

Student Management for Children with Special Needs: Case Study of Blind Students at SLB-A PRPCN Palembang

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ABSTRACT

This research is entitled Student Management for Children with Special Needs: Case Study of Blind Students at SLB-A PRPCN Palembang. This research aims to understand the management of students with special needs who are blind in depth and discover strategic factors and problems. This research is a Collective Case Study which breaks down several scopes and finds strategic factors for student management. Data collection methods are interviews, observation and documentation, while data analysis techniques are carried out by data collection, data reduction, data presentation and data verification. Data validity techniques use source triangulation and technical triangulation. Based on the research results, 12 important factors were found in student management at SLB-A PRPCN Palembang, 3 of which were strategic factors, namely student acceptance, training and self-development and alumni tracking. First, student acceptance is carried out openly. The school prepares for the meeting, new students fill out forms and complete the requirements and take a self-assessment. Early assessment aims to obtain clear information regarding prospective students, both physical and mental readiness. Second, training and personal development are carried out effectively. The school carries out religious training such as recitations and tahfidz of the Koran as well as training in music, computers, massage and scouting. Third, the school implements the alumni tracer program well. A group of alumni who have established alumni ties. These three things are strategic factors in student management for children with special needs who are blind.

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1. INTRODUCTION

Education is all conscious efforts, activities carried out deliberately, regularly or planned to develop personality and develop physical and spiritual abilities. According to John Park, education is the process or art of channeling and receiving knowledge and habits through study (Sakun, 2019). Education is very important, the success of building a nation goes hand in hand with the success of education in making the nation intelligent, including the teacher's job in transferring knowledge. Children with special needs also need to have equal rights to education. Because essentially every human being has the same right to receive a decent education. Apart from that, the educational rights of Indonesian citizens are also stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 5 paragraph 1 which reads "Citizens who have physical, emotional or social disabilities have the right to receive special education". Therefore, blind students have the right to education. Based on pre-research conducted by researchers at SLB-A PRPCN Palembang, student management that occurs at SLB-A PRPCN Palembang has several unique qualities compared to student management at other public schools. This uniqueness lies in the aspect of accepting students and alumni tracers in accordance with the information provided by the Head of SLB-A PRPCN Palembang.

2. METHOD

This type of research is qualitative research. Qualitative research with the aim of finding as clear information as possible about the object under study. The object of this research is student management of children with special needs who are blind at SLB-A PRPCN Palembang. This research is a Collective Case Study. A collective case study is a type of case study that examines more than one case. Note that these cases must be interconnected and researchers must master them all. The case in question is the breakdown of several student management scopes which are indicators and are interrelated and generalize student management for children with special needs who are blind. Data collection methods are interviews, observation and documentation, while data analysis techniques are carried out by data collection, data reduction, data presentation and data verification. Data validity techniques use source triangulation and technical triangulation.

3. FINDINGS AND DISCUSSION

The research results show that:

a. **Student Admission**

Acceptance of blind students is a process where educational institutions or schools accept students who have visual impairments or are partially or completely blind. This process includes various stages, including registration, assessment of students' needs, and their placement in programs or classes that suit their needs. Admission criteria for visually impaired students may vary depending on the country, region, or educational institution in question. However, there are several general criteria that are often used in the process of accepting blind students.

Acceptance of mentally retarded students at SLB-A PRPCN Palembang is carried out openly. The school held a preparatory meeting first for the entire committee. New students are required to fill out a form and complete the requirements and go through an early assessment. Early assessment aims to obtain clear information regarding prospective students, both physical and mental readiness. This is a strategic factor in student management for children with special needs who are blind.

b. **Orientation**

Orientation is a learning process designed to help blind students develop an understanding of their physical environment and how they can move and interact with that environment safely and effectively, despite their visual impairment. The main goal of orientation is to provide students with

the knowledge and skills necessary to determine direction, identify places, and plan their journey well. This involves understanding maps, cardinal directions, and surrounding geographic features.

Orientation of new students at SLB-A PRPCN is carried out by teachers, OSIS supervisors and OSIS administrators planning orientation to introduce the environment by preparing programs through meetings for media orientation activities and viewing student activity reports after orientation.

c. Grouping

Students with Special Needs (PDBK) are students with special characteristics that are different from students in general without always showing mental, emotional or physical disabilities. (Heward, 2006) PDBK has other terms, namely disabled children/children who have disabilities, children who have disabilities, extraordinary children, children who have disabilities, children with special needs or children with special needs. The grouping of students is carried out by the school based on the doctor's statement and the results of the assessment and the school ensures that every blind student receives good treatment through a satisfaction survey of the student's guardians and through evaluation.

d. Classroom Management

Classroom management for students with visual impairments is a series of strategies and practices used by teachers or educators to create an inclusive, supportive and effective learning environment for students who have special needs in terms of vision. This includes the use of assistive devices, tailored learning planning, and teacher and student interactions that pay attention to the individual needs of blind students to help them reach their maximum potential in learning. Class management is carried out by the school by mapping students' abilities based on an assessment of children's vision, by making classroom rules according to children's abilities and asking each teacher who teaches in their respective class to evaluate the effectiveness of classroom management for blind students.

e. Discipline Program

Behavioral discipline for blind students refers to efforts to teach them about rules, social norms, and regulations that must be followed in everyday life. This aims to help blind students develop appropriate behavior and be able to function well in society. Behavioral discipline can also involve using positive rewards and clear direction to help them understand the consequences of their actions. It is important to remember that the approach to teaching behavioral discipline to blind students must take into account their specific needs, such as the use of non-verbal communication or the assistance of special tools that can help them understand social rules and norms.

f. Guidance and Counseling

The guidance and counseling program for blind students is a mentoring effort aimed at helping students who have limited vision or are blind in overcoming various problems, developing their potential, and achieving optimal academic and social achievements. This program is specifically designed to meet the needs of blind individuals, with a focus on developing adaptation skills, familiarizing themselves with the environment, mastering daily living skills, as well as providing emotional and social support according to their needs. The main goal is to help blind students achieve independence and feel motivated in their educational process. Guidance and counseling programs for blind students must be carefully designed to meet their special needs.

g. Character building

Character education for blind students is an effort to form positive values, attitudes and behavior in them. This involves developing morals, ethics, empathy, cooperation and other positive values, such as honesty and discipline, even if they are visually impaired or blind. The main aim of character education is to help blind students become members of society who play an active, moral and empathetic role, and can face various situations in their daily lives with confidence and integrity. To form a strong and confident student character and to form group dynamics to form a more independent character based on the results of the program evaluation that has been implemented.

The school reviewed the student data that had been collected by the parents and the process that had occurred so far in recording blind students was fine. To evaluate the accuracy of data recording for blind students, all data has been synchronized in Dapodik data. Student character education is formed based on religious values. The Koran Koran program and LDK activities are carried out regularly, supported by the application of attitudes of tolerance and diversity in behavior. This is a strategic factor in student management for children with special needs who are blind.

h. Coaching and Personal Development

Guidance and extracurricular activities for blind students are important in providing inclusive education and supporting their development. The development of blind students includes various aspects. This coaching and extracurricular activities are very important in providing opportunities for blind students to develop their skills, interests and potential, as well as to increase their social integration and courage in facing life's challenges. The school carries out Religious Training such as Recitations and Tahfidz Al-Qur'an as well as music, computer, massage and Scout training. Extracurricular Development and Development Activities have been going quite well according to the program Based on the evaluation results. This is a strategic factor in student management for children with special needs who are blind.

i. Data Logging

Recording data on blind students is the process of collecting, recording and storing information relating to students or students who have visual disabilities (blind) in an educational context. Data recording of blind students must be carried out with attention to privacy and information security. Such data is important for designing appropriate educational approaches and helping students achieve their potential in an educational environment. The school makes regulations regarding school discipline by providing guidance and advice regarding imtaq (faith and piety) every Friday morning. To evaluate the behavior of blind students looking at their behavior and how they socialize with friends and their daily worship.

j. Assessment

Assessment of blind students is an assessment or evaluation process carried out to evaluate the abilities, skills, needs and development of students who have visual impairments. The purpose of this assessment is to understand the level of abilities of blind students, identify their special educational needs, and plan appropriate educational programs. The results of this assessment will help in designing educational programs that suit the needs of blind students.

The school as an individual assessment planner for new blind students measures progress and achievement by asking several questions as a form of assessment, as the school holds meetings and forms exam committees, so that by looking at the students' learning results they can find out the progress and achievements of blind students.

k. Student Transfer

Transfer of blind students refers to the change or transfer of students who have visual impairments from one school or educational institution to another school or educational institution. The aim of transferring blind students is to ensure that they continue to receive education that is appropriate to their development and needs, even if there are changes in their situation or conditions. This is part of efforts to support inclusion and equitable education for all students. Student transfers are based on the rules determined by the government. must coordinate with the original school and school operators, so that data synchronization can be seen from the original school to the new school.

l. Tracer Study

Alumni tracing for visually impaired students is the process of tracing and collecting information related to former students who have visual impairments after they have completed their education at schools or special education institutions. The aim of the alumni tracer is to monitor the development and achievements of blind students after they graduate, as well as to evaluate the effectiveness of the educational programs they have participated in. Through the alumni Tracer process, schools and educational institutions can understand the impact of their education on students with visual impairments and continue to improve their efforts in providing education that is inclusive and beneficial to the community. The school implements an alumni tracer program by seeing and making friends with alumni who have left and creating alumni ties. so that, based on the results of alumni activities, each activity can be well controlled. This is a strategic factor in student management for children with special needs who are blind.

In general, the results of this research show 12 important factors in the management of blind students. The scope of student management includes (UNY Educational Administration Lecturer Team, 2010); Planning for students, developing students, evaluating students and transferring students. In more depth, the scope of student management for children with special needs who are blind is categorized as follows:

Tabel 1. Student Management Factors for Children with Special Needs (Blind)

No	Factors	Sub Factors
1.	Planning for students	a. Acceptance of Mentally Impaired Students b. Orientation of Mentally Impaired Students c. Grouping and Procedures for Determining Position
2.	Student development	a. Classroom Management b. Behavioral Discipline c. Guidance and Counseling Program d. Character building e. Coaching and Extracurriculars
3.	Student evaluation	a. Data Logging b. Student Assessment
4.	Student transfers	a. Student Transfer Process b. Tracer Alumni

Acceptance Factors for Impaired Students, Orientation of New Impaired Students, Grouping and Procedures for Determining the Position of Impaired Students, Class Management for Impaired Students, Behavioral Discipline for Impaired Students, Guidance and Counseling Program for Impaired Students, Character Education for Impaired Students, Guidance and extracurricular activities for blind students, data recording for blind students, assessment of blind students, transfers

for blind students and alumni tracing for blind students are part of a series in student management for children with special needs who are blind, three of which are strategic factors. Strategic factors play a big role in the management process of blind students. In general, it is illustrated in the following figure:

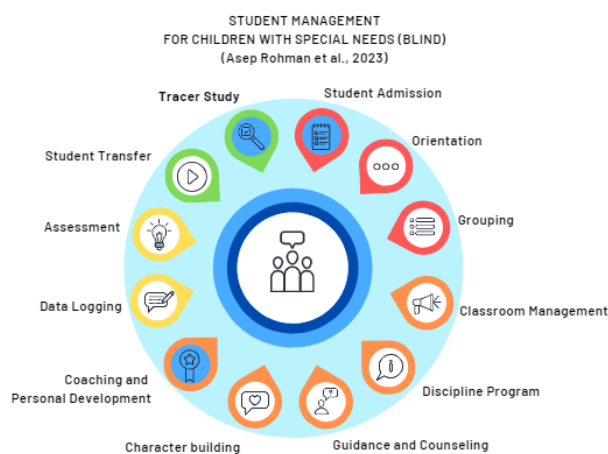


Figure 1. Student Management for Childern with special needs (Blind)

4. CONCLUTION

The research results show that there are 12 important factors in student management at SLB-A PRPCN Palembang, 3 of which are strategic factors, namely student acceptance, coaching and self-development and alumni tracking. First, student acceptance is carried out openly. The school holds a preparatory meeting, new students fill out forms and complete the requirements and take a self-assessment. Early assessment aims to obtain clear information regarding prospective students, both physical and mental readiness. Second, coaching and self-development is carried out effectively. The school carries out religious training such as recitations and tahfidz of the Koran as well as training in music, computers, massage and scouting. Third, the school implements the alumni tracer program well. A group of alumni who have created an alumni association. These three things are strategic factors in student management for children with special needs who are blind.

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