian lebih lanjut yang lebih luas.

ABSTRACT

Learning life skills for developmentally disabled students who attend inclusive elementary schools is also essential so that students can live independently in their daily activities. The scaffolding prompt plays a vital role in improving the life skills of developmentally disabled students to be independent in their daily activities. This study aims to analyze the relationship and importance of scaffolding prompts in learning life skills for mentally disabled students in inclusive elementary schools. This research was conducted on inclusive elementary school students. This research is a correlational study. The data collection tool used is a self-development performance life skill test which consists of 22 items. The data analysis technique used in this research is the product-moment correlation technique. Based on the research data analysis, there is a significant relationship between scaffolding prompts and improving students' life skills with intellectual disabilities in inclusive elementary schools. The results also show the importance of prompt scaffolding because it contributes significantly to increasing the independence of mentally disabled students in implementing life skills in real-life contexts. The limitation of this research is that it only covers students with mental retardation in inclusive elementary schools, so further research is needed that is broader.

1. INTRODUCTION

Learning in the modernization era of the 21st century faces various challenges, including being independent of students so that they can carry out daily life activities and be able to face real life problems optimally (Bakri et al., 2018; Hussin et al., 2018). One of the lessons that can make this happen is learning life skills so that there is synchronization and compatibility (Bal-Taştan et al., 2018; Hussin et al., 2018; Novalinda et al., 2020). Between education and the context of everyday real life, including in this case self-

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development life skills. Life skills are an essential individual need as a provision to achieve independence in life (Kuhn, 2016; Upendra et al., 2020). Learning life skills is an urgent matter for students with intellectual disabilities, with good life skills are expected they do not depend on others and have independence when doing activities in real life everyday. Learning for students with intellectual disabilities should also be oriented towards the development of life skills, including self-development life skills.

Learning life skills for students with intellectual disabilities Those who study in Inclusive Primary Schools are also important to implement so that students are able to live independently in their daily activities. Students studying in inclusive schools include students with intellectual disabilities. Intellectual disability are individuals who have intellectual disabilities that cause obstacles to adaptive behavior and daily activities (Hakala et al., 2018; Saloviita, 2020). Individuals with intellectual disabilities an individual who has intellectual disabilities accompanied by two or more disorders of adaptive skills, intellectual barriers accompanied by disorders of adaptive skills in children intellectual disabilities occurs before the child is 18 years old (Habibi, 2017; Pratama et al., 2021; Rovik, 2017). Children with intellectual disabilities are hampered in matters related to independence to complete various daily life skills (Best et al., 2010; Singal, 2019). The daily life activities of individuals with intellectual disabilities depend on others (Hakala et al., 2018; Kuijken et al., 2016). Low thinking power on students with intellectual disabilities impact on matters relating to life skills (life skills) so that it is urgent to increase their independence so they do not always depend on others, including independence related to self-development life skills.

Activities and daily life skills are related to the abilities and skills of individuals / students intellectual disabilities in carrying out activities of daily life. Life skills education, including self-development life skills, is a skill possessed by a person to be willing and brave to face life and life problems naturally without feeling pressured, to be able to find and find solutions to overcome them (Bassette et al., 2020; Weiss et al., 2018). Learning skills life can develop mental, independent and social abilities to face the challenges and complexities of life (Bruin, 2019; Chepkonga, 2015). Daily life activities and skills, in child education with intellectual disabilities called self-cultivation. Self-cultivation is an activity personal, but has an impact and is related to humans relationship (relationship between humans / social).

Research findings on its importance learning life skills and become the basis of this research has been done by previous researchers. Learning life skills can improve quality of life, mental health, and self-esteem (Jose et al., 2014). Life skills education is directed at transferring knowledge about life skills into everyday life (Jozefiak et al., 2019; Thompson et al., 2012). Learning about life skills is effective in terms of student achievement on performance tests (Pandiangan et al., 2017). Life skills training can increase self-esteem and dignity as well as the ability to live life (Jose et al., 2014). Life skills can increase happiness, quality of life and emotional regulation (Pocnet et al., 2017).

Implementation of self-development life skill learning for students intellectual disabilities In Inclusive Primary Schools there are still some that are not in accordance with the needs of students intellectual disabilities, generalized with regular students, strategies and methods and media vary less (Diahwati et al., 2016; Septianisa & Caninsti, 2018). The life skill learning process is not in accordance with the characteristics of each student, especially students intellectual disabilities, not all lead according to the level of potential in each child. The time spent learning self-development life skills is still lacking (Hakala et al., 2018; Hastings, 2017; Jose et al., 2014). These things lead to the development of life skills among students intellectual disability in Inclusive Primary Schools is less than optimal (Thompson et al., 2012). In this study, the students' life skills were developed intellectual disability have been upgraded with promt scaffolding.

The main task of the teacher is to support and guide students to achieve optimal learning outcomes according to student potential, including learning outcomes for self-development life skills, therefore teachers must also understand and master knowledge about the zone of proximal development (Dhamayanti & Suparno, 2015; Diahwati et al., 2016). The zone of proximal development is the distance between what individuals can achieve themselves and what they can achieve with the help or support (scaffolding) of others, the distance between the students' abilities achieved on their own and the potential of students that can develop with the help of teachers or more skilled peers, the distance between the actual level of development and the level of potential development (Pucangan et al., 2018; Sutiarso et al., 2018). Assistance or support related to these matters and is temporary in learning activities is called scaffolding. Scaffolding comes from Vigotsky's sociocultural theory which states that in the learning and development process, students need help or support from adults / other people who are more competent (Royanto, 2012; Zheng et al., 2019).

Scaffolding is assistance to individuals in the early stages of learning, further reducing this assistance and giving the opportunity to be responsible when individuals can do it independently. Scaffolding can improve student understanding and learning outcomes (Drummond et al., 2013; Rokhmat & Putrie, 2019). Scaffolding can improve learning outcomes, social interaction by involving understanding and learning needs (MacLeod & van der Veen, 2020; Winkler et al., 2020). Scaffolding can improve students' investigative skills and performance (Chang, 2017; Simons & Klein, 2007). Effective scaffolding improves individual performance. Scaffolding helps students to improve learning outcomes related to solving complex problems and improving student performance (Frank et al., 2018; Molenaar et al., 2010). Scaffolding can help individuals / children to perform the desired skill or behavior. For example, if instructions to hold clothes are given and the child does not respond, the teacher can prompt physically by moving the child's hand when giving instructions to hold clothes. Prompt is any help given to children to produce the correct response (Royanto, 2012). Prompts are divided into several types, including spoken prompts, sample prompts, physical prompts, point prompts, visual prompts, and so on.

The findings that have been described above reinforce that scaffolding is very helpful for students, including students with intellectual disabilities to achieve better and optimal learning outcomes, in this case the learning outcomes of self-development life skills. The link between the above research findings and this research is that scaffolding supports and contributes positively to the learning process because it can improve student performance, activities, and learning outcomes. Meanwhile, the results of this study also indicate a positive contribution and relationship between scaffolding and life skill learning because it can increase activity and learning outcomes related to self-development life skills. Based on the above background the purpose of this study is to prove a positive relationship between scaffolding with the results of learning life skills, developing students with intellectual disabilities..

2. METHOD

The research is a correlational study, namely research to find a relationship or correlation between a factor (variable) and other factors (variables). The variables in this study arescaffolding and self-building life skills. Scaffolding is assistance or support to a child / individual during the early stages of learning then the child takes over increasing responsibility as soon as he or she is able to do so. The variable of self-development life skill, namely the ability of students to carry out daily activities related to themselves (personal management includes taking care of themselves, helping themselves, caring for themselves). The subjects in this study were students with intellectual disabilities at the Inclusive Primary School. The performance test instrument is the assignment of wearing and removing clothes according to the correct steps related to self-development life skills. The components of the performance test instruments used in the Life Skills variable are indicators of placing clothes in the body, finding clothes holes, upper and lower clothing alert, button release and balance, and rigid foundations in wearing pants.The data analysis technique used in this research is the product moment correlation technique (Sugiono, 2015).

3. RESULT AND DISCUSSION

Result

Hypothesis testing is carried out to test or prove the relationship between the promt scaffolding variable and the life skills of students with intellectual disabilities. The data in this study were analyzed using techniques product moment correlation. The results of data analysis indicate that with a significance level of 0.01 obtained p = 0.000 <0.01 and p = 0.016 <0.05 at the 0.05 significance level. Based on this, it can be concluded that there is a significant relationship between scaffolding prompts with life skills to develop students with intellectual disabilities. In this study the correlation coefficient has a meaningful positive relationship if scaffolding prompts given precisely and intensively then life skills for self-development in students with intellectual disabilities also increasing.

Based on the results of data analysis, it can be concluded that there is a relationship between variables scaffolding prompts with variables self-building life skills. This is indicated by the value of the correlation coefficient at the significance level of 0.01, p = 0.000 <0.01 and at the significance level of 0.05, p = 0.016 <0.05. The correlation coefficient in this study is positive, which indicates that there is a positive relationship between the two research variables. This supports the proof of the proposed hypothesis that there is a relationship between scaffolding prompts with variables self-building life skills students with intellectual disabilities. A positive value on the correlation coefficient score between the two variables means that the better, more intensive, and more precise scaffolding prompts then it is increasing too self-building life skills students with intellectual disabilities. In this study, the results showed that scaffolding

prompts have a relationship with self-building life skills. That students can improve the quality of written holistically after being given email modeling and scaffolding (Wang et al., 2016). During the new learning process scaffolding had a concrete effect on students with disabilities, the scaffolding that was given increased student literacy (Brownfield & Wilkinson, 2018). This is meaningful Scaffolding, including promt scaffolding, is important in the learning process of self-development life skills because it has a positive impact on increasing the life skills of students with intellectual disabilities.

Discussion

The findings of this study show its importance in scaffolding prompts because it has a positive impact on the improvement of self-building life skills of students. Theoretically and empirically, the findings of this study are relevant to previous research that discusses the importance of scaffolding in improving student learning outcomes and performance, including learning outcomes and performance related to life skills. In previous findings, it was found that scaffolding has a positive effect on learning engagement and student learning outcomes (Kim & Oh, 2018; Moè et al., 2018; Tabitha, 2019). Then said that scaffolding can optimize students' abilities in completing learning tasks (Belland et al., 2013; Pucangan et al., 2018). Scaffolding is useful for stimulating language and improving student learning outcomes (Sutiarso et al., 2018; Van Driel et al., 2018). Scaffolding provide opportunities for students to internalize knowledge and carry out tasks, scaffolding can reduce cognitive load when students learn independently (Frank et al., 2018). Scaffolding can improve student inquiry and performance. Scaffolding keeps students from feeling like failures.

Scaffolding helps reduce student failures in cognitive development, self-fortune, and self-esteem. Scaffolding enhances scientific understanding, contribute to guidance when conducting performance and investigations (Royanto, 2012; Van Uum et al., 2017). Scaffolding improves students' skills and performance in carrying out tasks. Scaffolding is effective for optimizing teacher-student interaction and improving student learning outcomes (Molenaar et al., 2010; Zheng et al., 2019). The explanation above shows that scafollding is important in learning because it has a positive impact on improving student learning outcomes, including mentally retarded students. The findings or the results of this study also show that scaffolding is very necessary in learning life skills and has a positive relationship with self-development life skills because with scaffolding the learning outcomes of students with intellectual disabilities related to self-development life skills become better or increase.

In addition to some of the research findings above, several previous studies have also shown that scaffolding, including prompt, is related to improving student learning outcomes, including students with intellectual disabilities, including scaffolding can improve student abilities and help students complete tasks in learning (Belland et al., 2017). Scaffolding is needed to support learning in solving various types of problem. Scaffolding improves procedural skills and student performance (Lin et al., 2012; Royanto, 2012). Scaffolding is an effective way to help students overcome reluctance in learning to develop thinking skills so that learning outcomes increase (Weinstein & Preiss, 2017). Scaffolding can improve experience and learning outcomes as well as group work results (Basuni, 2012; Gheith & Aljaberi, 2018; Lange et al., 2016). Scaffolding is effective for increasing teacher-student interaction and student learning outcomes (Lange et al., 2016). Scaffolding has a positive impact on the abilities and academic achievement of the students involved (Kim & Oh, 2018). The findings of these studies conclude that scaling is related to improving student learning outcomes, likewise, the results of this study indicate that scaling is also related to student learning outcomes, it can improve student performance and learning outcomes including the life skills of students with intellectual disabilities.

The results of previous research emphasize that scaffolding is carried out by giving assignments to support students' life skills in learning which are useful for supporting their cognitive material load (Frank et al., 2018). Whereas in this research, the student's life skills indicators were given a practical assessment, namely giving the task of wearing and removing clothes according to the correct steps related to self-development life skills. So that the special indicators in student life skills here focus more on the practice of developing student skills. Based on the analysis of several previous studies, the novelty of this study lies in the indicator of life satisfaction which is focused on practice, namely giving the task of wearing and removing clothes according to the correct steps by students. And the results showed that there was a significant influence between scaffolding and building life skills in students.

4. CONCLUSION

There is a significant relationship between promt scaffolding and self-building life skills of mentally retarded students during learning. There is a positive relationship between the two variables which means that the more intensive the promt scaffolding method given by the teacher to the mentally retarded students, the more their life skills will increase. The limitations of this research only cover

students with mental retardation in the scope of inclusive primary schools, so that more extensive further research is needed.

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