



Teachers' Perception on Giving Reinforcement to the Students with Special Needs

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan persepsi guru mengenai kelebihan, kekurangan, kesulitan, strategi, dan jenis penguatan yang digunakan dalam memberikan penguatan kepada siswa berkebutuhan khusus di SLB Negeri 1 Singaraja. Subjek penelitian ini adalah 4 orang guru bahasa Inggris di SLB Negeri 1 Singaraja. Data dikumpulkan melalui kuesioner dan wawancara. Hasil penelitian ini menunjukkan bahwa: (1) guru bahasa Inggris di SLB N 1 Singaraja memiliki persepsi yang sangat positif tentang manfaat penguatan, (2) guru bahasa Inggris di SLB Negeri 1 Singaraja memiliki persepsi yang positif tentang kesulitan dalam memberikan penguatan pada siswa berkebutuhan khusus (3) guru bahasa Inggris di SLB Negeri 1 Singaraja memiliki persepsi yang sangat positif tentang jenis-jenis penguatan yang digunakan guru bahasa Inggris (4). Guru bahasa Inggris di SLB Negeri 1 Singaraja memiliki persepsi yang positif tentang strategi dalam memberikan penguatan kepada siswa berkebutuhan khusus.

Kata Kunci: Penguatan, Persepsi, Siswa Berkebutuhan Khusus

Abstract

This study aimed at describing the teachers' perception about the advantages, disadvantages, difficulties, strategy, and the types of reinforcement used on giving reinforcement to the students with special needs at SLB Negeri 1 Singaraja. The subjects of this research were 4 English teachers at SLB Negeri 1 Singaraja. The data were collected through questionnaire and interview. The result of this research showed that: (1) English teachers at SLB N 1 Singaraja have a very positive perception about the advantages of reinforcement, (2) English teachers at SLB Negeri 1 Singaraja have a positive perception about the difficulties on giving reinforcement to the students with special needs (3) English teachers at SLB Negeri 1 Singaraja have a very positive perception about the types of reinforcement used by English teachers (4). English teachers at SLB Negeri 1 Singaraja have a positive perception about the strategy in giving reinforcement to the students with special needs.

Keywords: Reinforcement, Perception, Students With Special Needs

1. INTRODUCTION

Teaching is not only talking about delivering the material to the students, but a good teacher needs to pay attention to the students' process, ability, and behavior in the learning process. Good teachers need to teach the students based on the students' needs and abilities in order to achieve the goal of the learning. In Indonesia, there are two types of students, namely: normal students and students with special needs. Normal students are those who have a normal ability, physically and non physically, while students with special needs are those who have the different ability from the normal students, physically and nonphysically. The normal students and students with special needs have different abilities that cause the teachers to have to distinguish the way how to teach them (Dermawan, 2018: 887). Teaching normal students seems easier than teaching students with special needs. A teacher who is teaching normal students can communicate and deliver the material to the students in a normal way, however, a teacher who is teaching students with special needs need to have a different strategy to communicate to the students, (Dewi, 2019: 42). Besides that, there are

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several skills that teachers need to have in teaching the students, one of them is giving reinforcement skills.

Reinforcement has become an important aspect and it has a big influence on students' learning process. A teacher needs to give reinforcement as a reward to the students in order to encourage them and create an enthusiasm for learning, Hasan in (Aini, Suandi, & Nurjaya, 2017: 2). According to Arista, Artini, & Ratminingsih (2018: 10), teachers' style and method in teaching can affect the students' motivation in learning, so reinforcement is one of the techniques that can motivate the students in the learning process. Besides that, reinforcement also can increase students' activeness, enthusiasm, enjoyment, and engagement (Wahyudi, Mukhaiyar, & Refnaldi, 2013:101). Reinforcement was divided into two types, positive and negative reinforcement which can be delivered verbally and nonverbally. Teacher gives reinforcement verbally through words, phrases such as: good, very good, exactly, and teachers also can give reinforcement nonverbally such as: giving thumbs, touch the students and standing near the students (Padmadewi, Artini, & Agustini, 2017: 104). Once a teacher gives reward or positive reinforcement to the students, they will feel appreciated by the teacher, and they will have a desire to do the positive thing again and again, while if the teachers give the negative reinforcement to the students, in a good way, the students will try to modify their behaviour in order to avoid the teachers' negative reinforcement later. Beside of that, in giving reinforcement to the students, the teacher also need to pay attention to the way how they deliver the reinforcement. A reinforcement is better given with warm and enthusiastic, meaningful, not using a negative response.

As what have been discussed before, reinforcement has so many advantages in a learning process. Giving reinforcement to the normal students might be easy, and teachers who are teaching normal students mostly give a reinforcement to their students. However, a teacher who are teaching students with special needs might be face a different thing. A teacher who are teaching students with special needs might be have different perception on giving reinforcement to the students with special needs.

This study aims to know the teacher' perception about the advantages and disadvantages on giving reinforcement to the students with special needs, the strategy, difficulty, and also the types of reinforcement used by the teachers in giving reinforcement to the students with special needs at SLB N 1 Singaraja. SLB N 1 Singaraja is one of the school who were provide an education service for students with special needs. This research expected to be a new references and gives knowledge to the educators on giving reinforcement to the students with special needs.

2. METHOD

This research is a qualitative research. According to Nassaji (2015: 129), qualitative research is research that involves data collections to get a deeper understanding of the participants include their opinion, perspective, and their attitudes towards the problem. The subjects of this research were 4 English teachers at SLB Negeri 1 Singaraja and the object of this research is teachers' perception in giving reinforcement to the students with special need. The data were collected through an online questionnaire and interview. The data were analyzed descriptively based on data analysis by Miles and, Huberman and Saldana (Dewi, 2018: 34), they are: data collection, data reduction, data display and conclusion. Besides that, the data also used a perception category by Mardapi (Adhitama, 2016 : 40) as the table below

Table 1. Converting Score into Perception Category

No.	Perception Category	Score (X)
1	Very Positive	$X > Mi + Sdi$
2	Positive	$Mi < X \leq Mi + Sdi$
3	Less Positive	$Mi - Sdi < x \leq Mi$
4	Negative	$X \leq Mi - Sdi$

3. RESULT AND DISCUSSION

Result

Based on the research question, the objective of this research is to know how are the teachers' perceptions on giving reinforcement to the students with special needs. After the data were collected, it was found that English teachers at SLB Negeri 1 Singaraja have a very positive perception about the advantages, types of reinforcement used, the strategy and the difficulties on giving reinforcement to the students with special needs, meanwhile for the disadvantages, English teachers at SLB Negeri 1 Singaraja have a less positive perception. The teachers perception on giving reinforcement were measured through 5 dimensions as below:

Table 2. Advantages of Giving Reinforcement

No.	Indicators	Strongly Agree	Agree	Disagree	Less agree	Strongly Disagree
1	Reinforcement can motivate students	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)
2	Reinforcement improves students' activeness	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)
3	Reinforcement can increase students' achievement in learning	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)
4	Reinforcement can increase students' confidence	1 (25%)	3 (75%)	0 (0%)	0 (0%)	0 (0%)

Based on the calculation above, so the teachers perception about the advantages of reinforcement can be categorized into a very positive perception, where $X > Mi + Sdi$. English Teachers at SLB Negeri 1 Singaraja mostly agree that reinforcement is very important and it has several advantages in a learning process. Reinforcement can be used to motivate the students, improve students' activeness, increase students' achievement in the learning, and increase students confidence.

Table 3. Disadvantages of Giving Reinforcement

No.	Indicators	Strongly Agree	Agree	Disagree	Less agree	Strongly Disagree
1	Reinforcement does not have an effect on students' learning process	0 (0%)	0 (0%)	3 (75%)	0 (0%)	1 (25%)

English teachers at SLB Negeri 1 Singaraja have a less positive perception about the disadvantages of reinforcement, all of the english teachers have a perception that reinforcement has a big effect on the students' learning. Based on the finding result, it was found that English teachers at SLB N 1 Singaraja does not face any disadvantages of giving reinforcement to the students with special needs. It means that, English teachers at SLB Negeri 1 Singaraja believe that giving reinforcement give a positive effect to the students learning.

Table 4. Types of Reinforcement Used

No.	Indicators	Strongly Agree	Agree	Disagree	Less agree	Strongly Disagree
1	Teachers need to give non-verbal reinforcement	1 (25 %)	3 (75%)	0 (0%)	0 (0%)	0 (0%)
2	Teachers give verbal reinforcement	0 (0%)	4 (100%)	0 (0%)	0 (0%)	0 (0%)
3	Different types of Reinforcement	0 (0%)	2 (50 %)	0 (0%)	2 (50%)	0 (0%)

English teachers at SLB Negeri 1 Singaraja have a very positive perception that teachers need to give verbal and noverbal reinforcement to the students, and they also need to give differentt types of reinforcement to the students.

Table 5. Teachers' Strategy in Giving Reinforcement

No.	Indicators	Strongly Agree	Agree	Disagree	Less agree	Strongly Disagree
1	Teachers have a special strategy in giving reinforcement to students with special needs	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)
2	Teachers use Sign language to give reinforcement to the students with special needs	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)
3	Teachers are using varieties of reinforcement to increase students enthusiasm	1 (25%)	3 (75 %)	0 (0%)	0 (0%)	0 (0%)

Based on the result finding, teachers' perception of the strategy in giving reinforcement to the students with special needs was very positive. They agree that they need to give the reinforcement to the students with special needs by using special strategy and also give varieties of reinforcement to avoid the students' bore. The teachers can use a Sign language to deliver the reinforcemen to the students.

English teachers at SLB Negeri 1 Singaraja have a very positive perception that giving reinforcement to the students with special needs were not difficult in understanding teachers' language, students physical and non-physical disabilities were not a problem that teachers' face in giving reinforcement to the students, and the students can receive the reinforcement easily.

Table 6. Difficulties in Giving Reinforcement

No.	Indicators	Strongly Agree	Agree	Disagree	Less agree	Strongly Disagree
1	Students with special needs can not understand teachers' language	1 (25%)	1 (25%)	2 (75%)	0 (0%)	0 (0%)
2	Students with special needs are difficult in understanding what the teachers say	0 (0%)	0 (0%)	2 (50%)	1 (25%)	1 (25%)
3	Students with special needs have lack of communication	0 (0%)	0 (0%)	1 (25%)	2 (50%)	1 (25%)
4	Students have physical and mental disabilities	0 (0%)	1 (25%)	0 (0%)	2 (50%)	1 (25%)

In the findings, it was found that Some of the teachers at SLB Negeri 1 Singaraja have a very positive perception regarding to the advantages, the types, strategy and difficulties on giving reinforcement to the students with special needs. English teachers at SLB Negeri 1 Singaraja have the same perceptions that giving reinforcement to the students with special needs have several advantages, namely: to motivate the students, increase the students confidence, increase students' activeness and achievement in the learning process. This was supported by the theory from Wahyudi, Mukhaiyar, & Refnaldi (2013:101) who states that reinforcement is a very important thing and teachers need to give reinforcement to the students because it can influence their learning process. Teachers' perception of the effect of giving reinforcement to the students with special need was in accordance with the research found by Hoque (2013). In his experimental research, he was found that students who were received a reinforcement got a higher score rather than the students who were not received a reinforcement.

English teachers at SLB Negeri 1 Singaraja have a very positive perception to the types of reinforcement use for students with special needs. English teachers at SLB Negeri 1 Singaraja also agree that English teachers can use Verbal and nonverbal reinforcement to the students with special needs. According to Usman in (Aini et al., 2017 : 2) states that verbal reinforcement is a reinforcement that is usually delivered through words or phrase such as : Good, Very Good, Excellent, etc while the nonverbal reinforcement usually delivered through a body movement, such as : Smile, giving thumbs, etc. The types of reinforcement used by English Teachers at SLB Negeri Singaraja are the same types of reinforcement that usually given to normal students. Besides that, English teachers also can use a different types of reinforcement that is can be use for students with special needs.

Teachers' perception about the stratey on giving reinforcement to the students with special needs can be categorize into a very positive perception. English teachers at SLB Negeri 1 Singaraja agree that, in giving a reinforcement to the students with special needs, English teachers used a sign language or symbol that can be understood by the students. Students with special needs usually used Symbol or cue in communicating to the teachers and the other students. According to Khoir in (N. K. . Dewi, 2018 : 42), Sign Language is primary

communication strategy used by the students with special needs, especially for Deaf students. Besides of that, English teachers also used a varieties of reinforcement as a strategy in order to increase students enthusiasm in receiving the reinforcement given by the teachers. This was supported by a theory from Pratiwi, Sudirman, & Adnyani (2018: 118), that teachers need to give variations of reinforcement in order to avoid students' bored of the reinforcement given by the teachers.

English Teachers at SLB Negeri 1 Singaraja have a very positive perception about the difficulties on giving reinforcement to the students with special needs. They were not agree that students with special needs were difficult in understanding the teachers language, their physical and mental disabilities were not a problem that teachers face in giving reinforcement to the students with special needs, and they can communicate easily with the teachers. This was opposite with a theory from Ramos in Setyawati (2018: 78) who states that students with special needs, especially visually impaired students were difficult to communicate by using English because they have different psychological conditions with normal students.

4. CONCLUSION

The finding of the research showed that English Teachers at SLB Negeri 1 Singaraja had a very positive perception regarding to the advantages, types, strategy and the difficulties on giving reinforcement to the students with special needs. However, for the disadvantages, English teachers had a less positive reinforcement that giving reinforcement does not have any effect on the students' learning process. English teachers at SLB Negeri 1 Singaraja had very positive perceptions that Giving reinforcement is very important and it give a positive effect to the students' learning. Giving reinforcement can motivate, increase their activeness and their achievement, and it also increase students' confidence. For the types of reinforcement used, English teachers at SLB Negeri 1 Singaraja also have very positive perception that they used Verbal and Nonverbal reinforcement to the students. Eventhough, some of the teachers also have a different types of reinforcement that they gave to the students with special needs. In delivering reinforcement to the students, English teachers used a special strategy namely by used a sign language that is usually used by students with special needs as their primary communication strategy. English teachers at SLB Negeri 1 Singaraja have a very positive perception about difficulties in giving reinforcement to the students. The teachers were not agree that students can not understand the teachers languages, and the students disabilities were not a problem that teachers face in giving reinforcement to the students with special needs. English teachers at SLB Negeri 1 Singaraja have a less positive perception about the disadvantages on giving reinforcement. They were not agree that reinforcement does not have any effect on the students learning process. Through this research findings and result, the researcher suggest that English teachers at SLB Negeri 1 Singaraja needs to learn more about the types of reinforcement based on the students' ability.

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