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Upaya Guru Membantu Anak Berkebutuhan Khusus yang Mengalami Kesulitan Belajar di SDI Bung.

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Abstrak

Ada hal khusus yang dihadapi di SDI Bung, yaitu ada siswa yang mengalami kesulitan membaca, menulis dan menghitung walaupun mereka sudah berada pada kelas tinggi (kelas 4,5, dan 6). Mereka tergolong anak berkebutuhan. Mereka mengalami kesulitan dalam membedakan huruf dan mengartikannya, menyalin tulisan tangan dan menuangkannya dalam kalimat, membedakan tanda dan simbol atau angka. Tujuan penelitian ini, yaitu untuk mengetahui jenis-jenis kesulitan belajar anak berkebutuhan khusus di SDI Bung dan usaha guru mengatasi kesulitan tersebut. Metode yang digunakan dalam penelitian ini yaitu deskriptif kualitatif dengan teknik wawancara. Hasil penelitian menunjukkan bahwa ada tiga jenis kesulitan belajar anak berkebutuhan khusus di SDI Bung, yaitu kesulitan membaca (disleksia), kesulitan menulis (disgrafia), dan kesulitan menghitung (diskalkulia). Terhadap ketiga kesulitan ini, guru berusaha untuk membantu mengatasinya dengan cara memberikan petunjuk sesuai tingkat kesalahan seperti memasukan abjad, melatih menggabung huruf dalam kata (disleksia); melatih siswa untuk menjiplak bentuk huruf dan melatih menyalin teks (disgrafia) dan membuat latihan praktis dasar dengan menggunakan alat-alat bantu visual, bimbingan intensif dan memberikan pengajaran sesuai tingkat kerumitannya (diskalkulia). Melihat tiga jenis kesulitan belajar anak berkebutuhan khusus di atas, maka dianjurkan agar para guru di SDI Bung harus melatih siswa ketiga keterampilan dasar, yaitu membaca, menulis dan menghitung di kelas rendah sampai mereka menguasainya.

Kata kunci: *Upaya Guru; Kesulitan Belajar; Anak Berkebutuhan Khusus*

The Effort of Teacer to Help Children with Special Needs Who Have Learning Difficulties at SDI Bung

Abstract

There is a special issue faced at SDI Bung, namely there are students who have reading difficulty, writing difficulty, and calculating difficulty even though they are already in the high grade (grades 4, 5 and 6). They are grouped in children with special needs. They could not distinguish letters and interpret them, copy handwriting and put it in sentences, distinguish signs, symbols or numbers. The research aims are to find out the types of learning difficulties of children with special needs at SDI Bung and the efforts of teachers to overcome it. The method used in this research is descriptive qualitative with interview technique. The results showed that there were three types of learning difficulties for children with special needs at SDI Bung, namely reading difficulties (dyslexia), writing difficulties (dysgraphia), and calculating difficulties (dyscalculia). Toward these three difficulties, the teacher

tries to help them by providing instructions according to the level of error such as entering the alphabet, practicing combining letters into words (dyslexia); training students to trace letter shapes and practice copying text (dysgraphia); and make basic practical exercises using visual aids, intensive guidance and provide teaching according to the level of complexity (dyscalculia). Seeing the three types of learning difficulties for children with special needs above, the researchers suggest that teachers at SDI Bung must train students in the three basic skills, namely reading, writing and counting in lower grades until they master them.

Keywords: *The Effort of Teacher; Learning Difficulties; Children with Special Needs*

INTRODUCTION

Education is one of the activities carried out to improve the quality of human resources. It is also interpreted as a system with different aspects, namely aspects of law or rights, history, psychology, culture, sociology and economics. According to Sunaryo (Kurniasih, et al., 2019), education helps individuals to be themselves, to be who they should be.

In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional), article 1 (Kurniasih, et al., 2019) stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their opportunities to have spiritual strength, intelligence, nobility, and skills needed for oneself, society, nation and state.

Moreover, article 5 Paragraph 2 of National Education System (Sistem Pendidikan Nasional) states that all citizens with physical, emotional, mental, intellectual or social disabilities are entitled to special education. The law states that children with special needs are entitled to the same educational opportunities as

other children (ordinary children). They can be interpreted as having physical, mental, intellectual, and emotional disorders that require special learning (Lazar, 2020). They experience various disorders such as blindness, deafness, mental disabilities, physical disabilities, children with learning difficulties and children who learn slowly with autism and especially smart children.

Regular schools are equal channels of education to achieve inclusive goals. Inclusive education can also be interpreted as an education system that aims to implement an equal educational concept by connecting children with special needs with normal children.

According to Sapon-Shevin (Venti, 2017) inclusive schools are educational services that require all children with disabilities at nearby schools to be assisted in regular classes with their peers. In comprehensive education, adapted to the special needs of children and given individually in class under general conditions.

Based on the definitions of National Standard Primary Schools and inclusive education that have been described, it can be concluded that inclusive elementary schools are formal elementary schools that meet national education standards (content standards, teaching

staff, infrastructure, funding, educational process, management process, assessment and graduation competencies) and tailored not only to ordinary children but also to children needs with specific learning disabilities so that they can provide effective services for all. Children with learning disabilities are individuals who have difficulties in the process of acquiring initial abilities influencing their ability to learn, speak, listen, write, read, and count (Venti, 2017).

To ensure quality and equitable education, of course, we need someone who is able to fulfill the duties and responsibilities as a teacher. They will be fulfilled properly if the education staff is a teacher. The main task of the teacher as a professional is to train, educate, direct, measure, and evaluate students (article 1 (1) of Law No. 14 of 2005). According to Sadulloh, teachers are parties who help students as human beings who are not yet empowered to become fully human, such as educators themselves, helping children so that their potential can develop (Edu, et al., 2017).

Children with learning disabilities generally attend preschool and academic education. Based on the curriculum model for students with learning difficulties (Research and Development Agency, Ministry of National Education, 2007), learning difficulties can be divided into two categories: developmental learning difficulties and academic learning difficulties. Developmental learning disorders include disorders of the development of motor organs and the five senses, disturbances in thought processes and behavioral

disorders. Academic learning difficulties include reading difficulties (dyslexia), writing difficulties (dysgraphia), and numeracy difficulties (*dyscalculia*) (Venti, 2017). As a result, children with learning disabilities have academic limitations in writing, reading and arithmetic. Thus, a teacher must have an accurate way to assess children who have learning difficulties, so that they can perform better than before.

The reason the researcher chose SDI Bung is because in this school there are many students who have reading, writing, and calculating difficulties even though they are already in a higher grade (grade 4, 5, and 6).

METHODS

The type of research used is qualitative with descriptive methods. The techniques used in this research are interviews, observation and documentation. There were 19 respondents who were subjects in this study consisting of 5 teachers and 14 students. This research aimed at SDI Bung was to find out the types of learning difficulties of children with special needs and the efforts of teachers to deal with the learning difficulties of children with special needs at SDI Bung.

This research was conducted to analyze various phenomena regarding the teacher's efforts in guiding learning difficulties with children with special needs at SDI Bung. Data analysis follows four stages (Sugiyono, 2015). First, data collection is the process of obtaining real or accurate data or information from reliable sources, in other words, data from the field. Second, data reduction, the

researcher summarizes the main things and focuses on the important things. Third, the presentation of the data the researcher describes the data that has been collected and analyzed before. Fourth, draw conclusions or make verification. After carrying out the data analysis technique the researcher compiled it into a scientific article.

RESULTS AND DISCUSSION

Grade	Boys	Girls	Total	Students who Have Learning difficulties
1	15	7	22	0
2	10	17	27	0
3	17	8	25	3
4A	10	10	20	3
4B	6	11	17	4
5	8	16	24	3
6	15	5	20	1
Total			155	14

Table : Number of Students

They are classified as children with special needs with learning difficulties because even though they are already in higher grade (grade 4, 5, and 6) they cannot read, write and count properly and fluently.

Learning difficulty is a condition that hinders the process of learning to read, write, and perform arithmetic operations. This difficulty will be seen when the child has entered school and his achievements are below average.

Based on interview results with the respondents, it was found that there were three types of learning difficulties, namely

reading difficulty (dyslexia), writing difficulty (dysgraphia),

Results

The total number of students at SDI Bung in the 2021/2022 academic year is 155 students. After observing and interviewing teachers and students, it was found that there were 14 people who had learning difficulties in terms of reading, writing and counting. They are from grade 3: 3 students, grade 4: 7 students, grade 5: 3 students, and grade 6: 1 student.

and counting difficulty (dyscalculia).

Dyslexia

Dyslexia means difficulty with words or written symbols or reading difficulty. Reading difficulties are the problems in interpreting letter and number symbols through visual or auditory perception. This difficulty causes a lack of students' ability to understand the lesson.

From the interview results with students, it can be concluded that learning difficulties with dyslexia are caused by below average student abilities. This makes it difficult for them to understand the lessons properly and correctly. One of the students, MGL, said: "I have

reading difficulty because it is difficult to understand and remember the alphabet, and I cannot distinguish between the letters b d p q".

Dysgraphia

Dysgraphia means writing difficulties the letters b and p, v and u, p and q, as well as numbers 2 and 5, 6 and 9. Another indication of dysgraphia is that the writing results are ugly and unreadable, and it is difficult to put ideas into writing. Interviewing with YAR said, "I have writing difficulty because I can't remember the alphabet and I'm also slow at copying." This statement wants to emphasize that students who experience writing difficulty caused by the ability of the memory to remember what has been learned.

Dyscalculia

Dyscalculia means counting difficulty or difficulty in distinguishing numbers. It is caused by disturbances in recognizing signs, symbols, numbers, and difficulty in counting numbers. This is reinforced by MDRC's statement: "I have a problem in counting and I always confuse the numbers 6 and 9, and the signs +, -, ×, ÷, =.

Efforts of Teacher in Helping Students

Based on interview results, it was found that teachers made efforts to overcome learning difficulties for children with special needs at SDI Bung.

First, get to know the types of learning difficulties of children with special needs. The teacher realizes that there are several types of learning difficulties that must be known in advance, such as reading, writing and counting difficulties. This was reinforced by

Mr. MP's statement: "The types of obstacles that I found were different, there were students who had reading, writing and arithmetic difficulties as well as low thinking skills". MP's statement was reaffirmed by Mrs. MK who said: "The types of obstacles that I found for AKJ, MAS, and EJ students in terms of reading, writing and arithmetic, of these three obstacles are basic."

Second, guiding and overcoming the learning difficulties of children with special needs. The grade V teacher with the initials MP stated: "The learning difficulties of children with special needs are individuals who experience obstacles in the basic process. There are several students in grade V such as KGM, MIC, MDJ, KAT who are still having difficulties in learning basics. For students who have learning difficulties need special guidance in the afternoon and special attention." Ms. MK emphasized the same thing: "Students who have special learning difficulties are influenced by the child's cognition so that they have learning obstacles especially the basic learning process. Therefore, students who have learning difficulties need special guidance and special attention as well."

Discussion

The problems of student learning caused by internal factors in the individual and external factors such as family, school, society as well.

The type of difficulty experienced by students at SDI Bung is a type of academic learning difficulty which are conditions that impede the learning process of reading,

writing, and arithmetic operations.

Types of Learning Difficulties for Children with Special Needs

Efforts to overcome learning difficulties with children with special needs must be in accordance with the types of difficulties experienced by students at SDI Bung. Children who experience learning difficulties are children who experience obstacles in one or more basic psychological processes which include understanding or using language both spoken and written where obstacles can be in the form of an inability to think, read, write including arithmetic. Based on the results of interviews with researcher at SDI Bung, three types of learning difficulties with children with special needs were found in students, as follows.

Reading Difficulty (Dyslexia)

Reading difficulties certainly greatly affect a child's ability to interpret and capture a message conveyed. It becomes an obstacle that greatly affects students' ability to learn. The type of student reading difficulty is caused by the first, there are students who forget the shape of the letters A-Z, actually they have memorized if they say it directly but they forget the shape of the letter to be read. Both students still have difficulty distinguishing the letters b, d, p. Third, interpreting letters and word components in words or sentences, so they do not understand what the teacher has conveyed during the learning process. This is in line with Zubaidah's statement (Pratiwi and Ariawan, 2017) which states that reading difficulties are marked by errors in recognizing

letters, words, and sentences, all of which appear in spoken sounds. Meanwhile, students who cannot read, according to Abidin, will also have difficulty capturing and understanding the information presented in various textbooks and other written learning resources. Thus it can be concluded that reading difficulties are characterized by errors in recognizing letters, words, and sentences, all of which are visible in the sounds that are spoken and it is difficult to capture and understand the information presented.

Writing Difficulties (Dysgraphia)

Dysgraphia or writing difficulty is a learning obstacle experienced by students in copying a word or writing and having difficulty expressing what they think. The type of writing difficulty for students is caused by the first, they have problem in copying writing, for example in copying the word "ibu" written "idu" and they incorrectly copy the letter "b" written "d". Second, it is often late to write word into a sentence. Third, they find it difficult to put ideas into words and sentences. Therefore, it can be understood that writing difficulties for students at SDI Bung are having difficulties in recognizing the correct letter forms and they who are still experiencing difficulties in pouring their ideas into the right words and sentences. This is in accordance with Vellutino's opinion (Dewi and Herayani, 2021) that writing difficulties are learning difficulties, which are characterized by difficulty expressing thoughts through text composition. Meanwhile, according to Yusuf, et al., writing difficulties are disturbances or difficulties in following one or

more types of writing such as reading, speaking and listening. So it can be concluded that the type of writing difficulties of children with special needs in pouring thoughts into written compositions such as reading, speaking and listening.

Counting Difficulty (Dyscalculia)

Dyscalculia or difficulty in arithmetic operations is an obstacle in learning basic mathematics such as obstacles related to symbols, and difficulty operating numbers. Difficulties in counting are caused by first, having difficulty distinguishing the signs $+$, $-$, $\times$, $\geq$, $\leq$ and second, difficulty operating counts or numbers and third, still wrongly distinguishing numbers 9 and 6. This is in accordance with Suryani's opinion (Carolina, et al., 2020) which shows that numeracy difficulties are difficulties in sign language, thinking and taking notes and expressing ideas about quantities or numbers. In line with this Putri, et al., (Carolina, et al., 2020) also argues that counting difficulty (dyscalculia) results in students not being able to count and having math problems. It can be concluded that the type of numeracy difficulty is the difficulty experienced by students in recognizing symbols and numbers.

Efforts of Teachers to Help and Overcome Learning Difficulties of Children with Special Needs

In overcoming learning difficulties of children with special needs at SDI Bung, the role of the teacher is very significant in helping to improve the learning of students' outcomes who experience obstacles. The teacher's effort is an attempt by an educator to

guide students to achieve a goal. He/she with his duties and obligations must be able to understand and guide students continuously in order to achieve learning goals. In dealing with learning difficulties of children with special needs at SDI Bung, of course, the teacher prepares a method that is appropriate to the student type of difficulties.

Overcoming Reading Difficulties

Reading is basic element in the development of individual learning but there are still students who experience reading difficulties at school. Learning difficulties of Children with special needs in terms of reading is caused by their cognitive abilities in interpreting symbols, letters and numbers. Thus, a teacher's guidance is needed in children's learning at school. Based on interview results with teachers at SDI Bung, the way they overcome learning difficulties with children with special needs is to provide guidance according to the level of error such as 1) practicing the introduction of the letters A-Z. 2) Practice combining words into words. 3) Provide remedial teaching. 4) In addition, the teacher provides additional tutoring for students who have learning difficulties.

Providing additional tutoring is a method used by teachers to overcome reading difficulties. This additional learning offering is strictly intended to provide an opportunity for students who cannot read. This is in line with Megawati's opinion (Sugadi, et al., 2021) that providing extra learning to students who can solve their problems, but it must be adapted to their talents and desires.

This remedial teaching is a method used by teachers to provide therapy to students who have reading difficulty. It is given by the teacher to provide learning opportunities for students who have reading problems. This is in accordance with Wardani and Karson (Lidi, 2018) that remedial reading activities are efforts to help students who experience learning difficulties achieve better learning outcomes or master learning.

Overcoming Writing Difficulties

In overcoming learning difficulties of children with special needs in writing at SDI Bung, the teacher must choose the right and effective method. Based on the interview results with teachers at SDI Bung, the researcher found that the methods used by the teacher in overcoming writing difficulties were 1) training students to trace the shapes of letters. 2) Train students to copy a text continuously. 3) Provide remedial teaching and special handlers for students who have writing difficulty. This is in accordance with Abdurahman's opinion (Nurffadillah, et al., 2022) that there are several ways to deal with remedial writing, namely 1) tracing letters. 2) Pay attention to the difficulty level of writing letters. 3) Verbal assistance by introducing letters, and 4) Words and sentences.

The results of this study are in line with the results of Siti's research (2020) which states that efforts are given to overcome writing difficulties by providing letter recognition lessons and copying existing writing.

The effort given by the teacher to overcome student learning difficulties is an appropriate action by providing

letter recognition learning and copying existing writing. This is in line with Subini's theory (Ali, 2020) which reveals that the efforts that should be made by the teacher in dealing with students such as identifying letters specifically, and copying the writing that has been provided. In this case, the teacher's role as a guide for students' writing difficulties must take precedence, because the presence of the teacher at school helps produce quality individuals.

Overcoming Counting Difficulties

Learning difficulty of children with special needs in terms of arithmetic is an obstacle that hinders students' mathematics learning process. Numeral difficulties are obstacles in interpreting a concept of numbers and symbols. As a teacher, it is necessary to overcome counting difficulty with students with special needs, thus various appropriate methods can be used get to know the concept of numbers and symbols. Based on the results of interviews with teachers at SDI Bung, the researcher found that the methods used by the teacher in dealing with counting problems were 1) providing basic problem exercises such as subtraction, addition and division with the help of teaching aids such as sticks starting from the concrete to the abstract. 2) Provide intense guidance starting from the elementary level. 3) Provide remedial teaching according to the level of difficulty. In accordance with what Subini said (Ali, 2020) action is needed as the needs of each student are different.

The results of this study are supported by Siti's research (2020) which states that the

efforts given to overcome counting problems are in different ways according to the student's abilities, namely providing arithmetic aids, teaching arithmetic operations, addition, subtraction, multiplication gradually and slowly until students with special needs can do it.

The role of the teacher in overcoming counting difficulties is a duty and responsibility as well as the role of the teacher in guiding and overcoming student difficulties. The use of stick media in improving students' numeracy skills is an appropriate method used by teachers in visualizing numbers and solving processes in basic math problems such as doing subtraction and addition exercises. To make it easier for students to understand the concept, a tool that is easy for students to find is needed. This is in line with Choppin's opinion (Endramoyo, 2018) that local theory is needed in learning mathematics to improve students' understanding of concepts. In this case the role of the teacher as a student guide must be prioritized because the teacher's presence at school is to help guide students in learning, so that they become increasingly mature individuals.

CONCLUSION

The results of this study point out that there are 14 students who are mentioned as children with special needs. They have problem to write letter and number properly (dysphrasia), difficulty in understanding the words and interpreting it (dyslexia), and difficulty in distinguishing numbers and recognizing signs, symbols, numbers (dyscalculia).

Teachers are second parents for children who are responsible for overcoming student obstacles. Therefore, teachers at SDI Bung try to overcome these three types of difficulties by using different methods according to the level of student difficulty with special needs. The teacher's methods of overcoming learning reading difficulties are the introduction of the alphabet, combining words, and remedial teaching. The way to overcome writing difficulties is to trace the shape of the letters, copy a text. While the way to overcome counting difficulties is to provide basic problem exercises, intense guidance, remedial teaching according to the difficulty level and learn to use visual aids.

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