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OPTIMIZING THE NEATNESS OF CLOTHING FOLDING FOR STUDENTS WITH VISUAL IMPAIRMENTS THROUGH THE USE OF FLIP FOLD MEDIA AT SLB NEGERI SRI MUJINAB PEKANBARU

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ABSTRACT

This study aims to improve the ability of visually impaired students in folding clothes through the use of Flip Fold media. The research used a quantitative approach with a Single Subject Research (SSR) design with an A–B–A pattern. The subject was one visually impaired student at SLB Negeri Sri Mujinab Pekanbaru. Data were collected through observation and analyzed using visual analysis techniques. The results showed an increase in ability from 30% (baseline A1) to 59% (intervention B), and 74% (baseline A2). Thus, Flip Fold media is effective in improving clothing folding skills.

Keywords: Fine Motor skills; Mentally Retared Children; Loose Part-Based Collage; Single Subject Research

1. INTRODUCTION

Education for children with special needs aims primarily to develop their potential and enhance independence, tailored to their individual characteristics. For blind students, self-development skills are a fundamental aspect that must be continuously practiced. Self-development skills encompass daily activities such as dressing, maintaining personal hygiene, eating independently, and managing personal clothing.

Folding clothes is a simple skill, but it has a significant impact on developing independence and responsibility. For blind students, this activity requires not only motor coordination but also strong tactile perception. Their limited vision makes it difficult for them to determine the symmetry of folds, maintain neatness, and ensure consistent results.

Based on initial observations at Sri Mujinab State Special Needs School in Pekanbaru, it was found that blind students still experience difficulties in folding clothes neatly and systematically. The resulting folds are often misaligned, inconsistent in size, and require considerable time. One alternative media that can be used to assist the folding process is *Flip Fold.* This media is a folding board designed to produce uniform and structured folds. Through a tactile approach and consistent movement patterns, *Flip Fold* is expected to help blind students understand the sequence of folding steps more easily.

Based on this background, this study was conducted to determine the effectiveness of using *Flip Fold media* in optimizing the ability to fold clothes for blind students at Sri Mujinab State Special Needs School, Pekanbaru.

2. METHODOLOGY

This study used a quantitative approach with the Single Subject Research (SSR) method with an A–B–A design . This design was used to observe changes in the subjects' behavior before, during, and after the intervention. The study consisted of three phases:

1. Baseline (A1)
At this stage, observations are made of students' initial abilities in folding clothes without intervention until the data is stable.

2. Intervention (B)
Subjects were given training using *Flip Fold media* which was modified to suit the needs of blind children with an emphasis on the tactile aspect.

3. Baseline (A2)
Observations were conducted again after the intervention was stopped to see whether the abilities remained. The research subject was an 18-year-old blind student at Sri Mujinab State Special Needs School in Pekanbaru who was selected purposively.

3. DISCUSSION

The results of this study found that there was an increase in folding t-shirts for blind children through the use of Flip Fold media in improving the ability to fold t-shirts in blind children at SLB Negeri Sri Mujinab Pekanbaru. Based on the results of this study also showed that the use of Flip Fold media was able to provide a significant increase in abilities, both in terms of the accuracy of the sequence of steps, folding ability, and independence in carrying out self-development activities. These findings indicate that the use of learning media based on direct experience and touch is very relevant to meet the learning needs of blind children who cannot rely on visual perception.

In the initial condition or baseline phase (A1), the subject's ability to fold t-shirts was still relatively low and inconsistent. The subject had difficulty determining the position of the t-shirt, understanding the direction of the fold, and matching the fold size to achieve symmetry. When folding the sleeves inward, the subject often folded in the wrong direction, resulting in an irregular fold. Furthermore, the final folds could not be pressed and tidied properly, resulting in a wrinkled and less dense appearance. This condition reflects that without concrete guidance, the self-help skills of folding t-shirts in blind children cannot develop optimally. Blind children have difficulties in constructing a visual image of an object, making it difficult to perform activities that require precise shape and symmetry. This obstacle is in line with the characteristics proposed by Dewanti et al. (2022) who stated that blind children have difficulties in manipulative activities that require visual perception, thus requiring assistive devices to compensate for these limitations.

After the intervention using the Flip Fold media (phase B), the subjects' abilities gradually improved. The Flip Fold media acts as a tool that provides a clear folding structure through tactile guidance. Through this tool, the subjects can feel the area to be folded, identify the fold boundaries, and understand the sequence of folds from the right, left, and bottom sides. Thus, the subjects not only memorize the steps but also develop a tactile understanding of the fold shape. The use of the Flip Fold media reduces the need for sight and replaces it with tactile information, making the learning process more adaptive. This improvement can be seen from changes in observation scores, which indicate the subjects' abilities increased from 30% in the baseline phase to 55%–60% in the intervention phase. This is in accordance with Multisensory Learning Theory , which states that the learning process will be more effective when it involves more than one sensory modality, in this case touch, which facilitates the concrete internalization of concepts. Thus, the Flip Fold media directly facilitates the process of systematically internalizing the concept of folding a t-shirt.

Furthermore, the subjects' ability improvement was also influenced by the consistent repetition of exercises given during the intervention sessions. According to the behaviorist perspective put forward by Schunk (2019), learning occurs through a process of repeated behavioral reinforcement. In the context of this study, each t-shirt folding activity, performed repeatedly and in a structured manner, helped the subjects form more stable motor habits. Repeated practice also allowed the subjects to correct errors, improve hand-eye coordination, and increase accuracy in dividing the folds to ensure the results were not skewed. Reinforcement through verbal feedback from the teacher also played a role in increasing the subjects' motivation to complete the folds independently. Thus, this improvement stems not only from the use of media but also from learning methods that emphasize hands-on practice (Santrock, 2020).

In the final baseline phase (A2), the Flip Fold media was no longer used. The results showed that the ability to fold t-shirts remained at a high level and even increased in subsequent meetings, reaching a score of 90%. This indicates that the skills acquired during the intervention phase have been internalized and can be applied without relying on assistive devices. The subjects were able to fold t-shirts systematically, neatly, and independently. These results provide evidence that the use of the Flip Fold media not only assists during the learning process but also has good skill implementation so that skills can be maintained. This finding is important because the main goal of self-guided learning is not only to teach procedures, but also to foster independence in blind children.

From a learning theory perspective, these findings align with the constructivist theory proposed by Woolfolk (2020), which states that learning will be more meaningful when students are actively involved in the hands-on experience. In this study, subjects not only received instructions but also manually folded t-shirts using media.

4. CONCLUSION

Based on the results of the research conducted using the *Single Subject Research (SSR) method* with A–B–A design, it can be concluded that the ability to fold t-shirts in blind students at SLB

Negeri Sri Mujinab Pekanbaru experienced a significant increase after being given an intervention in the form of using *Flip Fold media* . In the first baseline phase (A_1), the subject's ability was still in the low category with an average of 30%. After being given treatment in the intervention phase (B), the ability increased to 59%. Furthermore, in the second baseline phase (A_2), even though the media was no longer used, the ability still increased to an average of 74 %. This shows a clear change in level from the initial condition to the final condition of the study.

The improvements observed in each phase indicate that the *Flip Fold media* is effective in helping blind students understand the steps for folding clothes systematically and structured. This media not only improves the neatness and accuracy of the folds but also encourages students' independence in performing self-development skills. Therefore, it can be concluded that the use of the *Flip Fold media* has a positive and sustainable impact on improving the ability to fold T-shirts in blind students.

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