



Comparison of Conventional Play Therapy Methods and Educational Videos on Social Skills in Children with Intellectual Disabilities

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Abstract

Children with intellectual disabilities face problems in intellectual and adaptive functioning that arise during development, especially in social skills. One of the effective strategies for dealing with non-adaptive social interactions in children with intellectual disabilities is play therapy. This study aims to look at the comparison of conventional play therapy methods and educational videos on social skills in children with intellectual disabilities. This research . The research sample consisted of 36 students from Primary Extraordinary School C, Tulungagung Regency, who were divided into two groups. The research instrument used social skills observation sheets with statistical tests using the Independent t test. The results showed that there was a comparison of social skills in respondents who used play therapy with the conventional puzzle method and origami educational videos which showed a significance value of $p=0.048$ ($Pvalue < 0.05$). The use of instructional videos can also increase children's enthusiasm for learning. Therefore, audio-visual media, such as videos, can be an effective tool in improving the social skills of children with intellectual disabilities

Keywords: Intellectual Disabilities, social skills, play therapy, educational videos

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INTRODUCTION

Every child experiences growth and development differently. Children's growth can be observed from changes in physical size, while children's development can be seen from their cognitive abilities (Padila et al., 2021). Children who experience problems with growth will appear in physical growth that is not in accordance with their age, while children who experience problems in child development are characterized by a low level of intellectual intelligence (IQ) according to their age, which can be an early symptom of intellectual disability. (Panzilion et al., 2021; Susilowati et al., 2022). Children with intellectual disabilities are children with special needs who experience developmental disorders, especially in cognitive and emotional functions, as well as decreased intellectual function and daily adaptive skills. They have limitations in tasks involving cognition, problem solving, and cognitive functioning (Ni'matuzahroh et al., 2021). According to the American Psychiatric Association (2013), individuals with intellectual disabilities face problems in intellectual and adaptive functioning that arise during development. One of the obstacles in adaptive functioning that often occurs is social skills (American Psychiatric Association, 2013).

Intellectual disability in children is a significant health problem in any country. Data from Riskesdas (2018) shows that the prevalence of intellectual disability at the age of 7-15 years in Indonesia reaches 3.3%. Meanwhile, in East Java, it shows 3.2% of the total population of East

Java (Kementrian Kesehatan RI, 2018). Based on data collected by the Tulungagung District Education Office in 2019, there are 298 individuals who suffer from intellectual disabilities. This number covers around 10.8% of the total population of persons with intellectual disabilities throughout Indonesia (Hidayat et al., 2021). Children with intellectual disabilities often face challenges in social skills, both in interacting with peers and with other people. Cognitive impairment in individuals with intellectual disabilities causes them difficulties in making decisions about appropriate behavior in various situations. Because of this, children with intellectual disabilities face difficulties in developing social skills (Desiningrum, 2016; Kristiana & Widayanti, 2016).

Social skills involve interaction and communication with others, including the ability to share, take turns, and listen well. Social skills are also important in forming and maintaining relationships with other people, besides that social skills have an important role in education, both for children with disabilities and those who are normal. Social skills are a form of behavior that is learned and is not innate, but acquired through interactions with parents, peers, and the surrounding environment. Therefore, children with disabilities need to learn appropriate social skills, such as smiling and making eye contact, so they can interact properly (Andreas, 2020; Karra, 2013). One of the strategies that can be used to overcome social interaction that is not adaptive in children with intellectual disabilities is play therapy (Azmi, 2017).

Play therapy is a form of social activity that is important in childhood to improve the abilities of children with mental retardation or intellectual disabilities (Wikasanti, 2014). According to Priatna and Ariningsih (2016) play therapy helps reduce shyness and difficulties in social adaptation. Children's social adaptation is influenced by the social environment, including parents, family, and peers. Social adaptation involves behavior that conforms to social norms, while the socialization process is important for children with intellectual disabilities to develop personal identities and respect differences with others (Priatna & Arianingsih, 2016). Thus, play therapy is a method that can be used to improve children's social skills. Through this therapy, children can learn to interact with other children and get to know people outside their family (Christiana & Safitri, 2021). In this study, researchers provided play therapy with 2 methods, namely using the conventional method by playing puzzles and using the origami educational video method. Conventional play therapy methods by playing puzzles can improve social skills, where in this game children solve problems with their friends and children will respect each other, and discuss with each other while playing (Azmi, 2017). While play therapy with the origami educational video method which contains steps for folding paper into an object with paper folding activities, children are also able to appreciate the people around them because children will tend to pay attention to the instructor and this art of origami can be done together so that it will increase interaction and communication. as well as the approach between parents and children (Chalis & Wijastuti, 2014; Pramudianti, 2019).

Based on the description above, the researchers concluded that children with intellectual disabilities face challenges in social skills. Children with intellectual disabilities experience developmental disorders, especially in cognitive function, emotions, and decreased intellectual function and everyday adaptive skills. They experience limitations in solving involving cognition, problem solving, and cognitive function, so a way to deal with non-adaptive social interactions in children with intellectual disabilities is needed with play therapy. This is supported by Azmi's statement (2017) which states that play therapy is a valuable approach in supporting children with intellectual disabilities in dealing with the social challenges they face (Azmi, 2017). The novelty in this study lies in the use of play therapy as an approach to improve the social skills of children with intellectual disabilities by using two play therapy methods, namely the conventional method with puzzle games and the origami educational video method.

Therefore this study aims to see the differences between play therapy with conventional methods and video education methods as a way to increase social interaction in children with intellectual disabilities, as well as find out the comparative use of the two methods for improving the social skills of children with intellectual disorders.

METHOD

This study uses a quasi experimental research design with a posttest only control design approach. The design of this quasi-experimental posttest only control design emphasizes the comparison of the treatment between the two groups, namely the control group and the treatment group, in which the treatment group is the group that is given special treatment, in this study the provision of play therapy with conventional methods, namely playing puzzles, while the control group does not get special treatment using only play therapy with the origami educational video method. This research was conducted at SLB C Tulungagung Regency on April 11-12 2023. The population and sample in this study were all students of SD SLB C Tulungagung Regency grades 1 to grade 6 with a total of 36 students. Sampling by total sampling technique by taking the entire population and divided into 2 groups, namely 18 treatment groups and 18 control groups.

Data collection uses observation sheets of social skills of children with disabilities that refer to aspects of social skills such as cooperation, assertion, responsibility, empathy, and self-control. based on previous research (Idris & Fitriani, 2018). After the data has been collected, a statistical independent t test is performed if the data is normally distributed but if the data is not normally distributed then the Mann Whitney statistical test is used. The test is used to assess the comparison of conventional play therapy methods and educational videos on social skills in children with intellectual disabilities. This research has passed the ethical test number 58/KEPK-STIKESHAH/EC/III.S1/2023 from LPPM STIKes Hutama Abdi Husada Tulungagung.

RESULTS

The results of the descriptive analysis in this study showed that in terms of the characteristics of the respondents, the majority of the respondents were 6 years old and dominated by female students and showed that some respondents in both groups showed an adequate level of social skills, although the percentages differed slightly between the treatment group and the control group. and from the results of data analysis it can be concluded that of the two play therapy methods, the play therapy method with origami educational videos can significantly improve social skills in children with intellectual disabilities.

Tabel 1. Characteristics of Respondents

| | Karakteristik Responden | Frequency | Percentage (%) |
|--------------|--------------------------------|------------------|-----------------------|
| Age | 6 Years | 11 | 30,6 |
| | 7 Years | 5 | 13,9 |
| | 8 Years | 8 | 22,2 |
| | 9 Years | 4 | 11,1 |
| | 10 Years | 3 | 8,3 |
| | 11 Years | 3 | 8,3 |
| | 12 Years | 2 | 5,6 |
| Total | | 36 | 100 |
| Gender | Male | 17 | 47,2 |
| | Female | 19 | 52,8 |
| Total | | 36 | 100 |

Table 1 shows that the majority of respondents were 6 years old, namely 11 respondents (30.6%) and the majority were female, namely 19 respondents (52.8%). here

Tabel 2. Comparison of Social Skills in Children with Intellectual Disabilities in the Treatment Group and the Control Group

| | Social Skills | | | | | | Total | |
|-----------------|---------------|------|------------|------|------------|------|-------|-----|
| | Good | | Sufficient | | Defficient | | F | % |
| | F | % | F | % | F | % | | |
| Treatment Group | 4 | 11,1 | 9 | 25 | 5 | 13,9 | 18 | 100 |
| Control Group | 10 | 27,8 | 5 | 13,9 | 3 | 8,3 | 18 | 100 |

Table 2 shows that of the 18 respondents in the treatment group, 25% of the respondents had sufficient social skills, while 27.8% of the 18 control group respondents had good social skills.

Tabel 3. Comparison of Social Skills Scores in the Treatment and Control Groups

| | N | Min-Max | Mean | Std. Deviation | Std. Error Mean | p-value |
|-----------------|----|---------|-------|----------------|-----------------|---------|
| Treatment Group | 18 | 53-87 | 68.50 | 11.521 | 2.716 | 0,048 |
| Control Group | 18 | 55-93 | 76.61 | 12.229 | 2.882 | |

Based on table 3, it shows that the average value of the social skills of respondents who used the conventional puzzle play therapy method in the treatment group was 68.5 with a minimum-maximum value of 53-87, while the respondents who used the play therapy method with origami educational videos in the control group has a higher average value of 76.6 with a minimum-maximum value of 55-93. Based on the results of the statistical analysis independent t test shows that there is a comparison of conventional play therapy methods and educational videos on social skills in children with intellectual disabilities which shows a significance value of $p = 0.048$ (p value < 0.05). So it can be concluded that the play therapy method with origami educational videos can significantly improve social skills in children with intellectual disabilities.

DISCUSSION

Based on the results of the study, it showed that there was a comparison of social skills in respondents who used play therapy with the conventional puzzle method and origami educational videos which showed a significance value of $p=0.048$ (P value < 0.05), this was also evidenced by the difference in the average value of social skills from the treatment group and the control group which had a difference of 8.11 and most of the respondents who had good social skills were in the control group, namely 10 respondents (27.8%). So it can be concluded that play therapy using the origami educational video method can significantly improve social skills in children with intellectual disabilities.

The results of this study are in line with Ramadania's research (2020) which states that the use of audio-visual media in learning has provided satisfactory results. In several learning sessions, children with special needs demonstrate the ability to imitate the movements shown in the video. It is important to remember that children with special needs face various barriers, including in communication, especially verbal communication. However, this obstacle can be overcome by using visual communication via video as an alternative (Ramadania et al., 2020). Other research also states that learning through video media is effective and increases children's enthusiasm. The use of this media is new to them, which keeps them engaged and not feeling bored or sleepy in class. This has a positive impact on the learning atmosphere in the classroom (Putri, 2012). The use of instructional videos in learning models using technology is one of the innovative strategies (Jenson & Forsyth, 2012). According to Sutisna's research (2015) the use of video in learning has benefits in facilitating understanding and increasing student absorption.

Through video media, students' attention to subject matter can be increased, as well as students' ability to capture information can also increase (Sutisna, 2015).

The increase in the social skills of children with intellectual disabilities in the group that was given educational videos shows that by viewing educational videos, children with intellectual disabilities can follow and imitate the instructions displayed. In addition, educational videos also present information, explain processes, and teach complex concepts. . This study shows that audio-visual media has a significant effect on improving social skills. Video media is used as an aid in delivering material to improve students' cognitive and affective aspects. The aim is to stimulate students' interest and attention to the learning material presented. Thus, after watching the audio-visual media, students are expected to have a clear picture and a good understanding of the material being taught. In addition, video media has its own advantages, such as a more attractive appearance so that children's attention is focused and they don't feel bored, besides that there is flexibility, where videos can be played repeatedly and at any time.

CONCLUSION

Play therapy using the origami educational video method has been shown to significantly improve social skills in children with intellectual disabilities. In addition, video media has advantages in stimulating students' interest and attention, facilitating understanding, and enriching learning experiences. The use of instructional videos can also increase children's enthusiasm for learning. Therefore, audio-visual media, such as videos, can be an effective tool in improving the social skills of children with intellectual disabilities.

RECOMMENDATION

Based on previous findings and analysis, there are several suggestions that can be put forward, namely by combining interactive teaching strategies in the use of audio-visual media. Apart from watching videos, children also need to be given the opportunity to actively participate, such as involving them in practical activities related to the videos they watch. This will help them apply the social skills learned in real situations.

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