

DEVELOPMENT OF MODULE ASSISTANCE FOR CHILDREN WITH SPECIAL NEEDS FOR ELEMENTARY SCHOOL

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ABSTRACT

This study aims to produce a mentoring module for children with special needs. This research is a development research by adapting the ADDIE development model. The results of the development research showed that the development of the mentoring module for children with special needs was categorized as appropriate according to the evaluation conducted by the teacher as well as the validation of the experts namely the material expert and the learning design expert. The development of this module can increase the interest of teachers when teaching dyslexic children and increase learning motivation of dyslexic students. In addition, intensive coordination is needed between schools and parents in dealing with children with special needs in Santa Clara Catholic Elementary School for the development and progress of students. Based on the results of research and development, it is obtained suggestions in the form of hope that this module will become a means of encouragement to prepare mentoring modules for teachers who do not understand the psychological side of children with special needs.

Keywords: *development, module assistance, children with special needs*

INTRODUCTION

Education is an important capital for the development of a nation, therefore Indonesia guarantees the rights of its citizens to be able to get an education (Tirtayani, 2017). In general, education must be able to produce people who as individuals and healthy and intelligent members of society who have (1) strong personalities, religious and uphold the nation's noble culture, (2) democratic awareness in the life of society, nation and state, (3) high moral awareness of law, and (4) prosperous and prosperous life (Jalal & Supriadi, 2001).

The 1945 Constitution article 31 paragraph 1 states that each citizen has the right to receive teaching. Based on that paragraph, it is clear that the government provides an opportunity for every citizen to get a proper education. Based on Government Regulation Number 20 of 2003 concerning National Education System article 5 paragraph 1 that the Indonesian state has the same right to obtain quality education. Article 5 paragraph 2 states that citizens who have physical, emotional, mental, intellectual and / or social disabilities are entitled to special education.

Implementation of special education and special service education was also spelled out in the Minister of National Education Regulation No. 70/2009, which is about providing special opportunities or opportunities for children with special needs to obtain an education in regular schools (Primary Schools, Junior High Schools, Senior High Schools/ Vocational Schools). Schools that provide opportunities for children with special needs to get an education in regular schools are called inclusive education providers. Appropriate inclusive education is

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needed to be able to provide services to children who have special needs, so that they can get a reasonable, quality and sustainable education as normal children.

Following the laws in force in Indonesia, children with special needs get the same opportunities as normal children in the field of education. However, not a few people who have not been able to accept the presence of children with special needs positively. Some of them still provide discriminatory treatment against them. Education for children with special needs in Indonesia still separates children with special needs from normal children and places them in special schools or known as Extraordinary Schools (ES).

Education in ES does not guarantee the opportunity for children with special needs to develop their potential optimally and hinder the process of communication and interaction between children with special needs and other normal children. Children with special needs become eliminated from their social lives in the community and society also becomes unfamiliar with the lives of children with special needs. Inclusive education is an alternative in providing education for children with special needs as an answer to the demands of education for all.

According to Smith (2012), although the policy to bring together students with special needs has been around for a long time, concrete actions to place these students in general education classes turned out to be done long after the policy was issued. McLesky & Pachiano (1994), for example, found that over eleven years, from the late 1970s to the end of the 1980s, the number of students with learning difficulties entering separate classes increased by around 4.4%.

According to Yatmiko, Banowati, & Suhandini (2015), to improve education for children with special needs, it is necessary to increase the ability of teachers to understand children with special needs through training and educational workshops, as well as good cooperation between the school and parents of students. Collaboration between school and parents periodically monitors students, with assistance from parents in addressing the needs of students, making inclusive schools a place to adapt and socialize with other students (Juliansyah, Nurasih, Wardana, Sumiarsa, & Sukandi, 2018).

One effort that can be done by schools to improve the ability of teachers to understand children with special needs is to provide additional mentoring modules, especially classroom teachers so that between schools and parents, parents have excellent collaboration and coordination. By giving other modules, schools can have teachers who can protect, guide, and assist students with their potential. Assistance continues to be carried out classically and sometimes increases study time at school if needed (Fyanda & Israwati, 2018).

Based on the background of the problems above, the main problem that can be formulated in this study is the gap between the competencies held by the teacher and the tasks they carry in handling children with special needs. From this gap, a module had needed to provide convenience in dealing with children with special needs. The focus of the problem in this study is on students who have difficulty learning to read (dyslexia), writing (dysgraphia), and arithmetic (dyscalculia). Therefore, it had deemed necessary to produce modules designed for teachers to facilitate mentoring for students with special needs so that learning becomes more efficient.

According to Sudjana & Rivai (2009), the module is defined as one of the smallest teaching and learning program units that outline in detail: (1) instructional objectives to be achieved, (2) topics that will be the basis of the teaching and learning process, (3) main points of the material to be studied, (4) the position and function of the module, (5) the role of the teacher in the learning process, (6) the tools and resources to be used,

(7) learning activities that must be carried out and lived by students sequentially, (8) worksheets students, and (9) evaluation programs that will be implemented. Writing modules, according to Degeng (2001), means teaching module content through writing. Therefore, the language used is not the language of textbooks that are very official or formal; the writer must imagine that the author invites the reader to speak. Given the module's position to be used by students in learning, a module is designed systematically into three parts, namely: (1) the beginning of the module, (2) the main part (contents) of the module, and (3) the end of the module.

The product specifications that had expected to had produced in this development research are in the form of assistance modules for children with special needs, especially for children with dyslexia. The mentoring module developed is adapted to the characteristics of dyslexic students who need to use a special approach in teaching and learning activities. It hoped that with this method, the teacher would be more comfortable to assist. The specifics of the products in the dyslexia child mentoring module had expected to be: (1) The Mentoring Module contains the Basic Concepts of Children with Special Needs, (2) Handling of Problems for Children with Special Needs, especially Children, (3) Specific Learning Difficulties (Dyslexia), (4) Implementation of Assistance in Schools, and (5) Scope of contents in the modules for assisting children with special needs

The purpose of this development is to produce a mentoring model module for children with special needs. The development of the mentoring module had expected to be able to equip teachers in assisting the teaching and learning process for children with special needs in Santa Clara Catholic Elementary School, Surabaya

RESEARCH METHOD

This research is development research that is the development of companion modules for children with special needs. Borg & Gall (1983) suggested that development research is an attempt to develop and validate products that will be used in education. Seel & Richey (1994) also provide an understanding that development is the process of translating design specifications into physical form. The development of this module adapted the ADDIE development model by Branch (2009). In other words, development means the process of producing learning materials (Setyosari, 2016). Development, or often also referred to as development research, is carried out to bridge the gap between research and educational practice (Ardhana, 2002).

The development of this module adapted the ADDIE development model by Branch (2009). The ADDIE development model was chosen because the ADDIE concept is simple but provides many clues in the process of developing a learning product. The ADDIE development model consists of 5 stages, namely, Analysis, Design, Development, Implementation, and Evaluation (Cahyadi, 2019). Learning Design ADDIE model is one of the interactive learning processes with the basic stages of effective, dynamic, and efficient learning. The ADDIE model of the learning design scheme was illustrated in Figure 1.

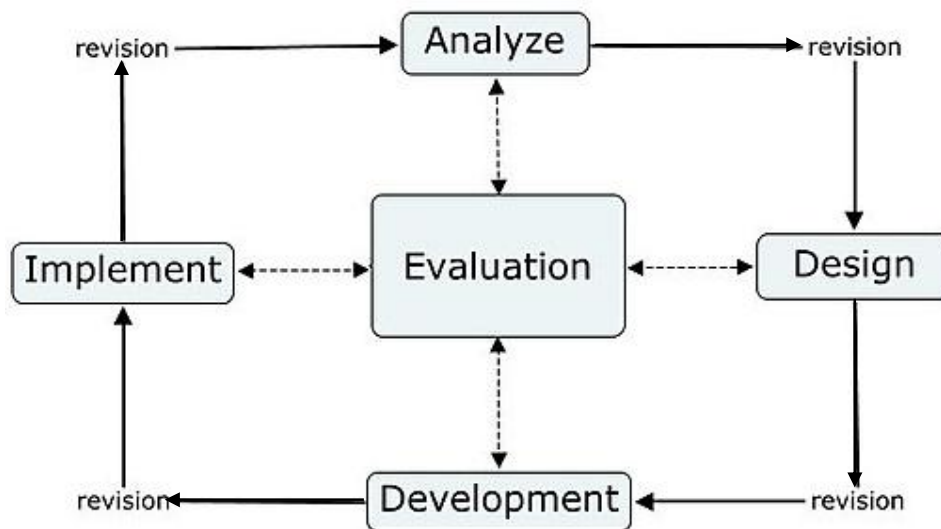


Figure 1. addie model development diagram

Analyse

The purpose of the analysis phase is to identify the possible causes of the imbalance of real conditions with ideal conditions (performance gaps) or problems in the environment. Activities carried out at this stage start from analyzing students' learning abilities especially in class V Santa Clara Catholic Surabaya Elementary School, analyzing students' characteristics about learning, knowledge, attitudes, and skills to find out students who have difficulties in learning, and analyzing the ability teachers have in dealing with students with special needs.

Design

At the design stage, the design of the module will be developed, which is to design an enrichment module entitled Companion Module for Children with Special Needs. What is done in this stage starts from preparing a learning plan for students' grade V who have special needs (learning difficulties), outlining the assistance that will be given to students with special needs, and preparing a mentoring/ coaching design for teachers to handle students with special needs.

Development

At the development stage, the activities carried out, starting from making, developing, modifying, and testing the modules that will be used in assisting children with special needs. At this stage, the module that has been designed in the design phase is then validated by an expert to a school psychologist. The results of the validation are used to revise the modules that have been developed. The validated module is then used for a small group trial consisting of 6 class teachers and is asked to provide a response to the mentoring module that will be used if experiencing difficulties will be re-evaluated in order to get a feasibility response from a module that was developed.

Implement

At this stage the classroom teacher learns with students with special needs by using the mentoring module that has been developed. The researcher as an observer will record it on the observation sheet while learning in class in order to make improvements to the module. Module testing was conducted on 15 students in class V, A, B, C, D in the Santa Clara Catholic Elementary School in Surabaya in the academic year 2018/2019. Trial activities carried out as much as one meeting. Data obtained from the observations of teachers, grades/report cards on learning outcomes in the semester, as well as a statement from the school given to parents/guardians of students as material for guidance and coaching children.

Evaluation

At this stage, a process was carried out to see whether the mentoring module is being built successfully, according to initial expectations or not. This evaluation phase can be done every four stages above, which is called formative evaluation.

The validity of the data in development research is one of the most important parts to determine the degree of trust from the results of research conducted using triangulation techniques in data collection, the data obtained will be more consistent so that it becomes a valid and accountable data.

The implementation of data validity checking activities in this study, researchers used two kinds of triangulation, namely: (1) triangulation of sources with three data sources, where product trials will be given to students, teachers/peers and material experts, and (2) triangulation with three data collection techniques, the researcher uses interview, observation and documentation/questionnaire techniques.

RESULT AND DISCUSSION

Module for assisting children with special needs that have been developed and through a trial process, so as to obtain the following results:

Needs Analysis

At the needs analysis stage there are two activities namely Analysis of the basic abilities of students and determining the material to be developed in the module. Activity analysis of basic abilities of students based on the results of the assessment conducted by researchers. From the results of the assessment obtained data on the basic abilities possessed by each student. From these data, the researcher determines facilitation facilities that are appropriate to the needs of children with special needs, especially dyslexia.

The activity determines the material to be developed in the module based on an analysis of the students' basic abilities. From the results of the analysis of the students' basic abilities, it was determined that the material developed in the development of the mentoring module for children with special needs, especially dyslexia.

Design

At the product design stage, it has four activities, namely the initial production of modules, designing outline modules, compiling modules. In the initial production stage of the module development, the researcher studied the results of the questionnaire from the teacher to find out the children who were identified as having dyslexia, collecting references as writing material, both from existing textbooks and from the internet and

determining the module titles to be written. In the stage of designing a module outline, the researcher ensures that the complete module contents cover all aspects required. Whereas in the module preparation stage following the module development guidelines, the researcher ensures that the provisions that must be included in the product being developed already exist. The developed module has been completed with objectives, summary material, evaluation questions, and reference lists

Validation and evaluation

After the development module has been completed and consulted with the supervisor, the next step is to carry out the validation test. The validation test was carried out by a material expert, a school psychologist and a class teacher.

a. Material expert validation test

This developed module is validated by a material expert who has special abilities in the field of psychology. Validation is done through an assessment of aspects of content eligibility, aspects of language eligibility, aspects of presentation eligibility, and aspects of attractiveness. The results of expert validation in the form of suggestions and comments are used to revise the modules that have been made.

The results of the validation on the aspect of content eligibility obtained a score of 46 out of a total score of 50. The results of the validation on the aspect of eligibility of the language obtained a score of 25 out of 30. The results of the validation on the feasibility aspect of the presentation obtained a score of 14 out of 20. While the results of the validation on the aspect of attractiveness received a score of 16 out of 25. From the four classifications obtained the number of validation scores on the contents of the material is 101 with a percentage of the overall score of 80.8%. The results of this assessment are included in the feasible category (70% - 85%).

Based on the evaluation of the validation of the material experts, there are some comments or suggestions given, among others, on the aspect of the appropriateness of the contents expected to write a more specific title about dyslexia. In the aspect of language appropriateness, the column is in conformity with the development of the teacher, it is expected to pay attention to the appropriate font size for the teacher to make it bigger and more interesting. This module needs to be improved so that it is easier to use because it still seems like a reference book. In the aspect of attractiveness, there are no visible boundaries between activities, making it difficult for teachers to produce new ideas. Although overall this textbook fulfills validity requirements, researchers still need revisions, until finally this module is feasible to use

b. Design expert validation test

This developed module is validated by a design expert who has special ability in the field of graphic design. The module design validation includes five evaluation criteria namely in terms of text appearance, image display, module presentation, module function and module benefits. The validation results of the design experts showed the results of the total score of 67 out of 75 with a percentage of 89.3%. included in the eligible category. Based on the results of the validation, it can be concluded that the modules developed have good quality.

Trials

As a result of the module testing on content eligibility, several indicators were rated as "good", including indicators of conformity with learning objectives, conformity to student needs, and conformity to teacher needs. In the linguistic component, indicators of information clarity and language effectiveness are considered "good". While the readability indicator and in accordance with the learning objectives are considered "good". In the presentation component, indicators of objective, systematic clarity and completeness of information are considered "good enough". In the font, layout, design and appearance components are considered "good". Overall the value obtained by the author is quite satisfying.

Revision of assistance module

Based on the recommendations from the test results and product trials, there are several points of improvement including modules made according to the systematics that should be. Thus, the authors continue to revise the modules that need to be improved for the benefit of further teaching materials. After getting input from class teachers, material experts, the writer immediately corrects and makes it better so that it is easily understood by the teacher.

Discussion

Based on the results of the study, the module products that were developed, showed the feasibility of using child support modules for special needs. This is based on inputs from media experts, material experts and learning experts as well as comments and suggestions from respondents. Furthermore, revisions will be made that lead to the improvement of the mentoring module products for children with special needs. The mentoring module also helps to facilitate teachers in teaching and mentoring students who have special needs at the Santa Clara Catholic Elementary School in Surabaya.

There are two data analysis techniques that are used to process data compiled from the results of expert material review and trial of the assistance module, namely by using descriptive qualitative analysis of qualitative data in the form of comments and suggestions provided by the validator

In this trial, the students who were made the subject of the trial hereinafter referred to as respondents were Grade VI students, amounting to fifteen children who had academic values tended to be lacking this was due to having special learning difficulties, as well as observations from teachers and input from psychologists. The results of students' assessment of the modules given have diversity in answering.

The success of the implementation of inclusive education, in essence, also needs to be accompanied by learning planning (Budiyanto, 2005). Learning planning, according to Majid (2005), can be interpreted as the process of preparing subject matter, the use of instructional media, the use of learning approaches or methods, and assessment in a time location that will be carried out at a certain time to achieve the specified goals. Assessment, according to Mukhtar (2003), is one component of the learning system in particular and the education system in general. Assessment is an activity that cannot be avoided in the learning process. Assessment of learning is an integral part that is inseparable from educational activities.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the research results, it can be concluded that the mentoring module developed in general is able to meet the needs of the mentoring module for children with special needs, especially dyslexia in Santa Clara Catholic Elementary School. The content of the developed mentoring modules is tailored to the needs of teachers, especially classroom teachers.

Assistance modules for children with special needs that are developed are categorized as appropriate in accordance with the evaluation conducted by the teacher and validation from experts including material experts and learning design experts. The development of this module is known to be able to increase the teaching interest of teachers dealing with dyslexic children and the learning motivation of dyslexic students

Besides using the mentoring module, in dealing with children with special needs intensive coordination between schools and parents is still needed for the development and progress of students. These results are also consistent with research conducted by Winastuti and Noverahela (Winastuti & Noverahela, 2018).

Recommendation

Based on the conclusions above, suggestions can be made including (1) For educators: can open the horizons of educators to make their own modules in accordance with the needs of their respective classes and according to the needs of students, (2) For readers: motivate readers to learn or continue to work for children with special needs for better education for the nation's children, (3) For publishers: be a reference for publishers to facilitate novice writers who want to share knowledge, (4) For school psychologists: as a means of encouragement to prepare mentoring modules for teachers who do not understand the psychological side of children with special needs, (5) Learning outcomes are expected to increase, (6) Educational Infrastructure is one of the important resources to support teaching and learning process for children with special needs, it is necessary to have adequate learning media, (7) Process data collection, collection and processing, is still not optimal, how beautiful it is to conduct observations and interviews with competent sources for the addition of learning infrastructure for children with special needs, and (8) for other researchers, who have special attention in assisting children with special needs by looking for other ways to provide ease of learning for students who have difficulty in learning.

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