

# The Role of School in Helping Learning Discussion and Improving Psychological Development of Special Needs Students

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**Abstract**— Schools are institutions that are expected to help the learning process and the development of students' abilities, especially for students with special needs. Students with special needs are expected not only to be able to develop in academic matter but also be able to develop psychologically. This study aims to study the education and psychological development that occurs in students with special needs who attend SDLB Martapura, South Borneo. This research is a qualitative research with a case study approach. The subjects involved in this study amounted to two people who were selected based on purposive sampling technique and the data collection techniques were carried out using observation and in-depth interviews. The results of the study show that schools are able to help students who experience learning difficulties and help students improve their psychological development, namely on the effects of social, emotional, cognitive, and moral development.

**Keywords**— school role, students with special needs, learning difficulties, psychological development.

## I. INTRODUCTION

Children with special needs are children who are unique in their types and characteristics, which distinguish them from normal children in general. This situation demands an adjustment in providing needed educational services. Children with special needs according to [1] are children who are different from children in general, without always showing mental, emotional or physical disabilities.

According to UU No.8 year 2016 about disability, the sixth part of article 10 states: Educational rights for people with disabilities include the right to get quality education in education units in all types, paths and levels of education in an inclusive and special manner; have equal opportunities to become educators or education personnel in education units in all types, paths and levels of education; have equal opportunities as quality education providers in education units in all types, paths and levels of education; and get Eligible Accommodation as students [2].

Children with special needs are generally included in education in special schools. Education services for children with special needs in this place are segregation education services [3]. The segregation education service system is an education system that is separate from the normal children's education system. The education of children with special needs through a segregation system means that education is carried out specifically and is separate from the implementation of education for normal children. The

problems and questions that arise later in the community are how the role of SLB schools in helping education and development of students with special needs, especially in terms of helping the learning difficulties they experience and improving the psychological development of students with special needs for their provision in the community. The results of previous studies pretty much have shown the role of schools in helping educating students with special needs such as research conducted by [4] which states that the school always evaluates for learning for children with special needs in inclusive schools such as equating questions for children with needs specifically and make a portfolio about the development of children with special needs. Other research on the role of schools was examined by [5] who found that the role of schools in the development of education for children with special needs were four things, namely the use of BOS funds to the maximum extent possible for the advancement of education, coordinating with student guardians to bring experts in the development of education and children independence, always make breakthroughs to find donors for school facilities and infrastructure, and involve student guardians in each school program. This research was conducted to provide a clear picture of the actions taken by the school so that students with special needs are able to face the learning difficulties they experience and the effects of their psychological development can have an improvement.

## II. METHOD

This study uses a qualitative approach with case study method. Research subjects were two students who were students with special needs at SDLB Martapura, South Kalimantan. Data collection techniques used in this study were non-participant observation and interviews (in-depth interview).

The data generated in this study are transcripts of verbatim interviews. The verbatim transcript of this interview was then analyzed qualitatively. This verbatim transcript of interviews was first analyzed qualitatively by coding, categorizing, and interpreting [6]. While the credibility of this research was achieved by using source triangulation techniques. [7] mentions credibility refers to how accurate the results of research from the point of view of researchers, participants, or research subjects and readers of the report.

### III. RESULT AND DISCUSSION

This study uses two subjects, namely students with special needs at SDLB Martapura South Kalimantan. The first subject was the case of mental abnormality and the second subject was down syndrome. Data collection through interviews was conducted with the classroom teacher. The results of interviews conducted on the teacher and the results of field observations revealed that the school had done many things to help the learning difficulties experienced by their students and also helped improve the students' psychological developmental aspects especially in cognitive, emotional, social and moral aspects. The results of this study are in line with [4] which states that the school must pay attention to the results of identification and assessment of children with special needs to make appropriate service programs for children with special needs. [8] himself stated that the purpose of education must prioritize not only the problem of academic education but also the problem of the social, emotional and ethical abilities of its students.

#### A. Student Learning Difficulties

The role of the school in helping students' learning difficulties in this study is reflected in some of the actions that have been taken by the school in this case their teachers like giving a lot of direction so that students with special needs are able to complete the task and adjust the learning process with the students faced. The following statement from one of the teachers:

"The difference is we adjust it to the child, who cannot speak, we give a lot of direction. And for example, if he can't write, he can't, he just thickens our writing. Between thickening or just coloring. For those who can read a little, for example, we can already write our writing. So there are two, according to the child's condition, we can't match them.

In addition to adjusting to the student's situation, the learning process for students who experience difficulties in learning is also done by repeating continuously the subject matter as reflected in the statement of one teacher who teaches the first subject who experiences the following mental abnormality:

"We repeat the lesson again, we repeat again. The material is the same, so it is repeated every day, we keep on repeating it, so here the book doesn't run out quickly because it's long, it's just a long time for one lesson to use one theme. So, we just repeated the lesson, we connect it to every theme became shape, for example social theme we connect it to triangle because it is a rooftop so there is a connection. So, for example natural science the rooftop is ee.. aa.. solid object so the student will know. We connect the science and surrounding environment for better understanding. In normal school they taught 8 themes a year. In SLB there are only 3 themes a year..."

Motivation is one of the teaching methods applied by the school which is usually given by teachers who teach. This motivation is usually given through words so that students with special needs want to take lessons.

"Children here are not like elementary schools that can go by themselves every day, in here sometimes there are student who did not attend for 4 days, 3 days, even months, of course they miss the lesson. We teach a lesson where they haven't attended before. Because teaching

per individual not a problem with other children. We make it fast by giving them reinforcement."

"the reinforcement is motivation to make them remember the lesson"

Evaluation is carried out by the school by holding a midterm test (UTS) and general exam or end of semester test (UAS). Students' attitude in learning something becomes their assessment. So, it is not the learning outcomes but the students' attitudes and skills. Students who get low scores are not remedial, but repetition of learning is done for students who have not been able to reach the standard of ability. In the learning process carried out by the teacher is also done by using shaping techniques. Shaping is the formation of behavior by lowering the target so that it reaches the desired target. This shaping process is reflected in the statement of one teacher who teaches the first subject who has mental abnormality.

"..We cannot force the child ability, if the curriculum is too high, we simplify it again, but we don't get out of the curriculum, we just simplify it. For example, according to curriculum ten subjects, we only give five. Only a half. So, in here we already know how to handle abnormal children and it's been ten years. So, we observe the child who count one to five in fourth grade. Even until he graduates the curriculum is about count one to ten."

The learning process using repetition of learning material has been known to be effective enough to help students who experience learning difficulties such as statements from [5] that students with special needs often require a long time and repetitive processes to be able to complete academic tasks or Non-Academic. Then giving motivation is also important for students with special needs. [9] in their research found that motivation is important to help students with special needs to have a sense of self-confidence, especially in terms of communicating and receiving lessons taught by their teachers. [10] states that the school must provide opportunities for students with special needs to actualize themselves through education in school. Further, it is also mentioned that children with special needs are children with characteristics that are different from other children in general. The difference lies in their physical, mental, intellectual, social and emotional needs so that special education services are needed.

This shows that the school is one of the mainstays for students with special needs to improve their psychological development. The results of this study indicate that students with special needs are able to have an improvement in their psychological development in cognitive, emotional, social and moral aspects with assistance and direction given by the school or teacher.

#### B. Cognitive Aspects

Schools through classroom teachers apply several learning methods to help students understand their lessons. This learning method cannot be equated between one student and another student. So, the learning method of students with special needs in SDLB is more individualized. Some learning methods used are individual methods, lectures, question and answer, child-based, contextual, real-life learning, as stated by one of the following class teachers:

“The first individual method, the lecture method, question and answer, child-based, contextual methods, everyday lessons so that they are easy to understand.”

To attract students' attention, the teacher does various tricks so students want to focus their attention.

"Making things that are interesting for children, such as stories, interesting stories, which are currently happening and related to the daily lives of children, such as about smog and garbage, or stories of animals that they know. Besides that, by directly picturing the shape so that the child is easier to understand and not bored."

### C. Emotional Aspects

In this aspect, the teacher plays a role in guiding and directing students with special needs, such as those who have become subjects in this study to be able to control their emotions and not to show emotional behavior such as anger and rage. The teacher's way of guiding and directing his students is by being patient and constantly reminding students, such as the statement of one of the following teachers:

“We have to spoil a child like this to teach children like this to be extra patient the PLB teacher will jump in to teach like this we have to be patient, must be loving, sometimes we harden our voices a bit but we still show love to them. Hardening our voices doesn't mean we mad at them, we educated them so they will understand.”

### D. Social Aspects

In this study it is known that the school always interacts with students and teaches students social skills, especially in special needs students who are the subjects in this study, such as how to behave with older people, how to speak politely with other people and how to cooperate in groups. In addition, in their learning program there are also special sessions to help student's social development during the learning process and there is a rule during break that is prohibited from being alone in class so that students with special needs can interact with their friends.

The social interaction between the teacher and students is done by the teacher in the same way as students who cannot follow the verbal lesson, asking and explaining what the student is doing; supporting something the student does by saying good. Meanwhile, the interaction between the two research subjects with other students can be seen when they play each other during breaks. They interact not only with students who are in the same class with them but also with other students who are not classmates.

Both subjects in this study already have good social interaction because they have been attending SDLB for several years so they already have enough skills or good social interaction.

“The mentally abnormal children, this has been many years he undergoing learning education at school. the interaction is already good ... or the interaction is like a common child ... not has a low self-esteem. Because he already feels it like a friend. A fate and destiny, say like that.”

### E. Moral Aspects

To help improve students' psychological development in the moral aspects, the school and the teacher do a good disciplinary process by providing rules that must be obeyed by students with special needs or through habituation programs. This habituation program is carried out every day or on certain days such as reading the Qur'an, memorizing short suras in the Qur'an and reading prayers.

“On Saturday we teach how to read Qur'an and write Arabic, thicken hijaiyah letters, we teach them to recite Qur'an we call them one by one and follow what we say. For those who cannot read we teach them to memorize it, we do it every day before and after school, they followed it every time. Bed time prayers, pray before eat. We teach them to read Al-Fatihah, Al Falaq, An-nas and Al-Ikhlās. So, children are used to it.”

The rules imposed by the school to instill ethics and morals of students with special needs are reflected in school rules such as: obeying teachers and principals, being responsible for cleanliness, security, class order and schools in general. Other rules are taking responsibility for maintaining buildings, courtyards, furniture and school equipment, helping good learning process both in class and in school in general. The next rule is taking care of good reputation of schools, teachers and students in general, both inside and outside the school. Next, is the rule for respecting teachers and fellow students, complementing themselves with school needs, participating in helping to ensure that school rules can be run and obeyed.

Prohibition is also given to students with special needs in writing or verbally so that students with special needs have good and commendable character. These restrictions include: leaving school during the lesson, wearing excessive jewelry and dressing up that is not in accordance with the nation's personality, smoking inside and outside of school, borrowing money and tools for learning from fellow students, disrupting the learning of both their class and other classes, fighting and vigilante if problems among friends are encountered, becoming member of bad boys groups and forbidden gangs.

The role of schools to help students with special needs improve their psychological development, especially in abnormal children, has gone well. Schools have sought to help students with special needs to improve cognitive abilities through the learning process, to control emotions, to train social competence or social development skills and interaction, and to build ethical behavior and good morals.

Actions taken by the school in helping students improve their social development are in line with the opinions of several figures such as the opinion of [11] which states that school is a place to train students' social and emotional development. When in school students need the ability to regulate negative emotions, be focused, follow rules and interact with their groups.

According to [12] social competence can be developed by the way children with special needs learn to interact with other people, including with normal people. While [13] stated that social interaction teaches students to imitate strategies, improve problem-solving skills, obtain better life skills and reduce explosive behavior.

#### IV. CONCLUSION

Extraordinary Elementary School (SDLB) as a place of education is expected to provide excellent services for students with special needs. This service should not only focus on students' cognitive abilities but also help their students face the learning difficulties they experience. In addition, schools can also be a place for students with special needs to improve their social skills, manage their emotions and learn good ethics or values of life so that students with special needs have good moral development and can be used when socializing in the community. The school can make a program to help students with special needs get more opportunities in developing psychological aspects, such as by making extra-curricular activities so that students have good character and developed their ability to think, manage emotions, be socially skilled and have good character.

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