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Development of a Quiet Book-Based Buttoning Skills Programme for Grade II Children with Mild Intellectual Disabilities at SLB YAPMI Rancaekek

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A B S T R A C T

Buttoning skills are a key component of self-care that support the development of independence in children with mild intellectual disabilities. At SLB YAPMI Rancaekek, an existing programme aimed at teaching these skills has lacked suitable learning media, resulting in continued dependence on assistance when dressing. This study aims to assess the buttoning abilities of Grade II children prior to the introduction of new materials, to examine the current instructional approach, and to describe the development of a buttoning skills programme using Quiet Book media. A descriptive qualitative method was employed, with data collected through observation, interviews, documentation, and focus group discussions involving teachers as key collaborators. The findings indicate that children's buttoning abilities were initially limited. Following the integration of the Quiet Book, children showed increased focus and enthusiasm during practice sessions. The study contributes to the development of foundational self-care skills that foster greater independence among children with mild intellectual disabilities.

Keywords: *Program Development, Button-Up Skills, Quiet Book, Children With Mild Intellectual Disabilities*
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INTRODUCTION

Education is a vital foundation for enabling individuals to live independently and participate fully in society. This right extends to all, including children with special educational needs, who often require specialised pedagogical approaches to develop essential life skills. Among these children, those with mild intellectual disabilities exhibit cognitive and adaptive limitations that may impede their capacity to carry out daily tasks independently. For such learners, education must not only focus on academic content but also emphasise the development of functional life skills that support autonomy and self-reliance. Within this context, self-care education—also referred to as self-development—plays a crucial role. It is designed to help students with intellectual disabilities master practical tasks necessary for daily living, thereby enhancing their overall quality of life and social participation.

Self-care encompasses a range of activities related to personal hygiene, grooming, and dressing, all of which are fundamental to human dignity and independence. For children with mild intellectual disabilities, these tasks can be particularly challenging due to limited fine motor skills, reduced attention spans, and difficulty in understanding sequential instructions. Nonetheless, the ability to perform self-care routines independently, such as buttoning clothes, is directly linked to an individual's self-esteem and sense of autonomy. When a child is capable of dressing without assistance, it signifies not only a cognitive and motor milestone but also contributes to the development of social confidence and a positive self-image. Accordingly, fostering self-care competence in children with mild intellectual disabilities must be considered a priority within any special education programme.

One of the most basic yet essential self-care skills is the ability to button clothing. Although this task may seem simple to neurotypical children, it poses considerable difficulty for children with mild intellectual disabilities due to the coordination, precision, and concentration required. Buttoning involves small muscle control and hand-eye coordination, which are often underdeveloped in this population. Additionally, these children frequently need longer time to learn and internalise procedural tasks. Despite the critical nature of this skill, many educational institutions still lack effective instructional tools that are suited to the cognitive and sensory profiles of such learners. This disconnect can result in prolonged dependence on caregivers or teachers, which may, over time, affect the child's motivation to attempt the task independently.

Preliminary observations at SLB YAPMI Rancaekek, a special needs school in Indonesia, revealed that Grade II students with mild intellectual disabilities continue to exhibit dependency in dressing activities, particularly when fastening buttons. This condition is attributed, in part, to the absence of learning media that are both developmentally appropriate and engaging. Existing instructional methods tend to rely heavily on verbal explanations and abstract demonstrations, which are not always effective for learners who benefit more from tactile, visual, and repetitive approaches. The gap between what the students need and what the current programme provides signals an urgent need for educational innovation—particularly in the area of media development for functional skill instruction.

Supporting evidence for the effectiveness of structured, needs-based skill development programmes is provided by previous research. Wahidah et al. (2022) conducted a study on the design of a curriculum-based programme for teaching children with mild intellectual disabilities how to wash eating utensils. The study demonstrated that a well-defined instructional framework—incorporating objectives, materials, teaching methods, appropriate media, procedural steps, and evaluation mechanisms—could significantly improve students' ability to perform domestic tasks independently. This indicates that when learning activities are organised systematically and tailored to the learner's characteristics, they can result in measurable improvements in functional competence. Moreover, this reinforces the idea that the lack of independence observed in students is not necessarily a reflection of cognitive incapacity but rather a mismatch between instructional design and learner needs.

In addition, literature on special education methodology highlights the importance of using visual and hands-on learning strategies for children with intellectual disabilities. Susanto (2016) noted that concrete and repetitive instructional approaches, supported by visual media, enable these students to engage in both academic and non-academic learning. This is particularly relevant in the context of self-development activities such as dressing, where visual cues and tactile engagement can support the acquisition of motor patterns. Children with mild intellectual disabilities often respond positively to media that provide sensory input and offer consistent structure, which assists in reinforcing the learning of physical routines.

One form of educational media that aligns closely with these pedagogical requirements is the Quiet Book. As described by Rahmawati and Hidayat (2019), the Quiet Book is an interactive, fabric-based learning tool that includes various manipulative elements such as buttons, zippers, laces, and velcro. These elements are designed to be engaging, visually appealing, and developmentally appropriate for children who need to develop fine motor skills. Quiet Books encourage children to engage with educational content through hands-on play, promoting not only motor development but also concentration, memory, and independence. Their adaptability and tactile nature make them particularly effective for children with cognitive and motor challenges. While existing studies have explored their general usefulness in fine motor development, there is limited research focusing specifically on their use for buttoning instruction—a gap this study seeks to address.

This study is unique in its focus on the targeted development of a Quiet Book-based programme specifically aimed at teaching button-fastening skills to children with mild intellectual disabilities. The Quiet Book is not merely an accessory but a central component of

the instructional strategy, designed to be both functional and engaging for the learners. By integrating play-based elements with structured learning objectives, the Quiet Book serves as both a motivational and pedagogical tool. The book is designed to replicate the real-world context of buttoning clothing while offering repeated practice opportunities in a low-pressure environment. Its interactive nature allows students to receive immediate tactile feedback, which supports learning retention and skill acquisition.

The purpose of this study is to design and evaluate a button-fastening skill development programme using Quiet Book media for Grade II students with mild intellectual disabilities at SLB YAPMI Rancaekek. The specific objectives of the study are threefold: first, to assess the baseline abilities of the students in performing buttoning tasks; second, to examine the existing instructional methods and identify their limitations; and third, to develop a tailored programme that integrates the Quiet Book as a core instructional medium. It is anticipated that the outcomes of this research will contribute not only to the practical development of teaching strategies for self-care skills but also to the broader discourse on educational media innovation for children with special needs.

By addressing a specific skill gap using a structured and child-centred approach, this study aims to enhance the functional independence of learners and support their broader developmental outcomes. The findings are expected to inform future programme designs in special education, particularly in relation to instructional media and fine motor skill development.

METHOD

This study employed a qualitative approach with a descriptive method to explore the development of button-fastening skills in children with mild intellectual disabilities. A qualitative approach was selected to enable an in-depth understanding of the phenomenon, capturing behaviours in natural settings and gathering rich data from the participants' perspectives.

The study was conducted at SLB YAPMI Rancaekek and involved four Grade II students with mild intellectual disabilities (FRA, AIZ, QAP, WS) and three teachers (SS, US, DR). Participants were purposively selected based on their direct involvement in the teaching and learning of self-care skills.

Data collection techniques included direct observation of the children's initial abilities and their engagement during the implementation of the Quiet Book-based programme. Observations were documented using a structured checklist. In-depth interviews were conducted with teachers to explore existing teaching practices, challenges, and expectations. Document analysis was used to examine lesson plans, child profiles, and photographs of learning activities. Additionally, a Focus Group Discussion (FGD) was held with teachers to identify instructional challenges, children's learning characteristics, and gather input for media design.

The research procedure comprised preparation, implementation, and analysis stages. Initial activities included problem identification, proposal development, and instrument validation. Implementation involved observations, interviews, documentation analysis, and FGDs. Data were analysed using Miles and Huberman's (2014) interactive model, involving data reduction, display, and conclusion drawing. The findings were validated through member checking with teacher participants to ensure alignment with actual classroom conditions.

FINDINGS AND DISCUSSION

This study aims to develop a programme on button-fastening skills through the Quiet Book medium for children with mild intellectual disabilities in grade II at SLB YAPMI Rancaekek. The results of the study are organised based on three main focuses, namely the

initial abilities of children with mild intellectual disabilities before development, the learning programme before development, and the form of programme development.

Abilities of Second Grade Children with Mild Intellectual Disabilities in Wearing Buttoned Clothes Before Development

An initial assessment was conducted to identify the baseline ability of children to wear buttoned clothing before the implementation of the learning programme. This step was crucial to determine the specific fine motor challenges faced by each child, as well as their ability to comprehend instructions and carry out sequential actions. The assessment involved direct observation using a structured checklist, which evaluated the children's ability to recognise parts of a shirt, follow instructions, perform buttoning and unbuttoning tasks, and organise their clothing after the activity.

Four students participated in the study: FRA (10, male), QAP (9, female), AIZ (9, female), and WS (10, male). The key observations are as follows: (1) FRA (10 years old, male): Able to recognise the front of a buttoned shirt and understand simple instructions, but unable to insert and fasten buttons completely due to their small size and large number. Not yet able to unbutton independently. (2) QAP (9 years old, female): Able to recognise the parts of a buttoned shirt but not yet able to button or unbutton independently. Difficult to understand simple instructions and easily distracted. (3) AIZ (9 years old, female): Able to recognise the front of a buttoned shirt and understand simple instructions with fairly good hand-eye coordination, but unable to button and unbutton all buttons due to the small size and complexity of the buttons. (4) WS (10 years old, male): Demonstrates fairly good understanding of instructions and hand-eye coordination. Able to fasten one button, but not all of them, and unable to unbutton independently.

In summary, all four children showed basic conceptual understanding of shirt orientation and button functionality. However, their motor execution of the task was limited. The primary challenges included the small size and quantity of buttons (six in total), limited fine motor control, difficulty in understanding multi-step instructions, and short attention spans.

From the observations, it was concluded that none of the children were yet capable of completing the full buttoning and unbuttoning tasks independently. One child could fasten a single button, while the rest were unable to complete the task correctly. Additionally, none of the children showed the ability to unfasten buttons, which involves a different motor sequence and often requires greater dexterity.

The results indicate that while some foundational skills related to dressing exist among the participants—such as recognising the front side of clothing and understanding the purpose of buttons—there are significant gaps in functional execution. These findings are consistent with existing literature, which highlights fine motor limitations as a common barrier to independence in children with mild intellectual disabilities (Susanto, 2016).

The inability to perform full buttoning and unbuttoning tasks is not merely a reflection of cognitive limitations, but rather a combination of factors including physical coordination challenges, task complexity, and a lack of appropriate instructional media. Buttoning is a fine motor task that requires bilateral hand coordination, visual-motor integration, and tactile feedback—all of which may be underdeveloped in this group of learners.

Moreover, the physical characteristics of the clothing used in the assessment (e.g., small buttons, tight buttonholes, and multiple fasteners) further complicated the task for the children. This aligns with findings from Rahmawati and Hidayat (2019), who advocate for the adaptation of learning materials to match the physical and cognitive profiles of children with special needs. The recommendation to use large buttons, fewer fasteners, and simplified procedures is supported by these observations, reinforcing the necessity of material modification for effective instruction.

In terms of cognitive readiness, the ability to follow instructions was present in three out of four participants, although it required repetition and visual prompting. This suggests that these children are capable of learning functional tasks when instruction is delivered in a

structured and accessible manner. Their inconsistent attention and distractibility, however, indicate that learning media must also be engaging and able to sustain focus over time. Interactive and sensory-rich materials such as Quiet Books have been shown to enhance concentration and participation in similar educational contexts (Rahmawati, 2019).

The identification of these skill limitations and behavioural tendencies provided a solid foundation for the design of the subsequent intervention programme. The children's needs informed the key design principles: simplifying the task sequence, enlarging the components (e.g., button size), limiting the number of steps, and embedding the learning experience in a playful and tactile context. These design considerations are essential when developing instructional media for special education environments, particularly when aiming to build independence in self-care tasks (Wahidah2022).

It is important to note that the limited buttoning ability observed in this study does not suggest an inability to acquire the skill over time. Rather, it highlights the mismatch between conventional teaching strategies and the specific learning needs of these children. Repetitive, hands-on practice supported by appropriate visual cues and interactive materials is necessary to reinforce motor patterns and build confidence in performing self-care routines.

Additionally, the findings emphasise the role of teacher involvement in identifying barriers and co-designing interventions. Through observation, interviews, and focus group discussions, teachers provided critical insights into the individual characteristics of the learners, which contributed to a more personalised and responsive programme design. Their validation of the assessment findings also adds credibility to the research outcomes and ensures alignment with actual classroom experiences.

The initial assessment clearly established that Grade II students with mild intellectual disabilities at SLB YAPMI Rancaekek possessed some foundational awareness of dressing routines but faced significant challenges in executing the fine motor components of buttoning and unbuttoning clothes. Their difficulties stemmed from both intrinsic factors (e.g., coordination, attention, and instruction comprehension) and extrinsic factors (e.g., unsuitable clothing features and instructional materials).

The findings underscore the urgent need for adaptive instructional strategies that cater to both the cognitive and physical learning needs of the students. Learning media such as Quiet Books, which incorporate large, tactile elements and allow for repeated practice, offer a promising solution. These findings serve as the basis for the subsequent development and implementation of a Quiet Book-based button-fastening skills programme, which aims to foster greater independence in daily self-care routines among children with mild intellectual disabilities.

Current Buttoning Skills Programme for Grade II Children with Mild Intellectual Disabilities

The existing buttoning skills programme implemented at SLB YAPMI Rancaekek was structured within a formal Lesson Plan (RPP) framework but lacked the integration of appropriate learning media. The instructional model employed an individualised approach supported by direct instruction, where teachers guided learners through demonstration and feedback, aiming to support gradual understanding of daily living skills. The primary teaching methods included demonstration, question-and-answer sessions, and the provision of simplified verbal instructions.

Instructional materials had been structured into step-by-step procedures, accompanied by static visual aids such as images. Teachers conducted learning sessions using actual buttoned clothing, typically containing five to six small buttons, which posed difficulty for the learners. Evaluation was carried out using both attitudinal observations and practical performance assessments. These assessments measured learners' ability to follow the demonstrated steps, including unbuttoning, inserting arms into sleeves, and adjusting clothing to appear neat—criteria based on specific, predetermined indicators.

Learning activities followed a three-stage structure: introductory, core, and closing. During the introductory phase, teachers prepared students by building focus and providing

visual illustrations. In the core phase, teachers delivered instructions gradually, often repeating steps to accommodate the learners' limited attention spans. The closing stage involved reflection, teacher feedback, and assessment.

Despite the structured approach, a major limitation identified in this programme was the absence of engaging, tactile learning media, which are crucial for learners with mild intellectual disabilities. The teaching relied on real clothing, which presented fine motor challenges due to the size and number of buttons, as well as a lack of scaffolding tools to support gradual skill acquisition.

The findings reveal that while the existing instructional strategy included pedagogically sound elements such as direct instruction and individualised support, the lack of adapted, manipulative learning media significantly reduced the effectiveness of the programme. For children with mild intellectual disabilities, such media are not merely supplementary, but essential tools for supporting motor coordination, attention regulation, and cognitive engagement during learning tasks.

The use of real clothes with multiple small buttons introduced an unnecessary level of complexity, especially for learners with underdeveloped fine motor control. This misalignment between task demands and learner capabilities is consistent with the broader challenges in special education, where instructional content and media often fail to adequately address the functional limitations of students (Downing, 2010).

According to principles of Universal Design for Learning (UDL), instruction for students with disabilities should be designed to offer multiple means of engagement, representation, and expression (CAST, 2018). In the context of functional skills development, this means offering accessible materials that are visually engaging, physically manageable, and able to support repetitive, scaffolded learning. The absence of such features in the current programme likely contributed to the students' persistent difficulties with buttoning skills.

Moreover, previous research has shown that concrete, hands-on media such as Quiet Books are particularly effective for teaching functional tasks to children with intellectual disabilities. Rahmawati and Hidayat (2019) found that Quiet Books improved children's fine motor skills and task concentration by offering interactive, tactile learning experiences. Unlike real clothes with small buttons, Quiet Books can be designed with larger, easy-to-manipulate buttons, thus providing an entry point for skill acquisition that is appropriately matched to the learners' developmental level.

Another limitation of the current programme was its reliance on verbal instruction and 2D visual aids, which do not sufficiently support learners who require multi-sensory inputs. For these students, abstract representations are often less effective than concrete, manipulable materials, especially when teaching procedural tasks like buttoning. The Quiet Book, by combining visual, tactile, and kinaesthetic elements, addresses this gap and promotes active, engaged learning that can occur at the child's own pace.

Additionally, the repetitive structure embedded in Quiet Book activities aligns well with evidence-based practices in special education, which recommend frequent, structured repetition to support learning retention and skill generalisation (Snell, 2017). Repetition with variation allows learners to practice specific skills in a familiar context while gradually increasing task complexity. Unlike static demonstrations, which can lose effectiveness after a few repetitions, Quiet Books allow repeated engagement without fatigue, due to their play-based design.

The shift from static, non-adaptive instructional strategies towards the use of adaptive media such as Quiet Books reflects a broader pedagogical movement towards learner-centred design in special needs education. As Wahidah et al. (2022) observed, functional skills programmes that incorporate clear objectives, scaffolded instruction, and interactive media show improved outcomes in task mastery and learner independence.

In light of these findings, it is evident that the current buttoning skills programme requires significant revision, particularly in the integration of media that can bridge the gap between instruction and motor capability. The development of an interactive, accessible, and

appropriately challenging medium like the Quiet Book represents an important innovation in this context. By offering children with mild intellectual disabilities the opportunity to learn through concrete, engaging tasks, the Quiet Book enhances both motivation and skill acquisition.

Furthermore, teacher feedback during the Focus Group Discussion (FGD) sessions reinforced the need for a more responsive and media-integrated programme. Teachers recognised that the current use of real clothing was insufficient for early-stage skill development and expressed a clear preference for alternative resources that could be customised to individual learning levels, especially during initial training phases.

The review of the current buttoning skills programme at SLB YAPMI Rancaekek illustrates a structured but insufficiently supported instructional model. While the use of individualised, direct instruction is appropriate, its effectiveness is diminished by the absence of media that match the learners' developmental needs. Teaching with real clothes containing small buttons proved too complex for most learners, limiting their ability to practise the skill independently or with confidence.

To address these limitations, the introduction of interactive, developmentally appropriate learning media—specifically Quiet Books—offers a promising solution. These tools align with the motor and cognitive profiles of children with mild intellectual disabilities and can facilitate gradual, structured learning in a way that is both engaging and effective. The Quiet Book model not only supports the development of functional skills such as buttoning but also fosters learner motivation and autonomy, thus helping to achieve the broader educational goal of independence in self-care.

Development of a Buttoning Skills Programme Using Quiet Books for Grade II Children with Mild Intellectual Disabilities

Based on research observations and Focus Group Discussions (FGDs) with teachers at SLB YAPMI Rancaekek, it became evident that the existing programme for teaching buttoning skills required further development to align more closely with the specific learning needs and cognitive profiles of children with mild intellectual disabilities. As a response to this, a revised teaching module was developed under the principles of the Merdeka Curriculum, integrating interactive learning media—specifically the Quiet Book—to support gradual skill development in a concrete and engaging manner.

The newly designed module is an extension of the previous Lesson Plan (RPP), now incorporating structured learning objectives, differentiated instruction strategies, and formative assessments tailored to students in Phase A. This module was specifically adapted for four students with mild intellectual disabilities and aligned with the Pancasila Student Profile, which emphasises personal responsibility, cooperation, and independence.

The teaching methods used within the module included direct demonstration, question-and-answer sessions, guided practice, and task-based assignments. The Quiet Book served as the central learning medium, featuring visual and tactile elements such as large and progressively smaller buttons to simulate real-life dressing tasks in a simplified, manageable format.

Implementation observations revealed encouraging outcomes. All four students were able to identify the front and back of a shirt when using the Quiet Book. Three out of four students successfully fastened buttons during the activity, with varying degrees of difficulty. Specifically: (a) One student was able to fasten up to four buttons independently, beginning with large and progressing to smaller buttons. (b) Two students were able to complete partial buttoning tasks with teacher assistance. (c) One student required significant support and was only able to complete the task with hand-over-hand guidance.

When transferring the skill to the task of wearing actual buttoned shirts: (a) One child was able to wear the shirt and fasten one or two buttons independently after repeated instruction but was unable to align the clothing properly. (b) Two children completed the task with moderate teacher assistance but struggled to fasten all buttons or manage the shirt's

appearance. (c) One child showed limited progress and required more time, repetition, and motor coordination development.

These observations underscore the importance of repetition, gradual progression, and the use of concrete media for skill mastery. Moreover, the formative assessment tools embedded within the module allowed teachers to identify which students required enrichment and which required remedial intervention, ensuring more individualised learning pathways.

The development and implementation of a buttoning skills programme using Quiet Books demonstrate how integrating tailored instructional media within a structured teaching module can enhance learning outcomes for children with mild intellectual disabilities. The results suggest that the revised programme addressed several core challenges identified in earlier phases of the study, including poor fine motor coordination, short attention spans, and difficulty following sequential instructions.

The Quiet Book functioned as more than just an educational tool—it provided a developmentally appropriate learning environment that matched the sensory and cognitive needs of the students. Its tactile, interactive features allowed children to engage in repetitive motor tasks with immediate visual and sensory feedback. This directly supported their skill acquisition, particularly in areas of hand-eye coordination, button manipulation, and task sequencing, which are all necessary for independent dressing.

The findings align with Rahmawati and Hidayat (2019), who emphasised the effectiveness of play-based learning media in supporting fine motor development in children with intellectual disabilities. Unlike conventional methods that rely on abstract verbal instruction or use real clothing—which may be too complex or frustrating for early-stage learners—the Quiet Book allows for scaffolded progression. Starting from large buttons and reducing in size, learners can gradually build the precision and dexterity required to transition to more realistic tasks.

Furthermore, the integration of the Pancasila Student Profile and differentiated instruction reflects a commitment to holistic and inclusive education. The module not only focused on functional skill acquisition but also promoted values such as perseverance, cooperation, and personal responsibility. These soft skills, while harder to quantify, are essential in supporting long-term independence and social participation.

Despite these strengths, the observations also indicated that mastery of buttoning skills cannot be achieved in a single session. The repetitive and gradual nature of skill development in special education requires long-term engagement and sustained teacher support. One of the students, for instance, was only able to engage with the task at the most basic level, requiring hand-over-hand assistance and constant redirection. This reinforces the need for individualised pacing, and confirms findings from Snell and Brown (2017), who stress that functional life skills must be taught through systematic instruction, embedded practice, and ongoing assessment.

The inclusion of formative assessment within the revised programme was another critical component of its success. Teachers were able to monitor individual progress, identify specific obstacles, and adapt instruction accordingly. Students who demonstrated faster learning curves received additional challenges, such as smaller buttons or longer button sequences. Those who required remediation were provided with targeted interventions, which included motor exercises and simplified buttoning tasks.

Moreover, the collaborative element of programme development—namely, the involvement of teachers in the design through FGDs—ensured that the intervention was contextually grounded. Teachers not only validated the effectiveness of the Quiet Book but also contributed important insights into the pacing, media design, and behaviour management strategies required for successful implementation. This collaborative approach aligns with participatory educational design models, where practitioners play an active role in shaping curriculum interventions to meet learner needs effectively.

Lastly, while the Quiet Book supported learning within the classroom, its potential extends beyond school. As a portable, durable, and child-friendly medium, it holds promise for use at home, thereby enabling parental involvement and encouraging skill generalisation. Encouraging parents to engage with the Quiet Book outside of school hours could help reinforce the skills learned and accelerate mastery.

The integration of Quiet Book media into the buttoning skills teaching module represents a significant advancement in addressing the practical learning needs of Grade II children with mild intellectual disabilities. The findings demonstrate that the media enabled more meaningful engagement, facilitated gradual skill acquisition, and allowed teachers to implement targeted instructional interventions through formative assessments.

However, the study also reinforces that the development of fine motor-based functional skills is a long-term process that requires repetition, scaffolding, and consistent support. The programme, though successful in enhancing initial outcomes, must continue to evolve based on individual learner progress, teacher feedback, and iterative design adjustments. The success of this programme lies not only in its content but in the integration of method, media, and assessment, underpinned by a child-centred and inclusive educational philosophy. As such, the Quiet Book stands as a model of adaptive instructional media that, when properly integrated into a responsive curriculum, can support meaningful and measurable improvements in self-care skills for learners with special educational needs.

CONCLUSIONS

The development of a buttoning skills programme using Quiet Book media has demonstrated clear potential in supporting self-care learning for Grade II children with mild intellectual disabilities. By integrating tactile, structured, and engaging activities into the curriculum, the programme addressed key motor and cognitive challenges faced by the learners. Its alignment with the Merdeka Curriculum and use of formative assessment ensured that instruction was both responsive and developmentally appropriate. To enhance the impact of such interventions, it is essential for educators to adopt interactive media consistently and for schools to invest in teacher training and media development. Continued collaboration between teachers and families is also necessary to reinforce learning beyond the classroom. This study contributes to the growing body of research on functional life skills education and offers a practical model for similar contexts.

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