

ABSTRAK

GAMBARAN PERILAKU PADA ANAK TUNAGRAHITA YANG MENGIKUTI LATIHAN MENARI

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Latar Belakang: Anak tunagrahita memiliki keterbatasan dalam fungsi intelektual dan perilaku adaptif, yang sering ditunjukkan melalui perilaku agresif, impulsif, penarikan diri, serta kesulitan berinteraksi sosial. Salah satu bentuk stimulasi yang rutin diberikan untuk perubahan perilaku di sekolah inklusi adalah latihan menari. Penelitian ini bertujuan untuk mengetahui gambaran perilaku anak tunagrahita yang mengikuti latihan menari.

Metodologi: Penelitian ini menggunakan desain deskriptif kuantitatif. Penelitian dilakukan pada bulan Januari-Februari 2025. Jumlah responden terdiri dari 44 orang tua anak tunagrahita usia 6-12 tahun dengan teknik *total sampling* di SLB C dan C1 Yakut Purwokerto. Perilaku diukur menggunakan kuesioner *Strength and Difficulties Questionnaire (SDQ)* versi bahasa Indonesia. Analisis data dilakukan secara univariat.

Hasil Penelitian: Anak yang mengikuti latihan menari menunjukkan kecenderungan perilaku yang lebih adaptif, dengan 57,1% berada dalam kategori normal. Sebaliknya, 55,6% anak yang tidak mengikuti latihan berada dalam kategori abnormal. Masalah perilaku yang paling menonjol terdapat pada domain *peer problems*, baik pada anak yang mengikuti maupun tidak mengikuti latihan menari.

Kesimpulan: Anak tunagrahita yang mengikuti latihan menari cenderung menunjukkan proporsi perilaku adaptif yang lebih tinggi berdasarkan hasil deskriptif dibandingkan yang tidak mengikuti. Latihan menari sebagai aktivitas rutin sekolah berpotensi mendukung perilaku adaptif anak tunagrahita.

Kata kunci: Anak Tunagrahita, Perilaku, Latihan Menari, Sekolah Luar Biasa

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ABSTRACT

BEHAVIORAL CHARACTERISTIC OF INTELLECTUALLY DISABLED CHILDREN PARTICIPATING IN DANCE PRACTICE

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Background: Children with intellectual disabilities often face challenges in both intellectual functioning and adaptive behavior, which may manifest as aggressive, impulsivity, social withdrawal, and difficulties in social interaction. In inclusive schools, dance practice is one of the structured activities regularly offered to support their behavioral development. This study aims to describe the behavioral characteristic of children with intellectual disabilities who participate in school-based dance practice.

Methods: This research used a descriptive quantitative design. Participants included 44 parents of children with intellectual disabilities aged 6 to 12 years, selected through total sampling from SLB C and C1 Yakut Purwokerto. Children's behavior was assessed using the *Strengths and Difficulties Questionnaire* (SDQ). Data were analyzed using univariate analysis.

Results: Children who participated in dance practice tended to display more adaptive behavior, with 57,1% categorized as normal. In contrast, 55,6% of children who did not participated were classified as having abnormal behavior. Among all behavioral domain, peer-related problems were reported most frequently in both groups.

Conclusion: Children with intellectual disabilities who participated in dance practice at school showed a higher proportion of adaptive behavior based on descriptive analysis compare to those who do not. As a routine school activity, dance practice has the potential to support the development of adaptive behavior in children with intellectual disabilities.

Keywords: Intellectual Disability, Behavior, Dance Practice, Special Needs School

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