

## Biology Learning for Students with Special Needs in Bengkulu City

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### Abstract

This study aims to find out how the learning process of children with special needs in the Alam Mahira school is depicted and what are the problems in Biology learning for children with special needs and to find out the Implementation of Biology Learning for Students with Special Needs at Alam Mahira High School, Bengkulu City. Method: This type of research is a qualitative case study method. This study observed the implementation of the Biology learning process for students with special needs. Data and data sources in this study consist of primary data (Biology teachers and students) and secondary data (syllabus and lesson plans). Results: The results of this study indicate that in the general learning process of students with special needs at Alam Mahira High School, Bengkulu City, the learning process for children with special needs or autism does not have an accompanying teacher or Shadow teacher, meaning that these students are already independent because they are already in a high class. However, in the teaching and learning process these students because one of the characteristics of children with special needs is difficulty in social forms, so that in the teaching and learning process they are not associated with their friends, even though they are in the same class. However, children with special needs have a learning system using tutorials and the methods they use are tutorials in nature. This children with special needs student, even though he is children with special needs, but his background or interest is indeed cognitive, meaning that he does have a tendency to like learning, because indeed the children with special needs child really likes cognitive science, because the children with special needs student at Alam Mahira High School is indeed more interested in cognitive science. other sciences such as art and so forth. Conclusion: the results of the observations of the researcher and the accompanying teacher specifically helping the children with special needs, namely the biology teacher, said that the child generally has a very high tendency in the cognitive domain. This can be seen from the results of the report cards of children with special needs students whose grades are good.

**Keywords:** Case Studies, Children with Special Needs, Implementation, Learning Biology.

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## INTRODUCTION

The development of the world of national education has undergone a transformation from time to time to produce the best human resources. The government is currently trying to improve the quality of national education. This is based on government policy in the National Education System Law that it is necessary to develop national education standards, one of which is Content Standards where part of this standard is the Curriculum (Yohana, 2019). Education is the basic right of every citizen. All children have the right to education, especially basic education. As mandated by the 1945 Constitution as stated in Article 31 paragraph (1) which states, "Every citizen has the right to education", followed by Article 31 paragraph (2) which states "Every citizen is obliged to attend basic education and the government obliged to finance it", including children with special needs who have the right to obtain the same educational opportunities as other normal students (Eliza, 2019). Children with special needs are children who in the process of development and growth experience abnormalities both mentally, physically, emotionally and socially. Children with special needs in their education require specific services, different from children in general because they have learning difficulties.

There are two categories of children with special needs, namely: (1) children who have special needs that are permanent, which are the result of certain disorders, and (2) children with special needs that are temporary, namely those who experience learning and developmental barriers caused by environmental conditions and situations. . At first these children with special needs were called children with disabilities but the term was replaced with extraordinary children and the term developed again to become children with special needs. In Permendiknas Number 70 of 2009 article 3 paragraph (2), children with special needs are referred to as: blind, deaf, speech impaired, mentally retarded, quadriplegic, disabled, learning difficulties, slow learner, autism, has motor disorders, becomes a victim (drug abuse, prohibited drugs, and other additives) (Eliza, 2019).

Learning for children with special needs really requires strategies, separate techniques adapted to the needs of each child. Learning for children with special needs needs to be prepared

by the teacher at school by looking at the child's condition so that they can interact with the surrounding environment. The learning is structured through exploring the abilities of children with special needs based on a competency-based curriculum. The role of an educator in education is to direct students according to their potential and talents. A teacher is the closest person to students other than parents at home where the teacher is also the second parent of students at school (Amalia, 2020).

Mahira Bengkulu Natural School (SA) is one of the inclusive schools, where in one class there is one child with special needs. The results of observations made at the high school level showed that there was one child with special needs majoring in science. and this student is the only student majoring in science out of 44 students. Natural school has a special concept in the teaching and learning process, one of which is the concept of being close to nature, which is closely related to biology.

Learning biology is not only related to students' ability to memorize biological concepts without meaning (Yulaikah et al., 2015). Biology learning should be associated with benefits in everyday life. Various benefits in everyday life have been generated by the current findings of biology. Biology teachers need to have the ability to link the knowledge to be taught with related research results (Redhana, 2019). The large number of new discoveries requires teachers to be able to visualize and communicate learning so that it is more easily understood by students. Not only teachers, students must also have communication skills to achieve success in teaching and learning activities. Communication skills will make it easier for teachers and students to share and receive various information related to learning materials, both orally and in writing (Nurmla, 2017).

Based on the description above, the analysis of the implementation of biology learning for students with special needs (a case study at the Alam Mahira School Bengkulu) is an effort to obtain information as well as material for reflection on the quality of educators for children with special needs in the future. The data obtained can be used as material for evaluating the learning process that has been going on so far.

## METHOD

This research uses a qualitative approach with a case study method. Qualitative approach because the data collected is generally in the form of words, pictures, and most are not numbers. Data collection methods in this study are observation, interviews, and documentation. Data and data sources in this study consisted of primary data (Biology teachers and students) and secondary data (syllabus and lesson plans). The instruments used in this study were observation sheets, interview sheets, and documentation sheets. The data obtained was analyzed descriptively, then data triangulation was carried out to obtain valid results from the data obtained.

## RESULT AND DISCUSSION

The results of this study indicate that in the general learning process students with special needs at Alam Mahira High School, Bengkulu City, the learning process for children with special needs or autism does not have a accompanying teacher or Shadow teacher, meaning that these students are already independent because they are already in a high class. However, in the teaching and learning process these students because one of the characteristics of children with special needs is difficulty in social forms, so that in the teaching and learning process they are not associated with their friends, even though they are in the same class. However, children with special needs have a learning system using tutorials and the methods they use are tutorial in nature. This children with special needs student, even though he is autism, but his background or interests are indeed cognitive, meaning that he does have a tendency to like learning, because indeed these children with special needs really like cognitive science, because students

Children with special needs at Alam Mahira High School is indeed more interested in cognitive science. He does not like other sciences such as art and so on. So that from the observations of researchers and accompanying teachers who specifically helped the children with special needs, namely the biology teacher said that the child generally had a very high tendency in the cognitive domain. This can be seen from the results of the report cards of children with special needs students whose grades are good.

In implementing the implementation of Biology Learning, especially at Alam Mahira High School, Bengkulu City, several facilities are needed to support the success of each program that has been designed. When conducting field observations, researchers saw quite a lot of physical/material artifacts such as slogans with motivational nuances pasted on walls or strategic boards in the school area as a medium to motivate students to fulfill their obligations and obey orders in the school environment, such as 'Don't be negligent, if you don't want to lose money, this aims to motivate Alam Mahira High School students in Bengkulu City not to forget about obligations and kindness.

The curriculum used at Alam Mahira High School, Bengkulu City, uses the 2013 curriculum so that it follows the provisions made by the government. According to Agustina (2011) states that, in making lesson plans the teacher refers to the demands of the curriculum which must consider the situation and conditions as well as the potential that exists in each school. The syllabus and learning implementation plans are developed based on content standards in the 2013 curriculum. The syllabus and learning implementation plans that have been prepared by the teacher must obtain correction and approval from the curriculum department, school principals and supervisors. It is intended that the syllabus and learning implementation plans that have been prepared receive suggestions and input from the curriculum sector, school principals and supervisors. In addition to preparing a syllabus and learning implementation plan, the teacher must prepare interesting learning media so that students are enthusiastic in participating in learning activities.

The teacher before learning prepares learning strategies for children with special needs. The strategy used by educators, as well as the explanation from Mrs. Lisna: "Prepare the lesson plan in advance and how to teach it, of course, see the guidelines in the lesson plan that has been made". The application of the RPP is not all that can be applied, because the contents of the RPP are long which in using K13 there are many discussion activities. Meanwhile, children with special needs find it difficult to follow learning according to the applicable curriculum.

The method used by educators in overcoming the difficulties of learning depends on the educator himself, as is the case with

Lisna's statement: "As much as we can, where students can be directed is where learning can be overcome. And you don't have to see the RPP that has been made. If the method in the lesson plan is for the child to be able to do it, that method will be used. The content in the RRP is long, so we manage/overcome existing problems as much as we can. Implementation of learning carried out by educators in the classroom without using oral/sign language methods.

The learning media that teachers usually use are audio-visual media such as videos, pictures. Audio-visual media is used by teachers in the learning process because the use of audio-visual can help students understand the learning material that the teacher will convey. Learning methods that are usually used in learning biology are lectures and questions and answers between teachers and students. This question and answer is intended so that students have a high curiosity in understanding the learning material. Before the learning material begins, these students with special needs choose their own material.

In the general learning process, students with special needs at Alam Mahira High School, Bengkulu City, the learning process for children with special needs or autism does not have a accompanying teacher or Shadow teacher, meaning that these students are already independent because they are already in a high class. However, in the teaching and learning process these students because one of the characteristics of children with special needs is difficulty in social forms, so that in the teaching and learning process they are not associated with their friends, even though they are in the same class. However, children with special needs have a learning system using tutorials and the methods they use are tutorial in nature.

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seen from the results of the report cards of children with special needs students whose grades are good. During semester exams or school grade increases, Alam Mahira carried out his exams at Muhammadiyah 4 High School, Bengkulu City. The process of implementing learning at Senior High School Alam Mahira Bengkulu City is based on local government regulations regarding the acceptance of participants

## CONCLUSION

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