Using Drama Activities to Improve Gender Equality Education for Students with Moderate Intellectual Disorder

Abstract

This paper highlights drama activities as teaching strategy to improve gender equality education for students with Moderate Intellectual Disorder. The researcher recruited a moderate intellectual disorder student who is a 14-year-old student. In this study, single-subject was used. Experimental methods are classified as changing-criterion designs. The dependent is drama activities and the independent is gender equality education. The researcher separate gender equality education into three steps to teach. First, she can say “no” when she faces the sextual harassments. Second, she can quit as soon as possible. Finally, she can tell to the teacher or parents what happen. And the researcher used teacher-made test as a tool to checked the student’s gender equality education. As a result of the study, we find the curve is better than the former phase. Thus, we can conclude that using drama activities as teaching strategy is good for the student with moderate ID. It can improve gender equality education for the student with moderate ID.

Keyword: Intellectual disorder, drama ctivities, gender equality education, single-subject.