



## **Special Self-Development Program Management For Slightly Impaired Children**

**Nunung Nurhayati<sup>1</sup>, Diana Putri<sup>2</sup>, Vivi Khaerunnisa<sup>3</sup>, Husni Mubarok<sup>4</sup>, Yosol Iriantara<sup>5</sup>, R Supyan Sauri<sup>6</sup>**

Affiliate  
Universitas Islam Nusantara Bandung

Email : [noerhayati1375@gmail.com](mailto:noerhayati1375@gmail.com)

Received: 2023-11-17; Accepted: 2023-12-27; Published: 2023-12-30

### **Abstract**

This research is motivated by the implementation of special self-development program learning, which 78% experienced obstacles in learning aspects, such as incomplete learning media and the condition of children with disabilities who have limited intellectual function and adaptive behavior. So that teachers must be able to design special learning programs that are appropriate for children with disabilities, as well as present and manage classes according to the program designed to achieve predetermined competencies. The purpose of the study was to determine and analyze: (1) planning (2) implementation and (3) evaluation of the implementation of special self-development programs for children with disabilities. This research is based on several theories, such as: the concept of management from Terry, special self-development programs from Sudrajat and children with disabilities from Apriyanto. The method used by researchers is descriptive analysis method with a qualitative approach, while data is obtained through observation, interviews and documentation studies. The results showed that the planning of special self-development programs in SLBN Kab.Cirebon has been outlined in the school work program through the stages of activity objectives, activity materials, planning processes, the required budget and the involvement of all parties in planning. Implementation of special self-development program management has been outlined through a decree (SK) of the principal through the stages of socialization, learning and mentoring, independent skills training and group skills training. Furthermore, every implementation of the special self-development program at the school needs to be evaluated in order to measure the achievement of the goals that have been set and concrete improvement steps in the future. The conclusion of this study is that planning, implementation and evaluation in the implementation of program management efforts of special self-development programs for mildly disabled children have basically been carried out quite well, mature, programmed, structured and sustainable although not optimal.

**Keywords:** *Management, Special Program for Self-Development, Tunagrahita Children*

Copyright © 2023 Ijobba : International Journal of Bunga Bangsa Cirebon

## **INTRODUCTION**

One of the educational institutions established by the government to serve children with special needs is SLBN Cirebon district. At this school, a self-development program is also implemented for students who have special needs (physically disabled). Learning is carried out starting from teaching about how to care for yourself, take care of yourself, help yourself and adapt to your social environment. Self Development learning activities are carried out 2 hours per week (1 hour = 30 minutes) for SMPLB students, this time allocation is in accordance with the IKM curriculum. The number of students in the class has exceeded capacity, namely 7 students, whereas the ideal is only 5 students in one Self Development class. The activity of providing tutoring is carried out directly by the class teacher and the school also provides a special room/class for Self Development learning training, however the Self Development learning room is still inadequate, so the tools or media used for the learning process still do not meet good qualifications.

Another problem faced in Self Development learning is that in its implementation the teacher seems impatient with mentally retarded children, the teacher often gets angry and utters words in a high tone, repeats instructions less frequently, and gets angry when mentally retarded children do not learn according to orders. There are still some children who have not reached completeness, such as there are still some children who are not yet able to wear their own clothes, differentiate between left and right, eat using a spoon, wear their own shoes and bathe themselves, children who often throw tantrums in class are one of the things that people often complain about. Teacher. This is a difficulty for the teachers themselves because this is caused by the different abilities of children and also the lack of support from the students' parents.

Apart from the background stated above, the results of previous research which generally provide an overview of the implementation of Self Development learning in special schools is research conducted by Eka Wati (Faculty of Da'wah and Communication, UIN Syarif Hidayatullah Jakarta, 2019), entitled Evaluation of the Development Program Self to develop the independence of mentally retarded children at the State Special School (SLBN) 01 Jakarta. The research focuses on program evaluation, which is a type of applied research carried out to assess a program, by carrying out a systematic process of activities by collecting, processing and analyzing. Meanwhile, the difference in this research is because the researchers want to discuss how to plan and implement the Self Development program, starting from the steps taken to the problems faced in dealing with mentally retarded children.

The aim of the research is to determine and analyze: (1) planning (2) implementation and (3) evaluation of the implementation of a special self-development program for mentally retarded children. This research is based on several theories, such as: management concepts from Griffin (2016), special self-development programs from Sudrajat and Rosida (2013) and mentally retarded children from Apriyanto (2012) and Aprodita (2012).

## **METHODOLOGY**

This research uses a descriptive method with a qualitative approach, namely a research method that functions to solve problems faced today, and also presents directly the nature of the relationship between researchers and those being researched to solve problems and the goals

to be achieved. Thus, it is hoped that the researcher uses the descriptive method to obtain a real picture of the implementation of a special self-development program for mentally retarded children at the Cirebon Regency State Special School. In this research, data collection was carried out by interviews, field observations and documentation studies.

In order for research to be in accordance with the objectives, steps must be carried out systematically, meaning that the stages are carried out in accordance with the order of needs and priorities so that the required data or information will be obtained. The stages of this research were carried out sequentially and continuously, starting from the orientation, exploration and member check stages

## **RESULTS AND DISCUSSION**

### **Result**

1. Planning a special self-development program includes:
  - a. Formulating Special Program Planning Objectives for personal development is outlined in the annual program and semester program. This program is outlined in a learning schedule for one year which includes types of activities, activity supervisors, infrastructure for all types of special self-development activities.
  - b. Determine material for planning special self-development activities: adapted to the abilities and needs of mentally retarded children starting at SDLB, SMPLB and SMALB levels. Special self-development programs developed include: self-care, self-help, self-care, environmental adaptation, use of free time and so on.
  - c. Determine facilities and infrastructure: remember that the school has facilities for special self-development activities that are also adapted to the child's abilities and needs.
  - d. Budget/cost planning: carried out at the beginning of the semester. The special budget for student self-development is adjusted to the school's capabilities.
2. Implementation of a special self-development program at SLBN Cirebon Regency is carried out by means of socialization from the school orientation period. Learning and mentoring is carried out by means of self-consolidation at the internal level. Make efforts to develop regulations to provide a strong legal umbrella for the implementation of policies, programs and special self-development program activities in schools. Guidelines for special self-development program activities are created and supervised by all parties at the school. Independent skills training in the form of workshops is carried out regularly with the aim that schools can prepare school program documents that integrate special program subjects with other subjects. Group skills training is carried out through internships at schools with the aim of gaining experience related to planning and implementing special self-development programs.
3. The evaluation is carried out on a scheduled basis in accordance with the work program for special self-development program activities. The overall internal evaluation is carried out at the end of the school year. The overall external evaluation is carried out in accordance with the school examination schedule. The follow-up to the general evaluation of the results and process of special self-development program activities is assessed qualitatively and reported to the Principal and Deputy Principal in the curriculum and student affairs sector of the Cirebon Regency State SLB.

## Discussion

School program planning is made by the school's internal parties, namely the deputy principal and class teachers/special program administrators who consult directly with the school principal. The principal's command line which is directly connected to the teachers concerned makes it easier to implement consultation techniques. When consulting, of course there will be a discussion between the principal and teachers about the planned activities. This planning is implemented at the Cirebon Regency State Special School for special self-development program activities. Planning in the Cirebon Regency State Special School and can also be called micro planning, namely planning at the institutional level (Gunawan and Benty, 2017:51). Special self-development program planning is carried out on the basis of the elaboration of macro and meso educational planning. An example of micro planning in the world of education is the creation of learning tools by teachers. Learning tools are made by each special program teacher by referring to the official government curriculum. There are even additional tasks that must be carried out by special program teachers, namely creating a special self-development program curriculum to be used at school. When creating a curriculum independently, of course, it must be done by analyzing the school environment and characteristics, the needs of the surrounding community, and the abilities of students are the main factors that must be considered. Teachers are also required to review various literature related to curriculum material. While waiting for the publication of a special self-development program curriculum from the government, the Cirebon Regency State SLB is trying to design its own special self-development program curriculum.

Planning for the implementation of management activities for special self-development programs for mentally retarded children is carried out through several strategies. The planning strategy refers to the vision, mission and goals of each school. After the plan is created, the organizational structure is determined, organizational resources are allocated, tasks and responsibilities are divided, the next step is implementation. The active role of each organizational actor will have a major impact on the implementation of this management function. Implementing an activity involves various organizational resources, starting from funds, facilities and infrastructure, and human resources. Human resources will be the main factor and determine the success of an activity implementation. Collaboration and cooperation of all human resources in the organization will make heavy activities light and difficult things easy. The forms of implementation activities in implementing special self-development programs are socialization activities, learning and mentoring, independent skills training and group skills training.

Socialization during school orientation is carried out by providing material in class about special program videos at school. This material is given to students so that they are able to carry out daily activities and no longer depend on the help of others and can grow their self-confidence (Sudrajat and Rosida, 2013: 57). With self-development, mentally retarded children become more aware of how to carry out activities related to their daily life needs without having to wait for help from others. Independent skills training in the form of workshops is carried out regularly at the school, led directly by the principal. This is in accordance with what was stated by Nickels, McHugh and McHugh (1997) in Sule and Saefullah (2015: 11) that the implementation of the leadership process is an activity included in the implementation function. The leader is the driving force who has full authority to empower all organizational resources.

In carrying out their duties, leaders must master various skills so that the organization they lead runs well. The skills that a leader needs to master are conceptual skills, human skills, and technical skills (Tambunan, 2015: 37). Conceptual skills are the ability to think and work in relation to models, frameworks, broad relationships (Tambunan, 2015: 39), ideas and concepts (Northouse, 2013: 46). The special self-development program as one of the superior programs in the Cirebon Regency State Special School requires more attention from school principals. This is where the principal's mastery of conceptual skills will be tested. School principals who master conceptual skills thoroughly can create various breakthroughs/alternatives that are useful for implementing special self-development programs. On the other hand, school principals who have limited mastery of conceptual skills will result in special self-development programs becoming stagnant and even experiencing setbacks. Human skills are the ability to work effectively with people and foster teamwork (Tambunan, 2015: 39).

Evaluation of the management of special self-development programs for mentally retarded children in Cirebon Regency State Special Schools in terms of their implementation is carried out based on the schedule stated in the School KOSP (Educational Unit Operational Curriculum). The evaluation is carried out in 4 stages, namely: Daily evaluation, learning and mentoring evaluation, independent skills evaluation and group skills evaluation. Implementing the curriculum monitoring and evaluation function involves teamwork consisting of class teachers, deputy principals and school principals. In reality, monitoring and evaluation carried out by the school principal is carried out only at certain times or only at the end of the school year. Meanwhile, monthly, quarterly and semester monitoring and evaluation is carried out by the school principal with coordination by the class teacher and the deputy principal for the curriculum department.

These findings show that the SLBN of Cirebon district has carried out an evaluation in accordance with the provisions. The aspects evaluated include all aspects related to planning and processes. In accordance with the opinion of Darliana (2000:32), who states that: "The aspects evaluated must be comprehensive in nature, involving all the potential used in school management in a balanced manner." The reason for conducting evaluations is as an effort to improve the quality of learning both in planning, processes and evaluation itself based on certain criteria. This is in accordance with the opinion of Sudjana (1990: 3), that: "evaluation is a process of giving or determining value to certain objects based on certain criteria".

## CONCLUSIONS

From the overall presentation in this research several conclusions can be drawn, including the following : 1) Planning is carried out through the stages of planning objectives, planning materials, planning process, involvement of all parties in planning and budget planning related to the school's vision and mission, both in the RKS, RKAS and pre-vocational programs/activities themselves, 2) The implementation of a special self-development program for mentally retarded children at SMPLB level has been outlined in the school principal's decree (SK) through the stages of socialization, learning and mentoring, independent training and group training, 3) Evaluation/assessment of special self-development programs for mentally retarded children at SMPLB level is carried out through internal evaluations, external/US evaluations, and follow-up on evaluations related to assessment instruments and attitude assessment instruments by teachers. However, this evaluation has not been optimal in terms of improvements in the implementation of special self-development program activities.

## BIBLIOGRAPHY

- Apriyanto, Nunung. 2012. *Seluk-Beluk Tunagrahita & Strategi Pembelajarannya*. Yogyakarta: Javalitera.
- Astati & Lis Mulyati. 2010. *Pendidikan Anak Tunagrahita*. Bandung: CV Catur Karya Mandiri.
- Astati & Nani, Mulyati. 2001. *Pendidikan Anak Tunagrahita*. Bandung: CV Catur Karya Mandiri.
- Astati. 2009. *Pendidikan dan Pembinaan Karier Penyandang Tunagrahita Dewasa*. Bandung: Depdikbud.
- Astati. 2011. *Persiapan Pekerjaan Penyandang Cacat Tunagrahita*. Bandung: CV. Pendawa.
- Depdikbud. 2001. *Kemampuan Merawat Diri Untuk Sekolah Dasar Luar Biasa Tunagrahita Ringan Kelas I*. Jakarta : Direktorat Pendidikan Luar Biasa.
- Ekawati. 2019. *Evaluasi Program Bina Diri Untuk Pengembangan Kemandirian Anak Tunagrahita Di Sekolah Luar Biasa Negeri (SLBN) 01 Jakarta*. Skripsi. Jakarta: UIN Syarif Hidayatullah
- Garnida, Dadang. 2015. *Modul Guru Pembelajar SLB Tunagrahita*. Bandung:P4TK DAN PLB.
- George R. Terry, 1994. *Principles of Management*, Richard D Irwin (INC. Homewood, Irwin.Dorsey Limited Georgetown, Ontario, L7G 4B3, 1977, hlm. 4
- Handayani, Sri. 2019. *Meningkatkan Kemandirian Melalui Pembelajaran Bina Diri Siswa Tunagrahita Kelas IV Semester II di SLB/C YPALB Karanganyar Tahun Pelajaran 2018/2019..* Skripsi. Surakarta: UNES
- Moleong, Lexy. J. 2011. *Metodologi Penelitian Kualitatif*. Bandung : Rosdakarya.
- Mulyasa, E.2002. *Kurikulum Berbasis Kompetensi konsep, karakteristik dan Implementasi*. Bandung: PT. remaja Rosdakarya
- Nuraeni. 2004.*Anak Berkebutuhan Khusus*.Jakarta. Media Pustaka
- Richard L. Daft 2006. *Management (Manajemen)*, Jakarta, Salemba Empat
- Ricky, Griffin. 2016. *Manajemen jilid 2*.Alih bahasa Gina gania, Malang: Erlangga
- Soemantri, Sutjihati. 2006. 2012. *Psikologi Anak Luar Biasa*. Bandung: PT. Refika Aditama.
- Sudrajat & Rosida. 2013. *Pendidikan Bina Diri Bagi Anak Berkebutuhan Khusus*. Jakarta: Luxima.
- Sugiyono. 2016. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung. : CV. Alfabeta.
- Sukmadinata, Nana Syaodih. 2011. 2016. *Metodologi Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Surachmad. 1982. *SBM Berbagai Pendekatan, Metode Teknik & Media Pengajaran*. Bandung : CV Pustaka Setia
- Undang-Undang SISDIKNAS (Sistim Pendidikan Nasional) UU RI No.20 Th 2003. Jakarta: Sinar Grafika.
- Uno, Hamzah. 2006. *Orientasi Baru dalam Psikologi Pembelajaran*. Jakarta: PT Bumi Aksara