The Effect of Self-Development Program for Improving Independence in Defective Students in SLB N 1 Lima Kaum Batusangkar

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Article Information:	ABSTRACT
	Students with mental retardation are seen as less likely to have independence, especially those who occupy the Extraordinary Elementary School (SDLB) and are most dominantly difficult to be independent. All of his activities and needs still depend on his parents. One way to increase the independence of mentally retarded students is through self-development programs. This research method is qualitative research by collecting observation data and interviews with three mentally retarded students. The results of this study are teachers train and teach self-development programs to students so that students are able to be independent. The conclusion is that the self-development program, which is activated by the teacher to students and aims to achieve independence, has been successfully realized. **Keywords**: *Build Yourself; Independence; Mentally Disabled*

INTRODUCTION

The lack of independence in mentally impaired students raises concerns about the disorders they have, but they can gain independence by being trained repeatedly (J. A. Lee, 2018; Steinhart, 2018; Syahrial, 2020). Therefore, the author conducted a study to increase independence in students with mental disabilities through self-development programs. Independence is an attitude of autonomy in which students are relatively free from the influence of the judgments, opinions, and beliefs of others (Charli, 2021; Mountain, 2022; Souri, 2018). With this autonomy, students are expected to be more responsible for themselves. Briefly that independence contains the meaning:

1. A condition in which a person has a desire to compete for progress for his own good.

2. Able to make decisions and initiatives to overcome the problems faced.
3. Have confidence and carry out his duties.
4. Take responsibility for what it does (Desmita, 2010:110).

Independence is the attempt to break away from the parents with the intention of finding himself through the process of seeking ego identity (Costa et al., 2021; Maiz, 2018; Val-Serrano, 2020). That is, it is a development towards a steady and independent individuality. Independence can be characterized by the ability to determine one's own destiny, be creative and initiative, regulate behavior, be responsible, be able to restrain oneself, make one's own decisions, and be able to overcome problems without any influence from others (Esteban, 2022; Luong, 2022; Souri, 2018).

Independence is defined as an attitude characterized by the presence of self-confidence and detachment from dependence (López-Jacoiste, 2018). Furthermore, Independence is the ability of the individual to decide on their own and not be continuously under the control of others (Fremion, 2021; Säfvenbom, 2018; Wang, 2018). Independence comes from the word independent, which means a person's ability to meet one's own needs in everyday life (H. Lee, 2022; Shehni, 2020; Spinelli, 2018). Helping yourself means also being able to take care of your needs, take care of yourself, take care of yourself or protect yourself, and serve yourself. Meanwhile, Independence is the ability to manage individuals in managing themselves, which is characterized by the ability not to depend on others or not to ask for help from others, especially parents, or to make decisions independently and consequently to these decisions, as well as knowing about right and wrong, important and unimportant (Keller, 2021; Koskas, 2018; Rademacher, 2019).

From some of the above expert opinions, it follows that independence is the ability of an individual to manage himself regardless of dependence. Children with mental disabilities are children who have below-average intelligence and also have the right to good services and education (Carthy, 2018; Liu, 2020; Schwitzer, 2018). As for children who are mentally different in the sense of lack or mental impairment, that is, children who are identified as having low intelligence, so to carry out their developmental tasks require educational and guidance programs (Bakar, 2019; Çimşir, 2019; Jones, 2018).

Understanding the needs of children with special needs will be useful in providing learning for them through self-development programs (Ehm, 2019; Harris, 2018; Scherrer, 2019). Learning or self-development programs in schools play an important role in increasing independence for children with mental disabilities who experience delays in the development of intelligence, or their abilities are from normal measures, so they need special guidance (Pfeifer, 2018; Udagama, 2019; Weallans, 2022).

According to Mumpuniarti (in Zahro, 2018) stated that the self-development program is a program prepared so that students with mental barriers are able to help themselves in fields related to their own needs.

The purpose of this writing is to be able to realize the independence of students with mental disabilities so that they do not become a burden on the surrounding

environment and reduce dependence, and able to develop self-confidence, be able to take care of themselves, take care of themselves, and maintain safety from dangers that may exist.

RESEARCH METHODOLOGY

This research was conducted using qualitative research methods.

1. Research Respondents

   This research uses a qualitative approach. The subjects of this study were three students with mental disabilities, consisting of 2 female students and one male student, characteristic of the subject; aged 8-12 years, intellectual intelligence between 50-70, reading ability at the equivalent level of ability of children in grade 1 elementary school while counting up to 20, can add up a maximum of 10, fine motor skills are not good, students speak with unclear pronunciation but understand when others speak, difficulty concentrating, and attention is easy to switch.

2. Research Design

   Research design is all the necessary processes in the planning and execution of research. The research design used in this study is a descriptive research design because it wants to find facts and interpret them accurately (Zou, 2018).

3. Research Instruments

   In qualitative research, the main instruments are the researchers themselves and are assisted by field notes, cameras, and recorders. The measuring instrument of this study is data collection using interviews and observations (Groenland, 2019). Interview instruments are developed first and then consulted with experts before conducting interviews. There are five questions used by researchers to the subject in the interview. The topic of questions around how self-building programs in schools for students relate to independence.

4. Research Procedure

   The study time ranged from two weeks. Using observational, interview, and documentation data collection techniques. Collection of observational data by observing, recording, and studying (Blumenberg, 2018). Included in the participatory observation section, the researcher is involved with the activities of the subject being observed, which is used as a research source. Meanwhile, the interview was conducted by asking open-ended questions, which allowed respondents to give broad answers (Blumenberg, 2018). Documentation to find data on things or variables in the form of notes, transactions, books, and others.

5. Data Analysis

Data analysis steps by means of data reduction, data presentation, and data verification. Data reduction means summarizing, choosing the main things, and focusing on important things, while the presentation of data is carried out in the form of a brief description, and data verification is a drawing of conclusions from the research carried out (Maher, 2018).

RESULT AND DISCUSSION

Training on self-development programs obtained by children with mental disabilities at the school, pairing clothes buttons, installing shoes, installing clothes, toilet training, how to sit, and how to eat and drink (Burgess, 2018; Floyd, 2022; Sudhakar, 2020). Teachers provide services and training in the form of inherent needs that include hygiene, eating and drinking, body care, and compassion (El-Seoud, 2019; Hajovsky, 2020; Palermo, 2018). Based on field observations, children are given training or self-building skills, affecting their bathing. Children's independence will increase if they are given self-development programs more often, and children are able to do well and become a good habit.

Based on interviews with subjects before studying self-development programs, H, A, and S about independence. Respondent (H), based on the data, felt that they were not able to carry out all daily activities and still depended on their parents. Meanwhile, the respondent (A) felt able to do things related to his needs just to eat and drink by himself. And respondent (S) still needs parental help.

After the self-development program, respondents (H) were able to clean themselves, such as being able to go to the toilet by themselves without the help of parents, although gradually, not all activities could be done alone. Respondent (A) was able to take care of the body and dress, sometimes asking others for help. And (S), able to guard against danger, for example, when crossing the street.

Based on the results of the analysis that there is an influence of self-development to increase the independence of grade 3 children with mental disabilities of SDLB at SLB N 1 Lima Kaum Batusangkar.

CONCLUSION

Based on the results of the research above on the influence of self-development on increasing the independence of children with mental disabilities, it can be concluded that there is a significant influence between self-development and independence. This means that the more often the self-development program is carried out, the more independence of children with mental disabilities will increase in meeting their needs.

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