

Development of Puberty Preparation Handbook Media Program for Children with Intellectual Disabilities

Pengembangan Program Media Handbook Persiapan Masa Pubertas Bagi Anak Penyandang Disabilitas Intelektual

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Abstract

The use of the Demonstration method with the material of using and cleaning sanitary napkins makes students understand and understand the steps of using and cleaning sanitary napkins properly and correctly because in this learning, the teacher demonstrates one by one the steps of using and cleaning sanitary napkins and students immediately practice them directly. This study's objective was to determine how direct instruction using the demonstration technique could help SMALB students better comprehend the idea of puberty and increase their ability to use and clean, sanitary napkins. This study examined the concept of puberty and taught participants how to use and clean, hygienic napkins using a qualitative method and case study style. A 17-year-old SMALB student with the initials KA served as the research subject. In this investigation, test interviews, records, and observation were the methods used to collect data. Knowledge test questions, performance test assessment formats, and learning process observation tools are some instruments used to gather data. The exam results demonstrate the completeness of traditional learning in terms of understanding puberty readiness. The outcome was that 61% of students who took the knowledge test at meeting I could attain the score at meeting II. The child received a score of 76%, 85%, and 88% in the activity of installing and cleaning sanitary napkins using guidebook media and demonstration methods of puberty preparation at meeting V, the final meeting, according to the results of the student performance tests, which were completed by 69% of the students. The study's findings indicated that SMALB tunagrahita students' comprehension of the stages leading up to puberty and their proficiency with sanitary napkin use and cleaning, improved with direct instruction utilizing the handbook media and demonstration technique.

Keywords: Preparation for puberty, intellectually disabled children, handbook.

Abstract

Tujuan dari penelitian ini adalah untuk mengetahui apakah pengajaran langsung melalui metode demonstrasi dapat meningkatkan pemahaman siswa SMALB mengenai pubertas dan meningkatkan kemampuan mereka dalam menggunakan dan membersihkan pembalut. Dengan menggunakan teknik kualitatif dan studi kasus, penelitian ini membahas tentang pubertas dan cara menggunakan dan membersihkan pembalut. Subjek penelitian adalah seorang siswa SMALB berusia 17 tahun berinisial KA. Data untuk penelitian ini dikumpulkan melalui tes wawancara, dokumentasi, dan observasi. Alat bantu yang digunakan untuk mengumpulkan data antara lain soal tes pengetahuan, format penilaian tes unjuk kerja, dan alat observasi proses pembelajaran. I menunjukkan 61 % siswa mendapatkan nilai tes pengetahuan pada pertemuan II. Hasil tes kinerja siswa menunjukkan 69 % siswa mendapatkan nilai tes pada pertemuan III anak mendapatkan nilai 76% dan pada pertemuan ke IV mendapatkan nilai 85%, dan pada pertemuan V yaitu pertemuan terakhir kegiatan memasang dan membersihkan pembalut wanita dengan menggunakan media buku panduan dan metode demonstrasi persiapan pubertas. Temuan penelitian ini menunjukkan bahwa pemahaman siswa tunagrahita SMALB tentang tahapan menuju pubertas serta kemahiran mereka dalam menggunakan dan membersihkan pembalut wanita meningkat dengan pengajaran langsung menggunakan media buku panduan dan teknik demonstrasi.

Kata Kunci: Persiapan masa pubertas, anak hambatan kecerdasan, handbook.

1. Introduction

Puberty is the most critical stage in a person's life because, during this period, there are rapid changes in body size, shape, physiology, and psychological and social functions, which begin the transition from childhood to adulthood. One of the signs of the start of adolescence in women is the onset of menstruation. Menstruation is a big problem for adolescent girls and causes positive and negative reactions when dealing with it. Well-prepared adolescents tend to have a positive attitude towards menstruation and vice versa. For teenage girls with special needs, the transition period is a big problem. They need strong support to understand and manage their condition and make changes in adulthood. Just like normal adolescents, adolescents with special needs also experience menstruation, except for those who have disorders that affect the reproductive organs or certain parts of the brain that affect the hormones that regulate ovarian function. Menstruation is a problematic issue for adolescent girls with special needs (Daniswari, Hapsari, & Lismidiati, 2017).

Menstruation is a sign of girls growing into adults. Menstruation is a natural process for women. The first menstruation usually begins to occur at the age of 10-14 years. During menstruation, blood will come out of the vagina/intercourse hole naturally for 3-7 days. Menstruation usually occurs once a month. During your first period, you may feel scared, embarrassed or panicked. (UNICEF, 2016).

Adolescents who continue to exhibit negative attitudes due to a lack of education and information on menstrual hygiene will not benefit from practicing personal hygiene during menstruation. Higher rates of morbidity and lower access to primary health care are seen among adolescent girls with disabilities (Susianti, 2021). Premenstrual skills are not problematic for normal adolescents to acquire but are difficult for adolescents with special needs (Lestari M., 2017). Therefore, premenstrual skills counseling is essential and should be provided as soon as possible to children with special needs and those who have started to show secondary sex characteristics. Research (Sukinah & Rochyadi, 2010) shows that parents and educators should instill the habit of using pads and underwear in children with special needs as early as possible. Special needs use underpants and pads as early as possible so that they get used to it so they don't feel uncomfortable when menstruation comes.

The lack of awareness of SMALB students regarding their puberty is a genuine concern that needs to be addressed by the world of education in general. Realistically, it is argued that the ultimate goal of education should be to overcome problems related to education, such as the puberty problems faced by adolescent students of SMALB Tunagrahita.

Along with teaching pubescent girls about the benefits of the environment, education should also be pragmatic, emphasizing efficiency or usefulness in social situations. The advantage of teaching adolescent girls about puberty and self-help techniques (such as putting on and removing pads) is to help them understand their condition and learn to care for themselves.

School-age children receive education about puberty and self-development skills, such as using and cleaning sanitary pads, according to their developmental stage. According to Piaget in Slameto (2010), children's learning involves mental development at different phases. This includes educating them about puberty. It is essential to teach puberty, which is one of the components of sex education, according to the child's developmental stage. According to Schwier & Hingsburger in Fauziah (2012), children with unique needs - including tunagrahita - develop like other children.

Researchers found a curriculum that teaches the stages of sex education according to the stages that children typically go through from childhood, adolescence (puberty), to adulthood in

overseas sources. The American equivalent is called the Comprehensive Sexuality Education Guidelines. The book provides a thorough explanation of the age stages, which are divided into four levels: level 1 for children aged 5-8 years, level 2 for children aged 9-12 years, level 3 for children aged 12-15 years, and level 4 for children aged 15-18 years.

The same content from the Comprehensive Sexuality Education Guidelines (2004) teaches students about puberty and self-development (including how to use and clean sanitary pads). It is then modified to suit the comprehension needs of visually impaired children and incorporated into their Special Programme and eyes.

Several discussions in the learning materials can help understand the idea of puberty. Based on a brief interview conducted in October 2023 with an SMALB teacher at Purnama Asih SLB, it is known that textbooks about body members, family, and environment are one of the learning resources used to help SMALB adolescent students understand the concept of puberty.

Children with disabilities often have difficulty understanding abstract concepts, such as puberty, when they are taught about it. Therefore, it is essential to teach and enhance the understanding of puberty in children with disabilities by providing behavioral examples (modeling) and imitation to help translate abstract information into reality.

According to Bandura, "Humans are organisms that can think, direct themselves, appreciate the circumstances of others, use symbols, and organize themselves." Sukmadinata (2004), p. 157. Therefore, it is expected that adolescent girls with disabilities will gain self-help skills, such as how to use and clean, sanitary napkins, and better knowledge about puberty by using an observational learning technique called modeling or imitation of human behavior models pioneered by Bandura.

The Personal Development Education Programme (PMDS) is a self-development programme for children with special needs under the Special Development Programme. Its learning objectives emphasize students' efforts to be able to carry out life functions optimally and be able to assimilate into society. One of the competencies taught is knowing how to clean and maintain personal health properly, and using sanitary napkins is one of the indicators that children with disabilities will learn. Children's daily lives require the use and cleanliness of sanitary napkins, especially for girls who are experiencing adolescence, which is marked by the arrival of menstruation.

Seeing how the problems experienced by students with intelligence barriers, especially in terms of developing self-help in the aspect of taking care of themselves, namely preparation for puberty, makes the author interested in creating a product to help build the self-help skills of children with disabilities through media that is by the characteristics of these children. As we know in education, not only schools or teachers have a role in achieving the goals of education itself, it takes media that supports learning in children with intelligence barriers that are tailored to the characteristics of these children.

The media product that will be made in preparation for puberty for children with intelligence barriers by the author is media (Handbook) preparation for puberty in children with intelligence barriers. This handbook was made because there are several things about the development of self-help in self-care. In everyday terms, handbooks are often referred to as smartbooks because by reading this type of book, students can see the learning steps to be carried out, and children can repeat the steps of learning activities according to their wishes and can repeat the steps of activities according to the abilities that students have mastered. This handbook media can also be carried anywhere because of its minimalist size; handbooks are often referred to as handbooks and guidebooks.

A handbook is a compact and convenient book that students can carry wherever they go and use during the learning process. According to Prasetyaningsih (2013), a guidebook provides instructions, information and other guidance to help readers understand a topic thoroughly. For example, a guidebook can explain to children with intellectual disabilities how to put on and clean sanitary pads before puberty when they start menstruating.

In learning puberty preparation in children with intelligence barriers, using the demonstration method in puberty preparation subjects with the material of using and washing sanitary napkins makes students better understand and understand the steps of using and washing sanitary napkins properly and correctly because, in this learning, the teacher demonstrates one by one the steps of using and washing sanitary napkins and students practice them directly. This is the opinion of Majid (2013), who argues that "...to achieve something must use a way or method". In the learning process, teachers must use interesting learning methods so that learning objectives can be adequately achieved.

2. Literatur Review

Syabila Putri has conducted this research entitled "Application of the Self-Care Programme in Wearing Sanitary Napkins in Children with Intellectual Barriers". The results of this study are based on The use of self-help programs in wearing sanitary napkins in grade 5 SDLB. Problem-based learning provides better results, where 95% of students' skills are shown by the total score of the post-test, with the first stage score as follows: Three points were awarded for unwrapping the sanitary napkin; two more points were awarded for unwrapping the topmost layer of the sanitary napkin; three more points were awarded for unwrapping the adhesive layer under the sanitary napkin and its wings; and four more points were awarded for unwrapping the sanitary napkin. A score of three is given for the fifth step, which involves attaching the wings of the sanitary napkin to the underwear. The sanitary napkin to the bottom of the underwear scores 3, the sixth step indicates that the sanitary napkin is ready for use, and the seventh step scores 2, which means that the packaging and additional layers should be thrown in the trash.

This research was conducted by. Novi Andriati & Ema Sukmawati entitled "Development of an Information Service Model on Preparation for Facing Puberty in Junior High School Students in Pontianak City". The result of this study is that this Knowledge service model can help students to better understand themselves in various ways, including how to understand puberty, what adolescence looks like, how men and women physically change during puberty, and what developmental tasks must be done by adolescents. This is based on the variation in scores between the first assessment (pre-test) and the last assessment (post-test), where students' understanding of preparing for puberty has grown.

The apparent differences with the above research are: 1) The researcher conducted research at the SMALB level. In contrast, the first researcher conducted research at the elementary level and the second at the junior high school level. 2) Researchers conducted research at SMALB by using attractive handbook development media. 3). Researchers conducted Direct learning using the demonstration method to increase knowledge about puberty in SMALB tunagrahita students in using and cleaning sanitary napkins.

3. Research Methods

This type of research uses a case study research design combined with qualitative methodology. Through qualitative research, Basrowi & Suwandi (2008: 2) say that researchers can recognize the subject and feel what the subject experiences in everyday life. Qualitative research involves researchers so that they understand the context of the situation and setting of

the natural phenomenon being studied. The cases revealed were described in detail by researchers. A SMALB student with the initials KA became the research subject. The child was identified as intellectually challenged by parents and teachers, but an additional medical diagnosis, particularly from a psychologist, was also made. In this research, documentation, interviews and observation are the methods used to collect data. Based on identification tools, observations are carried out on children to identify the child's abilities and shortcomings in preparation for puberty. In addition, interviews were conducted with teachers to determine the readiness for puberty preparation regarding the skills of using and cleaning sanitary napkins in children with intellectual disabilities in the school environment. Documentation in photos and videos supports the findings from observations and interviews.

4. Results and Discussion

4.1. Research results

Based on the findings of a study on children with intellectual disabilities, participants gave quite good responses. Based on the report on the Handbook media implementation test results in preparation for puberty at SMALB Purnama Asih. The aspects identified are installing sanitary napkins and cleaning sanitary napkins in preparation for puberty, which will be carried out from Wednesday, 15 to Friday, 17 November, and continuing again on Monday and Tuesday, 20-21 November 2023, held at school. During study hours, namely 8:30 to 10:00. To find out the progress made by KA students in carrying out the activities of installing sanitary napkins and cleaning sanitary napkins in preparation for the puberty period using handbook media and the application of this handbook learning media is effective in helping teenagers with special needs and intelligence barriers in identifying the skills needed to use and clean dressing in a good and correct way. Being given health education about the skills to use and clean, sanitary napkins using a pocketbook or handbook for students with intellectual disabilities can be seen from the diagram below:

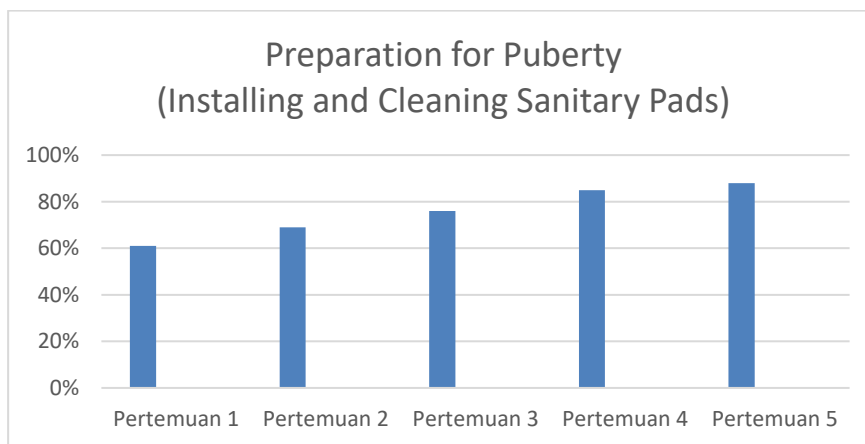


Figure 1. Preparation for Puberty (Installing and Cleaning Sanitary Pads)

4.2. Discussion

Research findings show that students will better understand these ideas if they use handbooks and concrete media to represent puberty. Information about puberty that is repeated by students in groups or individually after being presented by the teacher is not immediately forgotten by them. A handbook is a small book that is easy for students to carry during the learning process and wherever the students are. According to Prasetyaningsih (2013), a

handbook is a book that contains information, instructions, etc., which serve as guidance for readers to know something in full, such as the steps for installing sanitary napkins and cleaning sanitary napkins in preparation for puberty for children, intelligence barriers when children are already menstruating.

From figure 1 above it can be seen that the child is experiencing development, at each meeting held at the first meeting the child gets a score of 61%, at the second meeting the child receives a score of 69%, at the third meeting the child gets a score of 76%, at the fourth meeting the child gets a score 85%, and at the fifth meeting, namely the last meeting, the child got a score of 88% in the activity of using and cleaning sanitary napkins with the help of handbook media as preparation for puberty, getting very good improvements so that the existence of handbooks for children with intellectual disabilities is intended as a tool that can help students intelligence barriers to finding solutions to the problems they face when using and experiencing menstruation, practical attitudes that students can immediately see the steps for installing and cleaning sanitary napkins correctly without asking teachers or parents, participants are expected to improve by utilizing the handbook media in activities of wearing and installing sanitary napkins (Maretsya et al., 2013).

5. Conclusion

The self-development development program in preparation for puberty by installing sanitary napkins and cleaning sanitary napkins through handbook media is an intervention program for children with intellectual disabilities. It aims to increase children's ability to develop and care for themselves.

If we compare the child's initial abilities during the identification and assessment, the child's ability to install and clean sanitary napkins has increased significantly. The ability of students with intellectual disabilities to carry out interventions looks very good. So, it can be concluded that the self-development program in preparation for puberty in using and cleaning sanitary napkins using handbook media for children with intellectual disabilities can improve children's abilities in using and cleaning sanitary napkins for mentally disabled children who have experienced puberty.

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