



## Form of Social Emotional Guidance Method for Children with Intellectual Disability in Improving Social Skills at SLB Mutiara Hati Medan Tembung

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### Abstract

This research is motivated by the condition of mentally retarded children, which needs to be discussed in the process of developing social skills. This research uses this type of research, which is qualitative research. Qualitative data is data in the form of words, sentences, gestures, facial expressions, charts, images and photos. The aim of this research is to determine the forms of social emotional guidance for mentally retarded children in improving social skills at SLB Mutiara Hati Medan Tembung and to find out the supporting and inhibiting factors in developing the social skills of mentally retarded children at SLB Mutiara Hati Medan Tembung. This writing uses a qualitative descriptive method which is useful for providing information, facts and data regarding the mentor's efforts in developing the social skills of mentally retarded children at SLB Pearl Hati Medan Tembung. The research results are (1) Guidance methods in developing the social skills of mentally retarded children (a) Methods for developing questioning skills. (b) Efforts to develop skills in establishing and maintaining friendships. (c) Methods for developing collaboration skills. (d) Methods for developing sharing skills. (e) Skills methods in religion. (2) Supporting and inhibiting factors in developing the social skills of mentally retarded children.

**Keywords:** Guidance, Emotional, Mentally Impaired, Skills, Social

### Abstrak

Penelitian ini dilatarbelakangi oleh kondisi anak Tunagrahita, yang perlu dibahas dalam proses mengembangkan keterampilan sosial. Penelitian ini menggunakan Jenis penelitian ini adalah penelitian kualitatif. Data kualitatif adalah data yang berbentuk kata, kalimat, gerak tubuh, ekspresi wajah, bagan, gambar dan foto. Adapun tujuan dari penelitian ini adalah untuk mengetahui bentuk-bentuk bimbingan sosial emosional anak tunagrahita dalam meningkatkan keterampilan sosial di SLB mutiara hati medan tembung dan untuk mengetahui faktor pendukung dan penghambat dalam mengembangkan keterampilan sosial anak Tunagrahita di SLB mutiara hati medan tembung. Penulisan ini menggunakan metode deskriptif kualitatif yang bermanfaat untuk memberikan informasi, fakta dan data mengenai upaya pembimbing dalam mengembangkan keterampilan sosial anak Tunagrahita di SLB mutiara hati medan tembung. Adapun hasil penelitian (1) Metode pembimbing dalam mengembangkan keterampilan sosial anak Tunagrahita (a) Metode mengembangkan Keterampilan bertanya.(b) Upaya dalam mengembangkan keterampilan menjalin dan memelihara pertemanan. (c) Metode mengembangkan Keterampilan bekerjasama. (d) Metode mengembangkan keterampilan berbagi. (e) Metode keterampilan dalam agama.(2) Faktor pendukung dan penghambat dalam mengembangkan keterampilan sosial anak Tunagrahita.

**Kata Kunci:** Bimbingan, Emosional, Tunagrahita, Keterampilan, Sosial

## Introduction

School is a place or vehicle for every child to learn in formal and non-formal forms to obtain educational services as a stock of knowledge that will be used for them to face the future. Education in general aims to develop individual abilities optimally so that they can live in accordance with a decent life order. (Lestari, 2022). Education in Indonesia has strong guarantees as included in the Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System article 32 paragraph (1) states that: "special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social disorders, and/or have the potential for intelligence and talent. special." This law emphasizes that children with special needs and normal children have the same opportunity to obtain education, including children with mild mental retardation. (Putra & Kasiyati., 2019).

Children are the greatest gift entrusted by the creator who must be looked after, loved and educated as well as possible. Every parent definitely looks forward to the arrival of their child. (Simarmata et al., 2022). However, not all children are born perfect. This imperfection is what makes the child have to receive special treatment. However, they still have the same rights to life, social rights and other rights as normal children in general. In the Constitution Number 52 of 2019, it is also mentioned about the implementation of social welfare for people with disabilities, which also discusses social protection for people with disabilities (Sari & Iswari, 2019).

Every child wants to be accepted and part of the school community. Good

acceptance in the school environment will help children to be able to socialize and adapt in a wider environment, namely in the community. Mentally retarded children have limited intelligence. (Koyimah & Sidik, 2022). This condition makes it difficult for them to take part in classical education programs in regular schools. Therefore, mentally retarded children need special educational services that are tailored to the child's abilities. This shows that children with mild mental retardation are still able to attend regular schools with special services (Kumalasari & Sormin, 2019).

Mental retardation is a term for people with intellectual and cognitive abilities that are below average compared to people in general. This condition is usually detected in childhood, but can also appear in adulthood. As for mentally retarded children, they are also children whose intelligence level ranges from 50-70. Children are able to make broad social adjustments, but in the process of social adjustment children experience delays. (Mulyana et al., 2022). This is indicated by delays in social skills, which causes children to experience an inability to manage emotions well. Mentally retarded children tend to be friends with children who are younger than their age, and are unable to assume social responsibilities. So that children with mild mental retardation must always be guided and supervised, especially in improving social skills so that they can live in accordance with a decent lifestyle. (Widiastuti & Winaya, 2019).

Social skills are skills that individuals acquire through a learning process that are used to relate to their environment in a good and appropriate way, such as types of skills that

include cooperation skills, mutual cooperation, mutual help, and so on. (Purba et al., 2022). Social skills are a very important need for humans, including mildly mentally retarded children. Therefore, there needs to be efforts from the family and school to improve social skills from an early age. Social skills are also certain sets of behaviors that are the basis for achieving effective social interactions in order to grow and develop into a virtuous person. (Amiqoh, 2022). Social skills abilities will be achieved maturely if a child learns how to adapt to other people. This ability is acquired by children through various opportunities or experiences in interacting with people in their environment, including parents, siblings, peers and other adults. (Widodo et al., 2020).

According to Stein and Book (2002: 162) there are several social skills that can be measured by a child, namely the ability to give and receive each other, the desire to build relationships with other people, feeling calm and comfortable when in social interactions, having hope. positive about social interactions. (Liliana et al., 2020).

Mentally retarded children have limited intelligence. This condition makes it difficult for them to take part in classical education programs in regular schools (Anjariani, 2022). Therefore, mentally retarded children need special educational services that are tailored to the child's abilities. This shows that children with mild mental retardation are still able to attend education in regular schools with special services. Education services for mentally retarded children really require seriousness from teachers (Lufthansa, 2017). Learning activities for students with intellectual

disabilities often experience obstacles related to cognitive abilities, for example having difficulty learning well in the areas of reading, writing and arithmetic. These obstacles are usually compounded by the emergence of problems related to children's adaptive behavior, especially those related to problem solving skills. (Martinus & Kesumawati, 2020).

This problem was discovered by SLB Mutiara Hati Medan Tembung, these children still have poor social skills, which shows they lack interaction with friends at school. (Triana, 2018). Children are not yet able to work together, adapt, interact well, cannot control themselves, cannot show empathy, cannot follow rules, and cannot respect other people. Poor social skills of a child will affect his acceptance by peers, teachers and the environment. On the other hand, the development of social skills in children will lead to peer acceptance, teacher acceptance, and academic success (Anindhito, 2020).

Children with intellectual disabilities initially display attachment behavior to their parents and other adults. As we get older, these attachments are transferred to peers. (Kurniawati, 2018). When children feel afraid, stressed, and lose people they trust, their tendency to become dependent increases (Indrawati, 2016). In contrast to normal children, children with mental retardation are more dependent on others and less affected by social support. In relationships with peers, as with small children, mentally retarded children will reject other children. But as they grow older, they establish contact and engage in cooperative activities. In contrast to normal children, mentally retarded children are

rarely accepted, often rejected by groups, and rarely have their place recognized in groups. (Romadhon & Harimurti, 2020).

The main factor that makes it difficult for mentally retarded students to make social adjustments in certain activity or work environments is socio-emotional factors. These socio-emotional factors include: feelings of fear, feelings of dissatisfaction caused by other people, aggression, and negative attitudes towards authority. (Satria & Wijaya, 2020).

SLB schools are schools that combine special and regular education services in one education system, where students with special needs receive special education according to their respective potential and regular students receive services to develop their potential so that both students with special needs and regular students can work together. develop their individual potential and be able to live harmoniously in society. Inclusive education includes changes and modifications in content, approaches, structures and strategies that can accommodate the needs of all children according to their age group.

### **Research Methods**

This type of research is qualitative research. Qualitative data is data in the form of words, sentences, gestures, facial expressions, charts, images and photos. (Pahleviannur et al., 2022). According to Kirk and Miller and Meleong, the term qualitative research originates from qualitative observations which are contrasted or differentiated from qualitative observations. This research is field research, while the method used is descriptive, describing what it is about the mentor's efforts in developing

the social skills of mentally retarded children. So in its implementation the qualitative descriptive method is used in the research process which produces descriptive data in the form of written or spoken words (phrases) obtained directly from the field related to the research theme. (Bogdan, 2020).

There are two types of data sources used in this research, namely primary data. Primary data is data obtained through a series of activities. Primary data is data obtained directly from informants both through interviews and observations. In this research, the primary data is data obtained directly. Secondary data is data obtained through collecting or managing data in the nature of document analysis documentation studies. Documentation studies take the form of reviewing personal documents, official institutional documents, references or regulations (literature reports, writings, etc.) that have relevance to object of research. (Pahleviannur et al., 2022).

### **Result and Discussion**

Based on observations, interviews and documentation review, several methods are used to improve the social skills of mentally retarded children in Mutiara Hati Medan Tembung, namely:

#### **1. Guidance Methods in Developing the Social Skills of Children with Mental Disabilities at SLB Mutiara Hati Medan Tembung**

Based on the findings or research results obtained from the research process, approximately one month at SLB Mutiara Hati Medan Tembung using qualitative research methods and analysis models, then the researcher carried out a data reduction process. At this stage the author carried out data analysis, combining and standardizing all forms of data that had been collected in the field related to the research theme, namely the efforts of mentors in developing the social skills of mentally retarded children at SLB Mutiara Hati Medan Tembung. Based on data from the research results, the researcher concluded that the supervisor's efforts in developing the social skills of mentally retarded children at the Mutiara Hati SLB Medan Tembung were:

**a. Methods for Developing Questioning Skills**

The method of developing questioning skills is by motivating children, providing an approach, following what children like, repeating guidance material so that children can re-understand the material presented, factors that influence this are their way of thinking is less focused, less concentrated. pay attention to their supervising teachers and must coordinate with their parents. Also not just school, so that children's development in asking questions can develop well. This is also in accordance with the results of observations made by researchers of supervisors, where the researcher saw and heard directly the supervisor who was providing guidance to the children (Ardiyanto & Sukoco,

2014). On the other hand, researchers also observed supervisors who were reprimanding and advising children who were negligent and forgot to carry out their duties. So it can be concluded from the results of the author's findings in the field if they are related to the theory of questioning skills according to John. L. Bolla, in the learning process, every question, either in the form of a question sentence or a command, which requires a student response, so that students gain knowledge and improve their thinking skills, is included as a question. A similar opinion was expressed by G. A. Brown and R. Edmonson in Siti Julaeha, questions are any questions that require a verbal (spoken) response. (Nisa et al., 2021).

**b. Methods for Developing Skills in Making and Maintaining Friends**

The method of teaching children to respect each other, love each other, instill a sense of brotherhood, by using practical methods so that children do not get too bored in implementing the guidance and material provided, namely material about children's mentality, material on cooperation between children and supporting tools, namely tools demonstrations such as games, puzzles and others, as well as factors that influence them, namely children's concentration, the problem is that they must be repeated to provide understanding to children, coordination with the children's parents is very important so that children can better understand the knowledge given by the supervisor at school. (Nisa et al., 2021).

Kurt stated that friendship is a close or intimate personal relationship that involves each individual as a unit, while friendship is the result of a formal relationship and an initial level of development towards friendship. (Novayani & Ramadhani, 2021).

**c. Methods for developing collaboration skills**

By giving mutual cooperation tasks every Friday, cleaning the class together so that children can work together with each other, the material is usually given, namely about art given by the tutor, as well as supporting tools such as art tools or props so that during tutoring Children can be more enthusiastic in the guidance process, and what influences this is that children are less concentrated. According to Johnson and Johnson, cooperative skills are "the ability of students to behave cooperatively with other people in the group in completing joint tasks". (Fadhilah, 2021). This explanation can be interpreted that cooperation skills are students' skills in carrying out interpersonal communication with other people in the group, in order to achieve common goals or complete group tasks.

**d. Methods for Developing Sharing Skills**

The method of training is by providing material regarding how sharing is beautiful, providing positive motivation to children that if we share we will get a reward and go to heaven, and guiding children to share in any case, for example when friends don't have an eraser/pen, they are taught to children to lend and help friends who are in trouble, that's

one way of guiding children to share with anyone, regardless of their condition or physical appearance, because we teach children that we are the same, equally created by Allah SWT, the material provided is usually We invite ustadz to provide motivation to children about sharing. (Jayanti et al., 2023). Sharing skills are skills, abilities, which are ingrained in humans to be able to receive and give to others, colleagues or people close to them. Sharing here has a very broad meaning, namely sharing in material, non-material things, or can share things in the field of science, therefore this sharing skill must be instilled from an early age in each of our students, so that students can accept all forms of differences. are around him, and love each other and share even though they are socially different. (Syarifah, 2021).

**e. Playing Skills Method**

Children are able to play quite well with other students. However, children only occasionally join in the game. (Fauzi & Aprilia, 2021). Children more often just look and watch other students playing. When playing hide and seek, children only follow their friends. For example, if another student runs, the child will run too.

**f. Skill Methods in Religion**

Teaching congregational prayers together and commemorating Islamic holidays. The mentors and parents are very enthusiastic about religious activities that foster spiritual values in mentally retarded children and other children with special needs. According to Jalaludin, religion means: Belief in God or superhuman powers or powers above

and worshiped as the creator and sustainer of the universe. The expression of the above beliefs is in the form of acts of worship, and a state of mind or way of life that reflects love or belief. towards God, his will, attitudes and behavior are in accordance with God as seen in his habitual life. (Pangastuti et al., 2021).

**g. Method of Responsibility for Yourself**

At school, children are quite capable of being responsible for themselves. For example, after completing an assignment, children immediately give the results of their work to the teacher. If the teacher calls their name, the child goes straight to the teacher concerned. Then, if they want to go to the bathroom, children can also ask the teacher for permission and clean themselves (Az-Zahrah et al., 2021). When children make mistakes, children always apologize. When children come home from school, they immediately take off their shoes, put the shoes on the shelf, then change their own clothes. Children do these activities without being asked by their parents.

**h. Method of Utilizing free time**

When school has free time (before the bell/break time) children usually play outside with other students. Sometimes children also draw/color pictures.

**i. Methods of Expression of emotions**

Children are quite capable of expressing emotional expressions. When they are happy, children will laugh while singing to themselves. When sad, children are able to show a sad face. And if a child is annoyed or angry, the child is able to show an annoyed face, namely frowning. (Zuhria & Hayudinna, 2021). When

angry, children usually stay in place, squatting or standing, don't want to go anywhere, even if they are invited to play, the child will refuse. A is a child who rarely fights. However, if A is disturbed by another student, then A easily becomes annoyed and usually immediately hits or kicks the student who disturbs him.

**2. Efforts to increase the development of social skills for mentally retarded children in Mutiara Hati Medan Tembung**

**a. Efforts as a teacher**

Class teachers often apply learning methods with group formation and group games. This is intended so that A is able to mingle with other students. One form of effort to develop A's social skills is by providing lessons in the discussion group method. The children sit in groups every day, so that A can also mingle with other friends. (Putri et al., 2021). Teachers also often create group games, so that they can strengthen student friendships. The teacher did not provide special guidance to A, because A was already quite capable of performing social skills well.

**b. Efforts as GPK**

GPK seems to give A the freedom to play during breaks or before the bell. Apart from that, GPK also guides children directly to interact and communicate with their friends. For example, when a child is in a bad mood, his friend greets him, the child usually immediately pouts while shooing his friend away. (Indardi, 2015). Then GPK reminded him, "If a friend asks a question, you have to answer it. Come on, answer it." And then A started to want to answer his friend's greetings.

**c. Teacher Coordination with Special Education Teachers**

Explicitly, so far there has been no coordination between teachers and GPK in developing children's social skills. (Andam & Aziz, 2021). However, in principle, teachers and GPK always work together and support each other in efforts to develop the skills of their students, including because of this, the coordination that has occurred is actually more informal, temporal, incidental, and flexible to adapt to the situation and conditions that occur.

#### **d. Teacher/GPK coordination with parents**

Coordination between GPK and parents is usually carried out through informal sharing or discussions. This coordination is carried out flexibly when there is an opportunity to provide information and reports regarding the development that the child has achieved while at school, both academic and behavioral aspects (social skills). On the other hand, there is no special coordination between teachers and parents regarding aspects of children's social skills. The coordination or sharing that is carried out usually focuses more on the academic field (Hestyaningsih & Dinar Pratisti, 2021). Based on the explanation above, it can be interpreted that in general children have obstacles in social skills. However, these obstacles are not very significant. Children are quite capable of participating in group games, contacting other children, adapting to their class group, expressing their feelings through attitude (when happy, sad, annoyed/angry), and being polite in talking to other people. (Sukriadi, 2021). However, A is still less able to adapt when accepting new assignments, participate in group activities (for example discussions), follow the rules of a playing group (for example the rules of playing soccer), and make his own decisions.

### **3. Supporting and Inhibiting Factors of guidance methods in Developing the Social Skills of Mentally Disabled Children**

The process of social skills in people with mental retardation is influenced by several things. There are things that can facilitate the process of providing social skills (supporting factors) but, there are also things that can hinder and become obstacles in providing social skills to people with intellectual disabilities (inhibiting factors). (Hadi, 2022).

a) Supporting Factors: Ability or Potential of Intellectually Disabled Children, Self-Esteem Activities, Active Support from Parents, and Facilities.

b) Inhibiting factors, namely: insufficient human resources, the guidance process for children only focuses on the program, learning from year to year, supervising teachers do not understand the psychology of mentally retarded children, children's skills/abilities in managing emotions are not yet stable.

### **Conclusion**

Social skills are very important for a child to have, because with the ability of social skills children are able to socialize and interact with their friends, as well as interacting with each other socialize with a wider environment. If we look at the results of this research, parents who have mildly mentally retarded children, regular teachers, and society in general do not need to hesitate in sending mildly mentally retarded children to inclusive schools. In reality, in the field, mildly mentally retarded children are able to mix with regular students and perform social skills quite well.

Based on the results of research and discussions that the author has conducted regarding the efforts of mentors in developing the social skills of mentally retarded children at SLB Mutiara Hati Medan Tembung, it is The following conclusions can



be drawn: (a) method of questioning skills. (b) methods of establishing and maintaining friendships. (c) collaboration skills method. (d) sharing skills method (e) Skills in Religion (Religious) method. Supporting and Inhibiting Factors in Developing the Social Skills of Mentally Disabled Children Based on the research results that have been presented, the supporting and inhibiting factors that can be concluded are: a. Supporting Factors: Ability or Potential of Intellectually Disabled Children, Self-Esteem Activities, Active Support from Parents, Facilities. b. Inhibiting factors: insufficient human resources, the process of guiding children only focuses on learning programs from year to year, supervising teachers, lack of understanding of the psychology of mentally retarded children, children's skills/abilities in managing unstable emotions.

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