

ABSTRAK

Pengaruh Terapi Bermain *Parallel Play* Menyusun Puzzle Terhadap Kemampuan Motorik Halus pada Siswa Retardasi Mental di SLB Negeri Sampang

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Latar Belakang : Siswa retardasi mental sering mengalami keterlambatan dalam kemampuan motorik halus. Salah satu metode meningkatkan kemampuan motorik halus adalah terapi bermain *parallel play* menyusun puzzle. Penelitian ini bertujuan mengetahui pengaruh terapi bermain *parallel play* menyusun puzzle terhadap kemampuan motorik halus siswa retardasi mental di SLB Negeri Sampang.

Metode : Penelitian ini menggunakan desain pra-eksperimental dengan pendekatan *one group pre-test post-test*. Subjek penelitian terdiri dari 30 siswa dengan menggunakan teknik *total sampling*. Variabel dependen yaitu kemampuan motorik halus siswa retardasi mental, variabel independen yaitu terapi bermain *parallel play* menyusun puzzle. Pengukuran kemampuan motorik halus menggunakan lembar observasi. Teknik analisis data dilakukan dengan uji *Wilcoxon Signed Rank Test*.

Hasil : Kemampuan motorik halus siswa retardasi sebelum diberikan terapi bermain *parallel play* menyusun puzzle mental hampir setengahnya berada dalam kategori cukup (40%). Setelah intervensi sebagian besar berada dalam kategori baik (56,7%). Terdapat perbedaan kemampuan motorik halus sebelum dan setelah diberikan intervensi pada siswa retardasi mental dengan $p = 0,001 (< 0,05)$.

Kesimpulan dan Saran: Terapi bermain *parallel play* menyusun puzzle terbukti efektif dalam meningkatkan kemampuan motorik halus siswa dengan retardasi mental. Oleh karena itu, sekolah dan orang tua disarankan rutin menerapkan terapi ini untuk meningkatkan kemampuan motorik halus siswa retardasi mental.

Kata kunci: terapi bermain, *parallel play*, puzzle, motorik halus, retardasi mental.

ABSTRACT

The Effect of Parallel Play Puzzle Therapy on Fine Motor Skills in Students with Mental Retardation at SLB Negeri Sampang

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Background: Students with mental retardation often experience delays in fine motor skills. One method to improve fine motor skills is parallel play therapy through puzzle assembly. This study aims to determine the effect of parallel play therapy using puzzle assembly on the fine motor skills of students with mental retardation at SLB Negeri Sampang.

Methods: This research employed a pre-experimental design with a one-group pre-test post-test approach. The study involved 30 students selected using a total sampling technique. The dependent variable was the fine motor skills of students with mental retardation, and the independent variable was parallel play therapy through puzzle assembly. Fine motor skills were measured using an observation sheet. Data analysis was conducted using the Wilcoxon Signed Rank Test.

Results: Prior to the intervention, nearly half of the students with mental retardation had fine motor skills categorized as fair (40%). After the intervention, the majority were categorized as good (56.7%). A significant difference was found in fine motor skills before and after the intervention among students with mental retardation, with $p = 0.001 (< 0.05)$.

Conclusion and Recommendation: Parallel play therapy through puzzle assembly has been proven effective in improving the fine motor skills of students with mental retardation. Therefore, schools and parents are advised to routinely apply this therapy to improve the fine motor skills of students with mental retardation.

Keywords: *play therapy, parallel play, puzzle, fine motor skills, mental retardation.*