



Implementation of Non Academic Learning for Students With Intellectual Disabilities

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ABSTRACT

The primary goal of the learning process at SLBN Kabupaten Bekasi is to help develop the skills of students with special needs so that they do not feel different from their normal peers and can be accepted in society. This involves providing learning opportunities for children with Tunagrahita. The research conducted is a qualitative descriptive study aiming to present data in accordance with the realities observed in the field. The study involves the Vice Principal of SLBN Kabupaten Bekasi, skillful teachers, or Counseling Guidance teachers, and a mildly intellectually disabled Tunagrahita student. Data collection utilizes observation, interviews, and documentation. Observations at SLBN Kabupaten Bekasi indicate that the school implements a learning system for all students without discrimination. The guidance or teaching approach applied takes into consideration the characteristics and challenges faced by students, reflecting an effort to provide services tailored to their individual needs.

Tunagrahita, Vocasional, Skills

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INTRODUCTION

Educational Institutions or commonly called Schools are institutions that function as places for the learning process to take place by expecting predetermined Learning Outcomes. The intended learning outcomes are changes in student behavior. By hoping that students can construct knowledge through the learning activities they do. As recorded in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 Paragraph 1, education refers to actions that are prepared consciously and planned with the aim of creating a learning environment and learning process. The goal is that students can actively develop their potential, including religious spiritual strength, self-control ability, personality development, intelligence improvement, noble character cultivation, and the development of skills needed for the benefit of themselves, society, state, and nation.

When carrying out the learning process, teachers must pay attention to the physical and psychological conditions of students. The existence of Children with Special Needs or often referred to as ABK in a school is one of the factors that teachers must pay attention to during learning activities. Children with special needs (ABK) refers to individuals who experience abnormalities or deviations in the process of growth or development, be it physically, mentally, intellectually, socially, or emotionally, when compared to children their age. This condition makes them need special services (Darmawanti and Jannah, 2004: 15). Nevertheless, ABK still has equal rights with children or individuals in general.

In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 4 Paragraph (1) stipulates that every individual, including children with special needs (ABK), has the same right to get education without discrimination. The right to an appropriate education shall be guaranteed without distinction of treatment, parallel to the rights of children in general. Education is considered a basic right that must be fulfilled by all individuals regardless of differences. Education services for children with special needs (ABK) can be adjusted to the physical and psychological condition of students, as stipulated in Article 15 of Law Number 20 of 2003 concerning the National Education System, which includes various types of education such as general, vocational, academic, professional, vocational, religious, and special education.

There are various types of Children with Special Needs (ABK) in the world, one of which is ABK Tunagrahita. Children with intellectual disabilities show impairments in their intelligence or intellectual function, which can have an impact on their psychological development. This condition causes difficulties in participating in learning activities, both academic and non-academic, as well as in carrying out daily activities in the school, family, and community environment. As a result of delays in intellectual development, students with intellectual disabilities face a number of obstacles in meeting their living needs. Witmer & Kotinsky (Frampton & Gail, 1955: 117-119) describe eight needs of life, namely: The Sense of Trust, The Sense of Autonomy, The Sense of Initiative, satisfaction in fulfilling tasks (The Sense of Duty and Accomplishment), pride in self-identity (The Sense of Identity), feeling of familiarity (The Sense of Intimacy), feelings of parenthood (The Parental Sense), and feelings of integrity (Integrity Sense). Students with intellectual disabilities, due to their intellectual limitations, may face difficulties in meeting a number of these necessities of life.

To further enhance the creativity of Children with Special Needs, the Curriculum at Special Schools includes vocational skills learning as part of extracurricular activities in addition to academic learning. They need to acquire skills or learn skills or vocational skills that are in school in order to live independently according to their abilities. Children with mild mental retardation are included in the category of mild

mental retardation. They have limitations in thinking, social adjustment, communication, and self-care abilities. A relatively high level of dependence is characteristic of children with mild intellectual impairment. This is because they have intelligence that is different from other children. To improve the characteristics and creativity of children with mild intellectual impairment, the learning objectives at Sekolah Luar Luar (Special School) are centered on the acquisition of specific skills and repetitive practice. One way to help children with intellectual disabilities to acquire skills and the ability to live independently in the future is to provide proper learning. Vocational or Skills are the abilities that exist in individuals to be able to live decently and dignified in a community environment (Iswari, 2008).

Based on previous research conducted by (Seprinawati, et al: 2019) conducted at SLB Negeri 2 Padang, which explained that various vocational skills had been learned in the school, such as fashion skills, grooming, makeup, wood crafts, music, batik, automotive and making sandals from leather. With the Vocational Skills implemented at SLB Negeri 2 Padang, students with intellectual disabilities can improve their vocational abilities or skills if carried out continuously.

RESEARCH METHOD

This type of research is qualitative descriptive research, which aims to present data with facts that are in accordance with field conditions. The subjects of the study involved the Vice Principal of SLBN Bekasi Regency, a skill teacher or Counseling Guidance SLBN Bekasi Regency, and a student with mild intellectual impairment. Data collection was conducted through observation, interviews, and documentation at SLBN Bekasi Regency, located on Jl. Pasirandu Gg. Asem, Sukasari, Serang Baru District, Bekasi Regency, West Java.

The research instruments used involved observation guidelines and interview guidelines. Data analysis follows the approach of Miles and Huberman, with three main activities, namely data reduction, data presentation, and validation or drawing conclusions. Data reduction is done to select important information from field data to provide a clearer picture. The presentation of data involves various forms, such as diagrams, brief descriptions, relationships between categories, and flowcharts, to help researchers understand the situation and the plan carried out after understanding the situation. Drawing conclusions is done after the data is collected and used to answer the problem statement, and conclusions are considered valid if supported by evidence obtained during the study. To ensure the validity of the data, this study used source triangulation and technical triangulation. Source triangulation is used to verify the reliability of data by considering data from multiple sources, while technical triangulation is used to test the reliability of data by comparing it using different

techniques from the same source, such as interview results compared to observations and documentation.

RESULTS AND DISCUSSION

Based on observations that researchers have made at the Bekasi Regency State Special School (SLBN), Bekasi Regency SLBN applies a learning system for all students or individuals. Guidance services in learning are provided to all students at all ages according to the nature of the problems faced by these students by taking into account individual characteristics. The main purpose of the Learning Process at SLBN Bekasi Regency is to help develop the skills possessed by students with special needs so that these students do not feel different from other normal students and can be accepted in the community. In SLBN Bekasi Regency, it implements a learning process with a system of 40% Academic Learning and 60% Vocational where this vocational is to improve and train the skills possessed by ABK students according to their interests and talents. The goal is to help all ABK students here to have skills. So not only Academics that he gets, but Keterampilan as well.

Vocational skills are the skills to make products, such as sewing, flower arranging, cooking, and machining (Darmawan, 2016), (Fitriah et al., 2021); (Chotim et al., 2016); (Kislojowaty, 2011). Vocational education activities can help students to develop their potential and be able to apply it in everyday life. In Vocational learning, students are taught skills according to their talents or interests, at SLBN Bekasi Regency provides various facilities including sewing, cooking, painting and many more. To develop vocational skills at SLBN Bekasi Regency is facilitated with complete rooms, tools and materials used and special skills teachers.

The process of learning professional skills at SLBN Bekasi Regency is carried out in accordance with the plan that has been prepared. Hoping that the plan can be implemented in accordance with the initial expectations and goals, so as to create skill products and make students able to be independent and accepted in society and the world of work. The application of professional competencies in SLBN Bekasi Regency is very different from regular schools, but the results are visible because the application is tailored to the skills, talents, and interests of students, not following the teacher. Active learning hours are 07.30 WIB to 14.30 WIB, and after Ishoma at 13.00 WIB, students are invited to learn extracurricular or vocational skills to further explore the potential of the desired skills. There are several problems that can hinder the Learning Process of this Vocational Skill. Like:

1. Parents pay little attention to their children's abilities and are too demanding on teachers and schools
2. Lack of parental intervention on the education process of their children, because most parents fully entrust their children's education to the school. Indeed, the

contribution of parents is very influential in the process of learning skills This vocational, because even how every child has closeness to people His parents who cannot be replaced by others. And only parents understand the nature and character of their children.

The solution or suggestion carried out by SLBN Bekasi Regency for the implementation of this Vocational Skills learning process is To help parents understand students' abilities through education, parents are involved in the acquisition of mentoring skills, especially when students complete internships in the workplace. The school also expands cooperation with employers so that children with special needs or ABK can be accepted in the community, especially in the world of work.

CONCLUSION

Children with intellectual disabilities are children who experience impairments in their intellectual functions which can affect the child's mental development, so that the child has difficulties or problems in following learning both academic and non-academic learning and in his daily activities such as in the school, family and community environments. To further enhance the creativity of Children with Special Needs, the Curriculum at Special Schools includes vocational skills learning as part of extracurricular activities in addition to academic learning.

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