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Implementing the TaRL Approach Assisted by Educaplay Media for Improving Mentally Disabled Students' Learning Activities

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Abstract: The aim of this research is to determine the application of the TaRL approach assisted by educaplay media in increasing the learning activities of students with intellectual disabilities. This research uses a quantitative approach with the Classroom Action Research (PTK) method with 2 cycles. The data analysis technique used is quantitative descriptive. The subjects used were 4 mentally retarded students in class V at the SLB PKK Gedeg Mojokerto. This research uses observation techniques to collect data on the learning activities of students with intellectual disabilities. The results of the research showed a significant increase in learning activities from cycle I to cycle II, where in cycle I the percentage of completion was 75% with an average score of 72.25. Meanwhile, in cycle II, the percentage of completeness showed a result of 100% with an average score of 91.

Keyword: Educaplay, intellectual disabilities, learning activities, TaRL.

INTRODUCTION

Learning activities are activities that an individual engages in that can influence their behavior in a positive manner by interacting with their environment. Learning activities influence an individual's potential to make specific behavioral changes in learning (Besare, 2020). Learning activities can facilitate cognitive, social, and motor development, especially for children with intellectual disabilities. According to Septiyaningsih (2017), students participate in learning activities to enhance their learning process. Without learning activities, the learning process will be unsuccessful. Rahmadani and Anugraheni (2017) asserted that students conduct their own learning activities, with the teacher acting as a facilitator. Focusing learning on student activities or centers that require active participation from students is imperative (Rahayu et al., 2019). Besare (2020) asserts that teachers must not only address but also develop learning activities for students during the learning process. The implementation of learning activities that students are required to complete involves listening and paying attention to the lessons delivered by the teacher. Students need to discipline

themselves by arriving at school punctually, refraining from sleeping during lessons, and bringing textbooks (Wijaya, 2015). Nevertheless, students who have intellectual disabilities (mental retardation) may encounter challenges in executing effective learning activities.

Intellectually disabled children are those who exhibit below-average intelligence, which results in challenges or obstructions in their ability to engage in educational programs at school and complete learning activities in accordance with established regulations (Suriadi et al., 2013). Hayati and Utomo (2020) assert that children with intellectual disabilities face difficulties in assimilation of information. Their tendency to be lazy impedes their learning activities. However, students with intellectual disabilities also encounter challenges in engaging in academic, social, and communication-related activities, as per Supriatin and Risdayanti (2020). The low number of learning activities hinders the optimization of the learning process, as students with intellectual disabilities often arrive late to school.

Several issues regarding learning activities at school, particularly in the classroom, have been identified as a result of observations made during PPL II at SLB PKK Gedeg Mojokerto on fifth-grade students with intellectual disabilities (mental retardation). They exhibit a tendency to engage in minimal learning activities. Students in the fifth grade are still unable to adhere to the current learning activities, including frequently arriving late, neglecting to collect homework, failing to pay attention to the teacher during class, and neglecting to bring textbooks in accordance with the established schedule. There are numerous factors that contribute to the low learning activities of fifth-grade students with mental retardation. Initially, the challenge is intricate due to the disparity in comprehension among students with varying levels of knowledge. Secondly, students frequently encounter challenges in executing existing learning activities due to their inconsistent initial levels of ability. Third, students encounter challenges in comprehending and executing learning activities due to their lack of interest in the material. Consequently, in order to guarantee that all students are capable of performing learning activities to the best of their ability, an innovative learning approach is required.

TaRL (Teaching at the Right Level) is a method that can be employed to enhance the learning activities of mentally retarded students. TaRL is a learning approach that emphasizes students' accomplishments and empowers them to engage in learning in accordance with their capabilities (Ahyar et al., 2022). Teachers can instruct students with flexibility and autonomy in accordance with their capabilities by implementing the TaRL approach (Apriyantini & Sukendra, 2023). The TaRL approach is capable of facilitating the optimal development of students' comprehension and acquisition of learning materials (Saputro et al., 2024). The TaRL approach is comprised of several stages, including the following: 1) the provision of diagnostic assessments; 2) the planning of students based on their initial abilities; and 3) the implementation of student-centered learning (Annadzili et al., 2024). By incorporating the stages of the TaRL approach, students can gain a more comprehensive understanding of the learning process, as it is tailored to the students' initial abilities and is student-centered.

A learning medium is required to assist students in conducting learning activities in order to support the implementation of the TaRL approach. This is consistent with the perspective of Aliya et al. (2024), who assert that the TaRL approach can be integrated with engaging and interactive learning media to facilitate classroom learning. Educaplay is an example of a medium that can be used. Teachers and students can access a variety of interactive educational games on Educaplay, an online platform media (Rifaldin et al., 2024). Quizzes, crosswords, learning videos, jumping frog games, true and false games, and many other games are available for play on Educaplay. It can actively stimulate students' comprehension through engaging learning activities, as it contains a variety of games (Batitusta & Hardinata, 2024).

We determine the novelty and benefits of this research by referencing previous relevant studies. Previous researchers have extensively investigated the TaRL approach, as evidenced

by the article "Implementation of the Teaching at the Right Level (TaRL) Approach to Improve Students' History Learning Outcomes" by Zahra et al. (2024). This study employs the PTK research method, which demonstrates that the TaRL approach can significantly enhance students' learning outcomes. Furthermore, Melani et al.'s (2024) research, "Implementation of the TaRL Approach based on PBL to Improve Learning Outcomes and Activities of Class X MIPA 2 Students of SMAN 9 Bengkulu City on the Mol Concept Material in the Chemical Stoichiometry Chapter," exemplifies the positive impact of the TaRL approach on student learning outcomes and activities. The most recent research conducted by Aliya et al. (2024), entitled "Implementing the TaRL Approach Assisted by Educaplay Media for Improving Mentally Disabled Students' Learning Activities" is classroom action research (CAR), which demonstrated the TaRL approach's ability to gradually enhance student learning outcomes in each cycle.

The three studies generally aimed to improve student learning outcomes by utilizing the TaRL approach, as evidenced by previous studies' background and analysis. This is different from the current investigation, which focuses on improving student learning activities through the implementation of the TaRL methodology. The objective of this investigation is to ascertain the extent to which the TaRL approach, in conjunction with Educaplay media, enhances the learning experiences of mentally retarded students.

METHOD

This study used Stephen Kemmis and McTaggart's CAR (Classroom Action Research) model. The investigation began in August 2024. The CAR is a research method that entails the active involvement of students and educators to enhance classroom learning, as per Melani et al. (2024). Teachers or researchers implement action research in the classroom (Anastasya & Wulandari, 2022). This study used CAR, a developed process with two cycle stages. This is consisten with Ulfa et al. (2022). The assessment indicates that the CAR comprises two cycles, each containing four processes. With the CAR model of Stephen Kemmis and Mc. Taggart (Putri et al., 2019), there are four stages: 1) planning; 2) action (acting); 3) observation; and 4) reflection (reflecting), as illustrated in Figure 1.

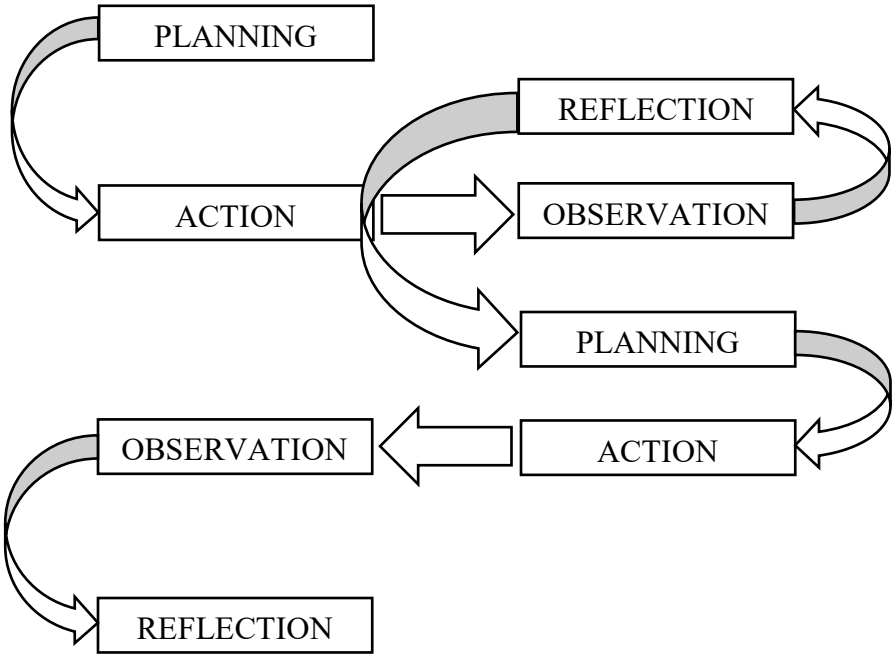

Figure 1. Kemmis and McTaggart Model CAR Design

Four fifth-grade students with intellectual disabilities participated in this study at SLB PKK Gedeg Mojokerto. The research involved four fifth-grade students as the subjects of treatment, with the students also serving as the primary researchers and perpetrators of the actions. This investigation used observation as the data collection method. The objective of the observation technique in the CAR was to acquire data through the observation of classroom activities and the evaluation of the CAR, which served as a foundation for the process monitoring and future enhancements (Rosidin, 2021). This study obtained its quantitative data by observing student learning activities during class. This investigation implemented quantitative descriptive analysis. This investigation evaluated student learning activities on a Likert scale of 1-4. We analyzed the learning activities of mentally retarded students using a statistical technique, which calculated the percentage completeness from the data obtained through observations. This research was considered successful if the observation value of the learning activities of mentally retarded students met the very good criteria and had increased significantly from the first cycle to the next. Table 1 presents the criteria for the comprehensiveness of student learning activities.

Table 1. The criteria for the comprehensiveness of student learning activities.

Percentage (%)	Criteria
76-100	Very good
51-75	Good
26-50	Less Good
1-25	Not Good

Source: Annadzili et al. (2024)

RESULTS AND DISCUSSION

We implemented the TaRL approach with educational media in two cycles, using the PTK method to evaluate the study's findings. However, before implementing the TaRL approach, we administered a diagnostic assessment to students to determine their initial capabilities. We administered the diagnostic assessment on August 5, 2024. Table 2 presents information regarding students' initial abilities.

Table 2. Results of Analysis of Students' Initial Abilities

Attendance Number	Student's Name	Category
1	RG	Medium
2	AR	Low
3	HD	Medium
4	PR	Low

According to the analysis of Table 2, there are still students who exhibit low levels of learning activity. They continue to struggle with the adjustment of learning activities in class, including the collection of homework, the completion of assignments on time, the attentive listening of teachers during lesson delivery, and the provision of appropriate textbooks. These students face difficulties adapting their learning activities due to a lack of interest and concentration. After determining each student's initial ability level, we employ the TaRL approach to develop a learning design with the assistance of Educaplay media. We customize the learning design to suit the students' initial abilities. Annadzili et al. (2024) list numerous factors that must be considered in learning design, including content or content aspects, process aspects, product or outcome aspects, and learning environment aspects. Table 3 presents the adjustment of learning design for students.

Table 3. Adjustment of Learning Design

Aspect	Adjustment of Students' Initial Abilities	
	Low Cognitive	Medium Cognitive
Contenct	The worksheets given to students have a low level of difficulty.	The worksheets provided has a medium level of difficulty.
Process	Intensive guidance and support are provided during learning	The guidance provided is in the form of provocative questions

	activities, and prompts are provided.	only.
Product or Results	Learning outcomes include completion of the worksheets, the formative assessment, and the implementation of the learning activity materials.	
Learning Environment	At each meeting, a turn is made for each student sitting in front.	

We enhanced the learning activities of grade V students with intellectual disabilities during two meetings and two cycles, following the development of a learning plan using the TaRL approach. On August 7, we executed Cycle I actions. The action stage was implemented by supplying learning activity materials, including the following: arriving punctually, collecting homework, completing assignments, bringing textbooks, wearing school uniforms, listening to teacher explanations, following learning until completion, and refraining from sleeping in class. The material was presented through educational media, which included interactive games and quizzes to help students concentrate and draw their attention.

During the observation phase, students conducted observations on four fifth-grade students with intellectual disabilities who had received treatment. Students carried out observations by observing their learning activities, which included understanding, executing, and implementing them in class. If students achieve the KKM score of less than 70 (Putri et al., 2019), they are considered to have completed their learning. The analysis of observations from cycle I's learning activities yields the following results. Table 4 presents the results of observations of student learning activities in cycle I

Table 4. Results of Observations of Student Learning Activities in Cycle I

No	Student's Name	Score In Cycle I	Standard of Minimum Completeness of Mastery Learning	Completion
1	RG	74	70	Complete
2	AR	71	70	Complete
3	HD	77	70	Complete
4	PR	67	70	Not yet complete
	Total Score	289		
	Average Score	72,25		
	Percentage of Completion	75%		
	Completion Criteria	Good		

Table 4 above indicates that the observation stage of learning activities, with a percentage result of 75% and an average value of 72.25, falls into the good category. We will reflect on all aspects of teaching and learning activities in cycle I's reflection section. The term "reflection activities" refers to the activities that students engage in and the outcomes of their classroom observations. We conduct this activity to establish a comparison between the learning process and the indicators we aim to achieve in this study. Reflection in cycle I is the result of observations of student learning activities that still have several shortcomings, and there are still several indicators that are not in accordance with what the researcher wants to achieve, including students who still do not show deep understanding, there are students who have not completed learning, and students are still not able to implement the material well. Several students still fail to actively participate in teacher-assigned tasks and do not pay attention to the teacher's explanations. We will use the shortcomings from cycle I as a guide to enhance the learning process for student activities in the upcoming cycle II.

The implementation of cycle II is on August 9, 2024, this cycle begins with the planning stage. Planning in this cycle by adding material to the educaplay game media such as true-false quiz material, learning video quizzes, and jumping frog games. After designing the planning, we continued to the action stage. The action stage is carried out by providing

material on the educaplay media by displaying and playing it repeatedly so that students understand better. Each student then has the opportunity to play the game independently, while other students listen to their peers. Then the next stage is observation, observation is carried out by observing student learning activities in class. Table 5 presents the results of observations of student learning activities in cycle II

Table 5. Results of Observations of Student Learning Activities in Cycle II

No	Student's Name	Score In Cycle II	Standard of Minimum Completeness of Mastery Learning	Completion
1	RG	94	70	Complete
2	AR	93	70	Complete
3	HD	90	70	Complete
4	PR	87	70	Complete
Total Score		364		
Average Score		91		
Percentage of Completion		100%		
Completion Criteria		Very Good		

According to table 5 above, the results of the observation stage of learning activities are in the very good category, with a percentage of 100% and an average value of 91. The results of the observation show an increase in the learning activities of mentally retarded students in class V using the TaRL approach assisted by Educaplay media. Following the teacher's implementation of learning activities in cycle II, the focus in this cycle has been to enhance the learning activities for the students in class V. The teacher has also implemented the TaRL approach, assisted by Educaplay Media. After taking a look at student learning activities, Students have followed the learning very well, and students have been able to implement learning activities in class well. We use reflection as a tool to determine if the learning activities in cycle II align with the success indicators the researcher aims to attain.

After conducting analysis on 2 cycles, namely cycle I and cycle II, it can be concluded that the application of the TaRL approach assisted by educaplay media can improve the learning activities of mentally retarded students in grade V. Table 6 presents the comparison of observation results of student learning activities in cycle I and cycle II

Table 6. Comparison of Observation Results of Student Learning Activities in Cycle I and Cycle II

Description	Student Learning Activities	
	Cycle I	Cycle II
Total number of students	4	4
Number of students who have completed	3	4
Number of students who have not completed	1	0
Average value	72,25	91
Percentage of Completion	75%	100%

Based on the table above, it is evident that the application of the TaRL approach, aided by educaplay media, on mentally retarded students in grade V at SLB PKK Gedeg Mojokerto has increased the percentage of completion between cycle I and cycle II. The percentage of learning activities increased from 75% in cycle I to 100% in cycle II, indicating a 25% increase in the completion rate. The average student score then increased, with cycle I getting an average score of 72.25 and cycle II getting an average score of 91.

The researcher in this section presents the findings of the classroom action research analysis, which was conducted using the TaRL approach with the assistance of educaplay media to improve the learning activities of mentally retarded students in grade V at SLB PKK Gedeg Mojokerto. The comparative data of student learning activities indicates that the percentage of learning activities completed in class increased from cycle I to cycle II as a result of the application of the TaRL approach, which was facilitated by educaplay media.

The observations of mentally retarded students in cycle I are clear: the average value of 72.25 indicates that the percentage of learning activities completed is 75% in the good category. Cycle II revealed a 100% completion rate of student learning activities in the very good category, with an average value of 91.

The results of this study mean that mentally retarded students in grade V are able to improve their learning activities in class, including arriving on time, bringing textbooks, wearing school uniforms, collecting homework, completing assignments until finished, listening to teacher explanations during learning, not sleeping in class, and following learning until finished by implementing the TaRL approach assisted by educaplay media. This study is in line with research (Annadzili et al., 2024), which states that the implementation of the TaRL approach is able to improve student learning activities. Teachers can teach students freedom and flexibility according to their abilities by implementing the TaRL approach (Apriyantini & Sukendra, 2023). When the focus is on the students, they will comprehend the material more effectively as it aligns with their skill level. The TaRL approach can optimize students' understanding and learning of learning materials (Saputro et al., 2024).

Penerapan pendekatan TaRL dapat berjalan maksimal jika diberikan suatu media dalam proses pembelajarannya. Media yang digunakan merupakan suatu media pembelajaran yang memudahkan siswa dalam melakukan aktivitas belajar. Hal tersebut selaras dengan pendapat (Aliya et al., 2024) yang menjelaskan bahwa dalam pelaksanaan pembelajaran di kelas dengan menggunakan pendekatan TaRL dapat dikombinasikan dengan media pembelajaran yang menarik dan interaktif. Salah satu media yang dapat digunakan adalah educaplay. Educaplay merupakan sebuah media platform online yang di dalamnya terdapat berbagai macam game edukasi interaktif yang dapat diakses oleh guru dan siswa untuk belajar (Rifaldin et al., 2024). Beberapa game yang dapat dimainkan di Educaplay antara lain seperti kuis, teka-teki silang, video pembelajaran, game katak melompat, game benar salah dan masih banyak lagi. Dengan berbagai macam game yang ada di dalamnya secara aktif dapat memantik pemahaman siswa dengan aktivitas belajar yang menyenangkan (Batitusta & Hardinata, 2024). Aktivitas belajar siswa meningkat setelah diberikan media educaplay seperti quiz dan game, siswa diajak untuk belajar secara berulang-ulang dengan memainkan game, dengan demikian pemahaman siswa terkait pembelajaran aktivitas belajar akan meningkat dan siswa tidak akan merasa bosan.

By incorporating a media component into the learning process, the TaRL approach can operate optimally. The media utilized is a learning medium that facilitates the completion of educational activities by students. The perspective of Aliya et al. (2024) aligns with this, suggesting that we can integrate the TaRL approach with engaging and interactive learning media to enhance classroom learning. One of the available media is educaplay. Educaplay, an online platform, provides teachers and students with a variety of interactive educational games (Rifaldin et al., 2024). Quizzes, crosswords, learning videos, jumping frog games, true and false games, and many other games are available for play on Educaplay. It can actively stimulate students' comprehension through engaging learning activities, as it contains a variety of games (Batitusta & Hardinata, 2024). The use of educaplay media, which includes quizzes and games, encourages students to engage in learning activities repeatedly, enhancing their comprehension of educational activities and preventing boredom.

In cycle I, Educaplay Media helped implement the TaRL approach to provide students with learning opportunities. However, the student completion rate remained at 75%, with one student still awaiting completion. In cycle II, we devised a strategy to guarantee 100% completion of all students' learning activities. We achieved this by incorporating games into the educational media and allowing each student to play the game independently and repeatedly. The outcome was a 100% completion rate for student learning activities, ensuring that no student left unfinished.

CONCLUSION

Following action and observation in cycle I, the study's findings revealed that 75% of mentally retarded students in grade V completed their learning activities, placing them in the good category. However, one student remained unfinished. In cycle I, mentally retarded students got an average score of 72.25 on the learning outcomes of learning activity materials. After that, in cycle II, an observation analysis was carried out on student learning activities, which showed a percentage of completion of 100% with a very good category without any students who had not completed and got an average score of 91. From the results of the study, it can be concluded that there was an increase in student learning activities from cycle I to cycle II by implementing the TaRL approach assisted by educaplay media for mentally retarded students at SLB PKK Gedeg Mojokerto.

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