

Analysis of Teacher Problematics in Teaching Mentally Disabled Children in SLBN Kapten Halim

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Abstract

Educating children with special needs (mental retardation) requires an approach that is specifically tailored to their needs. Being an educator for mentally retarded children can also be a challenge for a teacher. The aim of this research is to identify the factors that cause teachers to have difficulty in teaching children with special needs (with mental retardation) and also the efforts that teachers can make to deal with these problems. The method used in this research is qualitative-descriptive. The data in this research was collected through interviews, observation and documentation. The results of this research are that there are several difficulties faced by mentally retarded teachers at SLBN Captain Halim Purwakarta, including the situation of children having difficulty understanding what the teacher is teaching, difficulty focusing the child's attention, difficulty overcoming challenging behavior, limited resources, lack of social support and lack of special training. Teacher strategies in teaching and dealing with mentally retarded children include creating a more interesting and enjoyable learning atmosphere, providing extra attention and affection when children's moods change, then to overcome limited resources, teachers can use internet media from their cellphones.

Keywords: *Teacher; Teaching Problem; Mentally Disabled*

Abstrak

Mendidik anak berkebutuhan khusus (tunagrahita) memerlukan pendekatan yang khusus disesuaikan dengan kebutuhan mereka. Menjadi pendidik anak tunagrahita juga bisa menjadi sebuah tantangan bagi seorang guru. Tujuan dari penelitian ini adalah untuk mengidentifikasi faktor yang menjadi penyebab guru kesulitan dalam mengajar anak berkebutuhan khusus (Tunagrahita) dan juga upaya yang dapat dilakukan guru dalam menangani problematika tersebut. Metode yang digunakan dalam penelitian ini adalah kualitatif-deskriptif. Data dalam penelitian ini dikumpulkan melalui wawancara, observasi dan dokumentasi. Hasil dari penelitian ini adalah terdapat beberapa kesulitan yang dihadapi guru tunagrahita di SLBN Kapten Halim Purwakarta diantaranya keadaan anak yang sulit mengerti apa yang diajarkan oleh guru, sulitnya memusatkan perhatian anak, sulitnya mengatasi perilaku tantangan, terbatasnya sumber daya, kurangnya dukungan sosial dan kurangnya pelatihan khusus. Strategi guru dalam mengajar dan menghadapi anak tunagrahita diantaranya adalah menciptakan suasana belajar yang lebih menarik dan menyenangkan, memberikan perhatian dan kasih sayang yang ekstra saat suasana hati anak berubah-ubah, kemudian untuk mengatasi terbatasnya sumber daya, guru dapat menggunakan media internet dari handphone miliknya.

Keywords: *Guru; Problematika Mengajar; Tunagrahita*

INTRODUCTION

Every citizen has the right to quality education, in accordance with Article 31 paragraph (1) of the 1945 Constitution and Article 5 paragraph (1) of Law Number 20 of 2003 which regulates the National Education System. Students with special needs fall within the Act's definition of "every citizen." Children with special needs also have the same right to obtain education because education is the right of every Indonesian citizen, so the government is obliged to provide the widest possible opportunities for its people to obtain quality education. The preamble to the 1945 Constitution, paragraph 4, states that the state aims to make the life of the nation intelligent. Furthermore, Article 31 paragraph 1 of the 1945 Constitution states that to realize this goal, every citizen has the right to receive instruction.

Children with special needs (special needs) is a general term used today after the use of the term extraordinary children. The term special needs child unites various types of specialties or disorders. In other words, children with special needs are children who have significant interindividual and intraindividual differences and experience difficulties in interacting with the environment so that to develop their potential special education and teaching are needed. Thus, the use of the term children with special needs focuses more on the child's need to achieve achievements according to their potential, while extraordinary children focus more on physical, mental and social-emotional conditions. Apart from these two terms, both the terms children with special needs and extraordinary children both certainly have the same goal, namely helping children with difficulties so that they can obtain the provisions to live in a normal society (Sa'diyah & Rochmah, 2017).

Children with Special Needs (ABK) are defined as children who generally need more specialized educational services. There are several types of ABK, one of which is the mentally retarded. Mentally retarded children have intellectual, physical, emotional and social retardation and require special attention so they can develop optimally (Desiningrum, 2016).

Because of their low IQ, children with intellectual disabilities perform less well on reading assessments than typically developing children. Intellectually impaired children demonstrate mental deficiencies in this way. Children's psychology and character influence the way they interact with their classmates. Children with intellectual disabilities typically experience neurological problems that interfere with their ability to think clearly. Apart from that, lack of self-confidence due to mental illness (mental retardation). Children with intellectual disabilities have an IQ level between 50 and 70 points below average. Therefore, learning strategies for mentally retarded children require special consideration. In this case, the teacher's function as a learning companion for children requires the adoption of unique techniques so that students can understand the material being taught (Sefni, 2014).

A teacher is someone who can plan learning programs and organize and manage the class so that students can learn and ultimately become adults so they can advance to the next level of the educational process. On the other hand, teachers are always faced with obstacles, challenges and various limitations in their abilities. Teachers can educate and train children with normal brain abilities as well as children with below normal brain abilities, especially students who attend Special Schools (SLB). In this situation, instructors or teachers at schools must implement learning strategies that suit children's needs so that students can understand the subjects being taught (Ramopoly & Bua, 2022).

METHODS

This research uses a qualitative research design with descriptive research type. Qualitative research is said to be a series of research that is capable of producing data in the form of descriptive words, either written or spoken, of objects or human behavior that can be observed (Maleong, 2007). This research also uses theoretical analysis and literature study. Theoretical analysis is a technique in research that uses theory as a reference for the truth, facts and circumstances of the object being studied. Theoretical analysis is used as a tool for reading reality which is then constructed into an argumentative description (Hamad, 2007). Literature studies are used to enrich research literature, so that conclusions can then be drawn.

This research was carried out at SLBN Captain Halim, Sindangkasih Purwakarta. The target of this research is teachers who teach lower grade (1 elementary school) mentally retarded children. The time allocation used in this research is 2 weeks in May 2024.

The data collection techniques used were interviews, observation and documentation studies. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation. Then the data is grouped into categories that describe the data units, synthesized, arranged into patterns, chose what is important and what will be studied, then conclusions are drawn so that it is easily understood by oneself and others. According to Milles & Huberman, the data analysis method used in this research is qualitative analysis which includes data condensation, data display, and drawing verification conclusions as the final step. Testing the validity of the data will be carried out by testing the credibility of the data, namely by extending observations, increasing persistence, triangulation, discussions with friends, member checks and negative case analysis (Sugiyono, 2011).

RESULTS AND DISCUSSION

This research was carried out by observing 2 class teachers who were the subjects of the research. The two homeroom teachers are Mrs. LS and NT. After the two class teachers were selected, the researcher only observed the difficulties the teachers experienced in teaching children with special needs (with intellectual disabilities) and the

teaching strategies used by the teachers in overcoming obstacles to teaching children with special needs after the three class teachers were selected (with intellectual disabilities).

After the researcher finished making observations, the researcher conducted interviews with the three teachers who had been selected. Researchers asked them about the difficulties teachers face when teaching children with special needs (teaching disabled) and strategies that teachers can use to overcome these challenges (teaching mentally retarded).

The results of interviews with resource persons are as follows:

1. Problems Faced by Teachers in Teaching Children with Special Needs (Tangrahita)

a. The condition of children who find it difficult to accept learning material

Based on the results of an interview with Mrs. NT as a 2nd grade teacher at Tunagrahita Elementary School at SLBN, Captain Halim Purwakarta said that: "The obstacle I faced was from the child himself, due to the child's limited intellectual abilities, it became a big challenge for me in do the teaching." Apart from that, Mrs. LS as a grade 1 teacher at Tunagrahita Elementary School said that "I am holding a grade I child, where this is his first experience of entering school. So there hasn't been any explanation from the child. So I have to start everything from the beginning, from introducing it to then getting used to it."

b. Difficulty in Focusing Children's Attention

Based on the results of an interview with Mrs. NT, as a 2nd grade teacher at Tunagrahita Elementary School at SLBN, Captain Halim Purwakarta said that: "The next obstacle is that children are sometimes difficult to manage and condition, problems that occur at home will be brought to school, causing children to often not want to going to class". Mrs. LS as a grade 1 teacher at Tunagrahita Elementary School said that: "When learning begins, there are still many children who cannot focus and pay attention to the teacher while learning. they are engrossed in their own world".

c. Dealing with Challenge Behavior

Based on the results of an interview with Mrs. NT as the 2nd grade teacher at Tunagrahita Elementary School at SLBN, Captain Halim Purwakarta said that: "in the middle of learning, children still like to have disruptive behavior." Mrs. LS as the 1st grade teacher at Tunagrahita Elementary School said: "Because I hold a class with children This has not really been touched by school education, so the child's nature is still carried over to the same as at home, his childish nature still often appears, apart from that, there are also behavioral challenges that must be faced by the student's parents. because there is still the behavior of parents who have not entrusted their children to the teacher when learning takes place."

d. Limited Resources

Based on the results of an interview with Mrs. NT, as a 2nd grade teacher at Tunagrahita Elementary School at SLBN, Captain Halim Purwakarta said that: "Even though we teach at SLBN, the learning media is still limited and even if there is infrastructure assistance, it doesn't last long." Mrs. LS as a class 1 teacher at Tunagrahita Elementary School said that: "Class I has more students than other classes, while the teaching staff (HR) is only me."

e. Lack of Support and Training

Based on the results of an interview with Mrs. NT as the 2nd grade teacher at Tunagrahita Elementary School at SLBN, Captain Halim Purwakarta said that: "support from the students' parents and the surrounding environment is an important role and I still really need it here." Mrs. LS as the 1st grade teacher at Tunagrahita Elementary School said that: "There is still a lack of training for teachers in developing the competencies they must have, and there is also a lack of support and awareness from the community and parents".

2. Teacher Strategies in Teaching and Dealing with Children with Special Needs (Tunagrahita)

a. Do interesting learning

Based on the results of an interview with Mrs. NT as a 2nd grade teacher at Tunagrahita Elementary School at SLBN, Captain Halim Purwakarta said that: "For this problem, I took the initiative to carry out interesting learning for children, such as bringing real/concrete forms of each lesson that will be given to children" Mrs. LS as the 1st grade teacher at Tunagrahita Elementary School said that: "By dividing shifts into class, I differentiate between children who can and still need to learn. So that those who haven't made it don't miss out too much".

b. Varying the color of your voice and doing outing classes

Based on the results of an interview with Mrs. NT as a 2nd grade teacher at SD Tunagrahita at SLBN, Captain Halim Purwakarta said that: "I like to try to focus the children's attention by varying the color of my voice, mostly I speak firmly so that the children can listen and focus on learning" Mrs. LS as the class teacher 1 SD Tunagrahita said that: "I invite children to learn outside of class, such as feeding fish and watering plants so that children don't feel bored with learning and when they return to class children are happy and can focus on continuing learning activities."

c. Give more attention and affection

Based on the results of an interview with Mrs. NT as a 2nd grade teacher at SD Tunagrahita at SLBN, Captain Halim Purwakarta said that: "I approached and called the child's name firmly, then the child was asked "why?" then given direction that this thing/behavior is bad behavior. Mrs. LS as the 1st grade teacher at Tunagrahita Elementary School said that: "I handled this problem by calming the children, and not forgetting to continue to remind and communicate with parents so that they can support and make habits that are in line with learning at school."

d. Maximize the use of existing resources

Based on the results of an interview with Mrs. NT as a 2nd grade teacher at Tunagrahita Elementary School at SLBN, Captain Halim Purwakarta said that: "I like using cellphone media to see learning references that can be carried out using items that are available in the school environment." Mrs. LS as a 1st grade elementary school teacher Tunagrahita said that: "So far I have tried to maximize my own abilities in teaching and dealing with children".

e. Maintain communication with parents and carry out independent training

Based on the results of an interview with Mrs. NT as a 2nd grade teacher at SD Tunagrahita at SLBN, Captain Halim Purwakarta said that: "To get support from parents, I like to increase communication and mingle with parents and explain what activities the children have done every day. Mrs. LS as the 1st grade teacher at Tunagrahita Elementary School said that: "For training, I mostly take part in training at PMM or practice on my own using YouTube media as a reference".

The information obtained was then analyzed using qualitative descriptive analysis:

1. Problematika Problems Faced by Teachers in Teaching Children with Special Needs (Tangrahit)

Students, teachers and others face challenges in learning, especially those experienced by teachers when teaching children who have special needs (with intellectual disabilities), where one class contains children with various characteristics. Children with intellectual disabilities have a lower IQ than children in general, with normal children having an IQ of 100 and children with a mental retardation having the highest IQ of 70, indicating that their intelligence is very different from normal children. This is in line with the definition according to Widiastuti and Winaya regarding mentally retarded children, who have intelligence below average and are unable to adapt to new behaviors that emerge in their development (Widiastuti, 2018).

In the difficulties experienced by teachers, there are several factors that cause teachers to have difficulty teaching. This is in line with research conducted previously stating that there are 4 indicators of teacher difficulties in teaching children with special needs (Tunagrahita), namely: teacher obstacles in preparing lesson plans, student readiness, difficulties in presenting material, and inadequate learning media (Fadillatul & Sopandi, 2013).

There is also other research from Armi which states that teachers' difficulties in educating children with special needs are caused by several factors, including inadequate facilities and infrastructure, lack of teacher ability, and lack of support from various parties. The results of the research above are still in line with the results of research conducted at SLBN Captain Halim Purwakarta. There are the same problems experienced by teachers in teaching children with special needs who are mentally retarded at SLBN Captain Halim Purwakarta. including:

Inadequate facilities and infrastructure, this factor is in accordance with the obstacles faced by teachers at SLBN Captain Halim Purwakarta, for example, learning

facilities or special tools used for mentally retarded children are still lacking and are easily damaged. Then there is the problem of lack of teacher ability, this is in line with what happened at SLBN Captain Halim Purwakarta, due to lack of training and support from schools for teachers (Armi, 2019). So the teacher's abilities are still limited. And another obstacle that is in line is the lack of support from various parties, teachers at SLBN Captain Halim still have difficulty getting support from the community and also from parents because there is still low awareness and concern for the implementation of good and correct learning at school.

New findings from researchers regarding the obstacles faced by teachers in teaching mentally retarded children at SLBN Captain Halim Purwakarta are the condition of children who find it difficult to receive learning material due to the child's limited IQ, then another obstacle that occurs is the difficulty of focusing the child's attention because they are absorbed in their own world and the difficulty of dealing with challenging behavior caused by the nature or behavior of children at home still being carried over to school in terms of their independence and emotional aspects.

2. Teacher Strategies in Teaching and Dealing with Children with Special Needs (Tunagrahita)

In principle, a problem must have a solution. Likewise, teachers at SLBN Captain Halim have difficulty teaching children with special needs (Tunagrahita) trying to find a way out.

Meanwhile, the teacher's treatment of mentally retarded children who are capable of learning is: a. a curriculum that is sensitive to the needs of children with intellectual disabilities, as evidenced by the methods used, modified materials, evaluations carried out, development of skills in following school rules, development of basic interaction skills, development of friendship, and development of leadership skills; b. meeting the psychological and social needs of mentally retarded children; c. conducive environmental conditions as indicated by the classroom atmosphere and the environment around the class or school; d. fulfilling the basic needs of mentally retarded children as evidenced by the fulfillment of psychological and social needs; e. From a skills acquisition perspective, mentoring and training are important (Hikmah, 2018).

Based on previous research by Titin Indrawati, it is stated that the strategies that teachers can use in learning for mentally retarded children are making adjustments in providing learning materials, carrying out classroom management by using time efficiently and being responsive in providing assistance. The teacher's strategy in providing feedback to mentally retarded children is by strengthening, rewarding and helping. Teachers can create a conducive learning atmosphere by encouraging mentally retarded children to be active and not be left behind to continue providing motivation (Indrawati, 2016).

Teacher strategies in teaching and dealing with mentally retarded children at SLBN Captain Halim are still in line with the results of previous research above, these strategies are:

Plan learning that is more interesting and enjoyable for children, such as using concrete media when learning, then also dividing the entry schedule according to ability level. A strategy to focus children's attention is to vary the teacher's voice to make it sound more interesting and you can also invite children to study outside. The next strategy is to provide more love and attention to children to face challenging behavior, as well as utilizing media or items in the school environment as learning media.

CONCLUSION

Based on the results of the research conducted at SLBN Captain Halim Purwakarta which has been described, it can be concluded that the problems of teachers in teaching children with special needs for mental retardation are related to several components starting from students, infrastructure, teaching staff and also the students' parents. The problems that occur include the condition of children who have difficulty receiving learning material, difficulty focusing the child's attention, difficulty dealing with challenging behavior, limited resources and lack of support and training. This problem requires teachers to find solutions or teaching strategies that suit their needs. The SLBN teacher Captain Halim's strategy in teaching and dealing with children with special needs who are mentally retarded is by planning more interesting and fun lessons, dividing the entry schedule according to ability level, varying the teacher's voice, giving more love and attention to the children and using cellphone media to learn and also utilize goods in the surrounding environment.

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