

IMPROVING THE VOCABULARY OF SPECIAL NEEDS STUDENTS THROUGH THE DRILLING METHOD AT PKBM WINDSOR BEKASI

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ABSTRAK

Kajian ini bertujuan untuk mendeskripsikan implementasi metode drilling yang dilaksanakan di Homeschooling PKBM Windsor Bekasi. Studi ini menggunakan metode penelitian tindakan kelas. Data diperoleh melalui perencanaan, tindakan, observasi dan refleksi. Subjek penelitian adalah dua siswa berkebutuhan khusus di PKBM Windsor Bekasi. Hasil penelitian menunjukkan bahwa metode drilling telah dilaksanakan dengan baik. Penelitian, yang menunjukkan bahwa penggunaan metode drilling dapat meningkatkan penguasaan kosakata siswa berkebutuhan khusus. Berdasarkan pengamatan, hasilnya menunjukkan peningkatan pertumbuhan dan pemahaman kosakata. rata-rata sebesar 70%, hasil yang signifikan bagi siswa perlu khusus, dari siklus 1-6. Hasil penelitian ini memberikan makna penting bagi peningkatan kebutuhan kosakata siswa khusus.

Kata kunci: Kosakata, Kebutuhan Khusus, Metode Drilling

ABSTRACT

This study aims to describe the implementation of the Drilling Method at PKBM Windsor Homeschooling Bekasi, this study used the action research method. Data collection was taken by a series of steps: planning, action, observation, and reflection. Two special needs students at PKBM Windsor Bekasi served as the research objects. Research results show that the drilling method can be implemented well. Research indicates that using the drilling method can improve students' vocabulary mastery. Based on observation, the results show an increasing growth of vocabulary and understanding, an average of 70%, a significant result for special needs students, from cycles 1-6. The results of this research are important for improving special needs students' vocabulary.

Keywords: Vocabulary, Special needs, Drilling method.

INTRODUCTION

God gives reason to everyone, including mentally retarded students, to learn everything outside themselves as knowledge gained from their learning experiences. In the East Asia and Pacific (EAP) region, many children with disabilities (CWD) are deprived of their dignity and opportunities to reach their full potential (Pacific, 2015). The Convention on the Rights of Persons with Disabilities (CRPD) establishes that all children, regardless of their disability, income, gender, race, religion, or cultural background, have the right to participate in educational environments in their communities that foster their learning abilities to achieve their goals. the. fully (Convention on the Rights of Persons with Disabilities, 2007)

UNICEF is committed to advancing the principles of inclusion as detailed in the Convention on the Rights of Persons with Disabilities to the greatest extent possible. In Indonesia, the essence of education is seen as a means to humanize individuals, directing their attitudes and cognitive processes towards improvement (RI, 2003). In addition, Law Number 8 of 2016 confirms the right of individuals with disabilities to access education, which includes the right to comprehensive and special quality education at all forms and levels of educational institutions and pathways (UU N0 8 of 2016, 2016).

Passed in 1975, the Individuals with Disabilities Education Act (IDEA) requires public schools to provide a free and appropriate education to eligible students ages 3–21. A team of professionals identifies students who meet these requirements as students with disabilities that significantly impact their academic performance, and thus require special education and related services. Monitoring compliance with IDEA through data collection began in 1976. The number of students ages 3–21 receiving services under IDEA in the United States increased from 6.4 million in the 2010–11 school year to 7.3 million in the 2021–22 school year. This increase represents growth from 13 to 15 percent of the total number of public school students. During the COVID-19 pandemic, there was a 1 percent decrease in the number of students receiving IDEA services between the 2019–20 and 2020–21 school years (from 7.3 to 7.2 million students), marking the first decline in this number since the pandemic COVID-19. 2011–12 school year. However, IDEA enrollment recovered to pre-pandemic levels of 7.3 million students in the 2021–22 academic year. Meanwhile, overall public school enrollment rates decreased by 3 percent from fall 2019 to 2020, and stabilized in fall 2021. As a result, the percentage of public school students covered by IDEA has continued to increase every year during the pandemic, and reached 15 percent in 2021–22, higher than 14 percent in 2019–2020.

During the 2021–22 academic year, approximately 32% of students enrolled in special education, equal to nearly 2.3 million, were identified as having a specific learning disability. The primary classification of students entering an individualized education program (IEP), as noted by Pendarkhar 2012 (Pendarkhar, nd), is speech or language impaired. The Pew report shows that this condition affects nineteen percent of students who have IEPs. The report shows that fifteen percent of students face chronic or severe health problems that negatively impact their academic performance. They suggest a customized program to accommodate the educational needs of students with disabilities. The program will be developed through a partnership involving the student's school district, parent or guardian, and, sometimes, the student.

Experts highlight staffing shortages in many districts as a major obstacle to ensuring that all students in special education receive needed services. Various factors contribute to this problem. Instructors, who primarily work with students with learning disabilities, often feel unprepared for their roles due to a lack of special needs education training. Additionally, the inadequate learning environment for these students is caused by lack of funding, absence of curriculum guidelines, lack of teaching materials, and substandard school facilities. (Allam & Martin, 2021) highlight that students with disabilities fail to receive the support and assistance necessary to access the curriculum, with very limited support from stakeholders. Furthermore, Ramakrishnan & Salleh, (Ramakrishnan & Salleh, 2019) identified a lack of training and expertise as a factor contributing to reduced self-confidence among inclusive educators working in classrooms with students with special needs. Therefore, it is very important for today's educators to develop effective learning methodologies that ensure students' learning outcomes are significant and applicable to their daily lives.

Apart from all the reasons above, below are the results of supporting data from the Publish or Perish and Vos Viewer applications, so that this research should be taken into consideration.

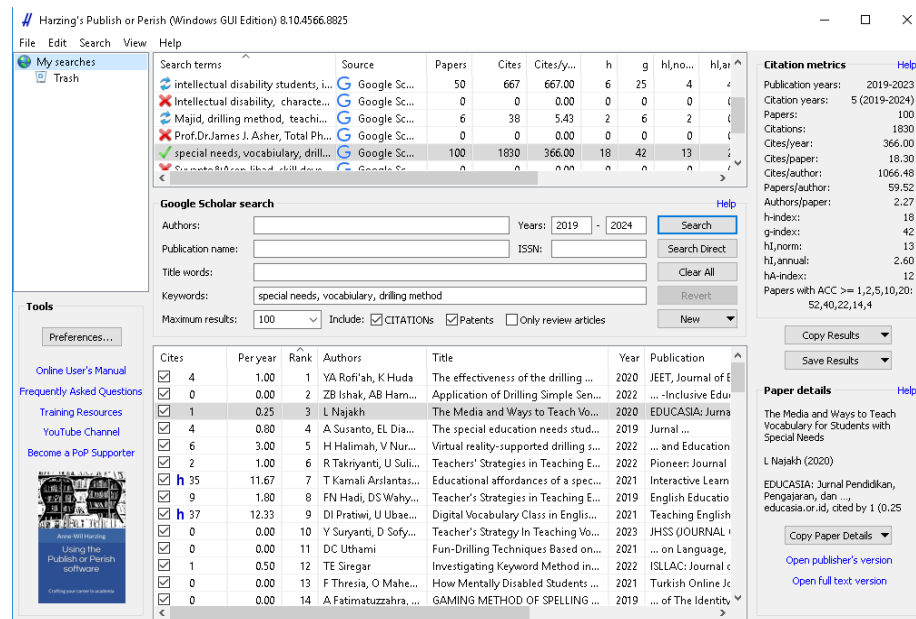


Figure 1 Results of Publish or Perish 100 from 2019-2024 Novelty of Research

Data above use Publish or Perish (PoP) application. Total results 100 from 2019-2024, Keywords: Needs Special, Vocabulary Language England, Drilling Method.

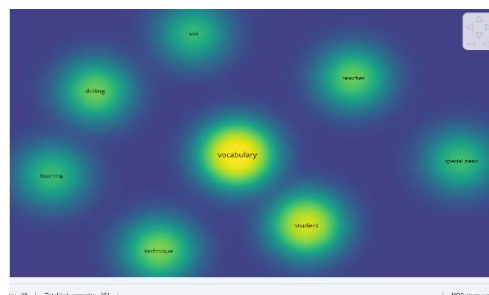


Figure 2 Vos Viewer Description of Research Novelty

Data above use application VOS viewer. Color description: Bold Yellow is often used, and Green is rarely/necessary. Teaching English vocabulary is often done (thick yellow color) but rarely use method drilling (color blue) and seldom for need special. Based on a review via the Publish or Perish application, with a Google Scholar search of 100 titles during 2019-2024, and VOS viewer showing that study Vocabulary Language English on students with special needs using the drilling method is something new.

The main problem at PKBM Windsor in improving the English language skills of students with special needs is the ability to remember English vocabulary. The author views this as the right problem so that PKBM Windsor was chosen as the research object to apply the drilling method. therefore, research on IMPROVING STUDENTS WITH SPECIAL NEEDS' VOCABULARY THROUGH THE DRILLING METHOD AT PKBM WINDSOR BEKASI can held with Action Research.

RESEARCH METHODS

This study used action research in implementation the drilling method for students with special needs. Based on various views from various experts, it is clear that the Drilling Method

focuses on repetitive practice, where students perform this activity many times until certain skills are mastered.

The drilling method was implemented to 2 students with special needs of different ages and Intellectual Disabilities (ID) at PKBM Windsor Bekasi. The drilling method that implemented in this study, were supported by movement (total physical response) and audiolingual method (to help a conducive situation). The aim of this research is to increase the ability of quick remember English vocabulary. The research was conducted in 6 cycles. Starting from March 4th to 23rd 2024. The class activities were divided into four stages such as plans, action, observation and reflection. The pretest was carried out before the activity, followed by a posttest as a benchmark.

At the planning stage, the authors identified problems with students with special needs, including low mastery of English vocabulary, requiring a long understanding of teaching in English.

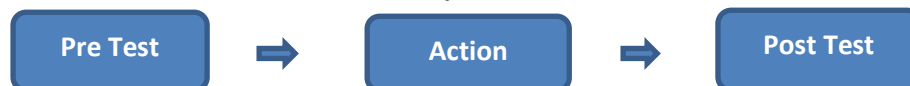
In the action stage, the authors prepare 6 cycles to improve English vocabulary.

Table 1: Material and Actions in Each Cycle

| Cycle | Material | Methods Used |
|-------|--|--|
| 1 | Part 1 of the body is: eyes, nose, mouth, ears and hair (5 words) | <ul style="list-style-type: none"> • Intensive repetition of pronunciation (drilling) for 5 words part 1 • Holding the indicated body part (total physical response) • Test understanding by asking questions with the answer Yes or No |
| 2 | Part 1 of the body is: head, shoulders, arms, legs and soles (5 words) | <ul style="list-style-type: none"> • Intensive repetition of pronunciation (drilling) for the 5 words of part 2 • Holding the indicated body part (total physical response) • Test understanding by asking questions with the answer Yes or No |
| 3 | Body parts 1 and 2 are eyes, nose, mouth, ears and hair. Head, shoulders, arms, legs and feet (10 words) | <ul style="list-style-type: none"> • Intensive repetition of pronunciation (drilling) for 10 words • Holding the indicated body part (total physical response) • Test understanding by asking questions with the answer Yes or No |
| 4 | Fruit names: apples, oranges, bananas and mangoes (4 words) | <ul style="list-style-type: none"> • Intensive repetition of pronunciation (drilling) for 4 words • Point to a picture of fruit • Test understanding by asking questions with the answer Yes or No |
| 5 | Command sentences: open the door, close the door, stand up, sit down, jump (5 sentences) | <ul style="list-style-type: none"> • Introduction to command sentences with action examples (5 sentences) • Intensive repetition of command sentences (drilling) accompanied by action examples • Give orders to be carried out • Test understanding by asking questions with the answer Yes or No |

| | | |
|---|--|---|
| 6 | Fruit names: apples, oranges, bananas and mangoes (4 words) | <ul style="list-style-type: none"> • Introduction to 4 fruit names and command sentences accompanied by pictures and action examples (4 words and 5 sentences) • Intensive repetition of command sentences (drilling) accompanied by action examples • Give orders to be carried out • Test understanding by asking questions with the answer Yes or No |
| | Command sentences: open the door, close the door, stand up, sit down, jump (5 sentences) | |

Action Research Flow in Each Cycle



RESULTS AND DISCUSSION

Result

The pre-test is carried out before implementation of each cycle in the form of questions. The results were measured in the post-test after implemented the drilling method. On the pre-test results, Said (4th grade elementary school Student) did not understand English vocabulary. Meanwhile, Beno (2nd grade elementary school student) knows more vocabulary. Here are the table:

Table 2: Pre-Cycle Research Results

| Cycle | Material | Pre Test Results | |
|-------|---|--------------------------|--------------------------|
| | | Said | Beno |
| | | Number of Words Mastered | Number of Words Mastered |
| 1 | Part 1 of the body is: eyes, nose, mouth, ears and hair (5 words) | 0 | 2 |
| 2 | Part 2 of the body is: head, shoulders, arms, legs and soles (5 words) | 0 | 2 |
| 3 | Body parts 1 and 2 are eyes, nose, mouth, ears and hair. Head, shoulders, arms, legs and feet (10 words) | 0 | 4 |
| 4 | Fruit names: apples, oranges, bananas and mangoes (4 words) | 1 | 3 |
| 5 | Command sentences: open the door, close the door, stand up, sit down, jump (5 commands) | 0 | 2 |
| 6 | Fruit names: apples, oranges, bananas and mangoes (4 words) Command sentences: open the door, close the door, stand up, sit down, jump (5 sentences) | 1 | 5 |

Table 3 Research Result Of Said

| CYCLE | NUMBER OF QUESTIONS | PRETEST | POSTTEST | increasing |
|---------|------------------------|---------|----------|------------|
| 1 | 5 | 0 | 4 | 80% |
| 2 | 5 | 0 | 5 | 100% |
| 3 | 10 | 0 | 10 | 100% |
| 4 | 4 | 1 | 4 | 75% |
| 5 | 5 | 0 | 4 | 80% |
| 6 | 9 | 1 | 9 | 89% |
| AVERAGE | | | | 87% |

Table 4 Research Result Of Beno

| CYCLE | NUMBER OF QUESTIONS | PRETEST | POSTTEST | increasing |
|---------|------------------------|---------|----------|------------|
| 1 | 5 | 2 | 5 | 60% |
| 2 | 5 | 2 | 5 | 60% |
| 3 | 10 | 4 | 10 | 60% |
| 4 | 4 | 3 | 4 | 25% |
| 5 | 5 | 2 | 5 | 60% |
| 6 | 9 | 5 | 9 | 44% |
| AVERAGE | | | | 52% |

Table 5 Final Research Results Average

| Cycle | Number of Questions | Numbers of Words Mastered | | | | | |
|-------|------------------------|---------------------------|------|-----|------|------|----|
| | | Said | | | Beno | | |
| | | Pre | Post | % | Pre | Post | % |
| 1 | 5 | 0 | 4 | 80 | 2 | 5 | 60 |
| 2 | 5 | 0 | 5 | 100 | 2 | 5 | 60 |
| 3 | 10 | 0 | 10 | 100 | 4 | 10 | 60 |
| 4 | 4 | 1 | 4 | 75 | 3 | 4 | 25 |
| 5 | 5 | 0 | 4 | 80 | 2 | 5 | 60 |
| 6 | 9 | 1 | 9 | 88 | 5 | 9 | 44 |

Reflection

From the results of the reflection, several problems emerged during the research, such as:

1. The student's pronunciation is not correct because of their disability.
2. The main requirement for the drilling method is that it be carried out continuously without breaking up intensively. Meanwhile, the initial research time was only twice a week based on the student's school schedule (not every day), so it easier for to forget something that has

already learnt. Therefore, the drilling method could not be implemented optimally. Luckily, finally there was agreement that it could be done every day or the material could be combined all at once. where previously the students' abilities had been observed so that the drilling method could be carried out. In addition, this method also implemented by parents at home, and home visiting in case this method cannot be done at school. However, the best choice is made by teachers at school.

3. When drilling, noises from other students are disturbed so that students having difficulty to concentrated.

Discussion

Research Results After Action in 6 Cycles

The results of the research in 6 cycles compared to the pretest, in Said's test result, there was an average increasing of 87%, which is a very significant increasing after applying the drilling method. Meanwhile in Beno's test result, there was an increasing of 52%, which is still a good increasing too. The research results of 87% for Said and 52% for Beno were obtained using the formula $((\text{posttest-pre test})/\text{number of questions}) \times 100\%$. For example, in Said's table, in cycle 1, it shows post test 4, pre test 0 and the number of questions tested is 5. Based on the formula $((\text{posttest-pre test})/\text{number of questions}) \times 100\%$, we get $((4-0)/5) \times 100\% = 80\%$. This shows that in cycle 1 Said was able to master 80% of the vocabulary in drilling. Likewise the calculations for cycles 2-6 and also the calculations in Beno's. After obtaining the percentage of development in the ability to remember vocabulary for Said and Beno in each cycle, the next step is to add up cycles 1-6 and make an average and achieve a score of 87% for Said and 52% for Beno. As a conclusion to both, the two percentages were combined $(87\% + 52\%) / 2$ to obtain the final average development of this research is 70%

Several studies that also use the drilling method as a research method and show significant results are as follows:

- Improving Students Speaking Ability Through Repetition Drill by Nurul Aini¹, Nurul Khoyimah², Iman Santoso³, KIP Siliwangi (Aini khoyimah et al., 2020)
 This research explores the enhancement of speaking skills among 7th-grade students at SMP Negeri 5 Cimahi during the 2018/2019 academic year through repeated practice techniques. A classroom action research methodology was employed, involving 36 students as participants. Unlike conventional approaches that apply the drilling method to students with average abilities using standard classroom techniques, this study integrates the drilling method with the audio-lingual method and behaviorist theory specifically for students with intellectual disabilities (ID).
- An Analysis of English Vocabulary Learning Strategies by Zhihong Bai Shanxi Normal University, Linfen, China. (Bai, 2018)
 The researcher seeks to understand why college students struggle with acquiring vocabulary knowledge and aims to gather information on vocabulary learning methods. This effort offers suggestions on teaching vocabulary strategies through techniques like Metacognitive, Cognitive, and Affective strategies. Even though the focus is about Vocabulary however, the research emphasizes cognitive or memorization skills. The different ways are using the drilling method as intensity or frequently implementing the strategies and the subject research study.
- The Effect Of Drilling Toward Students Vocabulary In Sidomukti Village Gresik by 1Gadis Dinda Finissha, 2Nisa Fitri Amalia, 3Slamet Asari, 4Andi Rahmad Rahim, 5Sukaris, 6Nur Fauziyah, Universitas Muhammdiyah Gresik. (Gadis Dinda Finissha, 2Nisa Fitri Amalia, 3Slamet Asari, 4Andi Rahmad Rahim & Fauziyah, 2021)

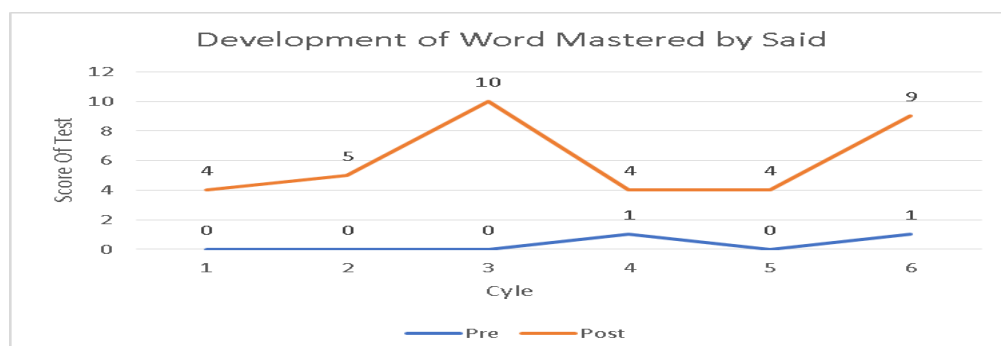
Through practical vocabulary exercises, this research assesses the vocabulary skills of second-grade students in Sidomukti Village, Kebomas Gresik. The study involves participants ranging from elementary to junior high school, displaying high enthusiasm in every session between 25:00 and 30:00. The lesson plans are crafted to ensure enjoyment while enabling knowledge acquisition via games centered on topics and worksheet materials. The study employs drill methods in the classroom setting for experimentation. The objective is to foster a laid-back atmosphere during each session to prevent student boredom. Efforts are made to assist students in broadening their vocabulary through worksheets. The same way that is relevant to this study is the drilling method used in that research. The drilling method uses 'no to assess' students' ability and class strategies, while this research method combines with the judicial method and behaviorist theory.

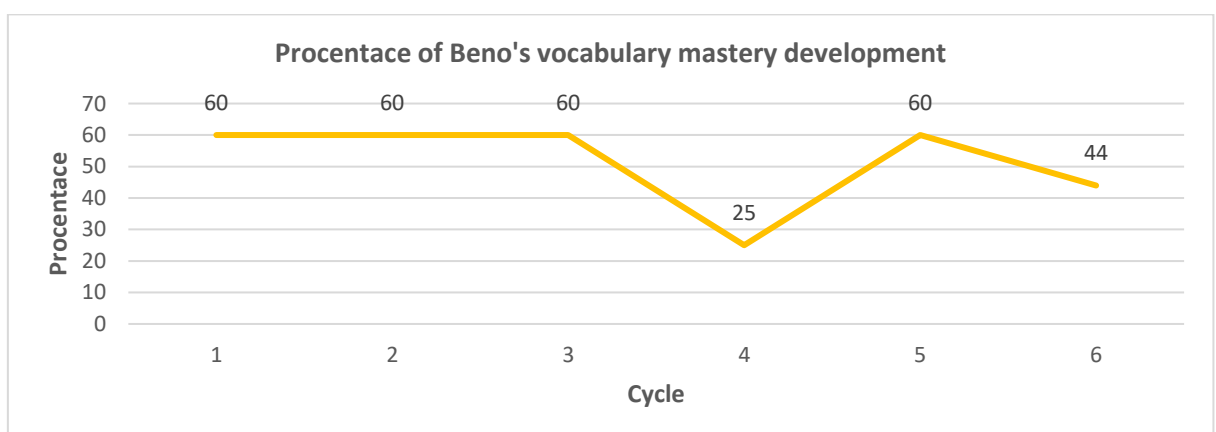
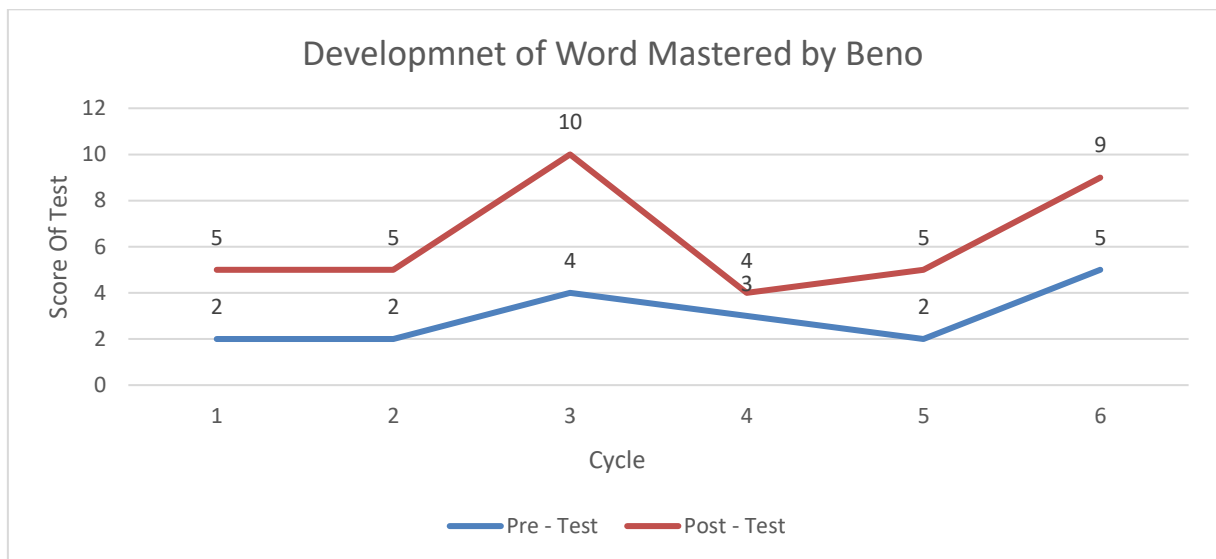
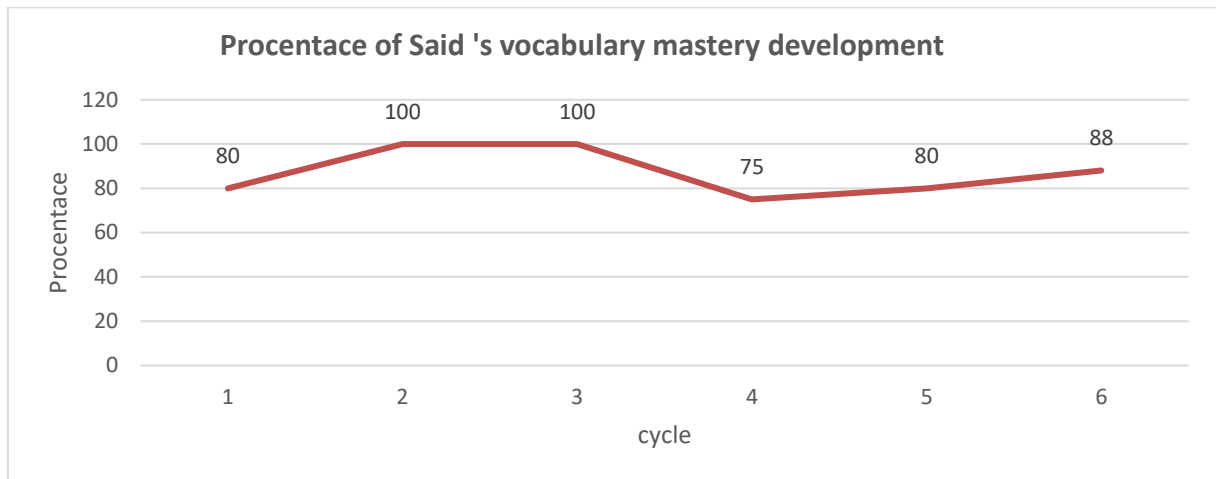
- Educational Research and Reviews: Teaching students with intellectual disabilities: Constructivism or behaviorism? by Faris Algahtani,, (Faris, 2017)

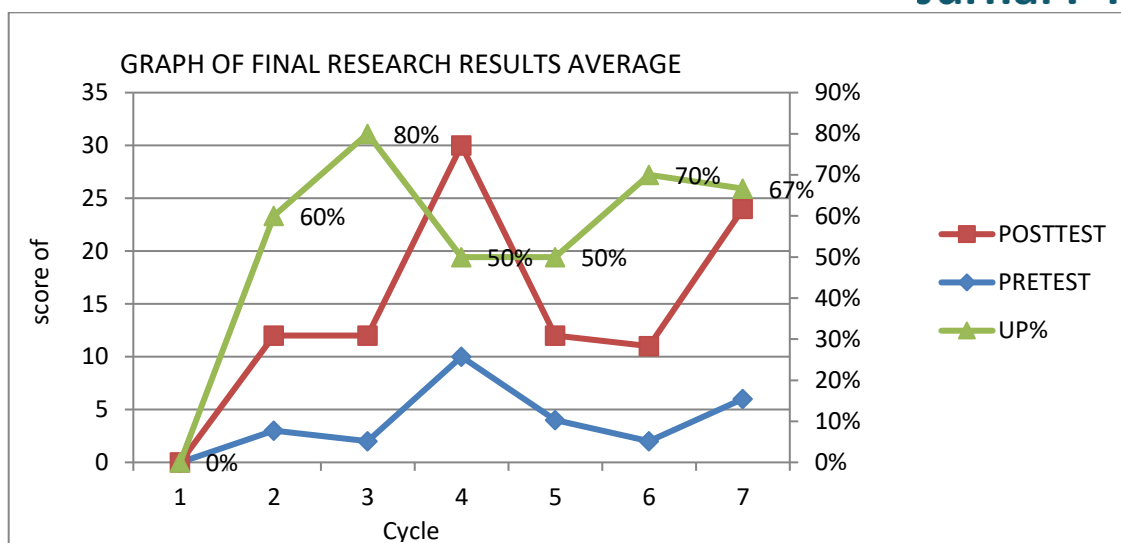
The document offers a concise overview of intellectual disability, examines the principal constructivist and behaviorist viewpoints, and discusses their effects on students possessing intellectual disabilities. Contrary to the previously mentioned research, the research difference theory employs the drilling and audio-lingual methods in conjunction with the behaviorist approaches.

- Jurnal Assessment Dan Intervensi Anak Berkebutuhan Khusus: The Use of The Drill Method to Improve Learning Outcomes Ability to Wear A Button Shirt on Students with Intellectual Disabilities (ID) by Ida Yohaidah, Sekolah Luar Biasa C Asih Manunggal Bandung, Indonesia (Yohaidah, 2021)

The study aims to analyze how the drill method enhances the proficiency of individuals with intellectual disabilities (ID) in buttoning down shirts. Classroom Action Research (CAR) employing the drill technique was utilized. The research subjects were seventh-grade students from Sekolah Luar Biasa Asih C Manunggal in Bandung, Indonesia. This action research concentrated on motor skills, communication, concentration, and academic language. After learning about the research, I realized that this journal's different research focus is a cognitive skill used to memorize vocabulary. In that research, they focus on motor skills. They can use cognitive skills to help ID students know the steps to step-down shirts; this is an appropriate skill that can be implemented to get the independent skill of ID.







Above is an average of development graph taken from Said and Beno test. If we look at the graph, we can see significant development in cycle 3, followed by cycle 6. Meanwhile in cycle 1 and 2 it was not very significant and in cycle 4 and 5 there was a decline. If we look at to cycle 3 and 6, it is a posttest which provides throughout repetition, it means that even with the drilling method and a fairly large amount of vocabulary, students with special needs produce very good results. In cycle 1 and 2 the increasing was not very significant because the words that were used were still short with the same number and type. From cycle 4 to 5 it decreased because the types of words that were used were longer and required more understanding or more effort.

During the research the author used the drilling method, namely providing simple vocabulary in small quantities, providing an explanation of the vocabulary by touching parts of the body or showing pictures of fruit or carrying out certain actions while saying the English words, then asking students to repeat by touching their own body parts and pronounce the English words. It was done by one word that started from the first word, the student repeats, then the second word, the student repeats after that he repeats word 1 and word 2, continues with the 3rd word, the student repeats after that he repeats words 1,2,3, continued with the word 4th, students repeat after that the words 1,2,3,4 are repeated until all the numbers are reached. The maximum time required to carry out this drilling method is 15 minutes per day.

This is of course different if we use the drilling method on normal children. The main difference with normal children is speed. Especially speed in capturing the meaning of learning and speed in remembering. To provide drilling methods to normal students, the number and types of words chosen can be greater and more variety.

Based on observations of research results, Said showed significant results. From pretest to posttest the average increases 87%. Starting from 0 until he got 10-25 vocabulary words, meanwhile Beno, who had basic English, experienced a high increase of 52%. When undergoing the drilling method, their emotional state was good, they looked enthusiastic and most of them focused on the teacher's explanation so that the teacher got a good response. Both Said and Beno's results show that the drilling method has been proven to provide significant results for students with special needs in improving their English vocabulary skills. .

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This consideration points to the use of the drilling method to advance the abilities, identify and understand the English vocabulary of students with special needs. The strategies

used are performances, tasks, and greetings and replies. 2 students with mental disabilities were involved in this study. This increases the capacity of students with mental disabilities to improve their English vocabulary. This improvement can be seen from the level of ability to remember Said's English vocabulary which increased by 87%. In Beno, the figure increased by 52%, so that under normal conditions there was an increase in the ability of students with special needs who were mentally retarded by 70% from pretest to posttest. This change in increasing ability was caused by the application of the drilling method to students with special needs. Special needs students pay attention to English vocabulary, including simple and touchable vocabulary, picture vocabulary, and instruction vocabulary. The drilling method makes sense for teaching students with special needs in a modern capacity.

Recommendations

The drilling process quickly increases the vocabulary of children with special needs, even though only some children have intelligence and emotional maturity like Said and Beno. Nonetheless, it would be beneficial for schools to progressively test this method on a variety of special needs students at their own pace to develop their vocabulary skills, although it may require more time. This drilling method can be applied in many ways, including increasing their attitude of independence.

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