IMPLEMENTATION OF ONLINE LEARNING FOR CHILDREN WITH LANGUAGE DISORDER DURING THE COVID-19 PANDEMIC: A CASE STUDY IN INCLUSIVE PRIMARY SCHOOLS

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ABSTRACT

This study aims to explore the perceptions of inclusive elementary school teachers on the implementation of online learning for children with language disorders during the COVID-19 pandemic. Data collection was carried out through surveys and semi-structured interviews with 38 inclusive primary school teachers spread across the South Jakarta area. Data analysis using thematic analysis of qualitative data. The results of the analysis found three main themes, namely, the selection of teaching media, learning methods, and learning assessments. The results of this study indicate that the success of online learning for children with language disorder depends on the involvement of teachers and parents in guiding students.

***Keywords :** Language Disorder, Online Learning*

INTRODUCTION

The period of the COVID-19 pandemic has changed the paradigm of education around the world. One of them is in Indonesia. The government has implemented an online learning policy at home. Of course this is a shock therapy for all children in Indonesia. Learning that is usually carried out face-to-face has shifted to distance learning. In this condition, all teachers or educators are required to replace learning using E-learning or through online media. Various platforms are used to conduct teaching so that it needs to be supported by good learning facilities and the use of information technology. All students are required to use communication tools such as mobile phones wisely to support the learning

process (Anggrasari, 2020; Dhawan, 2020; Suppawittaya et al., 2020).

Research (Means & Neisler, 2021; Meyers et al., 2013; Yudiawan et al., 2020) shows that the implementation of online learning has had a positive impact, namely the experience and use of technology in a positive way and realizing the challenges of teachers in the 21st century. This is in line with (Abidah et al., 2020; Ellis & Bliuc, 2019; Faulk, 2018; Hunt & Oyarzun, 2020) shows that online learning has brought changes in the education system, the material to be taught, the learning carried out and the obstacles faced by both teachers, students and education administrators. This learning is carried out to stop the spread of COVID-19 and is expected to be an alternative in overcoming the

problem of learning independence that allows students to learn broader knowledge material in the internet world so as to lead to student creativity in knowing science and being able to implement curriculum policies in special conditions (Ministry of Education and Culture, 2020; Muhammedi, 2016; Widodo et al., 2020).

The situation of the COVID-19 pandemic like this, distance learning is regulated through the Ministry of Education and Culture's Circular regarding the Implementation of Education in the COVID-19 Emergency Period, there is a policy that is online learning to provide a very meaningful learning experience, not a burden in completing all curriculum for graduation , learning focuses on developing life skills, namely about the COVID-19 pandemic and learning assignments can be varied between students, following their talents and interests as well as their respective circumstances, including reviewing gaps in learning facilities at home. As for the principle, the health and safety of students, educators, education staff, families,

But what about the implementation of online learning for children with language disorders. Of course, this is a complex problem for teachers and parents. Children with speech and language delays are at risk of learning difficulties, reading and writing difficulties, and will result in overall less academic achievement (Bevan-Brown, 2013; Nicholas et al.,

2019; Torres et al., 2020). This is because speech and language skills involve cognitive, sensorimotor, psychological, emotional, and environmental development around the child. Language skills can generally be divided into receptive abilities (listening and understanding) and expressive abilities (speaking) (Fahrurrozi et al., 2020).

Speech ability can be assessed more than other abilities so that discussion of language skills is more often associated with speaking ability. Children with language disorders usually have persistent difficulty acquiring and using language in various modalities (for example, spoken, written, sign language, or others) because of deficiencies in the understanding or production of language. Several studies (Fitriyani et al., 2019; Supena, 2005; Wuryan & Yufiarti, 2017) shows that children with language disorders are not children who have low intelligence but most of them have superior intelligence abilities. The problem is, speech and language barriers make it difficult for them to express thoughts and feelings. This condition must be a consideration for teachers in applying learning methods for children with language disorders.

Based on the description above, researchers are interested in discussing more deeply related to online learning for children with language disorders. This research seems to show something that is different from before, the research subjects are elementary school

students who have language disorders and the research method uses descriptive qualitative and the sample population in the South of Jakarta area which is certainly different from their socio-economic and emotional backgrounds from previous research. In addition, this study aims to describe the implementation of online learning to be applied to children with language disorders. The formulation of the problem is how to implement online learning for children with language disorders in terms of the selection of teaching media, learning methods and assessments that can be applied to online learning based on teacher perceptions. Thus it can be assumed that this research is important to be studied in order to produce interesting findings for current knowledge.

METHOD

This research is a type of qualitative research in the form of a case study. The purpose of the case study in this research is qualitative research which is used is a case study, because in case study research tries to see a case from several data sources that can reveal the case. Case study research is a research method that emphasizes the development of a system that is limited to one or several detailed cases involving various sources of information by making in-depth data calls. In this study, the implementation of online learning for children with language disorders will be explored in depth

during the COVID-19 Pandemic in Indonesia.

The literature search was carried out to enrich the input and insight of researchers on the concept of online learning for children with language disorders. Learning is focused on 3 themes, namely the selection of teaching media, learning methods, and learning assessments that can be applied to children with language disorders. Data collection was carried out in stages, through online surveys then semi-structured interviews to obtain more in-depth data. Data analysis was carried out following established procedures for analyzing items and observation indicators through online surveys then semi-structured interviews to get more in-depth data. Data analysis was carried out following established procedures for analyzing items and observation indicators through online surveys then semi-structured interviews to get more in-depth data. Data analysis was carried out following established procedures for analyzing items and observation indicators (Dağhan & Akkoyunlu, 2014).

Participants

Participants in this study were 38 teachers in inclusive elementary schools spread across South Jakarta. Given the physical distancing policy during this pandemic, a purposive sampling technique was used by distributing questionnaires online using Google Forms.

Data Collection

Data collection was carried out in two stages. The first step was carried out by surveying 38 primary school teachers in several of these sub-districts as respondents. The survey consisted of 10 questions in the form of short answers, using Google Form. The questions are arranged based on literature relevant to the research objectives, which include aspects of online learning. Survey data collection was carried out from March 3 to March 17, 2021 and was attended by 38 teacher respondents in inclusive primary schools. After the survey data was collected, a transcript of the results of each respondent was made, and an initial code was made. The second stage of collection was carried out using semi-structured open-ended questions with 10 out of 38 inclusive primary school teachers who responded to the survey. The researcher made interview guidelines based on the initial code from the first stage data. The purpose of the interview is to get more meaningful data. Interviews were conducted online for 1.5 - 2 hours per respondent via the WhatsApp application from March 17, 2021 to March 19, 2021.

Data Analysis

Data analysis followed the thematic analysis steps outlined by Braun and Clarke (2006). Initially, researchers familiarize themselves with the data through the transcription process and read the data repeatedly. The researcher coded the data to be described in a qualitative and narrative manner. Code generation is grouped into themes which are then refined further, with detailed analysis carried out on each theme. After the themes are analyzed, an integration of these themes is made into the form of a thematic map(Maxwell & Reybold, 2015). This thematic map shows the organization of concepts according to various levels, and potential interactions between concepts are then developed. The analysis team then discussed all code and categorization, as well as possible integration between codes so that code could be streamlined. This inductive technique allows the identification of a participant's given theme in response to a research question.

RESULT AND DISCUSSION

Media selection

Learning media is one of the methods or tools used in the teaching and learning process. This is done to stimulate learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be effective in achieving the desired goals (Aziz, 2011; Miaz, 2019). Learning media found in this study some teachers use audiovisual media for children with language disorders.

Thus, most teachers use audiovisual media for learning for children with language disorders during this pandemic. Their reasons are almost the same, namely media that has audio and visuals can attract

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their attention so that they can focus and the concept of the material presented is effective.

Learning Methods

In addition to media, learning methods have an important role in the learning process. Method is a technique or teacher strategy in delivering learning material to students so that learning objectives can be achieved properly (Ololube, 2013). In choosing the right learning method, a teacher must first recognize the characteristics of his students. The focus of the learning method in this study is the learning method provided by the teacher to students with language disorders during the COVID-19 pandemic. Most teachers apply a variety of methods to their students.

Thus, most of the methods applied by the teacher are methods that stimulate speaking skills in students such as the ABA method, singing, storytelling, and games. the variety of methods they do is of course adjusted to the characteristics of the language disorder they have.

Learning Assessment

Assessment or assessment is the process of gathering information about student learning outcomes and activities with the aim of making decisions about learning (Ermawati, Siti., & Hidayat, 2017). The learning assessment carried out by the teacher for children with language disorders during the pandemic period is certainly different from the assessment that is usually applied in the classroom. Most teachers carry out skills assessments for children with language disorders.

Thus, the assessment they apply to children with language disorders is a skill-based assessment. This type of assessment was chosen because they can measure children's abilities both in the process of doing and the products produced. They often complain about cognitive assessments because of the interference of parents doing their children's tasks.

Discussion

This pandemic period has completely changed the pattern of education in the world. Teachers, students, and parents must be ready to accept changes in existing education. They must be able to adapt to the current learning transformations. Of course this is not easy, especially for children with language disorders. In children with language disorders, interaction and communication in learning is the main focus so that it becomes ineffective when applied online.

In terms of the selection of learning media for children with language disorders, teachers use more interactive audio visual media for them. This media is considered effective because it has a voice and appearance that attracts children's attention and interest. Children with language disorders have poor articulation disorders. They find it difficult to express the language so that they often tantrum with these limitations. Therefore they need a

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model to emulate. Interactive audiovisual media can make them enthusiastic about learning. An attractive voice and display make it easier for them to understand the language and stimulate their vocabulary. The use of audio-visual media can be adjusted to the learning material that the teacher will deliver to students (Snowling et al., 2021; Sukmayadi & Yahya, 2020; Wuryan & Yufiarti, 2017). Students who are slow can repeat learning materials through audio or visual media that have been given by the teacher, or look for other sources related to material that students have not understood while students who have the ability to capture information are faster, they can continue their learning according to their abilities (Chrysostomou, 2020; Forgó, 2013). Therefore, audio-visual media has a very important role to achieve optimal learning goals, especially for children with language disorders.

In terms of methods, most teachers use a variety of methods for their students. There are those who use storytelling, singing, playing methods, and applying the ABA method. All of these methods are carried out based on the characteristics of children with language disorders and the characteristics of the material to be delivered. The focus of the method applied is to stimulate the resulting children's language.

Children with language disorders tend to have difficulty reading and writing (Fahrurrozi et al.,

2020; Fitriyani et al., 2019; Syofyan et al., 2019). Therefore, the method applied is more towards the language skills achieved. The right method can get the right result. Therefore, teachers need to master how to determine methods that are suitable for the development of children with language disorders. In addition, parental involvement is very important in the success of applied online learning. Parents must guide and facilitate their children in learning. So teachers and people can communicate with each other regarding the learning process that will be applied to their children.

The learning method occupies a role that is no less important than other components in learning activities. There is not a single learning activity that does not use teaching methods. This means that the teacher really understands the position of the method as an extrinsic motivation tool in teaching and learning activities. Extrinsic motivations are active and functional motives, due to external stimuli. Therefore, the method serves as an external stimulant that can arouse one's learning. In children with language disorders, not all students are able to concentrate for a long time. The students' absorption of the materials given varies, some are fast, some are slow and some are moderate. Intelligence factors affect students' absorption of learning materials provided by the teacher. Therefore, In teaching and learning activities, teachers must have a strategy so that

students can learn effectively and efficiently, achieving the expected goals. With the right method can achieve the expected learning objectives(Chiu, 2020; Forgó, 2013; Samuel et al., 2009).

The purpose of teaching and learning activities will never be achieved as long as other components are not needed. One of them is the method component. Method is one of the tools to achieve goals By utilizing methods accurately, teachers will be able to achieve teaching goals.

As for the assessment aspect, some teachers agreed to provide skills-based assessments to students. In essence, the assessment given by the teacher to students must be authentic, which measures all aspects of knowledge, attitudes, and skills. Authentic assessment is the process of collecting information about the development and achievement of learning carried out by students through various techniques that are able to reveal, prove or demonstrate precisely that the learning objectives have been truly mastered and achieved (Ermawati, Siti., & Hidayat, 2017; Morrow, 2018; Wahyuni et al., 2019). However, the difficulty that teachers experience when it comes to assessing students' cognitive is often the assessment becomes unfair and meaningless. This is due to the intervention of parents in carrying out their child's duties. So that the measure of the value does not describe the abilities of the child.

In essence, authentic assessment can involve various forms of performance measurement that reflect student learning, achievement, motivation, and student attitudes to activities that are relevant to learning. To achieve this, teachers involve their students in authentic tasks that are useful, important, and meaningful. In this case the assignment given by the teacher focuses on the language skills they produce. Thus, the learning carried out will be meaningful in their lives.

Thus, all learning activities that are applied cannot be separated from the role of teachers and parents. The teacher is tasked with guiding, directing, stimulating the abilities, potentials and interests and talents that exist in children. This is in line with (Ermawati, Siti., & Hidayat, 2017) which states that teachers in helping children's development achieve their life goals optimally both in guiding, teaching and directing, the interests, talents, abilities and potentials possessed by children will not develop optimally without the role of the teacher. In addition, the involvement of parents in learning also greatly affects the quality of online learning during this pandemic. Parents must realize that following children's development is the most important thing in order to realize optimal child development and development and parents have the quality of time and the ability to detect children's growth and development, especially children's language development.(Dunst et al., 2014; Fox et al., 2002; Lammert et al., 2018; Patrikakou Eva N.1, 2016).

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CONCLUSION

Learning carried out during this pandemic is of course very opposite to learning in class. In children with language disorders, the learning media that can be used during this pandemic are audio-visual media. This media has a role in increasing children's concentration in learning and increasing children's enthusiasm. Apart from media, there are also several methods that can be applied to children with language disorders including the ABA method, telling stories, singing with music, and playing games. Variations in this method must be adapted to the characteristics of children with language disorders and the characteristics of the material being taught. Furthermore, in the aspect of assessment, the teacher should provide authentic assessment to children with language disorders.

However, teachers, parents must play an active role in the successful implementation of this online learning for the success of children with language disorders. Parents need to guide and facilitate children's learning while teachers must be creative and innovative in creating enjoyable learning for students. Thus this research can provide an overview of teachers' perceptions of the implementation of online learning during the COVID-19 pandemic for children with language disorders.

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