

## PENGARUH PEMBERIAN *PROMPTING* TERHADAP PENINGKATAN KEMAMPUAN MERAWAT DIRI PADA TUNAGRAHITA KELAS IX DI SLB NEGERI KARANGANYAR

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### Abstract

This study aims to determine the effect of prompting on the improvement of self-care abilities in ninth-grade students with intellectual disabilities at SLB Negeri Karanganyar. This research is an experimental quantitative study with a Single Subject Research (SSR) design using A-B-A. The subject of this research is a ninth-grade student with intellectual disabilities. The sampling technique used is a nonprobability sampling technique, specifically purposive sampling. The data collection technique used was a performance test. The reliability test technique uses interrater reliability with a reliability of 0.999. The data analysis technique in this study uses descriptive statistics and visual graph analysis, which includes within-condition analysis and between-condition analysis. Based on the research results, at the baseline 1 stage (A1), the subjects' abilities were still in the low category with a mean score of 49.53. At the intervention stage (B), the subjects' abilities showed improvement, evidenced by a mean score of 73.60. At the baseline 2 stage (A2), the subjects' abilities continued to improve with a mean score of 98.14. The research results show that the provision of prompting has an impact on the improvement of self-care abilities in ninth-grade students with intellectual disabilities at SLB Negeri Karanganyar.

**Keywords:** prompting, ability, self-care, intellectual disability.

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pemberian *prompting* terhadap peningkatan kemampuan merawat diri pada tunagrahita kelas IX di SLB Negeri Karanganyar. Penelitian ini merupakan penelitian kuantitatif eksperimen dengan desain *Single Subjek Research* (SSR) dengan menggunakan A-B-A. Subjek penelitian ini merupakan seorang peserta didik kelas IX tunagrahita. Teknik pengambilan sampel yang digunakan yaitu teknik *nonprobability sampling* yaitu *purposive sampling*. Teknik pengumpulan data menggunakan tes perbuatan. Teknik uji reliabilitas menggunakan *interrater reliability* dengan reliabilitas sebesar 0,999. Teknik analisis data pada penelitian ini menggunakan statistik deskriptif dan analisis visual grafik yang meliputi analisis dalam kondisi dan analisis antar-kondisi. Berdasarkan hasil penelitian diperoleh pada tahap *baseline* 1 (A1) kemampuan subjek masih di kategori rendah dengan nilai *mean* 49,53. Pada tahap intervensi (B) kemampuan subjek mengalami peningkatan dibuktikan dengan nilai *mean* sebesar 73,60. Pada tahap *baseline* 2 (A2) kemampuan subjek terus meningkat dengan nilai *mean* 98,14. Hasil penelitian menunjukkan bahwa pemberian *prompting* berpengaruh terhadap peningkatan kemampuan merawat diri pada tunagrahita kelas IX di SLB Negeri Karanganyar.

**Kata kunci:** *Prompting*, kemampuan, merawat diri, tunagrahita.

**How to Cite:** Putri, C.W., Martika, T., Supratiwi, M. (2024). Instructions/Template for Preparing Manuscript for Journal of Disability. *for Journal of Disability*, 4 (1), 32 – 222.

## INTRODUCTION

Puberty is a transition period from childhood to adulthood. During puberty, individuals will experience rapid growth and development including significant physical and hormonal changes. This is also felt by disabilities. Desiningrum (2016) stated that ABK is divided into three categories, namely children with physical disorders, children with emotional and behavioral disorders, and children with

intellectual disorders. ABK with intellectual disorders include mental retardation, slow learners, children with special learning difficulties, gifted children, autism, and indigo. One type of ABK is mental retardation. Kustawan (2016), mental retardation is a child who has significantly below average intelligence and has difficulty in adjusting behavior during his development. He also stated that mental retardation experiences significant academic obstacles, so that curriculum modifications are needed to suit their needs in the learning process. Rachmayana (2016), stated that mental retardation is a condition characterized by a below average level of general intelligence, accompanied by a decreased ability to adapt (behave adaptively), which begins before the age of 18. He also explained that individuals with mental retardation experience mental retardation, have a lower level of intelligence (IQ), and face difficulties in the learning process and adapting socially. The problems experienced by mental retardation raise new problems in Activity of Daily Living (ADL) skills. Mundakir, Choliq, and Hakim (2023) argue that ADL is a term that describes the basic abilities needed by a person to independently carry out daily activities without depending on others. Types of ADL include self-care, taking care of oneself, helping oneself, communication, socialization, simple skills, and using money as explained in the book of the Ministry of Education, Culture, Research and Technology on the Special Needs Program for Self-Development for Students with Special Needs with Intellectual Disabilities/Mental Disabilities. Students with Special Needs with Mental Disabilities are still not skilled in ADL. Some of the ADLs experienced by people with intellectual disabilities, especially in self-care, include eating, drinking, bathing, using the toilet, brushing teeth, cleaning the face, urinating, defecating, and recognizing the signs of puberty.

Several researchers have identified individuals with intellectual disabilities who face challenges in self-care. A study conducted by Ayuni and Kusumastuti (2023) indicates that some individuals with intellectual disabilities are unable to bathe independently. Furthermore, research by Putra and Kasiyati (2019) reveals that these individuals do not understand the correct steps for brushing their teeth, resulting in inadequate oral hygiene practices. Additionally, Nurrahmawati (2022) highlights that individuals with intellectual disabilities struggle with handwashing skills.

In response to these issues, the government has developed a Self-Development Program that encompasses self-care, personal management, self-assistance, communication, socialization, basic skills, and leisure time utilization. The objective of this program for individuals with intellectual disabilities is to enhance their ability to perform daily activities. The Self-Development Program can be implemented through behavior modification. According to Martin and Pear (2015), behavior modification is a technique used to alter behavior. This technique involves changing responses to stimuli through reinforcement, as well as eliminating undesirable behaviors and maintaining desired behaviors. Mirnawati (2020) outlines various techniques in behavior modification, including reinforcement, extinction, punishment, shaping, prompting, token economy, and self-management. One effective behavior modification technique that can be employed to improve the self-care skill of facial cleansing among individuals with intellectual disabilities is prompting.

Mirnawati (2020), prompting is a stimulus to increase someone to engage in the right behavior at the right time. According to Cintaka and Djuwita (2019), prompting is a behavior modification technique that aims to increase a person's chances of taking action in a certain situation and time. Prompting aims to get the right response to each stimulus given. Prompting is divided into verbal assistance, gesture assistance, image assistance, modeling assistance, and physical assistance.

Several researchers have conducted research on behavior modification with prompting techniques, including research by Fahlevi and Basaria (2022), which explains that providing prompting to mentally retarded people can help subjects understand the concept of cleanliness, especially not defecating in random places. Research conducted by Marhani, Ihsan, and Syarif (2023), explains that behavior modification with prompting techniques can improve the adaptive abilities of mentally retarded people related to the skill of wearing socks.

Based on observations, information was obtained that mentally retarded people in grade IX at SLB Negeri Karanganyar had difficulty in taking care of themselves. ADL experienced by mentally retarded class IX students at SLB N Karanganyar is that children are still less able to take care of themselves in terms of cleaning their faces, so these children still need help from others. This is due to the lack of awareness of students in taking care of themselves. Based on these conditions, efforts are needed to overcome this, namely by providing prompting to improve the ability to take care of themselves by cleaning their faces in moderate mentally retarded class IX students at SLB Negeri Karanganyar.

## **METHOD**

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## **RESULTS AND DISCUSSION**

This study aims to test the hypothesis that the provision of prompting influences the improvement of self-care skills among ninth-grade students with intellectual disabilities at SLB Negeri Karanganyar. The research was conducted over 11 sessions utilizing an A-B-A design. The first baseline condition (A1) reflects the initial self-care abilities of the subjects prior to the intervention, assessed over three sessions with results of 47.22, 48.61, and 52.7. The intervention phase (B) represents the subjects' abilities during the intervention, conducted over five sessions with results of 58.33, 62.5, 70.83, 83.33,

and 93.05. The second baseline condition (A2) indicates the subjects' abilities after the intervention, evaluated over three sessions with results of 94.44, 100, and 100. The data from each session across the different conditions can be illustrated in the graph below.

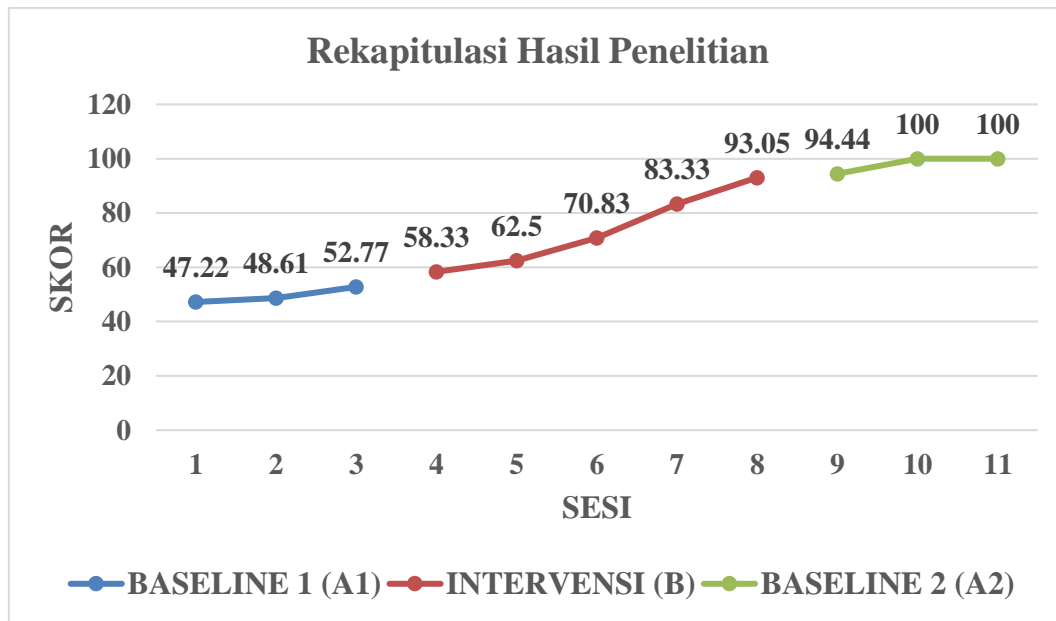


Figure 1. Recapitulation of Research Results

Analysis of the results in each condition, both within conditions and between conditions is needed to test whether the intervention has an effect on children's abilities. The length of baseline condition 1 (A1) is 3 meetings, the length of intervention condition (B) is 5 meetings, the length of baseline condition 2 (A2) is 3 meetings. Based on the trend of baseline 1 (A1) direction tends to increase (+), intervention (B) tends to increase (+), and baseline 2 (A2) tends to increase (+). Baseline 1 (A1) stability tendency shows a mean of 49.53, stability range of 7.91, upper limit of 53.48, lower limit of 45.58, and stability tendency of 100% stable. Intervention (B) stability tendency shows a mean of 73.60, stability range of 13.95, upper limit of 80.57, lower limit of 66.63, and stability tendency of 100% stable. Baseline 2 (A2) stability tendency shows a mean of 98.14, stability range of 15, upper limit of 105.64, lower limit of 90.64, and stability tendency of 100% stable. The tendency of the trace in this study in each condition increases. The stability level and range at baseline 1 (A1) are 47.22 - 52.77 stable. At intervention (B) it is 58.33 - 93.05 stable. Baseline condition 2 (A2) is 94.44 - 100 stable. The level of change at baseline 1 (A1) is 52.77 - 47.22 (+5.55). The level of change at intervention (B) is 93.05 - 58.33 (+34.72). The level of change at baseline 2 (A2) 100 - 94.44 (+5.56). The results of the analysis between conditions show that many variables are changed, only one is the ability to care for oneself. The change in direction tendency and its effect on each condition increased. The change in stability tendency in each condition was stable to stable. The change in level in condition A1/B was 58.33 - 52.77 (+5.56). The change in level in condition B/A2 was 94.44 - 93.05 (+1.39). Finally, the overlap result was 0%.

The analysis of the conditions reveals that many variables were altered solely in terms of self-care abilities. The changes in trends and their effects across each condition showed an improvement. The stability changes in each condition remained consistent, indicating stability to stability. The level change in condition A1/B was recorded at 58.33 – 52.77 (+5.56), while the level change in condition B/A2 was noted at 94.44 – 93.05 (+1.39). Finally, the overlap result was 0%.

Individuals with intellectual disabilities, as defined by Schalock, Luckasson, and Tassé (2021), experience significant limitations in both intellectual functioning and adaptive behavior. One notable limitation in adaptive behavior for these individuals is self-care. To address this issue, it is essential to implement strategies such as prompting. The use of prompting has been shown to positively influence the enhancement of self-care skills, particularly in facial cleansing, among ninth-grade students with intellectual disabilities at SLB Negeri Karanganyar. By employing behavioral prompting modifications, subjects are more motivated and find it easier to comprehend the steps involved in self-care, especially in facial cleansing. Consequently, this research demonstrates that prompting significantly impacts the improvement of self-care abilities in ninth-grade students with intellectual disabilities at SLB Negeri Karanganyar.

## CONCLUSION

The conclusion of this study is that prompting can have a positive effect on improving self-care skills, especially in cleaning the face of mentally retarded class IX students at SLB Negeri Karanganyar. By using behavioral modification prompting, subjects are more motivated and make it easier to understand the steps of self-care, especially in cleaning the face. Thus, this study proves that prompting has an effect on improving self-care in mentally retarded class IX students at SLB Negeri Karanganyar.

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