

Safety Skills of Students with Mild Intellectual Disability

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Abstract— This descriptive study aims to find information about the safety skills of student with mild intellectual disability. Data collection methods used are interviews, and tests. The research approach used is qualitative descriptive. Data analysis used is qualitative descriptive analysis. Subjects are 2 student with mild intellectual disability. Based on the analysis of results, both mild mental retardants have understood most of the treatment of dangerous objects and dangerous situations. The results of the tests and interviews above illustrate that dangerous objects that cannot be identified by both students are forks. In addition, students do not understand what should be done when an earthquake occurs outside the room. Students do not understand what to do at their own time and forget the direction to go home. Therefore, students need to be improved in identifying dangerous objects and how to use dangerous objects. Besides that, students' vigilance should be increased when facing earthquakes both indoors and outdoors. Knowledge of the steps that need to be taken during an earthquake. Students need to be trained to memorize parents' telephone numbers, identity, home addresses so they can provide information if they forget to return home.

Keywords— *safety skill, mild intellectual disability*

I. INTRODUCTION

Information about the ability of students is an important component for carrying out education in formal and non-formal schools. Schools can determine learning programs through the development of students' abilities. Especially for special schools or the inclusion of learning programs very dependent on the development of students with special needs. One of the principles of learning for students with special needs is paying attention to individual differences.

As a requirement for the implementation of educational programs for students with special needs, it is necessary to know how the history of students' development abilities. Subjects to be studied are mentally retarded students. Students with intellectual disability, by Hallahan & Kauffman, in [1] is an inability of a person with special characteristics to have limitations in intellectual function and adaptive behavior.

Based on initial interviews with parents, students with mild intellectual disability have low safety or safety abilities. Students are not responsive to hazards when an earthquake occurs. Students do not understand the importance of protecting themselves when indoors or outdoors, and against dangerous objects such as knives and scissors. Students do not understand how to use safety equipment for themselves. Students do not understand the importance of safety skills for

themselves. Therefore the importance of the ability of safety skills for students with mild intellectual disability. Through this paper, we will get an overview of the ability of safety skills for students with mild intellectual disability.

The purpose of this study is to know and understand information about personal safety skills or safety skills of mild mental retardation students. The research questions are as follows:

- How safety skills students with mild intellectual disability when identifying and treating them against dangerous objects?
- How safety skills students with mild intellectual disability when identifying and responding to dangerous situations?

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the proposed method. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

Ki Hajar Dewantara through Taman Siswa believes that education must be carried out in three centers of education Bartolomeus in [2], namely family nature, nature of the school (school environment), and nature of youth movement (youth organizations). In order to get information about cognitive abilities of mentally retarded students, the writer emphasizes more on daily life skills and functional academics based on the scope of the three education centers according to Ki Hajar Dewantara.

Students with intellectual disability Hallahan & Kauffman in [1] is an inability of a person with special characteristics to have limitations in intellectual function and adaptive behavior. According to the American Psychiatric Association mentally disabled students or called IDD (Intellectual Developmental Disorder) or intellectual development disorders are students who experience disruption during the period of development which includes intellectual and limited adaptive functions in conceptual, social, and adaptive skills. In general, mental retardation characteristics according to Effendi in [3], are as follows: (1) the ability to think concrete and difficult to think, (2) difficulties in concentration, (3) low socialization, (4) not able to analyze and assess events, (4) unable to save difficult instruction, and (5) the highest achievement in reading, writing and counting is no more than normal students at grade 3-4 grade. Understanding mild mental retardation

students based on the opinion of Kemmis & Rosnawati in [4], Wantah in [5] and Choiri, *et al.* in [6] are students who have intellectual intelligence below average thus causing delays in academic and social functions. Less able to think about things that are abstract so that they need special services and guidance from the teacher or mentor. Students with mild intellectual disabilities are still able to be given academic learning to the equivalent of regular students in grade 5 elementary school. While mild mental retardation characteristics according to Wardani in [7] include: (1) very limited intelligence, (2) difficulties in socializing, (3) tend to have difficulty in concentrating and difficult to invited to think, (4) have a positive initiative in defending himself, (5) his personality is easily swayed, and (6) lack of motoric conditions, and less able to distinguish between good and bad. Kemmis and Rosnawati in [4] describe some characteristics that often appear in mild mentally retarded students that are slow in learning new things and having difficulties in generalizing new things.

Survival and safety skills are skills possessed by someone to survive and save themselves from things that endanger or cause accidents, with indicators according to ASCA Michigan School Counselor Associate [8] including: Demonstrate knowledge of personal information (for example: telephone number, home address, emergency contact); implement effective problem solving and decision-making skills to make safe and healthy choices; fingerprint ways to deal with peer pressure; learn techniques to manage stress and conflict; learn coping skills to manage life activities. Based on the results of Mechling in [9], of mild mental retardation that should have safety skills: (a) pedestrian / pedestrian crossings, (b) prevention of accidents at home, (c) application of first aid (including identification and reporting of diseases) responses to foreigners, (e) fire safety, and (f) emergency telephone use.

Basic safety skills Sheriff in [10] includes the following. (a) Practice with children regarding full name, address and telephone number. (b) Make emergency telephone calls from landlines and public. (c) Introducing the environment with children. Shows a safe place that can be visited in an emergency, such as a neighbor's house, or an open shop. Examine areas that threaten children's safety, such as brushed forested areas, bushes overgrown with shrubs, abandoned buildings, poor lighting, and lots of empty land littered with debris. (d) Introducing the safest routes to school and friends' houses, which avoided danger points such as alleys, new construction, and forested areas. (e) Give information to the child not to receive a gift or ride from someone they don't know well. (f) Teach children to go to the shop clerk or safety guard and ask for help if you are separated in a shop or shopping center. Tell them never to go to the parking lot alone. (g) accompanying children to public toilets.

Maintaining children's safety when at school and at play according to Sheriff in [10] is as follows. (a) train children to walk and play with friends, not alone, and live in an open place where other people can see them. (b) Don't hang the house key around your child's neck. (c) Teach children to walk confidently and stay alert about what is happening around them. (d) encourage children to monitor the safety of

other children and report whatever they see that does not seem right. (e) Teach children to write and report license numbers from people who offer a ride, roam around a playground, or appear to follow them. Maintain the child's safety when at home according to Sheriff in [10] are as follows. (a) Make sure the child can contact parents by telephone. (b) Agreeing on the rules for not going to someone else's house when no adult is present. (c) Make a safety plan in the event of an emergency disaster (i.e. fire, earthquake). (d) Provide information to never answer or open doors even when parents are present. Give special instructions, about answering the phone and accidentally letting strangers know they are alone. Children can always say their parents are busy and receive messages. (e) make sure they understand how the doors and windows lock work and that they use it on their own.

Home safety measures according to Liewellyn, *et al.* concerning mental retardation students' skills in [11], namely: (a) danger when at home: six areas of the house (kitchen, bathroom, living room, stairs, bedroom and yard), for example, chaos and objects) Preventing danger when at home: removing toxins and storing them out of reach, (c) vigilance at home: fire, electricity, cooking, poisons, heavy and sharp objects, firearms, chaos, dangerous toys, animals, outside and public hazards. Note that not all hazards apply to all home situations and more than one precaution can be taken for each listed hazard.

III. PROPOSED METHODS

This research is a research that aims to explain the phenomena that exist by using numbers to rely on individual or group characteristics by Syamsuddin, *et al.* in [12]. This study assesses the nature of the visible conditions. The purpose in this study is limited to describing the characteristics of something as it is. The research subjects used in this study were three students with mild class disability classes. Data collection methods are interviews, tests of the skills of personal safety of class V students with intellectual disability.

This study uses a descriptive type of research with a qualitative approach. Qualitative Research Methods, as stated by Sugiyono in [13], namely: research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, where researchers as key instruments. According to Sugiyono in [13] descriptive research is, research conducted to determine the value of independent variables, either one variable or more (independent) without making comparisons, or linking with other variables. Based on this theory, qualitative descriptive research is data obtained from a sample of the study population analyzed according to the qualitative approach used. Descriptive research in this study was intended to obtain detailed information about the personal safety skills of class V students with mild intellectual disabilities.

The research subjects were 2students with mild intellectual disabilityin class V SLB PGRI Summersari with initials AJ, and AD. Data collection methods used are interview methods and test methods. The interview method is used to determine students' responses to possible hazards and how to treat dangerous objects. Test methods are used to

determine students' abilities in identifying hazardous conditions and dangerous objects.
 Test instruments to determine students' abilities in identifying hazardous conditions and dangerous objects. Shown in Table I and Table II.

TABLE I. TESTS THE ABILITY OF STUDENTS TO IDENTIFY DANGEROUS OBJECTS

No	Objects	Check list (v)/ cross (x)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12		
13		

TABLE II. THE STUDENT ABILITY TEST INSTRUMENT IDENTIFIES THE SITUATION OF DANGER

No	Situation	Check list (v)/ cross (x)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

8.		
9.		

Interview instrument regarding student responses to possible hazard situations and how to treat dangerous objects.

a) *Dangerous Situation*

- How to cross the road?
- What do you do if an earthquake occurs indoors?
- What do you do when an earthquake occurs outdoors?
- What do you do when a fire occurs indoors?
- What if your friend asks to play on the highway?
- What if your friend asks to play in the forest?
- What if your friend takes a bath in the river?
- What do you do alone and don't know the way back home?
- What do you do if you are separated from your parents when shopping at the market / shop?
- What do you do when invited by someone you don't know?
- What do you do when someone is not known to give you goods or money?
- What if there are unknown guests knocking on the door when you are alone at home?
- Which path do you pass when you go to school to stay safe?

b) *Dangerous Objects*

- What if you see a knife lying on the floor or on a table?
- What do you do if you forget to turn off the stove?
- Can you eat rat poison? Why?
- Can I hold rat poison? Why?
- Is it permissible to eat / drink insect repellent? Why?
- Can you eat and drink soap? Why?
- Is it permissible to hold a power source such as a cable and socket? Why?
- Can I play fire? Why?
- Where is a safe place to play?
- Can you play in a high place like on a table and on the stairs? Why?

IV. RESULTS AND DISCUSSION

The test results of the identification of objects and dangerous conditions of AJ students are as follows. AJ students identified that knives, scissors, cutters, nail cutters, stoves, electric current sources, fire and toothpicks as dangerous objects. AJ students identified toys, bicycles, forks, Legos, flowers, dolls and plastic balls as harmless

objects. AJ students can identify building construction, earthquakes, rivers, highways, fires, and ponds as dangerous situations and places.

AJ students can identify fields, parks, and trampolines as situations and places that are not dangerously dangerous. AJ students can explain how to cross the road properly. AJ students answer that they will come out immediately if there is an earthquake in the room. AJ students answered that they would enter the room when an earthquake occurred while outdoors. AJ students answered that they would put out the fire if there was a fire in the room. AJ students refuse if invited to play on the highway. AJ students refused if invited to play with friends in the forest, with dangerous reasons. AJ students refuse if invited to play in the river. AJ students refused if invited to play with friends in the forest, with dangerous reasons. AJ students refuse if invited by an unknown person. AJ students do not understand what is done when they do not know the way to go home on their own. AJ students will ask for help from others if they are separated from parents in the shopping area. AJ students choose not to play knives when they are lying on the table. AJ students will stove the stove when the mother forgets to turn off the stove. AJ students know that rat poison, insect repellent is a dangerous object that cannot be eaten or touched. AJ students know that soap should not be eaten or drunk. Students can understand that the source of electric current, and fire cannot be held or touched. AJ students understand that it is not permissible to play at high places such as stairs and on tables.

The test results of the identification of objects and dangerous conditions of AD students are as follows. The AD students identified that knives, scissors, cutters, nail cutters, stoves, electric current sources, fire and toothpicks as dangerous objects. The AD students identified that toys, bicycles, forks, legos, flowers, dolls and plastic balls as harmless objects. The AD students can identify building construction, earthquakes, rivers, highways, fires, and ponds as dangerous situations and places.

The results of interviews regarding students' responses to possible hazards and how to treat dangerous objects are as follows. The AD students can identify fields, parks and trampolines as situations and places that are not dangerous. The AD students can explain how to cross the road properly. The AD students answer that they will come out immediately if there is an earthquake in the room. The AD students answer that they will soon run when an earthquake occurs while outdoors. The AD students answered that they would run outside the house in the event of an indoor fire. The AD students refused if invited to play on the highway. The AD students refused if invited by friends to play in the forest, with dangerous reasons. The AD students refused if invited to play in the river. The AD students refused if invited by friends to play in the forest, with dangerous reasons. The AD students refused if invited by strangers. The AD students understand what is done when they do not know the way to go home when they are alone, by asking for directions to go home. The AD students will ask for help from others if they are separated from parents in the shopping area.

AD students chose not to play knives when they were lying on the table. The AD students will poke the stove when the mother forgets to turn off the stove. The AD students know that rat poison, insect repellent is a dangerous object that cannot be eaten or touched. The AD students know that soap should not be eaten or drunk. Students can understand that the source of electric current, and fire cannot be held or touched. The AD students understand that they cannot play in high places such as stairs and on tables.

Based on the analysis of the results above it can be concluded that both mild mental retardation students have the following self-defense skills. The results of the tests and interviews above illustrate that dangerous objects that cannot be identified by both students are forks. The fork is considered as something that can be used when playing. In addition, students do not understand what should be done when an earthquake occurs outside the room. Students do not understand what to do at their own time and forget the direction to go home

V. CONCLUSION AND RECOMMENDATIONS

Based on the analysis of the above results it can be concluded that both mild mentally disabled students have understood most of the treatment of dangerous objects and dangerous situations. The results of the tests and interviews above illustrate that dangerous objects that cannot be identified by both students are forks. In addition, students do not understand what should be done when an earthquake occurs outside the room. Students do not understand what to do at their own time and forget the direction to go home. Therefore, students need to be improved in identifying dangerous objects and how to use dangerous objects. Besides that, students' vigilance should be increased when facing earthquakes both indoors and outdoors. Knowledge of the steps that need to be taken during an earthquake. Students need to be trained to memorize parents' telephone numbers, identity, home addresses so they can provide information if they forget to return home.

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