

# Volunteer Problems in Guiding Special Needs Students in Following Lectures

*by* Mirnawati Mirnawati

---

**Submission date:** 16-Feb-2021 12:57PM (UTC+0700)

**Submission ID:** 1510566579

**File name:** 9.\_Volunteer\_Problems\_in\_Guiding\_Special\_Needs.pdf (2.07M)

**Word count:** 2114

**Character count:** 12040

# Volunteer Problems in Guiding Special Needs Students in Following Lectures

Mirnawati, Eviani Damastuti, Laela Nurfina, Rohmah Ageng Mursita, Dewi Eka Kusumastuti

Special Education Study Program  
Universitas Lambung Mangkurat  
Banjarmasin, Indonesia

mirnawati.plb@ulm.ac.id, eviani.damastuti.plb@ulm.ac.id, finanurfinaaa@gmail.com, rohmah.mursita@ulm.ac.id, dewi.kusumastuti@ulm.ac.id

**Abstract**—Voluntary presence is an effort to help students with special needs in learning. In addition, mentoring activities carried out by volunteers are certainly not an easy task. Therefore, this study aims to examine various problems faced by volunteers in terms of cooperation with lecturers, attitudes of students with special needs, and voluntary readiness. This research was conducted using a qualitative approach, with a descriptive type of research. Respondents in this study were 5 volunteers in Universitas Lambung Mangkurat. Data collection techniques used were questionnaires with open questions. Data analysis was done through the process of data reduction, data presentation, drawing conclusions and verification. The results showed that: 1) in terms of cooperation with lecturers, the problems are not all lecturers prepared lecturing materials, the lecturers did not understand the different abilities of students with special need (SSN), 2) in terms of SSN, the problems are limited sign language skills and frequent changes, SSN does not want to be accompanied. 3) in terms of voluntary readiness, there is no determination of the number of volunteers accompanying SSN deaf, SSN assistance needs have not been identified so volunteers are confused, voluntary attachments with disability services have not been accounted for, and there are no restrictions on services that volunteers must do to SSN.

**Keywords**—volunteers, a student with special needs (SSN), volunteer problem.

## I. INTRODUCTION

Education is one of the important and needed things in human life because through education human beings are able to survive and develop. Hence, obtaining good education is a basic right of every citizen, including children with special needs. This statement is confirmed by the National Education System Law Number 20 of 2003 concerning the National Education System article 5 paragraph 1 and paragraph 2 reads: "every citizen has the same right to obtain a quality education and citizens who have emotional mental intellectual disabilities and social/physical rights are entitled to special education". Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities [1]. In this case, children with special needs in question are not only those who experience learning problems

due to physical, mental, social and emotional disability conditions that are permanent but children who experience learning problems due to external factors such as victims of natural disasters, children of broken home families. Children from remote areas also include categories of children with special needs but are temporary in nature.

The rights of children with special needs to get educational services are fulfilled through various models of education services, ranging from the segregation-integration-inclusive model. The segregation model is an educational service for children with special needs to attend special schools in which they learn together with other children with special needs. Integration model is an education service for children with special needs in regular schools studying with regular children in general. However, in this case, children with special needs are required to be able to follow the learning system that is applied in schools. An inclusive education model is a form of development of educational services for children with special needs. Inclusive education is also a model of education that is friendly to all children. In this case, children with special needs are following regular teaching and learning in general in regular schools and get learning services according to the conditions and needs of children learning [2].

Nowadays, the government's attention to education for children with special needs is increasingly serious. As it is known, inclusive education is not only held in schools of kindergarten, elementary, junior, and senior high schools, but also into universities. As explained in the regulation of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia number 46 of 2017 concerning special education and special service education in tertiary institutions Article 6 (1), universities must provide equal opportunities for prospective students with special needs to take the student admission selection new in college.

Universitas Lambung Mangkurat (ULM) as one of the state universities in South Kalimantan welcomed the minister's regulation, as evidenced by the ULM's decision to open registration for students with disabilities in the 2017-2018 school year, and selected eight children from eleven children with special needs who registered. Based on information obtained from one of the volunteers that the eight children

with special needs are currently registered as students in an extraordinary education study program, the special needs of the eight students are blind (1 student), deaf (5 students) and disabled (2 students).

Students with special needs with various problems and shortcomings have the same obligations as students in general, among these obligations is to follow the lecture process in the classroom. One of the efforts made by the special education study program is to provide lecture services well to provide volunteers who are tasked with assisting students with special needs in the lecture process. Mentoring activities carried out by volunteers are certainly not an easy task, especially volunteers who are recruited in this case are students of extraordinary education courses in the last semester who are still active. Moving on from this, this study aims to examine various problems faced by volunteers in terms of cooperation with lecturers, attitudes of students with special needs, and voluntary readiness in conducting lectures for students with special needs in special education study programs.

**II. METHOD**

This research was conducted using a qualitative approach, with a type of descriptive research, intended to describe the various problems faced by volunteers when assisting students with special needs in attending lectures. Sources of data in this study were all forms of information in the form of speech or the actions of respondents. The 5 respondents in this study were volunteers totaling 5 people. Data collection techniques using questionnaires, questionnaires were data collection techniques carried out by giving a set of questions or statements in writing to the respondent to answer [3]. Questionnaires in the study using open questions were intended so that respondents can provide answers openly broad so that complete information is obtained. Data analysis techniques were through the process of data reduction through coding methods, data presentation, and drawing conclusions and verification. Data validity techniques in this study used member checking. Member checking is the process of checking data obtained by researchers to data providers [3].

**III. RESULT AND DISCUSSION**

Some of the problems are experienced by volunteers in assisting students with special needs (SSN) in attending lectures. The problems faced by the volunteers are listed in Table 1.

TABLE I. THE PROBLEM FACED BY VOLUNTEERS IN ASSISTING SSN

No	Problem Sources	Problems	Consequences
1	Lecturers	The lecturers do not understand the ability of students with different special needs. The material presented by the lecturers to MBK is the same as the material presented to regular students in general	Volunteers have difficulties in assist SSN because the structure of the material and the language used by the lecturer tends to be abstract and new to SSN.

2	SSN	The deaf SSN has limited sign language skills and often changes. There are some SSN who are not willing to be accompanied in recovery activities.	Volunteers have difficulties to provide assistance.
---	-----	--	---

The first problem is related to the lecturer's knowledge about characteristics of SSN. The material presented by the lecturers to MBK is the same as the material presented to regular students in general. Meanwhile, the ability and learning style of SSN is different from regular students. Such conditions make it difficult for volunteers to mentor because the structure of the material and the language used by the lecturer tends to be abstract and new to SSN. The difficulty is also experienced by the volunteers who assist deaf MBK. Not all abstract words can be delivered in sign language so that the recovery activities do not reflect friendly learning for all college students.

Ref. [4] states that friendly learning for all children must ensure that the curriculum used must be flexible and responsive to the diversity of the needs of all children (there is an adjustment to the level and rhythm of child development) and not vice versa. According to [5], a flexible curriculum accommodates students with various abilities from escalation, duplication, modification, omission, and substitution. In addition, the transfer of lecture schedules conducted by lecturers is often carried out unilaterally without adjusting to the volunteer schedule, considering that seconded volunteers are still in the status of final year students who are also still undergoing recovery, this condition then has an impact on mentoring lectures that are not consistent by volunteers. The lack of good collaboration between lecturers and volunteers reflects the management of the implementation of inclusive education that is not good so that it has an impact on the non-achievement of the learning objectives that have been determined. According to [6], one of the characteristics of inclusive education management is to involve all components of education in the entire process starting from planning, organizing, managing and evaluating, all resources related to children's needs must be actively involved.

Second, the problems come from students with special needs themselves. In this case, the problem experienced by volunteers is related to the communication skills of the deaf SSN. Deaf SSN has limited sign language skills and often changes so that it is difficult for volunteers to provide assistance because one of the most important things in mentoring activities is good communication between SSN students and volunteers. However, limited verbal language skills and sign language deaf SSN caused misunderstanding or miscommunication between SSN deaf and volunteers so that the recovery material was not well received by SSN deaf. In addition, there are still some SSN who are not willing to be accompanied in recovery activities. According to [7], Special Guidance Teacher in this study used the term volunteer is someone who can help class teachers (lecturers) in assisting students with special needs who need special assistance when needed so that the learning process can run optimally.

Third, the problems felt by volunteers also come from volunteers themselves, including the absence of the determination of the number of volunteers accompanying deaf SSN in the classroom, the need for SSN assistance by volunteers not identified so that volunteers are confused about the limitations of mentoring activities that must be provided to SSN, and voluntary attachments with disability services not yet accountable.

#### 8 IV. CONCLUSION

Based on the explanation in the discussion, it can be concluded that some of the voluntary problems in assisting MBK in lecturing activities are as follows: 1) problems in terms of cooperation with lecturers, among others: not all lecturers prepare lecture materials, lecturers do not understand the different SSN abilities, and transfer of lecture time that is not adjusted to volunteers. 2) problems in terms of SSN, including limited sign language skills and frequent changes, SSN does not want to be accompanied. 3) in terms of voluntary readiness, among others: there is no determination of the number of volunteers accompanying SSN deaf, SSN assistance needs have not been identified so volunteers are confused, voluntary attachments with disability services have

not been accounted for, and there are no restrictions on services that volunteers must do to SSN.

#### 7 REFERENCES

- [1] W. L. Heward, *Exceptional Children An Introduction to Special Education*. New Jersey: Merrill, Prentice Hall, 2003.
- [2] T. Tarmansyah, *Inklusi Pendidikan untuk Semua*. Jakarta: Ministry of National Education, 2007.
- [3] S. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabeta, 2016.
- [4] UNESCO, *The Salamanca Statement and Framework for Action on Special Needs Education*. France, 1994.
- [5] D. Kustawan, *Pendidikan Inklusif & Upaya Implementasinya*. East Jakarta: Luxima Metro Media, 2012.
- [6] L. K. Marthan, *Pendidikan Inklusif & Upaya Implementasinya*. Jakarta: DIRJEN DIKTI, 2007.
- [7] M. T. Ilahi, *Pendidikan Inklusi: Konsep dan Aplikasi*. Jogjakarta: Ar-Ruzz Media, 2013.
- [8] Republic of Indonesia. *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Sekretariat Negara, 2003.
- [9] Republic of Indonesia. Ministry of Research, Technology and Higher Education. *Permenristekdikti Nomor 46 tahun 2017 tentang Pendidikan Khusus dan Pendidikan Layanan Khusus di Perguruan Tinggi*. Jakarta: The Ministry, 2017.

# Volunteer Problems in Guiding Special Needs Students in Following Lectures

## ORIGINALITY REPORT

<b>11</b> %	%	%	<b>11</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

## PRIMARY SOURCES

<b>1</b>	<b>Submitted to Universitas Pendidikan Indonesia</b> Student Paper	<b>4</b> %
<b>2</b>	<b>Submitted to Flinders University</b> Student Paper	<b>2</b> %
<b>3</b>	<b>Submitted to Defense University</b> Student Paper	<b>1</b> %
<b>4</b>	<b>Submitted to TAFE NSW Higher Education</b> Student Paper	<b>1</b> %
<b>5</b>	<b>Submitted to Oxford Brookes University</b> Student Paper	<b>1</b> %
<b>6</b>	<b>Submitted to Universitas Negeri Surabaya The State University of Surabaya</b> Student Paper	<b>1</b> %
<b>7</b>	<b>Submitted to Campbell University</b> Student Paper	<b>1</b> %
<b>8</b>	<b>Submitted to Universitas Sebelas Maret</b> Student Paper	<b>1</b> %

Exclude quotes Off

Exclude matches < 10 words

Exclude bibliography Off