



Individual Strategies for Children with Special Needs During the Pandemic

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Article Info	Abstract
Article History Received: 2022-04-20 Revised: 2022-05-28 Published: 2022-06-06 Keywords: <i>Student;</i> <i>Pandemics;</i> <i>Disabled Children.</i>	This study aims to find out about individual strategies for students with special needs during the pandemic. The subject of this research is an active teacher who teaches children with special needs. The research method used in this study is a qualitative method with interview analysis techniques via WhatsApp. This research is motivated by the pandemic phenomenon that has lasted for 2 years and has not ended, so teaching and learning activities are not conducive, especially for people with disabilities who need special strategies in learning, one of which is individual strategies. Therefore, researchers are interested in knowing more about how effective individual strategies for children with special needs are during the pandemic. The results showed that there were three sub-focuses: <i>first</i> , PPI planning for ABK, <i>second</i> , PPI implementation, and <i>third</i> , Evaluation. Individual strategies for children with special needs (ABK) are carried out with the support of the IEP (Individual Education Program). Individual strategies during the pandemic can be considered effective because, during class learning, children seem more focused (for some situations) because there are no distractions from friends around them.
Artikel Info Sejarah Artikel Diterima: 2022-04-20 Direvisi: 2022-05-28 Dipublikasi: 2022-06-06 Kata kunci: <i>Low-Skill Friends;</i> <i>Aktivitas;</i> <i>Hasil belajar.</i>	Abstrak Penelitian ini bertujuan untuk mengetahui tentang strategi individual untuk siswa berkebutuhan khusus di masa pandemi. Subjek penelitian ini adalah Guru aktif yang mengajar anak berkebutuhan khusus. Metode penelitian yang digunakan dalam penelitian ini adalah metode kualitatif dengan teknik analisis wawancara melalui via WhatsApp. Penelitian ini dilatarbelakangi oleh fenomena pandemi yang telah berlangsung selama 2 tahun dan belum berakhir, sehingga kegiatan belajar mengajar tidak kondusif terutama bagi penyandang disabilitas yang membutuhkan strategi khusus dalam belajar, salah satunya adalah strategi individu. Oleh karena itu, para peneliti tertarik untuk mengetahui lebih tentang seberapa efektif strategi individu untuk anak berkebutuhan khusus selama pandemi. Hasil penelitian menunjukkan bahwa terdapat tiga sub fokus: <i>pertama</i> , perencanaan PPI untuk ABK, <i>kedua</i> , pelaksanaan PPI dan <i>ketiga</i> , Evaluasi. strategi individu bagi anak berkebutuhan khusus (ABK) dilakukan dengan dukungan IEP (Individual Education Program). Strategi Individual selama masa pandemi dapat dinilai efektif, karena selama pembelajaran dalam kelas anak terlihat lebih fokus (untuk beberapa situasi) karena tidak ada distraktor teman disekitarnya.

I. INTRODUCTION

Based on article 31 paragraph 1 of the 1945 Constitution, it is mandated that every citizen has the same opportunity to obtain an education. Thus, ABK also has the right to education. This is also contained in Government Regulation No. 13 of 2020 explaining appropriate accommodation to ensure the implementation or facilitation of education for students with disabilities or special needs by the central government and local governments carried out by all lines, levels, and types of education, both inclusive and school special. Children with special needs are children who have physical, mental, emotional, and social disorders or a combination of these disorders so

that they require special education services (Astuti, 2017).

Education services during the pandemic require every educational institution to be responsive to any unexpected situations. Every teacher and student feel the real impact that affects the teaching and learning process. There are many obstacles experienced by every teacher and student in carrying out learning during the pandemic. Teachers must think of strategies so that learning can still run effectively. As stated by (Warsita, 2018) learning strategy is the process of selecting and compiling learning activities in a learning unit such as the sequence, nature of the material, scope of material, methods, and media that are most suitable to be achieved. learning

competence. The selection of appropriate learning strategies can facilitate students in achieving competence or learning objectives.

Previous research conducted by (Hamidaturrohman & Mulyani, 2020) showed that learning strategies during the pandemic used 5M learning. First, Humanize the relationship between teachers, students, and parents. Second, understanding the concept with the learning mentor teacher through explaining the objectives and learning process to parents. Third, build sustainability by reflecting with parents. Fourth, choose challenges by providing varied learning activities according to student conditions and flexible study hours. Fifth, contextual empowerment by involving resources at home as a learning resource.

The process of learning activities is internal, but the process is influenced by external factors. Learning is a process of interaction between teachers and students and learning resources in a learning environment. Learning is assistance provided by the teacher so that the process of acquiring knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students.

Learning in schools that provide inclusive education with different student abilities is very different from regular schools where students generally have relatively the same abilities. Most teachers in inclusive schools are not ready to teach students with disabilities or children with special needs, so they often have difficulty dealing with children with special needs (Budyawati, 2020). here is still a lack of readiness of parties who accompany students with special needs, so it is necessary to have a strategy used in mentoring students with special needs so that their potential can develop.

Then the research conducted (Dewi, 2021) on learning strategies and educating children with special needs (ABK) is to provide special learning through special assistant teachers, with a home visit learning system that is adapted to parents of children and specifically for their children. For example, with 2 meetings a week, and so on.

Online learning presents its challenges for accompanying teachers in inclusive schools because students with special needs are among the groups most vulnerable to educational decline if distance learning is applied. As stated by (Supriyadi & Wiliyanto, 2021) the biggest obstacle experienced by teachers in distance learning for Children with Special Needs is the unstable internet network and the application of

distance learning for Children with Special Needs (ABK) is very ineffective.

The difference between this study and previous studies is that none of the previous studies specifically discussed individual learning strategies for children with special needs, therefore this study focused on individual learning strategies for children with special needs. This study was conducted to see the effectiveness of individual strategies for children with special needs during the pandemic.

II. METHOD

The research method used in this research is qualitative with data collection techniques conducting interviews. The interview technique used in the study to collect data involved a special teacher who taught the class of children with special needs at school "X". The type of interview used in this research is a guided interview. In the interview process collect data ranging from five to six days online through the WhatsApp application platform where the interview uses Microsoft Word media. This was done at the request of participants as a measure to prevent the spread of Covid-19 cases.

III. RESULTS AND DISCUSSION

Based on the results of interviews that researchers have conducted on research subjects, it produces 3 sub-focus discussions, namely as follows:

1. Planning

According to an interview with Mrs. Tasya, before implementing the PPI during the pandemic, the teacher first made a plan by compiling a syllabus and lesson plans for children with special needs.

"Like compiling a syllabus in general, program plans are tailored to the child's abilities and the things that become goals for the child in the future. The only difference is that there are no group activities due to the pandemic."

In this case, before and after Covid-19 there were no rules for changes from the ministry of education regarding the syllabus. The teacher provides modifications in making the syllabus by adding several components that are considered important. Another learning plan is to make RPP PPI. The RPP made during this pandemic is different from the previous RPP. This difference lies in the core activities, where

before the pandemic there were learning activities that used group strategies that were carried out in schools, while during this pandemic the group learning strategy was abolished, and learning was carried out individually in class on an alternate schedule and learning was designed in a concise way so that learning objectives were achieved.

According to Mrs. Tasya, in making or determining individual strategy learning indicators for ABK by paying attention to the goals/success of children in achieving the goals according to the plan by taking the given program steps, this is also supported by the IEP (Individual Education Program) which is used to control the level of children's abilities that have been successfully achieved per 3 months or every 6 months.

In this plan, Mrs. Tasya hopes that the children will be able to cooperate cooperatively to follow the learning process properly assisted by playing patterns and rewards given when the child can complete the task.

2. Implementation

Learning activities at schools during the pandemic are carried out from 08.00 to 11.00. Several things must be prepared in the implementation of learning for children with special needs, one of which is preparing media for the learning of children with special needs. Learning media should be following learning objectives and have diversity (in the form of audio, videotape, models, or real objects). Media serves to make it easy for students to learn what is being taught so that the expected behavior is formed and fosters enthusiasm or motivation for student learning. Learning media should also be following the child's condition (Perbukuan, 2021).

The learning media, such as worksheets, meronce media education cards, puzzles, wooden blocks, and other media according to the child's condition. It aims to train the abilities of children with special needs. As stated by Mrs. Tasya, she explained:

"The media needed are student worksheets, educational cards (numbers, letters, objects, place names, and other cards according to the child's needs), media for ratcheting with threads, clothes for buttons, markers and pencils for coloring and writing, puzzles, wooden

blocks to arrange them according to their needs. with children's creativity and so on. The point is that all media are given according to the ability of each child to train motoric, attention, endurance, sensory and other problems".

His is also supported by Leshin, Pollock & Reigeluth (1992) who classify media into 5 groups, namely: 1. Human-based media (teachers, instructors, tutors, role-playing, and group activities); 2. Print-based media (guide books, exercise books, work aids, and loose sheets); 3. Visual-based media (books, work aids, charts, graphs, maps, pictures, transparencies, and slides); 4. Audio-visual-based media (video, film, slide-tape program, and television); 5. Computer-based media (computer-assisted teaching, interactive video, and hypertext) (Kristanto, 2016).

In determining the media used in learning, it can be done by determining what the child likes and the level of the child's ability, such as the child's memory. Mrs. Tasya explained that:

"This can be determined from what the child likes, the level of ability, endurance, and what the child will achieve."

The main reason for choosing media in learning is because it is based on the concept of learning as a system in which there is completeness consisting of some interrelated components to achieve goals. When viewed from the procedure for developing rules about teaching, it starts with making learning objectives, then proceeds with determining teaching materials that support the achievement of appropriate learning objectives, methods, and learning strategies.

Then in the implementation of learning, there are delayed rewards which means giving praise or gifts to children when they have followed or completed tasks or orders that have been given well. This was conveyed by Mrs. Tasya:

"There is also a delayed reward, which means it is like giving a reward to a child after the child follows instructions or completes a task well".

In this study, the individual strategy used the learning method by always smiling so that the children felt comfortable. Then the teacher tries to attract their attention using the media that will be used, then teaches

them what to do using language that is easy to understand and understand, then the teacher gives assignments with physical assistance because children with special needs tend to be independent, and do not forget to give rewards for children who have completed the task. This was explained by Mrs. Tasya, she explained:

"Always smile up during the learning process, attract children's attention with the media that will be given, explain what they want to do at that time in a simple and short language such as "we want to read" and there is interaction for children, the teacher repeats the statement given in the form of questions like "what do we want?" and children are asked to answer, give assignments with physical or verbal assistance because children with special needs tend to have minimal attention, concentration and are not yet independent (if someone cannot write, they must hold their hand), give a warning if the child wants to be distracted, and don't forget to give social rewards in the form of praise. and delay rewards such as educational videos when children have completed their assignments".

Carrying out the method used does not always go well because it is related to endurance (doing or carrying out), mood still affects learning activities, especially if the child has a tantrum or breaks down while learning. Therefore, it is accompanied by social rewards in the form of praise and delay rewards, such as educational videos that children like. Mrs. Tasya also conveyed that the obstacles experienced when the learning process used individual strategies were the children's moods and different times in giving the program to each child because children could not be brought together during a pandemic related to social distancing. So, the basic considerations in choosing media can help meet the needs or achieve the learning objectives to be achieved.

3. Evaluation

Evaluation is a process carried out to determine the level of ability or achievement achieved by students with special needs after undergoing the learning process within a certain period in inclusive classes.

Optimization of the evaluation system has two meanings, first, is an evaluation system that provides optimal information. second, is the benefit achieved by the evaluation. The main benefit of evaluation is improving the quality of learning(L1, 2019).

From the results of the interview with Mrs. Tasya, in determining the form and instrument for assessing individual strategy learning for ABK, she did so according to the guidelines. Guidelines for Individual Learning, namely EIP.

In a previous study conducted by ((L1, 2019) it was found that the requirements for the evaluation tool were to have validity, effectiveness, item differences, and objectivity. If the implementation of the test does not require expensive costs, a lot of energy, and a long time, then the test is said to be valid and effective. Meanwhile, if the assessment is easy to administer and easy to implement, easy to check, and begins equipped with clear instructions so that it can be given/started by other people and evaluation techniques are carried out in two ways, through tests and non-tests and norms and criteria references, then practically practical. Thus, Mrs. Tasya in giving tests to ABK in the PPI said:

"Giving tasks, in general, is like LKS, the difference is that in the case of ABK the teaching process tends to use the teacher's verbal or physical assistance, such as holding his hand, directing his head to focus on the object being worked on (for children who lack attention and concentration), being reminded to refocus when diverted children and so on. back again the ability and understanding of the crew who still need attention."

In this case, the evaluation of ABK in the PPI that Mrs. Tasya said above has met the requirements of an evaluation tool.

In the PPI guidelines, the teaching process that tends to use verbal or physical assistance can be analyzed using notes at each meeting. The teacher can write the student's response by giving a key mark that corresponds to reality.

Bf: Physical assistance (hand under hand)

Bv: verbal assistance (in the form of verbal or sign)

D: Demonstration

P : Instructions (in the form of a simple gesture/clue/touch)
+/- : can sometimes do some help
+ : independent

According to Mrs. Tasya, with individual strategy learning, classroom learning is more effective, because there are no distractions from friends around her. The child looks more focused (for some situations).

IV. CONCLUSION

1. Before implementing the PPI during the pandemic, the teacher first made a plan by compiling a syllabus and lesson plans for ABK. The difference in the preparation of the syllabus during this pandemic lies in the core activities, group learning strategies are abolished and replaced with individual learning in class on a scheduled basis and learning is designed concisely so that learning objectives are achieved.
2. In its implementation, the learning media used are following the needs of the child and from the level of the child's ability. Learning media include Student Worksheets (LKS), educational cards, meronce media, wooden block puzzles, and other media. The teacher also provides delayed rewards, namely giving praise or gifts to children if they have done good things. The teacher also does smile-ups to attract the children's attention. However, in practice, it does not always go well. Children's moods and different times are obstacles. Therefore, the selection of learning media for children is very important.
3. With individual learning, class learning is more effective, because there are no distractions from friends around. The child looks more focused (for some situations).

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