

## Implementation of Individualized distance learning programs for special needs childrens during the Covid-19 pandemic

Devia Sugmawati<sup>1)\*</sup>, Retno Winarni<sup>2)</sup>, Winarno<sup>3)</sup>

<sup>1,2,3</sup> Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas Sebelas Maret, Jl. Ir. Sutami No. 36, Surakarta, Indonesia

\*[deviasugmawati@student.uns.ac.id](mailto:deviasugmawati@student.uns.ac.id); [retnowinarni@staff.uns.ac.id](mailto:retnowinarni@staff.uns.ac.id);  
[winarnonarmoatmojo@staff.uns.ac.id](mailto:winarnonarmoatmojo@staff.uns.ac.id)

\*Penulis Koresponden

### ABSTRAK

Inovasi program pembelajaran individual untuk anak berkebutuhan khusus (ABK) di tengah pengajaran jarak jauh darurat atau *Emergency Remote Teaching* (ERT) merupakan hal yang sangat diperlukan, khususnya untuk anak berkebutuhan khusus. Tujuan dari penelitian ini adalah untuk menggambarkan program pembelajaran individual Jarak Jauh anak berkebutuhan khusus di Sekolah Inklusif selama pandemi. Bentuk penelitian ini merupakan penelitian kualitatif dengan pendekatan fenomenologi. Teknik pengumpulan data menggunakan lembar observasi, wawancara dan dokumentasi. Validasi data dilakukan dengan triangulasi sumber dan triangulasi Teknik. Sedangkan Teknik analisis datanya menggunakan teori dari Miles dan Huberman sampel penelitian Anak berkebutuhan khusus di sekolah inklusi. Hasil penelitian ini menunjukkan desain program pembelajaran jarak jauh yang dibuat oleh guru untuk belajar ABK di sekolah inklusif, yaitu dengan model kolaboratif: (fleksibilitas), (modifikasi), (dukungan) dan dengan strategi 5M. Model dan strategi kolaborasi ini membantu guru dan siswa dalam melaksanakan pembelajaran anak berkebutuhan khusus pada masa pandemik. Sejalan dengan itu, maka diperlukan modifikasi pada program pembelajaran individual anak berkebutuhan khusus di sekolah inklusi model pembelajaran yang memungkinkan digunakan untuk pembelajaran anak berkebutuhan khusus pada masa pandemik adalah model pembelajaran 5M.

**Kata Kunci: Anak Berkebutuhan Khusus; Inklusi; Model Kolaboratif; Strategi 5M**

### ABSTRACT

*Innovation of individual learning programs for children with special needs (ABK) in the middle of Emergency Remote Teaching (ERT) is necessary, especially for children with special needs. The purpose of this study was to describe the implementation of individual distance learning programs for children with special needs in inclusive schools during the pandemic. This is qualitative research with a phenomenological approach. Data collection techniques using observation sheets, interviews, and documentation. Data validation is done by source triangulation and technique triangulation. While the data analysis techniques use the theory of Miles and Huberman. The results of this study show the design of distance learning programs made by teachers to learn ABK in inclusive schools, namely with a collaborative model: (flexibility), (modification), (support), and with a 5M strategy. This collaboration Model and design help teachers and students in implementing the learning of children with special needs during the pandemic. In line with that, it is necessary to modify the individual learning program for children with special needs in inclusive schools the learning model that allows it to be used for learning for children with special needs during the pandemic is the 5M learning model.*

**Keywords: Children With Special Needs (ABK); Inclusion; Collaborative Model; 5M Strategy**

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## INTRODUCTION

Education is a human right protected and guaranteed by the state. Law Number 20 of 2003 Article 5 Paragraph 1 explains that every citizen has the same right to obtain a quality education. Furthermore, paragraph 2 states that citizens who have physical, emotional, mental, intellectual, and/or social disorders are entitled to special education. In its implementation, every individual gets the same right in education, both normal individuals and individuals who have abnormalities so the government organizes inclusive education to realize this

Inclusive education is education that places students with special needs in regular schools. According to [Ilahi \(2017\)](#) placing students with special needs both light, medium, and heavy in regular classes is an inclusive education service necessary for children with special needs (ABK) to get services in schools nearby regular classes. Inclusive education is present to facilitate students with special needs can learn together with regular students to develop their potential and provide equal opportunities for students who have physical, emotional, mental, and social barriers or have intelligence and/ or special talents to get an education tailored to their needs and abilities. Implement education that respects differences, and is not discriminatory for learners with special needs. With this goal, the opportunity to get education for students with special needs is getting wider, ABK together with their peers can learn together in the same class ([Ilahi, 2017](#)).

The covid pandemic affects all lines of people's lives, including education. The implementation of education in inclusive schools for children with special needs is certainly not easy to face changes in teaching and learning situations and learning conditions carried out from their respective homes. During the Covid-19 pandemic, inclusive education learning must be adapted to the current situation. The need for modifications and changes in learning so that learning continues. There are challenges in inclusive education learning during the Covid-19 pandemic for children with special needs regarding to: 1) the way teachers manage the teaching and learning process that is not done face-to-face; 2) teachers must adapt the curriculum/learning design of Inclusive Education during this pandemic; 3) lack of readiness of teachers and parents in this distance learning; 4) lack of parental skills in accessing the internet; 5) boredom that arises in children to make children lazy to do this distance learning. In dealing with the problems that arise during Distance Learning (Online) ([Dewi, 2020](#)).

School closures imposed during the Covid-19 pandemic forced teachers to create and use online learning environments. This has consequences for students and families because online activities require adequate technical skills and a new vision of teaching/learning strategies. Many families face limited availability of digital devices and a lack of fast-enough connectivity. In addition, parents of students with special needs have considerable difficulties in supporting their children's online learning ([Azoulay, 2020](#)).

Online teaching can extend teaching and learning beyond the classroom through online activities, overcoming the boundaries of space and time ([Lederman, R., Wadley, G., Gleeson, J., Bendall, S., & Álvarez-Jiménez, 2014](#)). Among the various online learning mediums adopted in this situation,

arrangements consisting of software video conferencing combined with the use of wireless microphones, webcams, and interactive whiteboards have proven to be very effective (Jones, A., & Wilkie, 2010).

Online learning helps students with SPLD in several ways: keeping up with what is happening in the classroom; making them feel that they are an integral part of the classroom activity (Lombaert, G., Degrande, G., Kogut, J., & François, 2006); reducing feelings of loneliness and isolation (Zhu, C., & Van Winkel, 2016); reduce anxiety and maintain social relationships with their classmates (Whittaker, E., Bamford, A., Kenny, J., Kaforou, M., Jones, C. E., Shah, & Levin, 2020). Online teaching can extend teaching and learning beyond the classroom through online activities, overcoming the boundaries of space and time (Lederman, R., Wadley, G., Gleeson, J., Bendall, S., & Álvarez-Jiménez, 2014). In this situation, arrangements consisting of software video conferencing combined with the use of wireless microphones, webcams, and interactive whiteboards have proven to be very effective (Jones, A., & Wilkie, 2010).

The combined use of these technologies allows remote students to have audio-visual access to what is happening during the lesson, giving them the feeling of being present in the classroom. In addition, mobile technology enables learners with Specific Learning Difficulties (SPLD) to actively participate in learning, enabling them to work collaboratively on Team Projects and participate virtually in day-to-day activities (Parmigiani, Benigno, V., Giusto, M., Silvaggio, C., & Sperandio, 2021). What's more, they offer strong support to meet the needs of students with disabilities in inclusive settings, as underlined by Morningstar and colleagues (2017).

In the context of situations, conditions, and learning needs of children with special needs, there are variations in differences and complex learning problems and obstacles faced by these children. This certainly has implications for the competence of teachers in preparing learning programs that can accommodate their needs. Failure to accommodate the learning needs of children with special needs will adversely affect the further learning process. Therefore, in the education of children with special needs PPI can be an alternative strategy that can be used to provide ABK education services (Rudiyati, 2010).

An expert from UNICEF, Anisa Elok Budiyanti in a webinar entitled "Education for all – No one Left Behind" said there were several obstacles to the provision of inclusive education services during the pandemic. "Based on the SIGAP and Disability Network Research (2020), the pattern of self-learning with parents is mostly carried out on children with disabilities who live in rural areas (47%). Children with disabilities are at risk of being left behind because key messages about tackling outbreaks and maintaining mental health do not reach them. It takes a new approach to learn in inclusive education during self-study from home. This requires the role of parents, relatives, or learning companions for children with special needs. Parents or learning assistants must understand the use of digital technology to support learning activities at home with a new learning design that adapts to current circumstances, namely with online learning.

Based on the data that the researchers took, the inclusion coordinator of SDN 20 Mataram shared good practices in implementing distance learning for students with special needs during the Covid-19 pandemic. Distance learning carried out refers to the 5M learning concept, namely: 1) Humanizing relationships with learning practices based on child orientation based on positive relationships that understand each other between teachers, students and parents;

2) Understanding concepts with learning practices that guide students not just in mastering content but mastering a deep understanding of concepts that can be applied in various contexts; 3) Building sustainability with learning practices that guide students through directed and sustainable learning experience routes through feedback and sharing good practice; 4) Choose challenges with learning practices that guide students to master skills through a tiered process with meaningful challenge choices; and 5) Empowering contexts with learning practices that guide students to involve resources and opportunities in the community as learning resources as well as opportunities to contribute to change (Kasih, & Nurcahyo, 2020).

Therefore, this research was conducted at the inclusive elementary school, that is SDN 20 Mataram, to describe the implementation of distance learning for students with special needs, analyse forms of distance learning strategies for students with special needs, as well as analyzing obstacles and alternative solutions made by teachers in providing educational services for students with special needs during the Covid-19 pandemic. The reason for choosing the research location is because of the application of innovative learning strategies in this school. First, SDN 20 Mataram is an inclusive elementary school in Mataram that applies the concept of distance learning with the 5M strategies whose activities are adaptive and contextual. Second, based on the results of observations and initial interviews with several inclusive elementary school teachers at SDN 20 Mataram, it was stated that the application of distance learning with 5M learning was used to help all students, both regular and students with special needs, to stay productive at home and parents could accompany them to study independently and flexible according to the children's free time and conditions every day (Ismawat., & Prasetyo, 2020).

Based on this, distance learning strategies applied to students with special needs are important to be analyzed and mapped. The results of this study can be carried out with data on the form of distance learning strategies for students with special needs in inclusive educational institutions. The thing from this research that has not been studied much in several previous studies is the distance learning strategy for students with special needs that is applied in this school. The results of this study are expected to find the formulation of distance learning strategies and also forms of collaboration between teachers and parents in helping students with special needs optimally at home. This becomes important as an illustration of the solution steps to the problem of remote implementation for students with special needs in Indonesia.

## **METHODOLOGY**

This research is field research with a phenomenological approach with a qualitative descriptive form. Phenomenological research is a type of qualitative research that looks at and hears more closely and details the explanation and understanding of individuals about their experiences (Hamid, F., & Si, 2009). The objects of this research are 2 Special Assistant Teachers (GPK), class teachers, principals, and parents of students with special needs. The data collection techniques used in this study were structural interviews with interview guidelines, observations with observation guidelines and field notes, and document analysis of individual learning programs for children with special needs and documentation and others (Sugiyono, 2015). Which aims to obtain in-depth data about learning programs, individuals, and the process of implementing distance learning activities

applied by teachers to students with special needs. Observation techniques were also used to collect data from the implementation of Distance Learning. In this study, the researcher becomes an observer in the activity, the type of observation is called participant observation (Piaw, 2016). The data analysis technique in this study uses the Miles and Huberman model, namely data collection, data reduction and then data display, and drawing conclusions or levers (Creswell, 2017).

## **RESULTS & DISCUSSION**

Based on the results of interviews with the primary school of SDN 20 Mataram, it is known that the design of individual learning during the pandemic was arranged based on a collaborative model. This follows a learning model with the principles of flexibility, modification, and support (Sunanto, 2017). The principle of flexibility and modification will make it easier for children to carry out activities related to the development of their potential and skills to build a brighter future. The principle of support has a very important role because the success of inclusive education depends on the support system, both from teachers, the community and also the active participation of parents in the education of their children (Ilahi, 2017). The three principles should be applied in the learning of students with special needs both face-to-face at school and online as it is today. That is, the learning adapts to the condition of the students themselves, which of course the adjustment is related to the strategy method, material, tools or learning media, and the learning environment (Sunanto, 2017).

During the covid pandemic, schools and teachers must be more innovative in designing individual learning programs for students with special needs in inclusive schools, adjustments to strategy models and learning tools or media that will be used in learning children with special needs during the pandemic must be made.

The interview results show that during this pandemic, the school adopted the learning model echoed by inclusive schools in large cities with a 5M model based on distance learning. This 5M Model is a model based on a humanist approach to providing educational services to all students, both regular and students with special needs (Shihab, 2020).

Based on interviews with special assistance teachers (GPK) and classroom teachers, the reason for implementing the 5M distance learning strategy is that this strategy makes distance learning meaningful and students with special needs remain productive because teachers and parents can collaborate and are equally empowered to create learning experiences that still support the needs and abilities of children (Hamidaturrohmah, Irfana, & Surayya, 2020).

The importance of the 5M distance learning strategy for students with special needs is that student productivity and independence can still develop well. This is due to the collaboration between teachers and parents in providing interventions to students with special needs through activity guidance modules provided by teachers. In addition, the teacher can also monitor the progress of the students by reflecting with the parents after completing the activities at the agreed time. Parents become educators at home instead of teachers (Ahsani, 2020).

Based on the results of an interview with one of the Guardian's primary schools, by using the 5M strategies in distance learning, students with special needs are happy because they are still being cared for by teachers and parents.

The results of observations at the home of one of the students with special needs that have been carried out by researchers indicate that the use of the 5M strategy in distance learning can provide benefits for students with special needs to

be able to carry out activities at home with their parents or family by following the module instructions given by the teacher. In addition, the independence and productivity of students with special needs are also slightly developed.

Using the 5M strategies in distance learning, students can study according to the activity guide in the module provided by the teacher with the help of parents. Parents also a little easier to accompany students with special needs in learning because this strategy provides flexibility in study time. Learning can be done according to the conditions of parents and students with special needs.

In addition, the reflection carried out with the teacher makes parents better understand the development of their children. Although in their opinion, learning is still more effective in schools, parents are willing to understand the situation and conditions during this pandemic. With the implementation of the 5M strategy in distance learning, students' independence, productivity, and potential can still develop even though the results are not as optimal as when face-to-face with teachers at school.

Parents and students benefit from the implementation of the strategy. In terms of independence, students are encouraged to carry out activities at home independently such as making the bed, washing slippers, sweeping, and drying clothes. Regarding productivity, students are encouraged to carry out activities such as creating works from used items and making videos of joint activities with parents. In terms of exploring potential, coaching is provided with various activities from teachers through modules such as learning to count with herbs, colouring pictures and singing as well as various activities that are actively learning. A variety of practical methods can improve the development of students with special needs.

The benefits of the 5M strategies are felt not only by students and parents but also teachers. By using the 5M strategies in the learning process, teachers are required to always innovate and have high creativity in the teaching and learning process with their students during the Covid-19 pandemic. In addition, the teacher must master the various learning methods and characteristics of students with special needs.

The benefits of implementing the 5M strategy in the individual teaching of children with special needs in inclusive schools during the covid 19 pandemic were obtained as presented in [Table 1](#) below.

**Table 1. The benefits of implementing the 5M strategy**

Object	Benefits	References
Teacher	By using the 5M strategies in the learning process, teachers are required to always innovate and have high creativity in the teaching and learning process with their students during the Covid-19 pandemic. In addition, the teacher must master the various learning methods and characteristics of students with special needs.	(Shihab, 2020)
Parents	Parents are a little easier to accompany students with special needs in learning because this strategy provides flexibility in study time and flexibility. Learning can be done according to the conditions of parents and students with special needs. the paradigm of teachers and parents has one framework, which assumes that	(Hamidaturrohmah, H., Irfana, S., & Surayya, 2020)

Children with special needs (ABK)	learning is a shared responsibility of teachers and parents. With the application of the 5Mstrategies in distance learning. <ul style="list-style-type: none"><li>➤ independence, productivity, and potential of students can still develop even though the results are not as optimal as when face-to-face with teachers at school. the independence, productivity and potential of students with special needs can still develop with the collaboration of teachers and parents in providing interventions through practical activities that can be done with parents at home;</li><li>➤ students gain personal experience of challenging, meaningful learning activities following the abilities and needs of the ABK.</li></ul>	(Hamidaturrohmah, H., Irfana, S., & Surayya, 2020)
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Inclusive education is a progressive innovation as a manifestation of the realization of humanist ideas, especially for the struggle of students with special needs. Therefore, the paradigm of inclusive education in educational institutions adapts to the individual differences of students, not vice versa. In practice, inclusive schools are required to be able to actively adapt to various individual differences, so that students with special needs can survive in them. As a result, when problems arise, the solution to these problems is taken over by the school through the prevailing educational system.

As in the current pandemic, teachers must be able to carry out an online-based learning process for students with special needs so that at home they can still be productive and experience development, especially in the aspect of independence this research was conducted (Hamidaturrohmah, H., Irfana, S., & Surayya, 2020).

Based on the results of interviews with teachers, they stated that the steps in implementing distance learning are as follows:

1. Creating lesson plans for students with special needs

Learning planning is a very important part of the learning process, and will certainly determine the achievement of learning objectives itself, which requires preparation. The learning plan in the form of PPI has been realized by teachers, but the problem is the level of concern of teachers to present good and systematic learning, as well as their level of expertise in their respective disciplines that are not enough to be able to design learning concepts (Jufri, 2016). A good teacher tries his best to make his teaching successful. One of the factors that can lead to success is that before entering the classroom, the teacher always makes a lesson plan in advance.

In the inclusive SDN 20 Mataram, teachers make lesson plans before teaching for regular students and students with special needs that are tailored to the conditions and needs of students called individual learning programs. Lesson plans consist of learning objectives, learning activities, tools used and assessments. At the time of distance learning, as in this pandemic, learning planning is the same, only for learning

activities to be replaced by parents and children, media and tools used by parents, and assessments.

Designs are given to the parents of students through WhatsApp every day. The implementation of learning activities can be done in the morning, afternoon, or evening according to the conditions of students and parents at home.

2. Implementing distance learning activities with a 5M strategy

The distance learning Program implemented for students with special needs at SDN 20 Mataram through 5M learning as quoted from the Distance Learning Guide for schools against corona is a collaboration between an inclusive community of teachers, all students, all teachers, learning teachers, our families and related education resource centres and offices, namely humanizing relationships, understanding concepts, building sustainability, choosing challenges, and empowering contexts (Shihab, 2020). The following is the implementation of 5M learning at SDN 20 Mataram for students with special needs:

a. Humanizing relationships

SDN 20 Mataram is an inclusive elementary school that has the concept of humanist education, where the implementation of the teaching and learning process is carried out by recognizing the characteristics of students, building good communication, and teaching teachers with love and affection. This teacher-friendly attitude made SDN 20 Mataram known as a humanist and Child-Friendly School. In distance learning, the practice of humanizing relationships is carried out by building positive, supportive, and understanding relationships between teachers, students, and parents. At the beginning of the lesson, the teacher collects information about the readiness of the parents by communicating via WhatsApp. In addition, in giving the task the teacher also adapts to the needs and conditions of students with special needs which leads to productivity, independence, and exploration potential with flexible time duration. In building positive relationships in distance learning during the Covid-19 pandemic era with parents and students with special needs (Shihab, 2020).

b. Understanding the concept

Understanding the concepts is very important in the learning process. The function of understanding the concept itself plays an important role, especially in learning because understanding is a basic ability that students must have in learning the concept of the next subject matter (Shihab, 2020). Because with mastery of many concepts, it allows a person to solve problems better because solving problems needs rules, and these rules are based on the concepts they have. A concept is an abstract idea that allows one to group objects or events and explain whether those objects or events are examples or not examples of ideas (Aledya, 2019). Understanding is a fundamental aspect of learning and each lesson should focus more on instilling concepts based on understanding since understanding facilitates transfer. If you only give skills without being understood, as a result, students



will have difficulty learning the next material, so students will find the lessons they learn difficult. Students are said to understand concepts if students can define concepts, identify and provide examples or non-examples of concepts, develop connection skills between various ideas, and understand how ideas are related to each other so that a thorough understanding is built.

Concept understanding activities are carried out by teachers for students with special needs in this pandemic era by guiding students with special needs to learn by explaining the purpose and learning process to parents. This is done either offline (personal visit) or online by providing specially designed study guide modules by accompanying teachers, videos, or supporting articles related to the activities and stages to be achieved by these special needs students. It is expected that students with special needs not only master the content but also master a deep understanding of the concepts that can be applied in various contexts. The planned learning activities also lead to the concepts of independence, productivity, and exploration of potential through practical activities that can be carried out at home. Such as counting through drying clothes and various other activities that lead to the stimulation of their skills. For example, watering plants, colouring, drawing, singing, playing musical instruments, reciting the Qur'an, or cooking.

c. Building sustainability

Sustainability-building activities in SDN 20 Mataram are carried out by providing various activities that lead to stimulation and feedback on the development of students with special needs that do not stop at a single and unsustainable stimulation. However, how students with special needs are increasingly directed and hone their abilities and potential to produce works and their characteristics and uniqueness. In addition, reflection is also carried out with the parents of students with special needs. This reflection can reveal new insights and understanding of what teachers and parents are doing and can reveal options, possibilities, and paths for positive and sustainable action (Hermawan, 2019). In inclusive Elementary Schools in Mataram, teachers conduct reflection activities through written notes or WhatsApp applications, both chat and video calls after doing home study activities.

d. Choose a challenge

At this stage, the special needs student must complete his response and already have an interest in a specific and ongoing activity. From here, it is expected that students with special needs can exist and actualize their talents. In the process of research, researchers often find students with special needs have an interest in one particular object that they observe at all times. From these habits, both teachers and parents can direct and develop the interest of students with special needs. It is quite possible that the talents and interests of students with special

needs are not far from what they observe on a day-to-day basis. So, what is done in this school is to provide a variety of interesting and challenging learning activities for the conditions of students with special needs with limited learning time flexible and flexible. This is in line with Schaefer's opinion which states that providing quality material, and challenging learning activities, not monotonous and attract the attention of students is something that teachers must do, especially during a pandemic situation like this so that students have a high willingness to study at home with their parents (Schaefer, T., Rahn, J., Kopp, T., Fabian, C. M., & Brown, 2019).

e. Empowering context

Various conditions of students with special needs certainly have an impact on various needs and stages of achievement for each student with special needs. For students with special needs who have completed the independence stage, exploring the potential and interest in certain activities is very helpful in recognizing the passions and talents of children with special needs. With the right stimulus and assistance and support, it is expected that students with special needs will be able to survive in the future without relying on other parties, both materially and non-materially (Shihab, 2020).

One of the stimuli provided by inclusive primary schools to students with special needs is to empower contexts that involve resources at home as learning resources that can be used to contribute to the development of students with special needs. In addition, teachers also make home visits to parents who do not have devices every two weeks and sometimes to other students with special needs.

3. Learning evaluation

Evaluation techniques are carried out by the class teacher by reducing competence for children with special needs and lowering the level of material for students. As for the strategies or methods used by teachers such as question and answer, discussions are packaged using techniques owned by the class teacher itself by adjusting the conditions of the students and the arrangement of seats made circular and grouped.

On the subject of evaluation, parents are required to report on the development of children while at home. Teachers never force children with special needs to do their duties if the child is in a bad mood. Teachers never charge their students. The teacher gives parents directions and instructions for the child's learning at home. As well as increasing cooperation between teachers and parents in the student learning process during the covid-19 pandemic.

Assessment during the covid 19 pandemic, teachers rely on reports from parents. Such as assessment on independence tasks such as sweeping, mopping, helping parents, eating and drinking alone, parents are required to report in the form of photos or videos when children perform these Independence activities. From there, the teacher can assess whether the child can do independent activities or not.

For academic assessment teachers give assignments through WhatsApp groups to parents of students. The teacher does not give deadlines for the collection of tasks that the teacher gives to the parents of the pupil for his child. Because collecting children with special needs to do the task is very difficult, so the teacher does not charge parents and students for online learning.

With the implementation of the 5M learning strategy, distance learning conducted by SDN 20 Mataram can run a little better. Because this strategy provides solutions to obstacles and problems that occur. This finding is reinforced by the results of previous research which shows the effectiveness of the humanist learning model developed in elementary schools with the concept of humanizing relationships can improve the character education of elementary school students (Jumarudin, Gafur, A., & Suardiman, 2014). The results of Nuraeni and Nurunnisa's research also showed an increase in student skills with the implementation of humanist and child-friendly education (Nuraeni, L., & Nurunnisa, 2020).

In addition, the results of Idris' research show that the concept of an educational approach carried out by recognizing students, building good communication with students and parents, providing motivation, and teaching with love and compassion is a good and humanist learning approach (Idris, S., & ZA, 2017). While the results of the study literature Yuliandri showed the concept of humanistic learning is innovative learning that can be implemented in elementary school. By emphasizing education to guide, develop and direct the basic potential of learners in terms of Cognitive, Affective, and psychomotor (Yuliandri., 2017).

From this, it can be understood that many studies show a positive contribution to the learning process carried out using a humanist approach, namely the concept of learning that humanizes good relationships with parents and students and leads to the development of student's potential. This humanist concept is a unity of 5M learning strategies that emphasize the concept of humanizing relationships with both parents and students. In addition, the 5M learning strategy also emphasizes the learning process that favours the needs and abilities of students by leading to the excavation and development of students' potential.

## **CONCLUSION**

Findings from this research are: 1) the design of individual learning programs prepared with a collaborative model, by collaborating 5M Distance Learning Strategy was born from the humanist approach. 2) Distance Learning is carried out with a 5M strategy, and 3) evaluation of learning for children with special needs during the pandemic is by evaluation techniques designed by teachers by reducing competence for children with special needs and lowering the level of material for students. Based on the results of this study, the use of 5M distance learning strategies contributes to teachers and parents collaborating to educate students with special needs so that they are empowered to learn and remain productive during the Covid-19 pandemic. Needs a synergistic relationship between the school and parents in assisting children, with the hope that students with special needs can be productive, and independent, and their potential can develop optimally.

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