



LIFE SKILL EDUCATIONAL MANAGEMENT MODEL FOR THE SOCIAL SKILLS OF CHILDREN WITH SPECIAL NEEDS

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ABSTRACT	Keywords
Teaching life skills to children with special needs is not as easy as normal children. The aim of this research is to determine the influence of the life skills model on the social closeness of children with special needs. The population was 37 students with a sample of 20 treatment groups and 17 control groups. This research used female respondents as SLBS PGRI Dlanggu Mojokerto students. The research instrument for the independent variable is to use activity event units (SAK) as a guide in carrying out interventions. Children's Social Ability Variables The research instrument for variables is using a questionnaire. This research is a type of quantitative research with a research design using a quasi-experiment with a pre-test post-test control group approach. using the Wilcoxon range test statistical test. The research result is $p < 0.000$, meaning it is smaller than $\alpha 0.05$, H_0 is rejected, meaning there is a difference between the treatment group and the control group. The life skills model has a big influence on the socialization of children with special needs. The Life Skills model with intense assistance from teachers will influence good habits in students and influence socialization with school friends and the environment.	<i>Children with special needs, Life skills, SLBS</i>

INTRODUCTION

Every child has a different cultural and developmental background, and therefore it is possible that each child will have special needs and different learning obstacles so that every child actually needs educational services that are tailored to their individual learning obstacles and needs. each child A child with special needs can be defined as a child who requires education that is tailored to the learning obstacles and needs of each child individually. The scope of the concept of children with special needs can be categorized into two large groups, namely children with

special needs who are temporary and children with special needs who are permanent. Children with temporary special needs are children who experience learning obstacles and developmental obstacles caused by external factors. For example, a child who experiences emotional disturbances due to trauma resulting from being raped means that this child cannot learn. Such traumatic experiences are temporary, but if the child does not receive appropriate intervention, they may become permanent (Prihatin et al., 2019). Children like this need special needs education services, namely education tailored to the obstacles they experience,

but these children do not need to be served in special schools. Children with permanent special needs are children who experience learning obstacles and developmental obstacles that are internal and are a direct result of the condition of disability, such as children who have lost the function of vision, and hearing, impaired development of intelligence and cognition, impaired movement (motor), impaired interaction-communication, emotional, social and behavioral disorders (American Journal of Sociology, 2019).

In other words, children with permanent special needs are the same as children with disabilities. Just like normal children in general, children with special needs also need to have skills to survive. Ananda, who is currently still being helped by his father or mother to put on clothes, make sandwiches with jam, or tie his shoelaces, will be an adult human being who should be independent in ten years. It feels like there is still a lot of time to teach until procrastination behavior arises, as well as the parent's love for their child, making parents reluctant to make children have difficulty learning things that mom and dad can still help with. Life skills are things that parents must teach their children. Children without special needs find it easier to teach life skills. In some basic skills, they only need to imitate what the adults around them usually do. Although teaching life skills to children with special needs is not as easy as normal children in general because they do not have enough opportunities due to their various conditions, this does not mean that this cannot be done. Some children with special needs have other advantages that help them quickly absorb and learn new things. We as parents play a role in accompanying the learning process because children need support from those closest to them (Winarsih et al., 2013).

Teaching life skills can start with the things that are most realistic and possible for you to do, for example, basic self-help

skills, such as eating, drinking, dressing, bathing, toilet training, and brushing your teeth. Once you can master the basic skills. To develop higher level and complex skills such as making the bed, tidying up toys, watering the plants, sweeping the floor, and washing the dishes after eating. For the next stage, the father and mother also teach as much as possible skills that can make children independent individuals in social life in the future. For example, entrepreneurial skills, solving problems, social skills, teamwork, and others (Rohmanasari et al., 2019). Teaching life skills needs to get used to and become a daily routine so that you can get used to it with help and support from all family members at home as well as those closest to you. Don't forget, father, mother and the people around you need to support you by giving appreciation to your child if he succeeds in applying life skills correctly and most importantly consistently.

According to preliminary data at SLBS PGRI Dlanggu, Mojokerto Regency, the implementation of life skills is implemented in collaboration with Dlanggu Vocational School, Mojokerto Regency, implementation still follows the vocational school activities and there is no model for applying life skills to children with special needs. There has never been an evaluation of children's social development

The next hope for children with special needs by implementing these life skills is that the child can socialize with their peers so that even though the child is physically disabled, the child is able to socialize with friends and their environment. Social abilities are activities in relationships with other people, whether with peers, teachers, parents, or siblings. In relationships with other people, very meaningful events occur in his life that shape his personality, which helps his development into the human being he should be. Since childhood, children have learned how to behave socially in accordance with the expectations of the people closest to

them, namely their mother, father, siblings, and other family members. What children have learned from their family environment greatly influences their social abilities. The hypothesis of this research is that there is a relationship between the life skills model and the social development of children with special needs

METHOD

This research is a type of quantitative research with a research design using a quasi-experiment with a pre-test and post-test control group approach. A parallel design is used to compare two independent groups (group comparison), namely the control group and the intervention group. In this study, there were two groups of respondents, namely the control and intervention groups (Isnawan et al., 2020). In this study, the population was 37 students of SLBS PGRI Dlanggu Mojokerto, East Java. The samples were students and students of SLBS PGRI Dlanggu Mojokerto, East Java who met the inclusion and exclusion criteria. The control group was 17 people, the treatment group was 20 people. Using purposive sampling. The sample criteria in this study were, Willing to be researched, Not sick, and not having extracurricular activities. Data Collection Tools for Life Skills Education Management Model Variables. The research instrument for the independent variable is to use activity event units (SAK) as a guide in carrying out interventions. Children's Social Ability Variables The research instrument for variables is using a questionnaire. A questionnaire is a number of written questions used to obtain information from respondents in the sense of reports about things they know (Arikunto 2013). The questionnaire used to measure the dependent variable in this research is social skills which was developed by Panji Nugraha Ridiandyah, 2016. This research obtained two pieces of data. The first data is the pre-test and post-test

results data from the intervention group (the group that was given action) and the second data is the pre-test and post-test result data from the control group (the group that was not given action). Each of the data above will be measured using the Wilcoxon range test, namely a statistical test comparing two paired samples with ordinal scale variables using a significance level of $p < 0.05$. If the results of the research

analysis show a p-value < 0.05 . Then the Mann-Whitney U Test was carried out

	characteristics	Frequency/Percentage (%)
Age	13-16 Years	10 / 50 %
	17-19 Years	10 / 50%
class	Secondary school	10 / 50%
	Hight Schoel	10 / 50%
Sex	Female	8 / 40%
	Male	12/ 60%
	Total	20 / 100%

again, namely a statistical test comparing two independent samples using a significance level of $p < 0.05$. This statistical test is used to determine the comparison of the delta results of the knowledge, attitudes, and actions of students in the intervention group and the control group. If the results of the research analysis show an α value < 0.05 then the research hypothesis is accepted, which means there is a difference between the groups that received treatment and those that did not receive treatment.

ETHICAL CLEARANCE

Before this research was carried out, an ethical test was first carried out at the "MALUKU HUSADA" HIGH SCHOOL OF HEALTH SCIENCES with No. RK. 079/KEPK/STIK/VI/2023

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RESULT

General data

Table 1 Characteristics of respondents in the treatment group

Tabel 2 Characteristics of control group respondents

Tabel 3 Characteristics of respondents based on type of physical deficiency

No	Charateristics	Treatment group	Control group
1	Deaf	8	6
2	Mentally disabled	8	6
3	Physically disabled	4	5
	Total	20	17

Fokus Data

Table 4 Implementation of the life skills model in children in the treatment group and control group

No	Group	Good	enough	Less	Total
1	Treatment Group	20			20
2	Control Group	3	7	4	17

Table 5 Implementation of the social skill in children in the treatment group and control group

No	Group	Good	enough	Less	Total
1	Treatment Group	15	5		0
2	Control Group	2	10	5	17

Tabel 6 Cross tabulation of life skills with the social skills of children in the treatment group and control group

Independent Samples Test			
	Levene's Test for Equality of Variances		T-test for Equality of Means
	F	Sig.	t
Equal variances assumed	60.617	.000	-6.488
kelompok perl kelompok kontrol Equal variances not assumed			-5.164

As we know, life skills learning programs teach children how to use the abilities they have to face the life problems they have now or in the future. From this, it can be seen that life skills are aimed at the long term and can be applied anytime and anywhere. This program is usually found in schools or special institutions to develop children's abilities in dealing with problems in life. The implementation of this program is

	characteristics	Frequency/Percentage (%)
Age	13-16 years	4 / 23,5%
	17-19 years	13/ 26,5%
Class	Secondary schoel	4 / 23,5%
	Hight Schoel	13/ 26,5%
Sex	Female	7 / 41,2%
	Male	10/ 58,8%
	Total	17/100%

not only in regular schools or special schools. The implementation of this program is also implemented at SLBS PGRI Dlanggu. The results of interviews conducted by researchers with one of the teachers at SLBS PGRI Dlanggu, namely Mrs. Endah, life skills activities at the school are carried out once a month and are scheduled in a semester or semester program. Life skills activities are carried out both inside school and outside school. Life skills activities carried out outside of school usually take the form of school visits or school visits to places such as factories, markets, and mangrove forests. Meanwhile, life skills activities at school take the form of skills development or practicums which are

held every Friday. Various kinds of life skills activities at SLBS PGRI Dlanggu mean that these activities are carried out for 1 full day from morning to evening. At this school, there are teachers in the field of life skills. Life skills teachers are tasked with helping children with special needs in life skills activities.

There are 4 duties of a life skills teacher, namely being in class if needed for certain assistance, taking questions from the class teacher, accompanying the class teacher, and/or the life skills teacher who takes over all classes. Discussion The life skills learning system at SLBS PGRI Dlanggu depends on the characteristics of the child. From there, the life skills teacher will help and guide the children in these life skills activities, with the help of the OSIS children. Therefore, not all children are involved in this life skills activity. Life skills activities at SLBS PGRI Dlanggu only involve children with special needs at the school and several representatives from the OSIS to help life skills teachers. Children with special needs who are involved are also seen from the characteristics of the child. If children with special needs have characteristics that support life skills teachers to accompany them, then the children will be involved in these life skills activities. The learning materials used for life skills activities at SLBS PGRI Dlanggu are semester or semester programs.

Because life skills activities at the school are carried out once a month, the activities carried out depend on what type of activities the life skills teacher wants to carry out. The facilities, tools, and learning resources used also depend on what type of activities they will do that month. So, there are no facilities, tools, or learning resources that are very specific for these life skills activities. The same thing with the approach. The approach taken in this life skills activity also does not use a special approach, so its nature only flows according to what activities it will carry out (Fauziah & Pradipta, 2018). Every activity definitely requires evaluation. This life skills activity at SLBS PGRI Dlanggu is

no exception. For life skills activities, the school always carries out evaluation activities. The teacher will assess the extent to which the child understands and masters the life skills activities that are being carried out so that the teacher will know whether there is any improvement or development in the child while or after they carry out the life skills activities. Conclusion In essence, life skills are students' skills to understand themselves and their potential in life, including setting goals, solving problems, and living with other people (Educational Science Development Team, 2007).

Life skills teach children how to use the abilities they have to face the life problems they have now or in the future. From this, it can be seen that life skills are aimed at the long term and can be applied anytime and anywhere. Life skills programs are not only found in regular schools or special schools but can also be found in inclusive schools. Inclusive schools are educational services intended for children with special needs so that they can receive educational services along with children in general. SLBS PGRI Dlanggu has its own life skills activity program. One of the inclusive schools that has a life skills program is SLBS PGRI Dlanggu which holds life skills activities inside the school and outside the school. Activities in school take the form of training and practicums such as make-up, cooking, etc. which will be applied when children carry out life skill activities outside of school. Life skills activities carried out outside of school take the form of school visits to places such as factories and markets. The children involved in this life skills activity, which is carried out once a month, are all children with special needs or ABK at the school, taking into account the characteristics and conditions of the children. Evaluation is always carried out after the child has carried out life skills activities to see whether there is improvement or development in the child with special needs.

CONCLUSION

The researcher's own conclusion regarding the success of educators for children with special needs in developing life skills has been quite successful but not yet optimal. Based on the researcher's observations, the mentally retarded children at SLBS PGRI Dlanggu Mojokerto, have been able to carry out several skills, including the mentally retarded children specifically at SMALB that I met very enthusiastically in socializing, giving greetings and shaking hands, cleaning the classroom before studying, participating in community service, etc. However, I say it is not optimal because there is a lack of special activities or collaboration between external institutions involving mentally retarded children which can support the process of improving children's life skills.

SUGGESTION

Suggestions that researchers can give based on research regarding Efforts to Develop Life Skills for Mentally Disabled Children at the State Special School of Wajo Regency are as follows: 1. It is hoped that the Special School (SLB) SLBS PGRI Dlanggu Mojokerto will collaborate between agencies specifically for the mentally retarded to provide activities that can support the activity of mentally retarded children. 2. There is an increase in the number of educators, especially in the field of intellectual disability, so that they can approach or even reach a certain ideal number, to make it easier to understand and recognize the characteristics of mentally retarded children. 3. It is hoped that parents, especially pregnant women, will prevent early birth of abnormal children, while maintaining health and nutrition, both pre-natal and post-natal. For example, maintaining a healthy diet, having regular check-ups, participating in disaster family programs, environmental sanitation and so on

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