

The Implementation of Individual Learning Programs For Science Subjects on Photosynthetic Greenplants For Children with Mild Mental Impairment Grade 5 At Sdn 2 Pataruman Garut Regency

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Abstract

The purpose of this study was to determine the implementation of an individual learning program for science subjects on photosynthesis of grade 5 green plants for children with mild mental impairment which was carried out at SDN 2 Pataruman, Garut Regency. Children who are the subjects of this study are children who have intellectual disabilities. This research used qualitative description method and the data collection used interview and documentation. In the implementation of individual learning programs, teachers have difficulty in compiling teaching materials about science that are in accordance with the abilities of children. Basically, in the implementation of individual learning programs, it is based on the results of child assessment, which aims to trace the abilities of the child, find out the difficulties experienced by the child, and determine the material to be given. It was stated that individual learning programs are very important because they are a way that always seeks to accommodate the needs of problems faced by children with mental disabilities. The results of the study that the implementation of individual learning must be based on assessment before compiling the program to be given, because the results of the assessment are as material for consideration or information in accordance with the ability of the child to be optimized. As well as with individual learning programs, the material is simpler so that children can understand what is conveyed by the teacher.

Keywords: Implementation, Individual learning programs, assessments, IPA, mental retardation

Introduction

Education is very important for every individual because through education each individual can develop his potential and ability to get recognition from others in social life.

In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 states that, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, the community, nation and state. In the Law, it can be interpreted that education is a planned effort in building cognitive, effective, psychomotor, and social development and abilities useful for himself and society and the nation.

The opportunity to obtain education is affirmed in the 1945 Constitution article 31 paragraph (1) that: "Every citizen is entitled to instruction". Based on this article, it can be interpreted that education is intended for all citizens without exception, including Children with Special Needs (ABK) also have the same right to obtain education in accordance with their conditions and needs.

According to Article 5 paragraph 1 of Law No.20 of 2003 concerning the National Education System, it is affirmed that "Every citizen has the same right to obtain a quality education". This states that all Indonesian citizens without exception children with special needs have the right to get decent and quality educational services without discrimination. Thus, the rights of children with special needs who get educational services can be adjusted to the physical condition of students with special needs. Permendiknas No. 70 of 2009, article 1 explains that inclusive education is an education delivery system that provides all students who have disorders and have the potential for intelligence and or special talents to attend education or learning in one educational environment together with students in general. So in inclusive education is the placement of mild, moderate and severe children in full in the regular class. (Budiyanto, et al. 2010:4)

One of them is a child with special needs, a child with mental disabilities. Children with mental disabilities are whole and unique individuals, who in general also have the potential and strength to compensate for their limitations. This is in accordance with the opinion expressed by Munzayanah (2000:22) which states as follows:

"Children with mild mental impairments are those who still have the possibility of obtaining an education in reading, writing and counting at some level in a special school. Usually for the group it can reach a certain level, level with grade IV elementary school, as well as be able to learn simple skills."

Therefore, educational services for them must be sought to be able to develop their potential optimally. Considering that children with mental disabilities have obstacles in thinking abstractly, children have difficulty in accepting academic learning. One of the learning models used to implement the curriculum in schools is PPI (Individual Learning Program). Therefore, to choose the right learning model, teachers should understand the curriculum and its tools.

Literally Individualized Instruction is defined as individualized learning, which is a learning process that develops and maintains student individuality. According to Mercer & Mercer (1989) in Soendari (2015:7) posits that "The individualization approach does not

imply every student should be taught in a one-by-one form or small group learning format," this means that the student receives learning tailored to his or her educational needs. Therefore individualized learning does not reject classical or group systems, so it is not synonymous with individual teaching.

In principle, PPI is a learning program that is based on the needs of each child. PPI that adjusts the child's conditions and situation, not the child who adjusts the PPI. This program in addition to providing opportunities for students to be able to learn according to their own needs, abilities, speed and methods, also so that students can learn optimally and can reach the level of mastery of the learning materials they learn.

Tarjiah (2015:113), the results of the study suggest that first, that the learning implementation model for students with learning difficulties must be designed according to the needs of the child. Therefore, it is necessary to have modifications in the purpose, process, and evaluation. Second, learning models for children with learning difficulties must be developed with stages ranging from identifying children with learning difficulties, conducting assessments, developing PPI, developing approaches, method strategies, and learning techniques that are in accordance with children's needs. Thirdly, in the evaluation component modifications are carried out in accordance with the indicators of student achievement of learning difficulties which include the evaluation of processes and results.

The implementation of the Individual Learning Program in inclusion schools is technically by uniting children with mild mental disabilities to learn together in one class with normal children (classical) only. For children with mild mental disabilities must be accompanied by a *helper* or special guidance teacher who has been appointed by the school to accompany children during the teaching and learning process.

Based on the results of observations made in October 2022 at SDN 2 Pataruman, there are 2 children with special needs with the initials AA and AH experiencing mild mental impairment. The two students have different abilities. AA needs special service compared to his peers in understanding a subject matter, when in class AA is ostracized by his friends so that he looks quiet and inactive.

Meanwhile, AH in participating in learning is still able to follow, but there needs to be a clearer explanation, it can be seen that students who are active, socializing AH usually hangs out with their friends.

Based on interviews conducted with class V teachers, namely R, where AN students are able to recognize letters, copy letters still with guidance, while AH in terms of writing ability there are still missing letters when deciphering what they observe, for that requires special services to understand the material presented.

R does not use a specific RPP that is tailored to the capabilities of AN and AH, but is incidental. R utilizes in terms of classroom management to provide special services to AN and AH, when the other students are working on the assigned assignments.

A learning program suitable for AN and AH is an individualized learning program. This is in accordance with the opinion of Rochyadi and Alimin (2005: 35) who state that individual learning programs are very important because they are a way that always seeks to accommodate the needs of problems faced by children with mental disabilities.

Dzamarah and Zain (2002:62) the individual approach is a teaching strategy that must pay attention to the differences of students in individual aspects. In other words, teachers must use an individual approach in their learning activities.

Literature Review

Definition of Individualized Learning Programs

According to Soendari (2015:7), Individualized learning is "A learning process that develops and maintains the individuality of students. . . *Individuality* is defined as a state or special traits as an individual, or traits that a person has that distinguish him from others."

Individualized learning is learning that is given in one group of students (individual, group and classical) with the same teaching, but the depth and breadth of the material needs to be arranged based on the needs of each student related to science subjects.

Definition of Science (Natural Sciences)

According to the Curriculum of the Elementary Education Unit (2006:484) that:

"Science is related to finding out about nature systematically, so science is not only a mastery of a collection of knowledge that is facts, concepts, principles, but also a process of discovery. Science education is expected to be a vehicle for students to learn about themselves and the surrounding nature, as well as a further development process in applying it to everyday life".

From the definition above, it can be concluded that science is not just a theory but science emphasizes more on the process by which it must find concepts and connect with experiences that have been experienced so that it can apply it.

Definition of Children with Mild Mental Impairment

Children with mild mental impairment are one of the classifications of children with disabilities who have insufficient intelligence or intelligence, but children with mild mental impairment are the group of children categorized as having the highest intelligence among other groups of mildly impaired children.

As stated by Somantri (2018:103) states that:

"Mental impairment is a condition of a child whose intelligence is far below average marked by limited intelligence and inadequacy in social interaction. Children with mental disabilities or also known as mentally retarded because of limited intelligence make it difficult for them to take part in educational programs in ordinary schools classically, therefore mentally retarded children need educational services specifically tailored to the child's abilities".

Children with mild mental impairments can still participate in learning and do simple tasks at school if they are provided with special education services and adjusted to their abilities.

Research Methods

Research Approach

This research approach uses a descriptive qualitative approach, with the aim of describing the implementation of an individual learning program for science subjects about photosynthetic green plants for children with mild mental impairment class V at SDN 2 Pataruman, Garut Regency.

Data Sources

The source of data in this study is R (class V teacher), a mildly disabled student. The social situation in this study is in the form of implementing an individual learning program for science subjects about photosynthetic green plants.

Data Collection Techniques

The data collection techniques in this study used interviews, observations and documentation.

Data Analysis Techniques

Data analysis is the most important step in a study. Researchers use Miles, Huberman data analysis which includes data reduction, data presentation, conclusions and verification.

Results & Discussion

Based on the presentation of research results and data interpretation, discussions can be carried out on the implementation of individual learning programs for science subjects about photosynthetic green plants for children with mild mental impairment in grade 5 at SDN 2 Pataruman, Garut Regency. As follows:

Preparation in implementing the Individualized Learning Program

Preparation in carrying out individual learning programs must certainly be adjusted to the results of the assessment carried out which aims to trace the abilities of the child, find out the difficulties experienced by the child, and determine the material to be given. For this reason, before preparing the program, it is necessary to prepare an assessment first. Because of this, in accordance with the opinion expressed by Haryanto (2010: 2) "Assessment of children with special needs is an effort to collect accurate information to understand and determine the situation of individuals, the information that has been obtained is expected to provide a clear picture of the condition and abnormalities in children with special needs in order to take appropriate actions".

Teacher R does not understand in preparing the assessment because there is still a lack of understanding of the knowledge and steps in assessing children. So that the implementation of individual learning programs is still situational, which is in accordance with the conditions at the time of learning.

Implementation of individual learning programs on science subjects on photosynthetic green plants

In addition, in terms of the implementation of learning, teacher R experienced difficulties during the initial activities, namely conditioning children, core activities of learning media, teaching materials, distinguishing green plants from others, conveying the definition of photosynthesis.

Teacher R in terms of evaluating learning outcomes still has difficulty providing assessments in writing, as well as enrichment or follow-up in the learning outcomes of science subjects. Teacher R also has difficulty in overcoming children's boredom in participating in learning, because the characteristics of mildly disabled children are easily bored and easily forget to receive learning materials, and teacher R's enrichment activities have problems adjusting to teaching time.

Therefore, the implementation of individual learning programs for children with mental disabilities is very important, because it is one of the learning approaches to make it easier for children to understand learning materials. In accordance with the opinion of Soendari (2015:7), Individual learning, that is, "a learning process that develops and maintains the individuality of students. Individuality is defined as a state or trait, a special trait as an individual, or traits that a person has that distinguish him from others".

Basically, the individual learning program adapts to the child's abilities and provides solutions to the difficulties of the child faced.

Efforts to overcome difficulties in implementing individual learning programs

In an effort to implement an individual learning program for grade 5 science subjects, namely the preparatory stage. Based on the interviews that the researchers conducted, teacher R in overcoming this difficulty only by compiling an RPP program that has not been specifically still general in nature.

In terms of classroom management, teacher R puts lightly impaired children sitting in front as one of teacher R's efforts in providing special services to children, which aims to concentrate on learning, namely when other children are doing assignments, teacher R provides services to children with special needs.

Teacher R in determining the assessment or evaluation results of children's learning is not based on the minimum completion criteria that should be, it is still general.

So teacher R has difficulty determining the assessment of the child. In this case, the efforts made by the R teacher by making oral assessments, written assessments, as well as making performance assessments.

Conclusions & Recommendations

The general conclusion that the implementation of the individual learning program must be based on an assessment first before determining the learning program, which aims to find out the child's abilities, as well as the obstacles they have, so that with individual learning programs it affects the child's ability if the child has more abilities it can be optimized, if weaknesses can be minimized from these weaknesses.

Specifically from this study are the following:

- a. Preparation in carrying out individual learning programs must certainly be adjusted to the results of the assessment carried out which aims to trace the abilities of the child, find out the difficulties experienced by the child, and determine the material to be given.

- b. The implementation of individual learning programs for children with mental disabilities is very important, because it is one of the learning approaches to make it easier for children to understand learning materials.
- c. The efforts made are that the teacher must understand about children with special needs, understand also about assessments, which then formulate programs that will be implemented for children in the classroom, as well as the form of assessment that is in accordance with the child's abilities. There is also enrichment or development that the teacher gives to the child for the next material.

Recommendations

Based on the conclusion of the research on the implementation of an individual learning program for science subjects on photosynthesis of grade 5 green plants for mildly impaired children at SDN 2 Pataruman, Garut Regency, researchers recommend several things:

- a. The teacher understands about the characteristics of a child with special needs.
- b. The teacher understands the assessment, compiles the assessment instrument, the implementation of the assessment.
- c. Preparation of teaching materials that are in accordance with the abilities of children based on the results of the assessment.
- d. Adequate learning media, aiming to make it easier for children to receive learning materials.
- e. The form of assessment that is adjusted to the child's ability, because each child is different in learning assessment in terms of learning outcomes or evaluations.
- f. There needs to be cooperation in creating individual learning programs. Involvement in the preparation process includes parents, teachers, experts, schools and those who are interested in the implementation of individual learning programs.

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