Application of the "Hutawabosi" Method to Reduce Learning Barriers for Students with Special Needs duringthe Pandemic

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Abstract. This study aims to describe the 'Hutawabosi' method in reducing learning barriers, especially in facilitating the completion of assignments by students suspected of having special needs in learning during the pandemic. The type of research used is qualitative research in the form of case studies. The research was conducted using direct interviews with research subjects as a form of searching and direct documentation in the field. Researchers also use observation techniques as a way to complete the data that has been found. The research focuses on interventions against learning barriers for students with special needs, especially in learning during the pandemic. The results showed that the "Hutawabosi" method was able to reduce learning barriers and facilitate the completion of assignments by students suspected of having special needs. Evidenced by interviews with subject teachers and reduced complaints about assignments given to students with special needs.

Keywords: Hutawabosi; Learning: Students with Special Needs: Pandemic

1.   Introduction

Learning during the pandemic forced educators and students to learn in an uncharacteristic way. This causes not a few students to be unable to adjust to a "new" (Darwis et al., 2021; Hamidah, 2022; Jamaluddin et al., 2022), way of learning, especially for students with special needs. Learning during a pandemic requires innovation in the planning and implementation of learning, where actions that are usually carried out directly must be modified into actions that are carried out indirectly (Nasrullah & Siraj, 2022; Suprianto et al., 2020), including interventions given to students with special needs.

Online learning is widely complained by fellow teachers, because not a few students do not do assignments optimally when distance learning is implemented. Various opinions were expressed, there were teachers who stated that this could not be tolerated, because the obligations as students were not carried out. But there are also those who argue that it is understandable, since almost all teachers give assignments, which ends up being burdensome for learners.

Schools at the beginning of the even semester of the 2020/2021 school year are actually ready to carry out face-to-face learning (PTM), this is in accordance with the circular of the Ministry of Education and Culture together with three other ministries, namely the Ministry of Religious Affairs, the Ministry of Health, and the Ministry of Home Affairs issued Keputusan Bersama Menteri Pendidikan Dan Kebudayaan, Menteri Agama, Menteri Kesehatan, Menteri Dalam Negeri, Nomor 04/KB/2020, Nomor 737 Tahun 2020, Nomor HK.01.08/Menkes/7093/2020, Nomor 420-3987 Tahun 2020 Tentang Panduan Penyelenggaraan Pembelajaran Pada Tahun Ajaran 2020/2021 Dan Tahun Akademik 2020/2021 Di Masa Pandemi Corona Virus Disease 2019 (COVID-19).. The guidelines are intended to provide a sense of security to the community with the opening of educational units for face-to-face learning.

The guidelines are also a reference for local governments in regulating education units before they can be allowed to carry out face-to-face learning based on the provisions regulated therein. Because the main principle in learning in the school year and the new academic year is the health and safety of all students, principals, teachers, education personnel, and their families (Arhas, Mahardika, et al., 2022; Arhas, Syazwani, et al., 2022; Nasrullah et al., 2022). The school has also carried out the formation of a

task force for handling COVID-19 in the education unit involving parents/guardians, students and the surrounding community with composition, learning teams, psychosocial, and spatial planning; health, hygiene, and safety teams; and training and public relations teams. This means that schools are ready to welcome students to learning in the new normal era, even though face-to-face learning has been postponed

When distance learning begins, several problems arise, one of which is that students are not able to meet teacher expectations in distance learning, as evidenced by the fact that not a few students have not collected assignments from subject teachers with various obstacles, which is considered as a "reason" only for a small number of teachers. For students with special needs, in normal learning periods they need more attention than typical students, especially when learning is carried out non-face-to-face like the current pandemic.

Some of the research conducted by teachers to overcome student learning barriers during the pandemic include Najkh (2022)who researched the implementation of online learning at SMK on the VPN Server material combining cooperative learning models and simulation methods through real experience-based learning. His research concluded that research has an impact in the form of making it easier for teachers to learn online, providing real experiences for students with simulation and cooperative methods, parents obtaining information on the development of student learning outcomes in the publication of works on the teacher's web blog.

Muhtar (2021) with a study entitled Application of the Whatsapp-Assisted Sole Model and Project Work during the Covid-19 Pandemic concluded that the Whatsapp-Assisted Sole Model and Project Work encourage students actively so that learning objectives can be achieved. Another research conducted by Sulistyorini (2021)with the research title Entrepreneurship Building Based on Instagram Creative Learning Solutions in the Midst of the Covid-19 Pandemic concluded that a blended learning model that combines various web-based technologies to achieve learning goals, or a combination of face-to-face with online classes using social media as a learning support, namely Instagram. Creating a positive impact on students, namely becoming more responsible and disciplined (entrepreneurship) in participating in online and offline learning.

At SMA Negeri 2 Kintap, there is one student who researchers suspect has special needs with the type of Attention Deficit Disorder (ADD) barrier. This is based on the identification instrument that the researchers used to show that students are suspected to be identified with ADD/ADHD. Attention Deficit Disorder (ADD) itself is a disorder of concentration of attention. The difficulty of a person to focus his attention causes the learning process to be disrupted. This can be overcome in several ways as an effort to help familiarize children with staying focused on something that is going on, for example in the teaching and learning process. There are two ways to provide treatment to children who experience ADD, with drug therapy or with non medications.

Researchers in pre-pandemic learning usually provide motivation and sit near students with special needs or often come to their seats to ensure that PDBK is doing the assigned tasks. When explaining the material, researchers also more often give questions or ask for PDBK opinions in an effort to ensure that students still pay attention to explanations.

During learning during the pandemic, researchers try to maintain what was done before the pandemic, it's just that in its application, modifications are given, namely by contacting, facilitating, supervising and collaborating (Hutawabosi). Based on this background, researchers took the initiative to carry out a study entitled "Application of the "Hutawabosi" Method to Reduce Learning Barriers for Students with Special Needs During a Pandemic"

2.   Method

The research method used is a qualitative method. According to Creswell (2016) qualitative research is a type of research that explores and understands meaning in a number of individuals or groups of people derived from social problems. Qualitative research in general can be used for research on people's lives, history, behavior, concepts or phenomena, social problems, and others.

The type of qualitative research used by researchers in this study is a case study. A case study is a study that explores a case in depth, collecting complete information using various data collection procedures based on a predetermined time. The case can be an event, activity, process, and program (Creswell, 2016).

The research was conducted by interviewing directly with the research subject as a form of search and documentation directly in the field. Then researchers also use observation techniques as a way to complete the data that has been found. This research focuses on interventions against learning barriers for students with special needs owned by research subjects, especially in learning during the Covid-19 pandemic.

3.   Results and Discussion

This research was conducted at SMA Negeri 2 Kintap from semester 1 to semester 2 of the 2020/2021 academic year. The subject of the study is a student of class XI (eleven) science with the initials MI. The subject of the study is a student who since class X (ten) has received attention from all subject teachers because it has unique characteristics / characteristics that are not the same as other students, namely the lack of ability to focus attention during learning.

The first step that researchers take in learning during a pandemic, especially related to the implementation of online learning, is to identify students who experience obstacles in online learning, both obstacles in virtual meetings and collecting assignments through Google Classroom.

The number of students who experience obstacles in virtual face-to-face learning is indeed quite large, an average of 5 to 7 students in one class. To overcome this, researchers try to facilitate students by providing print outs of materials and assignments that can be taken in the office every Wednesday of the first and third week of each month. It also means that the learner when taking the next task, as well as by collecting the task for the previous two weeks. Especially for students who are suspected to have special needs, researchers apply the "hutawabosi" method so that GDPK does not experience significant obstacles during learning, namely with the following steps:

3.1 Contact

In this activity, researchers contacted students who were suspected of having special needs to ask about obstacles faced in online learning, especially related to the tasks given. But before getting into the main topic, researchers usually ask for news and other things related to the condition of the PDBK to foster PDBK interest. This is done so that PDBK feels comfortable first so that later it is willing to provide actual information about the obstacles it faces during online learning.

3.2 Facilitation

After the researcher knows the obstacles faced by students, usually related to the understanding of the material and related to the tasks to be done, the researcher asks PDBK to come to the office to meet directly with the researcher and provide a print out of the material and tasks that must be done. In the meeting, the researcher invites students to chat casually outside the room (usually in the office yard because the atmosphere is shady and quiet), then associate the chat with learning materials, then usually the

researcher ends by providing motivation to be more enthusiastic about learning and doing assignments given by the subject teacher.

3.3 Keep an eye on

After the in-person meeting, the teacher then tries to supervise the tasks that PDBK must do, namely by scheduling to ask questions in both the WA class group and WA or call the PDBK directly about the tasks to be done, this is intended so that the PDBK remembers the tasks it must complete and focuses on the deadlines given by the subject teacher. .

3.4 d.Collaboration

No less important than all the steps that have been mentioned is to collaborate with fellow teachers and parents of PDBK, especially regarding the importance of providing motivation to PDBK and asking for help to check the implementation of tasks that must be done by PDBK.

Discussion

Recommended distance learning strategies include: the use of learning technologies, the systematic and complex use of technologies in managing learning that often requires certain devices and resources. Interactive technology, the use of technology to facilitate distance learning, especially in developing teacher and student interactions. One-way communication technology (radio & television), the use of technology that tends to be one-way as a learning medium for students. Teachers, the weakest use of technology in which teachers visit homes or locations where learners live to guide learning.

For distance learning methods, the recommended ones include: independent learning, giving videos, reading materials, or other learning resources that can be learned independently by students. Contextual tasks (observation, interviews, etc.), assignments related to problems, potentials and resource persons around the student's living environment. Collaborative tasks (projects, group tasks, etc.), assigning tasks to a group of learners to work on a project or task that requires a collaboration in its completion. Personal reflection, recognizing, marking, and assessing the efforts and learning achievements that have been achieved to determine the next step of improvement/development.

No less important, in carrying out learning, teachers must pay attention to the implementation of assessments. Assessment itself is an integrated part of the learning process, facilitating learning, and providing holistic information as feedback for teachers, learners, and parents, in order to guide them in determining the next learning strategy. The report on the learning progress and achievements of learners should be simple and informative, providing useful information about the character and competencies achieved as well as follow-up strategies.

In the implementation of the assessment, it is important for the teacher to understand the growth mindset in the assessment, that is, first, mistakes in learning are natural, meaning that if there are mistakes that can be accepted, communicated, and found a way out, learning from mistakes will stimulate the brain development of students. Second, learning is not about speed, but about understanding, reasoning, application, and the ability to judge and work in depth. Third, positive teacher expectations about the abilities of students will greatly affect student performance. Each learner is unique, has a different learning roadmap, and does not need to be compared with his peers. Fourth,

a conducive learning environment (physical and psychological) at school and home affects the achievement of optimal learning outcomes. Fifth, train and familiarize students to conduct self-assessment, peer assessment, self-reflection, and peer feedback. Sixth, the right appreciation/message/feedback will affect the learning motivation of students.

Several studies conducted during the pandemic concluded that learning during a pandemic has various challenges. Pthere is a period of the Coronavirus Disease 2019 (COVID-19) pandemic that has resulted in various problems, one of which is in the field of education. Learning problems during the Coronavirus Disease 2019 (COVID-19) pandemic have caused their own challenges or obstacles for students with special needs, teachers, and parents (Azubuike et al., 2021; Khan & Ahmed, 2021; Suprianto et al., 2022). Meanwhile, these challenges or obstacles, namely the lack of preparedness of teachers and parents in distance learning, the lack of parental skills in accessing the internet, boredom that arises in children so that it makes children lazy to do this distance learning.

4. Conclusion

E-modules are designed using the Project Based Learning (PjBL) model with a STEM approach through stages, namely: reflection, identification, research (watching, reading), discovery (analyzing, designing), application (creating, testing), and communication (reporting, presenting). The characteristics of the e-modules developed are characteristic of the products developed by researchers including: mission, competence, basic theory, basic activities, material sources and assessment characteristics. The Fluid and Flood Mitigation STEM E-Module for Class X SMK Technology and Engineering Group with a STEM approach has a validity value of 90.03%, so it is declared very feasible to use in learning. The e-module can improve students' High Order Thinking Skills (HOTS) on metacognitive skill indicators with an N gain of 0.69 in the moderate category. Based on the results of the t-test, the e-module has a high correlation value of r = 0.831 to the increase in student HOTS with an average student response score of 91.07%. After the implementation of the e-module, students can understand about flood disaster mitigation by 96% with very good categories. The Fluid and Flood Mitigation STEM E-Module is declared effective and practical to use in learning.

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