

Study of using art activities on the learning of students with special needs in special schools

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Abstract: Learning implementation for students with special needs is designed according to the student's objective conditions. Activities in learning must be active, innovative, creative, effective, and fun. Art is one aspect that is often used to make learning interesting and fun. Many types of art activities are alternatives that can be chosen by the teacher with consideration of material aspects and the conditions of students with special needs. The purpose of this study is to determine the use of art activities in learning for children with special needs in special schools. This research conduct in the form of a survey on 193 special teachers with data processing carried out descriptively. The results of the study show that the choice of the teacher most uses the type of art activity in learning is the art of music and singing. The distribution of choices for other types of art activities is selected according to the conditions of the barriers that students have. Some teachers define art activities as learning the chosen skill area for future student career development. The results of this study are an important part of the recommendations for the development of learning media for stakeholders.

Keywords: Art, learning student with special needs

INTRODUCTION

Art provides a sense of happiness, tranquility, joy for the audience [1]. In art, ideas of skills/expertise in the process of art creation and appreciating art are expressed by illustrating personal experiences, exploring tastes, observing and studying elements, principles, processes and work techniques associated with cultural values and beauty in diverse societies. So that art becomes something that can have a tremendous impact on an individual.

In general, art has several roles based on the characteristics of an art, namely multidimensional, multilingual, and multicultural roles. Multidimensional is developing competencies including perception, knowledge, understanding, analysis, evaluation, appreciation, and productivity in balancing right and left brain functions, by harmoniously combining elements of logic, kinesthetic ethics, and aesthetics. Multilingualism is developing the ability to express oneself in various ways and media, such as visual language, sound, motion, roles, and various combinations thereof. Meanwhile, multiculturalism implies that art fosters awareness and appreciation of the cultural diversity of the archipelago and abroad as a form of forming an attitude of respect, tolerance, democracy, civility, and being able to live in harmony in a pluralistic society and culture.

In the context of art education also has a special role in learning. Art has a role in the development of creativity, sensitivity to taste and senses, as well as artistic abilities through a learning approach with art, learning through art and about art. There are many fields of art that can be used as approaches, learning media and art as foreign objects, each of which has its own peculiarities to study, such as music, dance, theater, visual arts, and others [2].

Teaching children with special needs for a teacher has its own challenges. Because children with special needs have different needs in terms of teaching. They are individuals who resemble other

children in many ways but differ from societal standards of normalcy. These differences may be due to physical, sensory, cognitive, or behavioral characteristics[3]. According to data from the Ministry of Education and Culture in 2018, the prevalence of children with special needs in Indonesia is 128,510 students. Around 71.4 thousand mentally retarded, 25.5 thousand deaf, 21 thousand double-blind, 6 thousand physically disabled, 3.8 thousand visually impaired and around 753 autism [4].

The implementation of formal education for them can be held in several service settings, including segregation, integration and inclusion. Educational services in special schools (segregation) have a longer experience in providing educational services for children with special needs. The provision of educational services in a segregated setting was marked by the establishment of the first Special School in 1902 for children with visual impairments, followed by the establishment of a school for students with intellectual disabilities in 1927 [5].

The provision of educational services for children with special needs in special schools is carried out by providing special school settings, teachers from special educational backgrounds, including specially designed curricula. Even though various aspects have been specially set, learning implementation for students with special needs is designed to the student's objective conditions. Teachers must be able to design learning by departing from the results of the assessment for learning.

A special teacher must be able to design learning according to the recommendations of the assessment results. Activities in learning must be active, innovative, creative, effective, and fun. Art is one aspect that is often used to make learning interesting and fun. Many types of art activities are alternatives that can be chosen by the teacher with consideration of material aspects and the conditions of students with special needs. To be able to achieve teaching goals as expected, an educator must have a variety of strategies, tips, and methods. In addition to these three aspects, art is also able to act as an aspect that is used to achieve teaching goals. An educator who has high aesthetic and artistic values, is usually characterized by his talents and talents in one or several branches of art. Art provides an excellent opportunity for students to improve fine motor skills, practice different ways of mastery, and improve problem-solving skills.[6]

The purpose of this study was to find out the description of Special School teachers using art activities in learning various types of children with special needs, both from the aspect of the type of art used, intensity, development of devices including art projection as a career goal for children with special needs after graduation.

This research is important as an image for the stakeholder who focuses on the field of media development and teacher competency development so that they can design programs that can trigger teachers to be more creative in their learning.

METHOD

This study uses a survey method conducted on teachers for children with special needs in special schools. This descriptive survey research only describes a variable, symptom, or situation. Collecting data using a questionnaire[7]. The questionnaire consists of two parts, namely the first part of demographic data (gender, age, education, work experience, school status, type of child, level). The second part contains about (a) the tendency to use art, (b) the intensity of the use of art, (c) the type of art used, (d) the tools used, (e) the use of art for career projection of children with special needs, and (f) types of art for career development. The prepared questionnaire was distributed using the Google Form application. The number of samples collected was 193 people. The data analysis technique uses descriptive statistics.

RESULT AND DISCUSSION

Teacher Demographics

Based on the results of data collection in terms of gender in Figure 1, the teacher data shows 70.98% female and 29.02% male.

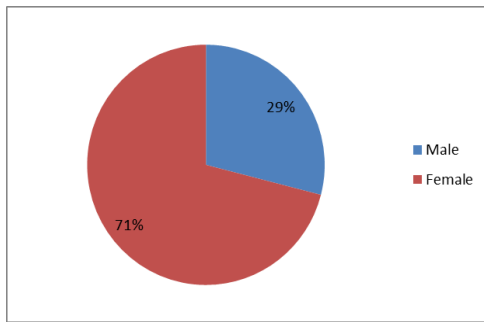


Figure 1 Teacher gender

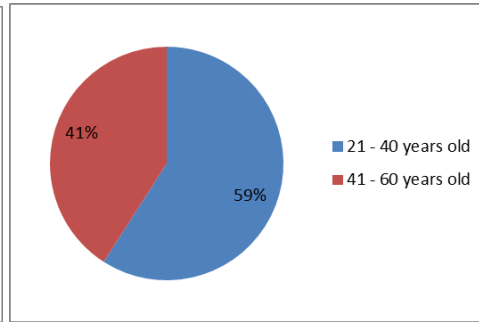


Figure 2 Teacher age range

Figure 2 Data on teacher age of 59.07% is the range of 21-40 years, while the remaining 40.93% is the range of 41-60 years. The education level of Special School teachers is 90.67% bachelor, while 9.33% is the master Figure 3.

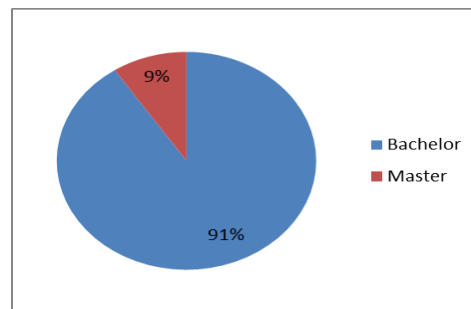


Figure 3 Teacher education level

Figure 4 shows that 22.28% have work experience under 5 years, 41.45% have work experience 6-15 years, while the remaining 36.27% have work experience more than 15 years. Figure 5 shows that 71.5% work in private schools and the remaining 28.50% work in public schools, visualization in Figure 5.

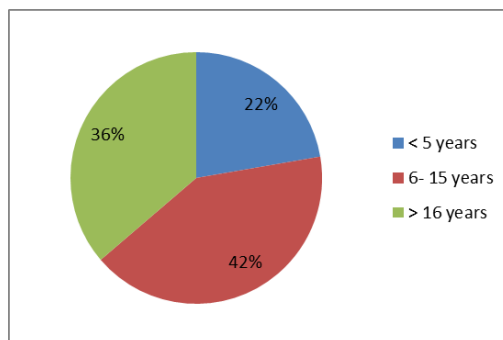


Figure 5 School Status

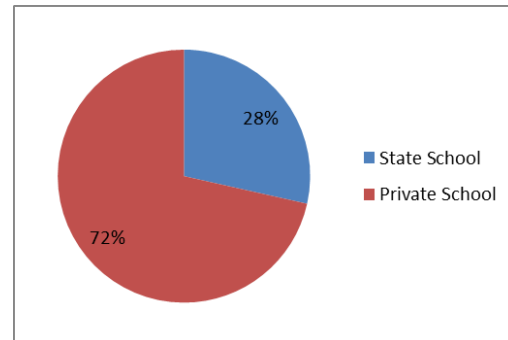


Figure 4 Work experience

Figure 6 shows that the data on teachers teaching in special schools are 50.40% at elementary school level, 31.09% at junior high school level, and 14.5% at the senior high school level.

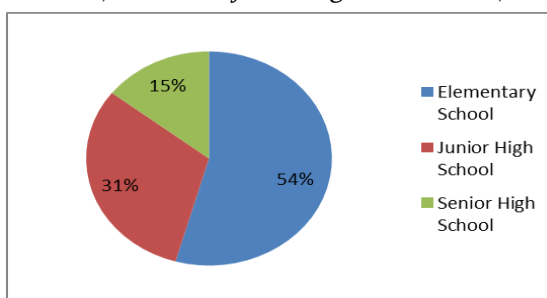


Figure 6 Grade Level

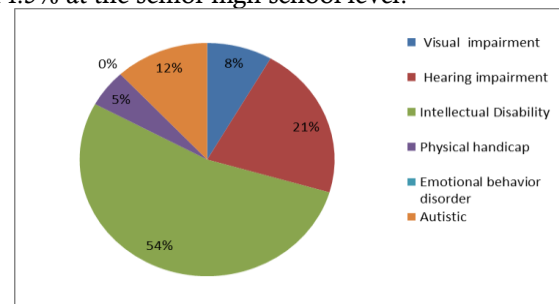


Figure 7 Types of Children with Special Needs

The types of children with special needs in Figure 7 are 8.29% of children with visual impairments, 21.24% of children with hearing impairments, 53.37% of children with intellectual disabilities, 5.18% of children with physical motor impairments and the remaining 11, 92% of children with autism.

Use of art activities

Based on the results of data collection, it shows that 100% of teachers use art activities in carrying out learning, although the frequency or intensity of their use varies. Figure 8 shows 10.36% always, 68.91% often and about 20.73% never.

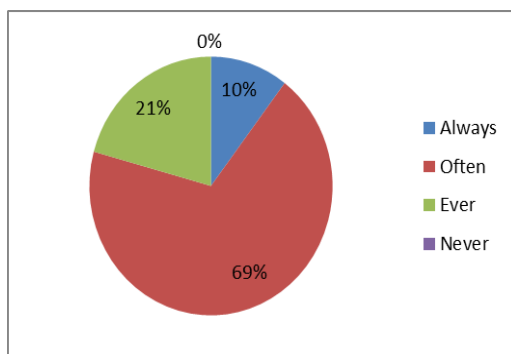


Figure 8 Intensity of Use of artistic activities

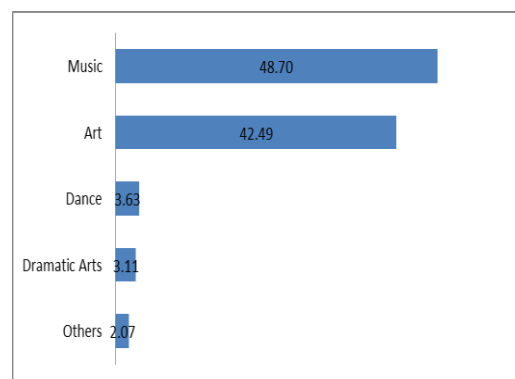


Figure 9 Types of Art Activities in Learning

The types of art activities that are often used by teachers in learning for children with special needs are mostly in musical arts activities, namely 48.70%. The second order is 42.49% in visual arts activities. 3.36% dance, 3.11% drama and the remaining 2.07% other arts Figure 9.

The implementation of learning using art activities requires ideas and devices that are tailored to the goals to be achieved. There are many ways to prepare everything. Based on the data obtained in Figure 10 that 9.33% compose themselves, 79.79% modify existing ones, 10.88% fully use existing ones. The modification process is done by looking for ideas from sources on the internet and reading books. Furthermore, it is modified according to the material to be delivered and the condition of the students.

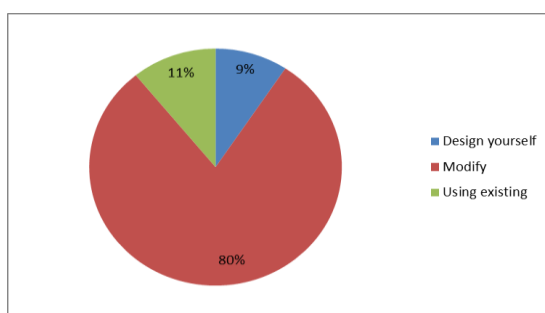


Figure 10 Art Tool Source

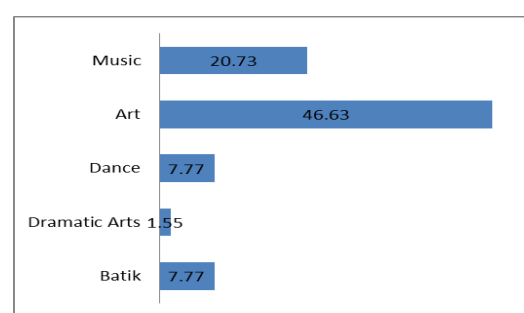


Figure 11 Types of Art Activities for Vocational Skills

The choice of art for the future career interests of children with special needs is a choice made as a vocational field in several schools. Figure 11 shows 20.73% of musical arts, 46.63% of fine arts, 7.77% of dance, 1.55% of drama arts, 7.77% of batik.

The findings of this study begin with the demographic status of teachers in terms of gender. Teachers in Special Schools show dominance of the female gender. The choice of the type of art is not influenced by the gender of the teacher, including in classroom management. In general, there is no difference in the classroom management skills of male and female teachers [9].

The use of this type of music in learning carried out by special school teachers shows the highest tendency. The distribution of the types of children with special needs who are handled shows that the highest prevalence is children with intellectual disabilities. In this child and other types of children have good

auditory potential. Children with hearing impairments tend to have difficulty accessing information in auditory form. However, empirically, many schools provide artistic activities in certain types of music, such as angklung. Through certain teaching methods children with hearing impairments are able to learn musical arts activities [10], although some show very high challenges when teaching them [11].

The choice of the type of art activity for the sake of a career is the highest percentage of the choice of art. From the research that has been done by Ratnengsih, the highest selection of vocational fields is in the field of crafts, and there are about 1% in the selection of vocational fields directed at the arts [8]. The results of this study are quite relevant because the craft sector involves more activities in the field of art.

For children with special needs, learning through art, apart from learning material, will also learn about values, beauty, harmony, flexibility, patience, thoroughness, accuracy, accuracy, emotional regulation, sensitivity to taste, self-control and cohesiveness, so that the values It is believed to be able to provide benefits in various aspects of life, both academic and non-academi [12]. All efforts made by teachers to design fun learning so that the abilities of children with special needs can develop optimally.

CONCLUSION

Children with special needs are very unique. They have obstacles, but still have potential to be developed. The implementation of fun, active, creative and innovative learning that is packaged through art activities as a medium will help achieve learning objectives that have an impact on other aspects of development. Of course, the variation in the type of art used in the end must be based on considerations that benefit children with special needs. The trend of variations in the types of art used based on the results of this study will also have implications for the opening of steak hoalder opportunities that focus on the field of media development to design special media to support art activities in learning for children with special needs. In addition, the results of this study can also be a recommendation for related parties to develop teacher competence through programs that can trigger teachers to be more creative in carrying out learning for children with special needs in special schools.

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