

Development of Life Skills for Children with Special Needs at SMA AL Firdaus Sukoharjo

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ABSTRACT

Every citizen has a legally protected right to an education. All citizens, including those with special needs, have the right to receive education tailored to their unique requirements. In order to prepare them for life in society, education for children with special needs is also guaranteed. The development of skill education that aligns with talent and demand is a critical component of skill provision. Therefore, educational institutions must prepare their students with hard skills to join in society. This study is qualitative descriptive research since it describes the life skills that children with special needs are taught. Methods for collecting data include in-depth interviews. Triangulating sources is a method for examining the information you need and wish to locate. The findings of this study demonstrate that teaching life skills to kids with special needs involves a multi-phase approach. Initially, there are three assessments; academic, development, and non-academic/specialty to map out children's interests and talents when they initially enroll at Al Firdaus school. The second step is teaching CorelDraw life skills to kids with special needs. Third, kids with special needs are taken into account when it comes to CorelDraw life skills.

Keyword: career guidance, inclusive education, CorelDraw

INTRODUCTION

In the field of education, ensuring that every citizen has access to education is the primary rule that needs to be followed. It is because education aims to develop personal potentials, namely spiritual (thought, intention, race, creativity, and conscience) and physical (five senses and abilities), in order to improve personality (BP et al., 2022). Therefore, every citizen has a legal right to education guaranteed by the state. Article 31 Paragraph 1 of 1945 Law stated "every citizen has the right to education" (Undang Undang Dasar 1945 Pasal 31 Ayat 1, 1945). This article's explanation recognizes that every Indonesian citizen, without exception, has the right to a top-notch education free from discrimination in any form. All citizens, including children with special needs, are required to receive high-quality educational services from the government (ABK).

Students who are physically different from other students are generally referred to as students/children with special needs (ABK). Children with special needs (ABK) are students who have special privileges, both academically and non-academicly. Children with special needs (ABK) are citizens who have the right to education. Aphroditta defines children with exceptional needs (ABK) as youngsters who possess unique qualities or advantages over other children (Aphroditta, 2017). This may not always imply incompetence on the levels of the body, mind, or emotions. Because they have disabilities, children with special needs are not excluded from receiving an education in traditional schools. To the fullest extent of their abilities and interests, children with special needs (ABK) are entitled to the same educational services at school. Minister of National Education Regulation No. 70 of 2009 states that children with special needs (ABK) have the same access to education as children in general (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2009).

According to data from the Central Statistics Agency (BPS), 3.3% of children between the ages of 5 and 19 have a special needs. At that age, 2,197,833 persons have disabilities out of the 66.6 million individuals in the population in 2021 (Novrizaldi, 2022). Because of this circumstance, the government must set up a framework to ensure that children with special needs can receive an education. Children with special needs must be educated according to their level of ability. However, children with special needs often get less attention and do not get the same education rights as normal children (Siahaan, 2022). Siahaan's research also found that many parents and the community think that the implementation of inclusive education is too urgent for children with special needs

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(Siahaan, 2022). A plan must be developed by the government to help children with special needs adjust to society.

According to Sakina Rosellasari, head of Disnakertrans, Central Java Manpower and Transmigration Service, there were 216 businesses in Central Java as of October 2022, and 2,057 of those businesses employed individuals with disabilities (Diskominfo Jateng, 2022). This statistic demonstrates the need for special education programs to better prepare children with special needs for the workforce. With the introduction of the inclusive school policy, the government's plans to provide educational services have started to show. In Indonesia, inclusive education started in 1986 under a somewhat different format. Under the Ministry of Education and Culture's decree no. 002/U/1986 about the Implementation of Integrated Education in Indonesia, this was formerly known as integrated education (Surat Keputusan Menteri Pendidikan Dan Kebudayaan RI Tentang Pendidikan Terpadu Bagi Anak Cacat, 1986).

Through the use of inclusive education, students with special needs can learn alongside one another in a typical classroom setting without regard to their differences (Nabila, 2020). Inclusive schools offer services to every kid based on their individuality, traits, and special needs. Thus, this serves as the cornerstone for all-inclusive schools to help special needs kids grow and acquire a variety of skills, including in digital technology that will eventually help them survive in society. Damastuti revealed that High-Tech assistive technology, such as E-readers, NVDA, and JAWS have been introduced in inclusive education (Damastuti, 2021). Therefore, digital learning media can be option to support children with special needs dealing with life skills in modern era.

Digital media learning can facilitate creative and interactive learning for students with special needs. In this situation, Nisa stated that digital learning interaction is viewed as a compensatory or alternate method of enhancing education (Nisa, 2022). Meanwhile, Arifah stated that due to the fact that employing digital media can directly involve students, information is not only imparted to them in a single way but also serves as a bait for them to participate in their own information-seeking through the use of visual, aural, or other interactive materials (Arifah et al., 2022). Hence, this research brings up Corel Draw software as digital learning media to offer creative visual material for students with special needs SMA Al Firdaus Sukoharjo.

METHODS

This research uses a descriptive qualitative approach, which means data is collected in the form of stories, words, images, and not numbers. Qualitative research is a research procedure that produces descriptive data from people and their observed behavior (Moleong, 2018). Descriptive research, on the other hand, is a type of research that aims to make a systematic, factual and accurate analysis of the facts and characteristics of a particular population or area. Thus, this research method was used to find out how children with special needs at SMA Al Firdaus Sukoharjo develop life skills.

The location of this research is in SMA Al-Firdaus Sukoharjo located on Jl. Al Kautsar, Mendungan, RT/RW 3 / 5 Mendungan Hamlet, Pabelan Village, Kartasura District, Sukoharjo Regency, Central Java, Indonesia. The research was carried out within a period of 6 months from the preparation of the proposal which began in October 2023-March 2024.

Qualitative research data is in the form of words, images and not in the form of numbers (Abdussamad, n.d.). Secondary data, such as documents, etc., make up the remainder. Data is clearly divided into written data sources, photos, statistics, and words and actions here. In this case, the primary data source in this research is words obtained from interviews. Interviews were conducted with 1 class teacher, 11 special assistant teachers, and 11 selected students. These questions cover various topics related to the Development of Life Skills for Children with Special Needs at SMA Al Firdaus Sukoharjo. However, child profiles and curriculum data are secondary data sources in this research.

This research uses triangulation of data sources as a technique for collecting data. Source triangulation tests the credibility of data by checking data that is relevant to the reserach subject through certain sources to produce different evidence or views (Sugiyono, 2019). In this research, researchers conducted direct observations and interviews for the data related to Life Skills Development for Children with Special Needs at Al Firdaus Sukoharjo High School, both inside and outside the classroom. This direct observation was carried out by researchers to optimize data regarding Life Skills Development for Children with Special Needs at Al-Firdaus Sukoharjo High School, mainly related to providing CoralDraw life skills. Apart from that, observations also observed the interaction of teachers and students in teaching and learning activities, the condition of children with special needs in Puspалenta room, the condition of facilities and infrastructure that can support teaching and learning activities, as well as the condition of students, teachers and employees at SMA Al Firdaus Sukoharjo.

RESULTS AND DISCUSSION

1. Mapping Children's Talents and Interests in the Start of School.

Assessment is an important requirement before a child is declared a student at an educational institution, including the Al Firdaus educational institution. Academic assessments are applied to regular children. Meanwhile, children who have obstacles and special needs have their own type of assessment. The general assessment is also a screening to find out whether students have been identified as having certain obstacles and therefore have special needs.

At Al Firdaus inclusive school, children who are identified as having special needs will receive a different type of assessment compared to regular children. Not without reason, this assessment will be very helpful in accommodating children's learning and needs. The assessment for children identified as having special needs consists of:

a. Academic Assessment

Academic assessments are given to students in order to determine their academic abilities and the extent to which they were able to follow each subject that was accepted at the previous level of education. This information will then be mapped out for the school and used as an assessment tool with which to evaluate the students. Children must go through this procedure as a group in order for the school to deliver academic components that are appropriate for their level of ability.

b. Developmental assessment

Developmental assessment is the process of determining the intellectual, emotional, behavioral, and communication development circumstances of children with special needs (ABK). This evaluation is highly helpful in ensuring that the right techniques, approaches, and resources are chosen when creating learning (academic) plans and special needs programs.

c. Non-academic Assessment (specialty)

The specialty assessment will look at the child's interests and talents. In this situation, the school will provide an assessment of the child regarding what direction the child is interested in and what field he is talented in. Specialty assessments will become increasingly dominant in their assessment of children with special needs. This aspect will be a reference for teachers, especially special assistant teachers, in directing the interests and talents of children with special needs which can be further developed for future preparation in society.

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All of the assessment results above become material for preparing profiles of children with special needs. As well as being a data source for mapping children's talents and interests. From the results of the specialty assessment, information is obtained about the child's talents and interests so that this becomes one of the considerations for determining what soft skills and life skills programs can be given to the child according to the obstacles and abilities they have.

Mapping children's talents and interests at the start of entering Al Firdaus Sukoharjo school is a mandatory requirement for students. This mapping was carried out with the aim of seeing children with their various abilities. Children's very diverse abilities will be given individual assessments as part of the implementation of inclusive education at SMA AL Firdaus Sukoharjo.

Not only that, but data from observations made by special assistant teachers (GPK) are also combined with results from specialty evaluations, such as interest and talent mapping. These follow-up observations, which involved active learning, lasted for roughly two weeks. Observational data can be used as supplementary information to gauge a child's strengths and weaknesses. With the completion of the child's profile data, learning accommodations such as creating individualized learning plans and determining which life skills and soft skill programs are most appropriate for the child can be provided. Al Firdaus, meantime, offers a number of programs, including CorelDraw living skills, culinary skills, agricultural skills, design skills, ICT skills, and other skills.

1. Stage of Providing CorelDraw Life Skills to Children with Special Needs.

Every child who is interested and supported by talents and interests will go through many phases of delivering CorelDraw life skills in accordance with the strategy that will be implemented by the special assistant teacher (GPK) in the implementation of the development of life skills. Each kid with special needs (ABK) has unique talents, necessitating the use of tactics by special assistant teachers (GPK). Special assistant instructors teach CorelDraw to children with special needs in phases due to the variations in the children's ability.

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1. Show design references from the internet

In order to find out if the child is interested in any particular design topics, the special accompanying teacher will ask the child to look at design references online. The accompanying teacher will investigate design references that the child enjoys so that the youngster can communicate what's inside and have it realized as a design.

2. Decide the suitable design principles for children to understand its references

Any child who is interested in and talented with CorelDraw can capture many types of content; thus, the special accompanying teacher needs to be able to communicate with the child in a language that they can comprehend. The design concepts that youngsters develop will be significantly impacted by variations in their gripping ability. The amount of design references that the teacher gives the student will vary depending on how well the student can understand each one provided by the accompanying teacher.

3. Direct the illustration in accordance with the design concept.

Children will be instructed to develop a design concept at this point, which they will then carry out. Youngsters are taught to experiment with their abilities through illustrations, which will lead to the visualization of writing through the use of fine arts techniques such as painting, photography, or drawing that place more emphasis on the relationship between the writing and the subject than on the form. This phase is helpful in conveying the child's ideas and the supplies needed to begin drawing in CorelDraw. At this point, it is intended that kids won't be perplexed when using CorelDraw to execute designs.

4. Use CorelDraw to Carry out The Design.

In the process of executing this design, children are expected to be able to start designing what they have conceptualized. Children will actualize what they capture during the process of providing CorelDraw life skills. Design execution starts from the simplest things. Children will be given commands to start working on the designs they already have. Furthermore, the design execution using CorelDraw will be targeted at children with achievements in the form of design products. Children's design products can be:

1. Character Design
2. Posters
3. Logos

2. Consideration of CorelDraw Life Skills for Children with Needs.

Providing CorelDraw life skills to children with special needs is not something without reason. Children with special needs are interested in pictures and posters that provide meaning, especially simple pictures, funny cartoons and posters that contain messages. The underlying reasons for accompanying teachers in providing CorelDraw skills for children with special needs who have an interest in the IT field are based on the following reasons:

1. CorelDraw is a design application that is easy to understand even for beginners because it has an intuitive interface design. This is proven by the several design tools provided that are easy to apply to worksheets and the easy and interactive application of colors adds aesthetic value. This application also has a help feature and online assistance for users who have problems and need more help.
2. Some children who don't really like design will feel bored and quickly forget the skills taught. However, it is different from children who have an interest in art, especially drawing and illustrating digitally. They will be enthusiastic in understanding and learning more.
3. There is a sizable community for the CorelDraw program where users may discuss issues, challenges, and ideas. Giving special needs kids access to basic CorelDraw illustration and poster-making techniques is a great way to introduce them to graphic design. With the help of the local community, they can further explore and expand their knowledge in this area.
4. In addition to being able to compete and possess soft skills in graphic design, the goal is for these abilities to help kids become qualified for careers in the field.

Children with special needs are given CorelDraw life skills depending on their interest in the arts and a basic aptitude test at the beginning of school. The combination of this advanced technology and the parents' financial circumstances encourages youngsters to be interested in art in the realm of technology. The condition in question is additionally reinforced by the accelerating advancement of technology, which equips youngsters with exceptional needs with the necessary abilities for the modern digital world.

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CONCLUSIONS

According to this study, CorelDraw Life Skills can help children with exceptional needs (ABK) become more digitally literate. These children having interest in digital drawing can produce excellent character design, poster, and logo by using CorelDraw Life. The results of specialty assessment provide information about the child's interests and talents so that it can be used as a consideration for providing a life skills program. Children with special needs (ABK) who take part in CorelDraw Life Skills use consideration of the results of special assessments and the results of observations related to talent interests carried out by special guidance teachers (GPK).

However, the first consideration for providing CorelDraw life skills to children with special needs is based on the results of the assessment. Academic assessment results which show that children have major obstacles in participating in regular equivalent learning can be accommodated by providing individual learning programs.

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