Early Identification of Students with Functional Learning Difficulties in Elementary Schools

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ABSTRACT

This study intends to identify elementary school students who have special needs or who are having learning functional issues. Identification is a follow-up procedure used to categorize students in accordance with their abilities and needs so that they can receive the right care and services. PATH (problem-Analysis-Test (Model) - Help) is the research methodology employed in this study. 2822 students and 120 classroom teachers from 30 target schools participated in the study. Interviews, focus groups, and questionnaires are all employed in the data collection process. According to the study's findings, 640 out of the 2822 students who took part in it had functional learning impairments. 12 (2%) students had visual impairments, four (1%) had hearing impairments, 23 (4%) had gross motoric impairments, 34 (5%) had fine motoric impairments, and 86 (6%) had speech impediments. 166 (26%) students had cognitive barriers, 167seven (26%) had speech impediments, 171 (18%) students had attention issues, and 12 (2%) students had emotional barriers. Furthermore, dealing with students who have functional learning impairments presents a challenge for teachers.

Keywords: Identification, Learning Functional impairments, Elementary School.

1. INTRODUCTION

The implementation of education for children begins at a young age and continues through elementary school. It begins with kindergarten and early childhood education. However, a lot of elementary school students have challenges, necessitating the adoption of inclusive education in educational settings. With an independent curriculum that puts students first, differentiated learning calls for teachers to be able to create and apply identification instruments (first assessments for students).

The availability of differentiated learning aids students in providing effective service and meeting anticipated demands. Children with special needs are those who require specialized services and education in order to attain their full potential as people. Children that require special services such as schooling, social services, guidance and counseling, and numerous other special services need help to satisfy their needs in life. Children with special needs are individuals who have temporary or permanent special requirements, according to Divine (2013; 4), and as a result, they require more intensive educational assistance. CWSNs are people who are not like other students their age or students in general. In contrast, Suharlina and Hidayat (2010) explain that CWSN is a child who needs specific care due to the developmental issues and irregularities that students encounter.

Furthermore, according to Hallahan and Kauffman (2006), in order for children with special needs to realize their full potential as people, they must get special schooling and other relevant services. They require special education because of their unique physical appearance, intellectual disabilities, inability to hear or speak clearly, physical impairments that prevent them from performing their own activities, and emotional or behavioral disorders that set them apart from other students their age. Because of this, these students need a lot of help before they can become autonomous and succeed in special education.

Therefore, based on some of the opinions presented above, it can be inferred that children with special needs are children who experience deviations or abnormalities in their physical, mental, intellectual, social, and emotional well-being. As a result, it is important to identify children with special needs at an early age in order to identify any developmental or learning disorders they may be experiencing. The implementation of inclusive schools has come up against a number of difficulties over time, both inside and outside the school. The teacher's lack of preparation for

teaching children with special needs in the inclusion class is one internal challenge that the school faces (Pratiwi, J., 2015). Teachers still struggle to distinguish between typically developing children and those who have special needs. It is intended that teachers will be able to identify/detect and give assistance that are relevant to the learning needs of each child with special needs in response to the numerous problems listed above.

The classification used in this study uses the DSM-IV Revised (APA, 2000), which is a classification of disorders that occur in childhood, namely:

1. Autistic Disorder. Autistic disorder has main characteristics, namely disturbances in the development of social interaction abilities, communication and the emergence of aimless repetitive behaviors. Autistic disorders may appear following mental retardation, but they may not. In addition, autistic disorders have no relationship with the level of intelligence, although verbal abilities are found to be lower than motoric skills.

2. Asperger's Disorder. Patients with Asperger's have many traits with autistic people. Asperger's is frequently referred to as mild autism since the main symptoms are disruptions in social interaction development and the emergence of aimless repetitive activities without being followed by severe delays in communication skills.

3. AD/HD, or attention deficit hyperactivity disorder. The fundamental characteristic of AD/HD disorder is a loss of attentional skills and behavior control, which manifests as hyperactivity and impulsive behavior (hard to control). Both symptoms (attention and hyperactivity) can occur simultaneously as well as separately in one dominant area without the other area following. From the time that a child is two years old, when they are typically learning to walk and engage in social activities, symptoms can be identified. However, when the child is older than 3 years old, the diagnosis can be made with certainty.

4. Behavioral Disorders. Conduct disorder is characterized by behavior that goes against norms and violence that persists and even tends to injure or can be categorized as a crime. Symptoms of the disorder can be recognized at the age of 5 years, but a definite diagnosis can be made at the age of 7 years when the child's moral reasoning is sufficiently developed. This behavior disorder is often confused with ADHD and oppositional behavior (Oppositional Defiant Behavior). In ADHD, temperament problems are often found, which sometimes lead to a lack of behavioral control, which sometimes results in injury. However, the tendency for symptoms of norm violations, ranging from lying, manipulation, destruction or other criminal tendencies, tends to be dominantly found in Behavioral Disorders and not in ADHD.

5. Defiant oppositional behavior. This difficult disorder is frequently described as a minor form and an early sign of conduct disorder. The behavior of arguing and defying adult standards or advice are prominent symptoms, but they are not accompanied by physical violence to the point of smashing things or hurting others. While the root causes— parenting, role modeling, or peer pressure—are thought to be more psychological in nature.

6. Separation Anxiety Disorder. This disorder is characterized by the dominant symptom of being afraid of being separated from an attached figure. The form of fear may appear in several forms of behavior, such as refusing to go to school or physical complaints when separated from an attached figure. Disorders are common in early school-age children. The cause is thought to be more related to parenting style.

7. Communication Disorders. Communication disorders are speech and language development disorders characterized by difficulties in producing sounds/sounds for speaking, using spoken language in communicating, or understanding what is conveyed by other people. The reason is due to abnormalities in brain function. Communication disorders consist of: expressive language disorders, mixed receptive-expressive language disorders, phonological disorders and stuttering.

8. Impaired Motoricic Skills. Impaired motoricic skills are Disorders of the Development of Motoric Coordination. It is an obstacle in motoric coordination/motoric activities that is important and usually has been mastered by children according to their age and impacts/influences academic achievement or daily life.

9. Learning Disorders. Learning disabilities are deficiencies in specific learning abilities (reading, writing, mathematics) in the context of those with average intelligence and no barriers to learning opportunities. In other words, children who experience learning disorders are not because they have low intelligence or a lack of learning opportunities. Learning disorders consist of three categories, namely reading disorders (dyslexia), writing disorders (dysgraphia) and math disorders (dyscalculia).

Figure 1 . Student Identification Instrument with Various Classifications

STUDENT IDENTIFICATION

The first step in gathering different information linked to the goal of the challenge is identification. In order to help students receive treatment in accordance with the conditions of the subject, one of the attempts in a specific way to watch physical or psychological growth and development is the identification of CWSN. Assessment differs from early identification or detection. Identification is the first step in a more thorough review and is still of a generic character. Early identification and assessment have different objectives. (Leaner, 2008; Directorate of PSLB, 2007; Yusuf, 2005) This relates to competence and professionalism.

Early detection of special needs students is meant to be a teacher's attempt to identify/collect students with barriers and student strengths as early as feasible in relation to giving suitable educational opportunities to prevent learning issues. (Yusuf, 2005; Lerner, 2008; PSLB Department, 2007). To determine whether a child has visual, hearing, or other problems, knowledge of early detection is so crucial.

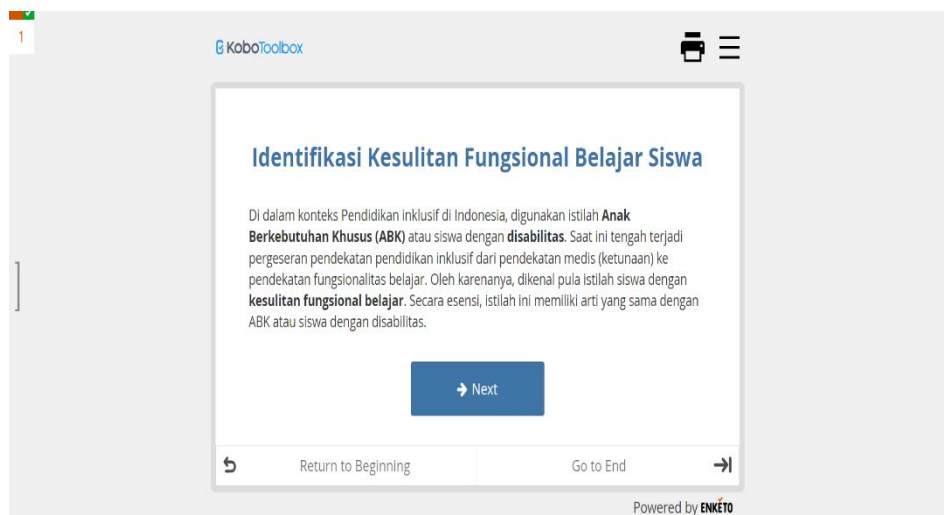The instrument that will be used to identify students is in this link https://ee.humanitarianresponse.info/x/HrQmbe1i .

Figure 2. student identity instrument

Therefore, research needs to be done to introduce and find out the obstacles that exist in students. The results of the research are forwarded to the assessment stage which is used as a learning activity according to the abilities and needs of the students in the class. The results of the assessment were carried out to identify learning difficulties for CWSN

and to formulate learning targets for CWSN. Based on the results of the identifiers and assessments, it was found that the availability of facilities and infrastructure for CWSN was inadequate, class control could not be carried out properly because the disturbance came from not paying enough attention to CWSN during the learning process. Lack of experts in carrying out identifiers and assessments in handling CWSN by psychological testing institutions. In carrying out the assessment of CWSN learning, it is not yet possible to fully prepare a learning implementation plan (RPP) and apply it in learning (Ediyanto, Hastuti, and Rizqianti 2021).

2. STYLE PALETTE

Styles can be applied using the style palette available within the template. To activate it the press Ctrl+Shift+s. Apply the style as required based on the content and context. (Please don't highlight your text in yellow.)

3. MATH AND EQUATIONS

Scalar *variables* and *physical constants* should be italicized, and a bold (non-italics) font should be used for **vectors** and **matrices**. Do not italicize subscripts unless they are variables. Equations should be either display (with a number in parentheses) or inline. Use the built-in Equation Editor or MathType to insert complex equations.

This research is an action research that uses the steps proposed by Buunk and Vugt (2008) called the PATH (Problem-Analysis-Test (Model)-Help) method with the following details:

1. Problem Stage, the researcher identifies and defines the problem.

2. Analysis phase, researchers used data obtained in stage 1 and analyzed with existing theory. Next, the initial model is prepared to be tested.

3. Model Test Phase, the researcher conducts trials on the model, evaluates, and revises the model.

4. The Help stage is implementing the model for intervention. As an intervention, this method requires research not to stop at the model validation stage, but to empower interested parties to be able to use the model independently and sustainably. This method was initiated by Buunk and Vugt (2008) to be a guide for the application of concepts/theories/principles in the field of Applied Social Psychology, including for designing appropriate interventions to prevent and reduce problems that arise in social institutions, including school institutions.

Research Subject

Students in grades 1 through 4 who attend 30 schools (SD/MI) in East Lombok without special needs or students with disabilities served as the study's subjects. 120 SD/MI teachers who were chosen voluntarily served as research subjects.

Research Variables and Instruments

This study examines one variable, namely identifying students with functional learning barriers in elementary schools. The data collection used includes questionnaires, interviews, and Focus Group Discussions, carried out with teachers to find out teacher problems and expectations. The data used in this study is primary data which includes data from identification and FGD results.

Procedure and method of data analysis

By preparing instructors to recognize students with special needs, the study technique has been carried out to identify the issues and expectations of teachers of children with special needs. The method of data analysis employed is qualitative data analysis, which includes the first stage suggested by Poerwandari (2005). data coding and organization. Data is methodically organized by classifying raw data according to how and when it was obtained. Additionally, a code is assigned to the data based on the requirements of the analysis, such as the code for data retrieval and the date of collection. (2) Thematic evaluation of the data sequencekey words, themes, categories, and category relationships. Furthermore, the results of data from the field will be compared with theoretical reviews and used as a basis for conducting analysis by combining theory and facts in the field.

DISCUSSION

Students with functional learning difficulties are students who have mild, moderate, or severe barriers that exist in themselves, both physically, mentally, and social-emotionally, or children who experience physiological disorders that can hinder daily activities (Kustawan and Hermawan 2016). In addition, CWSN is defined as a child who in quotation

marks has a physiological disorder, but has a positive meaning for children with different ABL characteristics. This difference is related to personality and needs that can achieve a child's future and obtain a proper education. On the basis of this opinion, CWSN who has physiological disorders have different nationalities in each child so that they require special treatment and services to obtain education and live life as children in general. Students are identified with the instruments that have been prepared as follows: https://ee.humanitarianresponse.info/x/HrQmbe1i. The instrument consists of an explanation of how to use it, student data, teacher data, school data, parent data, student health history, various indicators of student specifications with functional learning barriers.

The identification results show the following data:

Table 1. Data on Classification of Students' Functional Learning Difficulties and Number

Classification	Information	Number (students)
Vision Impairment	slight Impairment	12
Hearing Impairment	slight Impairment	4
Fine Motoricic Impairment	slight Impairment	23
Gross Motoric Impairment	slight Impairment	34
Speech Impairment	slight Impairment	38
Cognitive Impairment	slight Impairment	168
Reading/Specific Impairment	slight Impairment	167
emotional Impairment	slight Impairment	12
psychological Impairment	slight Impairment	117
Amount		640 Students

As can be seen from the data above, there are 30 schools/madrasahs, and 640 of the 2822 students there have functional barriers, which include:

1. Vision Impairment

2. Hearing Impairment

3. Fine Motoricic Impairment

4. Gross Motoric Impairment

5. Speech Impairment

6. Cognitive Impairment

7. Reading/Specific Impairment

8. emotional Impairment

9. psychological Impairment

Based on these findings, school principle and teachers find it challenging to help students who have functional learning difficulties. The aforementioned information is anticipated to be able to help teachers and school administrators process and provide learning in accordance with students' needs, with learning objectives based on those needs and students learning conveniently.

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