

Implementation of Learning Plan for Independent Learning in Elementary Schools with Disabilities students

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ABSTRACT

Online learning cannot be avoided by schools since the Covid-19 Pandemic in Indonesia. The world of education immediately made a change in learning, which was usually face-to-face, now online. These circumstances and situations have an impact on the Special Education School (SLB) which provides learning to children with intellectual disabilities. Freedom of learning is part of the change in the education and management system. Innovation and modification of the Independent Learning Implementation Plan (RPP) model for Children with Special Needs with intellectual disabilities must be well prepared, considering that they have different abilities and abilities. Learning is carried out classically but requires an individual approach, so educators for children with intellectual disabilities must be creative in preparing a Learning Implementation Plan (RPP) according to the needs of students. The Independent Learning Implementation Plan (RPP) model must be equipped with learning media in the form of images or videos to help specifically for students who cannot yet read it, so with pictures or videos that are in accordance with the subject theme, students can read pictures and make it easier understand the lesson. The learning method that is suitable for children with intellectual disabilities is a question and answer learning method, this method motivates students to be active and interconnect between educators and students.

KEYWORDS: *learning implementation plan, independent learning, schools with disabilities, mentally disabled.*

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I. INTRODUCTION

The outbreak of the corona virus (Covid-19) in Indonesia has an impact on various aspects, including the world of education. Currently the government has issued a policy, students learn online or online to prevent more people from contracting the corona virus. This situation forces us to look at the fact that the world is changing. We can see how the changes in technology, economy, politics and education in the midst of the crisis due to Covid-19. This change requires us to prepare ourselves, respond with attitudes and actions while always learning new things, especially technology which is very important today in the world of education. Indonesia is not alone in finding solutions for students to keep learning and their educational rights are fulfilled. The implementation of the physical distancing policy which later became the basis for implementing learning from home, with the use of the prevailing information technology suddenly shocked all parts of the country, both from the district / city, provincial, central and even international levels. Information technology learning has indeed been implemented in the last few years in the education system in Indonesia. However, online learning that is taking place as a surprise from the Covid-19 pandemic, in the world of education is reacting. Principals are required to make quick decisions in responding to a circular from the Education Office requiring schools to implement learning from home. This makes educators and students shocked, including parents, and even the community in general feels technically and systemally unprepared. However, because of the Covid-19 pandemic, online learning cannot be avoided, we must immediately adjust and we must have the courage to take steps to make online learning an opportunity to encourage educators and students to be creative. By accessing as many sources of knowledge as possible, producing work, honing insights and ultimately shaping educators and students to become lifelong learners.

The circumstances and situation of the Covid-19 pandemic had an impact on Special Schools (SLB), Chairman of the Indonesian Special Education Professional Association Munawir Yusuf said Children with Special Needs had their own challenges when participating in distance learning (PJJ). Children with special needs are among the groups most vulnerable to degradation in education due to Covid-19 with the prolonged application of distance learning. Learning that has been built for years in school can be lost because there is no continuity with the learning that is applied in the home environment. Children with special needs with intellectual disabilities not only need knowledge, but also direct interaction with trusted people, touch, and

intensive guidance from educators at school. The prolonged disconnection of communication and direct interaction between educators and children with intellectual disabilities will have a very serious impact, such as not wanting to go to school anymore or if someone wants to go to school, everything has to start all over again, because children with special needs with intellectual disabilities have different characters and have different abilities. Reviving the enthusiasm to go to school for children with special needs with intellectual disabilities is not an easy thing, it requires patience and takes a long time because it has to adjust again to the environment and school residents.

Teaching and learning activities that were originally face-to-face, now have to be online / online, one of the schools that is experiencing this is SLB-C Santa Lusia Bekasi. Online / online learning at SLB-C Santa Lusia Bekasi starting on March 16, 2020, Principals and Educators are responding to the conditions of the Covid-19 pandemic by changing learning strategies, where educators must provide distance / online learning. Educators must begin to be familiar with technology as an appropriate tool in distance learning. Educators must start learning to use technology and operate and choose applications or communication media that can be used as a means of distance learning (PJJ). What applications will be used, of course, make an agreement in advance with the parents of students so that learning can be carried out properly. The communication media applications used are generally Whatsapp, Google Meet, Zoom. Through this information media, educators can send learning materials to students, it can be in the form of text, photos, videos, online calls, even video calls or video calls. Educators can also make video calls with students to guide the learning process.

Online / online distance learning for children with special needs with intellectual disabilities is not easy to implement because in general they cannot be independent. Collaboration between educators and parents is very important because the learning method for children with intellectual disabilities must always be accompanied and guided and helping to send tasks that have been done by students to educators. The material taught for children with intellectual disabilities is of course different, because it is adjusted to the themes and sub-themes that educators will teach and is adapted to the abilities and needs of students. Learning for children with mental retardation is not only related to academics but also about skills and self-development. Entering the 2020-2021 school year which starts in July 2020, after conducting an evaluation, educators prepare learning materials for the next week. The learning material is taken by the students' parents to school and if someone is unable to do so, it will be sent via the post office and after working for one week, every Saturday the students' parents return the students' work while taking more new material. This strategy is very helpful because parents no longer need to print the material and no longer spend money if there are parents of students who do not have their own print at home. The teaching materials are materials that have been prepared by educators which are taken from the Kurtilas Learning Implementation Plan (RPP).

The policy of the Minister of Education and Culture during the Covid-19 pandemic was not only about distance learning (PJJ) or online / online but also appeared regarding the "Freedom of Learning" policy. This change also leads to school administration, namely Dukumen II, in which there is a Learning Implementation Plan (RPP). The curriculum has not changed, only the format of the Learning Implementation Plan (RPP) has changed, namely being streamlined again, especially during the Covid-19 pandemic, learning hours are reduced and implemented online / online. With the enactment of independent learning, teachers are free to be creative to choose, make, use and develop creativity in preparing a Learning Implementation Plan (RPP), which is clear in the Learning Implementation Plan (RPP) there are learning objectives, learning activities by preparing material equipped with media in the form of pictures- pictures or videos to make it easier for students to understand, the third format in the lesson plan is assessment or evaluation. This change gives educators time to prepare and evaluate the learning process itself.

The purpose of this study is to help open our insights, that children with special needs can also adjust to the world of education during the Covid-19 pandemic by implementing online / online learning that has been going on for about nine months in our country. The implementation of online / online learning is of course inseparable from good collaboration between the school and the parents of students, where the role of parents is very important because our students experience limitations in intelligence, therefore the parents of students must always assist in online learning / online and when doing the assignments given by the teachers. Children with Special Needs (ABK) with intellectual disabilities have different abilities, learning is carried out classically, but the teachers use an individual approach by preparing learning materials and assignments according to the abilities of each child.

II. THEORITICAL REVIEW.

Lesson plan

According to Yatmini (2016: 176) RPP stands for Learning Implementation Plan. According to the general guidelines for learning for the implementation of the 2013 Curriculum in Yatmini (2016: 176), it is stated that the lesson plan (RPP) is a learning plan developed in detail from a particular subject matter or theme that refers to the syllabus.

According to Beny Susetya (2017: 135) the Learning Implementation Plan (RPP) is a plan that describes the procedure and organization of learning to achieve a defined basic competency. According to Mulyasa in Sri Muryaningsih and Ali Mustadi (2015: 4) RPP is a plan for describing teaching procedures and management to achieve one or more basic competencies set out in competency standards and outlined in the syllabus. According to Sa'Aban (2018: 88) Educators in education units are obliged to compile a complete and systematic syllabus and lesson plans so that learning takes place interactively, is inspiring, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence according to the talents, interests and physical and psychological development of students.

According to Muh. Makhrus, et al (2019: 68) Educators can arrange learning planning in learning tools which include: syllabus, lesson plan (RPP), teaching materials, learning media, and Student Worksheets (LKPD). According to Mohamad Muspawi (2014: 58) Learning planning is an important part of the implementation of education in schools. According to Wikanengsih, Nofiyanti, Mekar Ismayani, Indra Permana, RPP is a plan that describes the procedure and organization of learning to achieve a basic competency. (Depdiknas: 2007). The broadest RPP includes 1 (one), basic competencies which include 1 (one) or several indicators for 1 (one) or more meetings.

According to Syahrul Azmi, Hapipi, Irwadi Saputra (2019: 101) The Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP is developed from the syllabus to direct the learning activities of students in an effort to achieve Basic Competence (KD). According to Government Regulation number 19 of 2005 relating to process standards in Mohamad Muspawi (2014: 58), it implies that educators are expected to develop lesson plans, which is then confirmed by the Regulation of the Minister of National Education (Permendiknas) number 41 of 2007 concerning Process Standards, which include Another regulates the planning of the learning process which requires educators in educational units to develop a learning implementation plan (RPP), including the formal primary and secondary education levels, both those implementing the package system and the semester credit system (SKS).

According to Government through the Ministry of Education and Culture Number 103 of 2014 in Eci Sriwahyuni (2015: 192) The development of RPP in the 2013 curriculum can be carried out by educators independently and / or in groups in schools / madrasahs coordinated, facilitated, and supervised by the school / madrasah principal. The development of lesson plans can also be carried out by educators in groups between schools or between regions coordinated, facilitated, and supervised by the education office or the local ministry of religion.

Based on the understanding previously described, it can be concluded that the lesson plan is a learning plan that must be made by educators either independently or in groups to direct the learning activities of students in an effort to achieve basic competencies.

RPP coverage

According to the general guidelines for learning for the implementation of the 2013 Curriculum in Yatmini (2016: 176) The scope of the lesson plans includes: 1. School data, subjects, and classes / semesters; 2. Main material; 3. Allocation of time; 4. Learning objectives, KD and indicators of competency achievement; 5. Learning materials; learning methods; 6. Media, tools and learning resources; 7. Steps for learning activities; and 8. Assessment.

Principles of Preparation of RPP

There are several principles for preparing lesson plans, namely: (1) paying attention to the individual differences of students; (2) encourage the active participation of students; (3) developing a culture of reading and writing; (4) provide feedback and follow-up; (5) linkage and integration; and (6) applying information and communication technology.

Learning for the mentally retarded

According to Mumpuniarti in Titin Indrawati (2016: 5), it is explained that in the Implementation of Learning for mentally retarded children, ideally all children with special needs, especially mental retardation, are served with individual learning programs (PPI), because basically every mentally retarded child has different educational needs individually.

Private School Management

According to Husaini Usman and M, Manullang in Ahmad Janan Asifudin (2016: 356), management can be defined as management, management, kepenPendidiksan, and a number of other similar meanings. According to Ahmad Janan Asifudin (2016: 357) Management comes from Latin, which comes from the word manus which means hand, and agere means to do; merged into management work, meaning handling; translated into English, to manage, the noun is managemet (organize or manage); management is now defined as management. Meanwhile, according to Ahmad Janan Asifudin (2016: 357) Education management can also be

defined as the art and science of managing educational resources in order to achieve educational goals effectively and efficiently.

According to Hamka (2015: 219) School is one of the formal educational institutions that is obliged to develop the potential of students to the maximum extent possible in various aspects of personality, so that they become humans who are able to stand alone in and in the midst of society. According to Yoyok Eko Suseno (2013: 61) Schools organized by non-government are called private schools. Based on the theory previously described, it can be concluded that the management of private schools is a management which can be called the management of formal educational institutions organized by non-governmental organizations.

Discussion

Independent of learning is part of the change in the education and teaching system, Innovation and modification of the Learning Implementation Plan (RPP) model for Free Learning for Children with Special Needs with intellectual disabilities must be specially prepared during the Covid-19 pandemic, where learning is done online / online. At face-to-face, children with special needs with intellectual disabilities are not easy to follow and understand the material provided by educators, especially now that they have to go online, of course they experience many obstacles and obstacles. Based on that, there is a need for appropriate and creative strategies to make it easier for students to understand the material presented by educators, for that the importance of learning media facilities in the form of images or videos to help specifically for students who cannot read. With the picture or video, they can read or tell the picture and it is easier to understand or understand the material presented with the help of the picture / video, and in general they are more happy and excited to learn. This is in line with the following opinion: Every teacher in an educational unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspirational, fun, challenging, motivational, students to participate actively, and provide sufficient space for initiative, creativity and independence according to the talents, interests and physical and psychological development of students. (Novidawati Tambunan, Kristina Barasa, 2019)

Children with special needs with mental retardation have different characteristics and abilities, learning is carried out classically but with an individual approach. Educators prepare materials according to the needs of students, if in one class there are eight students, the educator must prepare eight learning materials. Therefore, educators must really know and be creative in preparing the lesson plan (RPP) properly according to the needs of each student. This is confirmed by the opinion according to Mumpuniarti in Titin Indrawati (2016: 5), it is explained that in the Implementation of Learning for mentally retarded children, ideally all children with special needs, especially mental retardation are served with individual learning programs (PPI), because basically every mentally retarded child has different educational needs. individually. In addition, the ability to capture and remember children with special needs with mental retardation is also different, learning must be done repeatedly and continuously. With these habits gradually and with great patience, both from educators and parents, they will generally experience good development, of course this is supported by good cooperation between educators and parents. Habits and family backgrounds and the environment in which students are located also greatly influence their development, both in terms of academics, independence and socialization.

The appropriate learning method for children with intellectual disabilities is the question and answer method. The question and answer method is a way of presenting learning in the form of questions that must be answered, especially from educators to students. This is in line with the opinion of Sudirman (1987: 120) which means that the question and answer method is a way of presenting learning in the form of questions that must be answered, especially from educators to students, but also from students to educators. " Meanwhile, in the technical guidelines for curriculum writing in 1994 (1994: 26) it is stated that the question and answer method is a way of teaching or presenting material by asking questions that lead students to understand the material. The use of this method properly and appropriately will stimulate the interest and motivation of students in learning. Based on this opinion, it can be concluded that the question and answer method is a learning method that is carried out by submitting questions that direct students to understand learning material in order to achieve goals. The following is a model of the Learning Implementation Plan (RPP) for Free Learning at SLB-C Santa Lusia Bekasi for mentally retarded students, which contains learning objectives, learning activities and assessment / evaluation.

LESSON PLAN

School Name : SLB-C Santa Lusia Bekasi
 Education Unit : SDLB
 Type of Specificity : Impairment
 Class / Semester : VI / I
 Theme / Subtema / NT : LAND
 Time Allocation : 2 x Meetings (2 x 30 Minutes)

A. Learning Objectives

1. Students are expected to be able to name the types of soil
2. Students are expected to be able to mention the benefits of soil types.
3. Students can distinguish soil types by grouping soil types fertile and infertile.

B. Learning steps

1. Initial Activity (10 Minutes)

- a. Educators say hello, pray, check attendance, and check cleanliness.
- b. Conduct appreciation by reviewing the material to be delivered and The educator asks the students, "Children, have you ever gardened?"

2. Core Activities (40 Minutes)

- * Educators condition students to observe soil media images.
- * Educator shows the image of soil types according to the name.
- * Students mention the name of the type of soil according to the picture.
- * Learners recognize the type of soil by observing the picture.
- * Students answer Educator questions related to pictures.

example:

- a. What picture is this?
- b. Have you ever played with the ground?
- c. Where?



Assignment !

a. Educators guide students to answer the questions below!

1. What is the name of the type of soil in white in the image above?
2. Where do we often encounter sandy soil types?
3. What type of soil is included in humus?
4. What is the name of the soil type for making bricks?
5. What are the characteristics of fertile soil?....

b. Picture observation rubric and answer questions.

Image of family gardening.



GARDENING

Putri, along with her father and mother are gardening
 Kebun Putri is located behind her house
 The princess's garden is wide and is planted with lots of vegetables
 The daughter is planting mustard greens
 Mother Daughter is watering the mustard greens
 Putri Putri is burying the soil around the vegetables

Please answer the questions below according to the reading above!

1. Who are gardener?
2. Who is planting the mustard greens?
3. Who is watering the mustard greens?
4. What is Mr.Putri doing?
5. Where is Putri's garden?

3. Closing Activities (10 Minutes)

- * Educators and students together conclude learning material about soil types.
- * Educators provide motivation to continue to be enthusiastic about learning.
- * The class closed with a prayer together.

C. Assessment of Learning Outcomes

- * Attitude: Assessing the attitudes of students towards the assignment given.
- * Knowledge: Through written and oral tests (Questions and answers)
- * Skills: Read text about energy sources with clear vocals.

Knowing November 2020	Bekasi, 02
Headmaster of SLB-C Santa Lusia Teacher	Classroom

III. CONCLUSION

Independent Learning aims to create a happy learning atmosphere without being burdened with the achievement of a certain score or value and part of the changing education and teaching system. One of them is by modifying the Learning Implementation Plan (RPP) model in which there are only three components, namely learning objectives, learning process and assessment or evaluation.

Independent Learning for Children with Special Needs with mental retardation online / online is not easy and really requires collaboration with parents to always accompany their children in the learning process and when doing the assignments of their educators. Educators prepare learning materials well so that they are easily understood by students, can complement learning materials with learning media in the form of pictures or videos because through pictures or videos can make children with special needs with intellectual disabilities interested and motivated to be enthusiastic in learning.

Children with special needs with mental retardation have different characteristics and abilities, learning is carried out classically but requires an individual approach. The appropriate learning method for children with intellectual disabilities is a question and answer method because it can stimulate students' interest and motivation in learning through questions given by educators, where students can find their own answers and can also be guided by educators or parents who accompany them.

IV. SUGGESTION

Creating an attractive learning atmosphere is not easy, especially through online / online, so educators are required to be creative in delivering learning materials so that students are motivated and enthusiastic to take part in learning. This can be supported by the existence of interesting learning media such as pictures, videos and others related to learning materials. The learning method also greatly determines whether the learning will be carried out well or not, so an educator must know all the characteristics of each student. On this occasion I suggested that one of the learning methods suitable for children with intellectual disabilities is the question and answer learning method. This question and answer method seeks students to be actively involved in the learning

process because educators provide questions that must be answered by students both independently and mentally, besides that it also motivates students to be enthusiastic about participating in learning and makes it easier for students to understand the material being taught.

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