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Implementation of Cooperative Puzzle Play Therapy in Improving the Social Skills of School-Age Mentally Disabled Children (6 – 12 years) in the Bogor City Social Service Orphanage

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ABSTRACT

*Many moderately mentally retarded children experience difficulties in adjusting related to relationships and interactions between individuals or groups in their environment. Children face difficulties and adjustment through challenges in their limited intelligence which affect various aspects of life such as academic and social which are related to meeting basic needs and child development. . The development of social skills in mentally retarded children has limitations in managing their emotions and social interactions, as well as difficulties in understanding situations within themselves and in their environment. Implementation of improving social skills abilities can be done by playing cooperative puzzle play aimed at improving social skills abilities. **Objective:** This research determines the effect of puzzle playing therapy in improving the social skills of mentally retarded children aged 6 - 12 years. **Method:** This research is descriptive with a purposive sampling case study design. **Results:** This research was conducted for 3 days and 6 meetings, in 1 day there were 2 meetings, namely in the morning and afternoon, 4 respondents showed that after cooperative puzzle play therapy was carried out, it could improve the social skills of mentally retarded children of school age. **Recommendation:** It is hoped that the school can provide cooperative puzzle play therapy regularly to students as an effort to improve the social skills abilities of moderately mentally retarded children at school.*

Keywords : *social skills, moderately mentally retarded children, cooperative puzzle play therapy*

Bibliography : *25 sources (2012 – 2024)*