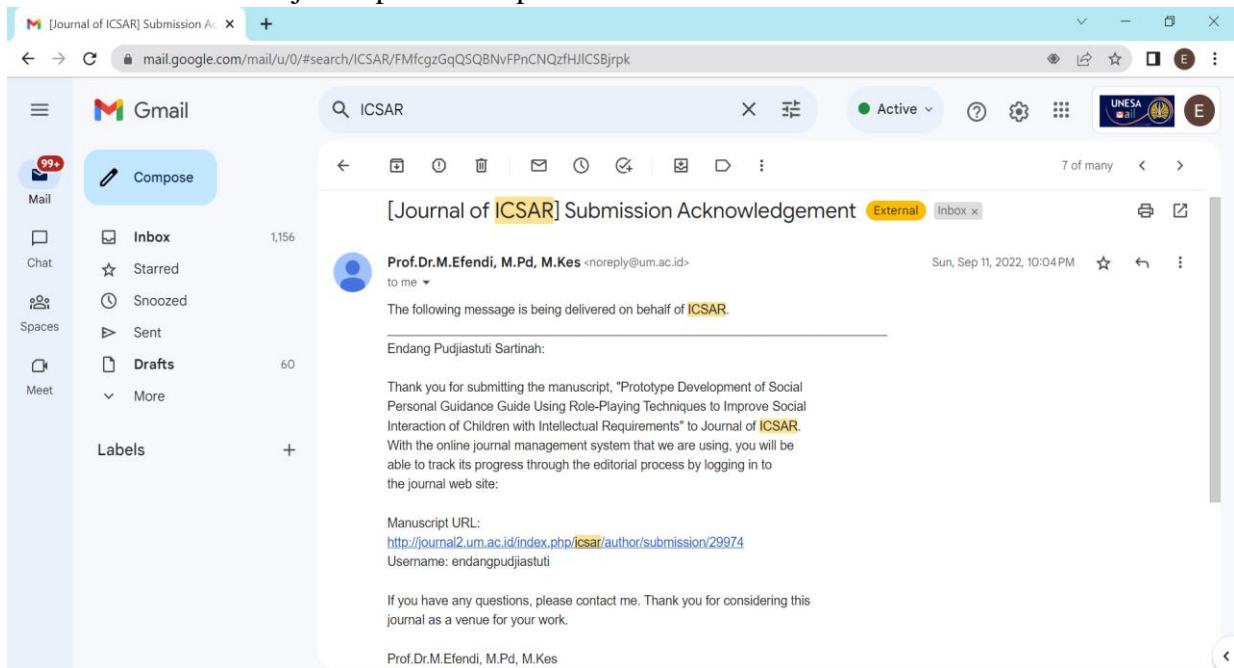


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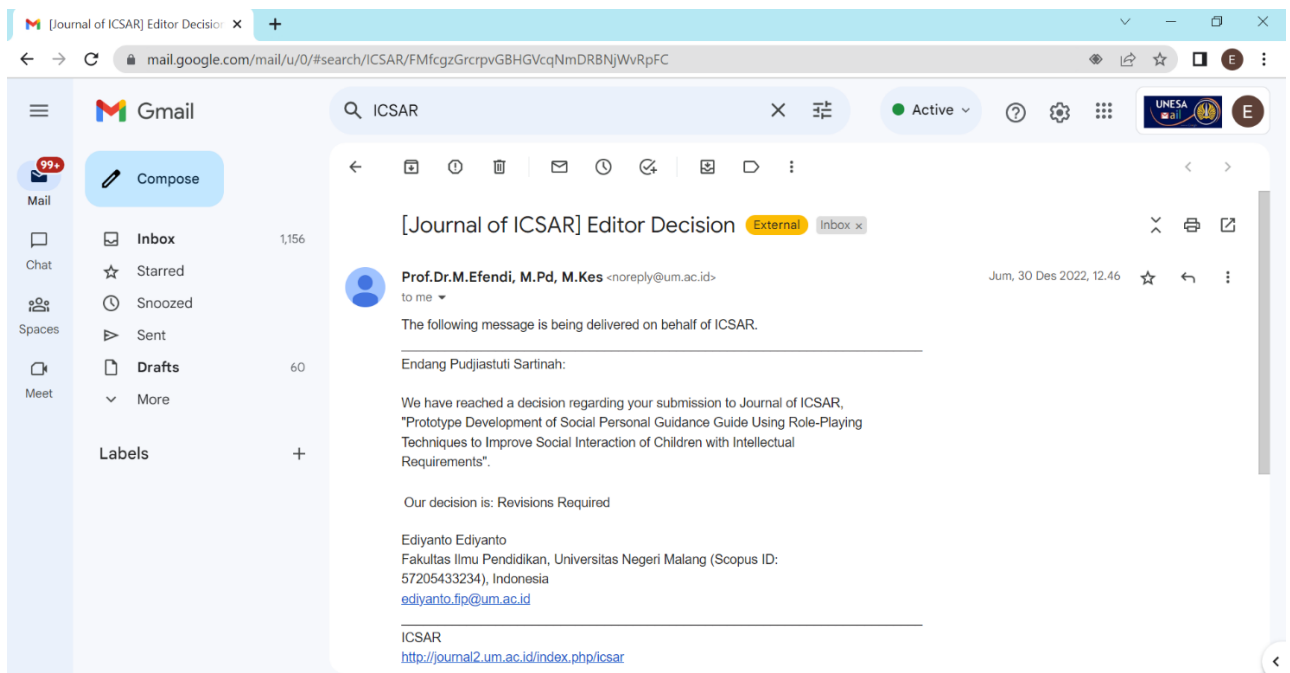
Prototype Development of Social Personal Guidance Guide using Role-Playing Techniques to Improve Social Interaction of Children with Intellectual Requirements

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2 **Prototype Development of Social Personal Guidance Guide using Role-**
3 **Playing Techniques to Improve Social Interaction of Children with**
4 **Intellectual Requirements**

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13 **Abstract:** This manual aims to make it easier for teachers to deal with the problems of
14 mentally disabled children in terms of social interaction. The development of the teacher's
15 manual uses the 4-D model of Thiagarajan, S, Semmel, D, S & Semmel MI (1974) which
16 has been modified with the following stages: define, design, and develop. Data collection
17 techniques are used in assessment instruments to obtain validation data, observations to
18 obtain data on children's abilities during learning activities, and teacher responses to the
19 personal social tutoring teacher manual with role-playing techniques. Data analysis used
20 quantitative description. The results showed that using the teacher's manual in personal
21 social guidance with role-playing techniques increased the social interaction of mentally
22 disabled children. After giving ten times treatments to mentally disabled children, the social
23 interaction of mentally disabled children increased. Mentally disabled children were able to
24 interact with their friends step by step. Step independently. This can be seen from the
25 results of the practical value of the teacher's manual is 2.7, and the value of the
26 effectiveness of the teacher's manual is 3.0. So we can conclude that using the teacher's
27 manual in personal social guidance with role-playing techniques to increase the social
28 interaction of mentally disabled children in inclusive elementary schools is feasible.
29

30 **Keywords:** Social Personal Guidance, Role Playing-Techniques, Social Interaction for
31 Children with Intellectual Requirements
32

33 **INTRODUCTION**

34 The learning process that occurs in inclusive schools between students and teachers should be
35 able to carry out smooth social interactions. But not all students can carry out social
36 interactions, especially children with special needs. Children with special needs in question are
37 mentally disabled children. Beirne-Smith, M., Patton, J. R., & Kim (2006) states that mentally
38 disabled children are children who experience intellectual disorders, whereas academic
39 conditions are below the average of a normal child.

40 The classification of mentally disabled children is carried out in very varied or various
41 ways based on multiple disciplines and multiple changes in the paradigm of the existence of
42 mentally disabled children. According to Bremer, C. D. and Smith, J. (2004), the classification
43 of mentally retarded children aims to facilitate the provision of services to mentally retarded
44 children according to the abilities of each child with mental retardation. The classification of
45 mentally retarded children is mild mental retardation, moderate mental retardation, and severe
46 mental retardation. The explanation is as follows: 1) Mild intellectual disability (50-70),
47 namely mentally disabled children who are classified as mild, can be educated like normal
48 children, they can be independent, learn various skills and life skills, and can learn several
49 light theories. And valuable for everyday life. 2) moderate intellectual disability (30-50),
50 namely mentally disabled children belonging to the moderate classification, are children who
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57 can still be trained independently and fulfill and carry out their own needs. 3) Children with
58 severe mental retardation (IQ < 30) are mentally retarded children classified as severe and
59 have an intelligence level below 30. With this level of intelligence, children commonly called
60 idiots are challenging to train, let alone be educated to learn various academic theories. They
61 need special care and sincerity from their families—fish, J (1985).

62 So in overcoming the problems of mentally disabled children, a guidance technique is
63 needed, namely the role-playing technique. Wicaksono (2016) states that the role-playing
64 method has two kinds of meaning. First, role-playing is a theatrical activity. This means that
65 some players and characters play a specific role, the role is under the characters that have been
66 written in the scenario, and the purpose of playing this role is to provide entertainment to
67 others. Second, role-playing is a sociological activity in which the patterns of behavior shown
68 by a person are determined by social norms that live in society.

69 Based on the results of observations on December 13, 2021, at SDN Gunung Anyar 273
70 Surabaya, several mentally disabled children have problems with social interaction; this can be
71 seen in the behavior of children who like to be alone and never socialize with their friends
72 when learning in class and during breaks. The social stories can reduce negative behaviors in
73 autistic teenager in a secondary school (Sha'arani & Tahar, 2017). The results of interviews
74 with several regular teachers at schools found that mentally disabled children tend to withdraw
75 from their friends due to parents' lack of self-awareness about the importance of socializing for
76 mentally disabled children. In addition, based on the results of interviews with the Special
77 Assistance Teacher (GPK) at the school, it was found that the children had been invited to
78 play with their friends. Still, due to the high egocentricity of the children, their friends chose to
79 withdraw and avoid mentally disabled children at the school.

80 In connection with these problems, it is necessary to provide assistance or instructions
81 for schools to offer guidance services that can train mentally disabled children to socialize and
82 developmentally disabled children's academics. One of the strategies that can suggest helping
83 build the social interactions of mentally disabled children is the provision of guidance services
84 tailored to the needs and characteristics of mentally disabled children. A personal social
85 guidance guide is needed to assist teachers in providing guidance services for spiritual
86 children, which is printed in a guidebook. Based on these problems, researchers have high
87 hopes for schools, especially teachers, to have guidelines in developing social interaction for
88 mentally disabled children. The guide is a reference as a learning resource to increase
89 efficiency and effectiveness in schools to achieve goals optimally.

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91 **METHOD**

92 This study uses a quantitative approach with the type of Research and Development (R&D)
93 development research. This study aims to produce a product: developing a teacher's guidebook
94 in personal social guidance to develop social independence for mentally disabled children.
95 According to Sugiyono (2014), research and development methods are research methods used
96 to produce specific products and test the feasibility of these products. The development model
97 used in this research is Thiagarajan, S, Semmel, D, S & Semmel M.I. (1974), namely the 4-D
98 model, which is explicitly used to develop learning tools in this research is to develop a guide
99 that is specifically for teachers.

100 The stages used in the 4-D development model are defined, designed, developed, and
101 disseminate. In the research, the 4D model was modified and only carried out three stages of
102 development, namely 1. Definition Stage, 2. Design Stage, 3. Development Stage. The define
103 stage is the stage to define and define the learning requirements. This defined stage includes
104 five main steps, namely front-end analysis, student analysis (learner analysis), task analysis
105 (task analysis), concept analysis, and formulation of learning objectives (specifying
106 instructional purposes). The design stage aims to design a personal social guidance guide to

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110 develop social independence for mentally disabled children. The development stage is to
111 produce a final draft, namely a prototype of a social, personal guidance guide for developing
112 social independence for autistic children. The test subject in the research on developing
113 teacher guides in personal social guidance with role-playing techniques for mentally disabled
114 children is a special assistant teacher (GPK). The study was conducted at SDN Gunung Anyar
115 273 Surabaya.

116

117 **RESULT AND DISCUSSION**

118 **Result(S)**

119 The Process of Developing a Teacher's Guidebook in Personal Social Guidance Using Role-
120 Playing Techniques to Improve Social Interaction of Children with Mental Retardation. 1.
121 Expert Validation The experts involved in providing assessments or validating teacher
122 guidebooks in personal social guidance using role-playing techniques to improve social
123 interaction for mentally disabled children consist of two experts, namely Guidance and
124 Counseling experts and PLB experts, especially mentally disabled experts. 2. Field Trial
125 Observations showed that providing personal social guidance using role-playing techniques to
126 increase the social interaction of mentally disabled children gradually can increase student
127 activity in terms of asking friends, greeting friends, inviting friends to play together, and
128 Saying hello when you meet friends. 3. Teacher's Ability to Provide Personal Social Guidance
129 by Using Role-Playing Techniques.

130 The success of teachers in providing personal social guidance by using role-playing
131 techniques to increase social interaction of mentally disabled children because of the
132 availability of teacher manuals; personal social guidance teacher guides can make it easier for
133 teachers to provide personal social guidance whose steps have been facilitated by researchers
134 and using media which mentally disabled children favor to make it easier for teachers to
135 provide social, personal guidance with role-playing techniques. 1. Student Response Students
136 are enthusiastic about implementing social, personal guidance using role-playing techniques.
137 This means that the provision of personal social guidance with role-playing techniques can
138 increase the enthusiasm of mentally disabled children to have the desire to interact with their
139 friends. This agrees with Purwati (2003, p.26-27), explaining that in the aspect of personal-
140 social development, guidance services help students (1) have self-understanding; (2) develop
141 positive abilities; (3) make healthy choices of activities; (4) able to respect other people; (5)
142 have a sense of responsibility; (6) develop interpersonal relationship skills; (6) can solve the
143 problem; (7) and can make good decisions.

144

145 **Discussion(s)**

146 Results of the Development of a Teacher's Guide to Personal Social Guidance Using Role-
147 Playing Techniques to Improve Social Interaction of Children with Mental Retardation. The
148 quality of the teacher's guidebook in personal social guidance with role-playing techniques to
149 improve the social interaction of mentally disabled children is the quality of development
150 expressed by Nieveen. Nieveen (1999) states that three aspects need to be considered in
151 assessing the quality of a product from development research; these aspects are validity,
152 practicality, and effectiveness. Validity is seen from content and constructs validity. Content
153 validation is seen from how the product conforms to the social interaction aspects of mentally
154 disabled children. In contrast, form validation is seen from the accuracy of the use of theories
155 used as a guide in the formulation or preparation of the product. Practicality can be seen in
156 whether the teacher can apply the effect to autistic children.

157 Effectiveness is seen based on whether or not the product can increase children's social
158 interaction, namely: 1. The validity of the Teacher's Guidebook in Personal Social Guidance
159 with Role Playing Techniques to Improve Social Interaction of Children with Mental

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163 Retardation. Based on the results of data analysis from the development of teacher manuals in
164 personal social guidance with role-playing techniques to improve social interaction of
165 mentally disabled children in inclusive elementary schools, the results of this product that has
166 been developed have passed several revisions from experts, namely counseling guidance
167 material experts (BK), notable education material experts (PLB), and expert practitioners,
168 namely teachers and have been declared eligibility in terms of validity by experts. 2.
169 Practicality of Teacher's Guide Books in Personal Social Guidance with Role Playing
170 Techniques to Improve Social Interaction of Children with Intellectual Requirements The
171 acquisition of a teacher's guidebook in personal social guidance using role-playing techniques
172 to improve the social interaction of mentally disabled children is caused by several factors.
173 These factors are: First, the guide has been developed following the practical aspects that have
174 been disclosed by Nieveen (1999). Second, the focus is prepared according to the teacher's
175 needs in dealing with children's social interactions. Third, the development of teacher guides is
176 equipped with support, namely manuals, so that teachers can use the guidebook well. Fourth,
177 the product of the focus is interactive. Fifth, the teacher's book guide in personal social
178 guidance using role-playing techniques is prepared by taking into account the needs and
179 characteristics of children.

180 Meanwhile, the obstacles or obstacles faced during the implementation of the social,
181 personal guidance guide with the role-playing technique for mentally disabled children at SDN
182 Gununganyar 273 were when the mood of the mentally disabled child experienced instability
183 so that the teacher needed an additional prompt so that the child would take part in personal
184 social guidance activities. 3. The Effectiveness of Teacher's Guidebooks in Personal Social
185 Guidance with Role Playing Techniques to Improve Social Interaction of Children with
186 Mental Retardation Through a small-scale (limited) trial conducted at SDN Gunung Anyar
187 273, Surabaya with a subject of six mentally retarded children, is known the results of the data
188 analysis of the effectiveness of the guidebook obtained an average of 3.0. Based on the criteria
189 previously determined, the social, personal guidance guide with role-playing techniques to
190 increase social interaction of mentally disabled children in elementary school is declared
191 effective in increasing social interaction of mentally disabled children. From the results of
192 small-scale trials, it can be said that there is a significant influence from the use of guides; this
193 means that giving stimulus to mentally disabled children in terms of social interaction
194 gradually can increase the social interactions of mentally disabled children to be able to
195 interact with their friends without help from other people. Other than the experiences they
196 have gone through. Based on the discussion, many challenges faced by special education
197 teachers to improve the ability and services to disabled student (Kartini & Aprilia, 2022).

198

199 **CONCLUSION**

200 The 4D development model resulted in developing a prototype teacher guide in personal social
201 guidance with role-playing techniques to improve the social interaction of mentally disabled
202 children in Inclusive Elementary Schools with good, practical, and adequate quality. The
203 components of the development of the resulting prototype guide consist of: a. Preface, b.
204 Introduction, c. The steps for implementing a prototype development guide for personal
205 guidance. 2. Feasibility and development of the resulting guide prototype can be described as
206 follows: a. From the data analysis, we can see that the validity is 3.0 out of a maximum value
207 of 4; this means that the development of the resulting guide prototype meets the validity
208 criteria. b. From the data analysis, we can obtain that the practicality value is 2.7 from the
209 maximum value of 4; this means that the development of the guide prototype meets the
210 practicality criteria. c. From the data analysis, we can obtain that the effectiveness value is 3.0
211 from the maximum value of 4; this means that the development of the prototype guide meets
212 the effectiveness criteria. Thus, we can conclude that developing a prototype teacher guide in

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216 personal social guidance with role-playing techniques in increasing the social interaction of
217 mentally disabled children in Inclusive Elementary schools is feasible.

218

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