Needs Analysis: Social Skills-Based Learning Model For Children With Learning Disabilities at an Inclusive School

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Abstract

This study aims to explore the needs of social skills-based learning models for inclusive schools for children with learning disabilities. The research method used was a quantitative descriptive approach. The research subjects were teachers who teach children with learning disabilities in eight inclusive elementary schools in Surakarta. The technique to get the data collection used was a structured questionnaire with Likert scale. Then, it was analyzed using descriptive statistical analysis techniques by categorizing i.e. The analysis results showed that the level of needs of a social skills-based learning model for children with learning disabilities was very high with final percentage of 83%. Therefore, it was necessary to develop a skill-based learning model for children with learning disabilities in an inclusive school to assist teachers in developing social skills for children with learning disabilities.

Keywords: *Social Skills, Disabilities, Inclusive School*

1. Introduction

A school with an inclusive education program is a school that holds all students in the same class which is one form of inclusive education. Based on (Permendiknas No. 70 of 2009) inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to attend education or learning in an educational environment together with students in general. The inclusive schools provide a decent, challenging, but adjusted to each student's ability and needs with help and support from teachers to assist the children (Stainback, Baltimore, 1990). Besides, according to (Yusuf, 2014), the inclusive school is a formal or regular unit of education that organizes education involving and experiencing disabilities to get qualified education with other learners based on each student's needs. The inclusive school accepts children with special needs; one of them is a child with learning disabilities.

Learning disabilities are disorders caused by neurological dysfunction, resulting in academic duties disabilities and create a gap between achievement and potency, which also are supported by other causes (Mulyono, 2010). Sugihartono (2013) stated that disabilities in learning showed a distance between the academic achievement expected and achieved by the students. Furthermore, children with learning disabilities are students who have average intelligence but show one or several important shortcomings in the learning process, whether in perception, memory, attention, or their motoring functions. Children with learning disabilities have the characteristics of abnormal activities such as hyperactive, motoric problems, concentration problems, audio perception problems, academic skills problems, and a shortcomings problem in social skills (Ramaa, 1992). Westwood (2008) stated that children with learning disabilities experience disabilities to express ideas, less attention to people's speech and peers for showing thanks and cooperation, and also lack of awareness to the teachers. Children with learning disabilities are the children who experience a disorder in the fundamental psychology process, central nervous system dysfunction, or neurological disorders. It manifested in a tangible failure of understanding, hearing impairment, speech disorder, read aloud, thinking, writing, counting, and social skills (Yusuf et al., 2018). According to (F. Gresham, 1998), children with learning disabilities have a deficiency in social skills that

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impact on the acceptance of peers and teachers. It is in line with the research conducted by (Nowicki, Brown, & Stepien, 2014) that children with learning disabilities experience deficiencies in social skills. It has negative effects on children's academic achievement in inclusive class especially on the integrated learning, which is now applied to the curriculum policy 2013. In addition, there is research conducted by (S. Ali & Rafi, 2016) stating that there are characteristics of learning disabilities, one of them is poor social skills, and there are various strategies to deal with it. Research conducted by (Suryani, 2018) explains that children who have disability learning in inclusive classrooms have poor social skills as shown by their attitude with their peers is not good, do not want to listen to teacher orders, do not want to do school work, talk a lot and talk about things which not important thing. This is reinforced by the statement from the teacher obtained from the results of unstructured interviews and the results were the teacher still has difficulty handling children with learning disabilities because of the various characteristics shown such as quiet children, some are mischievous, some never pay attention to the teacher and like to cry. This is part of the characteristics of children with learning disabilities, namely having low social skills.

Social skills are the ability to establish and maintain social contacts in the basic interaction process of self-positive attitudes, namely interactions in interactions, which are systems of psychological knowledge about oneself and others, communication skills, behavioral strategies for social, which can build effective communication according to goals. and targets of interpersonal interactions (Parhomenko, 2014). Social skills are not the ability that individuals bring since birth, but gained through learning both from parents, peers, and the environment (Cartledge, 1986). Social skills have 5 dimensions that have been proposed by Caldarella and Merrell (Merrell, 1998) namely: peer relation, self-management, academic, and compliance. Peer relation is demonstrated through positive behavior towards peers, such as praising or giving advice, offering help, and playing with others. Then, self-management refers to teenagers that have good emotion, and able to control their emotions, obey the rules and limitations, and receive criticisms well. Moreover, academic skill means the ability to fulfill tasks independently, complete individual tasks, and carry out the teacher's direction well. Furthermore, compliance refers to teenagers who can follow the rules and expectations, have good time management, share something, and have assertive personality. It is an essential thing that a child must master.

Social skills are essential because they include interpersonal behavior, self-related behaviors, behaviors related to academic success, and peer acceptance (F. M. Gresham & Reschly, 1987). According to (Johnson & Roger, 1998), social skills provide benefits for learners, namely developing personality and identity, developing work skills, productivity and career success, improving quality of life, improving physical and psychological qualities, and developing the ability to cope with problems. Social skills are essential for learners because they need it for communication, interaction, and teamwork. In short, gaining social skills means to learn academic skills and career significantly. It is in line with the research conducted by (Maras & Brown, 2000) stated that children in an inclusive school experienced a social difficulty and a failure to build a positive relationship with friend and risk experiencing challenges in the future.

Based on the obstacles faced by children with learning disabilities, one of them is a lack of social skills. Social skills have many benefits and a significant role in learning and influence the academic achievement of children. Education programs for children with learning disabilities need to be adjusted to build their social skills in an inclusive school. The learning model is a plan or guideline formula for lesson planning in class or learning tutorials that refer to the learning approach to be used, including teaching objectives, stages in learning activities, learning environment, and classroom management (Trianto, 2010). In addition, according to (Malawi, I.& Ani, 2017) the learning model is a series of teaching and learning processes from beginning to end, which involves how the activities of teachers and students, in certain learning designs assisted by special teaching materials, and how the interaction between student and teachers. There are learning model function, namely as a guide for learning designers and teachers in planning learning activities, guidelines for teachers in carrying out learning so that teachers can determine steps and everything needed in learning, making it easier for teachers

to teach their students to achieve goals stipulated, as well as helping students obtain information, ideas, skills, values, ways of thinking, and learning how to learn to achieve learning goals (Asyafah, 2019). According to (Arends, 1997), the learning model refers to the approach to use, including the objectives of learning, the stages in learning activities, learning environment, and class management. Learning models can be defined as conceptual frameworks representing systematic procedures for organizing learning experiences to achieve learning objectives. Based on the barriers that children with learning disabilities have and the importance of learning models for children with learning disabilities, this study aims to determine the needs of social skills-based learning models for children with learning disabilities in inclusive schools.

2. Method

The approach used in this study was a quantitative descriptive approach with a research subject comprising 54 teachers from eight inclusive elementary schools in Surakarta. This study aimed to determine the level of needs of social skills-based learning models for children with learning disabilities in inclusive schools. Data collection techniques were obtained by spreading the structured questionnaire with likert scale to the teachers with 4 answer options. Those were very necessary, necessary, unnecessary, and very unnecessary. The aspect used to measure the level of teacher needs referred to the concept of learning models proposed by (Arends, 1997), which include learning objectives, learning stages, learning environments, and class management. The validation results showed that the instrument was valid and met the criteria of this research. Data analysis techniques used were descriptive statistical analysis techniques by categorizing with 4 criteria of categorization, namely very low, low, high and very high. The data are presented in the form of a diagram.

Table 1. The Criteria Categorization

Categorization	Criteria
0% - 24, 99%	: Very low
25 % - 49.9%	: Low
50% - 74,99%	: High
75 - 100%	: Very High

3. Result and Discussion
Result

Item	Precentage	Criteria	Final Precentage
1	86%	Very High	
2	87,5%	Very High	
3	82%	Very High	83%
4	82%	Very High	(Very High)
5	79%	Very High	

Table 2. The Score of Teachers' Needs

Based on table 2. it shows the results of the scores from filling out the teacher needs questionnaire obtained by distributing questionnaires to teachers who handle children with learning disabilities in inclusive schools with total of 54 respondents and the final score was 899 and the score analysis shows the following results:

Table 3. Results of Teachers' Needs Analysis

Item	Answer of Respondents				Total
	very necessary	necessary	unnecessary	very unnecessary	
1	96	90			186
2	100	84	2		186
3	60	117			177
4	68	108	2		178
5	40	132			172
		TOTAL			**899**

Based on table 3, it shows that of the 54 respondents who filled out the questionnaire, all items got a very high percentage of the criteria with the final result of 83%. These results are illustrated through the diagram below:
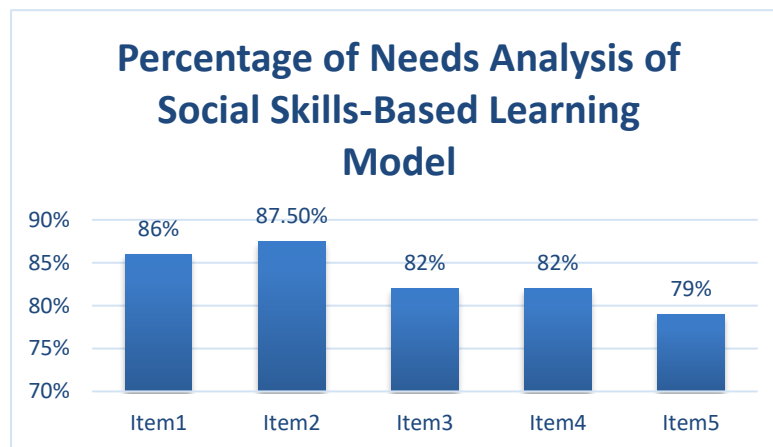

Figure 1. Diagram Analysis of Teacher Needs

The research findings showed that the level of teacher needs in the development of the social skills learning model for children with learning disabilities was very high where item 1 got a percentage of 86%, item 2 got a percentage of 87.5%, items 3 and 4 got a percentage of 82% and item 5 got a percentage of 79% where all items fall into the very high criteria with an average percentage of 83%. Based on the results of this study, the level of teacher needs in the development of the social skills learning model for children with learning disabilities was very high with a final percentage of 83%.

Discussion

The research findings showed that the level of teacher needs in the development of the social skills learning model for children with learning disabilities was very high in every aitem with final precentage was 83%. This means that most teachers still need a learning model to develop the social skills of children with learning disabilities. In addition, unstructured interviews with class teachers, teachers stated that as long as they still have some dificulties handling children with learning disabilities because of the diversity of children with learning disabilities, one of which is social conflict. The teacher explained that there were still children with learning disabilities who were difficult to communicate with so that the teacher had difficulty building communication with these children. Teachers need that they need a model development to train children in good condition with teachers and peers so that teachers need a learning model that can help develop children's social skills with learning disabilities. The teacher also stated that nowadays, it was rare to use a learning approach involving social skills

such as the peer tutoring approach. It means that teachers who taught children with learning disabilities needed the develop learning models to build social skills. It is in line with the research conducted by (Ahdiyat, Agustina, & Hikmah, 2017) about inclusive learning models for children with learning disabilities. It was stated that the model used by 10 schools was a conventional model where the children were treated like non-learning disabilities. In addition, there was a study conducted by Novembli in 2015 stated that teachers still used lecturing methods to teach children with learning disabilities. Research conducted by (Marlina, 2014) shows that classroom teachers have not modified learning and are still ignoring children with learning disabilities who experience low social skills and learning methods still use classical lecture and assignment methods. Thus, it can be concluded that the development of teacher learning models is still needed by teachers to train children's social skills. The development of a learning model is important because the learning model is a conceptual framework that describes procedures systematically in organizing learning experiences in order to achieve specified learning goals, and serves as a guide for learning designers and teachers in planning and implementing learning activities (Malawi, I.& Ani, 2017)

Based on research conducted, it showed that it needed the development of learning models to help teachers. This is in line with research conducted by (Ulum, 2019), which explains the results of her research, namely the inhibiting factor in the development of students' social skills in thematic learning are the unfulfilled facilities and infrastructure in schools and limited learning resources due to the distribution that has not been optimal so that learning development is needed by the teacher himself because the teacher is one of the supporting factors for developing students' social skills.One model of learning model development teachers could apply to children with learning disabilities was the development of integrated learning models based on social skills with the peer tutoring approach. Thematic learning is learning that integrates the dimensions of attitudes, knowledge, and skills into one unit, combining competences from several basic lessons to be connected to each other so as to strengthen each other, combining the core competencies of each lesson (Auliyana, Akbar, & Yuniastuti, 2018). This social skills-based integrated learning can be applied through the approach of the peer tutoring. The peer tutoring approach is one of the cooperative learning strategies which is one of the applications of the Vygotsky theory that explains each of function in the development of children's culture will appear twice, initially at the social level in human relationships or interpsychology, after which it appears at the personal level in children or intrapsychology (Salkind, 2010). One strategy implementation that can be done is the peer tutor approach which is a form of social constructivism theory application, especially in the application of the ZPD concept where a student can be a tutor for their peers (Santrock, 2013). Research conducted by (Fajariesta, 2017) explains the results of his research that there is a positive effect of peer support on children's cognitive abilities because peers can motivate children to study more actively.

Peer tutors are a group of students who have completed learning materials, providing assistance to students who have difficulty understanding the learning material they are learning so they can eliminate awkwardness (Suherman, 2003). This is in line with research conducted by (Puspitasari, Rais, & Kiswoyo, 2019) which shows the results of the study that using a peer approach can increase student learning motivation, can increase students 'courage in question and answer so that it has a positive effect on students' academic skills. Besides being able to improve academic skills, using a peer approach can also develop children's social skills. This is reinforced by research conducted by (N. Ali & Anwer, 2015) with the results showing that using peer tutor is a very effective way for students to learn from one another. not only benefit students academically but also assist students in developing their communication and interpersonal skills.

It is in line with the research conducted by (Hall & Stegila, 2003), which suggested peer tutors improve academic skills and social skills. Besides,(Maheady & Gard, 2010) also showed that using peer tutoring was useful in classroom learning because it could improve academic skills and a child's social skills. The research conducted by (Kapil & Malini, 2017) also showed that the method of peer tutor helped students to interact with their peers and explained their questions and shared their ideas and creativity. Thus, based on the research that has been

done and relevant research shows that teachers need the development of learning models to help develop children with learning disabilities in school.one of the alternative solutions to help class teachers in developing social skills of child-difficulty learning was the development of integrated learning models based on social skills through peer tutoring approach.

4. Conclusions and Suggestions

Based on the analysis of the results, it shows that the need for teachers to develop learning models to train social skills for children with learning difficulties is very high. This is also supported by the teacher's statement that teachers still have difficulty dealing with children with learning disabilities because of the various characteristics of children with learning disabilities. This means that most teachers who handle children with learning disabilities require the development of learning models to train the social skills of children with learning difficulties. Based on the results of relevant research and research, it is necessary to develop a learning model to help teachers who teach children who have difficulty learning in an inclusive class to develop their social skills. The development of social skills-based integrated learning models through the approach of the peer tutoring could be one of the alternative solutions to develop the social skills of children with learning disabilities. Because the benefits of developing their social skills were that they could improve academic skills, help students to interact, express their questions, share ideas, and creativity, train themselves to carry responsibilities, and exercise patience. By developing this learning model, it can help teachers who teach children with learning disabilities in their class to develop their social skills in the classroom together with other children in inclusive classes.

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