



Class Teacher Strategies in Facilitating the Learning Needs of Special Needs Students at MIN 9 Banda Aceh City

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Abstract

This study aims to determine the strategies implemented by class teachers who also serve as guidance and counseling teachers at MIN 9 Banda Aceh City in facilitating learning needs in the category of students with special needs. By looking at the strategies that have been implemented by class teachers as guidance and counseling teachers, new discoveries will be found in providing needs that are adjusted to the category of students with special needs. This study uses a qualitative approach, by combining data obtained through field observations, detailed interviews with class teachers as guidance and counseling teachers, homeroom teachers, Head of the Inclusive Education Service Team and analysis of related documents such as inclusive student profiles. The results of the study explain that the strategies implemented by class teachers as guidance and counseling teachers include game approaches, individual, and communication built with parents of students. The game approach carried out by teachers such as; inviting students to play while singing and teachers actively accompany students with special needs. The individual approach carried out by teachers, students are accompanied to study lessons they do not understand and help students who experience obstacles in the learning process. In addition, the role of parents is very important in educating and encouraging their children to achieve success in the learning process. However, despite the obstacles experienced in implementing this strategy, teachers must be able to adapt to the needs of each student with special needs.

Keywords: Class Teacher Strategies as Guidance and Counseling Teachers for Students with Special Needs.





INTRODUCTION

Education plays a central role as the main instrument in the formation of a more qualified individual character. In addition, education is a basic human right that contributes significantly to the creation of a harmonious life. The form of effort to realize this harmony requires active involvement, commitment and comprehensive collaboration from all elements of the nation, in line with national goals and ideals. As stated in the opening of the 1945 Constitution, Article 31 Paragraph (1) and Law No. 20 of 2003 concerning the National Education System, Chapter IV, Article 5 Paragraph (1) states that "Every citizen/individual has the same rights and opportunities to obtain quality education. One of them is for citizens who have physical, emotional, mental, intellectual and social disabilities in society through special education. Special education regulations are stated in the Regulation of the Minister of National Education No. 70 of 2009 Article 1, this is what the government has attempted through inclusive education. Inclusive education is an approach that provides opportunities for all children, including children with special needs (ABK), to learn together in the same educational environment (Nugroho & Mareza, 2016).

Children with special needs (ABK) are children who have special characteristics and are different from children in general, namely they are unlikely to show mental, emotional or physical disabilities, and intellectually there are various problems faced by parents themselves, such as lack of knowledge about the characteristics and classification of children with special needs academically. Children with Special Needs (ABK) academically have advantages and disadvantages in different academic aspects. (Opi Andriani, Ramadhan, Ramadhan, & Wulandari, 2023).

According to Heward in (Rahmawati, Ayu, Salmiah, & Andriani, 2024), children with special needs are broadly defined as children with unique characteristics that distinguish them from children in general, and are not always related to disabilities in mental, emotional, or physical aspects. Other terms used to refer to children with special needs are extraordinary children or children with disabilities. In simpler terminology, children with special needs can be interpreted as children who experience delays or disorders that make them face great challenges to achieve success in school like children in general.

In the implementation of inclusive education for students with special needs (PDBK), this situation requires a pedagogical approach that is adjusted to the characteristics and needs of each individual, in order to achieve optimization of their growth and development. Because each student has different conditions from one child to another, according to Arifudin, the learning process for students with special needs is closely related to the curriculum that is prepared. This





is related to the needs and characteristics of students in order to be able to overcome the obstacles experienced, individually with principles that focus on students or student oriented (Arifudin, 2022). Through this principle, it is considered that in the learning process, attention should be paid intensively to individual characteristics, in terms of potential, obstacles, needs, or learning abilities of each student.

In this context, the teacher is a figure who plays a very important role in providing knowledge to students so that the expected learning objectives are achieved. (Rizki Sapriani, 2019). Including class teachers who play an important role in accompanying students in class. (Indrawan, 2019). According to (Chomaidi, 2018) states that teachers as mentors in the classroom include; Teachers must have good competence to be able to direct students appropriately to achieve learning goals, create a conducive and comfortable learning environment, design learning goals, identify and facilitate student needs, teachers need to understand the nature of guidance and facilitate collaborative relationships. This is related to the importance of the existence of guidance and counseling teachers at the elementary school level in an inclusive education system that is integrated into the formal education implementation model that unites children with special needs with normal children in general. This model can be interpreted as an integrative approach that is directly related to development that is directed at facilitating the learning needs of all children without any differences or exceptions. As officially the position of guidance and counseling in the Indonesian Education System is stated, among others; PP No. 28 (SD), PP No. 29 (SMP and SMA) of 1990 in CHAPTER X Article 25 Paragraph (1) states that "Guidance is assistance to students to understand themselves, get to know the environment and plan for the future, and Guidance is carried out by a guidance teacher". Based on these regulations, the urgency of counseling guidance in schools with an inclusive education model is greatly needed, and is an obligation for all parties in the education system.

Therefore, teachers are expected to be able to design and implement adaptive learning strategies, responsive to the individual needs of students. Learning for children with special needs requires a separate strategy, in compiling learning programs for each field of study, class teachers should already have a profile of each student. (Bahri & Mulyadi, 2022). Student profile data includes specific characteristics, skills and deficiencies, competencies possessed, and level of development. To find out the real characteristics of each student, a teacher first carries out screening (assessment) in order to clearly know the competencies of the students. In addition, an individualized approach in learning is key in supporting the development of ABK (Qolbie, Imroatun, Hanifah, & Munawaroh, 2023). With the hope that in the process of compiling a





learning program, there will be a good strategy to be implemented in the classroom. For this reason, learning for students with special needs (PDBK) should be able to facilitate in a complete and accommodating manner, with flexible, varied learning materials, building knowledge and being collaborative. With so many roles from teachers, teachers are fully responsible for optimizing services in schools for children with special needs.(Wardah, 2019).

However, in practice, there are still class teachers who face challenges in carrying out this dual role, especially if they do not have special training, limited resources and large administrative responsibilities often hinder the ability and skills of teachers to provide effective guidance to students with special needs. In this case, class teachers not only act as teachers, but also as mentors. As the role in guidance and counseling services at the elementary school level has not received special attention. While guidance services are important in the student learning process. As the basic principles of guidance and counseling include; guidance is provided for all individuals with an individual, group or classical nature, guidance that focuses on bringing positive and helping children with special needs to achieve a better stage of development(Witono, 2020).

Based on the results of initial observations conducted by researchers at MIN 9 Banda Aceh City, inclusive education has been implemented in the last three decades. In its implementation, the school has carried out the process of analyzing inclusive students, data collection, exploring cooperation and evaluation. At MIN 9 Banda Aceh City, there are characteristics or types of children with special needs such as; mentally retarded, physically disabled, autism, hyperactive, blind, and deaf. However, in initial observations, it was found that many teachers still have difficulty in implementing effective learning strategies for students with needs. As a result, the learning needs of these students will not be met optimally which will have an impact on academic or social development.

Therefore, it is important to explore effective strategies that can be used by classroom teachers as guidance and counseling teachers to maximize facilitating the learning needs of students with special needs. The importance of this study is based on the need to understand the various strategies implemented by classroom teachers in facilitating students with special needs. In addition, the challenges faced by teachers in identifying individual learning needs and creating an inclusive environment are strong reasons why this study needs to be conducted. In this study, it will be analyzed how classroom teachers as guidance and counseling teachers can implement effective approaches to meet the learning needs of students with special needs and the factors that influence their success.



METHOD

The method used in this study is a descriptive qualitative method that aims to emphasize the explanation in the form of a description of an event in depth. Descriptive studies are empirical studies that explore a symptom in a real environmental condition, with the results of this study used with primary and secondary data. (Rusandi & Muhammad Rusli, 2021). According to (Rusandi & Muhammad Rusli, 2021) Interactive data analysis process activities are carried out interactively and are carried out completely and continuously to obtain valid data. (Rukin, 2022).

The main source of information in qualitative research is understanding and activities that are reinforced with documents, charts, and so on. The subjects in this study were 13 people who were individuals who played a role in obtaining data in accordance with the research problems. The primary data source was the first-grade teachers, the Head of the Inclusive Service Team at MIN 9 Banda Aceh City. Furthermore, primary data was obtained by observing (observation) and asking directly (interview). Secondary data was obtained through field documentation. The data collection techniques used were observation, interview and documentation techniques. This research was conducted at MIN 9 Banda Aceh City which is located on Jalan T. Syarief Tayeb No. 18, Ulee Kareng District, Banda Aceh City. This school is a school that is strategically located in the middle of the city by implementing an inclusive madrasah flagship program with good and measurable service functions. In this study, the subjects included class teachers, the head of the inclusive service team and students with special needs.

RESULTS AND DISCUSSION

The data obtained in this study are based on the results of observations and interviews with class teachers as guidance and counseling teachers at MIN 9 Banda Aceh City. From the results of observations and interviews that have been conducted, there are several characteristics of students with special needs with various characteristics according to their grouping at MIN 9 Banda Aceh City and the strategies carried out by teachers in facilitating learning needs for the characteristics of these students. The activities carried out by researchers for the purpose of conducting research at MIN 9 Banda Aceh City can be seen in the following table:

Table 1. Research activities at MIN 9 Banda Aceh City

No	Type of activity	Activity date
1.	Delivery of permission letter to the principal of MIN 9 Banda Aceh City	February 17, 2025



2.	Conducting observations and interviews with class 2.1 teachers at MIN 9 Banda Aceh City	February 19, 2025
3.	Conducting observations and interviews with class 2.2 teachers at MIN 9 Banda Aceh City	February 20, 2025
4.	Conducting observations and interviews with class 3.3 teachers at MIN 9 Banda Aceh City	February 21, 2025
5	Conducting observations and interviews with class 4.3 teachers at MIN 9 Banda Aceh City	February 22, 2025
6	Conducting observations and interviews with class teachers 6.3 MIN 9 Banda Aceh City	February 24, 2025
7	Conducting observations and interviews with class teachers 6.2 MIN 9 Banda Aceh City	February 25, 2025
8	Conducting observations and interviews with class teachers 5.1 MIN 9 Banda Aceh City	February 26, 2025
9	Completed research at MIN 9 Banda Aceh City	February 26, 2025

Based on the school profile, MIN 9 Banda Aceh City is a school that is part of the Inclusive Madrasah Educators Forum (FPMI), this was conveyed directly by the Head of the MIN 9 Banda Aceh City Inclusive Service Team. With this background, the school formed an inclusive education service team to coordinate and follow up on existing programs at the school. In line with the implementation of this Inclusive education program, it aims to identify talents and interests in students. The initial steps taken by the school are to prepare and organize the implementation of this inclusive program. First, prepare through initial data collection on inclusive students with coordination of all homeroom teachers of MIN 9 Banda Aceh City, Second, try for each teacher to participate in webinar activities that are directly related to institutions related to students with special needs. Third, through exploring cooperation, the school is more focused on the Psychology study program of the Syiah Kuala Banda Aceh Faculty of Medicine by producing screening test activities for inclusive students and preparing a memorandum of understanding between the cooperation between the two. However, this inclusive program is still running and continues to be carefully evaluated through cooperation built between all parents of students with special needs at MIN 9 Banda Aceh City.

In facilitating the needs of each student with special needs at MIN 9 Banda Aceh City, the school has a commitment and synergy to meet the needs and interests of students. This includes the learning process in the classroom which must be friendly, flexible to facilitate the differences between students with special needs (SBK) and regular students. A good learning model that is





adjusted to the needs of students will provide comfort and a conducive learning environment. To achieve this success, the role of the principal, teachers, homeroom teachers, and parents of students is important. By holding an inclusive school program like this, the development that has been designed will be able to provide a role model for inclusive schools in Banda Aceh and Aceh Province in general.

Over time, this program shows that the majority of students with special needs at MIN 9 Banda Aceh City with various categories and classifications. Among them are students with categories of physical disabilities (Physical Disabilities), Intellectual Disabilities (Mental Disabilities), Mental Disabilities (Autism & Hyperactivity), and Sensory Disabilities (Blind, Deaf). Of all the students with special needs, the school has prepared several steps in an effort to maximize and facilitate the learning needs of students with needs at school. Among them are providing a source of learning space, providing equal opportunities to express their interests and talents, and building good character education. Thus, efforts to facilitate inclusive education can be achieved by bringing a good impact on the development of each child with special needs.

Based on the results of this study, it includes several results including (1) Characteristics of Special Needs Students at MIN 9 Banda Aceh City, (2) Class Teacher Strategies in Facilitating the Learning Needs of Special Needs Students at MIN 9 Banda Aceh City, (3) Inhibiting factors in Facilitating the Learning Needs of Special Needs Students at MIN 9 Banda Aceh City, and (4) Solutions in facilitating the needs of special needs students at MIN 9 Banda Aceh City.

a. Characteristics of Students with Special Needs at MIN 9 Banda Aceh

Based on the results of observations and interviews that researchers have conducted at MIN 9 Banda Aceh City, it was found that there are a number of groups and categories of students with special needs. Each category covers from low to high grade levels. Therefore, it is very important for schools to take part properly in order to achieve inclusive education.

Of the number of students with special needs, there are students in class 2-1 with sensory disabilities or deaf. In the learning process, this AM student is a fairly active student and has good learning abilities. Has characteristics such as; mild hearing impairment, unclear pronunciation, requires repeated instructions and language barriers or stuttering in speaking. However, from direct conversations with the class teacher, this AM student needs to be approached closely to facilitate the delivery of learning materials. Basically, the ability of deaf children to speak and speak is different from normal children in general because this ability is related to hearing ability. Because deaf children cannot hear language, deaf children experience obstacles in communicating (Ika & Costrie, 2016)(Nur'aeni, 2017).



Furthermore, in grade 6-3 students with the category of physical disabilities or AT disabilities, there are characteristics, namely, stiff limbs (fingers), difficulty in movement, difficulty standing/walking but he can write although not perfectly. Challenges from academic, physical and social aspects. have In the academic aspect, from the ability to understand learning materials, children experience delays. In the physical aspect, experiencing limitations becomes an obstacle in activities during learning, of course it has an impact on the learning outcomes that are delivered. Even so, assistance is needed by children with disabilities to help improve the quality of life to be better and independent(Irvan, 2020).

Then in grade 2-2 students with the category of mental disability or autism MG, which has the main characteristics, namely; angry, crying or laughing for no reason, only liking certain foods, doing certain movements repeatedly, having language or body movements that tend to be stiff. In line with this, autistic children can be seen from their behavior or attitudes who prefer to be alone and busy in their world, as well as difficulty in interacting with the environment(Ulva & Amalia, 2020).

Then, students found in class 4-3 with the category of intellectual disability or mental retardation are children who experience mental and intellectual disorders that are generally below the average child. These ARS students have special characteristics, namely; movements are often uncontrolled, unable to think abstractly and unable to take care of themselves according to age. Then, during the learning process, sometimes students lack focus in terms of learning and get bored quickly, and are easily distracted. However, these ARS children already have the will to learn in class even though they need special assistance.

Finally, students found in class 2-2 with the AK dyslexia category have special characteristics, namely; not being able to spell, read and write well, skipping some syllables, phrases or lines in the text, ignoring punctuation marks, reversing the arrangement of letters or syllables by adding other letters and reading slowly as if not sure about what is being said. However, the class teacher provides a good understanding of students who are having difficulties.

b. Class Teacher Strategies in Facilitating the Learning Needs of Special Needs Students at MIN 9 Banda Aceh City

Based on the results of observations and interviews that researchers obtained at MIN 9 Banda Aceh City, they found that:

- 1) Teachers always determine the achievement of learning objectives to be carried out with approaches such as: Creating a conducive learning environment, learning methods

according to the conditions needed by students with special needs, adaptive and collaborative learning media to optimize the learning process of students with special needs, building harmonious and friendly relationships between teachers and students, and building the effectiveness of learning methods that are integrated with the growth and development of students with special needs.

The class teacher's strategy in teaching in class is; the teacher provides lesson materials accompanied by dancing, singing and reciting as accompaniment during the learning process in class so that they do not get bored easily. This is because students stand out at a concentration level that is below average. In addition, the teacher prepares materials that are adjusted to the ability level of the ABK students. The strategies and approaches that are usually implemented by teachers are; building and encouraging children's self-confidence to learn through discussion and questions and answers, then accompanying individually by adjusting the conditions of students who need close assistance such as: students who cannot read, write and spell, then creating a sense of comfort and friendliness to children without intimidation of the ABK students.

- 2) Teachers play an active role in bridging communication built between parents of students with special needs and school stakeholders. In order to be able to supervise and accompany the process of children's learning development and monitor the development experienced during the learning process of ABK students both at school and at home. Parental cooperation is one of the most important parts in achieving success in facilitating students' needs in the classroom.

It can be concluded in the implementation or obligation of a class teacher even though he does not have a background in guidance and counseling but is obliged to implement guidance and counseling programs for students who are his responsibility. As in this case regulated in the Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Instructions for the Implementation of Teacher Functional Positions and Credit Points, which can be concluded that teachers plan quality learning or guidance, evaluate learning outcomes, implement improvements and enrichment (Ramadhanti & Pradipta, 2022).

C Inhibitory Factors Experienced by Class Teachers in Facilitating the Learning Needs of Students with Special Needs at MIN 9 Banda Aceh School

Based on the results of interviews conducted by researchers at MIN 9 Banda Aceh City, several factors or obstacles were found that were faced by class teachers in facilitating the



learning needs of students with special needs, namely: Requiring more time for students with special needs due to different categories in providing learning, focusing on children who are easily distracted due to the category of children whose concentration is easily disturbed, teachers who must or need to understand more about children's emotions that are not easily controlled. In addition, teachers also experience limited understanding of the application of media that is adjusted to the type of ABK students.

The findings of the researcher refer to the formulation of the problem proposed about the strategy of class teachers in facilitating students' learning needs, including in grades 2, 4 and 6 at MIN 9 Banda Aceh City, which are constrained when teachers have difficulty in dividing their time with students with special needs because in each class there are ABK students who are combined with normal children in general. In addition, several aspects that are obstacles to the process of facilitating the learning needs of students with special needs include: emphasis on optimizing teacher skills in the use of learning media that have not been fully met from each category of students with special needs, the participation of teachers in training related to special education and delivery of education by providing an understanding to parents of students with special needs comprehensively. As from the conclusion of the obstacles or factors above, the things that need to be reviewed include; the ability of teachers to manage the class, a curriculum that is adjusted to the needs of students, the duties of parents in the presence or supervision of ABK students at school and providing facilities and infrastructure that support the learning and teaching process for students (Hastuti, Asmawulan, & Fitriyah, 2022).

D Solutions to Overcoming Class Teachers' Obstacles in Facilitating the Learning Needs of Special Needs Students (SBK) at MIN 9 Banda Aceh City

Based on the results of the interviews that researchers conducted at MIN 9 Banda Aceh City, the solutions expected from the school include: teachers must be able to provide variation or creativity in the learning process, provide more opportunities or time for ABK students to explore or understand lessons, optimize them completely with training or seminars for teachers in order to provide provisions in the teaching process for students with special needs and build cooperation and evaluation for the implementation of inclusive education. Thus, the factors mentioned are solutions that can be maximized again by the school in order to achieve better education implementation of course.





CONCLUSION

The implementation of inclusive education at MIN 9 Banda Aceh City shows that a good communication approach with parents and collaborative cooperation are built to support the learning success of all students including students with special needs. Class teachers at this school have implemented various learning strategies or methods that are accommodated to the individual needs of students with special needs, such as an approach of singing, playing, using adaptive learning media and a comfortable learning environment. The strategies of class teachers in facilitating the learning needs of students with special needs at MIN 9 Banda Aceh City are to build and encourage children's self-confidence to learn through discussion and questions and answers, then accompany them individually by adjusting the student's condition, and create a sense of comfort and friendliness to children without intimidation towards the students with special needs. In overcoming obstacles in facilitating the learning needs of students with special needs, teachers must be able to provide variation or creativity in the learning process, provide opportunities or time, and involve teachers in training and seminar activities.

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