

LITERATURE REVIEW: UTILIZATION OF SOCIAL MEDIA TO INCREASE SOCIAL RELATIONSHIP CHILDREN WITH MILD MENTALLY RETARDED AT INCLUSIVE SCHOOL

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Abstract. Inclusive schools are schools that accept children with special needs. One of the ABK is a child who has mild mental retardation. Mild mentally retarded children mean children who have intellectual deficiencies. The IQ of mild mentally retarded children is less than 70. Mildly mentally retarded children have a deficiency in intelligence (IQ) so that it has an impact on their social relationship skills. Social relationship skills of mentally retarded children need to be trained so that children can socialize with friends and their environment well. One of them is by using social media. This study uses a literature review method in data collection. Data is taken from literature in the form of journals and online articles and books.

Keywords: social media, social relationships, mild mentally retarded children, school Inclusion

INTRODUCTION

Civilization and the quality of human life are determined by education so that today, education is an important aspect, especially in the process of child development. According to the Law of the Republic of Indonesia Number 20 of 2003 Article 1, education is a conscious and planned effort to create an atmosphere and learning process for students to be able to develop their potential which includes religious-spiritual strength, self-control, good personality, intelligence, morals, noble, as well as skills that are useful for himself, the nation, and the state (Sarah & Neviyarni 2020). Concerning education in general, the government issues compulsory education policies starting from 9 years to 12 years and other policies are in the form of a system that is always updated from year to year (Ningsih, 2020). These policies are a form of the government's efforts to equalize education and provide maximum educational services considering the importance of education for all children in Indonesia.

Every child has the right to get the same and quality education as the contents of the National Education Law Number 20 of 2003 article 5 paragraph 1 has also said that all citizens have the right to obtain the same and quality education (Istikomah, et. All., 2020). Based on this, the implementation of education basically should not be differentiated. But in reality, not all children are born in perfect conditions. There are some or several children who are born with less than perfect conditions, which are better known as children with special needs (ABK). Children with special needs are those who have mental retardation and deficiencies and are different from some things that other normal children have (Rahayu & Marheni, 2020). However, ABK is not necessarily defined as a person who has a deficiency, people who have special advantages can also be classified into the ABK group. This is explained by Abdullah (2013) especially in children who have mental disorders, so abnormalities in this mental aspect can be in the sense of more (supernormal) and can be in the sense of less (subnormal). Mental disorders in the sense of more or superior children, while children with mental disorders in the sense of less or mentally retarded, namely children who are identified as having such a low level of intelligence (below normal).

According to Murtie³ ABK can be distinguished by two characteristics, namely physical characteristics and psychological characteristics. Physical characteristics include blindness, quadriplegic, and deaf. Then the psychological characteristics, namely learning disability, mental retardation, autism, gifted, and mentally retarded. More fully, the grouping or classification of children with special needs is also mentioned by the directorate of Special School Development (PSLB) for the application of types of special schools in the field as follows: 1. Blind 2. Deaf 3. Tunagrahita/Special Needs (*Down Syndrome*) -C: mild special needs (IQ= 50-70) -C1: moderate special needs (IQ = 25-50) -C2: severe special needs (IQ < 25) 4. Disabled -D: Mild intellectual disability -D1: Moderately disabled 5. Disruptive 6. Impaired 7. Physical impairment 8. HIV AIDS 9. Gifted: special intelligence potential (IQ > 125) 10. Talented: special talent potential (*multiple intelligences*) 11. Difficulty learning (hyperactivity, *dyslexia* / reading, *dysgraphia* / writing, *dyscalculia* / arithmetic, *dysphasia* / speech, *dyspraxia* / motoric) 12. Slow learning (IQ = 70-90) 13. Autism 14. Victims of drug abuse 15. Indigo. We can conclude that these children with special needs are children who have abnormalities from normal children in general (Zulaikhah, et. All., 2020).

Children with special needs who are different from normal children, in general, are also entitled to a proper education. In this case, the government makes special schools for ABK which we usually call SLB and Inclusion schools. SLB is a school where learning programs are specially prepared to meet the unique needs of individual students and the learning curriculum in special schools has certainly been created and adapted according to the needs of students with special needs (Rosalina & Apsari, 2020). And inclusive schools are schools where the educational approach system used is innovative and strategic to expand access to education for all children with special needs including children with disabilities (Istiningsih, 2020). This inclusive education system is regulated in the Education Regulation issued by the Minister of Education Number 70 of 2009 (Amalia & Kurniawati 2021). Broadly, inclusive education can be said as a form of national education effort that emphasizes anti-discrimination, struggles to equalize rights and opportunities, justice, quality improvement, and change the stigma of society towards children with special needs.

As described above, one of the classifications of children with special needs is mild mental retardation.⁵ Dhany & Mahmudah (2020) say mild mental retardation itself is a child who has an IQ of less than 84 and there is also another opinion from Zulaikhah et al., (2020) and Ramadanty & Efendi, (2021) which mentions an IQ of less than 70. are included in this category even though their intelligence and social adjustment are hampered, but they have the skills to develop in the fields of academic learning, social adjustment, and work (AAMD and PP No. 72 of 1991). Characteristics of students with mild mental retardation related to *Mental Age* and *Chronological Age*.

The mentally retarded have obstacles in their social such as being alone, rarely communicating, and doing things such as playing alone, there are also some cases where children eat together with their friends but don't want to share (Massulloh & Fitriyani, 2020). From this, we can conclude that the social adjustment of mentally retarded children needs to be trained so that children can socialize with friends and their environment well. The selection of appropriate teaching methods and methods by teachers in inclusive schools for parents children is very necessary (Wahyuningtyas, et. All., 2019). One way that can be used to train and improve social adjustment or what we usually call *social relationships* is to use social media.

In recent years, the development of IT is advancing very rapidly. One of the features of the IT world that is very much loved today is social media. Social media provides opportunities for all users to interact and can also share content in the form of photos, videos, and others (Aziz 2020). The opportunity to interact through the virtual world by utilizing social media can help improve the *social relationship* of mild mentally retarded children in inclusive schools.

RESEARCH METHOD

The research method used in this research is literature study or *literature review*. A *literature review* is a series of research related to library data collection methods or research whose research objects are traced and explored through various library information through books, encyclopedias, scientific journals, newspapers, magazines, and documents (Ripanti, 2020). The data in this study were obtained through national and international literature searches from Google, Google Scholar, and ScienceDirect as well as books selected based on studies in the topics of this research, namely social media, *social relationships*, children with mild mental retardation, and inclusive schools.

RESULT AND ANALYSIS

1.1. Mentally disabled

Mentally retarded children are those whose intelligence is below average (Yosiani, 2014; Rahmatika & Apsari 2020). In addition, they are less developed to adapt to their environment. They are less adept at thinking about difficult things, thinking abstract things, and complicated things. This is reinforced by the opinion which explains that children with intellectual disabilities have mental retardation or developmental delays (intellectual function below their peers) accompanied by inability/lack of ability to learn and adapt to children (Sudarto & Sasongko, 2020).

Somantri (2006) also said that mentally retarded children are children who have intellectual abilities below the average normal child. Another term that is often used is intellectual disability. AAMD (American Association Mental Deficiency) also means that in addition to the intellectual function that is below average, mentally retarded children also experience problems in adjusting social behavior and this continues to occur as long as the child is in a developmental period (Ardha, 2017).

Zulaikhah et al., (2020) said that there are three classifications of mentally retarded children. First, children with mild mental retardation where this child has an IQ between 50-70. Second, young children have an IQ of 25-50. And third, severely mentally retarded children have an IQ of less than 25. All children with mental retardation are the same, one of which is social relations or social adjustment (Ardiansyah, 2020); Riskayani, 2020).

1.2 Mild mentally retarded child's social relationship

Social relationships or social relations can also be interpreted as social interaction. Social interaction can occur between individuals and individuals, individuals with groups, or groups with other (Harahap, 2020). Social interaction is very important in social life because without social interaction, life together is impossible or will never happen. There are two conditions for social interaction to occur, namely communication and social contact. Soejono Soekanto (2012) explains that the importance of communication and contact for the realization of social interaction can be applied to a life of isolation (*isolation*). An isolated life is characterized by a person's inability to interact socially with other parties (Soerjono, 2012).

In particular, mentally retarded children experience problems in terms of self-adjustment, experiencing difficulties, difficulties in relating to groups and individuals around them, and this is influenced by intelligence that is below average (Mauludiyah, 2020). In this case, it is very likely that the mentally retarded child may feel alienated or discriminated against so that they experience a lack of confidence, and are very closed off. Judging from the description above, it can be concluded that mentally retarded children have impaired intelligence (IQ) and have an impact on their *social*

relationship skills with others so that the education and teaching provided requires more attention and special programs.

1.3 Social media

Social media or social media, also known as social networking, is part of new media. Interactive content in new media is very high. Social media is online media, with its users being able to easily participate, share, and create content including blogs, social networks, wikis, forums, and virtual worlds (Watie, 2016). Social media pages that are often used are WhatsApp, Facebook, Telegram, WeChat, and others. This application is often used to communicate and interact with other people, both known and unknown.

Nasullah (2015) said that at least we can see social media into several categories. The first is social media (social network) (Saleh & Rosli, 2020). One these social media that is often used is Facebook. The second is an online magazine or what we can call a blog. The third is microblogging, which allows users to interact as well as to write and publish activities and others such as Twitter. Fourth is Media Sharing Websites such as youtube and Snapfish. Then the fifth is bookmarks which make it easier for us to organize, store, and process data in the form of information. And the last is Shared content media such as Wikipedia.

1.4. Utilization of Social Media to Improve Social Relationships for Mild Mentally Retarded Children in Inclusive Schools

One of the current demands in the teaching world is to prepare students for the world in the future. To answer these challenges and expectations can only be realized through a teacher who can facilitate students to be able to develop their potential. Teaching methods play an important role in the success of learning. Good teaching methods are needed by students especially in inclusive schools (Anggara & Supriyanto, 2021). Teachers in inclusive schools are required to be creative in the process of achieving learning goals. This is a big challenge considering the children being handled are special needs children with mental retardation who have an IQ below 70 9 (Rahmawati, et. All., 2020).

Children with mental retardation experience disorders in intelligence (IQ) so that it has an impact on their *social relationship* skills. Social relations are very important considering it is the nature of humans who are social creatures. In this regard, it is necessary to make efforts to improve social relationships (*social relationships*) for mentally retarded children so that they do not experience difficulties in socializing. One of them is by using social media.

There are many features provided by social media, one of which is a medium for interaction and one of the platforms is WhatsApp and Facebook. This media can be used to start introducing mentally retarded children to practice interacting at first through social media so that later they can also train the self-confidence of mentally retarded children. According to at the beginning, self-confidence will grow, one of which is if it is done by stimulating which means it is not done directly. This means this is a stimulus to increase the self-confidence of mentally retarded children to interact with other people (Febrianti, et. All., 2021). From this, it can be concluded that social media can improve the *social relationship* of mild mentally retarded children.

CONCLUSION

The descriptions that have been discussed reveal that social media is useful in improving the *social relationships* of mild mentally retarded children in inclusive schools. The increase occurs because social media is another access to indirect interaction which, as a start, can be done by mentally retarded children in training their *social relationships* with other people. This research is a

preliminary study and it is hoped that further research can improve this research such as conducting trial research by making this research as a reference.

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