

INTISARI

Latar belakang: Anak disabilitas mental memiliki masalah kognitif dan adaptif meliputi kemampuan konseptual, sosial dan praktis. Perawatan diri merupakan salah satu aspek pada dimensi praktis kemampuan adaptif. Penelitian menunjukkan adanya masalah perawatan diri pada anak disabilitas mental diantaranya adalah keterampilan makan. Studi pendahuluan ditemukan terdapat 90% anak disabilitas mental usia sekolah belum mampu menyiapkan makanan yang akan disantap, 60% belum mampu membuka tutup makanan, 80% belum mampu menaruh makanan pada alat makan dan 100% anak belum mampu menyelesaikan makan. Upaya untuk mengatasi masalah keterampilan makan adalah dengan dilakukan pelatihan.

Tujuan: Untuk mengetahui pengaruh pelatihan perawatan diri terhadap keterampilan makan anak disabilitas mental di SLB Negeri 1 Bantul.

Metode: Penelitian ini menggunakan *quasy experiment pretest–post-test design* dengan pemilihan kelompok kontrol sample menggunakan metode *purposive sampling*. Penelitian dilakukan pada bulan Januari hingga awal April. Sebanyak 62 anak direkrut sebagai responden dengan proses *matching*. Kelompok intervensi (n=31) mendapatkan pelatihan dengan video dan demonstrasi selama 4 x 50 menit dengan 4 x 50 menit program bina diri dan kelompok kontrol (n=31) diberikan program standar yaitu program bina diri selama 8 kali 50 menit. Kedua grup dilakukan observasi sebelum dan sesudah pelatihan. Lembar skoring observasi keterampilan makan yang diadopsi dari *Nursing Outcome Classification* versi bahasa Indonesia.

Hasil: Hasil penelitian menunjukkan bahwa pelatihan keterampilan makan dengan program bina diri dapat meningkatkan keterampilan makan anak disabilitas mental (Median: 68 vs 70; p=0,002)

Kesimpulan: Pelatihan perawatan diri meningkatkan keterampilan makan anak disabilitas mental

Kata kunci : Disabilitas mental, keterampilan makan, pelatihan perawatan diri

ABSTRACT

Background: *Children with intellectual disabilities have many problems. The previous research shows that eating skills is main problems in children with intellectual disabilities. Preliminary study found that children with intellectual disabilities at school-age had poor eating skills. Efforts to improve self-care skills could be done with training using video modeling and demonstration. The objective of this research is to observe the effect of self-care training using video modeling on the eating skill of children with intellectual disability.*

Method: *This study used quasy experiment pretest-post-test design with control group. Study was conducted from January to April 2017. A total of 62 school children (social ages 6-12 years) were recruited as respondents using purposive sampling method. The process of matching the sex is done to get two similar groups (n=31). The instrument used was an eating skill observation checklist. The intervention group received training with video modeling and demonstration for 4 sessions in 50 minutes plus 4 sessions in 50 minutes of self-development program. The control group was given a standard self-development program for 8 times in 50 minutes each sessions. Both groups were measured of eating skill before and after training by observation. Observation score checklist was adopted from the Indonesian version of the NOC.*

Results: *Self-care training using video modelling with addition of self-development program influenced the eating skill (median: 68 vs 70; p=0,002).*

Conclusions: *Self-care training with video modeling methods improves eating skills on children with intellectual disability.*

Keyword: *Feeding Skill, Intellectual Disability, Self-care training with Video Modeling*