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## **Strategies to Teach Children with Special Needs Amid COVID-19 Pandemic**

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**Abstract**--The purpose of this research is to analyze and describe the teaching strategies of children with special needs. Studi cases are used in research methods with qualitative and quantitative research type approaches. The subjects and motorcycle taxis of this study were teachers and parents of SLBN Karanganyar and Sukoharjo as many as 30 people consisting of 10 teachers and 20 parents of students. This research instrument uses observations, interviews, and questionnaires. Analysis of data used is data collection, data verification, conclusion withdrawal. The results of this study can be concluded that the strategy of teachers teaching to children with special needs amid the pandemic COVID-19 in either category or 67.5% by expressing strongly agree to use online-based learning by involving the participation of parents consist from the participation of parents in the online learning process accompanies children with special needs, teachers and parents of one unit who synergize in accompanying, guiding, motivators, designers, innovations, and learning media. In this study, further research is needed by involving several factors, namely social environment, social relations, physical activity exercises by the characteristics of children, stakeholders, and related to the teaching and learning process amid the COVID-19 outbreak.

**Keywords**---children, pandemic, COVID-19, strategies teach.

## Introduction

The learning process amid the COVID-19 pandemics has its uniqueness, especially teachers in teaching and educating children with special needs in extraordinary schools. Children with special needs, abbreviated as CSN, is another term to replace the word "exceptional child" which indicates the existence of a special disorder (Ishmi, 2021; Rani & Jauhari, 2018; Sijabat, 2018; Thompson, 2017). CSN different characteristics types. Children with special needs in Indonesia are children who have visual impairments, children who have hearing and speech impairments, children who have impaired ability development, children who have physical or motor impairments, children who have behavioral disorders, autism, hyperactivity/Attention Deficit Hyperactivity Disorder (ADHD), children with learning difficulties, and children with multiple disorders or disorders (Abdullah, 2017; Artikawati, 2016).

In educating and assisting children with special needs, teachers and parents should have a teaching strategy in the situation of the COVID-19 outbreak. This is following the law on the national education system which implies that every citizen has the same rights and obligations in any aspect, one of which is in the aspect of education. The status of the teaching profession demands roles that can be used as role models, scientists, motivators, intellectuals, and be wise for their students (Balqis et al., 2014; Darmadi, 2015; Sepriyanti, 2012; Suprihatin, 2015). Asmani (2013), also explains that the teacher is an idol figure for his students and is also the heart of the continuity of education. Meanwhile Kasim (2011), states that teachers play an important and active role in the learning and teaching process. Furthermore, Alfaro et al. (2015); Kebbi (2018); Radford et al. (2015), explained that teachers and students are two figures that cannot be separated in the world of education (Pohan, 2020; Roestiyah, 1989).

Observing problems regarding teacher strategies in teaching children with special needs amid the COVID-19 pandemic (Djamarah & Zain, 2006; Mulyasa, 2015). Teachers and parents have a role in providing convenience for all students to be able to develop their potential optimally and master strategies that can be used to change student behavior in a better direction with indicators of teachers and parents placing themselves as mentors, planners, teachers, class managers, motivators, facilitators, and evaluators in learning (Astaman et al., 2018; Barnawi & Arifin, 2012).

Based on this fact, the researcher conducted a scientific study on the Strategy for Teaching Children with Special Needs amid the COVID-19 Pandemic at SLBN Sukoharjo and Karanganyar (Simanhuruk et al., 2019; Hasma, 2017). The purpose of this study is to describe and analyze the strategy of teachers teaching children with special needs amid the COVID-19 pandemic which consists of teachers and parents placing themselves as mentors, planners, teachers, class managers, motivators, facilitators, and evaluators in learning (Hadisi & Muna, 2015; Hariyani, 2020).

## Method

The research method used in this research is qualitative and quantitative descriptive research by conducting a case study approach (Widiastuti & Muktiani, 2010; Sutarjo et al., 2014). The subjects and motorcycle taxis of this study were teachers and parents of SLBN Karanganyar and Sukoharjo as many as 30 people consisting of 10 teachers and 20 parents of students. This research was conducted in February-March 2021 at SLBN Karanganyar and Sukoharjo province of Central Java:

- This activity is carried out 4 (four) times every Saturday.
- The researcher involves 3 (three) students as an administrative team and data collection in the field.
- In this study researchers together with a team of three lecturers and two students.

This research instrument uses observations, interviews, and questionnaires. The explanation is:

- Observations are made to observe the situation and condition of partner problems, namely in the learning process amid the COVID-19 pandemic.
- Interviews are conducted intensively with informants to obtain the necessary information. Interviews are conducted in two ways, namely open and closed interviews.

## Discussion

Based on the results of the descriptive analysis found several things, namely identification of:

- The background of respondents.
- Characteristics of hyperactive behavior.
- Strategies for fostering hyperactive behavior and parenting patterns consisting of educators, mentors, designers of learning, artists/actors, mediators and motivators, can be explained as follows.

## Observation results

Based on the results of direct observations during the February 11, 2021 process, as a basis for conducting research (Usman, 2013; Wahyono et al., 2020). Observations were made to determine the extent of the teacher's strategy in the teaching and learning process amid the COVID-19 pandemic for children with special needs. The research method used in this research is descriptive qualitative and quantitative research by using a case study approach. The subjects and taxis of this study were teachers and parents of SLBN Karanganyar and Sukoharjo as many as 30 people consisting of 10 teachers and 20 parents of students. This research was conducted in February-March 2021 at SLBN Karanganyar and Sukoharjo. The results of this research observation obtained several problems, namely:

- Teachers in teaching the need for synergy between stakeholders, principals, and parents of students to work in accompanying and educating children with special needs amid pandemic COVID-19.
- Online learning has its challenges for teachers in educating and guiding children with special needs.
- Teachers and parents provide special mentoring and services amid pandemic COVID-19.
- Teachers and parents expected.
- Teachers and parents are expected to be mentors, planners, teachers, class managers, motivators, facilitators, and evaluators in learning.

### Strategies for teaching children with special needs amid pandemic COVID-19

Based on the results of descriptive analysis of the frequency of teaching strategies for children with special needs amid the pandemic COVID-19 consists of teachers and parents of one unit who synergize in mentors, planners, teachers, class managers, motivators, facilitators, and evaluators in learning to teach children with special needs amid pandemic COVID-19 with the category of strongly agree, agree, doubt, disagree and strongly disagree. The results of descriptive analysis of the presentation can be seen in the following histogram:

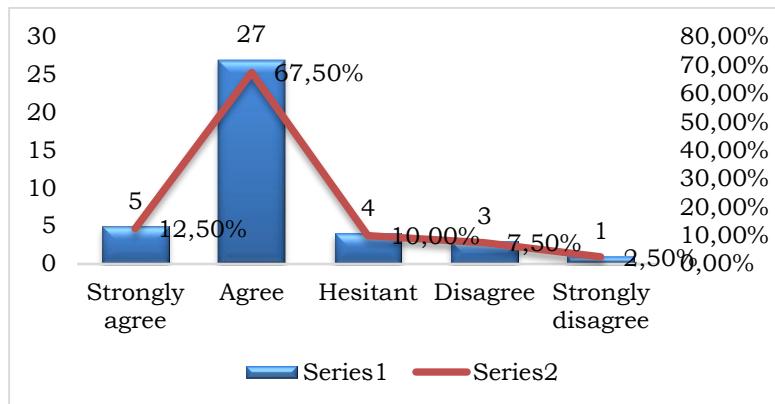


Figure 1. Strategies for teaching children with special needs

Figure 1 below that there is a strong trend in which teachers' strategies teach amid the COVID-19 pandemic in children with special needs. Figure 1 illustrates that 2.5% of respondents strongly disagree with online learning. This is unique from the results of this study because, 2.5% of respondents about online learning because children with special needs are different handlers from normal children in general. But in this study more than half agreed with online learning or 67.5%. This research activity has a positive impact by understanding the strategy of teaching teachers in the middle of the pandemic COVID-19 and to be applied in the process of teaching and learning online in children with special needs need the cooperation of parents and teachers in educating, accompanying, learning designers, actors, mediators, and motivators to teach children with special needs amid the pandemic COVID-19 by maintaining health protocols recommended by the government, one of which is to avoid the crowd (Barlow & Minns, 2000; Vanderhoof & Langnas, 1997).

### Benefits of strategies to teach children with special needs amid pandemic COVID-19

Benefit strategy of teaching children with special needs in the middle of the pandemic COVID-19 is seen from the existence of social relations consisting of community empowerment, social networking capital, and has a social relationship between teachers and parents consists of very useful, useful, and limited benefits, (Figure 2). The strategy of teachers teaching children with special needs amid the pandemic can COVID-19 can be seen in the following figure.

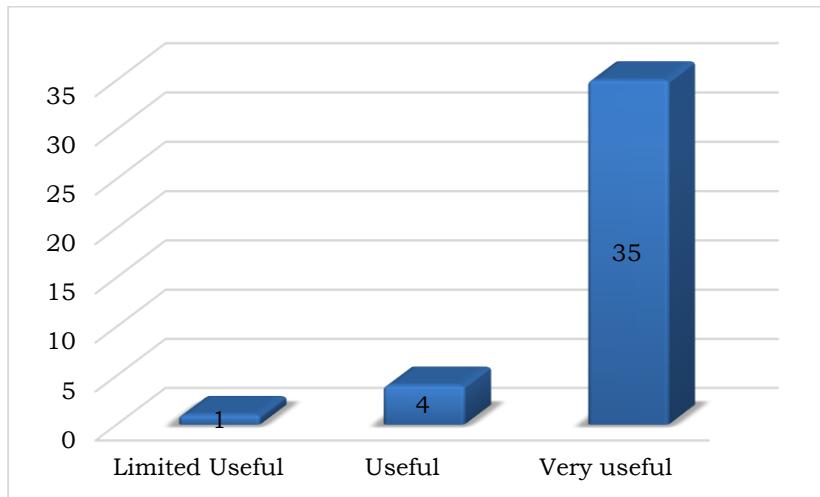


Figure 2. Strategies for teaching children with special needs

Based on the results of descriptive analysis of the frequency of teaching strategies for children with special needs amid the COVID-19 pandemic consists of teachers and parents of one unit who synergize in educating, accompanying, designing learning. Figure 2 shows the benefits of teaching children with special needs amid the COVID-19 pandemic. Teachers find that in online learning there are drawbacks and advantages in the online learning process. Deficiency in this study one of them is the difficulty of teaching and directing learners to focus in the learning process must be accompanied by parents while the advantages are teachers, parents, and learners learn together using online learning media ([Khan & Smith, 2020](#); [Zhang et al., 2020](#)).

This research was conducted to analyze the strategy of teachers in teaching children with disabilities amid pandemic COVID-19 through cooperation between teachers and parents. The results of this study were consulted into the literature and the results of previous research, aimed at strengthening the collaboration of teachers, parents, and stakeholders related to the application of learning related to teachers and parents synergize with each other in educating, accompanying, learning designers, actors, mediators, and motivators to teach children with special needs amid the COVID-19 pandemic ([Clase et al., 2020](#); [Tetro, 2020](#)). In the context of the literature review, no research has been found related to teaching strategies in teaching children with disabilities amid pandemic COVID-19. Therefore, the findings of this study are useful as a consideration and

reference material to be applied in learning and educating both in the school environment and in the social environment. In the context of research, one of the updates of this research is about teaching strategies in educating, accompanying, designers, artisan mediators, and motivators in the learning process in children with special needs (Kim & Su, 2020; Negarandeh et al., 2013).

Looking at the results of the study, the need to study the results of education and teaching research, one of which is through the learning of sports education in the strategy of teachers teaching children with special needs amid the pandemic COVID-19 (Batez, 2021; Ahmed et al., 2020; Varea & González-Calvo, 2020). Thus, it can be concluded that the strategy of teaching amid the pandemic COVID-19 in children with special needs one is through sports education learning by involving the role of teachers and parents consisting of educating, accompanying, learning designers, actors, mediators, and motivators by considering the characteristics of children with special needs by the characteristics of children with visual impairment, blackness, speech deafness, deafness, deafness, autism, hyperactivity, and multiple hearing impairments (Arlen, 2016; Küçükoğlu, 2013).

## **Conclusion**

Based on these findings, it can be concluded that the strategy for teaching children with special needs amid the COVID-19 pandemic, teachers play a role in educating, assisting, learning designers, artists, mediators, and motivators in collaboration with parents to teach children with special needs. It also contributes to expanding current knowledge of teaching strategies amid the pandemic COVID-19 through the role of teachers and parents. Since this study only involves small samples, caution needs to be done more effectively and efficiently in children with special needs. However, further research is needed to teach strategies for children with special needs by considering the social, psychosocial environment, involving parents to accompany learners, and related to teaching strategies in children with special needs (Danchikov et al., 2021; Arafah et al., 2021).

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