THE TRANSFORMATION OF LEARNING AT SPECIAL SCHOOLS ON THE LEARNINGFROM HOME POLICY DURING THE COVID 19-PANDEMIC

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ABSTRACT

Purpose: The aim of this research and online learning is to provide the best teaching for students with special needs based on their potential and characteristics.

Design/methodology/approach: The interesting and unique characteristics of students affect the important of management in online learning. Indeed, providing education services remains a top priority which can be done with respect to some components namely: 1) Enhance self-motivation and commitment, 2) Create schedule and learning journal once a week with regards to the characteristics of the students, 3) Collaborate and coordinate with parents and teachers, 4) Evaluate by providing ratings and give rewards to students so that students feel enthusiast during learning at home during in this covid-19 pandemic.

Findings: The whole component is carried out in an integrated and continuous holistic manner, so that the transformation in the learning process in special schools can be carried out in line with students' characteristics.

Research limitations/implications: The transformation of learning at special schools during the covid-19 pandemic is done at home through the implementation of online learning, but in fact, some student they can't access the internet.

Practical implications: Result of this study can be used as references in implementing the online learning.

Originality/value: This paper is original

Paper type: Conceptual Paper

Keywords: Covid-19, management, online learning, students with special needs

I. INTRODUCTION

During the rapid increase of the covid-19 confirmed cases, learning process should be continued. Providing the best education services is a form of responsibility as an educator. In line education policy is concerned with covid-19, the physical and inner health of students, teachers, school principals and all school members is a major consideration in implementing educational policies. In connection with this issue, the Minister of Education and Culture issued Circular Letter Number 4 of 2020 dated March 24, 2020, which contained the process of Learning from Home. One of the provisions in learning from home is: a.) Learning through online / distance learning is carried out to provide meaningful learning experiences for students, without being burdened with the demands of completing all curriculum achievements for classroom improvement or continuity; b). Learning from Home can be focused on life skills education including the Covid-19 pandemic; c). Learning activities and assignments of Learning from Home can vary between students, according to their interests and conditions, including considering the gap of access / learning facilities at home; d.) Evidence or products from Learning from Home activities are provided with qualitative and useful feedback from the teacher, without being required to give quantitative scores.

It means that the need for concrete efforts and strategies in the learning process to provide the best learning for all students without exception, including students with special needs. Affirmed in Law No. 20 of 2003 article 32 paragraph 1 namely "Special education is education for students who have difficulty in participating in the learning process because of physical, emotional, mental, social, and / or potential disabilities and special talents". In its development there are two types of special schools namely Special Schools and Inclusive schools. Therefore, during the covid-19 pandemic educational services for special

schools must also adapt and be able to modify the learning process so that learning continues to give meaning to students and teachers. Teaching services are transforming from offline to online.

The definition of transformation according to (Meiers, 2006) is the movement from a state of condition or phase to another state/condition/phase for the better. The compilation of educational transformation programs must be done appropriately, if not, it will lead to the failure of transformation, for example not holistic, not integrative, and no right priority. Like an iron chain that does not work if not all links are related or if there is a weak link. Each link is like a bond of transformation programs that form a system. The linkages of the links with one another can be likened to the integrative nature between transformation programs.

II. METHOD

This article is the result of a study conducted during the Covid-19 pandemic. This research uses literature study and field study models. The approach used is a qualitative approach. The interesting and unique characteristics of students affect the important of management in online learning. indeed, providing education services remains a top priority which can be done with respect to some components namely: 1) enhance self-motivation and commitment, 2) create schedule and learning journal once a week with regards to the characteristics of the students, 3) collaborate and coordinate with parents and teachers, 4) evaluate by providing ratings and give rewards to students so that students feel enthusiast during learning at home during in this covid-19 pandemic.

III. RESULTS AND DISCUSSION

Transforming the learning process in special schools today is done by online learning. Online learning services according to (Bralic and Divjak, 2018) are able to illustrate the essence of the current era approach, yet still need to create a framework that has practical value in the development of online learning and explain the challenges in understanding and implementing changes. Online learning is a combination of face-to-face learning experience and online learning experience wisely. The principle in online learning is face-to-face communication and written communication which directly integrated in such a way that the strengths of each are mixed into an unique learning experience in accordance with the context of the desired educational goals. The concept in online learning looks simple but indeed this application is quite complicated.

Regarding the learning process at home during the covid-19 pandemic, the online learning system is an alternative and can be said to be the most effective learning approach at this time. Although for teachers in special schools it can be said that the implementation of this strategy is a new approach, but creative and innovative efforts for special school teachers must be developed. Teaching children with different potentials and different characteristics is a challenge that must be faced. Types of students in special schools include visual impairment, hearing impairment, intellectual disability, physical disability and autism spectrum disorder (ASD). Online learning for children with special needs has the core value of "meaningful" learning. This means that this learning should be in accordance with the students' interests is adjusted to the students' characteristics in order to achieve children's creativity and foster the children's independence. Some of the essential steps on Online Learning for students with special needs are explained as follows:

First, enhance self-motivation and commitment. Enhancing self-motivation is done continuously to provide in the best learning for students as the evidence and the responsibility as educators. Commitment to provide learning according to students' characteristics. Motivation has a function for someone, because motivation can make someone experience changes towards a better experience. Motivation can also encourage someone to do something. Hamalik, (2004) explains the motivational function, among others are: encouraging behaviour or an action. The act of learning will occur if someone has the motivation, as a director, meaning that it can be a way to be able to go in the direction to be achieved, as an activator, to function as an engine for a car. The size of motivation will determine sooner or later a job. With high motivation, it will also lead to high commitment in the effort to provide the best learning for students with special needs.

Second, create schedule and learning journal. Making lesson schedules and learning journals in a week which are adjusted to the students' characteristics. Flexible schedules and learning journals. Teachers provide schedule and learning journal for parents to help them assist their children during the online learning. By creating structured learning schedules that vary not only academic learning, but also self-development

learning. Making learning journals with learning materials that are tailored to students' characteristics. Moreover, scheduling is one of the educator's responsibilities, hence scheduling should be done as effectively as possible so that the learning process at home also has clear directions and goals. Some empirical evidence shows a correlation that students' perceptions will be better towards learning content if prepared before learning (Boone and Kahle, 1998; Fiilak and Shaldon, 2003).

Third, collaboration and coordination, the main key in learning from home is that it should involve collaboration and coordination between students and parents. Parents in learning from home at this time are a substitute for the teacher and provide assistance in the learning process. With the collaboration and coordination of various learning activities at home, the effectiveness and efficiency during the learning process at home will be achieved.

Fourth, Evaluation. Evaluation during the learning from home is implemented by conducting an online assessment. Further, the assessment is dominantly performed by the teacher together with parents. Online assessment is adjusted with students' characteristics to improve student learning outcomes. Rewarding is also given online to motivate students to learn better. The entire component can be seen on the figure 1.

Figure 1. Components of a Cycle of Learning from Home for Special Schools

The whole component is carried out in a holistic, integrative and continuous manner, so that the transformation in the learning process in the current conditions can still be carried out. Creativity and innovation in the learning process must be done by teachers in special schools particularly the teachers' efforts to continue to provide the best educational services with diversity of students. Making obstacles an opportunity to continue teaching the best for students with special needs. Strong self-motivation will lead to high commitment in responsibility. Accountability as an educator will be realized concretely by making online learning schedules at home provided with coordination and collaboration with students and parents. Evaluations are carried out to measure student learning outcomes and overall student performance with an online system that involves parents. Thus learning from home during the covid-19 pandemic continues to be carried out to provide optimal learning services in special schools.

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