OPEN ACCESS

Implementation of Counseling Guidance for Children with Special Needs

Lia Mareza[1*)], Agung Nugroho[1)]

[1] Universitas Muhammadiyah Purwokerto, INDONESIA

ABSTRACT

The purpose of this study is to provide an overview of the importance of implementing counseling for children with special needs with auditory barriers in terms of psychological, socio-cultural aspects to the development of science and technology. The research method used is descriptive qualitative research, by describing the implementation of counseling in the school, through observation, interviews, and documentation. The results of this study are counseling becomes a the most important need for children with special needs, this is because of several aspects such as psychological or emotional instability than the ability to socialize in society such as the influence of bullying or pressure social, to the ability of children with special needs to keep up with as a form of interaction from cyberspace or the use of advanced technology. The implication of this study is that counseling is actually the basic foundation for research in children with special needs that are useful as identification of potential and talent as well as an effort to solve problems that occur for children with special needs

Keywords: guidance, counseling, special needs

INTRODUCTION

The role of guidance and counseling services in the educational realm is a basic necessity to support the growth and development of students optimally, starting from personality development, social skills (activity daily) or the ability to socialize to developments related to the potential of students so that they are expected to be able to achieve his actualization later. Given the limitations in interacting and communicating both between teachers and students, parents with children with special needs, as well as among fellow students with special needs, making counseling becomes important for students with special needs, students with special needs are characteristically different from children in general. , students with special needs are children who need a communication strategy in an effort to attain special education and learning processes that are adapted to individual child barriers, such as mental, emotional and even physical inability [3]. Counseling guidance is an activity in organizing the process of providing assistance in a structured manner for students to adapt or to deal with the various problems they face [16]. The implementation of counseling for students with special needs is certainly a process of finding the best approach in the counseling process. The teacher practically applies various approaches and learning methods, which in the process will certainly find various obstacles that must be solved immediately so that the educational goals can be achieved. Counseling guidance is a medium of clear understanding of the relevant learning process for children with special needs in a comprehensive manner, such as the cognitive domain includes knowledge, opinions, facts, while the affective domain includes emotions, psychological dynamics then psychomotor domains include physical abilities in responding to an object [12].

One of the special schools in Purwokerto is SLB B Yakut Purwokerto. SLB B is an extraordinary school with characteristics of students with hearing impairments. Teachers and schools need educational facilities and infrastructure both software and hardware that are used to support the success of educational goals, one of which is through counseling services. The process of implementing counseling is able to bridge the expression and explore the potential of students both in the learning process in particular and achieve educational goals in general. The implementation of counseling services for students with special needs that are also carried out by class teachers often experiences problems and obstacles. Students with special needs sometimes still have

difficulty expressing or even exploring their sense of willingness in the possibility to choose or express their opinions.

The role of a proactive counselor is able to provide strong encouragement or advice to students with special needs when faced with problems of self-confidence, unpleasant treatment among fellow students, learning curriculum that is not appropriate for application, class teachers who are not competent in handling students, to school staff who are less supportive [11]. The limited ability of students to carry out daily communication activities, both at school and while in the home environment, makes the need for the role of counselors in prioritizing growth and self-development, and using creative counseling techniques such as play therapy or even art therapy [10].

Communication that is lacking and low in confidence both individually and in the social environment, lack of space for catharsis or emotional outbursts due to limitations in channeling aspirations, development of talents that are not yet suitable or not yet suitable containers, lack of facilities both individually and in groups in school or social environment. This then has an impact on the difficulties of students in building social relations with the community so that they are prone to experiencing negative experiences such as stigma and violence [15]. These obstacles can be overcome by the implementation of comprehensive counseling both in terms of psychological aspects, as well as from socio-cultural aspects that require special needs students to be able to socialize in society as a whole when in career selection later, even aspects of science and technology aspects for students with special needs. Self-motivation that is lacking, lacking in self-confidence to tend to withdraw because they feel kept away from social interaction makes students discourage their intention in starting something new they like.

Moreover, in the era of millennials, science grew rapidly, increasingly sophisticated technology simplified information traffic, but it still made the importance of the role of mentoring for special needs students to be able to balance the pace of global development with critical, innovative, problem-solving to interaction skills, social and cultural. So, guidance and counseling for students with special needs become important so that they can know the positive and negative effects of the development of the times along with the complexity of the types and conditions of work and individual competition.

Basically, the form of guidance services for students with special needs is more aimed at providing assistance to all students in developing effective behaviors and skills that refer to the development tasks of students with special needs. At Yakut Elementary School B Purwokerto, the condition of its students includes the age category of adolescents, who in their behavior tend to have the desire to experiment, enjoy new things, and imitate the things they have just met both directly and through social media. Psychologically it is still very unstable and its behavior is volatile and very emotional. Social skills of special needs students tend to be low, still require instruction from others to have good assertions, still seek acceptance from peers in affirming their own abilities [5].

The purpose of this study is to describe the psychological dynamics in counseling services for students with special needs with auditory barriers in terms of psychological, socio-cultural and science and technology aspects. The results of interviews conducted by researchers with the school principal SLB B Yakut Purwokerto, which is known that students with special needs are less motivated continuously both intrinsically and extrinsically, it is behind the formation of low self-esteem to fear of learning new things, lack of recognizing their own culture this is due to a lack of information especially those related to technology, students tend to follow trending without being able to sort the content contained on the internet.

MATERIAL AND METHODS

Methods

This research uses descriptive qualitative research method to study the implementation of counseling services for special needs students in Yakut SLB B in terms of psychological, socio-cultural and science and technology aspects.

Instrument

The purpose of this study was to find out the form of counseling services for students with special needs both from psychological, socio-cultural and science and technology aspects. The benefits of this study theoretically contribute to a theoretical study of the provision of counseling services for students with special needs. Practically, the benefits of developing programs to improve counseling services for students with special needs are more effective.

Procedures

The research location is in the Yakut B Special School under the auspices of the foundation located on Jl. Colonel Sugiri 10 Kranji Purwokerto Timur, there are 13 teachers and 1 student, there are 13 classrooms and 1 laboratory room which are sometimes used in activities related to practical learning. The total number of students from

grade 1 to grade 9 is 72 children. The primary data sources in this study or key person are then referred to as respondents are students, principals, and teachers at SLB B Yakut Purwokerto. Secondary data in this study are supporting informants and sources of written literature that are used to supplement the information data sources. This written data source includes studies relating to counseling and the importance of understanding counseling for special needs students. Documentation is the collection of data through writing in the form of archives, books, agendas, etc. as evidence that shows events or activities related to research.

Data Analysis

Data collected in the form of words from the results of interviews with respondents. This study will describe the data obtained in detail regarding the understanding of the implementation of counseling services. Data analysis is done by presenting data (verbatim), organizing data, reducing data into themes through coding processes, categorizing data then interpreting conclusions. Creswell stated that the process of data analysis aims to present data on the results of research related to counseling services for students with special needs[9].

RESULTS AND DISCUSSION

Guidance on Counseling by Psychological aspects

Guidance is done as an effort to manage students' time between learning time and psychological handling. Counseling guidance is carried out on a scheduled basis but remains conditional on problems that occur in the school environment. Teachers and principals conduct individual and classical guidance and also collaborate with parents and parties who are more expert about the psychology of students such as psychologists or psychiatrists. Schools provide guidance in the form of stress management when students will face exams, and also provide tips and tips to motivate students. The school plans a school education program which if it can be followed or accommodates the potential of the students [14].

The aim of counseling services is more to provide assistance to students (scaffolding) in order to be able to complete tasks of their development tasks as well as problems that are influenced by external factors. Counseling guidance is basically very important benefits for students in the school environment, this is because counseling can help students understand the potentials and weaknesses of the students themselves. Through counseling, students can be directed in having dreams and the direction in their achievement adjusted to their physical condition. The effort certainly requires special knowledge and skills that can support students' psychology in achieving it [13].

Classical counseling guidance with modeling techniques can reduce bullying behavior because with modeling the students' character will develop, students tend to reduce behavior that is detrimental to others when getting positive confirmation from others. This positive sense of reinforcement tends to be fun for students so there is a desire to maintain that feeling and repeat it [8]. Problems related to psychological students demand to be solved through the right psychological approach, mentioned by [1] in various aspects that must be guided and counseling services such as individual development problems; such as the transition period, maturity period, until the period of fulfillment of the task of further development. There are also problems related to individual differences, both among those with special needs and with regular students; this is related to the readiness of students in facing difficulties in adapting to their uniqueness and demands in their community environment. The introduction of types and levels of needs is the main thing that students need to know in sorting out their wants and needs. As students with special needs, students have the right to get the needs of love from family and the surrounding environment that are the same as other children, gain self-esteem, have the same expectations, feel to be part of a group, need to try new things and even get achievement and position, to the need to obtain security and protection in their daily lives. It should be the duty of the school and the government to provide an environment that provides convenience in the realization of a common good goal.

Table 1. Description of Guidance on Counseling for Students
with Special Needs B by Psychological aspects

Subject	Interview			Observation
	Counseling Guidance		Problems found	Troubleshooting found
	Individual	Classical (5-10 people) with Teachers or Peers		
Teacher and Principal	1) More implementation on individual counseling on personal problems 2) Service direct contact with students on a scheduled basis 3) Introduction to types and levels of needs	1) Implementation of positive counseling counseling in reducing bullying behavior and in increasing interpersonal communication difficulties 2) Assistance in determining decisions according to their respective personalities 3) Mentoring effective learning methods, tips on how to deal with exams, to managing stress, managing education plans	1) Unconfident, difficult to find self-ability, 2) low motivation in a certain achievement, 3) easy to give up on situations and conditions,	1) Individual counseling guidance carried out follows the development of students 2) Bring models that have succeeded in certain things as motivators
Students with Special Needs B	In self-communicating or cognitive abilities, such as translating expressions of words, writings and symbols into actions or carrying out instructions even catharsis expressions	1) Anxiety about his future 2) An inferiority complex 3) Impulsive behavior 4) Stress management	1) Unconfident, difficult to find self-ability, 2) low motivation in a certain achievement, 3) easy to give up on situations and conditions,	Problem solving is resolved if students are brave and have the will to solve it

Guidance on Counseling by Socio-Cultural Aspects

Basically, students with special needs have a good social level, this prosocial behavior has actually been formed since the deaf child has not been in school. Although along with the development of students, social behavior develops according to the suitability in their environment, both in schools, homes and the community.

Table 2. Description of Guidance on Counseling for Students
with Special Needs B by Socio-Cultural Aspects

Subject	Interview			Observation
	Counseling Guidance		Problems found	Troubleshooting found
	Individual	Classical (5-10 people) with Teachers or Peers		
Teacher and Principal	1) Students tend to be the role of "behind the scenes" (aplicatdity) 2) Guidance related to social skills and workshops that are relevant to local wisdom 3) individual development 4) individual differences 5) Introduction to types and levels of needs	1) In the ability of social interaction and communicating with other people who are not too well known. 2) Motivation to socialize with the wider community	1) Eye contact in the other person is very lacking. (aplicatdity) 2) withdrawal behavior from the social community 3) Passive, lack of initiative, lack of leadership spirit, experiencing qualitative disruption in reciprocal social interaction	1) Train public speaking so that students dare to appear 2) Engaging in several activities in the social environment, such as homework related to the environment around the house 3) Introduction to the new environmental climate to make it more adaptable 4) readiness in terms of skills and skills as a provision to jump into employment after completing their studies.
Students with Special Needs B	1) In the ability to imitate the actions and speech of the teacher both related to learning and not passivity 2) Confusion when starting to interact with new people (withdrawal)	1) More confident when with friends or in the same community (withdrawal) 2) The desire to join a new community is very high even though it still confuses the desire to follow a dominant (expansive) community	1) In the lower classes still tend to follow the majority, while in the high class they have begun to be brave in choosing a community related to their interests 2) Limited community selection in the area of origin 3) Support facilities and infrastructure in developing the potential (container / cultural enclaves) that are around	1) Following workshops or training provided by schools (expansive) 2) Trying to participate in various competitions in order to stimulate motivation and dominant self-confidence (Reactive) 3) Enthusiastic view of social media (Reactive)

There are several aspects in prosocial behavior in the social development of deaf children who have not yet attended school, mentioned by Mussen in Asih and Pratiwi, namely the willingness to share in all situations and conditions such as helping for those who have difficulty, tend to like forms of cooperation with others in order to achieve one common goal, behaving and behaving tend to be honest as is and desire to share very high needs around[15]. Age development also causes changes in various aspects of life such as social, cultural, economic and others. Students must be prepared to be able to overcome the challenges of a dynamic age development

especially in terms of career guidance. Teachers and parents must be able to explore the interests and talents of students so that students will have readiness in terms of skills and skills as a provision to jump into employment after completing their studies.

There is a pattern of development of social orientation in students in adolescence, Bronson in Emmi stated that there are 3 patterns of social orientation of students [16],

1). Withdrawal vs. Expansive, withdrawal is a student that is included in this pattern, namely students who tend to withdraw from their social life, while expansive are students who prefer to meet and socialize with people.

2). Reactive vs Aplicatdity, students who have a high sense of socialization tend to look for a lot of activities to explore their potential, while aplicatdity is a student who gives an excuse in socializing with the community.

3). Passivity vs. Dominant, if it is associated with the current millennium term passivity students are follower minded students, who follow many things around but only with membership, while students with dominant patterns are students who are more motivated to lead the group.

Counseling Guidance from the Aspect of Science and Technology

The role of guidance and counseling is important for students who are growing in the current millennial era. There is a division of generations that describes development to the needs of each generation. The generation born in the period 1995 to 2010 is a generation called generation Z. Generation Z tends to have unique characters, because of their dependence on the device and the duration of use which is more dominant than the previous generation (Ozkan & Solmaz in [4].

Table 3. Description of Guidance on Counseling for Students
with Special Needs B by Science and Technology Aspects

Subject	Interview		Observation
	Counseling Guidance		
	Individual	Classical (5-10 people) with Teachers or Peers	Problems found	Troubleshooting found
Teacher and Principal	1) Handling the creation of social media accounts 2) Information technology learning training 3) Accompanying students in behaving creatively in accordance with the information obtained	1) Training in the use of social media and guidance on differences in personal and public matters 2) Problems with family or friends 3) The rapid ability of experts in the use of devices in accordance with the speed of technology conditions them to tend to only socialize through social media only.	1) Social media abuse is more about personal diaries 2) lack of interest in learning things related to technology such as application usage, web creation etc.	1) Assistance in social media accounts that have been made regularly by students so that they are able to develop new skills effectively and productively 2) workshops are given in a variety of ways so that students can choose and arise the desire to be able to operate it 3) Develop a network related to children with special needs, conduct research related to counseling for students with special needs
Students with Special Needs B	1) The social media account monitored by the teacher makes students want to make a fake account 2) Less open to problems that occur on social media, instant way is to block accounts.	1) Tend to be only visual connoisseurs displayed by the internet and only see the trending ones 2) Very much like freedom of expression without thinking about causes and consequences and have high self-esteem.	1) The gap between friends who have many followers and lots of likes can create problems between students 2) Difficulties in digesting tutorials on the internet because they are sometimes presented with audiovisual only	1) Counseling about the function and use of social media regularly with assistance from psychologists and counselors 2) Assistance in the form of tutorial workshops obtained from the internet in audiovisual manner so as to be able to accommodate the interests of students

Some of the child indicators included in generation Z are mentioned by Elizabeth T. Santosa in [4], namely:

1. Having a sense of optimism or big ambition or passion in learning new things, especially those related to dreams or dreams.
2. Tends to think and behave quickly (instant). Lack of respect for the process and tend to take shortcuts.
3. Very much like freedom of expression without thinking about causes and consequences and have high self-esteem.
4. Tend to look for things to detail this because of the availability of convenience facilities in finding digital trace data or history so that it tends to be easy to get data checks.
5. Great desire to get a recognition, this is due to the rapid achievement of all aspects so that it is fast also in an acknowledgment in the process of socializing.
6. The fast ability of experts in the use of devices in accordance with the speed of technology conditions them to tend to only socialize through social media only.

Technological development is a challenge for teachers and parents to be able to understand the developments that are being experienced by students. Teachers and parents are also required to master technology, especially in relation to choices that are constantly changing according to the development of the times. Global influence makes teachers and parents have to be literate, for internet media teachers can be involved as a learning process (online) and even the process of interaction between students with teachers and teachers with parents of students without looking at the time and place so that monitors and mentoring the development of participants students become maximal because students can know the positive and negative effects of these developments as well as developments in the learning process in this case namely education, namely the form of counseling services can affect the performance of students' academic achievements [9].

CONCLUSION

This service provides a general description of the development of students with special needs from psychological, socio-cultural and science and technology aspects. The service process is programmed and responsive or flexible considering the characteristics of students who have not all been able to follow the counseling approach process. From the psychological aspect can know the anxiety that is owned by students, how to manage stress, from individual problems to adjustment in their environment. From the socio-cultural aspect, it is more to the formation of behavior and personality of students in the adjustment with the surrounding environment even related to the decision making of his career later. From the aspect of science and technology, more to assist students in following the rapid development of the times so as to be able to sort out positive and negative impacts in technological development.

REFERENCES

[1] Aisyah, Siti (2018) Need for Counseling Guidance Services in Schools (Viewed from Psychological, Socio-Cultural and Science and Technology Development Aspects). *Education and Development Journal*. 4(1), 12-19

[2] Asih, G. Y., & Pratiwi, M. M. S (2010). Prosocial Behavior Viewed from Empathy and Emotional Maturity. *Psychology Journal of Muria Kudus University*, 1 (1), 33-42,

[3] Aqila, Smart. (2010). *Anak Cacat Bukan Kiamat*. Cet.1. Yogyakarta: Kata Hati

[4] Caraka, Bkhakti & Nindiya, Safitri (2017) Role of Guidance and Counseling for Facing Generation Z in the Guidance and Development Counseling Perspective. *GUSJIGANG Counseling Journal*. 3(1), 7-14

[5] Diahwati, Rina & Hariyono, Hanurawan (2016). Social Skills of Students with Special Needs in Inclusive Elementary Schools. *Journal of Education: Theory, Research and Development,* 1(8), 12-20

[6] Ebizie, E.N., Enajedu, E.E., Nkechi, E., (2016). The Role of Guidance and Counseling in Effective Teaching and Learning in Schools. *International Journal of Multidisciplinary Studies*. I(2), 36-48

[7] Emmi Khalilah (2017). Guidance and Social Personal Counseling Services in Improving Student Social Relations Skills. *JIGC*. 1(1), 41-57

[8] Firdian & Sugiyo, Purwanto (2017). The effectiveness of the guidance of Positive Modeling and Affirmation Techniques to Reduce Bullying Elementary School Behavior. *Journal of Counseling Guidance*. 6(2), 11-20

[9] Foluke, NB & Oluwabunmi, O.O (2017). Influence of Counseling Services on Perceived Student Academic Performance of Secondary Schools in Lagos State. *International Journal of Instruction*. 10(2), 211-228

[10] Goodman-Scoot, Emily & Jenifer Scaturo, Ian Martin, Kathy Biles (2016). School Counseling Faculty Perceptions and Experiences Preparing Elementary School Counselors. *The Professional Counselor*. 6(4), 303-317

[11] Gul Kahveci (2016). School Counseling and Students with Disabilities. *International Online Journal of Primary Education*. 5(2), 34-42

[12] Irham, Muhammad (2013). Counseling Guidance in Madrasas. *Journal of Islamic Education UIN Sunan Gunung Jati.* XXVIII (3), 18-29

[13] Kenneth O.O., Beatrice A.O., Peter O., (2014). Effectiveness of Guidance and Counseling Services on Adolescent Self-concept in Khwisero District, Kakamega Country. *International Journal of Human Resource Studies*. 4(4), 27-37

[14] Margaret, J.K.R, (2015). Planning and Implementation of Guidance and Counseling Activities in Secondary Schools: A Case of Kamariny Division of Keiyo District, Kenya. *Journal of Education and Practice*. 6(5), 15-23

[15] Toe D. M & Paatsch L.E. (2010) The Communication Skills Used by Deaf Children and Their Hearing Peers in A Question and Answer Game Context. *Journal of Deaf Studies and Deaf Education.* 229-241

[16] Yusuf, Syamsu & Nurihsan, Juntika (2011). *Landasan Bimbingan & Konseling*. Bandung: Remaja Rosdakarya & PPs UPI