

The Effect of Role-Playing Method on Shopping Skills in Self-Development Learning for Children with Intellectual Disability in SLB Negeri Surakarta

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ABSTRACT

This research aims to determine the effect of the role-playing method on shopping skills in self-development learning for children with intellectual disability at the SLB Negeri Surakarta. This research is quantitative research using a one-group pretest-posttest design. The subjects in this research were 8 children with mental disability in classes VII and VIII at the SLB Negeri Surakarta. The sampling technique was carried out using purposive sampling. The reliability test used Krippendorff Alpha with the help of SPSS version 29. The results showed that the average pretest score was 74.53, while the average posttest score was 94.70. The results of data analysis used the Wilcoxon Sign Rank Test statistical analysis technique, which obtained a Z value of -2.533 and an Asymp value. Sig (2-tailed) is 0.011 with a significance level of 0.05. Asymp Results. Sig (2-tailed) can be stated to be smaller than the significance level, which means that the role-playing method influences shopping skills in self-development learning for children with intellectual disability at SLB Negeri Surakarta.

Keywords: Role-playing method, shopping skills, self-development, children with intellectual disability

INTRODUCTION

According to Law No. 20/2003, article 5, paragraph 2 states that 'citizens who have physical, mental, social, and emotional abnormalities are entitled to special education services.' This shows that all citizens, without any exceptions, are obliged to pursue education, including for children with special needs. According to Smith (Irdamurni, 2018), a child with special needs is a child who, during their development, experiences mental, intellectual, sensorimotor, emotional, social, and behavioral obstacles when compared to their peers; therefore, they need special education services.

Special education is education that is specifically designed for children who have mental, physical, intellectual, talent and special intelligence barriers with the aim of increasing independence and skills in life so that they are able to fulfill their personal needs (Sanusi et al., 2020). The special education they need is education that is tailored to the level of ability and needs of children, especially for children with disabilities. According to the American Association of Mental Deficiency (in Bambang & Wahida, 2022), intellectual disability is a condition of children who have a below-average intellectual function, occurs during the child's development process and coincides with a deficit in adaptive behavior.

According to the DSM-V TR (in APA, 2022), intellectual disability is classified according to several categories: mild mentally retarded, moderate mentally retarded, severe mentally

retarded, and very severe mentally retarded. Based on this classification, each level has different problems. According to Mumpuniarti (in Asyifa, 2017), the problems caused as a result of intellectual limitations are self-adjustment problems, academic problems, personality and emotional problems, utilizing leisure time, and problems in channeling work. In line with the opinion of Subagya et al. (2020), it is stated that the readiness of children to enter the world of work is not accompanied by the opportunity for them to be accepted by the world of work; as a result, most children who graduate from SMALB are still unemployed at home. Therefore, it is necessary to have a learning program for children with disabilities so that they can minimize the problems that occur.

Dakhlallah & Alosi, (2022) state that children with intellectual disability need a program that can train children in terms of developing skills so that it can help them learn and overcome their problems. One of the learning programs that can be provided is self-development learning. According to Astaty (Damastuti, 2020), self-development learning aims to develop basic skills to meet the needs and self-care of children with special needs. This is reinforced by the opinion of Safaruddin et al. (2019), who state that self-development learning for children with special needs is very important because it includes aspects of independence and social maturity. In line with the opinion of Kusnawan et al. (2022), it is important to give self-development learning as a form of guidance and training that is useful for developing children's independence, especially in the aspect of life skills.

According to the Ministry of Education, Culture Research and Technology (2022), the scope of self-development lessons for children with intellectual disability is developing a healthy lifestyle, adapting, personal safety, and self-reliance. This statement is in line with Pridi's (2016) opinion that the scope of self-development for children with disabilities includes self-care, maintaining safety and health, communicating, socializing, working skills, and utilizing leisure time.

The problem found in this study is that there are obstacles for children with intellectual disability when shopping. Based on the teacher's information, children with intellectual disability in grades VII and VIII at SLB Negeri Surakarta in the 2023/2024 school year, consisting of 8 children, have shopping skills that still need direction, for example, when they shop at the school canteen. When shopping, children still spend a long time paying for the items purchased, often relying on the seller to count the items purchased. The teacher also said that she had never provided material related to simple shopping skills.

According to Azizah et al. (2014), providing learning for children with intellectual disabilities related to shopping skills is important because learning is associated with the functional curriculum. The purpose of the functional curriculum is that every lesson given is relevant to daily life. In addition to referring to the functional curriculum, shopping skills learning is also included in functional life skills. According to Jung et al. (2022), functional life skills are skills that contribute to a person's independence and success in adulthood. When delivering material related to shopping skills, teachers should choose methods that are interesting and fun. One method that can be used is role-playing.

According to Amin and Sumendap (2022), this is one of the learning methods that aim to encourage children to be directly involved in learning activities, mastering the material by expressing and imagining the learning material being studied without getting out of the teaching material. Research related to the role-playing method for children with disabilities has been conducted by Koyimah & Sidik (2022) while the results of the research undertaken

prove that children with disabilities are better able to interact with others by applying the role-playing method with the theme of buying and selling.

Based on the relevant research above, it can be stated that learning for children with intellectual disability requires methods that are fun and delivered by involving children directly. This is in line with the opinion of Agustin (2019), who states that children with intellectual disabilities need learning methods that are able to introduce concrete concepts, making it easier for children with mild category intellectual disabilities to absorb information easily and clearly.

Based on the description above and the findings of the problems that occur in children with intellectual disability in shopping skills. Researchers are interested in research to find out the effect of the role-playing method on shopping skills for children with intellectual disability, with the title 'The Effect of Role-Playing Method on Shopping Skills in Self-Development Learning for intellectual disability Children at SLB Negeri Surakarta'.

METHOD

The research method used in this study is an experimental method with a pre-experimental design. According to Hikmawati (2020), pre-experimental design is a form of experimentation that is not yet real, so the experimental results obtained are not solely influenced by the independent variables that have been determined. In this study, researchers chose to use the One-Group Pretest-Posttest Design and conducted a pretest before treatment and a post-test after treatment. The design of one group pretest-posttest research design used is as follows:



Figure 1. One Group Pretest-Posttest

Description;

- O1 : Initial assessment (pretest) before giving treatment
- X : Giving treatment (treatment)
- O2 : Final assessment (posttest), after given treatment

This study aims to determine the extent of the influence of the role-playing method on shopping skills. Researchers will analyze the data obtained from the results of pretest (before treatment) and posttest (after treatment) scores. The population in this study were all children with intellectual disability in SLB Negeri Surakarta. In contrast, the sample in this study amounted to 8 children, consisting of 4 children in class VII and 4 children in class VIII in SLB Negeri Surakarta, with the selected sample category of mild intellectual disability. The technique used in sampling is purposive sampling. According to Ridhahani (2020), purposive sampling is a sampling technique chosen by the researcher, with certain considerations in taking the sample.

The data collection process in this study was carried out with an action or performance test, which was assessed by three raters so that the results obtained were more accurate. Data collection was carried out on the third and fourth week of March 2024. The assessment carried out refers to the instrument that was prepared by the research and has previously been tested for validity using content validity. The reliability in this study uses the type of

interpreter reliability. According to Azwar (2019, p. 88), it is said to be an interpreter if the rating is carried out by several raters so that the meaning of the reliability of the rating results is more consistent. The results of the three raters were calculated using the Krippendorff Alpha coefficient formula with the help of the SPSS version 29 application. The results obtained were 0.8550, and the reliability of the instrument was declared satisfactory.

The statistical technique used to analyze the data obtained is the non-parametric statistical test. According to Sugiyono (2019, p. 209), non-parametric statistical tests are statistics used to analyze nominal and ordinal data. Non-parametric statistical tests can be applied to cases with small amounts of data or less than 30 (Karmini, 2020). The technique used in this study is the Wilcoxon Sign Rank Test statistical analysis test. The Wilcoxon Sign Rank Test statistical test is a non-parametric test used to analyze the significance of differences between two paired ordinal-scale data but non-normally distributed.

RESULT AND DISCUSSION

Pretest

The pretest was carried out with the aim of knowing the initial ability of children's shopping skills before applying the treatment of role-playing methods in self-development learning. Data from pretest results are taken based on the child's ability to carry out shopping activities at the nearest store based on instruments that the researcher has prepared. Data collection was carried out on 20 March 2024. The following are the assessment results obtained from the implementation of the pretest:

Table 1. Pretest score

No	Name	Pretest Score	Category
1.	Al	76.33	High
2.	Ar	72.33	High
3.	Pu	78.33	High
4.	Wa	78.66	High
5.	Si	72.00	High
6.	Ra	66.66	Medium
7.	Ad	73.33	High
8.	Za	78.66	High
	Total	596.30	
	Average	74.53	High

Table 1 explains the results obtained from the implementation of the pretest, and the average value obtained from 8 subjects from classes VIII and VIII is 74.53. The data shows that the highest score was 78.66, obtained by two children, and the lowest score was 66.66, obtained by one child. The scores obtained show that children's shopping skills fall into the medium and high categories. After knowing the initial ability of shopping skills of eight children with intellectual disabilities from classes VII and VIII at SLB Negeri Surakarta, the researcher provides follow-up treatment by applying the role-playing method during self-development learning.

Treatment

The implementation of treatment activities aims to help children understand the concept of shopping related to self-development learning, which is carried out for 4 sessions. Treatment activities were carried out on 21 March 2024 for the first and second meetings while on 25 March for the third and fourth meetings. The application of the role-playing method takes the theme of buying and selling, where each child will take turns to play themselves as sellers and buyers. The properties used in role-playing are money, wallets, shopping bags, stationery, snacks and drinks. There are several activities carried out during treatment activities, namely:

- a. In the first meeting, researchers provided treatment related to recognizing and sorting coins and paper money based on their nominal value.
- b. In the second meeting, researchers provided treatment related to the material of places that can be used for shopping.
- c. In the third and fourth meetings, researchers provide treatment related to shopping material using the role-playing method. In the process of implementation, the researcher explained the steps for shopping and divided the groups equally, with each group consisting of two children. Researchers provide opportunities for each group to role-play shopping according to predetermined roles, namely as sellers and buyers, with the help of the properties that have been provided. At the end of each meeting, the researcher provides an evaluation related to the shopping learning process using the role-playing method that has been implemented.

Posttest

Posttest data collection aims to determine the shopping skills of class VII and VII children with intellectual disabilities in SLB Negeri Surakarta after the treatment of role-playing methods. The implementation of data collection was carried out on 27 March 2024. The following are the assessment results obtained from the implementation of the posttest:

Table 2. Posttets score

No	Name	Pretest Score	Category
1.	Al	95.33	Very high
2.	Ar	90.33	Very high
3.	Pu	98.00	Very high
4.	Wa	97.33	Very high
5.	Si	95.33	Very high
6.	Ra	90.00	Very high
7.	Ad	93.00	Very high
8.	Za	98.33	Very high
Total		757.65	
Average		94.70	Very high

Based on the posttest score data table above, the average score obtained from 8 subjects from classes VIII and VIII is 94.70. The data shows that the highest score is 98.33, obtained by one child, and the lowest score is 90.00, obtained by one child. The posttest scores obtained show that children's shopping skills are in the very high category.

Comparison of Pretest and Posttest Scores

The results of the pretest and post-test data that have been presented previously show that there are differences between the scores of children before treatment and after treatment regarding shopping skills using role-playing learning methods in self-development learning for children with intellectual disabilities in grades VII and VII of SLB Negeri Surakarta. The following is a comparison of pretest and posttest scores presented in tabular form below:

Table 3. Comparison of Pretest and Posttest Scores

No	Name	Pretest	Posttest
1.	Al	76.33	95.33
2.	Ar	72.33	90.33
3.	Pu	78.33	98.00
4.	Wa	78.66	97.33
5.	Si	72.00	95.33
6.	Ra	66.66	90.00
7.	Ad	73.33	93.00
8.	Za	78.66	98.33
	Total	596.30	757.65
	Average	74.53	94.70

Table 3 shows the difference between pretest and posttest scores. The minimum value in the pretest data is 66.66, and the minimum value in the post-test data is 90.00. The maximum value in the pretest value data is 78.66, while in the posttest value data is 98.33. The average score on the pretest was 74.53, while the average score on the posttest was 94.70. The following is a histogram graph of the comparison between pretest and posttest scores.

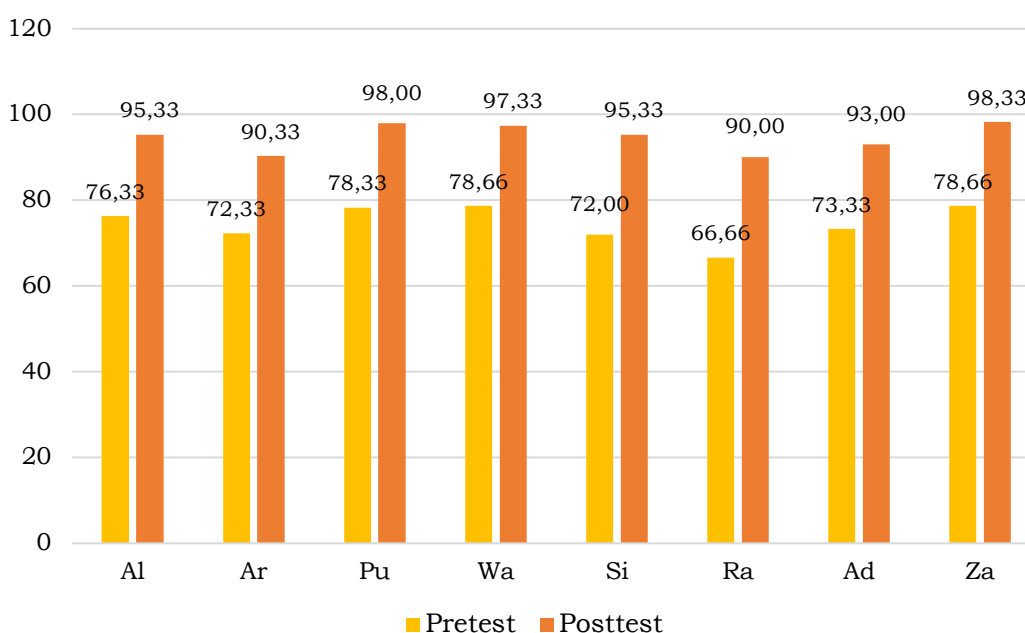


Figure 2. Histogram Comparison of Pretest and Posttest Scores

Hypothesis Testing

Hypothesis testing in this study uses the Wilcoxon Sign Rank Test data analysis technique, which will be used to test the pretest and posttest data. The purpose of carrying out hypothesis testing is to determine the effect of the independent variable (role-playing method) on the dependent variable (shopping skills).

Hypothesis testing can be declared accepted or rejected by comparing Asymp. Sig (2-tailed) with the predetermined significance level (α) of 0.05. If the results obtained by Asymp. Sig (2-tailed) is less than the significance level of 0.05; it can be stated that H_a is accepted and H_0 is rejected, whereas if the result is Asymp. Sig (2-tailed) is more than the significance level of 0.05; it is stated that H_0 is accepted and H_a is rejected. The significance level of 0.05 means that it has a confidence level of 95%.

Hypothesis calculation in this study uses the Wilcoxon Sign Rank Test technique. The following are the results of hypothesis testing with the help of the SPSS version 29 application:

Table 4. Test Statistics

	Posttest - Pretest
Z	-2.533 ^b
Asymp. Sig. (2-tailed)	.011

The statistical test results obtained from the pretest and posttest scores that have been calculated get results with a value of Zvalue = -2.533^b and Asymp. Sig. (2 tailed) of 0.011. Statistical tests can show the value of Asymp. Sig. (2 tailed) is smaller than the significance level (α), whose value is 0.05. So it can be concluded that the results obtained are $0.011 < \alpha$ (0.05).

Based on the hypothesis testing criteria that have been presented, it can be stated that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. The hypothesis test concludes that the role-playing method has an effect on shopping skills in self-development learning for children with intellectual disabilities in SLB Negeri Surakarta.

The success related to the application of the role-playing method for children with intellectual disabilities also occurred in research conducted by Purwasih (2023); the results of the research they conducted stated that the application of the role-playing method for children with intellectual disabilities in grades V and VI at SLB Negeri 2 Yogyakarta could improve mathematics skills on monetary balance material. The same thing also happened in research conducted by Istinawati et al. (2022), stating that the application of the role-playing method affects efforts to increase the gross motor skills of children with intellectual in class 2 at SMPLB Bhakti Luhur Malang.

CONCLUSION

Based on the results of the analysis and discussion that the author carried out, 'The Effect of Role-Playing Method on Shopping Skills in Self-Development Learning for Children with intellectual disabilities in SLB Negeri Surakarta.' The conclusions that can be drawn to answer the hypothesis expected by researchers in this study can be seen from the results of hypothesis testing with the Wilcoxon Sign Rank Test data analysis technique; the results obtained are $0.011 < \alpha$ (0.05). Thus, it can be concluded that the role-

playing method has a significant effect on shopping skills and self-development learning for children with intellectual disabilities in SLB Negeri Surakarta.

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