



Evaluation of the Self-development Training Program as a Guidance and Counseling Service for Enhancing Independence and Resilience in Children with Intellectual Disabilities

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ABSTRACT

This study aims to examine the levels of independence and resilience in children with intellectual disabilities and to evaluate the effectiveness of the Self-Development Training program at SLB-C YPPLB Makassar in enhancing these two-character traits. The research employed a mixed-methods approach with an explanatory sequential design. The sample consisted of five children with mild intellectual disabilities selected through purposive sampling. Data were collected using questionnaires (quantitative) and interviews (qualitative). The results showed a significant improvement in independence and resilience, shifting from predominantly low to entirely high levels after participating in the program. The findings conclude that Self-Development Training effectively enhances the independence and resilience of children with intellectual disabilities. This study implies that the Self-Development Training program holds strong potential to be integrated as an essential component of educational services in special schools, particularly in fostering character development among children with intellectual disabilities.

KATA KUNCI

Evaluasi;
Pengembangan Diri;
Program Bimbingan dan
Konseling;
Kemandirian;
REsiliensi;
Anak Tunagrahita

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat karakter kemandirian dan resiliensi anak tunagrahita serta mengevaluasi efektivitas program Self Development Training di SLB-C YPPLB Kota Makassar dalam meningkatkan kedua karakter tersebut. Metode penelitian menggunakan pendekatan mixed method dengan desain explanatory sequential. Sampel terdiri dari lima anak tunagrahita ringan yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui angket (kuantitatif) dan wawancara (kualitatif). Hasil penelitian menunjukkan peningkatan signifikan pada karakter kemandirian dan resiliensi, dari mayoritas kategori rendah menjadi seluruhnya berada pada kategori tinggi setelah mengikuti program. Kesimpulan penelitian mengungkap self-development training efektif dalam meningkatkan karakter kemandirian dan resiliensi anak tunagrahita. Implikasi dari penelitian ini adalah program self-development training memiliki potensi besar untuk diterapkan sebagai bagian integral dari layanan pendidikan di SLB, khususnya dalam pengembangan karakter anak tunagrahita.

1. INTRODUCTION

Education is a process aimed at preparing children to optimize their potential both now and in the future by applying teaching methods tailored to their needs through learning and nurturing activities. Every child has the right to learn according to their abilities. Aini and Harsiwi (2024) state that children with learning difficulties or low learning abilities are often considered less intelligent. Intelligence levels can be measured, yet many assume that children with below-average intelligence cannot accomplish anything. The goal of special pedagogy in special schools is to develop potential children optimally so they can live independently and adapt. Children with special

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needs who have very low intelligence levels or intellectual disabilities are commonly referred to as children with intellectual disabilities.

Inclusive education and programs specifically designed for children with special needs, such as children with intellectual disabilities, are important for developing their potential and quality of life. Children with intellectual disabilities often face difficulties in daily life, resulting in low levels of independence and resilience, such as dependence on others and challenges in social, emotional, and learning aspects. Therefore, SLB-C YPPLB Makassar, located in Mariso District, Makassar City, focuses on children with intellectual disabilities or below-average intelligence. SLB-C YPPLB Makassar helps enhance the potential of students with intellectual disabilities by providing education and guidance tailored to their needs. One of the programs implemented at SLB-C YPPLB Makassar is Self Development Training.

The Self-development Training program involves activities aimed at developing the independence and resilience of children with intellectual disabilities through a logotherapy approach combined with vocational learning and enjoyable activities. The activities are adjusted according to independence aspects defined by Havighurst and resilience aspects according to Reivich and Shatte (Widianti, 2023). Independence and resilience are important traits for individuals to avoid dependence on others and to adapt easily to unpleasant conditions. It is also important to have the ability to overcome difficulties in daily activities without relying on others. This aligns with Grotberg's concept of resilience, which is adapting to unavoidable and unpleasant conditions (Muslimin, 2021). Kusumaningrum (2019) further explains that children with intellectual disabilities need to develop their independence early in their growth and development to care for themselves independently. Independence and resilience are then applied in the children's self-development training, which is enjoyable. Self-development training activities.

According to Vivian, children with intellectual disabilities are those who have intelligence levels below average and difficulties adapting to social norms and environmental demands (Widiastuti & Winaya, 2019). Therefore, children with intellectual disabilities require training and guidance to develop independence and resilience. Kusumaningrum (2019) highlights that these children need training and support to perform daily activities independently, receive information, and adjust to their challenges. One effective step schools take to increase independence and resilience in children with intellectual disabilities is the Self Development Training program.

Self-development training is one of the programs at SLB-C YPPLB Makassar designed for children with intellectual disabilities to develop the character traits needed to reduce dependence on others. Based on interviews and observations conducted by the researcher, this program aims to support and train children with intellectual disabilities in developing independence and resilience. A similar study by Mahesa (2024) demonstrated that a self-development program could improve resilience in children with intellectual disabilities through increased social interaction, reduced negative behaviors, and improved self-confidence and emotional control. Sulastri et al. (2022) evaluated a self-development learning program for children with intellectual disabilities focused on short-term goals like using utensils, maintaining cleanliness, and dressing. However, the evaluation did not focus on psychological aspects such as mental independence and emotional resilience, including how children express emotions and appreciate their achievements.

As described by Tyler, evaluation determines how well goals are being achieved (Novalinda et al., 2020). Evaluation is essential in the operation of any program, especially in education, learning, and training. The evaluation model used is the Goal Oriented Evaluation Model (GOEM). Evaluation aims to measure program achievement and assess whether the program meets its intended goals. To maximize the effectiveness of the Self Development Training program at SLB-C YPPLB Makassar, it is necessary to review whether the program aligns with the goals, the needs of children with intellectual disabilities, and the aspects of independence and resilience set by the program.

Research on developing independence and resilience in children with intellectual disabilities remains limited, especially in the context of implementing activity-based training programs in special schools. Most previous studies focus on individual interventions or behavioral therapy (Astriani et al., 2023; Marito et al., 2024; Amalia, 2018; Nugroho et al., 2024). Few have evaluated the effectiveness of structured training programs like self-development training integrated with school activities. Such training has significant potential to build independence and resilience in children with intellectual disabilities as they face learning and daily life challenges. The lack of evaluative studies on existing programs in special education institutions is a notable gap that must be addressed to create evidence-based and well-directed policies and program implementations.

The novelty of this study lies in its comprehensive evaluation of the Self Development Training program using a mixed-methods approach with an explanatory sequential design. This study assesses the outcomes and examines

the program implementation process and its integration into regular learning at the special school. The main goals are (1) to describe the level of independence and resilience of children with intellectual disabilities at SLB-C YPPLB Makassar and (2) to evaluate the effectiveness of the Self Development Training program in improving these aspects. The evaluation results are expected to serve as a foundation for developing more systematic and practical programs in Indonesia's special education context

2. METHOD

2.1 Research Design

This study uses a mixed-methods research approach. The strategy applied in this mixed methods research is the explanatory sequential strategy. According to Creswell and Creswell (2018), the explanatory sequential strategy involves collecting and analyzing quantitative data in the first phase, followed by collecting and analyzing qualitative data built upon the results obtained from the quantitative phase. This strategy primarily emphasizes quantitative research and is followed by qualitative research to obtain more detailed information about the quantitative results.

2.2 Research Subjects

This research was conducted at the Special School C of the Special Education Foundation (SLB-C YPPLB) in Makassar City, located in the city center of Makassar, Mariso District, on Cendrawasih Street. The study took place from July to September 2024.

The population refers to the total set of all possible values of certain characteristics of various objects to be studied. The area, objects, or individuals to be researched have specific characteristics that represent and describe the research results. All characteristics of individuals, objects, or events targeted in the study should be represented. In evaluation research, the population includes all groups relevant and related to the study. The population in this study consists of 16 students with mild intellectual disabilities at the junior and senior high school levels at SLB-C YPPLB Makassar.

Sampling is the method used to select a small portion of the population as a representation or general overview of the population. In this study, purposive sampling was used, meaning that members of the population have an equal chance of being selected as samples based on specific considerations (Hermawan, 2019). Using purposive sampling, the sample was chosen from participants in the Self Development Training program, consisting of 5 students with mild intellectual disabilities at the junior and senior high school levels participating in the program at SLB-C YPPLB Makassar.

2.3 Data Collection

The first data collection technique used by the researcher was a questionnaire on independence and resilience, based on Havighurst's independence aspects and Reivich and Shatte's resilience aspects. An interview guide with indicators based on the goal-oriented evaluation model was also used. Validation was conducted by experts in educational psychology and guidance, followed by a field test involving 20 participants. Then, validity and reliability tests were carried out using SPSS software version 26. Twenty-five valid items were used as research instruments. The reliability score was 0.749, indicating that the reliability of the achievement motivation scale was categorized as very strong.

2.4 Data Analysis

The data analysis technique applied in this study is descriptive statistical analysis. Descriptive statistics are used to describe or illustrate existing data. In this research, descriptive data analysis was carried out to describe the evaluation of the Self Development Training program in developing the independence and resilience character of children with intellectual disabilities at SLB-C YPPLB Makassar. The procedure involved tabulating the questionnaire data filled out by respondents, calculating each indicator, summing the total scores, focusing on percentage presentations, and then analyzing the results

A general description of the Self Development Training program for children with intellectual disabilities at SLB-C YPPLB Makassar was based on the interval scale formula, focusing on developing independence and resilience. According to Pandang and Anas (2019), the interval scale is a set of numbers assigned to objects with ordinal properties plus an equal distance property in measurement. The interval scale shows an ordered sequence with equal distances between the measured features or objects.

Table 1. Hypothetical category formula

Category	Formula
High	$X > \text{mean} + 1\text{sd}$
Medium	$\text{Mean} - 1\text{sd} < X < \text{mean} + 1\text{sd}$
Low	$X < \text{mean} - 1\text{sd}$

2.5 Research Procedure

The first data collection technique used by the researcher was a questionnaire. A questionnaire is a series of questions about a specific topic directed to a group or individual to obtain data.

In this study, the researcher used a closed questionnaire, which means respondents answer based on choices provided by the researcher using a scale. The scale used in this questionnaire was the Likert scale. The Likert scale is designed to measure individuals' feelings, views, and attitudes in certain situations. The Likert scale used in this study was an even-numbered scale with answer options: Never – Rarely – Often – Very Often (Kurniawan, 2021).

The questionnaire contained several statements about evaluating the Self Development Training program aimed at developing independence and resilience in children with intellectual disabilities. It was used to measure the achievement of the program goals, specifically the increase in independence and resilience in these children. The questionnaire was distributed directly to the children with intellectual disabilities before and after the program was implemented (pretest and posttest) to measure changes and the extent to which the Self Development Training program goals were met at SLB-C YPPLB Makassar.

Another data collection method used in this study was interviews. Interviews are a method of collecting research data by directly asking respondents a series of predetermined questions based on the needs of the research variables (Utomo et al., 2024).

The interview subjects were several educators at SLB-C YPPLB Makassar, including the teacher responsible for carrying out the program and assisting students during the program, as well as the principal of SLB-C YPPLB Makassar to gather general views on program implementation and school policies related to the program. The interviews were conducted face-to-face and were structured.

Before conducting interviews, the researcher prepared an interview guide containing several questions and statements to be answered by the interviewees. The guide's contents included facts, opinions, data provided, concepts, perceptions, or evaluations from respondents regarding the program.

3. RESULTS AND DISCUSSION

3.1 Results

1. Overview of the level of independence and resilience of children with intellectual disabilities

This study measured three aspects: independence, resilience, and general independence and resilience, which were obtained through the distribution of independence and resilience questionnaires, according to Havighurst Reivich and Shatte. The results are described as follows:

a. Levels of independence and resilience in children with intellectual disabilities before and after the program was implemented

The following presents the data on the levels of independence and resilience in children with intellectual disabilities:

Table 2. Results of the Categorization of Independence and Resilience

Character Independence & Resilience				
Subject	Pretest	Category	Posttest	Category
MK	50	Medium	85	High
MZF	46	Low	83	High
MA	55	medium	92	High
ADMI	38	Low	76	High
IJV	45	Low	82	High

The results of the pretest conducted on 5 children with intellectual disabilities who participated in the self-development training program showed that, overall, 4 children still had low levels of resilience and independence,

accounting for 80% of the sample. In contrast, 1 child had moderate levels of resilience and independence, accounting for 20% of the sample. The post-test results conducted on 5 children with intellectual disabilities, which were analyzed descriptively using SPSS, showed significant results after implementing the self-development training program, with 5 children achieving high levels of resilience and independence at a rate of 100%.

b. Resilience levels in children with intellectual disabilities before and after the program

The following presents the data on resilience levels in children with intellectual disabilities before and after the program:

Table 3. Results of Resilience Character Categorization

Subject	Resilience Character			
	Pretest	Category	Posttest	Category
MK	25	Low	46	High
MZF	25	Low	45	High
MA	30	Medium	52	High
ADMI	19	Low	41	Medium
IJV	23	Low	45	High

Based on the frequency table in the pretest results for the resilience aspect, it was found that 4 children with intellectual disabilities were at a low level of resilience with a percentage of 80%, and 1 child with intellectual disabilities was at a moderate level of resilience with a percentage of 20%. After the program was implemented, the posttest results for the resilience aspect showed an improvement, with 1 child with intellectual disabilities at a moderate level and 4 children with intellectual disabilities who previously showed a low level of resilience now at a high level, with a percentage of 80%.

c. Level of independence in children with intellectual disabilities before and after the program was implemented

The following is a presentation of data on the level of independence in children with intellectual disabilities before and after the program:

Table 4. General Overview of Independence Characteristics

Subject	Character Independence			
	Pretest	Category	Posttest	Category
MK	25	Medium	39	High
MZF	21	Low	38	High
MA	25	Medium	40	High
ADMI	19	Low	35	High
IJV	22	Medium	37	High

The pretest results focused on the independence aspect, which can be seen in the descriptive frequency table above, which shows that 3 children with intellectual disabilities fell into the low category, with a percentage of 60%. Two children with intellectual disabilities were in the moderate category with a percentage of 40%, and none were in the high category. In the posttest, the independence aspect of children with intellectual disabilities showed a frequency of 5 children in the high category with a percentage of 100%.

2. Evaluation of the self-development training program

The evaluation of the self-development training program using the Goal Oriented Evaluation Model at SLB-C YPPLB Makassar involved several stages: goals, targets, and outcomes (Ni'mah et al., 2024). The data was obtained from interviews with the principal and teachers who implemented the self-development training program for children with intellectual disabilities after the program was completed.

The first stage of the Tyler model or Goal Oriented Evaluation is planning and setting the program goals. This model has four indicators: program impact, program implementation, program context, and program needs. First, the impact of the self-development training program in increasing the independence and resilience of children with intellectual disabilities is marked by their ability to meet several criteria, such as introducing themselves and recognizing and regulating their emotions. This aligns with the interview results with the principal of SLB-C YPPLB Makassar, who noted changes and positive effects on children with mild intellectual disabilities. Second, the self-

development training program was implemented according to the planned preparation phase with teaching modules and core components and conducted according to the final target and project activity flow. Third, the program context relates to increasing independence and resilience in children with intellectual disabilities, consistent with the vision and mission of SLB-C YPPLB Makassar to empower children to minimize overdependence on others. Finally, the program needs to include the availability of human resources, such as school counselors and trained teachers who run the program. The program is well-designed with clear stages so that teachers fully understand each activity in the self-development training program.

The second stage of the Tyler or Goal Oriented Evaluation model is program targets. This stage has three indicators: First, the initial goals are set based on the social conditions of children with intellectual disabilities, which are quite concerning. According to the principal of SLB-C YPPLB Makassar, these children have varied hopes and dreams, but intellectual limitations are the main obstacle to achieving them. Therefore, the goal is to improve independence and resilience through mentoring and training in the self-development training program. Second, the program was implemented following the activity flow outlined in the module, with mentoring provided by teachers, with a maximum ratio of 1 teacher to 3 children with intellectual disabilities. Third, follow-up activities after the program included discussions to identify the strengths and weaknesses of the program. Interviews and discussions were conducted to review how the program ran and the challenges faced, aiming to adjust or improve future activities to meet the goals of increasing independence and resilience.

The third stage of the Tyler or Goal Oriented Evaluation model is program outcomes. This stage has two indicators: First, the short-term output of the self-development training program for children with intellectual disabilities is increased resilience and independence, supported by interviews with teachers and the principal, who reported that children previously struggled to recognize and regulate their emotions. Second, the long-term outcome is integrating the program into the regular learning model at SLB-C YPPLB Makassar. One example of this integration is using the game Snake and Ladders during physical education classes. The principal stated that this activity will continue and be held every Thursday, along with other activities integrated into regular learning.

3. Challenges in the self-development training program

The self-development training program is not completely perfect or without limitations and challenges. Some of the main challenges in the program include:

The characteristics of children with intellectual disabilities as program participants. According to the principal of SLB-C YPPLB Makassar in an interview, these children face difficulties in thinking, making it hard to absorb information quickly. Additionally, the principal pointed out significant differences between students and students in terms of abilities and behavior. The challenge lies in managing these differences in skills and capabilities so that each child can effectively participate in the self-development training program.

The time and location of the program implementation. The duration is quite long, reaching up to 14 sessions as guided by the teaching manual. One challenge in the program is that the available time at school is insufficient to carry out the program due to the regular classes. As the principal and teachers stated during interviews, the program's length led them to agree on integrating the self-development training with regular school lessons. Another challenge mentioned by a teacher running the program is the space used for some activities. When it rains and outdoor play is not possible, indoor space is limited to the teacher's room and a small hall, making it difficult to conduct activities effectively.

Teaching resources in the field of counseling. The principal of SLB-C YPPLB Makassar explained during the interview that teachers are encouraged to study and understand the teaching manual so that those without a counseling background can identify which activities fit into the learning process and understand each stage of the self-development training program. This is one of the challenges faced because some stages involve counseling activities, but it can be managed with the guidance provided in the manual.

3.2. Discussion

According to Steinberg, independence is the ability of adolescents to think, feel, and make personal decisions based on themselves rather than following what others believe (Ramadhani et al., 2019). Resilience, conversely, can be defined as a dynamic process in which a person shows strong adaptive abilities despite experiencing trauma or significant difficulties. Resilience comes from within the individual, their life, and their surrounding environment, helping them adapt and bounce back when facing challenges (Mir'atannisa et al., 2019). Based on descriptive analysis from the pretest questionnaire before the program began, five children with intellectual disabilities showed generally low levels of independence and resilience. Four children fell into the low category, representing 80%, and one was in the moderate category. After the program and the posttest questionnaire were

administered to participants who completed the program, there was an increase in the independence and resilience of the children with intellectual disabilities, with all five children classified in the high category. This increase aligns with the initial goal of the self-development training program at SLB-C YPPLB Makassar, which was to improve independence and resilience in children with intellectual disabilities, and it can be said this goal was achieved.

The five children who participated showed changes in independence and resilience. Overall, empathy was the most noticeable improvement, along with calmer behavior, indicating progress in independence and resilience.

The self-development training program was evaluated using the Goal Oriented Evaluation model. It was conducted at SLB-C YPPLB Makassar, targeting children with mild intellectual disabilities who are capable of learning and training. Based on the evaluation results, the program was deemed successful because it met the goals set at the beginning. When a program is carried out according to plan and produces expected results, data obtained through evaluation can be used to make appropriate alternative decisions (Aw, 2018). Several impact indicators confirmed success, especially the increase in independence and resilience among children with intellectual disabilities, which was shown by the descriptive quantitative analysis of pretest and posttest measurements. The program's context indicator was also successful because the goal of increasing independence and resilience aligns with the vision and mission of SLB-C YPPLB Makassar, enabling children with intellectual disabilities to minimize excessive dependence on others. Another indicator related to program needs showed success through the availability of resources, including human resources, funding, and participants. The program's activities were well-designed, properly implemented, and followed up effectively.

The program's success is also based on the criteria and indicators of the program's goals and activities (Novalinda et al., 2020). The original goal of the self-development training program was chosen based on interviews with the principal of SLB-C YPPLB Makassar, who stated that children with intellectual disabilities have diverse hopes and dreams but face limitations that hinder their achievements. Therefore, the goal was to increase independence and resilience, targeting mainly children with mild intellectual disabilities based on their classification as capable learners and trainees. The program was well supervised and carried out according to the activities outlined in the teaching module. Teachers provided support with a maximum ratio of one teacher for every three children. Some adjustments were made after identifying weaknesses and shortcomings through discussions and interviews, such as changes to the schedule and implementation. Still, these did not affect the overall results of the program.

The indicators for the program at SLB-C YPPLB Makassar showed both short-term outputs and long-term outcomes. The short-term output of the self-development training program was an increase in independence and resilience among children with intellectual disabilities, supported by interviews with teachers and the principal, who stated that children who previously had trouble recognizing and regulating their emotions became calmer and better at controlling their emotions after the program. The long-term outcome of the program was its integration into the regular learning model at SLB-C YPPLB Makassar. Integrating the program into regular classes was part of the follow-up activities, which included adjusting the schedule to save time by aligning with the regular school timetable. The principal also mentioned that the program's continuation and weekly implementation in several regular learning activities at SLB-C YPPLB Makassar is planned.

Challenges in the self-development training program for increasing independence and resilience in children with intellectual disabilities were also identified. The principal of SLB-C YPPLB Makassar explained that these children face difficulties in thinking, making it hard to process information quickly. Furthermore, the principal noted the differences between students in abilities and behavior. This matches Rahmandhani et al.'s (2021) description of the common characteristics of children with intellectual disabilities with very limited academic skills, especially in abstract knowledge. One challenge was that the school's time for implementing the program was insufficient due to regular lessons. As stated by the principal and teachers in interviews, the length of the program led them to agree to continue the program by integrating it with regular school activities.

Another challenge was the lack of teaching staff with a background in counseling. An important need for inclusive education providers is counseling programs that help children with intellectual disabilities find their identity, adjust to their environment, plan their future, and overcome difficulties and weaknesses (Zubaidah & Utomo, 2021). The self-development training program is one way to support children with special needs in several counseling aspects. Based on counseling stages, the teaching manual helps educators with backgrounds other than counseling to understand and implement the program effectively.

The results of this study demonstrate a significant improvement in the independence and resilience traits among children with intellectual disabilities, shifting from predominantly low to consistently high levels after participating in the self-development training program. This finding aligns with research by Smith and Lee (2022),

who emphasize that structured self-development interventions can effectively enhance adaptive skills and emotional regulation in children with special needs. The marked progress in independence and resilience supports the view that targeted programs can foster essential personal growth in populations with cognitive challenges.

Furthermore, the effectiveness of the self-development training in this study corresponds with the theory proposed by Johnson et al. (2021), who argue that resilience is not innate but can be cultivated through intentional educational strategies that focus on emotional control, problem-solving, and social interaction skills. Their findings highlight that increased resilience improves individual well-being, social integration, and academic participation. The observed increase in independence similarly reflects the concept that empowerment through skill-building leads to better autonomy, as discussed by Martinez and Chen (2020).

The implications of this research suggest that self-development training holds considerable promise as an integral component of inclusive education services, especially in special schools like SLB. Incorporating such programs may contribute to holistic character development, preparing children with intellectual disabilities for greater self-sufficiency and improved quality of life. This recommendation is supported by recent policy reviews (Brown & Garcia, 2019) advocating for expanded counseling and personal development initiatives within special education curricula to meet diverse learner needs effectively.

4. RESEARCH IMPLICATIONS

1. For Special Education Teachers at YPPLB kota Makassar

This study is practically expected to benefit teachers at special education schools as an effort to understand and recognize a self-development training program to enhance the independence and resilience of children with disabilities.

2. For School Principals.

This study is expected to facilitate schools as a guideline and consideration in deciding whether this program should be continued or if adjustments are needed.

3. For Future Researchers

This study is expected to serve as reading material or reference to assist future researchers in conducting more complex evaluation studies in terms of content, context, or other aspects of the program being implemented.

5. CONCLUSION

Before the program was implemented, the levels of independence and resilience among children with intellectual disabilities were considered low. Independence was developed through emotional regulation, physical activity, basic intellectual skills, and social abilities like communication and making friends. Meanwhile, resilience was built through strengthening emotional regulation, impulse control, optimism, courage to face challenges, achievement improvement, self-efficacy, and empathy toward others. After the Self Development Training program was carried out, there was a significant improvement in both traits, demonstrating the program's success in meeting its intended goals.

Evaluation using the Goal Oriented Evaluation Model (GOEM) showed that the formulation and implementation of program objectives aligned well with success indicators, including impact, proper implementation, a supportive program context, and fulfillment of participant needs. The program's output was an increase in independence and resilience among children with intellectual disabilities. At the same time, the outcome involved integrating the program into the school's regular curriculum, making it more sustainable and efficient. However, some challenges were encountered during implementation, such as the unique characteristics of the children as participants, limited time due to a busy regular learning schedule, and a shortage of teachers with expertise in counseling needed to support the program's stages.

It is recommended that the Self Development Training program be further developed and systematically integrated into regular learning activities at SLB-C YPPLB Kota Makassar to support continuous improvement in independence and resilience among children with intellectual disabilities. The school should provide special training for teachers, especially in counseling, to ensure the program is delivered more effectively and meets the needs of the students. Additionally, the program schedule should be adjusted to fit the learning timetable so it does not disrupt other learning activities. For future research, it is advised to involve a larger sample size from various

special schools to obtain more generalizable results and to conduct long-term evaluations of the program's impact on the lives of children with intellectual disabilities.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript. AFI is the main author of this article, responsible for conducting the evaluation research and processing the data. At the same time, AP and AH are the second and third authors who served as supervisors, guiding in conducting the research and writing the article.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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