

Tidy Up Bed Skills Assessment

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Abstract

Vocational assessment for students with intellectual disabilities is designed to provide information, readiness and difficulties in occupational functioning to performance a skill. The process of vocational assessment needed to be placed before the teacher compiling learning programs and the result of assessment will be used to determine curriculum modification need to be made to optimize students chances for success in the vocational programs. This study aims to determine the implementation of tidy up bed skills assessment that will be used in the preparation of vocational learning program for students with intellectual disabilities at high grade in Special School. The research method used in this research is a descriptive method with a qualitative approach. A variety of techniques are used to gathered information. Interviews, observations and documentation study are used to assess specific abilities related to a performance of skills. The steps taken in conducting the assessment are; preparation, implementation, analysis of assessment results, and communicating assessment results to whom it may concern. The instruments of assessment are consists of aspects (1) tools knowledge, (2) the sequence steps of tidy up bed, (3) clear up tools, (4) maintenance process. The obstacle has been faced is the teachers difficulties in analyzing and interpreting the results of the assessment. The results showed that some students had basic abilities in simulating the work of tidy up bed, such as; prepare tools, tidy up bed, and maintaining clean bed and some others students didn't shown the abilities to do these steps. The results of the assessment explain the basic abilities of students and later can be used as a reference to develop a learning program for tidy up bed skills.

Keywords: assessment; mild mentally retarded; tidy up bed; vocational

Abstrak

Asesmen keterampilan bagi peserta didik tunagrahita ringan diperlukan untuk mendapatkan informasi mengenai kesiapan dan hambatan peserta didik dalam melaksanakan keterampilan tersebut secara fungsional. Pelaksanaan asesmen sangat penting dilakukan oleh guru sebelum menyusun program pembelajaran, karena hasil asesmen akan dijadikan acuan dalam menentukan modifikasi pembelajaran yang diperlukan untuk mendukung kesuksesan peserta didik dalam program pembelajaran keterampilan tersebut. Penelitian ini bertujuan untuk mengetahui pelaksanaan asesmen merapikan tempat tidur yang akan digunakan dalam penyusunan program pembelajaran keterampilan bagi anak tunagrahita ringan jenjang SMALB. Metode Penelitian yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Berbagai langkah dilakukan untuk memperoleh data yaitu melalui observasi, wawancara, dan studi dokumentasi untuk memperoleh data kemampuan spesifik yang dimiliki peserta didik berkaitan dengan pelaksanaan pembelajaran keterampilan. Adapun langkah-langkah yang dilakukan dalam melakukan asesmen adalah; persiapan, pelaksanaan, analisis hasil asesmen, dan mengkomunikasikan hasil asesmen kepada yang berkepentingan. Instrumen asesmen meliputi mengenal alat-alat, langkah-langkah dalam merapikan tempat-tidur, membereskan alat dan menjaga hasil pekerjaan. Hambatan yang dialami adalah guru masih mengalami kesulitan dalam menganalisis dan menginterpretasikan hasil asesmen. Hasil penelitian menunjukkan sebagian peserta didik tunagrahita memiliki dasar kemampuan dalam mensimulasikan pekerjaan merapikan tempat tidur seperti; menyiapkan alat, merapikan tempat tidur, dan memelihara tempat tidur tetap bersih dan sebagian yang lain memerlukan bantuan untuk melakukan langkah-langkah tersebut. Hasil Asesmen menjelaskan kondisi dan kemampuan dasar peserta didik untuk dapat melaksanakan pembelajaran keterampilan sehingga dapat digunakan sebagai acuan untuk menyusun program pembelajaran keterampilan merapikan tempat tidur.

Kata kunci: asesmen, keterampilan; merapikan tempat tidur, tunagrahita ringan

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INTRODUCTION

Various terms exist in society to describe or give terms to mentally retarded children/students with mental retardation, namely children who have below average intelligence, are weak in mind, are mentally retarded. These terms are used due to a lack of understanding held by the community. Quoting the opinion of Amin (1995:2) The condition of mentally retarded children is described as a complete and unique individual. Generally they have the potential or strength to compensate for the disorder they bear. Therefore, the educational services provided to mentally retarded students must be strived to be able to develop their potential optimally.

As a result of the intellectual condition possessed by mentally retarded children/students with mental retardation, they are less able to participate in academic learning. Therefore, learning for them is more focused on learning skills that can provide direct benefits for their lives, especially so that they are more independent and can adapt to their environment and will become their provision when they enter working age.

School as a place for the educational process to take place has an important role in being able to develop the potential possessed by mentally retarded children / mentally retarded students. In an effort to provide education to students with mental retardation, especially in this case the teacher who handles it directly, it is necessary to first understand the conditions and characteristics that children have when they want to be given learning. This is intended so that the learning that will be delivered is not too high or too low from the child's ability, so that the child can follow/understand the learning delivered by the teacher. Accurate data related to children's abilities related to the subject matter to be conveyed, is very much needed by the teacher, because it will become the teacher's reference in preparing learning programs.

To be able to dig up data and information about the needs and problems faced by students, teachers can do this through assessment activities. As stated by Smith (2002) in Sundari and Mulyati (2010: 4) Assessment is a comprehensive assessment and involves team members to find out the weaknesses and strengths of the child, which results of the decision can be used to determine the educational services needed by the child as a basis for preparing a learning plan. Through the implementation of teacher assessments, it is possible to obtain data/collect information regarding the potentials, weaknesses, and difficulties of mentally retarded students/children, so that it is easy for teachers to prepare learning programs that are tailored to the needs and abilities of children. Likewise, when the teacher will prepare a Learning Program Implementation Plan (RPP) for making beds, data is needed from the results of the learning assessment.

The steps taken in carrying out the assessment are as follows: 1) preparation includes; prepare assessment instruments, tools/media to be used, Student Work Sheets (LKS), notebooks, officers who will carry out the assessment, place and time for carrying out the assessment, 2) implementation, including; conditioning the children, conducting assessments, recording the results of the assessments,

and describing the results of the assessments, 3) analyzing the results of the assessments, including; analyzing the results of the assessment, interpreting the results of the assessment, and making conclusions, and 4) communicating the results of the assessment to those concerned.

METHOD

The research method used in this study is a descriptive method, namely a method that describes or analyzes the situation of a person/individual, institution, certain community, based on the facts in the situation being studied.

According to Sukmadinata (2011: 71) descriptive method is "a form of method aimed at describing existing phenomena, both natural phenomena and man-made phenomena. Another opinion regarding descriptive research methods was expressed by Bogman and Taylor in Moleong (2011: 4) that : "descriptive method as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior".

The reason for choosing the descriptive method is with the aim of obtaining data or descriptions both orally and in writing as in-depth as possible and then analyzing them to produce a conclusion about the preparation of bed-making assessment instruments for children with mild mental retardation.

The approach used in this study is a qualitative approach. According to Arikunto (2013: 78) that: "The qualitative research method is an approach that is also called an investigative approach because researchers usually collect data by face to face and interact with people in the research area." With a qualitative approach trying to make sense of each data, criticized, and discussed then understood and interpreted.

Data collection techniques are data collection mechanisms carried out by researchers. Data collection techniques are an important step in research, because the main goal in research is to obtain data that is relevant to the research being carried out. The data collection techniques used in this study are; observation, interview, documentation study, and Forum Discussion Group (FGD). Observation is a technique or method of researchers collecting data by observing/seeing everything using the eyes, or by using all the senses in every activity being carried out by students related to the ability to make beds directly. The type of observation used by researchers is participatory observation with observational instrument guidelines, where researchers are actively involved directly with the object of research. Interview is a data collection technique by conducting question and answer while face to face with research subjects to get information directly. Documentation study is a technique in which researchers collect data by collecting selected documents according to research objectives. FGDs were conducted by researchers, teachers and school principals in order to identify problems and find solutions related to bed making skills.

The data analysis technique is to analyze the data in general that has been obtained from the research results to sort and sort the required data. The purpose of data analysis in this study is to simplify

the data so that it can be understood and understood into a simpler form, namely by using inductive analysis techniques after the data is collected, then the researcher processes the data, by describing and interpreting it to then carry out a critical analysis and drawing conclusions gradually, verifying data to data sources and conducting discussions until the research objectives are achieved.

RESULTS AND DISCUSSION

Results

1. Preparation includes; prepare assessment instruments, tools/media to be used, Student Worksheets (LKS), notebooks, officers who will carry out the assessment, place and time of the assessment

Preparation for the implementation of the assessment begins with a) preparing an assessment instrument for making beds for mild mentally retarded children at the SMALB level, the assessment instrument used is an instrument prepared by the teacher and in consultation with the Principal. Even though these instruments are available/have been made, the Skills Teacher does not document/record systematically. b) The tools used in carrying out the assessment are original objects available at the school such as beds, mattresses, pillows, bolsters, sheets, blankets, pillowcases and bolsters. c) Student worksheets (LKS) are prepared based on the indicators to be achieved in learning bed making skills, including; prepare tools, know the place, steps to make a bed, and maintain the tidiness of the bed that has been made up. Scoring rubric Score 3 if you can do it without help, score 2 if you can do it with little help, score 2 if you can do it with a lot of help, and score 0 if you can't do it at all. Items in the Student Worksheet (LKS) are made based on the development of the assessment instrument, d) The officer who carries out the assessment and records the results of the assessment is the Skills Teacher who teaches e) the place used to carry out the assessment is the skills room available at the school, and f) the time for carrying out the assessment at the beginning of the semester before compiling a skills learning program.

Table 1. Student work sheet making beds

Instrument Item	Can	have not got it yet	Information
1. Students are asked to show the mattress in the bedroom			
2. Students are asked to show the mattress that is in a collection of pictures on the laptop			
3. Students are asked to show the foam mattress in the skills room			

2. Implementation, including; condition students, conduct assessments, record assessment results, and describe assessment results

Before conducting an assessment of students, a) the first thing the skills teacher does is condition the child to be ready to be assessed, because the condition of students' unpreparedness to be assessed will affect the results of the assessment, b) carry out the assessment or carry out the assessment, namely by the way the teacher gives performance assignments that must be carried out by students, performance tests are made based on the learning needs of making bed skills; 1) know the tools include; show tools, mention tools, and differentiate tools. 2) know the place, including; show the place, mention the place, and distinguish the place. 3) Process, includes; prepare tools and steps to tidy up the bed. 4) cleaning tools, including; clean up the tools and store the tools to their original place/to the dirty laundry. 5) maintaining tools, including; keep the bed clean and close the bedroom door. c) record the results of the assessment that has been carried out, the teacher records the results of the assessment that has been carried out to then be recorded or described by the teacher.

Table 2. Grid of Bed Making Assessment Instruments

Aspect	Sub Aspect	Indicator
Make the bed	1. Get to know the tools	1.1 Demonstrate tools
		1.2 Name the tools
		1.3 Distinguishing tools
	2. Get to know the place	2.1 Indicates a place
		2.2 Mention the place
		2.3 Distinguishing places
	3. The process of making the bed	3.1 Setting up the tool
		3.2 Steps to make the bed
	4. Maintain tools	4.1 Cleaning tools
		4.2 Storing the tool
	5. Maintain results	5.1 Keep the bed clean
		5.2 Close the bedroom door

3. Analysis of the results of the assessment, including; analyze the results of the assessment, interpret the results of the assessment, and draw conclusions

The results of the assessment that have been recorded during the implementation of the assessment, then analyzed the results of the tests that have been given to students then interpreted and drawn conclusions. The results of the conclusions are used as a reference by the skills teacher to prepare a Learning Implementation Plan (RPP). The results of the assessment were as follows: of the three students who were assessed (a. Name of TY student, male, mild mentally retarded, 2. Name of MR, male, mildly mentally retarded, and c. Name of RR, female, mildly mentally retarded); the three students are able to recognize tools for making beds mattresses, pillows, bolsters, sheets, blankets,

pillowcases, and bolsters, but do not understand their use. Likewise for the steps to make a bed they don't understand, in maintaining the tools the three students are able to clean up the tools, namely sheets, pillowcases, bolsters, and dirty blankets to store dirty laundry, in terms of washing they don't understand, and to maintain the results of the three students were able to close the door to the room, but did not know how to keep the bed neat and clean.

4. Communicating the results of the assessment to interested parties

Communicating the results of the assessment is the final step in the assessment process. The conclusions obtained are communicated to interested parties for the progress of the child. From the three schools studied, the researcher received an explanation that the results of the assessment were communicated to the school principal, teachers and parents of children. The results of the assessment are useful as a basis for creating learning programs that are suitable for children's abilities.

DISCUSSION

Learning skills for students with mild mental retardation requires a lot of consideration and adapts to the characteristics of students with mild mental retardation. This is in line with the opinion of Astaty (2001: 5) the characteristics of mildly mentally retarded children include ..

a. Intelligence

They have difficulty in thinking abstractly, but in general are able to learn things that are academic, although limited. Some of them reach the same intelligence age as normal children aged 12 when they reach adulthood

b. Work

Can do simple jobs, but even so, they are able to live independently, in doing work as adults.

Therefore, learning skills that will be given to students with mild mental retardation must be in accordance with their characteristics and abilities. To be able to fulfill appropriate learning, the teacher must first carry out an assessment. As stated by Sundari and Mulyati (2011: 5) "Assessment is a process of collecting data/information systematically and comprehensively about individual potential which is used as a basis for consideration in preparing programs and providing intervention/learning services as precisely as possible for the optimal development of the individual concerned" .

CONCLUSION

Implementation of the assessment is very important to do, in order to determine the abilities, difficulties, and learning needs of students. The results of the assessment become a reference for teachers to develop learning programs, so that learning will suit the needs of students, as well as for students with mild mental retardation, because learning that is too low or too high will harm students,

the abilities they have cannot be developed optimally. Mild mentally retarded students can master the skill of making a bed, even though in learning these skills are done repeatedly and take a little longer than usual. Skills teachers have difficulty in; faced by the teacher, namely conditioning the child, because the child's mood is often unstable, as well as in the section on analyzing and describing the results of the assessment because at that stage it requires accuracy.

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