

The Use Of A Behavioristic Approach In Improving Live Skills In Children With Special Needs In Bireuen State SLB

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ARTICLE INFO

ABSTRACT

Keywords:
Learning Theory,
Behavioristics,
Children with Special
Needs, Live Skills

Behavioristic learning theory is a learning theory that prioritizes changes in student behavior as a result of stimulus and response. In other words, learning is a form of change experienced by students in terms of their abilities aimed at changing behavior by means of interaction between stimulus and response. Thus, behavioristic learning theory focuses more on developing student behavior in a better direction. Life skills are students' skills to understand themselves and their potential in life, which includes goal setting, problem solving and living with others, among other things. For children with special needs, learning General Life Skills aims to function as education according to their goals, namely developing the human potential of students to be able to face their roles in the future. This research raises the issue of life skills learning or live skills for children with special needs in SLB schools. The purpose of this study is to find out how to implement programs or live skills learning for children with special needs in special schools. The research took place at SLB Negeri Bireuen. The research method used is the case study method and the data obtained by conducting interviews with teachers at the school. The application of live skills at SLB Negeri Bireuen is in the form of training and visits to places such as factories and markets. Children who are involved in life skill activities that are carried out once a month are all children with special needs in the school taking into account the characteristics and conditions of the child. The purpose of this study is to find out how to implement programs or live skills learning for children with special needs in special schools. The research took place at SLB Negeri Bireuen. The research method used is the case study method and the data obtained by conducting interviews with teachers at the school. The application of live skills at SLB Negeri Bireuen is in the form of training and visits to places such as factories and markets. Children who are involved in life skill activities that are carried out once a month are all children with special needs in the school taking into account the characteristics and conditions of the child. The purpose of this study is to find out how to implement programs or live skills learning for children with special needs in special schools. The research took place at SLB Negeri Bireuen. The research method used is the case study method and the data obtained by conducting interviews with teachers at the school. The application of live skills at SLB Negeri Bireuen is in the form of training and visits to places such as factories and markets. Children who are involved in life skill activities that are carried out once a month are all children with special needs in the school taking into account the characteristics and conditions of the child. The research method used is the case study method and the data obtained by conducting interviews with teachers at the school. The application of live skills at SLB Negeri Bireuen is in the form of training and visits to places such as factories and markets. Children who are involved in life skill activities that are carried out once a month are all children with special needs in the school taking into account the characteristics and conditions of the child. The research method used is the case study method and the data obtained by conducting interviews with teachers at the school. The application of live skills at SLB Negeri Bireuen is in the form of training and visits to places such as factories and markets. Children who are involved in life skill activities that are carried out once a month are all children with special needs in the school taking into account the characteristics and conditions of the child.

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INTRODUCTION

Behavioristic learning theory is a theory that studies human behavior. According to Desmita (2009: 44) behavioristic learning theory is a theory of learning to understand human behavior that uses an objective, mechanistic, and materialistic approach, so that changes in behavior in a person can be carried out through conditioning efforts. When discussing Children with Special Needs (ABK), it also discusses its uniqueness, how not in just one disorder, there are so many differences and uniqueness that each ABK has (Pradipta, 2019). This uniqueness must be grateful for as a gift that has been given by God to us to be studied and educated so that we become independent and useful individuals for other creatures. Children with special needs themselves will basically live dependent on other people if they are not given special services. He will find it difficult to live independently, keep himself safe and take care of himself. Therefore he needs special education and services (Pradipta, 2017). Education in the world of children with special needs is not only related to academics. For children with special needs, such as children who are blind, deaf, autistic, mentally retarded and physically disabled, they need education related to their daily activities (Pradipta, 2020).

Child-centered learning will be more effective if used and very beneficial for all parties, especially for children as a whole. How do they adjust and develop the remaining abilities they have to take care of themselves, protect themselves from harm, do something related to skills in general. How does he apply what he gets in the world of education in his daily life. Learning life skills greatly affects the ability of children with special needs to conquer a world that is different from the world they create themselves. Learning life skills or life skills for children with special needs can be found in special schools (SLB) or special schools for children with autism. A special school means that the school is not very child-centered academically. The point is, before autistic children enter academic education, they will be given special services where their social life and self-development are honed and developed (Khoiriyah & Pradipta, 2017).

However, in an era that has developed like this, learning life skills is not only found in special schools (SLB). Therefore, researchers are interested in examining how the application of live skills learning in inclusive schools, especially its application to autistic children at the Bireuen State SLB. Similar research was also conducted by Ayu Faiza Algifahmy in her research entitled Learning General Life Skills for Autistic Children at Bina Anggita Autism Special School, Yogyakarta. The results of his research are the method used in learning life skills at the Special School for Autism Bina Anggita Yogyakarta, namely the ABA method, although in practice not all ABA methods are applied in the life skill learning program for autistic children.

METHODS

The method used by researchers in this study is the case study method. Because the method used is a case study method, this research is qualitative in nature which is used to examine an event, situation or certain social conditions and to provide insight into the process that explains how certain events or situations occur (Hodgetts & Stolte, 2012). The material is explained in detail, for example where it comes from, how to get it and so on.

The tools used are written only which are specific and determine the results of the research, while the general equipment does not need to be written down.

The research procedure is described in a coherent and clear manner. The design approach and method of analysis should be described. The research location is Bireuen State SLB. The method of data collection was carried out by interviewing and document study. In this study, the data obtained came from interviews and data archives obtained from the school, such as teachers,

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principals, and others. The data analysis technique was carried out by means of qualitative data analysis.

RESULTS AND DISCUSSION

Research result

As we know, life skills learning programs teach children how to use the abilities they have to deal with life problems they have now or in the future. From this, it can be seen that life skills or life skills have a long term purpose and can be applied anytime and anywhere. This program is usually found in schools or special institutions to develop children's abilities in dealing with problems in life. The application of this program does not only exist in regular schools or special schools. The implementation of this program is also implemented in inclusive schools, one of which is the Bireuen State SLB.

Discussion

Behavioristic learning theory emphasizes changes in behavior as a result of the interaction between stimulus and response, while learning as an activity requires students to re-express the knowledge they have learned. According to Mukinan (1997:23), some of these principles, namely: (1) behavioristic learning theory assumes that what is called learning is a change in behavior. Someone is said to have learned if the person concerned can show a change in behavior, (2) this theory assumes that the most important thing in learning is the existence of a stimulus and response, because this can be observed, while what happens is considered unimportant because it cannot be observed, and (3) reinforcement, namely anything that can strengthen the emergence of a response, is an important factor in learning. Education seeks to develop student behavior in a better direction. Educators strive to be able to understand students who are growing up. The development of behavior is the object of observation from the streams of behaviorism. Behavior can be a person's attitudes, speech, and actions so that this behavior is part of psychology. Therefore, educational psychology examines problems that affect the behavior of people or groups in the learning process

Based on the results of an interview the researcher conducted with one of the teachers at the Bireuen State SLB, life skill activities at the school are carried out once a month which are scheduled in a one semester or semester program. Life skill activities are carried out both inside and outside school. Life skill activities carried out outside of school are usually in the form of school visits or school visits to places such as factories, markets. Meanwhile, life skill activities at school take the form of skills development or practicum which are held every Friday. In this school, there are teachers in the field of life skills or life skills. The life skill teacher is tasked with helping children with special needs in life skill activities. The life skill learning system at the Bireuen State SLB depends on the characteristics of the child. From there the life skill teacher will help and guide the child for these life skill activities. The Bireuen State SLB only involves children with special needs at the school.

Children with special needs who are involved are also seen from the characteristics of these children. If children with special needs have characteristics that support the life skill teacher to assist them, then the child will be involved in these life skill activities. The approach used in this life skill activity also does not use a specific approach, so it only flows according to what activities they will do (Fauziah & Pradipta, 2018). Every activity definitely needs evaluation. The life skill activities at the Bireuen State SLB are no exception. For life skill activities, the school always conducts evaluation activities. The teacher will assess the extent to which the child understands and masters the life skill activities that are being carried out so that the teacher will know whether

there is improvement or development from the child when or after they carry out these life skill activities.

CONCLUSION

Life skills programs or life skills are not only found in regular schools or special schools, but can also be found in inclusive schools. Inclusive schools are educational services that are intended for children with special needs so that they can receive educational services with children in general. Bireuen State SLB holds life skills activities in the school. Activities within the school are in the form of training and practicum that will be applied when children carry out life skill activities. Children who are involved in life skill activities which are carried out once a month are all children with special needs at the school taking into account the characteristics and conditions of the children.

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