



Strengthening Literacy in Children with Special Needs During Courageous Learning with Family Support in Learning During a Pandemic

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ABSTRACTS

The purpose of this study was to determine the results of strengthening reading literacy, an increase in online learning and to develop and stimulate their reading literacy skills through the school literacy movement. The method used in this research is quantitative research using pre-test and post-test methods as well as data collection techniques through a google form questionnaire, from the results which show that in students with special needs the school literacy movement is not running effectively, there are still students who do not carry out school literacy activities. So the strengthening of online learning must be further increased between teachers as education with methods that are in accordance with the needs of students with needs and also the role of parents as supporters of children's online learning. The results of the study showed that from the results of the pre-test and post-test, the average obtained during the pre-test was 41% after providing learning materials as treatment, there was an increase in the post-test results, namely 64%, therefore strengthening literacy for children with needs especially there is an increase, although only a small percentage.

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1. INTRODUCTION

Reading activities are part of a literacy culture that has many benefits, in Indonesia, literacy has not yet become a culture that is considered a necessity in an effort to grow students' interest in reading in improving literacy skills, especially through reading mentoring activities. For students with special needs, the school literacy movement is not running effectively, there are still students who do not carry out school literacy activities, conditions that indicate that the literacy skills of Indonesian students are still relatively low and must be improved. The reading ability of students increases by following up on school programs that are accommodated in the literacy movement (Kartini & Yuhana, 2019). Through this reading mentoring activity, it is hoped that the students of Children with Special Needs will be able to develop and stimulate their reading literacy skills, creativity, imagination, and also their knowledge through online learning carried out during the pandemic, it is not difficult if carried out by normal children, but for children people with special needs are still experiencing many difficulties with cooperative strategies carried out by involving people in the surrounding environment, for example families, this cooperative strategy makes children with special needs have a sense of kinship, intimacy and can raise enthusiasm so that children do not get bored easily with behavior modification strategies. the goal is to reduce or eliminate bad behavior. The results of this study are the factors that affect online learning outcomes (Idhartono, 2020).

Children with Special Needs are children who have significant physical abnormalities or deviations, learning difficulties, and slow learners, socially, and emotionally as well as in the process of growth and development when compared to normal children of their age so that children with special needs people with special needs require special services (Rani & Jauhari, 2018). Another function of the family as instrumental support is as a reliable first place to complain and complain, during the development of children, especially elementary school age, the family is expected to be the only place to devote all expressions of love between children and parents as well as giving recognition to students. Specifically, it shows that the role of parents is to take care to ensure that children are able to implement a healthy life, accompany children in doing tasks, carry out joint activities while at home, create a comfortable environment for children, establish intense communication with children (Sari, 2020). The supporting factors analyzed in this study were age, gender, parental attention, private tutoring, and the type of children with special needs (Syarifudin, 2020). The results found from this study are that in general, the variables that affect online learning outcomes for children with special needs at elementary school are age, gender, parental attention and private tutoring. If data aggregation is carried out based on the type of children with special needs, the results obtained are children with the category of children with special needs slow learners, the influential variables are age and gender, while for children with special needs the category of autism and parenting is wrong, all factors except the type of child with special needs have an important effect on online learning outcomes (Supena & Muskania, 2020). But no one has researched strengthening literacy in children with special needs during courageous learning with family support in learning during a pandemic.

The purpose of this study was to determine the results of strengthening literacy in children with special needs during online learning and to find out the role and support of families for children with special needs in learning, even though they have limitations, students with special needs must be able to participate in online learning as appropriate. For this reason, children with special needs in inclusive elementary schools must receive

more monitoring from teachers, so that they can continue to learn even though they are online and teachers are also obliged to adapt learning models and media according to the characteristics of their students.

2. THEORITICAL FRAMEWORK

2.1. The child with special needed

Children with Special Needs are defined as children who experience obstacles in the learning process because there are differences in physical, social, emotional and intellectual conditions with other normal children. Understanding of children with special needs is sometimes still interpreted as an extraordinary child. In fact, children with special needs are children who only experience obstacles in learning and development in themselves which tend to be different from children in general. Therefore, they need educational services that are more specific, intensive and tailored to the learning needs of each child. In general, the categories of children with special needs are divided into two, namely children with permanent special needs that occur due to certain disorders, and children with special needs that are temporary, namely children who are influenced by unfavorable environmental conditions and situations that cause barriers to learning and child development. For example, children with wrong parenting patterns. Both of these categories have different handling in meeting their learning needs according to the obstacles they experience. Three things cause learning barriers experienced by each child with special needs, namely: environmental factors, factors within the child himself, and a combination of environmental factors and factors within the child. ([Mardhiyah et al., 2013](#)).

2.2. Literacy

The new definition of literacy shows a new paradigm in the effort to interpret literacy and learning. Now the expression of literacy has many variations, such as media literacy, computer literacy, scientific literacy, school literacy, and so on. The essence of critical literacy in a democratic society is summarized in five verbs: understanding, engaging, using, analyzing, and transforming texts. All of them refer to competencies or abilities that are more than just the ability to read and write. And etymologically the term literacy itself comes from the Latin "literatus" which means people who learn. In this case, literacy is closely related to the process of reading and writing. According to UNESCO "The United Nations Educational, Scientific and Cultural Organization", literacy is a set of real skills, especially skills in reading and writing that are independent of the context in which these skills are acquired and who acquires them ([Hidayah, 2017](#)).

2.3. Online Learning

Online learning is a learning that uses electronic circuits along with internet networks with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions to deliver learning materials, interactions or guidance. The use of the internet and multimedia technology in teaching and learning activities is able to change the way of delivering lessons or knowledge and can be an alternative learning that is usually carried out in traditional classrooms with face-to-face to distance learning without knowing space and time. The advantages of online learning, besides being able to shorten learning time and more economical learning costs, are to make it easier for students to get material or subject matter. Students are not only able to exchange information with each other, but also can access learning materials at any time and repeatedly, thus students can further

strengthen their mastery of learning materials without being hindered by space and time. (Fikri et al., 2021).

2.4. The role of parents

The role of parents is expected to be able to accompany children to study at home, where parents are required to understand all the material for learning activities so that children can learn well and understand what the purpose of the learning is with parental involvement, children will get experiences that will be internalized into personalities. child. Parental involvement is an alternative that can be used to increase collaboration between educators and parents during the pandemic, the impact of the learning program from home is that parents are required to provide assistance to their children while learning from home. their children while at home (Yulianingsih, et al., 2020). Parents are also expected to foster interest and be able to motivate children's learning, parents must be able to provide free time to children so that children can communicate and ask parents about various things, parents must be patient in accompanying children at home and able to operate gadgets and obstacle. Related to the reach of internet services so that the child's learning process runs smoothly without any problems. Likewise, the role of parents in improving children's literacy skills while studying at home (Baiti, 2020).

3. METHODS

This research method uses quantitative research using data collection techniques in the form of pre-test, treatment, post-test and analysis, by giving 10 pre-test questions in the form of a likert scale on yes or no options given via google form to students assisted by parents before students are given material. After the pre-test results are obtained, students will give one short poem and as proof that students read it and understand it, students must send photos or videos and sound recordings containing the short poem, then give a post-test as a comparison of whether or not there is an increase in literacy strengthening.

This research was conducted at 047 Balonggede elementary school, Bandung, Indonesia. The first step is to get the results of the pre-test and post-test by consulting with the homeroom teacher of grade 5-b to ask the number of children with special needs in grade 5-b. As the population, namely students in grade 5-b and as a sample used in this study were 10 students with special needs with details of six male students and four female students. **Tables 1** show questions distributed through google form in the form of pre-test and post-test.

4. RESULTS AND DISCUSSION

4.1. Demography

This research was conducted at elementary school 047 Balonggede, Bandung City, West Java, Indonesia. After observing the 047 Balonggede elementary school via whatsapp with the teacher as homeroom teacher for grade 5-b, there were students with special needs such as children who were not fluent in reading, slow to learn, not confident, lack of parental attention, namely being in grade 5-b. This study drew a sample of 10 students including children with special needs and children who need assistance including six male students and four female students.

4.2 Phenomena in the Learning Process

From the student data that was sampled, it was found that several problems were factors that became obstacles during learning such as lack of confidence, slow learning, lack of support from parents so that children were hampered in participating in learning at school. In addition, the implementation of literacy strengthening is at the elementary school 047 Balonggede, Bandung, Indonesia. Still not as expected, With this, as teachers who accompany students and parents as well as supporting roles to strengthen the mentality of students.

The stages of learning carried out are as follows:

- (i) In the first session, there was an observation of knowledge about student learning literacy in children with special needs
- (ii) Second session, make questions and answers via whatsapp chat
- (iii) Form the third session, conduct a pre-test on
- (iv) The fourth session, provides material on literacy material for elementary school children and children with special needs.
- (v) And the fifth session, analyzing data from the results of the pretest and posttest.

The above stages are the stages of data collection for this research.

4.3. Pre-test and post-test results

In the pre-test and post-test which will be given to students and accompanied by their parents in filling them out, questionnaires are distributed through google form to find out the results of strengthening reading literacy whether there are significant changes or not. **Table 1** contains a pre-test and post-test questions and the results from the students' answers.

Table 1. Results of pre-test and post-test.

No	Question	Pre-test		Post-test	
		Yes	No	Yes	No
1.	Do you like online learning?	40%	60%	70%	30%
2.	Are you interested in online literacy?	40%	60%	80%	20%
3.	Does literacy during a pandemic make it difficult for you to learn?	50%	50%	40%	60%
4.	Are you used to reading while studying?	30%	70%	50%	50%
5.	Have you ever read poetry?	60%	30%	70%	30%
6.	Do you dare to read poetry?	30%	70%	70%	30%
7.	Do you understand the content of the poem?	50%	50%	70%	30%
8.	Are you able to follow the lessons at school?	40%	60%	70%	30%
9.	Did your parents help during the learning process?	40%	60%	70%	30%
10.	Do your parents always motivate you while studying?	30%	70%	80%	20%

There are several points from these results:

- (i) The results of question number one explain that only 40% of students like online learning after being given learning materials, an increase to 70% after the post-test is given, the increase shows 30%.
- (ii) The results of question number two explain that only 40% of students are interested in online literacy after being given learning materials, there is an increase to 80% after the post-test is given, the increase shows 40%.

- (iii) The results of question number three explain that only 50% of students find it difficult to read and write literacy during a pandemic after being given learning materials, there is a decrease to 40% after the post-test is given, the decrease shows 10%.
- (iv) The results of question number four explain that only 30% of students are accustomed to reading during learning after being given learning materials, an increase to 70% after the post-test is given, the increase shows 40%.
- (v) The results of question number five explain that only 60% of students have read poetry after being given learning materials, an increase to 70% after the post-test is given, the increase shows 10%.
- (vi) The results of question number six explained that only 30% of students dared to read poetry after being given learning materials, an increase to 70% after the post-test was given, the increase showed 40%.
- (vii) The result of question number seven explains that only 50% of students understand the content of the poem after being given the learning material, there is an increase to 70% after the post-test is given, the increase shows 20%.
- (viii) The results of question number eight explain that only 40% of students can take part in learning at school after being given learning materials, an increase to 70% after the post-test is given, the increase shows 30%.
- (ix) The results of question number nine explained that only 40% of students whose parents helped during the learning process after being given learning materials increased to 70% after the post-test was given, the increase showed 30%.
- (x) The results of question number ten explain that only 30% of students whose parents always motivate their children during learning after being given learning materials increase to 80% after the post-test is given, the increase shows 50%.

5. DISCUSSION

After conducting the pre-test and post-test, it can be explained that each student experienced an increase in knowledge about literacy in elementary school children, there was a significant change, although not a large percentage related to children with special needs. It can be seen from **Figure 1** that the comparison results of the average results of the pre-test and post-test. The following are the average results that each student has.

Figure 1 explains that the results of the pre-test and post-test with an average of 41% were obtained at the pre-test because most of the students answered that they did not know or were very low in literacy and lack of parental support. happy learning after learning is complete. provide support for reading literacy materials that occur. increase in post-test results by 64%. So that the increase in literacy of children with special needs occurs even though only a small part, as well as new knowledge gained and increasing students' self-confidence.

6. CONCLUSION

In this study, literacy in children with special needs was not running effectively, there were still students who did not carry out school literacy activities. the limitations of students with special needs must be able to participate in online learning as appropriate. For this reason, children with special needs at the 047 Balonggede elementary school, from the results of strengthening the literacy of children with special needs, there is an increase even though it is only a small percentage so they must get more monitoring from the teacher, so that they continue to learn even though they are online and for teachers are also obliged to adapt learning models and media. according to the characteristics of the students.

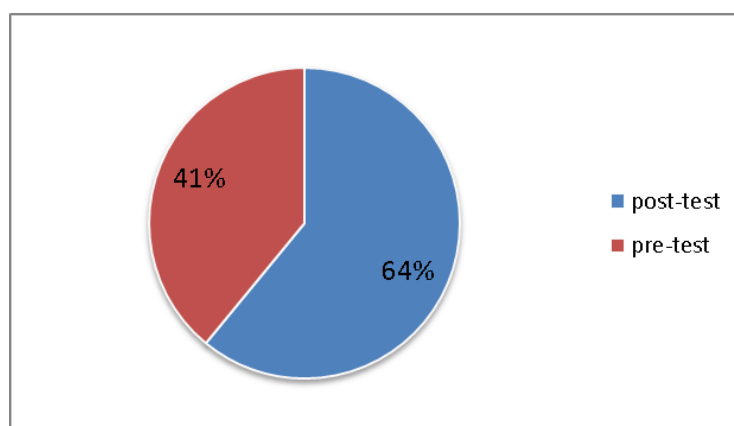


Figure 1. The results of the average pre-test and post-test

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8. AUTHORS' NOTE

We declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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