

Decorating Flip Flops Skills for Children with Intellectual Disability Grade Xi in Slb Az-Zakiyah Bandung

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Abstract

Vocational skills for children with an intellectual disability are aimed at training the potential that the child has to develop optimally. Although children with intellectual disability have barriers to intellectual abilities, it is important to have the skills to be able to live independently in society. Vocational skills are expected if this child with a mild intellectual disability has already graduated from school and can get support to enter the field of work. This research aims to compile a program of skills decorating flip flops for students with mild intellectual disability of grade XI. The method used is a descriptive method with a qualitative approach. Data collection uses interview techniques, documentation studies, observations, and validation. This research was carried out in 3 steps: 1) analysis of the needs, i.e., a program of skills decorating flip flops using beads in school based on the reasons in the school there is no such program and see the ability of students to enable to learn the skills to decorate sandals, 2) preparation of a program that refers to the aspects of rough motor, fine motor, academic, and social interaction. 3) validation of the program through a focus group discussion that provides input to improve the program so that the program is declared suitable and suitable for student learning needs. Functional assessment of students' abilities is carried out in the first stage, which includes aspects: 1) ability to hold objects, 2) ability to coordinate eyes and hands, 3) disability of hand movements, 4) walking, 5) verbal communication, 6) non-verbal communications, 7) ability to social interaction with the environment, 8) recognizing shape and color, and 9) simple counting. The program is designed to include activities: 1) to know the tools and materials, 2) to implement the measures to decorate the flip flops, and 3) to maintain the results of the activity.

Keywords

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Education is an activity that has a specific purpose or purpose aimed at developing the potential of human beings. Education plays a very important role in this era of development. The world of education is not deprived of the role and function of the school without the exception of the special education school (SLB). Education is an activity with a specific purpose aimed at developing the individual fully (Nurkholis, 2013)

Education should align with the times and be implemented continuously from the basic level to the upper level. In the world of education, the role of the child is very important, and being the main part of its component, the diversity of children is unique. Everyone should accept each child's differences, whether its advantages or disadvantages, because all children are entitled to equal education and treatment. In Law No. 20 of 2003 on the National Education System Article 5, paragraph 5: "Every citizen has the right to an opportunity to improve education throughout life." Thus, children who, in the process of growth and development, significantly experience physical, mental, intellectual, social, and emotional disabilities are entitled to education according to their needs. Therefore, education for children with special needs requires a model of service that is distinct from typical children.

Children with special needs who experience general intellectual functions that are below the average equal to deficiencies in adaptive behavior and appear at the time of development (age 0-18 years), so optimal development is necessary education that corresponds to their abilities and needs. In this, children with intellectual disability can be classified into three groups: mild, moderate, and severe intellectual disabilities.

A child with a mild intellectual barrier is one of those children with an intellectual barrier whose level is still minor, as well as having the ability to be educated similarly. A child with a mild intellectual disability is a child with an IQ of 50-70. Children, including those with mild intellectual disability, are those who can

develop with minimal support in simple academic, social adaptation, and independence (Nouwens et al., 2017)

General intellectual functions that are below average cause the child to have difficulty learning abstract things, so lessons for the child lead to learning skills that correspond to the child's potential ability. The child with intellectual disabilities at the upper-level studies vocational skills education. Vocational skills are life skills associated with a specific field of work that exists in society (Iswari, 2007). This vocational skills education is very important for children to prepare themselves before entering the world of work, so learn to create a variety of skills, practice themselves to do an activity that can generate profits, like a child being able to work in the hygiene section somewhere, work in the laundry section washing, and so on.

As for all learning in vocational education, these children are trained to prepare themselves after graduation and get supplies for the future, which even becomes an opportunity to get a job.

Based on preliminary studies, it can be inferred that decorating flip-flops will attract the attention of the child. And the skills of decorating flip flops using these beads can be used to boost creativity in children with intellectual disabilities and become a support, even becoming an opportunity to get a job. This research aims to know and describe vocational learning in decorating flip-flops, which includes preparation before the painting learning process with flip-flop media, the learning process of decorating, the results of the work, and the response of the child.

Methodology

The method used in this study is descriptive analysis. Descriptive research is the study that seeks to reveal the facts of an event, object, activity, process, or human in the present time or period that is still possible in the memory of respondents. (Sugiyono & Lestari, 2021) Researchers use a descriptive method, which is to present funds to analyze the data obtained directly in the field according to the problem

studied. The researchers in this study used a qualitative approach. A qualitative approach is a research procedure that produces descriptive data in the form of words or the words of people and their observed behavior. (Alfa, 2018) The subjects in this study were 1 (one) teacher and 2 (two) children tunagrahita light in SLB Az-Zakiyah Kota Bandung, and then to validate the program, the researchers performed validation in 2 (two) schools and 2 (two) teachers, the first in the SLB YPD Kota and the SLB Ar-Rahman Kota Bandung.

Data collection techniques in this research use interviews, observation, documentation studies, and validation techniques. The interview technique is the technique of collecting data through the submission of several questions in a smooth manner to the subject in the interview. (Rahmadi, 2011). The interview technique can also be interpreted as a way to obtain data by asking directly face-to-face or using a mobile phone with the respondent or informant who is the subject of the research. Therefore, researchers chose data collection techniques using open interviews to give the informant validity to disseminate information and explanation widely.

Observation techniques are accurate and easy methods for the collection of data, aiming to find out and understand all the ongoing activities that are the object of research. Observation is a complex process that consists of various biological and psychological processes, the two most important of which are the processes of observation and memory (Sugiyono & Lestari, 2021). The purpose of the observation is to describe something that will be studied in this study, the ongoing activities, and the people involved in them. With this method, the researcher in the observation is in a reasonable condition without any engineering being made, making the same observations that the researcher would make on the subject within the classroom. Documentation study is the collection of data along with the way to study and review rules, books, and documentation that relates to the problems studied (Apoko, 2019). A documentation study is the collection of several documents necessary as informational

data materials according to a research problem, such as maps, statistical data, the number and names of research subjects, images, and others. In this study, the researchers attempt to gather information or data through documentation such as study programs, photos of activities, and other guidelines.

This inquiry is validated. Validation is a measure indicating the validity or integrity of an instrument. Validation is also an appropriate proof action in which the properness of aspects (processes, materials, and activities) must correspond to what is expected (Ahuja dan Dong et al., 2018)

In this study, preparation and guidance are carried out before decorating flip flops online via Zoom, and offline, the child begins decorating objects. The researchers took 7 subjects, with only 5 out of 7 children having difficulty grinding and coloring due to the textured slippery surfaces.

In this study, the researchers will validate the skills program in two schools, which aims to know the readability and implementation of the preparation of skills program decorating flip flops using beads in SLB Az-Zakiya Bandung.

Result and Discussion

In this study, the first step is to obtain permission from the SLB as the place of research. In the second step, the researchers assess two children who are the subject of research to know their abilities and obstacles. The third step is to interview the teacher related to the program of learning skills to decorate flip flops using beads, aimed at training the creativity of the child to be able to create various skills and get support for the future.

Based on the results of interviews with teachers of class XI that the vocational learning program to decorate flip flops requires preparation among them preparing tools and materials first, then the media used with images and videos, a method suitable for learning the skills of decorating flip flops using lessons, demonstrations, and practices, in the use of the method 90% child understand except 1 child less understand because not his interest in the field, before starting the activity of learning

vocational skills first step done is the child prepared the tool and material then the child is given training emergence according to the pattern already specified. After all, if the child has been trained, the child can work directly on the flip-flops that will be scratched.

These flip flops media are quite attractive to students. Media that attract student interest is necessary so that learning does not run monotonously (Islamiyah & Mutmainah, 2022). In this study, preparation and guidance are carried out before decorating flip flops online via Zoom, and offline, the child begins decorating objects. The researchers took seven subjects; only five out of seven children had difficulty grinding and dying due to the textured

flip-flop surfaces.

The assessment aspects assessed in this learning are attitudes, knowledge, and skills. But for the evaluation of the attitude of the teacher, do it every day, and the supervision that is done by the teacher is, in the smallest way, one of the examples of every meeting a child must kiss the hand of a teacher or friend while saying a greeting, and others. As for the evaluation of the skills performed by the teacher, which is to use the rubrics and practices, at the end of the learning skills evaluation that the teacher gives, it is to reflect on each end of learning in a way that asks whether it is difficult or not and if it is comfortable or not.

The data assessment is as follows:

Tabel 1.1. The result of assessment

No	Aspect	Sub Aspect	Subject H	Subject N
1.	The ability to hold things	Moving the finger	When given the order to move the finger, the child was able to move all the fingers without stiffness.	The child can follow with non-rigidity when instructed to move fingers.
		Moving things	The child understands instructions to move objects from one place to another.	Children can move objects from one place to another.
		Take things	The child can take objects directly during the instruction.	The child can take things well, according to the instruction.
		Holding things	The child can hold things well without the help of others.	The child can hold things well without the help of others.
2.	Ability to coordinate eyes and hands	Differentiate colors according to color	The child can distinguish dwarfs by color, and when asked about this color, the child can answer quickly and correctly.	The child can distinguish dwarfs by color, and when asked about this color, the child can answer quickly and correctly.
		Differentiate manic-manic according to shape.	The child can distinguish the dwarfs according to their shape, and when asked about this shape, the child can answer quickly and correctly.	The child can distinguish the dwarfs according to their shape, and when asked about their shape, the child can answer quickly and correctly.
		Put the beads on the thread.	Children can insert the beads into the wire, but slowly.	Children can insert the beads into the wire but slowly
3.	Hand movements	The child can hold things.	Children can hold things.	Children can hold things
		Folded fingers	The child can fold the fingers according to the example.	The child can fold the fingers according to the example.
		Moving the hands	The child can move the wrist according to the instruction.	The child can move the wrist according to the instruction.
4.	Walk properly	Wear the flip-flops properly	The child can wear flip-flops properly according to the instruction.	The child can wear flip-flops properly according to the instruction.
		Walking with flip-flops	The child can walk using a flip-flop without stiffness, according to the instruction.	The child can walk using a flip-flop without stiffness, according to the instruction.
5.	Verbal communication	Spoken Language	Children can communicate by speaking	Children can communicate by speaking.
		Articulation	A child can talk clearly	A child can talk clearly
		Auditory	Children can hear properly	Children can hear properly
		Receptive Language	Children are able to answer the question	Children aren able to answer the question
6.	Non-verbal communication	Communicate by touch	Say hello when you meet a teacher or an elderly person	Say hello when you meet a teacher or an elderly person
		Eye contact	The child is able to communicate with the other person through eye contact.	The child is able to communicate with the other person through eye contact.

		Expression	When children communicate, they can express their faces	When children communicate, they can express their faces
		Strong and weak in verbal communication	The child is able to make his voice out loud	The child is able to make his voice out loud
		Meaning in communication	The child is able to communicate too quickly	The child is able to communicate too quickly
		Two way communication	Children are able to communicate in two directions	Children are able to communicate in two directions
7.	Social interaction with the surrounding environment.	Say hello when you meet friends	When you meet your friend, your child will be able to say hello first.	When you meet your friend, your child will be able to say hello first.
		Response to calling	The child is able to respond when called, like the child looks when called, answers yes when called, etc.	The child is able to respond when called, like the child looks when called, answers yes when called, etc.
		Answer when asked.	The child is able to respond correctly when asked.	The child is able to respond correctly when asked.
		You can look at the speaker.	When a child speaks, he can look at the speaker.	When a child speaks, he can look at the speaker.
		Playing with peers	Children can play with their peers	Children can play with their peers
		Greetings to familiar adults.	The child is able to say hello to an adult.	The child is able to say hello to an adult.
		Say hello to an unknown adult.	A child is able to greet an unknown adult.	A child is able to greet an unknown adult.
		It feels sad when friends cry.	When his friend cries, the child feels sad but does not shed tears.	When his friend cries, the child feels sad but does not shed tears
		Helping friends	When his friend falls, the child is able to help.	When his friend falls, the child is able to help.
		Apologize	Children can apologize when they make a mistake.	Children can apologize when they make a mistake
8.	Pattern	Spelling the shape /pattern	The child is able to correctly describe the bead's shape.	The child is able to correctly describe the bead's shape.
		Suitable for shape.	The child is able to distinguish the shapes correctly.	The child is able to distinguish the shapes correctly.
		Combined according to shape.	The child is able to group up according to the shape of the manic-manic without the help of others.	The child is able to group up according to the shape of the manic-manic without the help of others.
9.	Colors	Spell the name of colors	Children are able to describe the colors in bead patterns.	Children are able to describe the colors in bead patterns..
		Understanding colors	The child is able to distinguish according to the color of the beads	The child is able to distinguish according to the color of the beads.
		Classification the colors	Children are able to combine colors	Children are able to combine colors
10.	Counting	Counting 1-10	A child can count from 1 to 10 correctly and without the help of others..	A child can count from 1 to 10 correctly and without the help of others..
		Counting 11-20	A child can count from 11 to 20 correctly and without the help of others.	A child can count from 11 to 20 correctly and without the help of others.
		Counting 21-30	A child can count from 21 to 30 correctly and without the help of others.	A child can count from 21 to 30 correctly and without the help of others.
		Counting 31-40	A child can count from 31 to 40 correctly and without the help of others.	A child can count from 31 to 40 correctly and without the help of others.
		Counting 41-50	The child is able to count 41-50 correctly but must do so with help.	The child is able to count 41-50 correctly but must do so with help.

Based on the results of the assessment on two subjects, the response of the first child (RA1) is to be able to move fingers, be capable of moving objects, be able to take objects, and hold

objects, It is able to insert manic-manic in the wire, is able to grasp objects, can fold fingers, can wear flip flops correctly, can walk using flip flops, can communicate by speaking, can explain in talking, can listen well, can respond to questions when asked, is capable of communicating to make a touch (touch), is capable of communicating to make eye contact, can face expression in accordance with the topic of communication, is able to communicate weakly or strongly, can communicate with accuracy, is able to communicate in two directions, is likely to say hello when meeting friends, and is able to respond when called, can respond when asked, can look at the interlocutor, can play with a peer, can say hello to an adult who is known, can greet an unknown adult, can feel sad when a friend is crying, can help when a fellow fellow, can apologize when wrong, can name the shape, can distinguish according to form, can group according to shape, can name color, can differentiate according to color, can compute 1–10, can count 11–20, can number 21–30, can calculate 31–40, and can count 41–50. However, in this first response, there is a stage in which the child is not able to move the wrist because it is still stiff.

The response of the second child (RA2) to the result of the assessment of the child is already able to move fingers, move objects, take things, hold items, distinguish beads according to color, differentiate beads according to shape, able to wear flip flops properly, to walk using

flip flops, to communicate by speaking, to move the wrist, to speak, to listen well, to respond to questions when asked, and to communicate when touched, being able to communicate, make eye contact, be able to express your face according to the topic of communication, be capable of being weak or strong when communicating, be accurate when communicating, be capable of communicating in two directions, say hello when meeting a friend, and respond when called, Can respond when asked, can look at the interlocutor, can play with a peer, can say hello to an adult who is familiar, can greet an unknown adult, can feel sad when a friend is crying, can help when a fellow fellow, can apologize when wrong, can name the shape, can distinguish according to form, can group according to shape, can name color, can differentiate according to color, can compute 1–10, can count 11–20, can number 21–30, can calculate 31–40, and can count 41–50.

After obtaining the results of the assessment, the next step of research is the preparation of a draft program for learning skills for decorating sandals. The program will be created by adjusting to the student's abilities and the prediction of job optimization that will be made by the student siswa (Noto, 2005). The program is structured based on the steps necessary to create the child's product and the data of assessment.

The program is as follows:

Tabel 1.2 Decorating Flip-Flopd Programs

The basic competence	Understand, apply, analyze, and evaluate factual, conceptual, basic operational, and metacognitive knowledge according to the field and scope of autonomy at the technical, specific, detailed, and complex levels in relation to science, technology, art, culture, and humanities in the context of self-development potential as part of families, schools, the world of work, and citizens of national, regional, and international communities Implement specific tasks using commonly used tools, information, and working procedures, as well as solving simple problems according to the field and scope of independence. Show performance under guidance, with quality and quantity measured in accordance with working competence standards Demonstrate skills to explore, process, and present effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solvently in the abstract fields related to the development of what is learned in school, as well as being able to perform specific tasks under direct supervision.
The competencies	Applying the Skills Procedure to Decorate Flip Flops Skills to decorate flip flops
Indicators	Tools for flip flops Materials for flip flops Understanding the Process of decorating flip flops Understand how to maintain tools and materials to decorate flip flops

	<p>Use the tool to decorate flip-flops correctly.</p> <p>Use the thread on the needle.</p> <p>Cut the wire according to your needs.</p> <p>Cut both ends of the thread.</p> <p>Bind both ends of the thread.</p> <p>Insert a needle that has already used a thread on the end of the flip-flops.</p> <p>Continue the tricks according to the example until all the sandals are closed.</p> <p>Repeat the scissors that have been drawn on the sandals.</p> <p>Tools and materials for decorating flip-flops.</p> <p>Preserve the flip-flops that are already in use.</p>
Purpose of Learning	<p>To know the tools and materials to decorate flip-flops using scissors</p> <p>To know how to use a good tool to decorate flip-flops using darts</p> <p>To know the steps to decorate flip-flops using scissors</p> <p>Learn how to care for flip-flops.</p>
Learning Materials	<ol style="list-style-type: none"> 1. Knowing Tools <ul style="list-style-type: none"> ▪ scissors ▪ needle 2. Knowing the materials <ul style="list-style-type: none"> ▪ Flip-flops ▪ Beads ▪ Sewing wire 3. Process of decorating : <ul style="list-style-type: none"> ▪ Preparing the tools (scissors, wire) ▪ Preparing the materials (flip-flops,beads,sewing wire) ▪ The process of decorating ▪ Place the flip-flops decorating equipment in the space provided ▪ Taking a scissors ▪ Cut the wire as needed ▪ Take the wire. ▪ Hold the wire correctly ▪ Insert the wire with the left hand into the needle with the right hand ▪ The length of the left and right sides ▪ Binding the same length ▪ Insert a wire that has already used a wire at the end of the flip-flops. ▪ Children first showed the shape of the beads patterns that we had already designed according to the pattern. ▪ The child inserts or scatters the stickers using a wire according to the pattern that has been shown. ▪ Brushing back the flip-flops. ▪ Repeat until the clothes cover all the flip-flops. ▪ Shew back on the ends of the flip-flops that have already been attached using beads ▪ .Binding the bottom of the thread of the flip-flops rope that has been sewn. ▪ Cut the rest of the wire ▪ Maintaining the tools and Equipment materials that have been used. ▪ Store the tools and Equipment materials that have been used. ▪ Identify the tools and materials used. ▪ Maintaining the flip-flops already used. ▪ Keep the flip-flops already used. ▪ Wash the flip-flops when they are dirty.
Methods of learning	<ul style="list-style-type: none"> ▪ Demonstration/Modelling ▪ Instruction ▪ Practice
Learning Media	<ul style="list-style-type: none"> ▪ Picture/Patterns of beads ▪ Tools and materials
Sources	<ul style="list-style-type: none"> ▪ Students Book "keterampilan vokasional". "Buku Tematik terpadu kurikulum 2013" ▪ Hand out ▪ Videos

Then the program was validated in two different schools with two people as validators: the teacher of SLB Ar-Rahman and SLB Zakiyah Bandung. As for the results of the validation that has been done with different teachers at different schools, the following results are as follows:

Tabel 1.3 The result of validation

No.	Aspect	Validator 1	Validator 2
1.	Equipment and materials	The tools and materials used are complete, as needed	The tools and materials used are complete, as needed

2.	The steps of making the skill of decorating flip flops using beads	The steps of making the skills of decorating flip flops are already well arranged and correct.	The Standard Operation Procedure (SOP) series of skills activities decorates flip-flops to better match the child's basic abilities and learning needs.
3.	Methods of Learning	The method applied is good, but it is better to add collaborative methods	The method used corresponds to the learning process.
4.	How to Explain the Skills and Procedure of Decorating Flip-Flops Using Beads	How to explain it to the child should be arranged according to its stages.	The way to explain it to the child should be organized according to its stages.

The vocational skills program is an individual learning program that will be implemented. The vocational program is an education that provides the basis for an exercise that can be done correctly to teach the learners how to value everyday life in terms of skills for survival and development. In this way, education will be more realistic and contextual, so that it will become more meaningful for students (Cendaniarum & Supriyanto, 2020)

According to its concepts, life skills can be of several types: (1) individual skills, (2) social skills, (3) academic skills, and (4) vocational skills. Personal competence includes individual competence, where one can understand oneself, while social competence is good communication competence. Specific life skills include academic skills. A scientific thinking ability that can be developed from a thinking competence is expected to be able to cope with various tasks and face certain circumstances. While this vocational or professional competence is related to a field of work that will be faced later in the world of work or the community, This national skill requires very strong motor skills. To get into the world of work, you must work well (Cendaniarum & Supriyanto, 2020)

Conclusion

Students with mild intellectual disabilities have an IQ of 50–70 and generally have learning difficulties, so learning for the child leads to more self-development and skills. The importance of learning skills for students is aimed at developing the potential that exists in the student as well as preparing himself before entering the world of work, creating various skills, and practicing himself to carry out an

activity that can generate profits.

In this stage of research, there are several stages: preliminary studies are carried out to obtain the data in the SLB; after obtaining the data, the researcher assesses the child aimed at knowing the abilities and obstacles that the child has; then the researcher interviews with the class teacher to compile a program of skills for decorating flip-flops using beads.

After the program is structured, the researchers validate it on the two SLBs. The first validation gives criticism and suggestions that the program we have made is already good, but at the stage of implementation, it is less structured, and the evaluation is less detailed. And the second validation gives good criticism and advice, but the asset activities should be more detailed, including any skill aspects that the child needs to have for the program to be successful; the evaluation instruments should be by the evaluation rubric used to measure the skills they have, and the Standard Operation Procedure (SOP) series of skills activities should be modified to better match the child's basic abilities and learning needs.

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