

Social Studies Lesson Planning for Children with Intellectual Disabilities in the Pembina State Special School of South Kalimantan Province

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Abstrak

Pencapaian tujuan pembelajaran berkaitan dengan perencanaan pembelajaran berbasis kurikulum dan kebutuhan peserta didik. Penelitian ini bertujuan mendeskripsikan perencanaan pembelajaran IPS untuk anak tunagrahita di SLB-C Negeri Pembina Provinsi Kalimantan Selatan. Penelitian dilakukan dengan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan mengumpulkan data, reduksi data, penyajian data hingga melakukan penarikan kesimpulan. Uji Keabsahan data menggunakan triangulasi sumber, teknik dan waktu. Hasil penelitian memastikan bahwa perencanaan pembelajaran IPS pada anak tunagrahita di SLB-C Negeri Pembina Provinsi Kalimantan Selatan pada jenjang SMPLB dirancang secara khusus oleh guru untuk memudahkan peserta didik memahami materi oleh pembelajaran. Perancangan pembelajaran tersebut dimuat pada RPP mencakup tiga tahapan yaitu kegiatan pendahuluan, kegiatan inti dan kegiatan penutup. Kegiatan pendahuluan mencakup aspek apersepsi, menggali pengetahuan, dan pemaparan tujuan pembelajaran. Kegiatan inti mencakup penyampaian materi dengan melakukan kegiatan berupa mengamati, menanya, mencoba, menalar, dan menyajikan hasil belajar. Kegiatan penutup mencakup kegiatan refleksi dan evaluasi terhadap kegiatan pembelajaran. Perancangan pembelajaran tersebut dibuat oleh guru merujuk Kurikulum 2013. Pada tahap implementasi guru mengalami kendala dalam penyampaian pembelajaran dikarenakan seringnya peserta didik tidak hadir sehingga guru melakukan pengulangan penyampaian materi IPS pada pertemuan selanjutnya. Kendala ini berdampak bagi efektivitas implementasi dari perencanaan yang telah dibuat oleh guru.

Kata Kunci: Perencanaan, Pembelajaran IPS, dan Anak Tunagrahita.

Abstract

The achievement of learning objectives is related to curriculum-based learning planning and the needs of students. This study aims to describe the social studies learning planning for mentally disabled children in SLB-C Negeri Pembina, South Kalimantan Province. The research was conducted with a qualitative approach with descriptive methods. The data collection technique was done by observing, interviewing, and documenting. Data analysis was performed by collecting data, reducing data, presenting data, and drawing conclusions. The data validity test used source, technique, and time triangulation. The study results confirmed that the teacher explicitly designed the social studies learning planning for mentally disabled children at SLB-C Negeri Pembina South Kalimantan Province at the SMPLB level to make it easier for students to understand the material learning. The learning design contained in the lesson plan includes three stages, namely preliminary activities, core activities, and closing activities. Preliminary activities include aspects of apperception, gathering knowledge, and describing learning objectives. The core activities include delivering material by carrying out activities in observing, questioning, trying, reasoning, and presenting learning outcomes. The closing activity includes reflection and evaluation of learning activities. The learning design was made by the teacher

referring to the 2013 Curriculum. At the implementation stage, the teacher experienced obstacles in learning due to students' frequent absences. The teacher repeated the delivery of social studies material at the next meeting. These constraints impact the effectiveness of the implementation of the plans that the teacher has made.

Keywords: Planning, Social Studies Learning, and mentally disabled children.

PRELIMINARY

Education is the right of every citizen, including children with special needs. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 4 paragraph (1), it is explained that all people, including children with special needs (ABK), have the same right to get an education without any discrimination. The rights of children with special needs in achieving education must be fulfilled like normal children as education is a fundamental right of all people that must be fulfilled regardless of one's background and the physical condition of students.

With equal opportunities for children with special needs to get an education, the government as a policy maker provides an educational unit that can organize every educational need for children with special needs. The education is designed in such a way as to suit the needs of students with various specifications. This educational unit is known as the Special School (SLB). SLB is an education provision for students with disabilities or students with extraordinary intelligence held inclusively in special education units with the TKLB, SDLB, SMPLB, and SMALB levels. These various levels are formally available for children with special needs, just like education levels in general.

Mentally disabled children are part of children with special needs. A mentally disabled child is someone who has intelligence delays and has intelligence that is below average. The child is also unable to adapt to behavior during development. Mentally disabled children also have academic barriers; learning mentally disabled children must have a curriculum modification to match children with special needs (Kustawan, 2012). The state of mentally disabled children lacks the intelligence that children generally have, and children with special needs are difficult to adapt; symptoms appear before 18. A person is mentally disabled, has a lower intelligence development (IQ), and mentally disabled children have difficulty learning and socializing.

In South Kalimantan Province, the address is precisely at Jl. Jenderal A. Yani, KM 20 Landasan Ulin, Kayu Bawang, Gambut District, Banjar Regency, a school specifically a place of learning for mentally disabled children. The school is SLB-C Negeri Pembina South Kalimantan Province. At the school, there are two levels of education available, namely SDLB

and SMPLB. This particular school is a special education unit to provide learning to children with special needs, namely mentally disabled children.

In learning, mentally disabled children also get various subjects with thematic concepts. Even though mentally disabled children have reasoning abilities below average. Social studies subjects are subjects that are taught to mentally disabled children. Through social studies learning, mentally disabled children are expected to get to know their environment (Ifa, 2014; Supardan, 2014). Social studies learning here is to develop social skills to quickly gain knowledge and experience to practice in social life, which requires real and actual learning materials or materials with their environment. The real and actual material will fulfill the teaching principle, which must be contextual so that it is not boring because it is abstract and difficult to digest. Otherwise, it will motivate children to learn and feel the direct or tangible benefits of this learning. Social studies learning has a variety of methods to make learning more enjoyable to overcome the boredom of students in learning as well as students directly absorb the benefits of the learning process (Suprayogi et al., 2017)

In learning a subject, of course, it cannot be separated from planning. In learning, there are elements, namely planning, implementation, and evaluation. One important thing in learning is related to the lesson plan (RPP) because it is planned that learning will be structured from the beginning of the learning process to the end (Rusman, 2017). In social studies learning, planning is a conscious effort made by social studies teachers before implementing learning in class in clear procedures, written in the learning implementation plan, namely preliminary activities, core activities, and closing activities to achieve learning objectives, from the lesson plan implemented through the implementation of learning for and evaluated at the end of the learning process to measure the ability of students (Putra et al., 2020; Syaharuddin & Mutiani, 2020).

Research related to social studies learning planning has been carried out by Dina Mardiana (2020) with Social Studies Learning Planning at SMPN 1 Banjarbaru. The study results describe that in the lesson planning at SMPN 1 Banjarbaru, the teacher can become a teacher, mentor, facilitator, and evaluator. In contrast to this study, this study focuses on social studies learning planning for mentally disabled children in SLBC, South Kalimantan Province. With the condition of mentally disabled children who have limitations, of course, in learning planning, there is a need for planning according to students' needs and conditions. Learning planning needs to pay attention to several elements, including students. Every learning process is closely related to the character of students. Some students can digest the material presented quickly, and some students are a bit slow in digesting the subject matter presented, likewise for

mentally disabled children who have special needs. This difference is why the teacher must be able to design strategies in teaching to suit the state of understanding of students. As the nature of learning is "change" and the essence of learning is "regulation," According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between teachers and students and the learning resources used to take place in one environment. learning (Djamarah & Zain, 2006). Based on this, This article aims to describe the social studies learning planning for mentally disabled children in SLB-C Negeri Pembina, South Kalimantan Province.

METHOD

A qualitative approach was used in this study to obtain in-depth information and describe all findings related to thematic concept social studies learning in SMPLB. Qualitative research is a research approach that reveals social situations by describing reality correctly, formed by words based on data collection and data analysis methods(Aan & Djam'an, 2011). The subjects in this study were as follows:

Table 1. Research Subjects

No.	Name	Age	Profession	Information Description
1	Hj. Rosita Sari	45	Head of SLBC Negeri Pembina Province South Borneo	Application of the curriculum. The state of social studies teachers
2	Sanyata, S. Pd	54	Class VIII teacher with mental retardation	Learning planning Implementation of learning Learning evaluation
3	Muhammad Jaka	15	Class students VIII mental retardation	Implementation of learning
4	Muhammad	14	Class students VIII mental retardation	Implementation of learning
5	Rahma	15	Class students VIII mental retardation	Implementation of learning

Source: Research Data (March 2020)

Researchers obtained informants to obtain information about social studies learning at the Pembina State Senior High School. The data collection method was carried out by observation, namely observing activities during social studies learning in-class learning. Interviews were conducted with the principal, class VIII mentally disabled eye teachers, and students. The documentation is carried out to photograph learning activities in class. Reduction (reduction), data presentation (display), and conclusion (verification) are systematic methods of data analysis. Test the data's validity by triangulating sources and triangulation of techniques, an extension of observations, and reference materials.

RESULT AND DISCUSSION

SLB-C Negeri Pembina South Kalimantan Province, located in South Kalimantan Province, is one of the SLB-Cs that implements thematic learning. Students are unconsciously learning certain subjects the learning concept as per the theme. The teacher also uses various method-based learning to make the learning process more enjoyable in the classroom. The use of various methods makes students contextually receive the material presented in the learning process. Thus, learning in the classroom focuses on students and is facilitated by the teacher.

Based on interviews with class teachers at SMPLB Negeri Pembina South Kalimantan Province, namely Mr. Sanyata, the thematic learning concept applied in SMPLB, where every learning occurs, the teacher always uses creative methods to attract the attention of students. Learning activities are always endeavored to use methods that utilize items that have been provided by the school and those around the school environment. This aims to stimulate children's enthusiasm for learning. When the teacher presents social studies material, the teacher always uses the environment to deliver the material. The goal is to provide students with understanding as support in the social studies learning process.

In the planning of social studies learning at SMPLB Negeri Pembina Kalimantan Province, there are three stages, namely preliminary activities (apperception, exploring knowledge, explaining learning objectives, delivering material), core activities (observing, asking, trying, reasoning, and presenting learning outcomes), and closing activities. (reflection and evaluation) attached to the lesson plan (RPP). According to Triwiyanto (2015), learning planning is designed to be developed sequentially, starting from the primary material and the predetermined themes that must also refer to the syllabus according to school directions. RPP includes school data, subjects, classes / semesters, subject matter, time allocation, learning objectives, essential competencies, and indicators of achievement of predetermined competencies on materials, methods, media, tools, learning resources, steps for learning activities, as well as assessments. This is attached in the table description as follows:

Table 2. Identification Sheet of Social Studies Learning Plan Observation at SMPLB Negeri Pembina Banjarbaru

No.	Aspects Observed (Component RPP)	Nothing	Less complete	It's complete
A. Subject Identity				
1.	Complete identity			√
B. Formulation of Indicators				
1.	The completeness with SKL, KI, KD			√

2. Formulation of learning objectives	
1. The completeness with the process and learning outcomes	√
2. Completeness with KD	√
D. Completeness of Teaching Materials	
1. Learning objectives	√
2. Characteristics of learners	√
3. Time Allocation	√
E. Completeness of Learning Resources	
1. Learning materials	√
2. Characteristics of learners	√
F. Completeness of learning media	
1. Learning objectives	√
2. Characteristics of learners	√
G. Completeness of Learning Model	
1. Learning objectives	√
2. Characteristics of learners	√
H. Complete Learning Scenarios	
1. Completeness of the implementation of learning	√
2. Scientific approach	√
3. Presentation of material	√
4. Time Allocation	√
I. Completeness of Evaluation	
1. Indicator	√
2. Authentic Assessment	√
3. Answer keys and questions	√

Source: researcher documents (March 2020)

The table above results from the identification of the items' completeness in the learning planning document. Based on this identification, each item of learning planning carried out by social studies teachers at the Banjarbaru Supervisory State Senior High School, from the administrative completeness of the education unit to the completeness of planning in the initial

activities, core activities, and learning evaluation activities have been planned by the teacher and contained in the learning planning document. The teacher in the planning uses learning support tools as a learning resource in the form of student books, teacher books, the internet, and the environment as a supporting tool in achieving classroom learning. The teacher uses the surrounding environment in designing the material for technological development, and his reasons are so that students can understand the material presented. As in the preparation of the need for lesson plans to apply pedagogical principles in writing so that they are realized in learning activities so that students gain effective learning experiences in developing attitudes, knowledge, and skills following the learning objectives that have been set (Abbas et al., 2021; Mutiani, 2019; Mutiani et al., 2021).

In the social studies learning unit for mentally disabled children at SMPLB, the teacher prepares a learning design related to the learning process. Based on the results of interviews with Mr. Sanyata, the curriculum team makes annual programs, makes semester programs, prepares a syllabus, then submits it to the teacher concerned so that the teacher has a reference for making lesson plans, makes daily test grids as well as analyzes student learning outcomes, and makes remedial and assignments. The statement made by Sanyata (Monday, 9 March 2020) is as follows:

"The preparation of the RPP is the task of the curriculum team, starting from the introduction, core competencies, basic competencies, adjusting KI and KD then remodeling again about the themes and titles to be taken, the problems to be presented to the class, determining methods, strategies, and evaluating according to developments and the abilities of students. Students' development in this particular school varies according to each child's abilities; for example, in social studies learning about material production, distribution, and consumption. The explanation of the material is measured by the IQ possessed by each child who can learn in applying social studies material about economic activities that they understand. In making lesson plans, I gained knowledge from social studies teachers' socialization, and the internet is also needed in updating the selection of learning strategies and models. "

In the first meeting, teachers implement a plan of the subject matter of technological development, sub-theme of motion energy, and learning support tools. Learning resources in the form of student books, teacher books, and the internet also take advantage of the environment as a supporting tool in achieving classroom learning. Teachers practice directly in class by adjusting existing material, namely technological developments in the use of technology in everyday life. Students are given the task of making kites. The teacher uses the environment in delivering the material, and the reason is that students can understand the material. They are delivering material in class as far as I can involve students to make students

participate directly. The school is also very supportive of the learning process in providing tools to achieve learning objectives in the classroom. Regarding learning evaluation, assignment in thematic, remedial, and enrichment textbooks is made by assignment if the students' scores do not meet the criteria (Aunurrahman, 2009; Jumriani et al., 2021; Wahidmurni, 2017).

Planning in social studies education is a conscious effort made by social studies teachers before implementing classroom learning in the form of clear procedures to achieve goals to obtain satisfactory results (Mutiani et al., 2020; Sapriya, 2017; Syaharuddin & Mutiani, 2020). Besides, it is guided by the 2013 syllabus and curriculum; learning planning must also be adjusted to students' abilities, learning motivation, potential, social abilities, emotions, unique learning style needs, cultural backgrounds, and students' environment (Abdullah, 2012; Abbas, 2015). The aspects that have been mentioned are essential for designing the learning process so that the implementation or implementation of learning can run systematically (Fadillah, 2014; Mulyasa, 2017).

Social studies are learning planning that develops and refers to the 2013 curriculum. The teacher's task syllabus that develops learning also refers to the government according to applicable regulations that also contain students' essential learning competencies. This also means that the teacher has been able to make learning tools according to what is stated in Permendikbud Number 65 of 2013 concerning the learning process that has been planned to carry out learning that has been designed in learning activities, namely face to face one meeting or more which is developed carefully and in detail from the primary material also the learning theme that has been referring to the syllabus is directed at the learning activities of students taking place (Abbas, 2020a; Mariati et al., 2021).

Based on the explanation above, it can be said that the social studies learning planning for mentally disabled children at SMPLB South Kalimantan teachers conduct lesson planning by first choosing which parts should be brought to class. In learning planning, the teacher has data on the abilities of all students. This aims to make the teacher understand one by one the students in the class. As children with special needs, especially mentally disabled children, have the right to receive services with individual learning programs (PPI) without realizing that each child gets different educational needs for each child (Abbas, 2020b; Ifa, 2014).

CONCLUSION

Learning planning at SMPLB includes three things: initial activities, core activities, and closing activities that refer to the 2013 syllabus and curriculum. The teacher has carried out duties as a teacher, mentor, and evaluator for students in planning. The teacher's lesson planning at the Banjarbaru Pembina SMPLB for mentally disabled children has taken advantage of the

environment to support learning in the classroom with students. The social studies are learning planning that the teacher has developed to the government's applicable curriculum and syllabus. Teachers make learning implementation plans based on the 2013 curriculum and syllabus that lead to student learning activities to achieve essential competencies. In making lesson plans, the teacher has developed it first to choose which parts the teacher should bring to the class according to each student's abilities. Learning designs that integrate daily life make it easier for mentally disabled children to understand better the content of the material presented so that learning runs well in the classroom.

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