

LEARNING MEDIA OF TUNAGRAPHITA CHILDREN  
 (CASE STUDY OF MODERATE TUNA AT MANDIRI KUNINGAN TUNA SLB)

 Dewi Nursiami, Hilmawafi Himmatul Aliyah, Indri Faizal Rohman, Mutiara Hipni Hanip,  
 Opik Ali Rohman, Rinrin Riani, Siti Syara Fauziah

STKIP MUHAMMADIYAH KUNINGAN

 DOI: <https://doi.org/10.33222/ijetl.v3i1.2622>
**Info Artikel**

## Article History:

 Received (January (2023)  
 Approved (January (2023)  
 Published (March) (2023)

## Keywords:

**Kata Kunci** : Anak  
 Berkebutuhan  
 Khusus,  
 Tunagrahita, dan  
 Media Pembelajaran  
 Berbasis Visual.

**Keywords:** *Children  
 with Special Needs,  
 Intellectual  
 Disability, and  
 Visual-Based  
 Learning Media.*
**Abstract**

Tuna Mandiri Kuningan Special School (SLB) is one of the schools for children with special needs in Kuningan. There are several class categories in the Kuningan Tuna Mandiri SLB. The mentally retarded class is moderately mentally retarded. The focus of this research is moderately mentally retarded children. Moderate mental retardation is a child who has low thinking ability, weak attention and memory, easily distracted concentration, and easily bored attitude. In general, children experience disorders of the central nervous system so that their fine motor skills experience problems. Visual-based media is media that only relies on the sense of sight. Visual-based media (images or parables) play a very important role in the teaching and learning process. Visual media can facilitate understanding and strengthen memory. Visual-based learning media is learning media that is used in SLB Tuna Mandiri in moderate mental retardation classes. So far, lessons using real images are taught by teachers with direct learning methods. Due to the limitations possessed by Moderately Mentally Disabled Children, it makes the child's incomprehension to illustrate something taught by the teacher. Children with special needs are children who are born with special needs that are different from humans in general, so they need special services. Someone who has an intellectual disability is certain that he is mentally retarded. Children with mental retardation have a tendency to care less about their environment, both in the family and in the surrounding environment. Society generally recognizes mental retardation as mentally retarded or mentally retarded or an idiot. According to Kustawan, D. (2016) is a child

---

who has significantly below average intelligence and is accompanied by an inability to adapt behavior that appears during development. He also said that children with mental retardation have such academic barriers that their learning services require curriculum modifications to suit their special needs. In line with Kustawan's opinion that children with mental retardation have obstacles in processing learning for children in general. And this is where the role of learning media is very helpful in the learning process in class, learning media is also very helpful in the active learning of mentally retarded children. Media that is suitable for use in class is visual media.

*Keywords: Children with Special Needs, Intellectual Disability, and Visual-Based Learning Media.*

© 2023 First Author, Second Author,....  
Under the license CC BY-SA 4.0

---

✉ Alamat korespondensi:  
E-mail : 206223066@mhs.upmk.ac.id

## INTRODUCTION

Law Number 20 of 2003 concerning the National Education System Article 32 states that: "special education (special education) is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental and social disorders". Furthermore PP No. 27 of 2010 Article 129 paragraph (3) stipulates that students with disabilities consist of students who are: blind, deaf, speech impaired, mentally retarded, quadriplegic, disabled, learning difficulties, slow learners, autistic, have motor disorders, become victims of abuse narcotics, illegal drugs and other addictive substances and have disorders. Basically education is something that must be taken by all human beings, both normal humans and those with special needs. ABK (children with special needs) have obstacles and constraints in education at school and daily life in society. There are

several types of children with special needs, including mentally retarded children. Kemis & Ali (2013: 1) mentally retarded are individuals who significantly have intelligence below 70 based on the Wechsler Intelligence Scale for Children (WISC).

Mental retardation is divided into 3 categories, namely mild, moderate and severe. Mild mental retardation (IQ 50-70), namely those who belong to a group whose intelligence and social adaptation are hampered, but they have the ability to develop in academic learning, mentally retarded children can be optimally developed, they need special services. The impact of mental retardation causes them to experience disruption in the academic field, adjust to the environment and experience speech, language and emotional disorders. Children with mild mental retardation have the same level of intelligence as children aged 9-12 years. Moderate mental retardation (IQ 30-50)

are those who are unable to learn academic subjects, language development is slightly limited, can only communicate with a few words, knows numbers without meaning, can be trained to socialize but only knows those closest to them, is able to recognize danger, level intelligence and children aged 6 years. Severe mental retardation (IQ less than 30) are those who cannot care for or take care of themselves, are always dependent on others, do not recognize danger, can socialize only with an environment with very limited intelligence and with children aged 4 years.

According to Asriyati (2016: 13) visual-based learning media is anything that can be used to channel and convey messages through the experience of seeing so as to create a conducive learning environment that can encourage students to carry out the learning process effectively and efficiently. The learning characteristics of mentally retarded children are difficult to think and tend to learn through concrete experiences, from there the use of visual-based learning media is very helpful for them in receiving learning material, also to make it easier for teachers in teaching, for example we will give material about knowing what kinds of animals we have to bring the animal to go inside, of course yes because in order to make it easier for students with mental retardation to understand the material that we will convey. The use of interactive multimedia learning media really helps the continuity of learning for mentally retarded children. According to research results from several journals, students who suffer from mild mental retardation can be helped by the existence of visual-based learning media, the success of interactive media can be seen in terms of its design as well and with this visual-based learning media it can increase students' active understanding.

## RESEARCH METHOD

This research method uses descriptive qualitative research. This descriptive method aims to solve problems from existing data and developing until now, trying describes what is the object being examined, tells and interprets the existing data. The researcher here is to describe systematically, factually, and accurately regarding research facts, meeting the special needs of students with moderate mental retardation at the Taruna Mandiri Special School.

No.	Name	Length in Per cent	Notes
1.	Introduction	20	Maksimum (incl. title and abstract) Up to 15% for quantitative research.
2.	Methods	10	Minimum
3.	Findings and Discussion	60	
4.	Conclusion and References	10	Approx.

## Discussion

### 1. Definition of mentally retarded children

Mental retardation is a condition when an individual experiences retardation mental retardation or also known as mental retardation (mental retardation). mentally retarded child have an IQ below the average normal child in general, thus causing the function their intellectual disturbed and cause the emergence of problems new in development.

Mentally retarded children are also children who have significant intelligence below average and accompanied by an inability to adapt behaviour appear during development. The community recognizes

mentally retarded by mentally retarded and idiot.

According to Marlandasari, one of the teachers at the Tuna Mandiri SLBN, this was the cause mental retardation, namely there are the first 3 Prenatal, which occurs during pregnancy, for example because of fever, falling fever, malnutrition, heavy smoking, also a virus, then secondly there is Christmas which occurs when the child is born it could be due to a process giving birth that is too long, & finally Postnatal, which occurs when after birth for example because the child has a fever, falls, also a factor from administering drugs, seizures convulsions, also accidents.

## 2. Classification of Children with Mental Disability

As prospective teachers and a mentally disabled teacher, we need gifts special knowledge or training to know and recognize the characteristics and characteristics of mentally retarded children. Where, broadly speaking mentally retarded children can classified into mild intellectual disability with an IQ (50-70), moderate intellectual disability with an IQ (30-50), severe and very severe mental retardation with an IQ of less than 30.

Given the existence of several types of mental retardation, education services with a specific approach is an appropriate step to find out and meet the needs of the mentally retarded child. So it's actually a difference mental retardation in children has a direct link in the child's learning process so the skills needed from a teacher in understanding the principles and types educational services as well as being able to develop strategies, media and assessment evaluations in the process of providing appropriate educational services for mentally retarded children.

According to one of the teachers at SLBN Tuna Mandiri according to Mrs. Marlandasari tell how to distinguish a child with mental retardation belonging to the mild classification moderate or severe, namely by conducting an initial assessment, then looking for data, seeing the child's development then a test was carried out, and from that method he can classify mentally retarded children.

Classification according to AAMD (Moh, 1995), as follows :

a. Mild mental retardation (able to educate) Their IQ level of intelligence ranges from 50-70, has the ability to develop in the field of academic learning, social adjustment and able to work, able to adapt to a wider environment, can be independent in society, able to perform semi-skilled and simple work.

b. Moderate mental retardation (able to train) Intelligence level IQ ranges from 30-50, can learn school skills for the purpose functional, capable of performing self-care skills, capable carry out social adaptation in the immediate environment, able to do routine work that need supervision.

c. Severe and Very Severe Mental Disability (Capable of Enthusiasm) His IQ intelligence level of less than 30 has almost no ability to be trained take care of myself. Some are still able to be trained to take care of themselves, communicate simply, and can adapt to the environment greatly limited.

## 3. Learning Media for Mentally Disabled Children

According to our research on Tuna Mandiri media SLBN which is in progress learning, namely media images. why media images? because with this medium, Mentally retarded children find it easier to understand learning material be delivered.

The characteristics of learning media

according to (Rochyadi, 2005) for mentally retarded children include:

- (1) The material is harmless to children, easy to obtain, can be used by children,
- (2) Colors are not flashy and not abstract,
- (3) The size must be usable or regulated for use by the child himself (table and chair size).

Learning media for mentally retarded children are tools motor maturity exercises in the form of form boards, puzzles; sensory maturity exercises, such as touch, smell exercises; exercise tools for self-care, such as drills attaching buttons, attaching zippers, namely concentration training tools, such as boards balance, reading, arithmetic, and others.

## CONCLUSION

Action research that has been carried out is given in two meetings. The use of media in learning is a must for teachers so that messages in learning is not verbalism. In addition, the media serves as a tool can encourage and arouse student motivation to be active in learning, so that it is created effective learning atmosphere.

Learning media for mentally retarded children is a motor maturity training tool in the form of form boards, puzzles; sensory maturity exercises, such as training in touch, smell; training tool to take care of yourself, such as practicing how to put on buttons, put on zippers, namely tools concentration exercises, such as balance boards, reading, arithmetic training tools, and others.

## ACKNOWLEDGMENTS

Praise the author goes to God Almighty because of the mercy, monotheism, and guidance the writer can finish this paper. about "learning media for mentally retarded children" to completion. Shalawat and greetings are always

bestowed on the Prophet Muhammad SAW.

The author would like to thank:

1. Mrs. Erna Juherna, M.Pd.I. as the supervising lecturer, for the guidance and support.
2. Parents because thanks to their enthusiasm and support, the author was able to finish this paper.
3. Friends who always support.
4. The author would also like to thank those who have helped and became a source of information during the work on this article so that the author can complete this paper. The author realizes that this article is still not perfect. Because the writer is also still in the learning process. Therefore, the authors expect useful criticism and suggestions. Sorry if there are errors in writing this paper and please understand. Hopefully the contents of this article can be useful for all of us

## REFERENCES

- R. Munandar, Dadang, (2009). Special Education Profile. Bandung: Provincial Education Office  
West Java Special Education Sector.
- Karso, et al. (2005), Mathematics Education. Jakarta, The Open University
- Martini Jamari. (2009). Perspective Learning Difficulties, Assessment and Countermeasures.  
Jakarta: Pure Penamas Foundation.
- Muhammad Amin. (1995), Orthopedagogic for mentally retarded children Depdikbud, Director General, Higher Education,  
Jakarta.

- Mohammad Asori. (2007). Learning Psychology, Bandung, CV. Prime Discourse
- Munawir Yusuf. (2011). Model Teacher Professional Education and Training (PLBG) Module,
- Media and Evaluation of Class Teacher Learning at SDLB, Surakarta, Eleven University March.