

Evaluation of Effectiveness Scaffolding Technique in Developing Social Skills of Children with Intellectual Disability

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Abstract

Social skills is one of the success keys in solving the problem of adjustment in children with intellectual disability. These skills must be developed since childhood. One way to develop an intellectual disability child's social skills is using a scaffolding technique on inclusive learning system. The use of scaffolding techniques commonly used by kindergarten teachers to assist children in developing their potential, but not many people use it in inclusive setting. Scaffolding in inclusive setting need to be evaluated to determine if the program should be continued, modified, or even discontinued. This study was conducted to evaluate the application of scaffolding techniques in developing social skills of children with intellectual disability in the inclusive class setting. This evaluation was using a triangulation of data sources, namely the subject, teachers, parents, and progress reports from school. Evaluation is done by observing the reaction, learning, and behavior change. Subjects are two intellectual disability children, selected based on criteria that have been established. The results showed that there is a positive reaction, increase learning achievement, and behavior change. These findings indicated that scaffolding technique in inclusive classroom setting is effective to increase the intellectual disability children's social skills.

Key term: social skill, intellectual disability, scaffolding, evaluation