

MEDIA *BUSY BOX* UNTUK MELATIH KETERAMPILAN PENGEMBANGAN DIRI MEMAKAI BAJU BERKANCING SISWA HAMBATAN INTELEKTUAL

Pipi Alhidayah

ABSTRAK

Pengembangan media *Busy Box* ini bertujuan untuk melatih keterampilan langkah-langkah memakai baju berkancing bagi siswa Hambatan Intelektual ringan. Pengambilan data menggunakan wawancara, lembar pengamatan dan studi lapangan. Metode pengembangan yang digunakan adalah metode *Development Research* (Penelitian Pengembangan) dengan model *ADDIE* (*Analysis, Design, Development, Implementation, dan Evaluation*). Ada lima tahapan yang telah dilakukan oleh peneliti dalam melakukan penelitian ini. Pertama, pengumpulan data. Kedua, desain produk. Ketiga, memproduksi desain awal sesuai desain yang telah di buat kemudian dilanjutkan validasi ahli menggunakan kuesioner yang dilakukan oleh 3 ahli yaitu 1 ahli media, 1 ahli Hambatan Intelektual, dan 1 ahli materi. Keempat, Uji coba terhadap siswa kelas IV SLB-C Asih Budi. Kelima, teknik evaluasi penelitian menggunakan teknik yaitu *expert review* terkait produk yang dikembangkan dengan *expert* dosen pendidikan khusus dan guru SLB-C Asih Budi dengan hasil 86% dari ahli media, 96% dari ahli materi, dan 90% dari ahli hambatan intelektual. Berdasarkan acuan penilaian, kualitas serta kelayakan media *Busy Box* dinyatakan "**Sangat Sesuai**" dan berdasarkan komentar ahli media *Busy Box* bagus, kreatif dan menarik bagi siswa hambatan intelektual. Teknik kedua yaitu *field test* uji coba kepada tiga orang siswa kelas IV. Hasil Uji Coba pada penelitian ini dapat disimpulkan, media *Busy Box* mampu membuat siswa tertarik dan mendorong kemauan siswa mengikuti instruksi langkah demi langkah memasang baju berkancing. Oleh sebab itu, guru perlu mengetahui kemampuan dan kebutuhan siswa agar dapat merancang media yang bervariasi serta kreatif untuk mengembangkan kemampuan siswa Hambatan Intelektual.

Kata kunci: *Busy Box*, Pengembangan Diri memakai baju berkancing, Hambatan Intelektual.

BUSY BOX MEDIA TO PRACTICE SELF-BUILDING SKILLS WEARING CHILDREN'S BUTTONED CLOTHES INTELLECTUAL BARRIERS

Pipi Alhidayah

ABSTRACT

Busy Box media development aims to practice the skills of the steps of wearing buttoned shirts for students of light Intellectual Barriers. Data retrieval uses interviews, observation sheets and field studies. The development method used is the Development Research method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). There are five stages that have been done by researchers in conducting this study. First, data collection. Second, the design of the product. Third, producing the initial design according to the design that has been made then continued expert validation using questionnaires conducted by 3 experts, namely 1 media expert, 1 Intellectual Barrier expert, and 1 material expert. Fourth, tests on students of grade IV SLB-C Asih Budi. Fifth, research evaluation techniques using techniques such as expert review related to products developed with expert special education lecturers and SLB-C teachers Asih Budi with results of 86% from media experts, 96% from material experts, and 90% from intellectual barrier experts. Based on the reference assessment, the quality and feasibility of Busy Box media is declared "Very Suitable" and based on expert comments busy box media is good, creative and attractive to students intellectual obstacles. The second technique is field test trials to three grade IV students. The results of the trial in this study can be concluded, Busy Box media is able to make students interested and encourage the willingness of students to follow instructions step by step to put on buttoned clothes. Therefore, teachers need to know the abilities and needs of students in order to design varied and creative media to develop the ability of intellectual barrier students.

Keywords: Busy Box, self-development wearing button clothes, intellectual barriers.