ASUHAN KEPERAWATAN PADA ANAK TUNAGRAHITA DENGAN GANGGUAN KOMUNIKASI VERBAL MELALUI PENERAPAN *STORYTELLING* DI SLB ABDI PRATAMA CIPAYUNG

SINTA ERVIANA DEWI NOVIANTI

231FK08014

ABSTRAK

Anak tunagrahita mengalami keterbatasan fungsi intelektual yang berdampak pada kemampuan komunikasi verbal sehingga mengalami kesulitan dalam menerima, memahami, dan menyampaikan pesan secara efektif. Kondisi tersebut dapat menghambat interaksi sosial dan proses belajar sehingga diperlukan intervensi keperawatan untuk menstimulasi kemampuan komunikasi verbal. Studi kasus ini bertujuan untuk menggambarkan asuhan keperawatan pada anak tunagrahita dengan gangguan komunikasi verbal melalui penerapan *storytelling* di SLB Abdi Pratama Cipayung. Metode yang digunakan adalah studi kasus deskriptif pada dua anak tunagrahita dengan diagnosis keperawatan gangguan komunikasi verbal. Pengumpulan data dilakukan melalui wawancara, observasi, pemeriksaan fisik, studi dokumentasi, dan lembar observasi kemampuan komunikasi verbal. Intervensi *storytelling* menggunakan buku cerita bergambar dan *puppet toys* diberikan selama empat sesi. Hasil studi menunjukkan adanya peningkatan kemampuan komunikasi verbal pada kedua subjek yang ditandai dengan meningkatnya kemampuan mengucapkan bunyi atau kata sederhana, memberikan respons verbal, mempertahankan kontak mata, menggunakan gestur yang sesuai, serta melanjutkan cerita sesuai kemampuan masing-masing. Namun, kedua subjek belum mampu mengulang cerita secara berurutan secara optimal. Disimpulkan bahwa penerapan *storytelling* dapat meningkatkan kemampuan komunikasi verbal pada anak tunagrahita.

Kata kunci: gangguan komunikasi verbal, *storytelling*, tunagrahita.

NURSING CARE FOR CHILDREN WITH INTELLECTUAL DISABILITIES AND VERBAL COMMUNICATION DISORDERS THROUGH THE USE OF STORYTELLING AT THE ABDI PRATAMA CIPAYUNG SPECIAL EDUCATION SCHOOL

SINTA ERVIANA DEWI NOVIANTI

231FK08014

ABSTRACT

Children with intellectual disability have limitations in intellectual functioning that affect their verbal communication skills, resulting in difficulties in receiving, understanding, and expressing messages effectively. This condition may hinder social interaction and the learning process; therefore, nursing interventions are needed to stimulate verbal communication skills. This case study aimed to describe nursing care for children with intellectual disability experiencing impaired verbal communication through the implementation of storytelling at SLB Abdi Pratama Cipayung. This study employed a descriptive case study design involving two children diagnosed with impaired verbal communication. Data were collected through interviews, observations, physical examinations, document reviews, and a verbal communication observation checklist. The storytelling intervention, using illustrated storybooks and puppet toys, was conducted over four sessions. The results showed an improvement in the verbal communication skills of both participants, as indicated by their increased ability to produce sounds or simple words, provide verbal responses, maintain eye contact, use appropriate gestures, and continue the story according to their individual abilities. However, both participants were not yet able to retell the story in the correct sequence optimally. It can be concluded that the storytelling intervention can improve verbal communication skills in children with intellectual disability.

Keywords: *verbal communication disorders, storytelling, intellectual disability.*