

Teacher's Effort in Difabel School to Improve Student's Life Motivation

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Abstract. This research aims to determine the efforts of teachers at SLB Ma'arif Muntilan in increasing the life motivation of their students. Based on semi-structured interview data, we found that students with disabilities have difficulty communicating with the outside community. The inability of the community to understand students with disabilities makes students with disabilities less acceptable in socializing in a pluralistic society. This makes students less self-confidence. We conclude that schools use art in an effort to increase students' self-confidence. The talents possessed by students with disabilities are sharpened to create a sense of pride in themselves. Where this is the beginning in an effort to increase life motivation.

Keywords: Difabel, Life motivation, Art

1 Introduction

It is estimated that there are 11 million people with disabilities in Indonesia. Unfortunately, they still experience various discrimination in fulfilling their rights. This can be seen from the inadequate public services and discrimination in society against difables. Even though people with disabilities are a group of people who are the same as other people, they just have different needs. Negative views of society like this can have a negative impact on self-concept, willingness and motivation.

This results in feelings of inadequacy, hopelessness, worthlessness, insecurity, feelings of inferiority and anxiety which actually hinders persons with disabilities from self-actualizing. The problem of difable with a low level of motivation is also felt by children with disabilities at the Ma'arif Muntilan Special School (SLB). This school has 170 students consisting of 114 elementary school children, 34 junior high school children, and 22 high school students, the students consist of deaf, blind, and mentally disabled. They as students have not had the same opportunities as other students.

In Indonesia, society still tends to marginalize people who have special needs. Hyperactive, autistic and Down-syndrome children are often seen as disturbing comfort, because they are difficult to control and not easy to communicate with. The blind, deaf, and disabled are often considered incapable and unproductive at work. This growing stereotype makes it less possible for them to be accepted into life in society [1].

So far, there are not many vehicles provided for students with disabilities, the opportunities for self-actualization are still limited. The teachers at SLB Ma'arif Muntilan realize that their students are different. Therefore, their future needs to be prepared early on. The classic problem

that occurs in diffables is unemployment, this is because only a few parties entrust their work to diffables [2]. Currently, there are not many companies that accept children with special needs as their employees. So, the school took a more creative initiative to prepare students to face the future.

In conventional schools, the use of the left brain is more dominant. The left-brain functions in terms of differences, numbers, sequences, written language, computation and logic. Left brain memory is short term. If there is damage to the left brain, there will be disruption in the function of language, speech and mathematics [3].

Students at SLB Ma'arif Muntilan cannot be treated the same. Teachers in schools maximize the use of the right brain, because the right brain functions in terms of equality, imagination, creativity, form or space, emotion, music, and color [3]. So, the teachers train their students' right brains with arts, especially those related to music, because music can play an important role in increasing multi intelligence in children with disabilities [1]. In addition, musical activities allow children with disabilities to gain self-confidence, self-esteem and motivation to live better [1].

Here are some studies on diffables, article by Rahayu and Dewi which are discuss services for people with disabilities in terms of physical buildings [4]. Muttaqin stated the social criticism of the Koran that does not position the blind diffable as oppressed and marginalized. However, it is seen as a form of physical diversity with proportional rights and obligations [5]. Furthermore, Savira, Wagino, and Laksmiwati explain that blind children have obstacles in transforming and manipulating 3-dimensional objects compared to 2-dimensional objects, which are caused by difficulties in maintaining information in the form of imagery for quite a long time. In communication, they have obstacles in mastering the theory of the mind, which causes difficulties in understanding other people's point of view [6].

From past research, it was found that some researchers only focus on the cognitive and physical domains. Previous researchers have not discussed in depth how to increase the motivation for life of students with disabilities. So, this research will discuss what are the efforts of the teachers at SLB MA'arif Muntilan to increase the motivation for life of their students?

2 Method

This research is a qualitative research with a psychological approach. Qualitative method is a data collection method that emphasizes its analysis on the deductive and inductive inference processes as well as on the analysis of the dynamics of the relationship between observed phenomena, using scientific logic.

In qualitative research, the term sample is changed to subject, informant, participant or research target. The author uses the term informant. The technique used to determine the subject in this study was purposive sampling. Purposive sampling is a sampling technique for data sources with special considerations. The sample in question is considered to know best about what is the problem to be researched. The sample criteria in this study are: (a) Blind and deaf students, (b) actively participating in school activities, and (c) live in the school dorm.

3 Results and Discussion

3.1 Definition of children with special needs

Children with special needs are children who need special handling because of developmental disorders and disorders experienced by children. In connection with the term disability, children with special needs are children who have limitations in one or several abilities, both physical, such as blind and deaf, as well as psychological in nature such as autism and ADHD. The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia 2013, explained that children with special needs are children who are slow (slow) or experiencing disorders (retarded) who are difficult to succeed in school as children in general. Children with special needs are children who educationally need specific services that are different from children in general [8].

The purpose of Islamic religious education in schools is as a fortress of aqidah, maintaining the teachings of the Qur'an and hadiths, creating individual and social integrity, moral and ethical foundations in dealing with science and technology and culture and meeting rational and suprarational needs. [9]. Regardless of the condition of children with special needs, schools still try to serve their students with a variety of methods according to the child's nature.

3.2 Life motivation

Abraham Maslow believes that humans are basically good and have the urge to grow continuously. The hierarchy of needs, developed by Maslow, is a pattern commonly used to classify human motives. The hierarchical system of needs includes five categories of motives which are composed of the lowest needs that must be met before meeting higher needs [10].

The five levels of need as described by Hamner and Organs are shown in the following levels of need: 1) Physiological Needs Food, water, sex, shelter, 2) Need for a sense of security Protection against dangers, threats, and security guarantees. 3) Social needs give and receive love, friendship, affection, property, association, support. When the first two levels of need are met, a person becomes aware of the need to have friends. 4) Need for Self-Esteem The need for achievement, adequacy, power, and freedom. In essence it is a need for independence or freedom. Status, recognition, respect and dignity. This need is a need for self-respect. 5) Self Actualization Needs The need to realize one's ability for continued self-development and the desire to become more and more capable of becoming a person [10].

Children with visual disabilities face more problems in their social development. These obstacles result from a lack of motivation, fear of facing the wider social environment, feelings of inferiority, shame, attitudes of society that often show rejection, humiliation, indifference, unclear social demands, and limited opportunities for children to learn about behavior patterns. Received [11]. This causes children with visual disabilities to sometimes have low self-confidence.

3.3 Teacher's effort

SLB Ma'arif Muntilan carries out learning activities as usual, referring to the government curriculum. But on the other hand, teachers, especially school principals, provide training for children with disabilities in the arts. Deaf children are given dance training, blind children are given musical skills. Children with other special needs are given training according to their

strengths. There are special school students who like to cook, play chess and paint. So the teachers prepare themselves to facilitate their students.

One of the things done by the school is to collaborate with a team of students to create an art stage. The stage in question is a space in front of the public to display art creations from training in schools. Teachers and student teams set the stage in the middle of Car Free Day on Sundays, when many people gather to play sports or just take a walk. Art performances that are displayed on the stage are: qiro'ah, dancing, singing and painting. Preparation is done in such a way, starting from training on certain days of the week, preparing equipment such as costumes and make-up. The appearance of students with disabilities in front of a large public creates a distinct impression both for the audience and the students who appear. Happiness and joy appeared on the faces of the students who appeared. They expressed their joy at seeing a new place with such enthusiastic and amazed people.

Likewise, the audience who witnessed art performances, some from the audience who had never seen an art performance by a student with disabilities. So far, students with disabilities tend to be far from their reach, so that when they present themselves it becomes very enjoyable.

3.4 Discussion

Researchers found various data and information about teachers' efforts in increasing life motivation. The data and information are the arts developed by teachers to increase students' motivation include: qiro'ah, dancing, singing and painting. Then, the performing arts that are held in the community becomes an influential vehicle that creates pride and self-confidence in students with disabilities of SLB Ma'arif Muntilan.

From the findings, it can be seen that the technique of educating students with disabilities needs to be created and adjusted to the talents and interests of students. Providing insight into the arts such as music, dance and painting is a way of expertise. Learning in a cognitive-oriented school is balanced with artistic mentoring that is rich in taste, so that students with disabilities enjoy life more and are motivated.

4 Conclusion

From the findings of the data above, it can be seen that the technique of educating students with disabilities needs to be created and adjusted to the talents and interests of students. Providing insight into the arts such as music, dance and painting is a way of expertise. Learning in a cognitive-oriented school is balanced with artistic mentoring that is rich in taste, so that students with disabilities enjoy life more and are motivated.

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