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$\mathcal{P}$EDAGOGIA

Implementation of Online Learning at Special Schools for Children with Disabilities During the Covid-19 Pandemic Situation

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A b s t r a c t

Corona Virus Disease (Covid-19) that hit all parts of the world has a wide impact in various aspects of life, including education. As a special school teacher who often implements individual learning, it will be a challenge to implement online learning, it will even be a unique experience in changing the learning process from offline (face to face in class) to online (without face to face and outside the classroom). the biggest question is how the implementation of online learning can be carried out well considering the principles, rules and learning styles of children with disabilities that are unique and in very diverse ways. This research was conducted with a descriptive qualitative approach. The technique used is a survey technique. The distribution of questionnaires was carried out from June 4 to June 15, 2020 with a total of 560 respondents from 16 provinces in Indonesia. Online learning as the most possible alternative for the continuity of the learning process during the Covid-19 pandemic is basically responded to and responded to by both teachers and parents, even though teachers and parents realize that online learning is a new way full of knowledge and experience, so that it is still felt and considered ineffective, and even hopes to return to the conventional face-to-face system.

Keywords: Online Learning, Special School, Covid-19

A b s t r a k

Corona Virus Disease (Covid-19) yang melanda seluruh belahan dunia berdampak luas dalam berbagai aspek kehidupan, termasuk pendidikan. Sebagai guru SLB yang sering menerapkan pembelajaran individu, akan menjadi tantangan tersendiri untuk menerapkan pembelajaran online, bahkan akan menjadi pengalaman unik dalam mengubah proses pembelajaran dari offline (tatap muka di kelas) menjadi online (tanpa tatap muka dan tatap muka). di luar kelas). Pertanyaan terbesarnya adalah bagaimana pelaksanaan pembelajaran *online* dapat dilaksanakan dengan baik mengingat prinsip, aturan, dan gaya belajar anak berkebutuhan khusus yang unik dan sangat beragam. Penelitian ini dilakukan dengan pendekatan kualitatif deskriptif. Teknik yang digunakan adalah teknik survey. Penyebaran kuesioner dilakukan mulai 4 Juni hingga 15 Juni 2020 dengan total 560 responden dari 16 provinsi di Indonesia. Pembelajaran *Online* sebagai alternatif yang paling memungkinkan keberlangsungan proses pembelajaran selama pandemi Covid-19 pada dasarnya ditanggapi dan ditanggapi baik oleh guru maupun orang tua. , meskipun guru dan orang tua menyadari bahwa pembelajaran online merupakan cara baru yang sarat ilmu dan pengalaman, sehingga masih dirasakan dan dianggap tidak efektif, bahkan berharap dapat kembali ke sistem tatap muka konvensional.

Kata Kunci : Pembelajaran *Online*, Sekolah Luar Biasa, Covid-19

A. INTRODUCTION

Corona Virus Disease (Covid-19) that hit all parts of the world has a wide impact in various aspects of life, including education (Agarwal & Kaushik, 2020; Ahmad et al., 2020; Chavez et al., 2020; Chick et al., 2020; Lau et al., 2020; Stojanovic et al., 2020). To anticipate the transmission of the virus, the government has issued various policies, such as isolation, social and physical distancing (Ardan, Rahman, & Geroda, 2020), to large-scale social restrictions (PSBB) and everyone is encouraged to stay at home, work, worship and study at home. With regard to education issues, the Government of Indonesia, through the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia, has implemented a policy of learning and working from home (Jauhari, Mambela & Zakiah, 2020; Pujilestari, 2020) Since mid-March 2020, this condition ultimately demands all institutions education to innovate in the learning process (Almarzooq, Lopes & Kochar, 2020; Daniel, 2020; Kogan et al., 2020; Sandars, et al., 2020; Wargadinata et al., 2020). One form of innovation is by doing online learning (Churiyah et al., 2020; Händel et al., 2020; O'Doherty et al., 2018; Sandars & Goh, 2020; Schneider & Council, 2020; Verawardina et al., 2020).

The online learning process for most teachers is still odd, especially for teachers in special schools, causing a lot of confusion because of the knowledge and experience requirements to implement online learning. However, teachers realize that there are no other options and the learning process must run for the continuity of education for their students with all its various, complex and unique problems. The application of learning at home, of course, affects the conditions of students, parents and teachers themselves (BBC, 2020; CNN Indonesia, 2020; Adiwijaya, 2020). Even though online learning is able

to provide attractive and effective services, its implementation has its own challenges (Bilfaqih & Qamruddin, 2015). Such as the internet network that has not been enjoyed by all schools, especially in rural areas, and the cost of purchasing data packages is expensive (Bakalar, 2018). Even though, internet access plays an important role in implementing distance learning (Kebritchi et al., 2017).

As a special school teacher who often implements individual learning, it will be a challenge to implement online learning, it will even be a unique experience in changing the learning process from offline (face to face in class) to online (without face to face and outside the classroom). This difficulty is very understandable, because all of these changes are carried out suddenly, urgently in shifting a new life quickly but the conditions for preparation, may not even have existed in the minds of the special school teachers. A number of problems and challenges faced lie, not only faced by students, parents, but teachers themselves in preparing this relatively new online lesson (Roy, et al., 2020).

Several studies related to online learning have been carried out, including the analysis of online learning during the Covid-19 pandemic as a challenge in the 21st century digital era (Darmalaksana et al., 2020), reflection of online learning during the Covid-19 emergency (Sanjaya ; 2020), and the use of the Ministry of Education and Culture's learning house portal as an online learning medium in elementary schools (Yanti et al., 2020). From several studies that have been carried out relating to the implementation of online learning, the obstacles, solutions and projections of online learning systems carried out by special school teachers do not appear to have been lifted. Based on the literature review, so far there has been no research that examines online learning conducted in special schools.

Barriers, solutions and projections of online learning are important aspects that must be studied in depth. The existence of obstacles in the learning process often reduces students' interest in learning (Suryani & Widyasih, 2008). The factors that are the key to the success of online learning are the availability of facilities and infrastructure (Pangondian, Santosa, Nugroho, 2019). In addition, school and teacher support is an important aspect of the success of online learning (Rusdiana & Nugroho, 2020). Online learning is a process of transforming conventional education into digital form so that it has its own challenges and opportunities (Bozkurt et al., 2015; Bušelić, 2017; Griffiths, 2016; Harjanto & Sumunar, 2018). Therefore, the biggest question is how the implementation of online learning can be carried out well considering the principles, rules and learning styles of children with disabilities that are unique and in very diverse ways.

Online learning in Indonesia has long been applied by several educators before the Covid-19 outbreak and is increasingly popular after the emergence of social policies and physical distancing. In many implementations, online learning that is applied still tends to be a form of assignment via application. Students are given assignments to complete, then the teacher corrects as a form of assessment, then followed up by comments as feedback. The low quality of human resources is one of the reasons online learning has not been implemented optimally. Low quality of human resources is directly correlated with low quality of education and low quality of education related to the education system itself (Akareem & Hossain, 2016).

The progress and development of education is one of the success factors of a nation (Avelar et al., 2019; Weybrecht, 2017). Therefore, development in the field of education needs to be planned in a planned manner directed at efforts to develop quality human resources in the future (Zaidi et al., 2019).

Students learn best if they can actively construct their own understanding of what is learned (Majid, 2011). Through online learning, students will independently create knowledge that they will master. The knowledge mastered by students will be more meaningful because it is obtained from the results of concluding not memorizing. From these statements, there is an assumption that the quality of education in Indonesia can be improved through online learning. Students will be more competent in mastering competencies independently, so that active learning will be formed. In addition, the competencies mastered by students will be more contextual because what is obtained is an inference related to the student's schemata. However, there are several obstacles that arise in online learning, including; related to signal problems and the unavailability of devices for every student and school.

The fact, not all students come from wealthy families and live in cities. Online assignments are often seen as a burden for some students and parents themselves (BBC, 2020; CNN Indonesia, 2020; Adiwijaya, 2020). Many students and parents who have never been familiar with devices become confused and lead to incomplete tasks requested by the teacher, especially in elementary schools, so that, in some areas online learning does not go well. Therefore, any obstacles that exist in the online learning process must be able to find solutions, with the purpose that, the projected learning with an online system in the future can be mapped by the government. On the basis of that thought, research with this survey technique intends to dig up information about how to implement online learning in special schools which actually has its own uniqueness, so, it is important and urgent to do. We hope that this information can be

used as a basis for mapping various problems in online learning in the Special School environment and become a basis for thinking in organizing a new life (new normal) in education for children with disabilities in special schools spread throughout Indonesia.

B. METHODS

This research was conducted with a descriptive qualitative approach. The technique used is a survey technique. This technique is used to collect information from a number of people about a particular topic or issue (Gunawan, 2013), which in these cases are special school teachers in Indonesia. The distribution of questionnaires was carried out from June 4 to June 15, 2020 with a total of 560 respondents from 16 provinces in Indonesia. Data obtained through filling out a questionnaire distributed to all respondents in the form of google form (online). The collected data were analyzed to be described according to the questionnaire which included the following aspects: (1) the profile of the special school teachers; (2) conditions for the implementation of online learning which include preparation, implementation, evaluation systems and applications used; (3) obstacles and efforts made by the teachers; (4) parental responses and involvement, (5) teacher efforts in dealing with parental barriers (6) challenges faced, (7) future expectations.

C. RESULT AND DISCUSSION

Based on the incoming questionnaire, the researcher mapped the problem into six problems as follows; (1) teacher profiles, (2) implementation of online learning with the problems faced, (3) online learning student activities (4) parental involvement in online learning (5) parental responses and involvement (6) teacher views and expectations of online learning in the future.

1. Brief Profile of the Distribution of Respondents (Special School Teachers)

Based on the results of a survey on the profile of special school or special school (SLB) teachers spread across 16 provinces in Indonesia with a total number of respondents as many as 560 teachers, in general the respondents have a background of Special Education (PLB) of (65%) and no PLB amounting to (35%). In education, broadly speaking (87%), special school teachers have an undergraduate and postgraduate level (10%), a special education teacher school (SGPLB) is (2.5%) and only a small proportion have a school level. Senior High (SMA) of (0.5%). Referring from the teaching experience, some teachers have quite diverse experiences. However, most (48%) had teaching experience between 7 to 10 years and more than 10 years (26%). Meanwhile, those who have experience between 4 to 6 years (15%), and those who have experience between 1 to 3 years (5%), while there are those with less than 1 year (6%). Referring from the distribution of teaching, the number of respondents who taught children with visual impairment (blind) was (14%), children with hearing impairment (Deaf) were (24%), children with intellectual disabilities (mental retardation) were (41%), children with impairments motoric (disabled) as much (19%) and children with autism (2%). Overall, the profile of the special school teachers who were used as research subjects based on the incoming questionnaire can be visualized in graph 1 below;
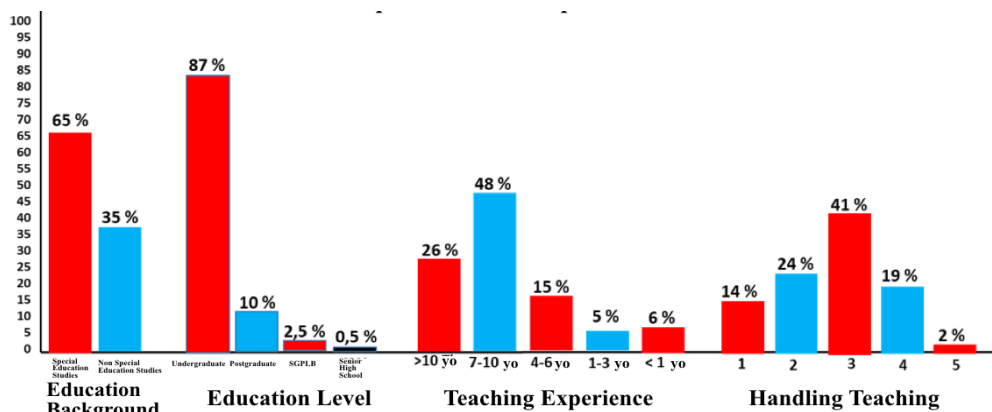
Notes: 1= blind, 2=deaf, 3=intellectual disability, 4=physical disability, 5= Autism

Graph 1
Profile of Special Schools teachers

Based on graph 1 above, an illustration shows that the respondents who are special school teachers, most of whom have special education fields with sufficient levels of education and teaching experience and are spread across all types of children with disabilities. That means; Professionally, they have competences according to the field of expertise, both with an adequate level of education and experiences.

2. *The Condition of Online Learning Implementation in Special Schools*
a. *The preparation and implementation*

The conditions of online learning which were explored in research through this survey to obtain an overview of the implementation of online learning include; preparation, learning materials, implementation schedule and number of meetings held during the Covid-19 Pandemic. As a whole, the data describing these aspects can be visualized in graph 2 below;
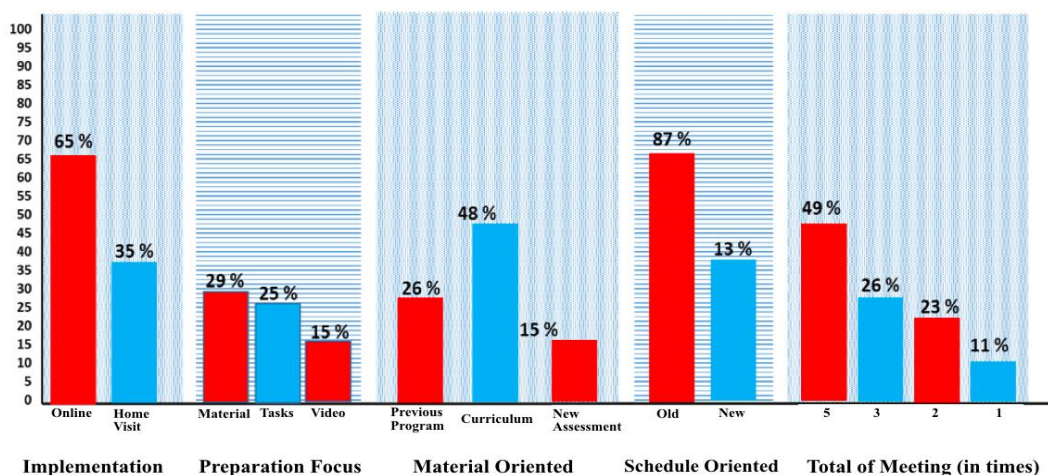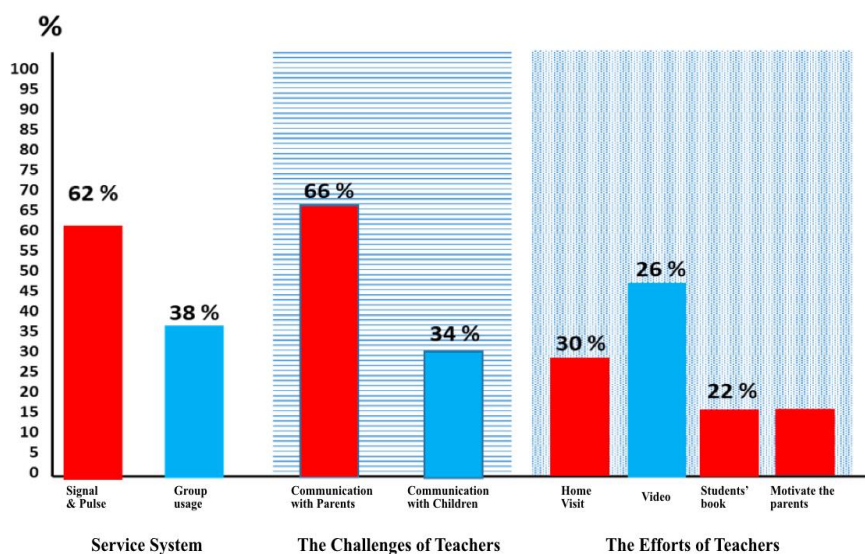

Graph 2
Preparation of Online Learning by Special School Teacher

Based on the data as depicted in graph 2, regarding the implementation of learning during the Covid-19 pandemic, most teachers (87%) stated that the learning process during the pandemic was carried out online and only a small proportion of teachers (13%) the learning process during the pandemic was carried out by how to home-visit (visiting students). The high percentage of what teachers do in online learning is an indication of a sense of responsibility, the teacher's commitment in carrying out their duties as a teacher and at the same time answers the problems faced with the Covid-19 problem that is hitting Indonesia. This fact also proves that the problem of the emergence of the Covid-19 outbreak is not an excuse for stopping education. In the conditions of learning carried out by some teachers by visiting

their students at homes (home-visit) it does not mean ignoring health problems, but as a result of not supporting the use of applications such as not having an Android application, or the frequency of disturbances such as bad signals. In fact, not all monographs in Indonesia have good internet access.

3. *Teachers' Obstacles and Efforts*

This survey is to obtain information related to teacher obstacles and efforts during online learning. The aspects explored include the constraints of using applications, interactions with parents, student responses and the efforts that teachers can make during online learning during the Covid-19 pandemic. Based on the data through the incoming questionnaire, these aspects can be visualized in graph 3 following

Graph 3

Challenger and Effort Faced by The Teacher fod Onlie Learning

Based on graph 4 above, some of the obstacles faced by teachers are related to the obstacles faced in online learning, most of the teachers (62%) said that the network problem was poor and the use of pulses was wasteful. Another obstacle is related to the use of the WhatsApp application as a

group (38%). This happens because the service system in online learning is done individually. This statement is in line with the previous statement where most teachers in online learning place more emphasis on individual system services. Of the many obstacles experienced in online

learning, there are two types of obstacles that are mostly experienced, namely limited quotas and unstable networks (Jamaluddin et al., 2020). Internet network access speeds are still slow (Riyanda, Herliana & Wicaksono 2020).

Another obstacle faced when online learning took place, most of the teachers (66%) stated that there was a lack of fluency in communication with parents and the responses shown by students when online learning took place were considered poor (34%). Both of these obstacles are related to the problem of not fluency in using the application or because online learning is still new, so it still requires adaptation, both teachers and parents. The information, communication, and technology (ICT) competencies of teachers in Indonesia are not evenly distributed across regions (Azzahra, 2020) because there are still gaps in the quality of education throughout Indonesia, especially between Java and outside Java. Unequal internet access, gaps in teacher qualifications, and quality of education, as

well as a lack of ICT skills are vulnerabilities in online learning initiatives or distance systems in Indonesia (Azzahra, 2020).

Apart from the obstacles faced, some of the efforts made in online learning are quite varied. Some teachers (30%) stated that the efforts made were related to the difficulty of networking, namely by visiting parents (home-visit), so that the learning process was carried out face-to-face. Another effort made by the teacher (26%), was by sending a video that had been prepared in advance. In addition, what was done was preparing worksheets (22%), some teachers expressed their efforts by motivating parents via telephone (22%).

4. *Activities, Material Mastery and Evaluation Tools in Online Learning*

The data from this survey is to gather information related to children's activities, the level of material mastery and evaluation tools used by teachers during online learning in the Covid-19 pandemic situation. The complete data can be seen in Figure 4 below:
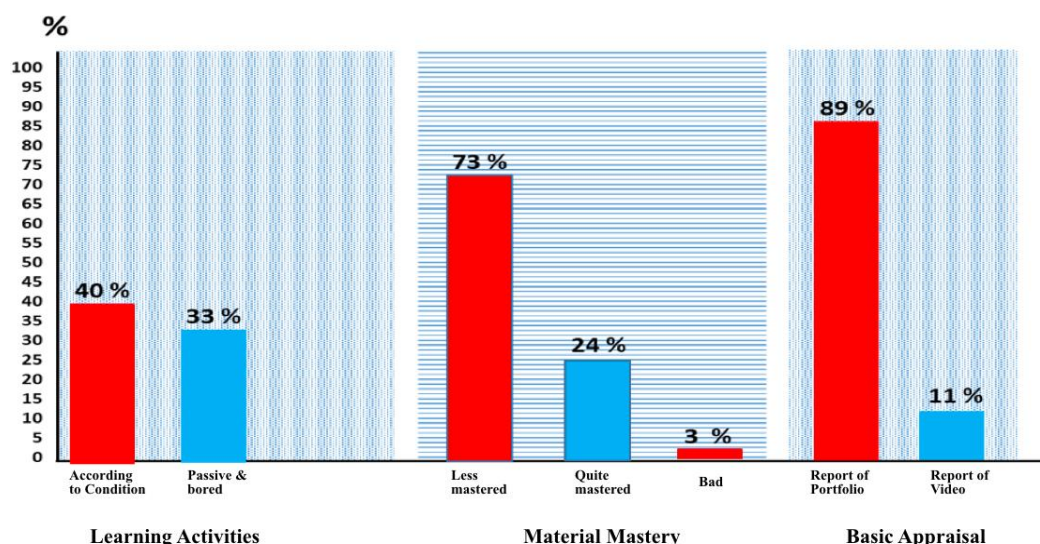
Graph 4
Students Activities During Online Learning

Based on the data as seen in graph 5, which is obtained based on the incoming questionnaire, it can be argued that based

on the observations made by the teacher regarding student learning activities during online learning, most teachers (40%) said

that whether the students were active or not depends a lot on the child's condition at the time. that. However, some teachers (33%) stated that they are inactive and tend to get bored easily. In some cases, the learning motivation of students with disabilities, especially in mentally retarded children, for example; often gets bored easily. Children who experience learning barriers, especially children with intellectual disabilities (mental retardation) experience what is called a cognitive deficit which is reflected in one or more cognitive processes such as perception, memory, developing ideas, evaluation and reasoning, as a result they are often easily bored and tired (Alimin, 1993). But on the other hand, it was stated that students during online learning (27%) rated their students as quite active and enthusiastic.

With regard to the problem of mastery of the material provided through online learning, most teachers (73%) rated it as less than optimal, even said it was bad even though the percentage was quite small, namely (3%). If we relate it to the previous statement, it seems that it is quite in line with the activeness of students in following learning from being easily bored. However, some teachers (24%) stated that they were quite good at even though their presentation **Parental Responses and Involvement**

The results of this survey are to see how the assessment, response and involvement of parents in the implementation of online learning during the Covid-19 pandemic is a policy for the continuity of education in special schools. Based on the data extracted through the questionnaire, as a whole it can be visualized in graph 5 below;
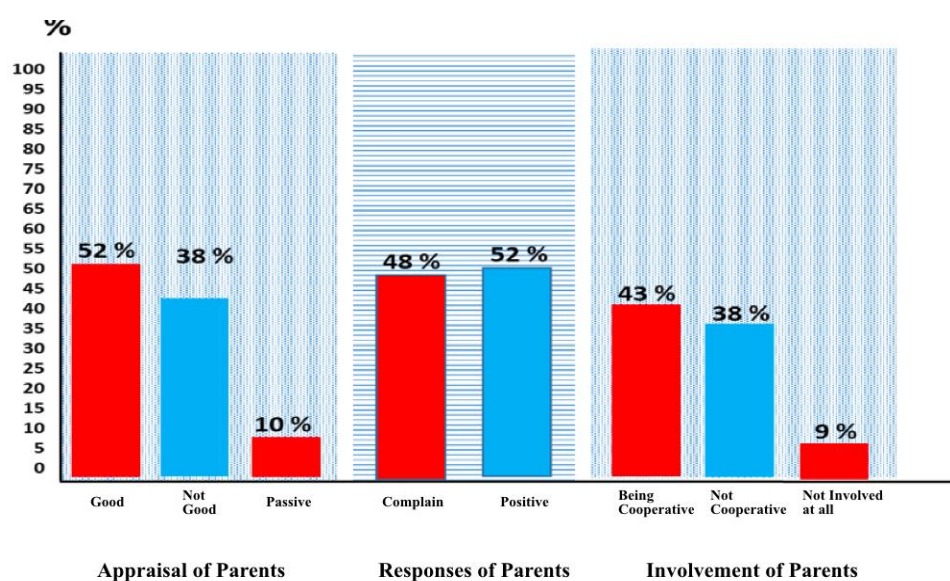
Graph 5

Appraisal, Responses and Involvement of Parents toward online Learning

Based on graph 6 above, regarding how parents' assessment of online learning held by schools in the Covid-19 pandemic situation, some teachers (52%), are said to welcome it well, but some teachers (38%) stated that they were not good and some small (10%) of them rated as passive teachers. When asked how parents responded during online learning, most teachers (52%) stated that basically

parents showed a positive attitude, however some teachers (48%) stated that they actually received complaints from parents. Regarding the problem of how parents are involved during the online learning process, most teachers (43%) said parents were cooperative enough, some teachers (38%) said they were not cooperative and a small proportion of teachers (9%) said they were not cooperative.

If we analyze, the statements of parents are quite consistent. This consistency can be seen that parents who welcome the policy of implementing online learning show a positive response and show cooperative involvement. On the other hand, parents who rated the online learning policy unfavorably showed poor and uncooperative respect. This is a signal in online learning of the importance of synergy between parents and school authorities. Therefore, the process of parenting education has an important role because the learning process in the online system will end in the family. Therefore, this synergy becomes the basis for bringing together the interests and desires between families and the school (Setiawan, 2020).

5. *The Teacher Efforts in Dealing with Parental Barries*

The results of this survey are to see the efforts of teachers in overcoming obstacles faced by parents during online learning during the Covid-19 pandemic. Based on the data extracted through questionnaires, as a whole it can be visualized in graph 6 below :
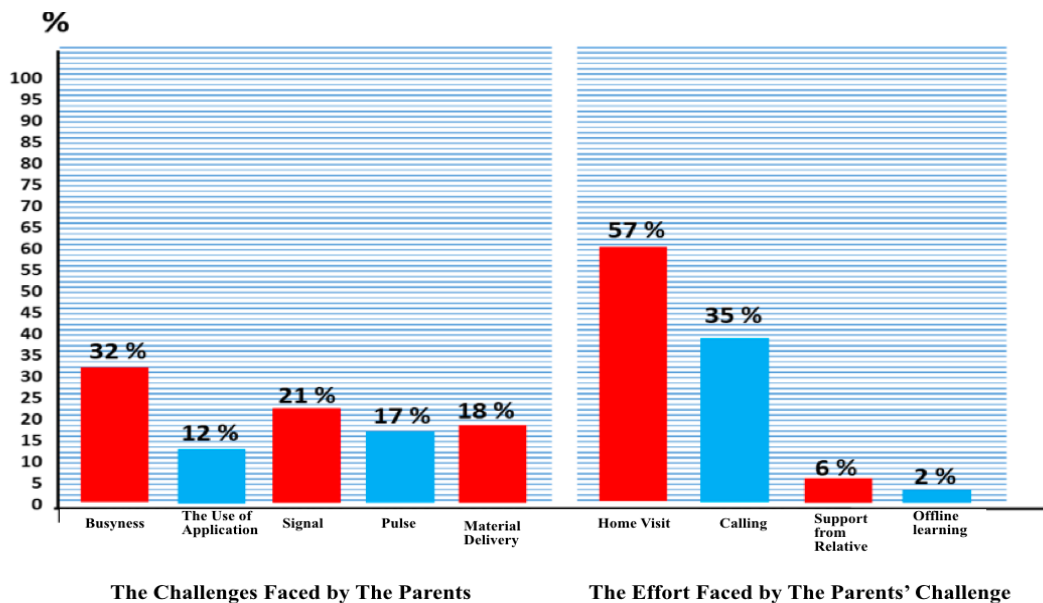
Graph 6
The Challenges and Effort Done by The Teachers

Based on graph 7 above, some of the obstacle's parents faced during the online learning process were quite varied. Most of the teachers (32%) stated that the obstacles for parents were related to limited time and parents' activities. As many (21%) said that due to the problem of signal instability during learning, parents' understanding of the material provided when helping their sons and daughters (18%), wasteful use of pulses (17%) and limited use of android applications that

parents do not have (12%). The variety of obstacles faced by parents will have non-optimal consequences in providing learning guidance and assistance. The role of parents in online learning, especially for children with disabilities, is very strategic.

E. CONCLUSION

Based on the results of research and discussion of survey results regarding the implementation of online learning in special schools (SLB) spread across 16 provinces in Indonesia, the following conclusions can be drawn;

In general, online learning in special schools (SLB) is carried out by special school teachers at all levels and types of barriers as well as regular schools in general. In its implementation, it is done through the internet network with the majority using the Whatsapp application. Even though a small number of them did it by means of a home visit because of network constraints. In its implementation, the learning orientation is based on the pre-Covid 19 program, curriculum and assessment results with an individual learning service system with a fairly diverse number of meetings, from 5 to 2 x meetings a week, depending on the grade level and the condition of the child.

Some of the obstacles faced by teachers in the implementation of online learning are also quite diverse, especially those that are mostly faced by teachers are related to the problems of parents who have difficulty being able to teach and motivate their children to take part in the online learning process, in addition to network problems, the frequency of tasks considered too much, time effectiveness, wasteful quota and costs that must be spent are obstacles in online learning.

In facing the various obstacles faced, the teachers also made various efforts such as communicating intensively with their families (parents), providing motivation and conducting home visits to areas that were difficult to get an internet network.

Online learning as the most possible alternative for the continuity of the learning process during the Covid-19 pandemic is basically responded to and responded to by both teachers and parents, even though teachers and parents realize that online learning is a new way full of knowledge and experience, so that it is still felt and considered ineffective, and even hopes to return to the conventional face-to-face system.

For the future projection, learning from the weaknesses and obstacles faced, both teachers and parents view that in implementing online learning, collaboration between parents and teachers is initiated by the school. These expectations are related to the problem of preparing for the implementation of online learning, both in content mapping, evaluation and delivery systems, and control or monitoring in the online learning process, so that teachers and parents expect to gain new understanding of online learning through various trainings initiated. the office or school.

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