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The Role of The Counseling Teacher In Developing The Social Dimensions of Children With Special Needs

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ABSTRACT. This research was carried out in MAN 2 Payakumbuh with the type of blind crew members. This study aims to determine the role of guidance counselling teachers in developing students' social dimensions, starting with the adjustment process at school. This study uses descriptive-qualitative with the purpose of descriptive-analytic method about the role of guidance counselling teachers in developing the social dimension for ABK in three inclusive schools. The results showed that: First; social and emotional problems are basic problems for special needs, secondly; in providing guidance counselling services, guidance counselling teachers provide classical and group services by building social awareness and empathy for all students and other school residents, Third; the development of social interest is marked by the collection of monthly zakat and infaq of teachers and staff for underprivileged students, including children with special needs studying at UNP Padang and IAIN Bukittinggi.

Keywords: *Counseling Guidance Teachers, Children with special needs, Social Dimension*

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INTRODUCTION

For this reason, an inclusive education pattern was developed that combines ordinary and special needs students in one class, with the learning process in the same curriculum they interact in developing the social dimension. these differences do not always refer to physical, mental and emotional disabilities (Heiskanen, Alasutari, & Vehkakoski, 2018). The principles of inclusive education must pay attention to the following things: First, the principle of equity and quality improvement (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Liebowitz & Porter, 2019). The government has the responsibility to formulate strategies for equal distribution of opportunities to obtain education services and quality improvement (Ro'is & Rokhman, 2021). Second, the principle of individual needs that every child with different limitations, also has different abilities and needs. Third, the principle of meaningfulness, that; Inclusive education must be able to create and maintain friendly class groups, can accept diversity and can respect differences. Fourth, the principle of sustainability, namely; Inclusive education, must be held continuously (continuously) for all levels or levels of education. Fifth, the principle of involvement. That is; inclusive education should involve all relevant education components (Gagne, Wager, Golas, Keller, & Russell, 2005).

Teachers in schools must be responsible for bringing together two different characteristics of students, both physically, mentally and socially. Teachers must work together and collaborate so that all students can develop optimally (Budiartha & Salsabila, 2022).

Counseling guidance that aims to overcome student problems is closely related to mental health science. How students are helped to be more effective in adjustment. For that they are given reason, emotion, desire, intuition, and others, with the aim of being able to think and be grateful as God's creatures, and humans must help each other, as the word says Allah (Danino & Shechtman, 2012).

Especially for Guidance Counseling teachers, difficulties in serving special needs include; 1) low motivation to learn with special needs children, 2) lack of focus or attention, 3) lack of ability to solve problems, 4) indifferent and unconcerned, 5) lack of sharing experiences with children with special needs, 6) not maintaining the confidentiality of children with special needs problems. For the effectiveness of Guidance Counseling services in inclusive schools, there must be; 1) Empathy and motivate behaviour for self-happiness. 2) Social norms and values to regulate and obligations, 3) Social exchange, is a reciprocal relationship between social behaviour with love, service, and information that brings satisfaction in interpersonal relationships (Bayraktar & Ekşioğlu, 2021).

Besides that, social support in the form of empathy, norms and social exchanges is very much needed by Guidance Counseling teachers in developing the social dimension of special needs, because providing emotional reinforcement will make special needs have the courage to communicate, feel calm and more cheerful (Mahomed, Johari, & Mahmud, 2019; Supriyanto, Hartini, Syamsudin, & Sutoyo, 2019). This is very useful in overcoming social problems with special needs, such as: public perceptions and attitudes that are still negative about special needs, such as:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ.....

In the above verse, Allah commands help for goodness and piety, and Allah forbids helping to do evil and sin. Counselling is a noble job because it helps other people's problems. One of the goals of counselling is to develop a social dimension because individuals cannot live alone without the help of others. It is hoped that the assistance provided can make him independent in overcoming every problem in life, this independence is characterized by first, understanding and self-acceptance positively and dynamically. *Second*, understanding and accepting the environment objectively and dynamically. *Third*, decision-making in the right direction. Fourth, self-direction according to the decision taken. *Fifth* is optimal self-realization. The problems with special needs children in inclusive schools, it is very complex, including; 4) There is still doubt about the ability or potential of children with disabilities, b) There is still not much community participation in dealing with the problems of children with disabilities, c) There are still weak social organizations engaged in the field of disability in carrying out their activities, and d) limited facilities and infrastructure and public facilities for crew accessibility (Schalock, Luckasson, & Tassé, 2021).

This is corroborated that the crew; 1) Not skilled at doing something that should be done after studying. 2) cannot understand the subject matter (subject matter) even though they have tried to study it with all their might. 3) Lazy to learn certain subject matter. 4) It is difficult to complete school assignments because of the large amount of work at home. 5) repeatedly failed to master the subject matter that he had to learn according to the intended target (Nilda, Hifza, & Ubabuddin, 2020).

As a result of the above problems, mismatched behavior appears, which makes the crew even worse with their limitations, including; 1). Feelings: for example feelings of envy, anxiety, fear, indecision, unreasonable sadness, anger by trivial things, feeling low, arrogant, depressed (frustrated, pessimistic, apathetic, hopeless. 2). Mind: easy to forget, lack of thinking ability, difficult to focus, unable to continue the plan that has been made. 3). Behavior: naughty, lying, molesting yourself or others, hurting people's bodies or hearts and various other deviant

behaviors. 4). Physical health: that physical illness is not caused by physical disorders. This makes special needs experience an inferiority complex that requires special needs to compete through social interaction to achieve excellence (Suhifatullah, 2022).

To overcome this condition, special needs is united with ordinary students, because in addition to helping them learn, socialize and also build their confidence, that special needs with its potential to develop better and be independent in life, which is marked by the completion of special needs problems with the indicators: a) are rarely surprised by difficulty, b) finding partial solutions to problems, c) feeling confident that you can control the future, d) allowing for regular renewal, e) stopping negative thinking, f) increasing the power of appreciation, g) using imagination to train success, h) feel confident of having almost unlimited abilities to measure, i) love to exchange good news, j) cultivate love in life, k) accept what cannot be changed. So that his limitations are no longer a barrier for him in developing his potential through the social dimension. Many special needs who come from special schools and have to adjust to inclusive schools have difficulty in socializing with the environment. whereas if the socialization goes well with normal students, then the special needs students will be confident to bring out their ability to socialize.

From the results of observations at MAN 2 Payakumbuh with 4 blind crew members. With 7 Guidance Counseling teachers. A highway separates the school complex into 2 parts, students in the morning before study hours must perform the dhuha prayer and the midday prayer. special needs is guided to cross the road to the mosque, but during recess sometimes special needs sit alone without friends, because during break students are also busy with their own business. There is no accessibility specifically intended for blind crew members. Based on the above phenomenon, the researcher is interested in raising the title of the research; The role of Guidance Counseling teachers in developing the social dimension of special needs at MAN 2 Payakumbuh.

METHODS

This research uses a qualitative descriptive approach by means of which data is presented and analyzed descriptively, meaning that data is collected not only in the form of numbers, numbers, but are field notes, personal documents, interview scripts and other documents. The purpose of this research is to describe empirical phenomena in depth. However, with the advancement of science, especially in the field of research methodology, such an understanding is no longer appropriate (Moleong, 1989).

The implementation of this research analyzes the level of self-confidence of special needs with Counseling Guidance in inclusive schools. In this case, the researcher functions as a data collection tool and an active instrument to collect field data. Researchers will see how guidance counseling plays a role in carrying out their duties in inclusive schools. Research subjects are people with data attached to themselves, including; guidance counseling and special needs teachers. For Informants is data that is owned by people, while the data is not always attached to him. Informants consist of those in charge, implementers and feel the impact of guidance counseling services, including; parents, principals, subject teachers (Arikunto, 2006).

Sampling in this study is purposive sampling, namely; This technique does not use random, as well as regions or strata, but considers and focuses on certain goals. Some things to consider when using this sampling are: 1) sampling with the main characteristics or characteristics of the population. 2) Subjects sampled with characteristics in the population (key subjectis). 3) population characteristics should be done carefully .

The research location is MAN 2 Payakumbuh with a focus on developing the social dimension of special needs in three schools. Data collection is done by interview, which is a

dialogue / question and answer carried out by 2 or more people, namely the interviewer and the interviewee and carried out face to face . In this case, the researcher asked about the development of social dimensions in inclusive schools. Besides, by observation or observation. Observation techniques were carried out to observe behavior and social phenomena in the development of the social dimension of children with special needs. Besides, documentation studies which in this case were in the form of data documents about the number of family members, relationship patterns in schools, guidance counseling programs in inclusive schools, data for special needs children and teachers, photos-photos, other documents that are closely related to guidance counseling in inclusive schools.

RESULT AND DISCUSSION

Role BK for special needs in developing the social dimension of special need

Based on social conditions in inclusive schools. The results of the interview show that:

At the beginning of the school receiving special needs was uncomfortable, because it could lower the school's rank, it was also troublesome because it was burdened with special needs having to go to class and graduate, while the limitations they had made it slow in the learning process, besides that the school also did not have special teachers from special children education (Interview with BK teacher, 12 Januari 2021).

The above opinion was also strengthened by the principal who said;

Our school accepts children with special needs with various types of limitations, including: visually impaired, deaf, mild autistic, totaling 12 people. This is a challenge for schools, besides being trusted, they must also find patterns in dealing with special needs (Interview with headmaster, 12 Januari 2021).

However, the contents of these activities were planned and coordinated by the guidance counseling teachers. The phenomenon in this school is also the same, due to the limitations of the guidance counseling teachers who are busy with other tasks as deputy principals and subject

Teachers. activities can run, besides that due to limited ability and time I only get guidance counseling knowledge from training. However, we still carry out the task, because we feel this is a mandate. Moreover, there are many and varied special needs in this school. I find this easier when the introduction or orientation is assisted by other teachers (Interview with BK teacher, 22 April 2021).

Unlike what other guidance counseling teachers said at MAN, that:

We are trusted to carry guidance counseling out inclusive education specifically for blind children, the initial problem is that we have to prepare several facilities, such as special roads, textbooks and teachers who understand Braille. difficulty as a guidance counseling teacher, none of the guidance counseling teachers understand braille, then blind children talk more using other people, sometimes they are very sensitive and easily offended, if it's like this sometimes it takes up to a few. Sometimes they trust their friends more than us as their teacher. Limited socialization due to limited vision, for friends who come to the dormitory and take him out to play and to the mosque (Interview with BK teacher, 5 Februari 2021).

This is different from what other guidance counseling teachers have said:

Our school is given a mandate for children with special needs who are slow learners (*slow*) and *low vision*. problems in children who are slow to learn, whether due to low IQ or other factors, because schools cannot identify the cause, because they need an IQ test, the number of children with special needs is 8 people. In socialization at school there are no problems, just like ordinary students, sometimes even seem aggressive. (Interview with BK teacher, 7 Februari 2021).

The role of BK teachers in developing social dimension in inclusive schools

Various types of services are carried out in the field of social guidance. As the BK teacher said, orientation services are carried out by:

Introducing classrooms, libraries, prayer rooms, canteens, teachers' rooms and the principal's office. Especially for teachers at the initial meeting of their first days. The number of students is around 20. From the evaluation that ordinary students have a bit heavier demands than special needs, besides he learns for himself, peer tutors also help special needs in getting to know what is in school. Sometimes it looks boring from ordinary students, but after being given an understanding, they can finally accept it. Moreover, to recognize just one object, the process is repeated for children with visual impairment, mental retardation and mild autism, because the number of children with special needs is large, because public schools do not want to accept them. For the next day they do it themselves, as a form of responsibility they write on paper, wherever they go, the characteristics of the object and with whom.

Orientation services are even carried out on how students go to the mosque to pray, because the mosque in the school is separated by a fairly busy highway and crowded vehicles are dangerous for students, especially children with special needs who have limited vision. To pray at the mosque at first I was a little worried about the vehicles being too crowded, but then the guidance counseling teacher trained us to go in groups. Or if you go alone by sharpening your hearing while raising your hand, it is done repeatedly under the supervision of the guidance counseling teacher. Then the school also put up traffic signs for vehicles not going fast because of the school complex. When traveling with classmates, I am usually flanked in the middle.

One of the things that must be fulfilled by the rights of special needs is the adequacy of facilities and infrastructure that support special needs education with the aim that the success of infrastructure management is supported by the contribution of the readiness of facilities and infrastructure in implementing the inclusive education service system. With adequate facilities and infrastructure in inclusive education services, special needs is assisted in the learning process and the development of the social dimension.

Solidarity relationships are also in the form of teachers concern for children with special needs, because some of them are also economically incapable. To overcome this, the teachers at this school distribute school zakat and use it for the needs of special needs education.

The teachers' monthly zakat is collected at this school, managed and utilized for the benefit of the education of special needs and some normal children who cannot afford it, among the special needs there are those who live in the dormitory provided by the Payakumbuh City Government and others in the school dormitory. Those in the local government dormitories are only assisted with their educational needs, while those in school dormitories are assisted until they lack the cost of daily living. This zakat also helps special needs who have become alumni and study at UNP Padang and IAIN Bukittinggi in the form of tuition fees.

From the orientation service, it can be seen that the function of development and maintenance is seen, because guidance counseling teachers can empower peers, and special needs is more comfortable with joking interactions and communication.

The socialization process contained in the counseling service includes the following materials:

In making friends, special needs tends to combine logic and feelings and both run simultaneously, so that they do not follow their feelings and must grow into responsible and successful people in socializing. Or they should not be overconfident which makes them arrogant. They must have initiative, not always depend on other people (Interview with BK teachers, September 15, 2021).

For the development of personal attitudes and behavior in life. Like; self-awareness, namely describing their appearance and recognizing their specialties, developing positive attitudes, such as describing people they like, making healthy choices, being able to respect

others, having attention and responsibility, developing interpersonal skills, then being able to resolve conflicts and make decisions effectively. This is because students who enter this school are generally not ranked in public schools, because their grades are small. In dealing with crew members, they never make fun of, let alone criticize the lack of crew members.

Regarding the special potential that special needs has, it is more of a prevention function and a maintenance function. As said:

As a guidance counseling teacher, I collaborate with extracurricular coaches in the form of drum band activities, sports and pencak silat tapak Suci. students can choose according to their wishes, and they are very happy with their choice. but for majors the school is determined according to its academic value. Especially for special needs, all of them are placed in the Social Sciences department, even though they want to enter the Science department, as well as the seats in the class for special needs are arranged by the homeroom teacher for effective learning. They sit together with students who are smart and patient, willing to reread or re-teach the subject matter

Sincerity and empathy from ordinary students in the form of guidance assistance is needed and is a social education in schools that is in accordance with the content of the Qur'an:

Social education is a humanitarian effort so that special needs has an attitude of empathy, mutual care, protection, so that they have a sense of tolerance and concern, tolerance and high social solidarity. This is the value of social education contained in the letter At-Taubah: 71-72.

لْمُؤْمِنِينَ لِمُؤْمِنَاتٍ لِيَأْتِ لِمُعْزُوفٍ لِمُنْكَرٍ لِمَصْلُوةٍ لِرُكُوةٍ لِّلَّهِ لِيَأْتِ لِنِكَ اللَّهُ

In the verse above it is Allah's call to women who believe, to help men and to others commanded to do good, prevent evil deeds and always perform prayers, pay zakat and obey His Messenger and these people will receive Allah's Mercy.

Group guidance services are carried out jointly between normal children and special needs.:

We tend to do this service by combining students with special needs, with the aim of avoiding feelings of inferiority from special needs and building group dynamics, because usually in groups there are more variations than children's abilities. Thus the selection of topics discussed; "Future hopes and challenges". There is a saying, that; The person who suffers the most in life is the person who cannot be grateful for the blessings he has received from Allah. That is, this individual has not been able to see positively that the condition we are playing is something full of wisdom. Even what they have is not considered a gift from God, which makes them less grateful for everything they have, so that they are envious, envious, feel unfair and consider themselves useless and become a burden to others. The individual called special needs will find it difficult to enjoy his life because he lacks confidence and tends to compare himself with others.

This is in accordance with Vgotsky's opinion that children build their knowledge through social interaction and learning with adults. These are the results obtained by special needs in the implementation of this group guidance service, among others:

I feel happy to be able to follow this group guidance, and I feel that this group guidance provides a lot of benefits for me, previously I was not brave enough to speak and express or express opinions me, but after following this group guidance, I became more courageous in speaking and expressing my opinion without being afraid anymore and happy to be able to follow this group guidance, because it provides many benefits for me and I hope this group guidance will continue and can be implemented continuously, because this group guidance is very good and helps students (Interview with AD, 15 September 2021).

In relation to the implementation of placement and distribution services in schools, the guidance counseling teacher again explained:

In extra-curricular activities I have not been fully involved in extra-curricular activities, there has been special guidance for extra-curricular activities including: call. I only get data

for students who take part in these extra-curricular activities, this activity is under the coordination of the vice principal for student affairs and the student council supervisor, guidance counseling teachers are not much involved, except for students who have problems in activities, such as declining learning outcomes, because they are busy with extracurricular activities. But specifically the placement of distribution in this particular department is the work of counseling guidance. Regarding majors, at the beginning of registration for new students, guidance counseling has provided a questionnaire for majors.

In connection with the above problems, the supervising teacher said:

One of the weaknesses of inclusive children in this school is our limited insight, knowledge and skills in dealing with matters related to traits that make their learning scores low, such as forgetfulness of children who are slow in learning. After learning, after trying they could, but it didn't last long, it was proven that in every test their scores were below the KKM. Even though they were put together with ordinary students so that they could study together, it turned out that they were still behind and got low grades. The subject teacher saw an oddity when special needs with *low vision* often came forward to see directly what was written on the blackboard.

The process of implementing group guidance is unified between special needs and ordinary students, the members are very varied; smart students, active students, quiet students and slow students in learning, as well as those with vision problems. The topics discussed are also light and do not require heavy thinking, with the aim that children who are weak in thinking can have opinions in the form of ideas and suggestions. For this semester, it was only done once with the topic of creating a clean school environment. Group dynamics are developing well, children with special needs are enthusiastic, especially when there are games or small games, they also argue, such as schools buying garbage cars that invite group members to laugh and they laugh too.

Among the benefits of this activity is to train the courage to express opinions in groups. When the teacher gathered me and my friends for the group guidance activity, I was very worried, but after the guidance counseling teacher explained and started the activity, I began to be confident and gradually dared to ask questions but was still hesitant, until the guidance counseling teacher finally let me introduce myself, start name, place of birth date, address, hobby, etc. At first I was nervous, but the rest of my friends had performed, except for me, until I finally got up the courage, it wasn't as bad as I thought. Even other friends gave encouragement and no one made fun of it, until the end of the activity I was also enthusiastic and gave input so that this activity was continued for the future.

It can be seen from the development of other talents and potentials with extra-curricular activities, special needs is directed and distributed according to their abilities. Even the major of the drum band at this school is a deaf child.

I applaud SF for his talent, he became a mainstay for *the drum band* at school, we were also surprised when he was a deaf child who only had to communicate using sign language or he paid more attention to the lips of the other person, so talking to him had to use clear lips. In training to become a major, he looks serious and disciplined, by using high sensitivity he can quickly, every movement taught by the coach, we guidance counseling teachers always grow his confidence, so that he really appears more total, because of the support of friends - his friend.

On another occasion, the same thing was stated that:

I am excited at school, although I don't know what tomorrow will be like, according to my friends, my voice is good, I am often invited to sing on stage, I have even won a competition, the BK teacher always motivates me to practice diligently, I want to be a singer. I used to take English lessons and I really wanted to go to college, even though I didn't know the right major, I didn't want to live at the mercy of other people.

For autistic, mentally retarded, *slow learner* and *low vision* the guidance counseling teacher said:

For autistic and mentally retarded children, this is done through a habituation process and is done repeatedly. I remember when they were in class X they often sat in their friend's seat, even though it was not their seat, it was only on the 4th day that they sat on the bench provided for them. For children with *low vision* and *slow learners*, they are more accommodating and adapt quickly to the normal environment, they can participate in extracurricular activities, and others. In this case, so that they get along with their classmates, their friends can accept and help, and can take care of their feelings. Moreover, autistic children are often reactive and spontaneous as well as explosive and difficult to neutralize.

Then the smart students who participated in these activities also felt the same thing by saying:

The group guidance activities are very fun and enjoyable, we can be creative from ideas and opinions. All my friends argue, even fight, except for some friends who have been quiet and weak in learning, but in the end they also have opinions and join in the spirit. It's just that the material is very simple and less challenging to discuss, in the future I hope this activity will continue with more exciting material. Moreover, there will also be a competition at UNP Padang in the next 4 months.

For special needs with autism, it can be seen that the social support factor is the strongest factor associated with the socialization ability of children with autism compared to other factors¹.

In connection with the above, guidance counseling teachers always bridge special needs with ordinary students, how can special needs be accepted as it is with all its limitations. Especially daily activities at school, such as studying, playing and sports. The condition of communication is also very influential in the sustainability of special needs education, because communication makes the minds of special needs parents more developed and can compare how special needs is in other areas. This communication can be by television, cellphone, radio and others².

Special needs who have problems are personally served with individual counseling. As the guidance counseling teacher said:

Especially for special needs counseling is carried out more in the form of giving advice, so that they are more confident, responsible and study hard. and special needs are taught to be disciplined, can work on their own, and always discuss with their friends. Another difficulty is seen in science and mathematics material, because they have to build in addition to being difficult to illustrate questions, specifically for blind and mentally retarded children with special needs, peer tutors who are patient and understand the condition of children with special needs help with special needs. special needs must have a good social attitude towards their friends, in a polite way, be more active, and never give up.

3 In this case, social attitudes are reflected in graduate competency standards, content standards, core competencies and basic competencies, and textbooks. The concept of social attitudes in the form of honesty, courtesy, empathy, and responsibility. These attitudes are manifested in all religious activities and daily activities. In building mathematical logic and science it is not easy for blind children with special needs, not because of IQ limitations, but the need to see firsthand the formulas and flow of problem solving.

Based on the counseling process conducted by the guidance counseling teacher. As the guidance counseling teacher said:

Guidance counseling In counseling I do not understand special needs, but the important thing is that there is a change in special needs in learning, I modify my behavior by giving

¹ (Setyaningrum, Rosiana Masithoh, & Zulia Alfijannah, 2018)

² (Nur & Suryadi, 2018)

reinforcement and reducing punishment, I say that if you study hard you will definitely go to class, if you are lazy you will not go to class, and so that children are encouraged to study diligently in systematic reinforcement and real behavior that is displayed through the behavior of children with special needs. Such as coming to school to study, bringing study equipment, participating in learning, even though autistic children are often in and out of class which sometimes really interferes with the learning process, even though they are reprimanded but often repeated. For reinforcement with a thumbs up and good words already make children happy. Likewise the next day if they come early are given a compliment.³

According to Sarafino forms of social support in the form of actions to provide comfort, care and respect. Based on this opinion, the actions given by caregivers are actions that contribute to social support significantly⁴.

One of the limitations of guidance counseling teachers in handling special needs children is that they are only prepared to deal with the problem² of normal children, so that guidance and counseling teachers must learn to adapt socially with children with special needs to understand the characteristics of children with special needs. In everyday interactions, it is often seen that crew members are bullied and ostracized in the association. guidance counseling teachers with other schools must be proactive in creating harmonization of special needs with other students.

From guidance counseling services so that they can get along and be accepted by their friends, like a child with mild autism. The guidance counseling teacher said:

Counseling with autistic children must use special tips and be patient, I was inspired by the theory of behavior, because every correct behavior must be given reinforcement in the form of food directly from the mouth, patience is needed so that they focus on what is being discussed in counseling. Strengthening is also seen in everyday life at school, in playing the correct special needs in prayer the thumbs up, so that he is happy⁵.

In the development of the social dimension it is important, especially for self-development, as said by the guidance counseling teacher:

There are blind children with disabilities who are good at singing and often perform parties, at school to be a concern and often sing along with his friends and teachers. We always motivate him to continue to be confident in developing his talent, his friends are also very happy, even at break time is often waited for because his male friends are ready to play guitar⁶.

Discussion

Social and emotional problems are fundamental problems for crew members. To develop the social dimension in this school, counseling guidance teachers must play an active, cooperative role in collaborating with other teachers and parents (Armistead, Forehand, Brody, & Maguen, 2002). With the limitations of children with special needs sometimes making it difficult to interact with ordinary students and teachers, because it is difficult to recognize the interlocutor (blind), because of feelings of inferiority, children with special needs prefers to be visited than to come. From the results of the study, it can be seen that the quality of the relationship between ordinary students and special needs children in inclusive classes is low, which sometimes includes conflicts, beliefs, dependence and low closeness. Sometimes even the occurrence of discrimination against special needs children, such as labeling with words and warnings, is ostracized and distinguished from ordinary students, and this discrimination comes from teachers and students (Mansyur & Hidayat, 2020; Zulaikhah, Sirojuddin, & Aprilianto, 2020). Even sometimes teachers have to reprimand children with special needs with the aim of focusing on

³ Interview with BK teacher, September 20, 2021.

⁴ (Sarafino & Smith, 2014)

⁵ Interview with BK teacher, 27 April 2022.

⁶ Interview with BK teacher, 2 May 2022 .

learning and the teacher has the power to do that. This condition must be improved by counseling guidance teachers by uniting children with special needs with ordinary students by fostering an attitude of accepting children with special needs with empathy, compassion, serving them with support so that they are strong and equal to other students. The problem that sometimes arises is the indifferent attitude of school residents because each of them is busy and cannot always accompany the children with special needs, sometimes it makes him sad, sometimes this sensitivity makes it difficult for the children with special needs to control their emotions. As in learning in class, sometimes there are students who are fun, which makes children with special needs offended (Zdanevych, Kruty, Tsehelnik, Pisotska, & Kazakova, 2020). This is justified by the counseling guidance teacher and convinces children with special needs not to be easily offended and must be strong, in addition to providing understanding to other students so as not to humiliate them by playing with children with special needs. This attitude is required and includes the social skills section for skilled self-understanding and self-management, interactive skills and problem-solving skills (Ahmad, Yahaya, Yahaya, Taha, & Ibrahim, 2022).

In providing counseling services with social dimension material, it is carried out in individual, group, classical and field formats. Counseling guidance services for children with special needs are more about building personality and life skills to participate in society. The preparation of the counseling guidance program, implementation and evaluation as well as follow-up are still general in nature, in socializing the children with special needs more proactively asked to get along with other students. The obstacle that often occurs is the difficulty of understanding the characteristics of the blind crew members in particular. Because counseling guidance teachers in public schools are prepared for normal children with problems. In fact, with children with special needs, counseling guidance services should also be more specific to help children with special needs live their lives, because children with special needs also have special problems like other normal students. In this school, there is no distinction between counseling guidance service materials and ordinary students, due to limited knowledge and time. Whereas children with special needs with visual impairment should be handled more specifically because the problem is called visual acuity (visual acuity), so that it is impossible for them to learn with public facilities available at school (Titan et al., 2021).

In this case counseling guidance teachers with individual counseling services try to foster initiative and social responsibility for children with special needs, and are independent in their activities, meaning that children with special needs should not be spoiled and resigned to their situation, must get up and join other students and should not feel inferior. children with special needs is convinced that most needs will be met if interacting with other people. In group guidance services, children with special needs are often included with the topic of building social awareness and empathy. Another problem of counseling guidance teachers is the lack of knowledge and skills in understanding the characteristics of children with special needs, including understanding the social interests of children with special needs, because counseling guidance teachers are intended for normal students with problems, to overcome this counseling guidance teachers must learn from social media and from books, because all children with special needs in this school visually impaired and they communicate more relying on the senses of others .

Counseling guidance teachers continue to try to maintain a balance of counseling guidance services in inclusive schools, including receiving complaints from teachers of subjects such as MIPA (mathematics, biology, chemistry and physics) who have difficulty teaching subject matter to children with special needs, because there are many formulas and logic and children with special needs cannot digest it because they do not can see. In this school the counseling guidance teachers are known to be compassionate, responsible and empathetic, although there are still some teachers who are not yet able to be gentle (Jumiati & Kartiko, 2022).

For the implementation of counseling guidance services related to the development of social dimensions, all school components must be mobilized and accept children with special

needs as students who have limitations and have special potentials that must be developed. For this reason, we need a counseling guidance program that takes sides and can unite two types of students who are physically different in learning, as well as the existence of children with special needs facilities and facilities, acceptance of a good school environment for children with special needs. In this case, it can be seen that affectionate treatment makes crew members more appreciated (Iskandar, Rusydi, Amin, Hakim, & Haqq, 2022; Julhadi, Sirojuddin, Arifin, Elihami, & Nazilah, 2022).

In response to the above, it appears that the counseling guidance teachers at this school are wise enough in providing services by not demanding too much, except hanging out with their friends. For the initial stage, it is necessary to increase the attractiveness of activities that require social interaction, increasing its weight. It should be noted that when this activity progresses to group counseling, counseling guidance teachers must be more sensitive and broad-minded by understanding the characteristics of children with special needs, socially with children with special needs so that it is easier to get along, both in learning and playing with their friends. In this case the counseling guidance teacher trains children with special needs awareness to interact and be socially skilled. This is reinforced that this is very important in building awareness of the responsibility to help.

Then this activity must also continue in a programmatic manner and must receive a portion of about 12.5% of the entire counseling guidance program, with the reason that this activity involves many students and brings many benefits. As in addition to daring to have opinions in groups, they also practice patience by holding back, respecting others, etc. Another problem is that children with special needs is more silent or if they think they are often wrong, because they don't read and get new information related to the topics discussed in group guidance services, as well as in the formation of group dynamics they are more silent and talk as necessary.

CONCLUSION

The development of social interest is marked by concern for children with special needs and other underprivileged students, namely by collecting monthly zakat and infaq of teachers and staff for the costs of MAN 2 Payakumbuh alumni who study at UNP Padang in the Extraordinary Education Study Program (PLB) and IAIN Bukittinggi. Besides that, support for children with special needs participating in the competition is in the form of donations of funds and moral support, even the second winner of national chess for people with disabilities from this school. At this school there is no special instrument to explore the potential of children with special needs that can reveal IQ, special talents, interests, creativity and personality. Even though this is very important if the potential for children with special needs is known, then the counseling guidance teacher will easily direct this potential and make children with special needs have self-esteem and be more confident in socializing with other students. Besides that, the role of the family is very important in carrying out its role for children with special needs.

Recognizing the potential for special needs children is very important, this school pays more attention to the interests of children with special needs seen from their social interactions, such as good voice in singing, excels in chess, in this school there is no special instrument to explore the potential of children with special needs, and including the weaknesses of the implementation of counseling guidance in this school. The same thing also happened in other schools, that at the level of implementation the use of interest was not accompanied by a special aptitude test to support student interest.

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