



Analysis of Social Interaction Skills of Children With Special Needs With Intellectual Disabilities in SLBN School Bekasi Regency

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ABSTRACT

This article discusses the ability of children with intellectual disabilities to improve social interaction and learning skills for children with intellectual disabilities. Intellectual impairment is a special condition that affects cognitive development in children. This article uses qualitative methods, data collection in this study is carried out by observation, interviews with teachers and documentation and assisted by scientific papers, books, references, and others whose purpose is to analyze the social interaction ability of children with special needs with intellectual disabilities in the school environment. The results in this study show that children with intellectual disabilities face challenges in developing their social interaction skills in the school environment. Factors such as difficulty interacting socially with their peers, lack of self-confidence in children, and always withdrawing from their peers. However, the teacher's efforts or strategies in dealing with children with intellectual disabilities are an inclusive approach in classroom management and teachers provide understanding to their friends to approach and join children so that they can play together and get treatment from the teacher.

ARTICLE INFO

Article history:
 Received
 25 December 2023
 Revised
 10 January 2024
 Accepted
 25 January 2024

Key Word

Social Interactioin, Tunagrahita, Class Management

How to cite

<http://pusdikra-publishing.com/index.php/jsr>

Doi

[10.51178/jsr.v5i1.1756](https://doi.org/10.51178/jsr.v5i1.1756)



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INTRODUCTION

According to Rahimi et al (2023), schools are formal educational institutions designed to form people with character and personality, and have the main goal, which is to educate the nation's life. According to Nasution et al (2022) Education is a human effort in shaping character in accordance with community values or as a means to help students improve knowledge, skills, values, attitudes, and behavior patterns that are beneficial in life. The right to education is a right granted to every child, regardless of his physical condition or special needs. Children with special needs refer to those who face limitations or deficiencies, whether physically, intellectually, socially, emotionally,

or a combination of these things. Therefore, they need special education services in order to optimize the development of their potential. (Arianti et al., 2023).

According to (Soerjono 2009 in Puspitaningtyas, 2020) Social interaction is a crucial element in all dynamics of social life, because without social interaction, life together is impossible to realize. This interaction is established between individuals and between groups. For example, at first, children may not know each other, but over time, they begin to get to know each other in the context of everyday interactions, especially in the classroom and school environment. Children with special needs often receive different treatment from society, even though they actually have the same rights as other friends or normal children. These rights include the right to interact and develop in the surrounding environment. Children with special needs need help to develop their ability to interact with their environment.

In the context of education, the role of teachers in schools, especially in government-initiated inclusion schools, is very important. Inclusive schools apply the principle of acceptance to all students, regardless of the presence of special needs, with the aim of creating an inclusive shared learning environment.

Children with special needs (ABK) refers to children who experience growth and development with striking differences compared to children in general. In this term, there are various categories that include a variety of special needs, one of which is children with special needs with intellectual disabilities (Amanullah, 2022). Nasution et al (2022) stated that Special Schools (SLB) are formal educational institutions that provide special education services for children with special needs. As an educational entity, therefore, SLB can be identified as a special education institution that implements special education programs to meet the needs of children with special needs.

Based on the conditions described above about the problems in this study are a problem of social interaction in a dissociative process of children with disabilities at school and obstacles experienced by a teacher when conducting social interaction with children with disabilities. In this study, the formulation of the problem can be written, namely: How is the social interaction of Tunagharita children at the Bekasi City State Special School?, What are the obstacles faced by counseling guidance teachers and class teachers when conducting Social Interaction with children with disabilities at the Bekasi Regency State Special School?, and What are the teacher's efforts in handling the social interaction skills of children with intellectual disabilities at the Bekasi Regency State Special School?.

This study has the main purpose of perfecting knowledge and describing the social interaction of children with intellectual disabilities who are in special schools (SLB). Knowing and defining the obstacles experienced by children with intellectual disabilities in carrying out a social interaction while in SLB. Know and define a teacher's

efforts in improving a social interaction of children who experience intellectual disabilities while in SLB. This research can be useful to find out about the social interaction of children who experience intellectual impairment while in special schools at Special Schools. This research can be used as a reference in doing something to improve a child's interaction when the child is in SLB school, and this research can be useful to increase knowledge and get an overview of the social interaction of children who experience intellectual impairment when the child is in school.

RESEARCH METHOD

This research uses a qualitative approach as a research method. According to Sugiyono in (Suswanti, 2018) the qualitative research approach is a research method used to examine the natural condition of objects, where data analysis is inductive and qualitative. Qualitative research aims to understand phenomena by describing what is experienced by research subjects through the use of words and language. (Moleong in Awalia, 2016). This research was conducted at SLBN Bekasi Regency. The subjects of this study were children with intellectual disabilities at SLBN Bekasi as well as counseling teachers and other friends with disabilities.

According to Sugiyono (in Awalia, 2016) Data collection techniques are the most strategic step in a study, because the purpose of this study is to obtain data. To facilitate the implementation of research, namely by using data collection techniques, namely observation, interviews, and data collection with documentation. This study used non-participant observation, where researchers came to the observation location but the researcher did not participate in research activities and the researcher only became an observer. This observation was made to observe the process of social interaction of children with intellectual disabilities in Bekasi State Special Schools. In this researcher, interviews were conducted with counseling teachers and teachers in charge of Bekasi State Special Schools, to produce data that were treated about children's social interactions at school, especially to find out the social interactions of children with intellectual disabilities SLBN Bekasi through the process of disiosation in the form of behavior, disputes, or conflicts that occurred during school activities. Relevant documentation for the study included teacher journal notes recording students' social-emotional and communication aspects of children with intellectual disabilities, as well as photographs of activities involving other students with special needs in the school environment.

RESULTS AND DISCUSSION

Social Interaction in Tunagharita Children

Basically, children with intellectual disabilities show different social interactions, depending on the level of intellectual limitation. They may have difficulty

understanding social norms and emotional expression, but with the right support, they can engage in social activities to improve their interpersonal skills. Observations in the field reflect the fact that some children with intellectual disabilities are able to interact with their teachers and friends, while others experience obstacles when interacting with them. Children with intellectual disabilities face difficulties in social interaction. Not only low levels of intelligence, but social interaction of children with mild intellectual impairment is also influenced by environmental factors.

One of the Special Schools that accommodates children with intellectual disabilities is SLBN Bekasi Regency. In the observations made, researchers focused on one moderately mentally impaired student.

This mentally impaired child has a quiet nature. In class, he tends to sit alone, rarely interacts with friends, and has difficulty communicating, both with classmates and teachers. Sometimes, he can't understand his friends' speech, resulting in inappropriate responses and making classmates laugh at him. He also tends to lack confidence and fear when interacting with teachers. When friends play, he prefers to be alone and only hangs out with deskmates, even though the person changes frequently. Even though it takes a long time to interact, he can still get close to his deskmate.

Obstacles faced by guidance counseling teachers and class teachers when conducting social interaction with Tunagharita children

Every child with intellectual disabilities in SLBN Bekasi Regency experiences different obstacles in terms of social interaction with friends and teachers. Guidance counseling teachers and classroom teachers do not often face difficulties in interacting socially with children with mild intellectual disabilities. However, sometimes teachers need to have a deeper understanding of children and need to repeat what has been said before. Obstacles faced by teachers arise when interacting socially with children with intellectual disabilities, especially when teachers need to convey simple understanding and repeat when children do not understand the teacher's instructions or commands. The nature of children with intellectual disabilities who are quiet and lack of attention makes the teacher repeat instructions up to several times.

Teachers' Efforts in Handling the Social Interaction Skills of Children with Intellectual Disabilities

In SLBN Bekasi Regency, not all teachers try to improve social interaction of children with intellectual disabilities at school. Efforts to improve the social interaction skills of children with intellectual disabilities are identified, especially by class teachers.

Some of the steps taken by class teachers to improve the social interaction skills of children with intellectual disabilities include:

- a. Ask other friends to approach children with intellectual disabilities who are alone while playing. They try to persuade the child to join in and play together.

b. In addition, class teachers also form student seats in groups or U-shaped, with the hope that children will interact more easily with others.

Although there are efforts to improve social interaction, other efforts made by class teachers are more focused on improving learning outcomes and applying discipline values classically. That is, all students, including children with special needs, are treated equally by the class teacher without distinction.

CONCLUSION

The conclusion of the researchers is that children with intellectual disabilities show varying levels of ability to interact socially. Some children are able to interact well, while others have difficulties. Like children with intellectual disabilities in SLBN Bekasi Regency who have a quiet nature and difficulty interacting with both classmates and teachers, tend to be alone, have difficulty answering teacher questions and have difficulty interacting with friends. Counseling guidance teachers and classroom teachers at SLBN Bekasi Regency face obstacles in interacting with children with intellectual disabilities, especially in providing instructions that require simple understanding and repetition.

Efforts made by class teachers to improve the social interaction skills of children with intellectual disabilities such as involving group approaches, such as forming later U seats and inviting friends to approach children who tend to be alone. All teachers in the school cooperate with each other and are active in an effort to improve the social interaction skills of children with intellectual disabilities. Efforts made by teachers focus on classical aspects, such as improving learning outcomes and discipline values, without distinguishing normal children and those with special needs. Social interaction of children with intellectual disabilities can be improved through a group approach and special attention from teachers. Understanding and support from the surrounding environment also have an important role in helping children with intellectual disabilities overcome obstacles in social interaction.

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