

Universitas Ngudi Waluyo Ungaran
Fakultas Keperawatan
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“Perbedaan Kemampuan Mengenal Angka pada Anak Down Sidrome Sebelum dan Sesudah Bermain Puzzle Angka di SLB Negeri Ungaran Kabupaten Semarang”.

(xv + 67 halaman + 8 tabel + 2 gambar + 17 lampiran)

ABSTRAK

Latar Belakang : Kemampuan mengenal angka di usia dini yaitu memahami suatu angka dapat membantu manusia untuk melakukan banyak perhitungan mulai dari yang sederhana maupun yang rumit.

Tujuan : Mengetahui Perbedaan Kemampuan Mengenal Angka pada Anak Down Sidrome Sebelum dan Sesudah Bermain Puzzle Angka di SLB Negeri Ungaran Kabupaten Semarang.

Metode : Desain penelitian ini kuantitatif dengan pendekatan *One Groups Pretest-Posttest Design*. Populasi penelitian ini siswa *down syndrome* yang belum mampu mengenal angka dengan benar di SDLB N Ungaran, Kabupaten Semarang dengan sampel 20 orang diambil menggunakan metode *purposive sampling*. Alat pengambilan data menggunakan kuesioner. Analisis data menggunakan program SPSS. Analisis bivariat menggunakan uji *paired t test*.

Hasil : Kemampuan mengenal angka pada anak *down syndrome* sebelum diberikan terapi bermain *puzzle* Angka sebagian besar kategori cukup (65,5%). Kemampuan mengenal angka pada anak *down syndrome* sesudah diberikan terapi bermain *puzzle* Angka sebagian besar kategori baik (55,5%). Ada perbedaan kemampuan mengenal angka sebelum dan sesudah melakukan terapi bermain *puzzle* angka pada anak *down syndrome* di SLB Negeri Ungaran Kabupaten Semarang, dengan *p-value* = 0,005 < 0,05 (α).

Simpulan : Ada Perbedaan Kemampuan Mengenal Angka pada Anak Down Sidrome Sebelum dan Sesudah Bermain Puzzle Angka di SLB Negeri Ungaran Kabupaten Semarang.

Saran : Sebaiknya pihak SLB memberikan terapi bermain *puzzle* angka sebagai salah satu upaya meningkatkan kemampuan mengenal angka pada anak *down syndrome*.

Kata Kunci : Kemampuan Mengenal Angka, Terapi Bermain *Puzzle* Angka, Anak *Down Syndrom*

Kepustakaan : 56 (2008-2017)

Ngudi Waluyo University
Nursing Study Program
[Final Assignment](#), February 2020
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"Differences in Ability to Know Numbers before and after being given a Number Puzzle Play Therapy in Down Syndrome Children in Ungaran State SLB Semarang Regency".

(xv + 67 pages + 8 tables + 2 images + 17 attachments)

ABSTRACT

Background: The ability to recognize numbers at an early age, which is to understand a number can help humans to do many calculations ranging from simple or complex.

Objective: To find out the differences in the ability to recognize numbers before and after being given a number puzzle therapy for down syndrome children in Ungaran State SLB Semarang Regency.

Method: The design of this study is quantitative with the approach of One Groups Pretest-Posttest Design. The population of this study is Down syndrome students who have not been able to recognize numbers correctly in SDLB N Ungaran, Semarang Regency with a sample of 20 people taken using the purposive sampling method. The data collection tool uses a questionnaire. Data analysis using the SPSS program. Bivariate analysis using paired t test.

Results: Ability to recognize numbers in Down syndrome children before being given puzzle play therapy The numbers of most categories are sufficient (65.5%). The ability to recognize numbers in Down syndrome children after being given puzzle play therapy The numbers are mostly in the good category (55.5%). There are differences in the ability to recognize numbers before and after doing a number puzzle therapy in down syndrome children in Ungaran State SLB Semarang Regency, with p-value = 0,005 <0,05 (α).

Conclusion: There is a difference in the ability to recognize numbers before and after being given a number puzzle therapy for down syndrome children in Ungaran State SLB Semarang Regency.

Suggestion: It is better for the SLB to provide number puzzle play therapy as an effort to improve the ability to recognize numbers in Down syndrome children.

Keywords : Ability to Know Numbers, Therapy to Play Numbers Puzzle, Children Down Syndrome

Literature : 56 (2008-2017)