

The Use of Modified Index Card Match to Enhance Social Interaction of Children with Intellectual Disability

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Abstract: This study aims to examine the effect of using the modified index card on the social interaction of children with intellectual disability. This study used a pre-experimental research of one-group pre-test post-test. The number of subjects in this study were 6 children with intellectual disability. The average pre-test score was 33.92 and the average post-test score was 78.96 by giving treatment/intervention 6 times in class. The conclusion of this study is that H zero (H_0) is rejected and the working hypothesis (H_a) is accepted, Z count (Z_h) = 2.096 is greater than Z table (Z_t) = 1.96 with a critical value = 5%. So the use of modified index card match affects the social interaction of children with intellectual disability.

Keywords: modified index card match, social interaction, children with intellectual disability

I. INTRODUCTION

Every individual is a social person that lives in a community environment both physical environment and psychological environment, where each individual has a reciprocal relationship between one individual and another individual. One characteristic of social life is the existence of social interaction which is the main factor in the relationship between two individuals or more that will influence each other (Fatnar & Anam, 2014: 72).

Ali & Asrori (2011: 85) states that an individual social relationship that occurs will always develop due to a great curiosity about the surrounding environment. In its development, all individuals will look for ways to conduct good and comfortable social interactions with other individuals or the surrounding environment. This social interaction also involves individual adjustments to the environment, such as obeying existing regulations, eating and drinking alone, dressing alone, etc.

In line with that opinion, Ngalimun (2017: 18-19) said that in community life, every interaction that is being carried out between individuals cannot be separated from communication. So that communication is very important and helpful in the process of life of each individual's socialization. When an individual carries out an interaction that can generally be done verbally which later can be understood by each individual, because this verbal interaction is conveyed through words or verbally so that each individual is able to express the feelings, emotions, thoughts, or intentions of the individual. Besides verbal interaction, there is nonverbal social interaction. This interaction can be done through short messages or via e-mail, when interacting remotely so that they don't use words directly but can also use body gestures.

Furthermore, Sutarjo (2014: 13) also explains that in everyday life carried out by someone has a social

relations process through social interaction. A person's ability to interact with the social environment is able to make someone to determine their social behavior to respond to social events that exist in the environment.

So that it can be concluded that social interaction is a socializing process to convey and receive information and social interaction can be done by individuals with individuals, individuals with groups, and groups with groups. Therefore, social interaction can run well and smoothly and be able to foster a sense of cooperation and mutual respect for each other need the ability to interact socially. Santoso (2010: 163) reveals that the ability of social interaction is an event that occurs, including individual behavior in the form of stimuli and reactions given by both.

From that explanation, the ability of social interaction is a person's ability to interact with other individuals to convey clear and easy messages to be understood by the recipient of the message using both verbal and non-verbal behavior.

Someone is diagnosed as intellectual disability if he/she is having an obstacle in intellectual function or intelligence below average and unable to behave socially or adaptively to the surrounding environment (Mardhiyah, Dawiyah, and Jasminton, 2013: 60).

In line with that, Somantri (2006: 117-118) said that the impact of intellectual disability conditions can affect parents. Usually parents are less able to accept the condition of their children experiencing physical and mental disorders, they assume that the birth of children with intellectual disability is a tragedy. The reaction of parents is also different, it is seen from certain factors, such as abnormalities experienced by children already known by their parents first or unknown and other important factors namely abnormalities experienced by children with intellectual disability are clearly visible or not by other people.

Amin (1997) explains that children with intellectual disability have obstacles in self-adjustment, namely difficulties in dealing with the surrounding environment or interacting socially, both with individuals and with groups.

Thus to understand the importance of the development of children with intellectual disability, parents must understand the needs of children, the existence of children, and the disabilities or barriers experienced by children by giving sincere attention. In this case, children with intellectual disability often experience obstacles in terms of communicating and socializing so parents must provide education and training to interact socially so that they are able to develop themselves optimally, be able to adapt to the environment, and be able to do various jobs according to their conditions. (Liando and Dapa, 2007: 91-92)

The results of field observations in SDLB-C (Special Elementary School for Children with Intellectual Disability) Siti Hajar Sidoarjo, there were 6 students consisting of grades 5 and 6. The results showed that children with intellectual disability were at the time of the activity learning there are 2 students able to interact but still difficult in making a request, 1 student is able to interact but still uses sentences that are less precise when making a request, 1 student is less able to interact well, and 2 students are able to interact but when speaking their voices are not clear. They are more active in interacting when using learning media in the form of images accompanied by simple sentences.

So that to do social interaction with other individuals children with intellectual disability have difficulty. Therefore to help so that children with intellectual disability are able to carry out social interactions with other individuals need a supportive activity.

One of them is through activities using the index card match. Sanjaya (2008: 163) said that the superiority of the index card match is able to foster excitement in teaching and learning activities, teaching material delivered is more interesting to students, able to create an active and pleasant learning atmosphere, able to improve student learning outcomes to the maximum, and assessment can be done with observers and players.

Furthermore Sanjaya (2008: 120) explains the steps in using the index card match, namely that every mentally disabled student is instructed to take the card and look for the same pair of cards according to the picture. So that with these activities children with intellectual disability get training in social interaction which later they will be able to interact.

Based on the background presented, then the purpose of this study is to examine the effect of using modified index card match on the social interaction of children with intellectual disability at SDLB C Siti Hajar Sidoarjo.

II. METHOD

This study used a quantitative research approach. Furthermore, Sugiyono (2016: 8) explains that quantitative approach can be used if the data in this study examines a particular population or sample. Moreover, this study used a pre-experimental design with one-group

pretest posttest design and was one form of pre-experimental design. The design of this study was used because in this design there was a pre-test before being given treatment and post-test after being given treatment which aims to see the treatment results more accurately by comparing conditions before and after being treated. In addition, based on differences between the pre-test and post-test, this type of one-group pre-test post-test design was carried out in one group without comparison.

The instruments used in this study are as follows:

- Social interaction program
- Grid of research instruments
- The pre-test and post-test action sheet
- Table of recapitulation of the results of the pre-test and post-test
- Documentation

In this study, non-parametric statistics are used because one of the assumptions of normality cannot be fulfilled, namely the number of samples studied by less than 30 people is called a small sample. In addition, nonparametric statistics are also used to analyze data that is nominal and ordinal. Then the appropriate data analysis technique in this study uses a level test marked the Wilcoxon Match Pairs Test.

III. RESULT AND DISCUSSION

Based on the results of the research that has been conducted, it shows that after the modification of the index card match, it can improve the social interaction of children with intellectual disability. Changes that occur in the social interactions of children with intellectual disability can be seen from the differences in values obtained from the pre-test and post-test to see or know the ability of social interaction of children with intellectual disability before and after treatment or intervention with a modified index card match.

In this study there were also positive and negative findings, before children with intellectual disability had never been given an modified index card match and that made students who initially felt difficulties and confusion. After being given six treatments or interventions for children with intellectual disability, they began to demonstrate their social interaction abilities. The positive findings of 80% of children with intellectual disability who were the subjects of the study were able to carry out social interaction activities at school really well, while the negative findings were that 20% of children with intellectual disability had difficulty interacting well because they still had shame.

The results obtained in the pre-test show that 6 students before treatment or intervention through modifi of the index card match on social interaction children with intellectual disability still get low results with an average gain of 33.92 and after treatment or intervention using modified index cards match to the social interaction of children with intellectual disability, the average post-test score increased by 78.96.

In particular, UB is able to participate in social interaction on learning activities really well. However, UB experiences obstacles in saying or mentioning social interactions that will be carried out or practiced. This can also be seen from the results of the pre-test values

obtained. UB shows the results of the pre-test value of 33.75. After completing treatment or intervention that was done six times and the post-test results increased with a value of 81.25.

AN is a student who always feels embarrassed when doing an activity or is instructed to speak in front of his friends during the process of learning. The result of the pre-test obtained was low with a score of 28.75. After completing treatment or intervention that was conducted six times, AN experienced a good increase in obtaining a post-test score of 63.75.

FS is not much different from AN who feel ashamed if instructed to do an activity in public. This can be seen from the results of the FS pre-test score which was 31.25. After getting treatment or intervention that was applied to the FS six times, the post-test results obtained increased to 82.5.

FK is a student who sometimes refuses to be instructed to do an activity, but FK also has high enthusiasm when social interaction activities are carried out. Before giving FK treatment or intervention obtained a pre-test result that was 37.5 and after giving a treatment or intervention FK ability to interact socially becomes increased by obtaining a post-test score of 88.75.

VR is a student who is very active and has a high enthusiasm in participating in social interaction. VR has no difficulty when using a modified index card match. It can be seen that VR obtained the results of the pre-test value of 38.75. After getting treatment or intervention six times, VR obtained a post-test result of 93.75 and it showed an increase.

RM is a student who is able to participate in social interaction learning activities well and his enthusiasm is quite large, seen when instructed to do one of the social interaction activities, RM did not refuse and immediately went to the front of the class to practice social interaction activities. The results of the pre-test obtained by RM were 33.75, after the treatment or intervention intervention was given an increase, the result of the post-test score obtained was 63.75.

Children with intellectual disability are children who have difficulty in their ability to interact socially, this is in line with the opinion of Amin (1997) which explains that children with intellectual disability have obstacles in self-adjustment that can be seen from difficulties in relating to the surrounding environment or interacting socially both with individuals and with groups. It is also influenced by below-average intelligence possessed by children with intellectual disability.

Furthermore, Liando and Dapa (2007: 91-2) explain that children with intellectual disability often experience obstacles in terms of communicating and socializing with the surrounding environment, so parents must be able to provide an education and communication training so that later they are able to provide education and communication training so that later they are able to develop themselves to the fullest, be able to adapt or adapt to the environment, and be able to do various jobs that are appropriate to their conditions.

In line with the previous explanations, research by Maisura & Jannah (2016) with the title "Improving mathematical communication skills through Index Card Learning Model Match on Geomaterials in Class X

"Peusangan Siblah Krueng 1 Public High School" based on research results can be concluded if in using the index card match students' mathematical communication skills are increased rather than students' mathematical communication skills through conventional learning models. From the research, if it is associated with the results of research, it is proven that in social interaction activities or communicating with the surrounding environment, children with intellectual disability can use a modified index card match. Increasing the ability of social interaction of children with intellectual disability in the results of the above research shows that the ability of students with intellectual disability can be increased to the maximum with the potential or ability possessed and adapted to the conditions of students. It provides a solution that can support the social interaction abilities of children with intellectual disability by using a modified index card match. This is consistent with the opinion of Annisa and Firman (2019: 15) stating that modified index card is a fun activity by finding and matching picture cards in accordance with the material so that students are able to understand the material provided using the picture card and students will more active during the activity.

One of the functions of picture cards is that they can be used in providing new knowledge that is easy to understand because the delivery of a new knowledge is more easily conveyed visually to individuals. This is in accordance with the study by Afiffah and Soendari (2017) with the title "Improving the Speaking Ability in Children with Impotence through Media Images in SDLB BC YPLAB Bandung." Based on the research, using a picture card can improve the child's ability to talk so that later the child will easier to interact with the surrounding environment.

Related to the modification of the index card match which has advantages according to Rambe (2018: 101-102), saying that the advantages of the index card match are able to foster a sense of excitement in teaching and learning activities, the material that has been made and will be delivered to students is able to attract students' attention, creating an atmosphere of learning activities to be active and fun for students, able to improve student learning outcomes well, and in activities that take place the assessment is carried out jointly by observers and players. Therefore, when social interaction learning activities are running must be practiced directly together so that it is easily understood by children with intellectual disability, this is also in accordance with the modification steps of the index card match, namely the first step taken to prepare the picture card to be used, second step children with intellectual disability observe the image, the third step of every mentally retarded student is instructed to take one card, the fourth step pictorial card that has been taken is placed in place, fifth step children with intellectual disability take the picture card according to the first card, the sixth step put the second card in the space provided, and the seventh step mentally disabled students is instructed to carry out social interaction activities in accordance with the image on the chosen card.

Implications of the results of the study influence the use of modified index card in addition to being able to improve the ability of children with intellectual disability

in social interaction, modification of index card match also able to increase self-confidence in interacting or socializing with the surrounding environment both with friends or teachers, motivating children with intellectual disability in learning, and training concentration to make it better.

IV. CONCLUSION

It is concluded H zero (H_0) is rejected and the working hypothesis (H_a) is accepted, Z count (Z_h) = 2.096 greater than Z table (Z_t) = 1.96 with a critical value = 5%. So it can be concluded that there is an effect of using modified index card on the social interaction of children with intellectual disability.

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