

Improving the Ability to Recognize Primary Color Using Plastisifor Children Tunagrahita Light Class III in SLB Luki Padang

Ajismanto, Yarmis Hasan

Universitas Negeri Padang
dharmasraya.ajismanto@gmail.com

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ABSTRACT : This research is motivated by the discovery of a problem of a mentally regard development that is a mild category of a nine-year-old boy whose initials AD is in class III at SLB Luki Padang. Where the child has problems in recognizing basic colors. The purpose of this study was to improve the ability to recognize basic colors using plasticine for mentally disabled children in mild class Iprimaryss at SLB Luki Padang. This type of research is single-subject research (SSR) with A-B design. Data collected through direct observation and recorded on the observation sheet. The data analyzed is using graphical visual analysis. The results showed that the ability to recognize primary colors in mentally disabled children in the mild category class III in SLB Luki Padang increased after being given an intervention using plasticine. At baseline conditions, children get the highest score of 10%, and in the intervention conditions, children get a score of 90%. Thus it is proven that using plasticine can improve the ability to recognize basic colors for mentally disabled children in the light class III class at SLB Luki Padang.

Keywords:Plasticine, base color, disabled is being

INTRODUCTION

One aspect of cognitive ability is to recognize color. Color is a certain spectrum that is contained in perfect light. The colors are divided into three types namely primary colors, secondary colors, and tertiary colors. Primary colors are basic colors that have not been mixed with other elements such as red, yellow, and blue. A secondary color is the result of a mixture of primary colors with one another, such as green, orange, and purple. While the tertiary color is the color of the result of a mix of one primary color with a secondary color such as brown.

Based on a preliminary study that researchers conducted at SLB Luki Padang, researchers found a mild mental retardation child where the child did not recognize primary colors. The child only knows just black and white. Based on the results of the assessment carried out it turns out the child does not understand the colors that are around him. Children cannot mention every color shown by researchers. To ensure the results of the assessment that researchers have done, researchers conducted interviews with children's classroom teachers. From the results of interviews conducted, it turns out that children still do not recognize colors with certainty, children have difficulty in mentioning colors, designating colors and different colors. Based on the results of interviews that researchers have done, then assess to ensure the condition and health of the child's eyes. In addition, the tests carried out intend to find out the possibility of the child experiencing color blindness, or there are problems at the level of sharpness of the child's eyes. So the test results show that the child does not experience color blindness and there is no

problem in the level of sharpness in the eyes of mentally disabled children. Children with intellectual disabilities are children who have limitations in following regular school learning, but they have potential that needs to be developed, such as reading, writing and simple arithmetic¹. Although mentally disabled children experience obstacles in their intellectual development but children's abilities can still be developed in academics such as reading, writing, counting and recognizing objects with simple shapes including identifying basic colors. Primary colors or basic colors consist of three colors namely red, yellow and blue. These three colors are called primary colors, basic colors are those who cannot be produced from a mixture of other colors, in fact, these colors create different colors.

Based on the problems that researchers found in the field in recognizing basic colors, the researchers are interested in providing services or interventions using plasticine to improve the ability to distinguish basic colors for mildly retarded children. In helping children with intellectual disabilities teachers or therapists must conduct play therapy in learning. Games that are given to children must not be arbitrary must have therapeutic value and are not difficult to understand by children. Plasticine is a teaching aid that can be used by teachers to help to learn in the classroom because plasticine itself is a play activity that can develop the ability to recognize colors in children. The use of plasticine in learning activities can provide a pleasant and satisfying learning experience for children so that in the learning process, children are not easily bored. In this study, children were asked to mention, designate and classify colors in play. So from the explanation of the problem above, the researcher is interested in drawing it in a scientific paper entitled "Improving the ability to recognize basic colors using colored plasticine for mentally disabled children in class III at SLB Luki Padang.

METHOD

From the study entitled "Improving the Ability to Recognize Basic Colors Using Plasticine for Children with Light Developmental Disabilities at SLB Luki Padang." This research uses a quantitative approach through experimentation. Experiments can be interpreted as an experiment conducted to look for the impact of treatment on certain behaviors². The form of experiment used in this study was *Single Subject Research* (SSR). This study uses AB design³. AB design revealed there is a causal link between the dependent variable and the independent variable. The AB research design uses two stages of measurement namely the baseline stage (A) and the intervention stage (B). The tool used in this study was a test instrument using a method⁴. The test instrument used in this study to measure the ability of children. In this study, the test given was in the form of an oral test with two phases, namely *the baseline phase (A)* and *the intervention phase (B)*. The test used is a test item created by the researcher and adjusted to the curriculum.

The dependent variable (target behavior) of the study in question is the ability to recognize basic colors, ie children can name, show and group basic colors. Whereas, the independent variable in this study was to use plasticine, in which children were instructed to make fruit shapes using plasticine, and then the children were told to mention, show, and group colors in the form of the fruit that was made. This study uses one subject, a mildly retarded child who is nine years old in class III at SLB Luki Padang. The child is a male who has difficulty in recognizing basic colors. Based on the results of the assessment and observation in the field, the child cannot mention, show and classify the basic colors. So that researchers are interested in lifting it as a research subject. Data analyzed were using graphical visual analysis.

¹ Maria J Wantah, "Pengembangan Kemandirian Anak Tunagrahita Mampu Latih," *Departemen Pendidikan Nasional Direktorat Jendral Pendidikan Tinggi. Jakarta* (2007).

² Amat Jaedun, "Metodologi Penelitian Eksperimen," *Fakultas Teknik UNY* (2011).

³ Juang Sunanto, Koji Takeuchi, and Hideo Nakata, "Pengantar Penelitian Dengan Subjek Tunggal," *Universitas Tsukuba: Crice* (2005).

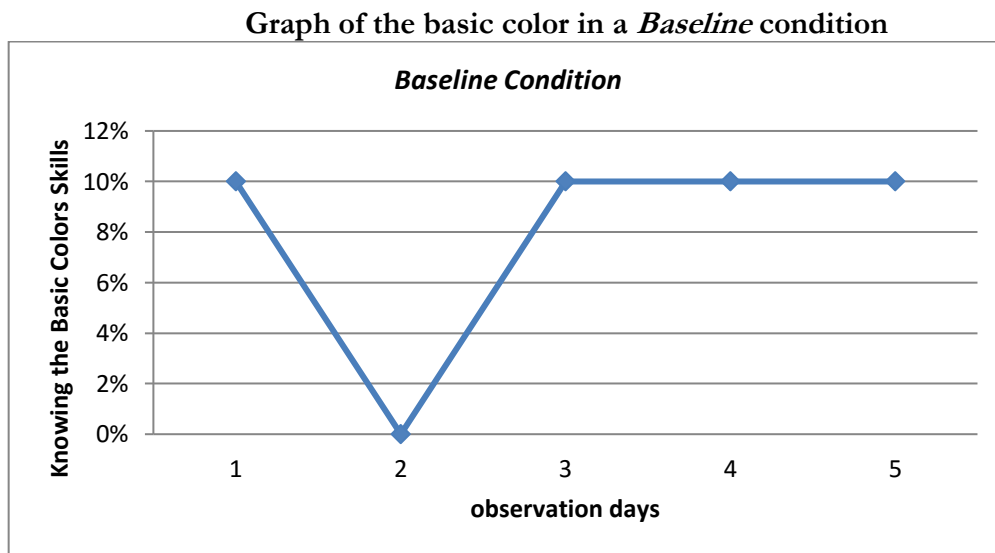
⁴ Arikunto Suharsimi, "Prosedur Penelitian Suatu Pendekatan Praktik," *Jakarta: Rineka Cipta* (2006).

RESULTS AND DISCUSSION

Results

1. Baseline Conditions

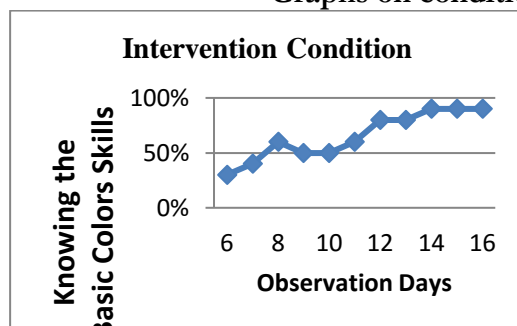
The initial condition of the child before being given treatment or intervention is a baseline condition. Initial conditions were observed five times until stable data results were obtained. Then the observations obtained are 10%, 0%, 10%, 10%, 10%. After getting the results of observations at a stable baseline, the researchers stop the observation, then intervention will be carried out. In the graph below, you can see the data obtained at baseline conditions:



2. Interventional conditions

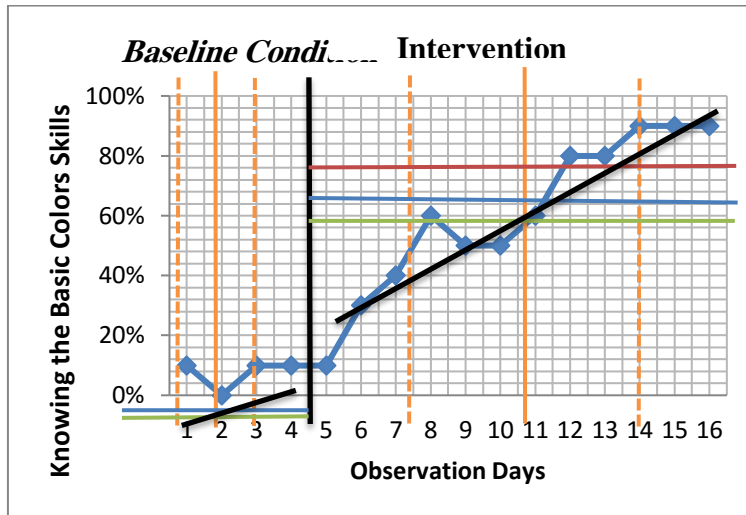
Observations made when or after the child is given treatment or action are conditions of the intervention. In this condition eleven meetings were held, which were 30%, 40%, 60%, 50%, 50%, 60%, 80%, 80%, 80%, 90%, 90%, 90%. This data proves an increase in the ability to recognize basic colors for mild mentally disabled children through playing plasticine. Thus it can be seen in the graph below:

Graphs on conditions of intervention



Based on the results of research that researchers have done in the *baseline* conditions and interventions can be seen in the chart below:

Trend graphics stability to know basic colors



In the graph above is explained that the study was conducted sixteen times. Baseline conditions amounted to five meetings, and intervention conditions amounted to eleven sessions. Between baseline and intervention have different data, for baseline conditions, it has a stability range of 0.15, with a mean level of 0.8, an upper limit of 0.87, a lower limit of 0.72, and a percentage of stability of 0%. While interventions have a stability range of 1.35, with a mean level of 6.54, an upper limit of 7.21, a lower limit of 5.87, and a percentage of stability is 18%.

table summary color analysis in knowing the basis of color

Conditio	A	B
1. strengten condition	5	11
2. estimation of direction tendencies	 (+)	 (+)
3. Stability tendencies	0 % (unstable)	18% (unstable)
4. data trace		
5. Stability and Range levels	0 – 1	3 – 9
6. Level of Change	1 - 1 - 0	9 - 3 = 6 (increased)

In visual analysis between conditions has several components. It can be

seen in the table below:

Summary Table Analysis Between Conditions

No.	Conditio n	A : B
1.	Number of Variables Changed	1
2.	Changes in the direction of trends and their effects	(+) (+)
3.	Change in Trend Stability	Unstable variable
4.	Level of changed	$3 - 1 = 2$
5.	<i>Overlap percontation</i>	0

Based on the results of data analysis, analysis in conditions and analysis between conditions shows the estimation of the direction of the trend, the stability of the stability, the data footprint, and the rate of change that has increased positively. Then it can be stated that playing plasticine can improve the ability to recognize basic colors for children with mild mental retardation class III at SLB Luki Padang.

Discussion

The study was conducted as many as sixteen days of observation. Starting from observations on the baseline conditions, which amounted to five meetings, and intervention conditions, which amounted to eleven sessions. At baseline conditions, the ability of children to recognize basic colors that tend to be horizontal and still low, the score obtained by children is one of the maximum scores that should be obtained by children, namely nine. Baseline conditions that were held five times a meeting can be seen on the graph.

Whereas in the intervention condition, when giving treatment using plasticine to improve the ability to recognize color for mild, mentally retarded children, eleven meetings were held. Seen the child's ability to understand basic colors tends to increase. Only on the ninth day of observation did the child's ability to recognize color decrease slightly, to obtain the same score on the tenth day of observation, but then continued to rise and increase until finally stable at the fourteenth meeting until the sixteenth the child got the highest score of nine. The results of this study indicate an increase in the ability of children to recognize basic colors through play plasticine, students can name, show, distinguish or classify colors, this is in accordance with the theory put forward by Lerin⁵ which states that the extra value obtained by children in play Plasticine is getting to know colors in a fun way.

Mild developmental retardation is a child who has a disorder in his intellectual development, IQ ranges between 50-70 so that he experiences obstacles to abstract thinking. But academic skills can still be developed, such as reading, writing, counting and getting to know things, including recognizing the concept of color. This is by the opinion of Wantah⁶, which explains that mentally disabled children are those who have limitations to attend learning in regular schools, but they have potential that needs to be developed,

⁵ Christine Lerin, *105 Permainan Untuk Meningkatkan Kecerdasan & Kreativitas Buah Hati* (TransMedia, 2009).

⁶ Wantah, "Pengembangan Kemandirian Anak Tunagrahita Mampu Latih."

such as reading, writing, and arithmetic.

Some experts argue that the game is a strategy suitable for children who are still at the age of play, not least for mentally disabled children. This is under the opinion of Kosasih⁷, which states to help mentally disabled children, teachers, or therapists have to do play therapy in learning, but the game given is not just any game. The game given should have a different therapeutic value, and the form of play is not too difficult for children to understand. Children with intellectual disabilities have limitations in learning and playing plasticine is one container that can be used to motivate children in learning. Because teaching children to learn while playing. This plasticine game is one of the games that ask children to learn while playing. Through play, children can mention, show and classify colors. So that the child's ability to recognize basic colors can increase.

CONCLUSION

The research entitled "Improving the Ability to Recognize Basic Colors Using Plasticine for Children with Class III Mild Developmental Disabilities at SLB Luki Padang. This type of research is Single Subject Research (SSR) with A-B design. Based on the analysis of research results that playing plasticine can improve the ability to recognize basic colors for mild, mentally disabled children. This is evident from the results obtained in the field during the study. Children can say red, yellow and blue correctly. Correctly show red, yellow and blue, and group colors, yellow and blue correctly so that children get a maximum score of nine.

Based on these observations it can be concluded that there is an increase in the ability to recognize the basic colors of mentally disabled children after being given treatment through play plasticine both in mentioning, showing and grouping basic colors in SLB Luki Padang

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⁷ Engkos Kosasih, "Cara Bijak Memahami Anak Berkebutuhan Khusus," *Bandung: Yrama Widya* (2012).