

DEVELOPMENT OF TEACHING MATERIALS ESD (EDUCATION FOR SUSTAINABLE DEVELOPMENT) IN COACHING SKILLS OF SELF CHILDREN WITH INTELLECTUAL CHALLENGES IN SMA LB C IN JAKARTA

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Abstrak: The purpose of this research is to develop teaching materials ESD (Education for Sustainable Development) in subjects Self Development skills in a special program of vocational skills such as making skills of the rest of the patchwork mat and look for alternative learning model development Self Development skills required of teachers in accordance with the child's ability mentally retarded that still form an outline of the learning program. The research was conducted in SLB C East Jakarta. The subjects of research that high school teachers and students mentally retarded LB C. Outcome or product part of this research is the study of ESD (Education for Sustainable Development) in subjects Self Development skills in a special program of vocational skills makedoormats from the rest of the patchwork. The results of this study are expected to contribute to the implementation of innovative teaching model for teachers SLB C through the development of teaching materials ESD (Education for Sustainable Development) in practice the skills self help Mentally Retarded Children in order to achieve self-reliance to improve the quality of life of children with intellectual challenges.

Keywords: ESD (Education for Sustainable Development), Self Development Skills, Skills Make mat from the rest of patchwork, Mentally Retarded Children.

INTRODUCTION

Background

Based on the research results show that one of the factors that cause the quality of life of children with intellectual challenges in this case is the resources or inability to increase the survival life. Besides the intellectual limitations of educational service factor, also factors that do not suit the needs. Learning the skills of self care special program of vocational skills may be one solution that retarded students can improve quality of life by mastering specific skills so that they are economically capable.

The needs of learning tools in the subjects of self-coaching skills special program of vocational skills and the use of materials / equipment still feasible to use are not optimal it would require the development of devices to facilitate meaningful learning teacher assessment in achieving success indicators: education for students with intellectual challenges in support of sustainable development.

Literature review

ESD was first coined by Hans J. A. Van Ginkel, former rector of the United Nations (UN) University and Advisor to the UN Secretary General. ESD original term is Education Sustainable Development or ESD minus for short. Why in Indonesia plus for? For means to. Word to mean producing something, there are objectives to achieve. To produce something or achieve a goal, there must be action (action).

While development is translated development is not development, since development is often interpreted as physical construction or infrastructure. Sustainable development (sustainable development) is a change,

progress or development include social, cultural, economic and environmental simultaneously, resulting in a condition of continuous peaceful, safe, comfortable both in the present maupunyang will come. Sustainable development is defined as development that meets the needs of the present without eliminating the ability of future generations to meet their own needs.

Definition of ESD according to UNESCO is "a learning process (or approach to teaching) based on the ideals and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and promote sustainable human development - learning to know, learning to be, learn to live together, learning to do and learning to transform oneself and society."

According to Wallin and Harbor self help skills are skills Self Development is a skill that is destined remedy achieve or gain independence in many spec life. This capability will help teach children not to depend on the people in the neighborhood live in a kind day. So, skill building aims to make children themselves become independent not be a burden to others who are around children.

Definition of vocational education is a merger between theory and practice in a balanced manner with orientation on job readiness of graduates. The curriculum in vocational education, concentrated on skill learning system (apprenticeship of learning) on vocational-special vocational (specific trades). Education skills are special abilities held so that students have the skills that are useful for himself to live by in society.

According AAMD (The American On Mental Deficiency), cited by Muljono & Sudjadi, intellectual

disorder is a mental disorder that refers to the real general intellectual functioning below average, along with deficiencies in adaptive behavior and takes place during development. So retarded children are children who have mental disorders in the general intellectual functioning below the average normal children, deficiency in adapting to its environment, and takes place during development.

In this study teaching materials ESD is a teaching materials prepared by integrating concepts and analytical tools from a variety of disciplines to help teachers skills Special Needs High School section C and students of intellectual disability better understand learning vocational skills to make a doormat of value in order to achieve the development of education sustainable.

RESEARCH METHODS

Objective

The purpose of this research is to develop teaching materials ESD (Education for Sustainable Development) in the Personal Development skills training in vocational skills to make a special program of making mat from waste patchwork for students with intellectual challenges in special needs High School section C in East Jakarta.

Place and Time Research

This research was conducted at special Needs High School for students with intellectual challenges section C Jakarta Timur. The Study conducted in January - November 2016.

Stages Research

Methods and stages of research which includes: 1) The study of literature; 2) The field study on vocational learning in the form of special needs school section C today; 3) Descriptive and analysis of findings; 4) The findings of the draft Design Educational Learning Model for Sustainable Development; 5) Preparation of the Educational learning model for Sustainable Development; 6) Test is limited to the stages of instructional design expert testing, test ketunagrahitaan matter experts and experts discussed; test one to one to three skilled teachers from special needs high school section C; small group test against 9 skilled teachers in special needs high school section C in East Jakarta.

RESULTS AND DISCUSSION

Based on the results of preliminary research conducted for special school teachers that teach students with intellectual challenges at the middle school years, the results are as follows: 1) teachers do not understand about Education for Sustainable Development / ESD or Education for Sustainable Development 2) teachers do not understand the characteristics of children with intellectual challenges, so that the learning process in the classroom the teacher still considers the ability of

each student; 3) The teacher has not made a coaching syllabus subjects themselves; 4) The teacher has not made planning for learning the skills to make a doormat for including students with intellectual challenges that do not develop optimally; 5) teachers who already teach the skills to make a doormat on students with intellectual challenges not use the media effectively.

Through the results of the preliminary study, it can be analyzed needs in the development of teaching materials ESD (Education for Sustainable Development) / Education for Sustainable Development on learning coached in the skills to make mats for students with intellectual challenges in special schools, namely: 1) the need for teacher competence in understanding the concept of ESD / Education for Sustainable Development (Education for Sustainable Development) students with intellectual challenges in special school section C; 2) the need for the syllabus and Learning Program Plan subjects self help vocational coaching skills make doormats designated high school in special school section C; 4) takes the form of ESD teaching materials, teaching materials needed contains about environmental material related to learning material mat-making skills on highschool students in special school for students with intellectual challenges section C.

TEACHING MATERIALS MODELS

Model ESD teaching materials is a result of the development of syllabus and Learning Program Plan. Textbooks Education for Sustainable Development is for students with intellectual challenges in special school highschool.

Conceptual Model

The conceptual model is the embodiment of the conceptualization of theories and principles are integrated in such a way to form educational text books for students with intellectual challenges of sustainable development in the special school on the subjects of vocational skills to make a doormat. Departing from the conceptualized variables learning environment is the background of the mat-making skills learning for students with intellectual challenges. Then conceptualization variables make learning vocational skills in high school doormat special school section C is the definition of what needs to be observed.

Procedural Model

Based on the results obtained in preliminary studies have shown teachers have pedagogic competence to do the learning skills in making mats ESD-related learning for students with intellectual challenges. On that basis it is assumed that the required modules teaching material ESD in the subjects of skills, especially skills make doormat in the design of the steps making doormats through the pictures that correspond to be easily understood and can be practiced by teachers in teaching the skills to make mats using ESD learning

principles. Hopefully, through this teaching material gaps in the knowledge of teachers on Education for Sustainable Development can be contained and able to solve problems that required teachers and students because through teaching materials ESD is learning the skills of vocational especially learning the skills to make mats can be done by implementing the integration of the various disciplines through other subjects so students with intellectual challenges easier to learn and understand overall about the significance of the implementation of learning the skills to make a doormat. ESD teaching materials packed with interesting pictures that supports learning and tailored to the needs and abilities of students with intellectual challenges that have limited ability to think that support learning that is expected to increase students with intellectual challenges' interest.

Model physical / hypothetical

Research development of teaching materials ESD in learning vocational skills for students with intellectual challenges for teachers this produces a physical model of a hypothetical form of: 1) syllabus and lesson plans; 2) ESD teaching materials such as textbooks sustainable development education.

CONCLUSION

Based on the above analysis we then decided to develop teaching materials ESD in learning the skills to make mats, which consists of three models: the model of conceptual, procedural models and physical models. The conceptual model is the embodiment of conceptualized ESD theories on learning skills of students with intellectual challenges integrated. Procedural model embodies the stages in the preparation of teaching materials ESD consisting of textbooks or instructional materials ESD is integrated in accordance with the needs of teachers and students with intellectual challenges in the subjects mat-making skills.

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