

## Research article

# Platform on Online Learning for Students with Mental Retardation

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## Abstract.

This study discusses the use of platforms in online learning for students with special needs. Students with special needs have participated in online learning in the last 2 years following government policies regarding the implementation of learning during the pandemic. The learning process certainly has its own challenges because of the different conditions of the students. Various adjustments that must be made are constrained by existing limitations. The rapid development of various learning platforms does not seem to have much contribution in the implementation of learning for students with special needs. This research was conducted in several schools in Java which represent the research topic. Data were collected through interviews with 3 groups of informants consisting of teachers, parents, and students. The data is supported by the results of observations and documentation of the implementation of online learning which is followed by students with special needs. The results show that in general there are 3 platforms used in online learning for students with special needs. The platforms used are Whatsapp, Google Workspace, and Youtube. the three platforms are used in the process of delivering material, storing and categorizing learning documents, and used in the learning evaluation process. The selection of the platform was based on several considerations, namely: it is familiar to students, easy to use, and does not require a large quota.

**Keywords:** Platform; Online Learning; Student with Special Needs

## 1. Introduction

The government's efforts to continue to fulfill the rights of every citizen continue to be carried out by increasing the opportunities for children with special needs to attend education. This can be seen from schools for children with special needs, namely Special Schools (SLB), whose numbers are increasing every year. In 2020, there were 2,250 SLBs consisting of 595 state SLBs and 1,655 private SLBs. The number of new students in the 2020/2021 academic year has also increased with a total of 28,033 students enrolling at 3 levels of education, namely SD, SMP, and SMA. So that in total there are 144,621 students with special needs in school. (1) The increase in the number of schools and the number of students shows that public awareness to obtain education

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is also constantly being built. The condition of special needs does not dampen the enthusiasm to keep learning and developing themselves. As a part of educational institutions, policies related to the implementation of learning in special schools certainly refer to learning policies that apply in Indonesia. Including in a pandemic condition, the implementation of learning at special schools is also carried out in accordance with the circular letter of the Ministry of Education and Culture (Kemendikbud) Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19. The policy states that the learning process at all levels of education in Indonesia, including SLB, is carried out learning from home through online learning or distance learning. This unpredictable condition causes many educational institutions to encounter obstacles in the implementation of learning. For example, the limitations of teachers in mastering technology, the infrastructure of educational institutions that do not fully support the implementation of online learning, and the unpreparedness of the budget of educational institutions to carry out the learning process that has changed from offline to online. (2) In addition, the limited use of devices in the implementation of online learning is also a problem experienced by students at the lower grade level in the process of implementing online learning. (3) So that in the implementation of online learning, its success is largely determined by the ability of teachers to provide learning content and motivate students, as well as supporting facilities in the form of internet networks and adequate devices. (4)

Similar conditions are also experienced by inclusive schools which have students with diverse conditions. In the implementation of offline learning, the different conditions of students in inclusive schools make teachers need to prepare learning plans that can accommodate the needs of all students, both regular students and students with special needs. Various strategies and methods are used so that learning for children with special needs can run effectively. For example, by providing personal services to students by providing motivation, providing learning programs that are in accordance with the conditions of each child, and providing opportunities for children to develop. (5) In addition, the implementation of learning also needs to be done adaptively to adjust the conditions of each student. (6) Meanwhile, the use of digital technology in learning for children with special needs has actually been carried out even before the pandemic. Along with technological developments, learning for children with special needs is also carried out by utilizing devices as an alternative strategy in the learning process. For example, by utilizing applications that can be used by children with special needs in helping the implementation of learning. (7) The learning process turning online is actually a momentum to maximize the development of various learning facilities based on digital

technology. The government through the Ministry of Education and Culture has actually developed a learning platform called Learning House. Even educational institutions under the auspices of the ministry of education have been advised to use this platform in learning through the Circular of the Ministry of Education and Culture Number 10 of 2018. (8) In addition, several learning platforms are also recommended in the implementation of online learning, for example by using Google for Education, Ruang Guru, Mu School, Smart Class, Quipper School, Microsoft Office 365, and Zenius Education. (9) Meanwhile, the implementation of learning for children with special needs through online learning is a challenge. The diverse conditions of students make adaptations in the learning process uneven. Although many platforms have been developed to facilitate online learning, not all of these platforms can be used for learning for children with special needs. So that various adjustments made by the teacher still need to be made. This study focuses on examining how the use of platforms in learning, especially in learning for children with special needs. The research is interesting because it turns out that of the many learning platforms developed, not all of them can meet the needs of students with special needs in learning. For this reason, more in-depth research is needed regarding any platforms that allow students with special needs to use them in the learning process. It is hoped that the results of this research can be used as a reference in the development of online learning for students with special needs. So that later efforts to organize learning for all students, both regular students and students with special needs will run effectively.

## 2. Method

This study analyzes the use of learning platforms used in online learning for children with special needs. The type of special needs that is the focus of this research is mental retardation. Children with mental retardation who became research informants were children who were at the high school level. The data were collected from various informants who were directly involved in the learning process, through purposive sampling technique. Informants selected in this study included students with special needs, teachers, and parents in inclusive schools. Located in several inclusive schools in several areas on the island of Java, research data collection was carried out through several methods, namely interviews, observation, and documentation. In-depth interviews were conducted with students and teachers regarding the online learning process. While interviews with parents were carried out as parties who accompanied students in online learning at home. In addition, observations were also made regarding the implementation of online

learning which was followed by researchers through the platforms used in learning. Furthermore, in the documentation process, researchers document various data related to the implementation of learning, including learning documents, subject matter, and other data. The data that has been collected is then processed through several stages of data analysis, namely data reduction, data presentation, and drawing conclusions. The three stages are carried out to ensure that the data used in the research is data that is directly related to the research focus.

### 3. Result and Discussion

There are various types of special needs in children, so they require different approaches. In the learning process, learning for children with special needs needs to be adapted to the characteristics and conditions of each child. Mentally retarded children who are informants in this study are children who experience retardation in mental development so that they experience difficulties in academic, communication, and social terms. (10) Although mental retardation is a condition of mental disorder, in some conditions there are mental retardation conditions which are also accompanied by physical abnormalities. The characteristics of mental retardation that are directly related to the learning process include:

1. Have intellectual abilities below average. In terms of intellectual ability, mental retardation conditions can be grouped into 3 forms, namely mild mental retardation, moderate mental retardation, and severe mental retardation. Children with mild mental retardation have an average IQ level of 50-70. Children with this condition, have the ability in the academic field, have the ability to work, and adapt to their environment. However, in carrying out these activities, there are obstacles, such as the lack of mastered vocabulary and difficulties in abstract thinking. Children with moderate mental retardation, have an IQ level of 30-50 intelligence. In academic ability, children with mental retardation are having difficulty in following lessons. Therefore, the focus of learning is to equip self-care skills and functional learning. Meanwhile, children with severe mental retardation have an IQ of less than 30. This condition causes children with severe mental retardation to need help and assistance from others in carrying out daily activities.
2. Have less ability to adjust behavior. The limited ability to adjust behavior causes mentally retarded children to be unable to carry out jobs that should be done by children at their age. The behavior development of mentally retarded children is

usually like that of younger children. That's why in teaching a skill in completing work, simple tasks are taught.

From this explanation, it can be seen that the learning process for mentally retarded children needs to be specially designed to accommodate these two characteristics. Learning plans, which are carried out offline or face-to-face, have been widely carried out because they have become daily learning activities. For example, in improving the reading ability of mentally retarded children by applying the phonix method (11) and improve math skills using the IKODAPAT method (12). The development of learning media for mentally retarded children has also been carried out, starting from visual-based learning media such as comics (13) to audiovisual-based media such as learning animations (14). The development of various learning methods and media is one of the good indicators in the development of learning for mentally retarded children. However, these developments still need to be improved, especially with the current pandemic conditions. The pandemic condition requires all students, including mentally retarded students to study online. In this condition, learning needs to be prepared as well as possible so that the learning process can still be carried out properly. The development of various learning platforms has been carried out to facilitate the online learning process during the pandemic. Even in learning for mentally retarded children, a special platform was also developed to learn Indonesian, Mathematics, Science, Health and Social lessons through the SIGAP E4 application. (15) However, in its application, there are still many lessons for mentally retarded students that have not been implemented properly. Various learning platforms that have been developed, not all of them can be used in learning for mentally retarded students because they do not accommodate the needs of students who have difficulty learning something complicated. Not all learning platforms are developed with the persona of children with special needs, especially mentally retarded. This causes the majority of these platforms to be used by regular students. In several schools that are the location of this research, teachers are trying to continue online learning by utilizing various existing platforms. In general, the platforms used in online learning for students with special needs, especially mentally retarded, are 3 platforms, the three are:

### 3.1. Whatsapp

Whatsapp application is one of the media used by people as a communication tool by sending messages, pictures, important documents or telephones. (16) The Whatsapp application is one of the most widely used applications in the communication

process because it is easy to use and does not require expensive fees. The speed of information obtained from Whatsapp is supported by the group chat and boardcast message features. In the implementation of online learning for mentally retarded students, Whatsapp is the main platform used in delivering material and in the evaluation process. In delivering material, Whatsapp is used to convey material in synchronous and asynchronous learning. Synchronous learning carried out through Whatsapp is carried out through video calls. The video call feature that can be used by up to 50 users has accommodated the learning needs of mentally retarded students. The number of mentally retarded students who are not too many, only about 10 students in each class, is sufficient with this feature. The stages of learning using the video call feature begin with the teacher opening the class by making group video calls to mentally retarded students. Students, accompanied by parents, join the video call. When all students are ready to join the video call, the teacher will start the lesson. The stages of opening learning in synchronous online learning are almost the same as offline learning, namely praying before starting the lesson, the teacher greets and asks how the students are, the teacher provides motivation, and briefly repeats the subject matter that has been studied at the previous meeting. The implementation of learning through video calls lasts about 30 minutes. The duration of time is determined based on previous learning experiences, because if the duration is longer, students will feel bored and not focus on learning. That's why it's not uncommon for teachers to give ice breaker or games in the middle of learning so that students don't get bored easily. Although when compared to the implementation of learning, the duration is usually 30 minutes, including short, but this duration is the most ideal for synchronous online learning for mentally retarded students. Through the video call, the learning process does not only transfer knowledge but teachers can also interact directly with students and build closeness with them. This synchronous learning session is used to deliver learning materials and ask questions related to material that has not been understood by students. Delivery of learning materials through video calls also allows teachers to ensure students' understanding of the material presented. The thinking characteristics of mentally retarded students who are easier to learn by seeing examples directly can be done through this video call. While the evaluation process carried out through Whatsapp, is only limited to sending a link for assignments or evaluations that must be done by students. While in the implementation of the evaluation, using other platforms such as Google Workspace.

### 3.2. Google Workspace

Google Workspace or previously known as Google Suite is software developed to maximize productivity through work collaboration. Google Suite can also be used in the learning process through Google Suite for Education. The features in the Google Suite include Google Docs, Google Sheets, Google Slides, Google Forms, Google Sites, Google Keep, Google Drive, and various other applications that can be connected to each other. (17) Of the various applications developed by Google, there are 2 applications that are widely used in online learning for mentally retarded students, namely Google Docs and Google Drive. Google Docs is a word processing application that can be used to compose text and paragraphs by utilizing various types of letters, images, and tables. (18) While Google Drive is an online data storage service that can be synchronized with other Google applications. Both Google Docs and Google Drive can be used for free and allow access to many users. This advantage is what makes all Google applications, including Google Docs, can be used in doing a task or work together even though the users are in different locations. (19) The use of Google Docs and Google Drive in online learning for mentally retarded students is used as a medium to provide subject matter, assignments, or evaluations or exams. In the process of delivering subject matter, this platform is used to deliver material asynchronously. The teacher prepares material on Google Docs which is stored directly in Google Drive. These materials can be accessed by students whenever they need. This also helps in the implementation of synchronous learning so that it is maximized because before class starts, students can first read the material that has been prepared by the teacher in Google Drive. In addition, saving material in Google Drive can also be used by students to re-learn material that has been delivered by the teacher. With this repetition of learning, it is hoped that mentally retarded students can understand learning because one of the learning methods for mentally retarded students is through the drill or repetition method. Of course, in repeating subject matter, parents need an active role to accompany their children in learning. In this study, it was found that parents of mentally retarded students supported every policy from the school. Parents have the belief that any policy implemented by the school is the best decision for their child. So that when online learning takes place both synchronously and asynchronously, parents are cooperative to accompany learning. In the process of evaluating and giving assignments, teachers use Google Docs to compile questions and assignments that must be done by students. The questions made by the teacher are adjusted to the material that has been presented previously, both the material delivered synchronously

and asynchronously. These questions and evaluations are then stored in Google Drive and the link will be shared when an evaluation or assignment is scheduled. The link information is shared via Whatsapp so that it can be accessed by all students. Storage of various materials and questions in Google Drive is more organized and neat, because files can be stored in folders according to the meeting or chapter being studied. This is the teacher's consideration for using Google Drive to save various documents and then share the link via Whatsapp, rather than sending document files directly on WhatsApp.

### 3.3. Youtube

Youtube is the most popular video sharing website that can be used by its users to load, watch and share video clips for free. (20) Youtube allows users to save videos on their accounts with unlimited capacity. This is what supports the development of the number of videos on YouTube increasing very rapidly. Data reported by IDN Times Jabar states that there are 500 hours of new content on Youtube every minute. Youtube's diverse content makes it easy for users to get bored when accessing it. This also happens to users who are mentally retarded students. The various kinds of videos that they can find on Youtube, ranging from movies, songs, animations, and various other shows, make Youtube widely accessed by users of all ages. Even Youtube is the most popular social media in Indonesia with the number of users reaching 93.8% of the total population of internet users aged 16-64 years. (21) The Youtube platform in online learning for mentally retarded students is used as a video-based learning medium. The videos used in learning can come from videos made by other users on Youtube or videos made by the teacher themselves. The use of videos that have been made by other users makes it easier for teachers to prepare learning media, but the selection of videos needs to be adjusted to the characteristics of students and the material being studied. Not infrequently teachers also produce their own videos that are used in learning. The production process begins with preparing the material that is used as a script in making the video. Then the teacher prepares the devices needed in making videos, including a camera/mobile phone, internet quota, and a computer/laptop. Then the teacher will start the video-taking stage which is carried out at home or in class. After completing the video capture the teacher will upload the video on Youtube so that it can be accessed by students via the link shared via Whatsapp. In the video production process, videos are made as attractive as possible by utilizing editing applications that are used via cellphones or computers/laptops. Various animations, images, and texts can be added to make it easier for students to understand the material presented by the teacher.

This is in accordance with one of the learning principles for mentally retarded students, namely using demonstrations. Characteristics of mentally retarded students who have difficulty in abstract thinking can be assisted in understanding the material being studied by showing real pictures, using visual aids, or using appropriate models. (22) Learning videos that are accessed by students via Youtube, in synchronous learning via Whatsapp video calls will also be reviewed at a glance to ensure that every student has studied, or at least seen the video. In addition, questions that arise from the material shown on the video can also be submitted directly via WhatsApp chat or during synchronous learning via video calls. The production of this learning video indirectly shows that one of the keys to successful online learning is the creativity and patience of the teacher in preparing lessons and assisting students in learning.

These three platforms are widely used in online learning for mentally retarded students because of the several advantages they have. The first advantage, commonly used in everyday life. The three platforms are applications that are commonly used by people in their daily lives, including mentally retarded students. Whatsapp is a platform that is widely used as a means of communication and Youtube is widely used as a means of recreation or entertainment. So, for example, mentally retarded students rarely access the platform, at least their parents are familiar with using it. This is the first consideration because online learning for mentally retarded students requires an active role from parents to accompany them. The second advantage, easy to use. Because these platforms are commonly used in the daily lives of students and parents, when changing the function of the platform into an online learning tool, it is easier to use. Of the three platforms, only one platform requires a little more time to get used to parents in using it, namely Google Workspace. Parents who work as educators or other professions that require collaborative work with other people are familiar with this platform. Meanwhile, parents who work as farmers, traders, and several other professions that are not related to sharing data or documents, are new to this platform when accompanying their children in online learning. But in general, parents also have no difficulty in using Google Workspace, its use is simple. The third advantage is that it is economical and does not require large costs. Whatsapp, Google Doc, and Google Drive are platforms that don't require much quota in their use. Especially if the platform is used more in sending texts. Video calling via Whatsapp is also quite cheap when compared to other video calling platforms. The biggest quota expenditure is when it is used to view videos on Youtube, especially if the video resolution is selected which has a good sharpness level. However, the quota used to access Youtube is one of the quotas covered by internet data quota assistance from the Ministry of Education

and Culture. This data quota assistance is routinely sent every month with a different amount for each level of education. PAUD students get 3 GB per month, elementary, junior high, and high school students get 4 GB per month, while teachers from PAUD to high school levels, students, and lecturers get 5 GB per month. (23)

## 4. Conclusion

The platforms that are generally used in learning for mentally retarded students consist of 3 platforms, namely Whatsapp, Google Workspace, and Youtube. The three platforms, although not specifically designed for the learning process, can be used in learning for mentally retarded students. Whatsapp is used in synchronous learning and as a means to provide information related to material links and assignments that need to be accessed by students. Google Workspace through the Google Doc and Google Drive applications is used to create subject matter in the form of document files, create questions, or assignments. The files are then stored in Google Drive in folders that have been organized to make it easier for students to find material according to the meeting or according to the material being studied. Meanwhile, Youtube is used to create video-based subject matter that can be used by teachers to store learning videos made with unlimited capacity. Teachers can also use Youtube to search for subject matter produced by other users. Some considerations in choosing a learning platform for mentally retarded students include being familiar or commonly used daily, easy to use, and not requiring a large quota.

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