

IMPLEMENTATION OF ONLINE LEARNING FOR AUTISM CHILDREN

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Abstract — *The implementation of learning can be done in various ways, not only relying on the learning process carried out at school but also at home. Special Schools (SLB) are school units consisting of various disorders that are educated under one roof. In SLB there are children who are blind, deaf, mentally retarded, and physically disabled. In addition to education staff, SLB is equipped with experts related to these disorders, including general practitioners, specialists, physiotherapists, psychologists, speech therapists, audiologists. In addition, there are administrative and school maintenance staff. Learning activities are carried out individually, in groups, and classically according to their respective disabilities. Based on the background stated above, the formulation of the problem that can be put forward is as follows: How is the implementation of online learning for children with special needs at SLB C Autis State Tuban? While the purpose of this study is to describe the implementation of online learning for children with special needs at SLB C Autis State Tuban.*

Based on the discussion, the conclusion in this study is descriptive qualitative that can help teachers overcome learning difficulties during the covid-19 period for SLB C Autis State Tuban students, for the results of the interview explain that learning is less effective during learning. covid-19 period.

Keywords : Implementation, Onlie Learning, Disability Children.

Abstrak — *Pelaksanaan pembelajaran dapat dilakukan dengan berbagai cara, tidak hanya dengan mengandalkan proses pembelajaran yang dilakukan di sekolahtetapi juga di rumah. Sekolah Luar Biasa (SLB) adalah satuan sekolah yang terdiri dari berbagai kelainan yang dididik dalam satu atap. Di SLB ada anak yang buta, tuli, tuna grahita, dan cacat fisik. Selain tenaga kependidikan, SLB dilengkapi dengan tenaga ahli yang terkait dengan gangguan tersebut, antara lain dokterumum, spesialis, fisioterapis, psikolog, terapis wicara, audiolog. Selain itu ada staf administrasi dan penjaga sekolah. Kegiatan pembelajaran dilakukan secara individu, kelompok, dan klasikal sesuai dengan ketidak mampuannya masing - masing. Berdasarkan latar belakang yang dikemukakan di atas, maka rumusan masalah yang dapat dikemukakan adalah sebagai berikut: Bagaimanapelaksanaan pembelajaran online untuk anak berkebutuhan khusus di SLB C Autis Negeri Tuban?.Sedangkan tujuan dari penelitian ini adalah untuk mendeskripsikan pelaksanaan pembelajaran online bagi anak berkebutuhan khusus di SLB C Autis Negeri Tuban.*

Berdasarkan pembahasan maka kesimpulan dalam penelitian ini adalah metode deskriptif kualitatif yang dapat membantu guru mengatasi kesulitan belajar selama masa covid-19 bagi siswa SLB C Autis Negeri Tuban, untuk hasil wawancara menjelaskan bahwa pembelajaran kurang efektif selama pembelajaran berlangsung. masa covid-19.

Kata kunci : Implementasi, Pembelajaran Online, Anak Disabilitas.

INTRODUCTION

The implementation of learning can be carried out in various ways, not only by relying on the learning process carried out at school but also at home. The same is the case with the implementation of learning activities that are being carried out in this academic year, namely by using online learning methods throughout Indonesia at this time. This happened because of the spread of the COVID-19 outbreak that was rampant in this country. Learning that should be carried out during face-to-face activities in schools can now only be carried out in their respective homes. This has resulted in the learning process that should have been carried out well, now only half of its activities can be carried out.

Special Schools (SLB) are school units consisting of various disorders that are educated under one roof. In SLB there are blind, deaf, mentally retarded, and physically disabled children. In addition to education staff, SLB is equipped with experts related to their disorders, including general practitioners, specialists, physiotherapists, psychologists, speech therapists, audiologists. In addition there are administrative staff and school guards. Learning activities are carried out individually, in groups, and classically according to their respective disabilities. The approach used is also more individualized education. In addition to learning activities, in the context of rehabilitation at SLB, special services are also held in accordance with children's disabilities. Blind children receive training in writing and reading braille and mobility orientation.

Based on the results of a study conducted by researchers at SLB C Autism State Tuban, it was found that the number of children in grade eight was 67 people. Learning at the (SLB) is carried out in groups by classifying each disorder experienced by students in each class. One of the different

classes is the class for autism children. Mental retardation is a person or child who has physical, body, and orthopedic disabilities (Misbach, 2012). The existing class arrangement for autism students is different from other classes because the class for autism students adjusts to the abnormalities experienced by students such as the use of wheelchairs.

RESEARCH METHOD

Qualitative research methods are research methods used to examine the condition of natural objects (natural settings) where the position of the researcher is the key instrument. Qualitative research is research that aims to understand what phenomena are experienced by research subjects, such as behavior, perceptions, motivations, actions and others, holistically, and by means of descriptions in the form of words and language in a special natural context and by utilizing various scientific methods. Qualitative research is required to be able to dig up data based on what is said, felt, and done by data sources and must obtain data based on what is happening in the field.

Descriptive qualitative research that the researcher intends is research to produce descriptive information in the form of a systematic, comprehensive, in-depth, and comprehensive picture of the situation and implementation of the online learning process experienced by students at SLB C Autis State Tuban.

The research approach used by the researcher is narrative. According to (Webster, 2007) narrative or narrative is a research method in the social sciences. The essence of this method is its ability to understand a person's identity and worldview by referring to the stories or (narratives) that he hears or tells in his daily activities. Thus, narrative research can be interpreted as a study of stories that tell and explain an event

that is the center of attention of researchers based on a certain time sequence in detail. Stories are written through the process of listening to other people or directly meeting informants through interviews.

THE RESULT OF DATA

From the results of the research conducted, the learning carried out for children with special needs at SLB C Autis State Tuban seen in the learning components are as follows:

From the observation findings that have been stated previously, the situation that occurs in the classroom when learning takes place is illustrated. Based on these findings, it can be said that the learning that takes place is unsuitable with the specification of the disability children. Moreover, unachieved of the learning objectives is a reflection of the unsuccessful learning that has been carried out.

Observations made during learning, made researchers get a lot of information that might not have been known until now. So that all the information that you want to get is easily collected, the researchers make observations starting from the initial activities, core activities and final activities in learning. but the main observation is the method and media in learning. The teacher's activity begins with the opening, where the teacher opens the lesson by providing material in the form of a learning video. Then the teacher asked the students to look at the video, then the students gave responses related to the video. Furthermore, students send their responses through the whatsapp group.

Learning at SLB C Autis Negeri Tuban was carried out online during the pandemic, because face-to-face meetings were not allowed, so that by means of whatsapp which later learning was sent to the parents' whatsapp group so that parents could provide the material to their children, so that

children it is not possible to open it yourself due to the condition of autism children, so during a pandemic, parents play an important role in the learning process. The obstacle faced in online learning is that not all parents have an Android cellphone, then there are some parents who do not understand Android, besides that parent cannot fully assist in learning from morning to noon so they have to adapt to the conditions of working parents. To overcome these obstacles, teachers provide printouts that are sent to students' homes, if possible, the student's home area is safe in a pandemic, the teacher visits students' homes once a week.

The curriculum at SLB C Autis Negeri Tuban has always been implemented according to students' abilities, so that there is a standard curriculum in practice, indicators adjust the potential of students so that the results of the learning are developed. The curriculum cannot run optimally because there are many things that cannot be delivered online so that 50% of the curriculum can be delivered. For the curriculum, which happens to be for autistic children, it is equated with autism children. The curriculum is k13, we adjust the child's condition by following the curriculum. The method used is adapted to the child's condition, adjusts the material and then the method with us makes teaching aids in the form of videos so that children are interested, so online learning can be fun for children. For the whole online learning activities are less effective because if face-to-face alone is not 100% students can absorb the material especially if online, sometimes students do not want to be accompanied by parents so it is less effective.

DISCUSSION OF RESEARCH RESULTS

From the observation findings that have been stated previously, the situation that occurs in the classroom when learning takes place is illustrated. Based on

these findings, it can be said that the learning that takes place is not in accordance with the specificity of autism student. Moreover, the failure to achieve the learning objectives is a reflection of the unsuccessful learning that has been carried out.

Observations made during learning, made researchers get a lot of information that might not have been known until now. So that all the information they want to get is easily collected, the researcher makes observations starting from the initial activities and core activities in learning. but the main concern is the methods and media in learning. The teacher's activity begins with the opening, where the teacher opens the lesson by providing material in the form of a learning video sent via whatsapp group. Then the teacher asked the students to watch the video, then the students gave their responses regarding the video. Furthermore, students send their responses through the whatsapp group.

After the teacher finishes the lesson, then the teacher begins to enter the core part. In this section, the teacher continues the learning process. The first thing the teacher does to continue learning is to explain the material to be studied. The subject matter delivered starts from the simple. Starting from the title which consists of one word, then the teacher explains the meaning of the title of the story. After that, the teacher continued reading the story text.

CONCLUSIONS

Based on the discussion, the conclusions in this study are qualitative descriptive methods that can help teachers overcome difficulties in learning during the covid-19 period for SLB C Autis State Tuban students, for the results of interviews explaining that learning is less effective during the covid-19 period.

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