



CBSA Approach in Learning Indonesian Language and Literature for Students with Special Needs

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ABSTRAK

Pendekatan CBSA (Contextual, Based on Students' Ability) adalah suatu pendekatan yang digunakan dalam pembelajaran bahasa dan sastra Indonesia untuk siswa berkebutuhan khusus. Pendekatan ini bertujuan untuk pendekatan CBSA dalam pembelajaran Bahasa dan Sastra Indonesia untuk siswa berkebutuhan khusus. Jenis penelitian yaitu penelitian kualitatif. Metode ini melibatkan pengumpulan data melalui wawancara, observasi, atau studi kasus. Teknik analisis dengan analisis kualitatif. Hasil penelitian menunjukkan pendekatan CBSA menekankan pada konteks dan kemampuan siswa dalam memahami dan menggunakan bahasa Indonesia. Guru yang menerapkan pendekatan ini memperhatikan keberagaman kemampuan siswa, termasuk siswa dengan gangguan belajar, gangguan komunikasi, atau kebutuhan pendidikan khusus lainnya. Guru menggunakan strategi dan metode yang disesuaikan dengan kebutuhan dan kemampuan siswa, sehingga siswa dapat belajar dengan efektif. Dalam pendekatan CBSA, guru menggunakan konteks kehidupan sehari-hari siswa sebagai landasan pembelajaran. Guru mengaitkan materi pembelajaran dengan situasi nyata yang relevan bagi siswa. Simpulan penelitian ini yaitu pendekatan CBSA dalam pembelajaran Bahasa dan Sastra Indonesia dapat diterapkan bagi siswa berkebutuhan khusus. Implikasi penelitian ini yaitu pembelajaran Bahasa dan Sastra Indonesia dapat menjadi inklusif, memenuhi kebutuhan siswa berkebutuhan khusus, dan membantu mereka mencapai potensi penuh mereka dalam pemahaman dan apresiasi terhadap bahasa dan sastra Indonesia.

ABSTRACT

The CBSA (Contextual, Based on Students' Ability) approach is used in learning the Indonesian language and literature for students with special needs. This is a CBSA approach to learning Indonesian Language and Literature for students with special needs. The type of research is qualitative research. This method involves collecting data through interviews, observations, or case studies—an analysis technique using qualitative analysis. The research results show that the CBSA approach emphasizes the context and students' ability to understand and use Indonesian. Teachers who implement this approach pay attention to the diversity of student abilities, including students with learning disorders, communication disorders, or other special educational needs. Teachers use strategies and methods tailored to student's needs and skills so that students can learn effectively. In the CBSA approach, teachers use the context of students' daily lives as a basis for learning. Teachers relate learning material to real situations that are relevant to students. This research concludes that the CBSA approach to learning Indonesian Language and Literature can be applied to students with special needs. This research implies that learning Indonesian Language and Literature can be inclusive, meet the needs of students with special needs, and help them reach their full potential in understanding and appreciating Indonesian language and literature.

1. INTRODUCTION

Inclusive education is an educational concept that emphasizes the importance of providing equal learning opportunities for all students, including students with special needs. Learning for students with special needs requires a special strategy according to their needs (Niswariyana & Muhdar, 2021; Paulsrud & Nilholm, 2023). In preparing the learning program for each field of study, the class teacher should have personal data for each student. Personal data is related to specific characteristics, abilities and

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weaknesses, competencies, and development levels (Comarú et al., 2021; Yuliawati, Permana & Lasmawan, 2023). In the context of learning the Indonesian Language and Literature, students with special needs may struggle to understand, use, and develop language skills effectively. Therefore, a learning approach is needed to consider their special needs and allow them to participate actively in the learning process. In reality, the problems students face are also problems teachers face. These problems include a lack of teacher competence in dealing with children with special needs, a lack of teacher understanding of children with special needs, teacher backgrounds that do not match student needs, and the administrative burden that teachers must work on so that they cannot focus on all their students, especially students with special needs (Holmqvist & Lelinge, 2021). Of course, these problems will have an impact on both ordinary students and students with special needs. Every child has the potential to experience problems in learning. Some of these problems are mild and do not require special attention from others because they can be overcome by themselves. There are also those with severe learning problems requiring special attention and assistance from others (Heny Asdaningsih & Yuli Erviana, 2022). One of the learning subjects who experiences these problems is a child with special needs. This learning difficulty is usually influenced by below-average intelligence, lack of self-confidence, child development disorders, lack of interest in learning certain material, lack of ability to set aside time, and often delay completing assignments (Niswariyana & Muhdar, 2021). However, when they interact with other children of the same age in the regular education system, certain things must receive special attention from teachers and schools to obtain optimal learning outcomes.

The CBSA approach is designed to accommodate the needs of students with special needs in learning the Indonesian Language and Literature. This approach integrates three main components, namely Contextual Teaching and Learning (CTL), Cooperative Learning (CL), and School-based Assessment (SBA). First, the CTL approach aims to link learning to the context of students' real lives. Learning in Indonesian Language and Literature can occur through situations or problems relevant to students' daily lives (Rahmah & Ermawati, 2021; Uslan et al., 2021). For example, students can be encouraged to relate their learning material to their reading experiences or literary works they enjoy. By considering the students' context, learning becomes more meaningful and relevant to them. Second, the CL approach encourages students with special needs to work in groups (Hu & McGeown, 2020; Sambodo, 2021). In learning Indonesian Language and Literature, students can be placed in study groups consisting of students with various needs. In these groups, students can help and support each other in understanding and developing language and literature skills. The CL approach also provides opportunities for students with special needs to learn from classmates who may have better abilities in the field (Bisekwa et al., 2021). In these groups, students can share ideas, formulate opinions, and work together to achieve learning goals. Third, the SBA approach emphasizes the importance of school-based assessment and student context (Williams-McBean, 2023). Assessment in learning Indonesian Language and Literature is carried out not only based on written tests but also through various forms of assessment that include oral and written language skills and appreciation of literary works (Satriaman et al., 2018). With diverse assessments, teachers can gather comprehensive information about the abilities of students with special needs and provide more specific feedback for their development.

Previous research findings state that the Contextual Teaching and Learning model significantly influences students' mathematics learning outcomes (Rahmah & Ermawati, 2021). The CBSA approach to learning Indonesian Language and Literature for students with special needs requires comprehensive support from teachers, schools, and the education system. Teachers need to understand the individual needs of students with special needs and appropriate learning strategies. In addition, supporting facilities and infrastructure need to be provided, such as adapted teaching materials and accessibility for students with special needs. Implementing the CBSA approach is hoped to help students with special needs learn the Indonesian Language and Literature optimally develop their abilities. This approach creates an inclusive learning environment where students with various needs can learn together and support each other. In addition, students can also see the relevance of learning. There is an error in the previous explanation. The CBSA approach (Contextual Teaching and Learning, Cooperative Learning, School-based Assessment) differs from learning the Indonesian Language and Literature. CBSA is a more general learning approach that can be applied to various subjects. This approach aims to use the CBSA approach in learning Indonesian Language and Literature for students with special needs.

2. METHOD

This type of research is qualitative. Qualitative research focuses on collecting and analyzing descriptive data in the form of written and speech data and the behavior of people observed (Sugiyono, 2014). Qualitative research aims to understand social phenomena in a deeper and more complex way and

to gain a general understanding of social reality from participants' perspectives (Sugiyono, 2014). Qualitative research methods can be used to explore the experiences of students with special needs in learning with the CBSA approach. This method involves collecting data through interviews, observations, or case studies. Interviews collect data by holding conversations or interviews with respondents (Sugiyono, 2014). The interview aims to obtain more detailed information about the research subject. Observation is a method of data collection carried out by directly observing activities or events related to the research subject. Observation can be done directly or indirectly using previously prepared observation guidelines. A case study is a research method that collects data about a specific case or phenomenon. Case studies collect data through interviews, observations, and documentation. Using a qualitative approach, this study can gain a deep understanding of students' experiences, their perceptions of learning with the CBSA approach, and its impact on their language and literature skills. The data analysis technique uses qualitative analysis.

3. RESULT AND DISCUSSION

Result

The CBSA approach in teaching Indonesian Language and Literature to students with special needs aims to create an inclusive learning environment, motivate students to participate, and actively promote their holistic development. By integrating contextual learning approaches, cooperative learning, and school-based assessment, teachers can meet the diverse needs of students with special needs, improve their language and literature skills, and help them develop an appreciation of the Indonesian language and literature. Several obstacles are faced when using the CBSA Approach to teach Indonesian Language and Literature to students with special needs. First is limited resources. One of the main obstacles is limited resources. Implementing the CBSA approach requires adequate resources, including facilities, teaching materials, and supporting technology. Not all schools have sufficient resources to support this approach properly. These limited resources can hinder teachers' ability to provide learning tailored to the individual needs of students with special needs. Second, lack of teacher training. Teachers teaching Indonesian Language and Literature to students with special needs may need special training in implementing the CBSA Approach. This training should include understanding students' special needs, adapted teaching strategies, and appropriate assessments. Lack of training can make it difficult for teachers to implement this approach effectively and optimally meet students' needs. The third needs to be more effective grouping. The CBSA approach involves the use of cooperative learning and student grouping. However, ineffective grouping can be a barrier. For example, if students with special needs are placed in groups that are not appropriate for their abilities, they may feel isolated or have difficulty participating actively. Therefore, teachers need to make wise group placements and consider the needs and abilities of individual students.

Fourth, challenges in authentic assessment. The CBSA approach emphasizes school-based assessments, including various assessment forms and authentic assessments. However, authentic assessment can be a challenge for teachers in effectively collecting and evaluating the work of students with special needs. Teachers need to think of creative and inclusive ways to assess students' abilities, including considering their oral language skills, writing, and appreciation of literary works in ways that are appropriate to their needs. Fifth, changes in school attitudes and culture. Implementing the CBSA approach may require changes in inclusive school attitudes and culture. These challenges can include resistance from some parties, a lack of understanding of the needs of students with special needs, and a lack of support from the entire school community. It is important to build strong awareness and support from all stakeholders to create an inclusive and supportive learning environment for students with special needs. Several solutions can be applied to address the challenges of using the CBSA Approach (Contextual Teaching and Learning, Cooperative Learning, Student-Centered Learning, and Assessment for Learning) in learning the Indonesian Language and Literature for students with special needs. Some solutions that can help include teacher training and development. Teachers teaching Indonesian Language and Literature to students with special needs need adequate training in implementing the CBSA Approach. This training should include understanding students' special needs, adapted teaching strategies, and appropriate assessments. Teachers will be better prepared to face challenges and provide inclusive education with proper training. The collaboration between teachers and special education teachers. Close collaboration between Indonesian Language and Literature teachers and special education teachers is essential in supporting students with special needs. Special education teachers can provide guidance and advice on effective teaching strategies, curriculum modifications, and appropriate assessments. Through this collaboration, teachers can learn from each other and develop better approaches to teaching students with special needs. Selection and adjustment of learning materials. It is important to select and adjust

Indonesian Language and Literature learning materials to suit the needs of students with special needs. Teachers can use adapted textbooks, additional teaching materials, and multimedia resources that support inclusive learning. In addition, teachers can also modify and simplify learning tasks to suit students' abilities. Use of assistive technology. Technology can be an effective tool in supporting students with special needs learning. Teachers can utilize special software or applications that support Indonesian Language and Literature learning, such as screen readers to help students who have difficulty reading or text reader software that can play text to students. Technology can also be used to create more engaging and interactive learning materials for students. Providing individual support. Each student with special needs has unique needs. It is important to provide individual support according to each student's needs. Teachers can provide special tutoring, counseling sessions, or therapeutic support if needed. In addition, it is also important to involve parents and families of students in the learning process so that they can provide additional support at home. Inclusive assessment. Inclusive assessment is an important part of the CBSA Approach. Teachers should use a variety of assessments that allow students with special needs to demonstrate their abilities optimally. This can involve oral assessments, visuals, or other creative works. Teachers should also provide constructive and supportive feedback to students so they can continue developing and feeling motivated.

Discussion

The CBSA (Contextual Teaching and Learning, Cooperative Learning, School-based Assessment) approach is specifically designed to meet the needs of students with special needs in learning the Indonesian Language and Literature. This approach aims to create an inclusive learning environment, support student development, and improve their abilities in the Indonesian language and appreciation of literary works. First is Contextual Teaching and Learning (CTL) in the CBSA Approach. CTL is a learning approach that links learning materials to the context of students' real lives (Apriadi, 2021; Nuraeni & Kusuma, 2020). In learning Indonesian Language and Literature, teachers can use the context of students' lives as a basis for teaching. For example, learning materials can be related to students' reading experiences or everyday situations that are relevant to them. Connecting learning to students' contexts makes learning more meaningful, and students with special needs can be more involved and understand the material better. In implementing CTL, teachers can use various strategies such as real-life examples in teaching, authentic texts, and problem-solving activities (Apriadi, 2021; Primayana et al., 2019). For example, in teaching poetry, teachers can bring poems relevant to students' life experiences or invite students to write poems based on their experiences. In this way, students with special needs can feel the relevance and usefulness of learning the Indonesian Language and Literature daily.

Furthermore, the Cooperative Learning (CL) approach is also important in the CBSA approach. CL encourages students with special needs to work together in groups. In learning Indonesian Language and Literature, students can be placed in study groups consisting of students with various needs. In this group, students can support and help each other understand and develop language and literature skills. The CL approach also provides opportunities for students with special needs to learn from classmates who may have better abilities in the field (Hu & McGeown, 2020; Sambodo, 2021). In this group, students can share ideas, formulate opinions, and work together to achieve learning goals. Teachers can implement CL through group discussions, peer tutoring, and collaborative projects. For example, in studying short stories, teachers can form discussion groups where each group member has a different role, such as a reader, observer, and writer. In this discussion, students with special needs can get help from their classmates in understanding the elements of the short story and developing their narrative writing skills.

The last component of the CBSA Approach is School-based Assessment (SBA). The SBA Approach emphasizes the importance of school-based assessment in the context of students (Mudiartana et al., 2021; Williams-McBean, 2023). In learning Indonesian Language and Literature, assessment is not only done through written tests but also through various forms of assessment that include oral and written language skills and appreciation of literary works. With various assessments, teachers can collect comprehensive information about the abilities of students with special needs and provide more specific feedback for their development. Assessment can also be used to identify student success and adjust methods. In implementing SBA, teachers can use various assessment instruments such as observation, portfolios, and project assignments. For example, teachers can use direct observation to evaluate students' oral presentation skills to see how students with special needs express themselves in oral presentations. Teachers can also ask students to create a portfolio containing their written works or project assignments as literary works they create themselves. In this case, students with special needs can demonstrate their abilities in a form that suits their needs and potential. In addition, in the CBSA Approach, teachers must provide individualized or tailored instructions to the needs of each student with special needs. Teachers must consider students' learning styles, sensory needs, and cognitive abilities to adjust teaching

strategies, learning materials, and assessments. For example, if a student has difficulty reading text, teachers can provide reading materials in audio format or use assistive technology such as a screen reader. With an individualized instruction approach, teachers can ensure that students with disabilities can access the curriculum, engage in learning, and progress according to their potential. In addition, collaboration and support from various parties are also important in the CBSA Approach. Teachers can work with special education teachers, support staff, and parents to develop individualized education plans, set learning goals, and monitor student progress. This collaboration allows for the exchange of valuable information about the needs and progress of students with disabilities and ensures that learning approaches tailored to their needs are implemented consistently. The implications of this study can help teachers improve their knowledge and skills in teaching Indonesian Language and Literature to students with disabilities.

4. CONCLUSION

The CBSA (Contextual Teaching and Learning, Cooperative Learning, Student-Centered Learning, and Assessment for Learning) approach effectively teaches Indonesian Language and Literature to students with special needs. In facing the challenges that arise, solutions such as teacher training and development, collaboration between teachers and special education teachers, adaptation of learning materials, use of assistive technology, provision of individual support, and inclusive assessment can be implemented. By adopting the CBSA Approach and implementing these solutions, teaching Indonesian Language and Literature can be inclusive, meet the needs of students with special needs, and help them reach their full potential in understanding and appreciating Indonesian language and literature.

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