

## Self-Development Program Wearing Children's Pants with Intellectual Barriers

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**Abstract:** Self-development using early intervention programs with material wearing shorts. The goal is that children are able to wear shorts independently without the help of others. This study used mixed methods by combining quantitative and qualitative to see the ability of children to wear shorts, The sample of this study was children with intellectual barriers at an early age (under 6 years). Data collection techniques use observation, interviews and documentation. The results of the child's research obtained a significant score, where in treatment 1 the score of children wearing pants was 42.3%, in treatment 2 they got a score of 53.8%, treatment 3 with a score of 65.3%, treatment 4 with an 80.7% score and treatment 5 with an 84.6% score. The results of this study showed an increase in the development of self-development wearing children's pants with intellectual barriers.

**Keywords:** self-development, Wearing Pants, Children with Intellectual Barriers

### INTRODUCTION

Children with special needs can be interpreted as children who have limitations or differences with normal children in general both in terms of physical, mental, social behavior, and also academic (Niratama et al., 2023; Maulidia et al., 2018; Jamaris, 2019). In this case, Daryanto & Farid (2015: 198-199) categorize the scope of the concept of children with special needs into two groups, namely children with special needs who are temporary (temporary) and children with special needs who are permanent 2 (permanent). Children with special needs have several specialties, one of which is children with intellectual disabilities or children with intellectual barriers.

Children with intellectual barriers are children who have intellectual barriers with a level of intelligence (IQ) below children in general. Because children experience intellectual barriers, it is not uncommon for children with intellectual disabilities to have problems with delays in their independence. Therefore, there is a need for services that can help children with intellectual disabilities to develop self-development independence as a provision in living their future lives.

Self-development is one of the specialty programs that includes a series of training and coaching activities for individuals who need special services in a planned and systematic manner (Rochjadi, 2014: 4). The purpose of self-development is to create independence and a sense of responsibility for children with intellectual barriers or intellectual disabilities. Self-development training is given as early as possible, the aim is to help children improve their independence. Because as it is known that children under the age of 6 years are the golden age where at that age the child's grasp is faster to understand something, therefore the teaching done at that age will be better. The self-development of children with intellectual barriers according to the Ministry of Education and Culture in the teacher book of the Special Development Program includes several aspects including: self-care skills such as wearing pants, health and safety maintenance skills, communication skills, social skills, work skills and leisure skills.

Ravanis (2022) showed that early intervention can be interpreted that handling or intervention actions are carried out at the early development stage of children, namely

children at an early age where children are at the age of 0-6 years, toddlers, or pre-school age. The reason for early intervention in children with special needs is to improve child development, provide support and assistance to families, and maximize the benefits of children and families to the community. With early intervention in children with needs, it is expected to reduce the effects of obstacles experienced because they are corrective or preventive and improve obstacles encountered in existing development, as well as prevent the occurrence of other impacts caused by these obstacles. And the most important role of early intervention is the family. Because the family is a child's first education before entering school.

The family is a household that has marital relations, blood relations or provides the implementation of fundamental instrumental functions or expressive functions for its members who are in a network (Hill, 1998 in Lestari, 2006). Family is the best companion because families have more time with children, which means getting to know about everything children like and children's difficulties. Therefore, the role of the family in providing children's intervention in developing self-development skills such as wearing shorts is very important, because wearing pants is included in the aspect of self-care and is the basis for the independence of children with intellectual disabilities and the role of Parents in self-development teaching are more effective in children's success.

## **METHOD**

The method used in this study is mixed method. According to Creswell (2010) that the mixed methods research approach is research that combines qualitative and quantitative data collection. Research conducted using concurrent mixed methods or research strategies that combine qualitative methods and quantitative methods at one time. The qualitative data of this study is in the form of children's ability to wear shorts based on the results of interviews and quantitative data collection of this study in the form of children's ability test results. The sample used was a 6-year-old child with intellectual disabilities who had not been able to take good care of himself.

The data collection technique used in this study is by observation and parent interviews about parenting patterns for children, how to overcome problems in the family and what support parents have done for the development and needs of their children. In addition, researchers conducted observations and interviews regarding the stages of parental acceptance of children's conditions to see parents' mental readiness in teaching children.

According to Esterberg in Sugiyono (2015) an interview is a meeting conducted by two people to exchange information or an idea by way of questions and answers, so that it can be condensed into a conclusion or meaning in a particular topic. In addition to observation and interviews, documentation is also a technique for collecting data from this study as evidence of the implementation carried out by parents.

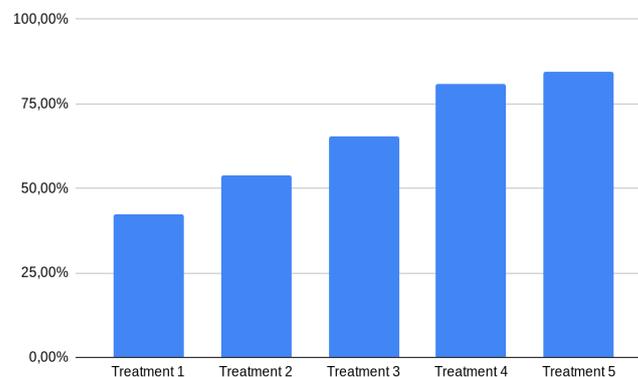
## **RESULT AND DISCUSSION**

### **Result**

The implementation of the intervention program is carried out several times with parents as practice at home. The procedure for implementing early intervention is for the assessor to identify and assess first which then obtains a profile of the child regarding his abilities, obstacles and needs. After obtaining the child's profile, the assessor and parents discuss the child's condition and needs so as to get aspects of wearing shorts with zippers and buttons as an intervention program plan. Then together with parents, the assessor explained about the program of wearing shorts and practicing directly in front of parents, so that parents can understand the steps of teaching shorts to children and can practice

independently at home. Furthermore, parents teach how to wear shorts at home to children who are monitored by assessors either face-to-face or online. After that, parents allow children to wear pants independently, the goal is that the child's self-development ability increases. This is supported by Swartz & Hendricks (2000), by building children's self-competence, letting children do their own will increase children's self-esteem so that they can further train children's self-control.

Based on the results of the early intervention development program wearing shorts, the following results were obtained:



**Figure 1.** Early Intervention Results

Treatment 1 was carried out on December 2, 2022 and the child received a score of 42.3% with several aspects that were not yet able such as recognizing the shape of shorts and their functions, inserting their feet into the holes of the right and left pants, while the aspect of raising the zipper and buttoning the child's pants was still in the stage of being able to with assistance. The aspect shows the button part of the pants, puts the pants on the floor and raises the pants up to the hips. The child is still in the stage of needing the help of others, while showing the parts of the pants such as the front, back, pockets and zippers the child is able to.

Treatment 2 was carried out on December 5, 2022 with a score of 53.8% in this treatment, there are several aspects that have improved, such as recognizing the shape of pants and their functions, which initially children have not been able to become capable children with physical and verbal assistance, but for aspects of buttoning children's pants are still unable and several other aspects such as putting pants on the floor and showing parts of pants, the results obtained are still the same as treatment previously.

On Wednesday, December 7, 2022, treatment 3 was carried out with a score of 65.3%. There are aspects that have improved in this treatment, namely showing the buttons of the pants, but other aspects have not improved or are still the same as the previous treatment. Similar to treatment 4 on December 8, 2022, some aspects are still the same results as the previous treatment, but there are some aspects that have improved, namely raising the zipper up and raising the pants up to the hips, so that it gets a score of 80.7%.

Treatment 5 children experienced an improvement in the aspect of buttoning pants from children who have not been able to become able with help and aspects of showing parts of pants, putting pants on the floor, inserting legs according to trouser holes, raising pants up, and raising the zipper of children able to independently so that they get a score of 84.6% even though in the aspect of mentioning the function of children's pants is still with help.

On the implications of early intervention, parents give examples that are seen directly by children gradually, starting from the introduction of shorts followed by children, after which children are asked to answer the pants as designated by parents, to practice how to wear pants gradually and followed by children repeatedly. This teaching method aims to facilitate children's understanding in strengthening how to wear shorts by demonstration. In line with the opinion of Muhibbin Shah (2000: 22), the demonstration method is one of the learning methods by demonstrating a way or process, goods, events and rules directly or using learning media from the material presented.

## **Discussion**

Self-development learning for children with intellectual barriers is preferred, if taking care of themselves for people is generally an easy thing but for children with intellectual barriers these activities include difficult things such as wearing pants independently. With these obstacles, early treatment is needed to increase the success rate of self-development of children with intellectual barriers. Early treatment will not work if the child's family does not contribute to self-development learning. In line with the opinion of Guralnick (2007), early intervention consists of several systems, including education and family support, all of which are designed to reduce problems in children.

Family-based early intervention emphasizes child services by parents/families of children in collaboration with experts, as it is known that children aged 0-6 years spend more time at home than school, therefore all early intervention processes are taught at home with parents as trainers and observers. In agreement with Smeets wt al. (2007) that family-based early intervention prioritizes parents as care for children with special needs. With the participation of parents who work together with experts can help to plan children's future programs and solve children's problems (Heward, 1979).

Based on the results of the implementation of early intervention, it shows better results in self-development wearing pants. This is because there are stages that must be carried out before treatment so that the implementation of interventions is more directed and structured according to children's needs such as assessment, profiling, program design to evaluation / assessment. In addition, interaction between family members is also an influence on the success of self-development skills wearing pants in children with intellectual barriers. According to Kulis (2006); Burkhardt et al. (2023); Smith et al. (2004) Early intervention is effective for cultivating and strengthening children's skills as well as family interaction.

## **CONCLUSION**

As is known, children with intellectual disabilities certainly have problems and the most frequent problem is about children's independence. Providing intervention to the mentally impaired self-development is important to do, because the earlier or earlier the intervention is given, the higher the success that will be obtained. As for the implementation of early intervention, there are several stages, namely; (1) determine the timeline of activities, (2) observation and interviews for case search, (3) identification, (4) assessment to parents and children, (5) profile, (6) preparation of intervention programs according to assessment results, (7) implementation of parental intervention and child intervention, (8) results of intervention.

In addition to the procedures that must be appropriate, the role of parents in this implementation also affects because the more diligent and tenacious parents are, the better the results obtained.

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