



Individual Teachers' Understanding in Implementing Guidance and Counseling Services for Intellectually Disabled Children

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ABSTRACT

Each teacher's understanding of how to provide guidance and counseling to children with intellectual disabilities is an important aspect to ensure effective education. The aim of this research is to explore teachers' understanding of strategies, challenges and successes in implementing guidance and counseling services for children with intellectual disabilities. The research subject involved the homeroom teacher, class VI C for mentally retarded children. It is hoped that this research will provide insight and become a reference for authors and readers in providing individual guidance and counseling services by understanding mentally retarded children. This research shows that teachers' understanding of the individual needs of children with intellectual disabilities, effective counseling strategies, and parental involvement play an important role in the success of counseling services. However, challenges related to resources, expertise and institutional support were also identified. The meaning of this research is to provide valuable insight into the development of training and support programs for teachers who provide guidance and counseling services for children with intellectual disabilities.

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INTRODUCTION

Children's disabilities must be in accordance with the potential that exists on the part of society. Teachers today have an important role in household equipment and other things that suit the mentally weak children. However, for this reason, the higher-ups must try to understand the characteristics of young people with intelligence deficiencies, the additional signs that they are not exposed to, and the appropriate methods for the four realms of formation and other important matters.

According to Wahyudi (2012), teachers as educators have an important role in improving the quality of education. Meanwhile, according to Omroad (2008) in the

process of learning activities teachers play an important role in students' cognitive processes. This refers to the educational psychology theory of cognitive psychology.

" Counseling " vient du Latin mot *Counsilium*, which means " Ensemble ou parler ensemble ". Mc. Daniel explained to Lahmuddin that a consultation is a series of meetings between a consultant and his client. Counselor helps clients when meeting. Experiencing the client's capacity on the adapter, on the surrounding environment, and at the same time, is just this help.

ABK receive inclusive education which is an official formation. Inclusive education is a type of educational system that allows all upper level students with certain intelligence deficiencies and/or talents to be acquired and managed as well as an educational environment in collaboration with other students (Permendiknas, No. 70 of 2009).

Since those who do enseigner à des étudiants ordinaires are the same as étudiants non ordinaires, les enseignants who work hard in inclusive tablissements d'enseignement are not faced with higher work costs. Because the inclusion special committee is directed interactively with upper level students, who are ordinary students or special needs students, the role of the special committee deviates from plus en plus crucial (Elisa & Wrastari, 2013). In addition, parents will not be able to fully understand their child's problems. Because parents do not keep comments to help children learn, educational responsibility does not include all enseignants (Anggraini, 2013). Apart from that, these high-ranking officials have an important role in the education of crew members and educational institutions that are included in inclusion.

RESEARCH METHOD

This research uses a descriptive qualitative approach. The goal is to be able to visualize and explain a situation or condition that is currently occurring. As stated in (Moleong, 2014), qualitative research aims to describe, investigate and assess situations through collecting data taken from existing values (numbers). This was obtained by conducting in-depth interviews with teachers who have experience working with mentally retarded children. The research subject involved the homeroom teacher, class VI C for mentally retarded children. In this research, the data collection techniques used were interviews, observation, voice recordings and documentation. And it will be analyzed to determine the level of understanding of individual teachers in implementing counseling services for mentally retarded children. Additionally, this research includes a review of the literature that supports the interview findings.

RESULTS AND DISCUSSION

Regardless of the results obtained, the teacher's individual level of understanding in implementing guidance and counseling services for mentally retarded children. The

main challenges faced by teachers in this context will also be discussed, along with these effective methods for improving their understanding. So this will also be discussed regarding the implications of this research findings in the context of inclusive education.

Learning is carried out with an individual or personal approach. By using a personal approach like this, it is hoped that it can build a good relationship between students and teachers. Because a good relationship will also have a good impact on the learning process. Children's discomfort with the presence of other people will make them not want to follow what we say, so it can be said that there needs to be a good relationship between students and teachers to ensure the smooth running of the learning process.

Apart from that, the process of teaching mentally retarded children also has its own obstacles. The problems faced by mentally retarded children are: Firstly, mentally retarded children who have never experienced school at all, it will be a little difficult for teachers to educate them and require more energy. It takes time to develop relationships, teaching methods, learning materials, etc., and everything has to start from scratch. Second, there are emotional problems in mentally retarded children. Children with mental retardation are often emotionally unstable, even when it comes to learning.

When mentally retarded children are angry, they usually want to throw things at other people, therefore avoid placing objects that could be dangerous. Teachers must be firm by giving firm responses so that children can understand. Perspective in this case does not mean that teachers have to be emotional and raise a high tone. However, when one of them makes a mistake, the teacher must emphasize that this is inappropriate and not correct.

Discussion of the Definition of Children with Special Needs (Tunagritha)

Children with special needs, as defined as ordinary children and other children, are also called abnormal children, including mental characteristics, senses, communication, social and physical behavior. These differences occur when children can adapt their activities in the classroom or special education services to increase their capacity. Because it is easier to recognize and diagnose children with special orders, most people probably think that children with special orders are not normal. However, children with special needs, and particularly those facing difficulties, are invisible to other children and difficulties with identifiers.

According to Howard et Orlansky (in Efendi 2016), young children with specific needs are young children who display physical differences, characteristics and competencies that are different from normal children. The term "Intellectually Retarded" refers to young children whose intellectual capacity is no less than that of children. Selon Kustawan (2006), small children with significantly lower intelligence

than disabled children, are adapted by children who travel to croissance. Aziza Meria (2015) also clearly explains the comments of children with special needs, or mental retardation, mental retardation. Children are mentally retarded with an IQ lower than their age (less than 70).

Mental retardation is an individual who has superior competence in the world. Children with intellectual disabilities tend to want to enjoy croissance intellectuelle lente. Mental retardation is not learned quickly. Selon Kosasi, mentally retarded children are not small illnesses, but rather small children who experience physical, mental, emotional, attitude or bad behavior deficiencies.

Causes of Mentally Impaired Children

According to Strauss in Moh. Amin (1995:65) "the factors that cause mental retardation are divided into two groups, namely endogenous and exogenous. Endogenous factors if the cause is located in the hereditary cells and are things outside the hereditary cells, for example infections, viruses attacking the brain, head impacts harsh, radiation".

Meanwhile, the causes of abnormalities that occur in children with intellectual disabilities can also be related to hereditary and environmental factors, such as;

1. Aneuploidy
2. Genetic disorders
3. Nutritional and immune disorders
4. Infections and toxins,
5. Past wounds and radioactivity, and
6. The period of giving birth

Selon Smith (1998), understanding the causes of children with disabilities can provide benefits and help educators in providing educational services to children with disabilities.

1. Genetic and chromosomal facts

Phenyl ketonuria, an eye disorder caused by genetic factors. This is caused by parents experiencing reduced production of enzymes that process protein in the body, resulting in the entry of acid clots. This buildup causes brain damage. Apart from that, it causes Tay-Sachs disease, namely the presence of a latent gene inherited from parents who carry this gene.

2. Prenatal Causes

Causes of pregnancy occur over a long period of time. The risky and important thing was that the fetus had to be attacked by a German camp, also associated with the name rubella. that's a syphilis infection. Excessive consumption of alcohol and alcohol and other illicit substances is not an additional cause of damage to the spirit. The presence of these substances can interfere with fetal development, causing mental retardation problems in the offspring.

3. Causes at Birth

Mental retardation may be caused by the absence of oxygen and the naissance process, as well as by the medical equipment available in babies who have experienced head trauma. Premature birth that did not occur or does not occur again.

Characteristics of Intellectually Disabled Children

Characteristics of the level and difficulty encountered by high levels of intellectual disability include:

a. Appearance or appearance

- 1) Almost the same as the general level
- 2) Development of loaned motorbikes
- 3) The movement doesn't fit.

b. Intelligent

- 1) Students with disabilities have an IQ of between 50 and 70 and an intellectual capacity comparable to that of students generally aged 12 years.
- 2) Level students who do not fall under the handicap have an IQ that ranges from 30 to 50 and have a higher learning capacity than general level students aged 7 to 8 years.
- 3) Severely mentally retarded children have an IQ lower than 30 and a lower learning capacity than normal thirty-four year old children.
- 4) University Enseignement est difficile.

c. Social and Emotional

- 1) Dates de concentration
- 2) Less dynamic
- 3) It is impossible to be yourself or anyone else
- 4) The ability to consider or control
- 5) Aim to entertain children over 6 years old
- 6) It's easy to influence
- 7) Very easy to understand.

d. The obstacles faced by students without a degree are:

1) Character problems

Mentally retarded children experience mental disorders that cause a lack of intelligence.

2) Flexibility matters

Children with mental retardation have difficulties in terms of a person's social abilities, which will cause difficulties in society.

3) Internship matters

Children with intellectual disabilities have significant difficulties in learning abstract choices due to reduced cognitive capacity.

4) Communication and language difficulties

Because it is an individual ability, linguistic competence can help improve language mastery and speaking ability. Coupled with the impact of facts outside of learning, formation and educational environmental stimuli, linguistic competence can also play a strategic role in the development of linguistic competence.

Classification of Mentally Disabled Children

Classifying mentally retarded children is also important to help teachers or educators in preparing a plan and implementing educational services appropriately. According to PP no. 72 of 1999, in Indonesia classifies mentally retarded children as follows:

- a) Mild levels of psychological limitations (those with an IQ between 50 and 70),
- b) Moderate psychological level limitations (i.e. IQ between 30 and 50), etc.
- c) Severe psychological level limitations (whose IQ is lower than 30).

Apart from the classification of children with intellectual disabilities above, according to Moh AAMD (1995) the classification of children with intellectual disabilities is as follows:

- a) Mild mental limitations
- b) Medium class mental limitations, etc.
- c) Severe and very severe mental limitations

Based on the classification above, mentally retarded children in terms of their clinical or physical type can be classified into five, namely:

- a) Le de Down syndrome,
- b) Le cretin,
- c) L'hydrocephale,
- d) Le microcephale and
- e) Le macrocephale.

Learning Strategies for Intellectually Disabled Children

- 1) Each mentally retarded child is given a different question or assignment. Because every mentally retarded child has different abilities.
- 2) Delivering learning material using simple language, the aim is to make it easier for students to understand the material. This is reinforced by the opinion of Somantri (2007), who explains that children with intellectual disabilities need simple sentences and words that they often hear.
- 3) Teachers are able to provide motivational encouragement to mentally retarded children to learn actively by creating a fun and conducive learning atmosphere.

- 4) Teachers also pay attention by providing approaches and assistance for children who are embarrassed to tell stories. The teacher gives students freedom of opinion, the teacher listens and corrects if the opinion is not perfect.
- 5) Teachers can provide guidance to each mentally retarded child individually. This suggests that positive interactions between students and students can encourage students to be active in class (Evertson et Edmund, 2011).

The Urgency of Guidance and Counseling Services for Disabled Children

Formation and other software are services that help develop your personality. Assessment with intellectual dependency can be facilitated by counseling and specialist services, which can help intermediate students to learn skills, adapters, skills, and the development of social and personal competencies, as well as the development of interesting lessons, developing capacities autonomously in everyday life and overcoming obstacles which exists. Guidance et conseil sont les deux principaux piliers de la service. Hidayah or guidance is an effort of guidance. Everyone can receive counseling, such as children and adults. Counseling, in turn, consists of helping a person overcome the problems he faces that do not adapt to the person's circumstances, and do not achieve personnel satisfaction (Walgito, 2010).

Guidance and Counseling Services are aimed at helping students with mental dependency to find their identity, adapt to their environment, plan their future and overcome their setbacks and failures. helping dependent people develop their potential, autonomy and full potential. One of the student development resources is coaching and counseling services. It is possible that students who ask for help and facilitation for their progress benefit from assistants and part of the profession or intelligent people.

Forms of Counseling Guidance Services for Mentally Disabled Children

Approaching the education of young children with these specific instructions is essential to guide their activities and formation. Children with special needs, and those with disabilities, may benefit from counseling and specialist services to learn and adapt, understand and acquire competencies for more than one independent person. Initiatives and services that help communities develop community interests, communication capacities, and lodging activities. You develop your personal competencies and utilize your abilities to overcome all the obstacles you encounter. Guidance and consultation on key principles of service. Guidance à l'apprentissage et la companion sont des guide utiles. Everyone can receive counseling, including children and adults. Counseling, and also, consists of helping personnel to overcome the problems they face and conducting interrogations in a manner appropriate to their circumstances to achieve personnel satisfaction (Walgito, 2010).

When they work with children's handicaps, children must quickly complete their assignments to gain age-appropriate understanding. Here it is, but we will help you use consultation according to your request. This understanding includes children without

childhood, the causes of this condition, and the characteristics of children without childhood. It will be easier for students in the class of mentally retarded toddlers to learn more capacities and comprennent cela. Thus, the officials will probably decide on their best team on another team.

Children who have mental disabilities can access countless services and services:

a) Guidance as a Constellation of Services

Guidance because the service constellation understands that the services provided to students do not need to be limited to counseling. Examples are services provided to officers, psychologists, administrators, and others. This list is not to be understood as a service provided to officers. Kenneth Hoyt was issued in the 1962 model and is still in use. When there are few things to pay attention to, this model is a better choice. In this field, "services" does not mean "consulting". Children with special needs can do things related to physical relaxation, except for the type of disability they have. Language development, general communication, western visual acuity, residual hearing, scale adjustment, decline prevention, early intervention, prosthetic fitting, orthodontic adjustment, etc. The function is very sophisticated and requires an approved establishment.

b) Developmental guidance

Consulting for development If all consulting models concentrated on student development, they would not contact development consulting. Shertzer and Stone (1984: 71-71). Compared with other models, development consultation does not add cumulative, plus approval, and plus interpretation. During the development consultation, investigators will inform you of the circumstances and liens that affect it. This also does not encourage users of capacities and dispositions to develop their thinking. During interior exploration with this type of model, students will control what they want. This model is very necessary for other babies who require special things. Compared with ordinary children, children do not require certain specifications. We focused on the same things, and especially on our manquons. However, I couldn't find any compensation for the item. You need a partner, you can use a consultant who uses a development consulting model. Children with moderate and severe intellectual disabilities have almost no awareness. However, they also still have to apologize because they may not be able to figure out the difficulties they are facing.

c) Guidance as the Science of Purposeful Action

Tiedemann et Field asserts that seniors occupy the highest positions in the field of assessment by rapport aux assistants scolaires. If the placement location is not nearby, then the placement location is nearby. A teacher is an educator, and an educator is a technician. There is no need to apply the science of actions and formations. The following actions include:

- Behavior that is expected to encourage students.
- Practical actions for individual counseling professionals
- and actions that lead to the realization of aspirations

By utilizing this model, counseling is carried out as part of educational and deviant operations which are identical to educational counseling and management. Meanwhile, the soldiers were at four points in certain areas. Therefore, foster children and young children with specially ordered children must receive formation as children with specially ordered children.

d) Guidance as Personal Development

Chris D. Kehas proposed guidelines for internship practices such as forms of personnel development in the 60s. According to Kehas, teachers do not dominate the clerks and also ask for additional professionals such as psychologists, psychometrists and psychologists.

e) Guidance as Psychological Education

Selon Mosher et Sprinthall (Shertzer et Stone, 1984: 80): Psychoeducation is an apprenticeship experience that is poured but changes a person's development, ethics, style and opinions in everyday life. Weinstein emphasized that programs for the formation of competencies, ideas and attitudes that contribute to each individual's best understanding of life are included in the domain of mental formation. This idea is ideal for a special art. Children with special needs or children with special needs require a deep understanding of the environment and environment in their environment. The number of creators influencing the site. The nature of the dependency, understanding of the requested conference and the child's capacity, type of content available and behavior will not rub off.

CONCLUSION

Children's disabilities must be in accordance with the potential that exists on the part of society. Teachers today have an important role in household equipment and other things that suit the mentally weak children. However, for this reason, the higher-ups should try to understand the characteristics of young people with intelligence deficiencies, the additional signs that they are not exposed to, and the appropriate methods for the four realms of formation and other important matters. These are students with special requirements and ordinary students who participate in teams at school.

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