

## INCREASING THE EFFECTIVENESS OF ONLINE LEARNING FOR STUDENTS WITH SPECIAL NEEDS AT SLB NEGERI 2 DENPASAR

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### Abstract

Adaptation of direct, face-to-face, or offline learning process that transforms into online learning requires the right adjustments. This study aimed to analyze the efforts of increasing the effectiveness of online learning for students with special needs at SLB Negeri 2 Denpasar. One of the targets of this research was to find out the efforts made by teachers in implementing effective online learning. This study analysed the best methods used in online learning to improve learning outcomes and learning motivation of children with special needs at SLB Negeri Denpasar. The primary data were obtained from evaluation results. While secondary data were collected from observations and interviews from all education stakeholders to find out the efforts made by teachers in implementing effective online learning with qualitative analysis. Based on the results of the interviews, it was found that various efforts that can be made are: (1) using an easy online application, (2) providing simple and concrete learning content, (3) applying discipline, (4) providing icebreaking, (5) using the right methods and approaches. The implication of that effort is students can learn more effectively by increasing their understanding in learning materials.

**Keywords** - *Efforts, Learning, Students with special need*

### Introduction

The learning process includes teaching and learning activities that can determine student achievement and achieve educational goals. Learning is a change in behavior that occurs in individuals who were previously incapable or incompetent (Putria et al., 2020). This activity requires conventional learning that has been carried out for years with the application of different programs. Iskandarwasih revealed that the main task of a teacher was to organize learning activities. For these effective learning, teachers must know the nature of learning activities, teaching, and learning strategies (Iskandarwasih & Sunendar, 2011).

COVID-19 pandemic is forcing institutions to abandon conventional learning face to face and replace it with learning fully online methods. It is possible to check whether learning methods online were applied significantly more effective than face-to-face. The achievement of the goals of education is the principal task of someone who deals directly with policy-making and implementer education (Subakthiasih & Putri, 2020). Until now, not much research has been done to see how e-learning is implemented during the pandemic COVID-19. Nurinayati in her research found that e-learning implementation can be considered ineffective to support the achievement of educational goals. The application of the process of e-learning sometimes creates various problems for teachers and students, especially when teachers can not directly monitor the learning process (Saiful NurInayati et al., 2021). Meanwhile, Adriana believes that e-learning is sufficient to replace face-to-face learning, but in terms of effectiveness, e-learning is still unable to achieve the objectives of learning. According to Kurniasari (2020), the

implementation of the distance learning program for students is quite effective. Students can access learning materials provided by the teacher independently using their own gadgets. The use of learning videos is also quite fun for students to complete each stage of learning and understand the material as a whole, but it is less effective in the process assessment (Kurniasari, 2020). According to Padli and Rusdi (2020), student behavior in e-learning is quite good because the learning process is more flexible and does not take a long time (Padli & Rusdi, 2020). However, there are factors that hinder learning online, including the inability of teachers to explain interests and motivations full students, and economic factors (Rahmawati et al., 2020). Moving on from the background that has been described previously, this research has an urgency to examine the effectiveness of the online learning process for students with special needs. This study aims to analyze the efforts made by teachers in implementing online learning effectively at SLB Negeri 2 Denpasar. This research will be beneficial to the development of teaching and learning strategies while online learning. The teacher can get some more efforts to increase their ability in teaching effectively.

### **Methods**

This study used primary data with data sources obtained in the form of observation and interview results from the teacher at SLB Negeri 2 Denpasar. The qualitative method is the appropriate method used in this study. In addition, a qualitative method was used to describe the effort of teachers in implementing distance learning at SLB Negeri 2 Denpasar. The method used to present the results of data analysis was a combination of formal and informal methods. The application of informal methods in presenting the results of data analysis was done by using a series of words, phrases, and technical terms to formulate and explain each research problem. The application of formal and informal methods in the presentation of the results of data analysis was carried out to facilitate understanding of the overall picture of this study.

### **Finding and Discussion**

The efforts to increase the effectiveness of online learning for children with special needs at SLB Negeri 2 Denpasar can be done in various ways. Online learning or distance learning is carried out well by SLB Negeri 2 Denpasar, determining the right method as the basis for implementing distance learning to run well. Children with special needs have different needs from other normal children. This affects the learning method used. Learning methods are packaged in an attractive way to support the learning process carried out. Inappropriate or unpleasant strategies and methods for SLB Negeri 2 Denpasar students, of course, will reduce the effectiveness of the learning that has been carried out. An educational strategy is a plan that contains a series of activities designed to achieve the expected educational goals. With this understanding, we can know how important an educational strategy is, especially in special conditions of distance or online learning. Based on the results of researcher interviews with several teachers at SLB Negeri 2 Denpasar, the efforts made by schools to increase the effectiveness of online learning for children with special needs in SLB Negeri 2 Denpasar are carried out in various ways as described below.

#### **1. Using an easy online application**

The use of learning media greatly determines the activity of students. Teachers can use applications that are common and can be easily used by children with special needs at SLB Negeri 2 Denpasar. The use of applications that were too complicated causing anxiety for students. This anxiety creates an indifferent attitude and is less attractive to students as a means

of learning. Based on the survey results showed that 78% of students would feel comfortable doing learning if they have mastered and are *familiar* with the applications used by their teachers. When teachers wanted to use other applications, it is hoped that these applications had been introduced in advance to how these devices work and could be easily accessed by children. Just like other normal children, children with special needs need time to get to know and understand the new application tools used. If the application was not easily accepted by children, the application would be difficult to use as a learning tool by children. If teachers used applications that were difficult for children to accept, it creates cognitive aspects of children that did not work well so students would feel anxious and less confident during learning. The use of technology nowadays needs to be important. It can replace conventional methods by paper-based assessment with the use of technology that is needed by everyone (Putri, 2019). It means that the teacher and student will get easy to take assessments and practice everywhere.

## 2. Providing simple and concrete learning content

The learning content complex learning content would have an unfavourable impact on the learning process carried out in online or online learning. Complex learning content should be packaged into simple learning content so the students can easily understand the teaching material provided. As many as 58% of students stated that learning would be difficult when the teacher explained too long and complicated. So it took a strategy from the teaching teacher to package the learning as simply as possible by providing concrete examples of the teaching material provided. In reality, online learning is virtual face-to-face learning, so not all the five senses of teachers and students could work as well as when face-to-face learning. There are several limitations in delivering messages to students from teaching teachers.

The limitations of delivering the message include:

- 1) interactions that occur only in one direction,
- 2) lack of supervision of student activities,
- 3) an unstable internet network that cannot display the entire teacher's body movements and student responses
- 4) virtual face-to-face results in some students' loss of focus between the habits/activities that are happening around them and what is happening on the screen.

These limitations cause students to be less than optimal in accepting the learning. During learning, teachers at SLB Negeri 2 Denpasar could understand this situation by changing the details of learning into simple learning content. So the limitations or decreases in the intensity of the effectiveness of learning from students due to these things can be handled and implemented better. Referring to this, the teacher should provide simple learning content and provide concrete examples of the learning content, so the students can easily understand the ultimate goal of the learning carried out. Complex learning objectives packaged with simple and concrete delivery methods would assist students in providing a better learning experience and more effective learning outcomes.

## 3. Disciplining

The SLB Negeri 2 Denpasar teacher continues to apply student discipline even during online learning. Online learning, which is remote, did not escape the student's disciplinary assessment. Discipline is an effective assessment that the teacher pays attention to when teaching in the classroom. Discipline is not only carried out in the classroom when learning is face-to-face but discipline is much needed in affective assessment for children with special needs in the online learning process. Discipline is a form of children's responsibility in carrying

out learning. In the form of discipline, the teacher can ensure that all students follow the lesson and pay close attention to all the material being taught. According to (Purwanti, 2018), discipline is a character that is the attitude of a person who contains a willingness to comply with all applicable regulations and norms in carrying out duties and responsibilities. Discipline will make a person know and distinguish the things he should and should not do. According to (Asmani, 2010) teacher disciplines that can be applied to students in learning are: (1) time discipline, (2) discipline in enforcing rules, (3) attitude discipline, (4) discipline in worship. The four disciplines have been implemented by teachers at SLB Negeri 2 Denpasar during online learning by:

- 1) *The discipline of time*, before the teacher disciplines students, the teacher gives an example to students on how to start and end a meeting by discipline. Children with special needs will imitate and follow the habits of their teachers. Time discipline is measured when students come and end meetings in online learning on time. Children with special needs have limitations regarding different affective, cognitive, and psychomotor responses so that teachers can provide 15 minutes of excuse for student attendance in online meetings and 15 minutes after learning ends. *Treatment* given to children with special needs with other normal children will be different from each other. So the teacher provides another approach to provide time understanding about attendance due to student limitations in using digital technology that cannot be mastered optimally by children with special needs. In addition, time discipline can also be measured through the collection of assigned tasks. The tasks that have been given should be given a deadline that is not too short. Children with special needs have a special cognitive so the teachers can give appropriate deadlines for students to do the tasks that have been given. The deadline given by students is of course obtained from the class analysis. So that the teacher can estimate the skills and cognitive abilities of students in completing the given task. From the analysis of the class, the teacher can find out the characteristics of students and students' abilities in doing assignments.
- 2) *The discipline of enforcing the rules* is strongly influenced by the firmness of the teacher to the students. Enforcing rules on normal students can be done by giving sanctions and upholding justice without being discriminatory. The model for giving non-discriminatory sanctions is ideal for general school students. However, this is not the case with children with special needs at SLB Negeri 2 Denpasar. The provision of sanctions is not ideal for children with special needs. Another approach is needed to provide an understanding of discipline to children with special needs. The approach is with a special interaction that is done by the teacher to the students. Some teachers are not right in starting interactions with children with special needs by asking some questions to clarify something negative that students do. Some teachers interact with allegation questions, so students are not motivated to answer. Teachers can do this by providing experiences, telling their own experiences, or by providing touch and while teaching students the right attitudes. Use the rules by providing good interactions by introducing things they should do and not do, then explain how the teacher really appreciates the positive attitudes given to the environment that appear in him. The teacher can invite students to shake hands, touch their hands, shoulders, and face to show their admiration for the child. So that there is social interaction between teachers and students. Students can feel comfortable with the attitude and instructions of the teacher and the teacher can apply the expected discipline to students.

- 3) *Attitude discipline* is the main thing that can be done to regulate the behavior of others. Attitude discipline in children with special needs is the most difficult thing to strive for. Children with special needs cannot control their attitude towards what they do to other people. So there needs to be an understanding from the teacher on the attitudes shown by students. Teachers at SLB Negeri 2 Denpasar seek various approaches, one of which is learning behaviourism. Behaviourism learning is able to teach students by showing stimulus and response. Teachers can provide a good stimulus to students continuously, it will be recorded in their memory to do the things we want. Teachers at SLB Negeri 2 Denpasar need sufficient time to shape the personality of students so that teachers need to give enough time for students to accept the given simulation until finally, students can respond to the stimulus that has been previously given by the teacher.
- 4) *Discipline in worship* is carried out by carrying out religious values. This is also the main parameter in disciplining students. Carrying out worship and providing religious values are crucial things that the environment can do for children with special needs. Teachers at SLB Negeri 2 Denpasar collaborate with parents. Teachers can approach students' parents to help provide an understanding of religious values to children so that children can understand that self-discipline can be demonstrated by the discipline of worship.

#### 4. Give *Ice breaking*

*Ice braking* is an activity to break the ice and relieve boredom so that the initially stiff and serious atmosphere becomes relaxed. Ice-breaking is a transition from learning which was initially boring, sleepy, and calm to relaxing. One's concentration on something only lasts twenty minutes, so it is necessary to change the situation from a boring situation to a normal situation. Face-to-face for a few moments can trigger boredom and boredom from students. Ice-breaking is presented to re-open the spirit of students in carrying out learning. A few minutes after the implementation of learning is carried out there will be a decrease in the concentration of the children, this is the right time to do ice-breaking by the teacher to eliminate boredom from the children. Ice-breaking can be done by providing fun motor movements. At SLB Negeri 2 Denpasar, the teachers prepare ice-breaking before the lesson is done. Ice-breaking that is often given is fun activities such as guessing pictures, guessing words, guessing motion, etc. *This icebreaking* was able to provide a different atmosphere for learning that was initially serious to relaxed. Learning content that is too complex and requires high cognitive concentration makes students more easily bored and bored with the learning being carried out. Ice-breaking *is* able to divert the atmosphere. The moments when students have experienced boredom are when they need refreshment to restore their potential and ability to receive further learning. When *ice breaking is* not carried out, there will be a build-up of components of teaching materials that cannot be perfectly absorbed by students which causes the teaching materials being taught cannot be well received by students. Thus, the learning carried out becomes useless. Refreshing little games are able to provide refreshment for the cerebellum and right brain to increase the ability to capture learning material to the maximum.

#### **Conclusions**

Based on the analysis, it can be concluded that the efforts made to increase the effectiveness of online learning for children with special needs at SLB Negeri 2 Denpasar can be done in various ways (1) the use of applications that are too complicated causes anxiety for students, (2)

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providing simple and concrete learning content, (3) discipline is an effective assessment that the teacher pays attention to when teaching in the classroom. The four disciplines have been implemented by teachers at SLB Negeri 2 Denpasar during online learning by *the discipline of time, the discipline of enforcing the rules, attitude discipline, discipline in worship*. The last effort made is (4) give *ice breaking*. The implication of that effort is students can learn more effectively by increasing their understanding in learning materials.

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