

# THE EFFECT OF TEACHER AND PARENT COLLABORATION WITH MEDIA CONTACT BOOKS ON NUMERACY LEARNING RESULT IN MILD RETARDED CHILDREN IN GRADE I ELEMENTARY SCHOOL

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**Abstract:** *This research was carried out aimed at describing the effect of teacher and parent collaboration with the help media contact books on numeracy learning result in mild retarded children in grade I elementary school . The method used was mixed, which is a combination of quasi-experimental time series research design and observation. The population consisted of 6 students and included participants consisting of 1 class teacher and 6 parents of students. The pre-test value before treatment was 4.91 average values. While the post-test score was 7.46 on average. Data analysis using the Wilcoxon test. The calculation results show  $T_o = 0 < T = 2$ , then  $H_o$  is rejected. The conclusion of this study is the collaboration of teachers and parents with the help of media contact books effect on increasing numeracy learning outcomes of students with mental retardation in grade I elementary school. From the results of observation during the treatment is shown the activity of students is high enough.*

**Keywords:** *Teacher and parent collaboration, media contact book, Numeracy Learning Outcomes , mild retarded children.*

## 1. INTRODUCTION

In the mid-20th century, the form of special education services separated from normal children's education was questioned. The public's view of children with special needs changes continuously. In 1968 in Scandinavia there was a new paradigm for children with special needs, so it extended to other countries. In 1981, the UN promoted the new concept, declaring 1981 as the year of international disability.

The legal umbrella for children with special needs for Indonesia is regulated in the 1945 Constitution article 31 paragraph 1 which states that every country has the right to education. Furthermore, Law no.23 of 2002 concerning child protection, which states that all children have the right to survival, growth and development, protection and violence and discrimination as well as the right to be heard (Ali Thahir, 2015). Next 2009 Ministry of Education Ministerial Regulation article 3 states that, "Every student who has physical, emotional, mental, and social disabilities or has the potential for intelligence and / or special talents has the right to participate in education inclusive of education units" (Diknas, 2015). Quran surah 3 verse 78 implies that

every parent should have fear that in the future their children will become weak children. (Quran Asamil, 2014).

Quoting from the statement of the Minister of Education and Culture on National Teachers' Day, "In my opinion, almost all teachers must know the basic principles of education for special needs. Teachers in any school will be able to handle students with special needs if teachers know the principles basic special needs education. This must be part of the curriculum in all teacher curriculums, out of the principle of special education," (Yohanes Enggar, 2019).

Inclusion according to Coots et al. Can be seen as the placement of children with special needs in general education classes with additional support and adaptations that allow children to benefit from that placement (Coots, Bishop and Grenot-Scheyer, 1998). True inclusion involves the participation of students with special needs who are included in all class activities with normal peers. Creating an effective inclusive school requires a combination of teacher knowledge and skills and building partnerships with parents about the teaching strategies it does in the classroom.

Children with intelligence barriers are children who experience barriers to three skills, namely conceptual, social, and adaptive skills. The emphasis on this skill was expressed by the American Association on Intellectual and Development Disabilities (2010): "Intellectual disability is characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills." These obstacles occur during development or before the age of 18 years. Children with intellectual disabilities also need to learn, such as taking care of themselves, counting and functional reading.

From the results of the research of Sri W. Rahmawati (2012) states that, the process of mentally retarded children's education needs to be done with a special approach in order to obtain optimal results in child development, comprehensive and directed identification to map the characteristics of children so that appropriate educational patterns can be provided, curriculum and competent educators are also factors that cannot be ignored. and what was not important at the time was parent's support in giving conducive attention and assistance in learning and socializing. Sharpened by A.H. Sequeira (2012) approach has been described as 'solving learning problems, with this approach being to ensure that important areas of learning are not eliminated and learning content can be studied as effectively as possible.

According to Ainscow, M., & Sandill (2010) from many studies show that inclusive schools can be identified through their ability to work as a cohesive team. Success for inclusive education in the future is not just a matter of sending students with special needs to regular classrooms. What's more Sandil et al, added the teacher also had to pay more attention to the class, the main thing was the teacher had to collaborate with their parents in guiding learning at home.

Collaboration as a creative partnership can be used by teachers and parents to achieve inclusion in regular classrooms. It's important that both parties know what is expected of each other for more effective collaboration. Therefore, in involving teachers and parents in collaborative partnerships it must be clearly formulated for successful implementation. The formulation was applied in the form of a contact book. A contact book is a book that contains narratives and descriptions by teachers for parents of students about what parents should do for their children at home or others. The book also contains a monitoring sheet, the contents are information from parents what they are doing and what response information they get from their children

From the results of Yosi's research (2018) concluded that, the benefits of collaboration between teachers and parents in child development are the teacher knows how children at home and parents know how children when at school, parents can know how to stimulate children and get used to what is taught in schools, parents and teachers can also find out what obstacles children face, and solve their solutions together.

From these ideas and ideas the writer wants to implement in a pact and this is expected to be a solution of what exists and is felt by grade 1 teachers of SDN Petir 1 Kota Tangerang. There are 6 students out of 32 students, whose characteristics identify to mild retarded children. After 1 semester they take part in learning together with normal children, their numeracy learning results are still far below their classmates. The author invites grade 1 teachers to treat them more

specifically by involving their parents involved in the process of learning their children with the help of media contact books. This research aims to; (1) to know the effect of teacher and parent collaboration with the contact book on learning outcomes of children with mild mental retardation at SDN Petir 1 Tangerang City, (2) describe what happened to children with mild mental retardation while following this treatment

## **2. LITERATURE REVIEW**

### **2.1. The mild mental retardation children**

The facts show that mild mentally retarded children have intelligence below those of an equivalent normal child. With limited abilities, mild mental retardation children may still be trained, guided, given the opportunity and supported so that they develop their potential to be able to help themselves and have the same self-esteem as others. This can be seen from the ability to count and learning outcomes in mathematics. This was confirmed by Soemantri who explained that, according to Binet, mild retarded children had an IQ between 52-68 and the Weschler Scale (WISC) had an IQ of 55-69. They can still learn to read, write and count simple (Sumantri, 2004).

According to the American Association on Mental Deficiency (AAMD) in Trianto & Desty (2006). Mild Developmental Education (Capable of Students), children with their intelligence or IQ range from 50 to 70, they have the ability to develop in academic subjects, social adjustment and ability to work, able to make adjustments to the wider environment, can be independent in society, able to do semi-skilled work and simple work.

Nonita Yosiana (2014), according to him, there are three typical classes in teaching disabled children.

#### **1. Transition Class**

This class is intended for children who need special services including mentally retarded children. Transition classes wherever possible are in regular schools, so that at certain times children can socialize with other children. Transition class is a preparation and introduction class for teaching with reference to the elementary curriculum with modifications to suit the child's needs.

#### **2. Integrated Education**

Educational services on this model are provided in regular schools. Children with intellectual disabilities learn together with regular children in the same class with regular teacher guidance. For certain subjects, if the child has difficulties, the mentally retarded child will receive guidance / remedial from the Special Teacher (GPK) from the nearest SLB, in a special room or resource room. Usually children who study in integrated schools are children who are classified as mild retardation, which is included in the borderline category that usually has difficulties in learning or called slow learning.

#### **3. Inclusive Education**

This model emphasizes full integration, eliminating the labeling of children with the principle of "Education for All". Inclusive education services are provided at regular schools. Children with intellectual disabilities learn together with regular children, in the same class and teacher / tutor. In the inclusion class, students are guided by 2 (two) teachers, one regular teacher and one special teacher. Use special teachers to provide assistance to mentally retarded students if the child has difficulties in the classroom. All children are treated and have the same rights and obligations. But currently inclusive education services are still in the pilot phase.

### **2.2. Teacher and Parent Collaboration**

The theories that support the collaboration of teachers and people as explained by Assyifadelya (2012) are as follows:

#### **1. Morrisso Theory**

According to him, in collaborating with parents and teachers, all parents' abilities they need are needed, in collaborating with teachers to get information on how to optimally improve children's growth and development, and obstacles experienced by children, so that parents and teachers have a solution to overcome these obstacles. . Children will benefit from good and optimal cooperation between teachers and parents. Olive children can learn more effectively and efficiently and their development runs according to the stages.

2. Greenberg's Theory

According to Greenberg, as teachers should not discriminate between parents and always appreciate it, because teachers need information about children when he is at home and in the neighborhood. The teacher needs information and must always listen to what is explained and informed by parents both about the child's behavior at home, the child's social relationships in the home environment, and also the obstacles experienced by the child when he is in the home environment. Teachers can help parents how to help children to learn discourse even more at home. Parental involvement in schools relieves the teacher in fostering the self-confidence of discipline and learning children. increase the motivation of children.

3. The theory of Chaermermole and Robinson

According to this theory, communication is the most important thing in establishing cooperation with parents and teachers. As a teacher must have good communication skills and not convoluted so parents understand. Parents also need to be able to communicate with their teacher about the condition of their children at home through good communication. The benefits of this are parents will gain knowledge of their child's development in attending school learning. The teacher will also be able to get information about the psychological condition of the child who is affected by his family environment, and his environment

### 2.3. Contact Book

According to the Ministry of National Education (2013) "the contact book is a media that canused to communicate and inform reciprocally in written form regarding matters that are coaching, improving, and improving the quality of student learning outcomes ". Based on the research results of Indah Rahmawati (2013). concluded that, the contact book is a mediator of teacher communication to parents to convey messages such as assignments, announcements, information, and conditions of students by. He further explained the benefits of this book as a medium of communication, conveying messages, knowing the condition of students, practicing discipline and monitoring students' learning abilities.

According to Husni (2015) explained the contact book, among others: "(1) As a communication tool between teachers and parents; (2) school relations with parents of students; (3) the relationship between the school and the community; (4) as an attitude forming tool; (5) encourage children to be disciplined; (6) as a means of control ". The procedure for using a contact book according to the Makassar City Education Department (2013) is as follows: (1) The teacher distributes the contact book only to students who have problems; (2) the teacher fills in the contact book with the activities carried out by students in the school; (3) the teacher returns the contact book to students to give to parents; (4) parents fill in the contact book as a form of response / response to children's activities at school.

## 3. METHODS

This research applies Mixed Methods method which combines quantitative and qualitative (Sugiono, 2013). For quantitative use a quasi approach to time series research design experiments. For qualitatively using the triangulation approach of interview techniques, questionnaires and documentation to collect data ... Subjects in this study were mild retarded children in class I SDN Petir 1 Tangerang City, totaling 6 students. Groups for research cannot be chosen randomly because

students have different characteristics. The study was conducted 2 months, namely January-February 2020. For quantitative data collection using the time series design pre-test four times and post-test four times. Before conducting a post-test students are first given treatment four times. The instrument uses a question with a short entry. For qualitative data input using observation sheets, questionnaires and interviews. Test the validity of the instrument using expert validation. Hypothesis testing uses the Wilcoxon test which is calculated manually. Decision making using the keriteria Ho is accepted if  $T_o \geq T$  and Ho are rejected if  $T_o \leq T$  (Hasan, 2006: 123). Analysis of a qualitative approach using the criteria of Zaenal (2016) namely; if the learning outcomes have reached the minimum completeness  $\geq 70$  then the learning is successful, and if the student's attitude towards the learning is  $\geq 3.2$  then the learning has succeeded.

## 4. RESULT AND DISCUSSION

### 4.1. Result

T and Ho are rejected if  $T_o \leq T$  (Hasan, 2006: 123). Analysis of a qualitative approach using the criteria of Zaenal (2016) namely; if the learning outcomes have reached the minimum completeness  $\geq 70$  then the learning is successful, and if the student's attitude towards the learning is  $\geq 3.2$  then the learning has succeeded.

The tables below show the results of research in the form of quantitative and qualitative data. The quantitative data were obtained from the pre-test results and the post-test scores, each of which was carried out four times to achieve stability. Qualitative data obtained from the results of periodic observations and interviews in four treatments.

**Table.1 Pre-Test Learning Outcomes Numeracy**

Respondent	I	II	III	IV	$\Sigma$	X
A	3	4	4,8	5,5	17,3	4,33
B	5,5	5,0	6,0	5,8	22,3	5,58
C	5,0	3,0	3,8	5,0	14,3	3,58
D	4,0	6,0	5,5	6,2	21,7	5,43
E	4,5	5,0	5,5	5,8	20,8	5,20
F	5,0	4,5	5,6	6,0	21,1	5,30
Average =					29,43/6 = 4,91	

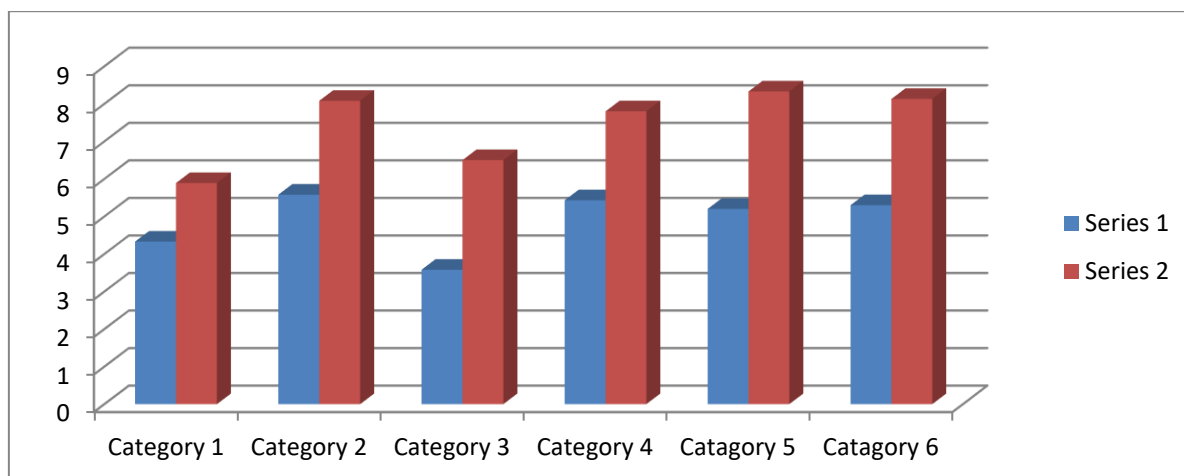
Based on table 1, the pre-test results are known, with the lowest value of 3.0 and the highest value of 6.2. and the average count is 4.91.

**Tabel.2 Post-Test Learning Outcomes Numeracy**

Respondent	I	II	III	IV	$\Sigma$	X
A	5,0	5,5	6,0	7,0	23,5	5,89
B	7,0	7,8	8,5	9,0	32,3	8,08
C	5,5	6,0	6,5	8,0	26,0	6,50
D	7,0	7,6	8,0	8,6	31,2	7,80
E	7,8	8,0	8,5	9,0	33,3	8,33
F	7,0	7,5	8,5	9,2	32,5	8,13

Average =  $44,73/6 = 7,46$

Based on table 2, it can be seen that the post-test results of learning to count have the highest score 9.2, the lowest score is 5.0, and the average count is 7.46.



**Fig. 1 Diagram of Recapitulation of Pre-Test and Post-Test Results**

Based on the image data.1 it can be concluded that the pre-test mean value is lower than the post-test average value. The difference in the average value shows there are differences in the results of learning to count in the pre-test (before being given treatment) and posttest after being given the collaboration treatment of teachers and parents using the media of the contact book.

The following is a table of descriptive analysis results of the pretest and pasttest data values.

**Table 3. Data on the maximum, minimum, mean and standard deviation**

	N	Minimum	Maximum	Mean	Std.Deviation
Pretest	6	3,58	5,58	4,9033	0,77824
Posttest	6	3,89	8,33	7,4550	1,00917
Valid N (ListWise)	6				

Based on the descriptive results of the tabe.3 data, the minimum value of learning outcomes in counting before being given a treatment of 3.0 and after being given a treatment of 5.0 means that there is an increase of 2.0. The maximum value before being given treatment 6.2 and after being given treatment increased 9.2 so that there is an increase of 3.0. or the mean value before being given treatment and after 4.90 and given treatment to 7.46 there is an increase of 2.56 or 52%. Standard deviation before being given treatment and 0.77824 and after being given treatment to 1.00917 there is a difference of 0.23093.

Hypothesis test data uses the Wilcoxon test which is calculated manually, and the results can be seen in the table below.

**Table 4. Wilcoxon Test Learning Outcomes Numeracy**

Responden	Pretest ( $X_1$ )	Pasttest ( $X_2$ )	$(X_1 - X_2)$	Rank	Positif (+)	Negatif (-)
A	4,33	5,89	+1,55	1	+ 1	
B	5,58	8,08	+2,50	3	+ 3	
C	3,58	6,50	+2,92	4	+ 4	
D	5,43	7,80	+2,37	2	+ 2	
E	5,20	8,33	+3,13	5	+ 5	
F	5,30	8,13	+ 2,83	6	+ 6	
Jumlah :	29,43/6 = 4,91	44,73/6 = 7,46				+21

0

Based on the Wicolxon test calculation results, the data is collected from the table. 3 and table 4 obtained the absolute (smallest) price is  $T_o = 0$ . While the price of T table with a real level  $\alpha = 0.05$  and  $n = 6$  or  $T_{0.05}(6) = 2$ . Based on the predetermined test criteria, then price  $T_o = 0 < T = 2$ , then  $H_o$  is rejected. This shows that the collaboration of teachers and parents using the media of the contact book can affect the learning outcomes of children with mental retardation in mild SDN Petir 1 Tangerang City.

**Table 5. Student Activities with Parental Assistance in Learning Outcomes Numeracy**

Treatment	A	B	C	D	E	F	$X_t$
1. Doing study at home with parents intensively	3,5	3,8	3,6	3,6	3,7	3,8	3,70
2. Want to be accompanied by parents for study everyday	3,6	3,8	3,8	4,0	3,8	4,0	3,80
3. Conduct learning activities at home mentoring parents 1 to 2 hours	3,7	3,8	3,6	4,0	3,6	3,8	3,83
4. There is a change in ability / speed dalam mengerjakan tugas dari guru.	3,6	3,8	3,6	3,8	3,8	3,8	3,80
5. Tenacity, attitude, emotional control during mentoring	3,6	3,8	3,8	4,0	3,8	3,8	3,80
Average (X)		3,60	3,80	3,70	3,88	3,74	3,90.

3,77

From table.6, the average activeness of students is 3.77 (good enough). This shows students can follow well the parental assistance (learning with parents) to overcome the difficulties of learning to count.

## 4.2.Discussion

The facts show that mild mentally retarded children have intelligence below those of an equivalent normal child. With limited abilities, mild mental retardation children may still be trained, guided, given the opportunity and supported so that they develop their potential to be able to help themselves. According to Binet in Sumantri (2006: 104) mild mentally retarded children have IQs between 5-68 and scaleers Weshler (WISC) have IQs 55-69. They can still learn to read, write and count simple. Children with intellectual disabilities are different from normal children in short term memory, but it does not seem to be different from normal

children in long term memory, their memory is not far from normal children (Sumantri, 2006: 112). The facts of preliminary observation findings show that mental retardation is different from normal children in terms of remembering the immediate, slow in motor skills and weaknesses in articulation.

From the results of the pretest for four times before being given treatment the numerical learning results obtained an average value of six students is 4.9. After the students were given treatment and post-test, four times periodically with the collaborative learning approach of teachers and parents using the media connecting the average value of learning outcomes counting to 7.46. There is an increase of 2.56 or 0.52%. These results indicate a difference in learning outcomes in arithmetic between before and after treatment. From the Wilcoxon test results obtained absolute price (smallest)  $T_o = 0$  and  $T_{table} = 2$  at the real level  $\alpha = 0.05$  and  $n = 6$ . Based on predetermined test criteria, the price of  $T_o = 0 < T = 2$ , then  $H_o$  rejected. This shows that the collaboration of teachers and parents using the media of the contact book can affect the learning outcomes of children with mental retardation in mild SDN Petir 1 Tangerang City. This result is reinforced by the findings of Agung Kurniawan (2017: 621) in research with the same design. From the Wilcoxon test results obtained price  $T_o = 0 < T = 1$ , then reject  $H_o$ . This proves that there is an influence of the demonstration method on the ability to wash the hands of mentally retarded children in class VII of SMPLB. Based on the results of interviews, observations and questionnaires obtained findings that show the contribution of collaboration between teachers and parents using the media contact book. The findings are as follows:

From table 1 we get the average number of pretest before being given a commitment = 4.9. Still far below the minimum completeness criteria or  $4.9 < 70$  as the minimum completeness parameter. From the observation findings the students were more dazed, laying their heads on the table and coolly playing the stationery. Table 2 shows the data after students were treated four times periodically using the collaborative learning approach of teachers and parents using the media of the contact book, then the average value of learning outcomes was 7.46. This figure is above the minimum completeness number,  $\geq 70$ . Based on the criteria used shows that this commitment is quite successful. From table.7 an average student activity = 3.77 is obtained. This proves the activity of mild retarded children is quite good in attending learning activities at home with parents. Based on the criteria set, the average activeness of students =  $3.77 \geq 3.2$  when the given commitment has been successful. This description gives confidence that the collaboration between teachers and parents using the media of the contact book can improve the learning outcomes of children with intellectual disabilities in SDN Petir 1 Tangerang City.

From the results of interviews with parents it was found that according to them the contact book in this study, was very helpful for parents in assisting children when they were left at home. This book is easy to understand, effective and practical. The advantage of this book is that parents can deliver notes on children's development and satisfaction for teachers as a manifestation of teacher and parent collaboration. In line with Rusnak's research findings (2018, Vol. 10, No. 1), collaboration between teachers and parents significantly contributes to children's academic achievement, where teachers and parents can also contribute to children's development. From the research results Margret et.al (2017) conclude, the media of the contact book can make it easier for teachers to spread information and make it easier for parents to monitor children's learning development in school, so that specifically it can support the involvement of parents in student learning in school.

## CONCLUSION

The conclusions in this research can uncover the pact and be a solution in resolving the disproportion of mild retarded children in completing learning with other normal children in the same class. The findings in this study can be a blue print for teachers and parents in building synergy to overcome the obstacles experienced by their children in following the learning



process with their classmates. This research has shown the results, quantitatively can improve learning outcomes for children with mild mental retardation from an average value of 4.91 (before treatment) to 7.46 (after treatment). Qualitatively, there is their affective and psychomotor growth and development, descriptively their activities go beyond 3.2 or 3.77 with good aggregate. With these facts concluded that, the collaborative treatment of teachers and parents using the media of the contact book affects the learning outcomes of arithmetic and fosters learning activities for mild retarded children in Class 1 SDN Petir 1 Tangerang City.

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