Prototype Development of Social Personal Guidance Guide using Role-Playing Techniques to Improve Social Interaction of Children with Intellectual Requirements

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Abstract: This manual aims to make it easier for teachers to deal with the problems of mentally disabled children in terms of social interaction. The development of the teacher's manual uses the 4-D model of Thiagarajan, S, Semmeln, D, S & Semmel MI (1974) which has been modified with the following stages: define, design, and develop. Data collection techniques are used in assessment instruments to obtain validation data, observations to obtain data on children's abilities during learning activities, and teacher responses to the personal social tutoring teacher manual with role-playing techniques. Data analysis used quantitative description. The results showed that using the teacher's manual in personal social guidance with role-playing techniques increased the social interaction of mentally disabled children. After giving ten times treatments to mentally disabled children, the social interaction of mentally disabled children increased. Mentally disabled children were able to interact with their friends step by step. Step independently. This can be seen from the results of the practical value of the teacher's manual is 2.7, and the value of the effectiveness of the teacher's manual is 3.0. So we can conclude that using the teacher's manual in personal social guidance with role-playing techniques to increase the social interaction of mentally disabled children in inclusive elementary schools is feasible.

Keywords: Social Personal Guidance, Role Playing-Techniques, Social Interaction for Children with Intellectual Requirements

INTRODUCTION

The learning process that occurs in inclusive schools between students and teachers should be able to carry out smooth social interactions. But not all students can carry out social interactions, especially children with special needs. Children with special needs in question are mentally disabled children. Beirne-Smith, M., Patton, J. R., & Kim (2006) states that mentally disabled children are children who experience intellectual disorders, whereas academic conditions are below the average of a normal child.

The classification of mentally disabled children is carried out in very varied or various ways based on multiple disciplines and multiple changes in the paradigm of the existence of mentally disabled children. According to Bremer, C. D. and Smith, J. (2004), the classification of mentally retarded children aims to facilitate the provision of services to mentally retarded children according to the abilities of each child with mental retardation. The classification of mentally retarded children is mild mental retardation, moderate mental retardation, and severe mental retardation. The explanation is as follows: 1) Mild intellectual disability (50-70), namely mentally disabled children who are classified as mild, can be educated like normal children, they can be independent, learn various skills and life skills, and can learn several light theories. And valuable for everyday life. 2) moderate intellectual disability (30-50), namely mentally disabled children belonging to the moderate classification, are children who

can still be trained independently and fulfill and carry out their own needs. 3) Children with severe mental retardation (IQ < 30) are mentally retarded children classified as severe and have an intelligence level below 30. With this level of intelligence, children commonly called idiots are challenging to train, let alone be educated to learn various academic theories. They need special care and sincerity from their families—fish, J (1985).

So in overcoming the problems of mentally disabled children, a guidance technique is needed, namely the role-playing technique. Wicaksono (2016) states that the role-playing method has two kinds of meaning. First, role-playing is a theatrical activity. This means that some players and characters play a specific role, the role is under the characters that have been written in the scenario, and the purpose of playing this role is to provide entertainment to others. Second, role-playing is a sociological activity in which the patterns of behavior shown by a person are determined by social norms that live in society.

Based on the results of observations on December 13, 2021, at SDN Gunung Anyar 273 Surabaya, several mentally disabled children have problems with social interaction; this can be seen in the behavior of children who like to be alone and never socialize with their friends when learning in class and during breaks. The social stories can reduce negative behaviors in autistic teenager in a secondary school (Sha'arani & Tahar, 2017). The results of interviews with several regular teachers at schools found that mentally disabled children tend to withdraw from their friends due to parents' lack of self-awareness about the importance of socializing for mentally disabled children. In addition, based on the results of interviews with the Special Assistance Teacher (GPK) at the school, it was found that the children had been invited to play with their friends. Still, due to the high egocentricity of the children, their friends chose to withdraw and avoid mentally disabled children at the school.

In connection with these problems, it is necessary to provide assistance or instructions for schools to offer guidance services that can train mentally disabled children to socialize and developmentally disabled children's academics. One of the strategies that can suggest helping build the social interactions of mentally disabled children is the provision of guidance services tailored to the needs and characteristics of mentally disabled children. A personal social guidance guide is needed to assist teachers in providing guidance services for spiritual children, which is printed in a guidebook. Based on these problems, researchers have high hopes for schools, especially teachers, to have guidelines in developing social interaction for mentally disabled children. The guide is a reference as a learning resource to increase efficiency and effectiveness in schools to achieve goals optimally.

METHOD
This study uses a quantitative approach with the type of Research and Development (R&D) development research. This study aims to produce a product: developing a teacher's guidebook in personal social guidance to develop social independence for mentally disabled children. According to Sugiyono (2014), research and development methods are research methods used to produce specific products and test the feasibility of these products. The development model used in this research is Thiagarajan, S, Semmeln, D, S & Semmel M.I. (1974), namely the 4-D model, which is explicitly used to develop learning tools in this research is to develop a guide that is specifically for teachers.

The stages used in the 4-D development model are defined, designed, developed, and disseminate. In the research, the 4D model was modified and only carried out three stages of development, namely 1. Definition Stage, 2. Design Stage, 3. Development Stage. The define stage is the stage to define and define the learning requirements. This defined stage includes five main steps, namely front-end analysis, student analysis (learner analysis), task analysis (task analysis), concept analysis, and formulation of learning objectives (specifying instructional purposes). The design stage aims to design a personal social guidance guide to

develop social independence for mentally disabled children. The development stage is to produce a final draft, namely a prototype of a social, personal guidance guide for developing social independence for autistic children. The test subject in the research on developing teacher guides in personal social guidance with role-playing techniques for mentally disabled children is a special assistant teacher (GPK). The study was conducted at SDN Gunung Anyar 273 Surabaya.

RESULT AND DISCUSSION
Result(S)
The Process of Developing a Teacher's Guidebook in Personal Social Guidance Using Role-Playing Techniques to Improve Social Interaction of Children with Mental Retardation. 1. Expert Validation The experts involved in providing assessments or validating teacher guidebooks in personal social guidance using role-playing techniques to improve social interaction for mentally disabled children consist of two experts, namely Guidance and Counseling experts and PLB experts, especially mentally disabled experts. 2. Field Trial Observations showed that providing personal social guidance using role-playing techniques to increase the social interaction of mentally disabled children gradually can increase student activity in terms of asking friends, greeting friends, inviting friends to play together, and Saying hello when you meet friends. 3. Teacher's Ability to Provide Personal Social Guidance by Using Role-Playing Techniques.

The success of teachers in providing personal social guidance by using role-playing techniques to increase social interaction of mentally disabled children because of the availability of teacher manuals; personal social guidance teacher guides can make it easier for teachers to provide personal social guidance whose steps have been facilitated by researchers and using media which mentally disabled children favor to make it easier for teachers to provide social, personal guidance with role-playing techniques. 1. Student Response Students are enthusiastic about implementing social, personal guidance using role-playing techniques. This means that the provision of personal social guidance with role-playing techniques can increase the enthusiasm of mentally disabled children to have the desire to interact with their friends. This agrees with Purwati (2003, p.26-27), explaining that in the aspect of personal-social development, guidance services help students (1) have self-understanding; (2) develop positive abilities; (3) make healthy choices of activities; (4) able to respect other people; (5) have a sense of responsibility; (6) develop interpersonal relationship skills; (6) can solve the problem; (7) and can make good decisions.

Discussion(s)
Results of the Development of a Teacher's Guide to Personal Social Guidance Using Role-Playing Techniques to Improve Social Interaction of Children with Mental Retardation. The quality of the teacher's guidebook in personal social guidance with role-playing techniques to improve the social interaction of mentally disabled children is the quality of development expressed by Nieveen. Nieveen (1999) states that three aspects need to be considered in assessing the quality of a product from development research; these aspects are validity, practicality, and effectiveness. Validity is seen from content and constructs validity. Content validation is seen from how the product conforms to the social interaction aspects of mentally disabled children. In contrast, form validation is seen from the accuracy of the use of theories used as a guide in the formulation or preparation of the product. Practicality can be seen in whether the teacher can apply the effect to autistic children.

Effectiveness is seen based on whether or not the product can increase children's social interaction, namely: 1. The validity of the Teacher's Guidebook in Personal Social Guidance with Role Playing Techniques to Improve Social Interaction of Children with Mental

Retardation. Based on the results of data analysis from the development of teacher manuals in personal social guidance with role-playing techniques to improve social interaction of mentally disabled children in inclusive elementary schools, the results of this product that has been developed have passed several revisions from experts, namely counseling guidance material experts (BK), notable education material experts (PLB), and expert practitioners, namely teachers and have been declared eligibility in terms of validity by experts. 2. Practicality of Teacher's Guide Books in Personal Social Guidance with Role Playing Techniques to Improve Social Interaction of Children with Intellectual Requirements The acquisition of a teacher's guidebook in personal social guidance using role-playing techniques to improve the social interaction of mentally disabled children is caused by several factors. These factors are: First, the guide has been developed following the practical aspects that have been disclosed by Nieveen (1999). Second, the focus is prepared according to the teacher's needs in dealing with children's social interactions. Third, the development of teacher guides is equipped with support, namely manuals, so that teachers can use the guidebook well. Fourth, the product of the focus is interactive. Fifth, the teacher's book guide in personal social guidance using role-playing techniques is prepared by taking into account the needs and characteristics of children.

Meanwhile, the obstacles or obstacles faced during the implementation of the social, personal guidance guide with the role-playing technique for mentally disabled children at SDN Gununganyar 273 were when the mood of the mentally disabled child experienced instability so that the teacher needed an additional prompt so that the child would take part in personal social guidance activities. 3. The Effectiveness of Teacher's Guidebooks in Personal Social Guidance with Role Playing Techniques to Improve Social Interaction of Children with Mental Retardation Through a small-scale (limited) trial conducted at SDN Gunung Anyar 273, Surabaya with a subject of six mentally retarded children, is known the results of the data analysis of the effectiveness of the guidebook obtained an average of 3.0. Based on the criteria previously determined, the social, personal guidance guide with role-playing techniques to increase social interaction of mentally disabled children in elementary school is declared effective in increasing social interaction of mentally disabled children. From the results of small-scale trials, it can be said that there is a significant influence from the use of guides; this means that giving stimulus to mentally disabled children in terms of social interaction gradually can increase the social interactions of mentally disabled children to be able to interact with their friends without help from other people. Other than the experiences they have gone through. Based on the discussion, many challenges faced by special education teachers to improve the ability and services to disabled student (Kartini & Aprilia, 2022).

CONCLUSSION
The 4D development model resulted in developing a prototype teacher guide in personal social guidance with role-playing techniques to improve the social interaction of mentally disabled children in Inclusive Elementary Schools with good, practical, and adequate quality. The components of the development of the resulting prototype guide consist of: a. Preface, b. Introduction, c. The steps for implementing a prototype development guide for personal guidance. 2. Feasibility and development of the resulting guide prototype can be described as follows: a. From the data analysis, we can see that the validity is 3.0 out of a maximum value of 4; this means that the development of the resulting guide prototype meets the validity criteria. b. From the data analysis, we can obtain that the practicality value is 2.7 from the maximum value of 4; this means that the development of the guide prototype meets the practicality criteria. c. From the data analysis, we can obtain that the effectiveness value is 3.0 from the maximum value of 4; this means that the development of the prototype guide meets the effectiveness criteria. Thus, we can conclude that developing a prototype teacher guide in

personal social guidance with role-playing techniques in increasing the social interaction of mentally disabled children in Inclusive Elementary schools is feasible.

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