

Learning Strategies for Moral Character Values for Children with Intellectual Disabilities

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ABSTRACT

Learning strategies are used to construct understanding by involving cognitive structures as an individual's consideration of understanding goodness so that they want to do good to do an act of kindness. Behavior about kindness for children with intellectual disabilities is taught through character learning. The content of these values is an abstract concept and requires appropriate learning methods to achieve learning outcomes. Special school manages children with special needs students with various conditions and levels of education, thus requiring adaptation of learning methods. The purpose of this study is to describe the learning of moral values in special schools from the aspect of methods, forms of moral values and obstacles faced by teachers. Descriptive research approach was carried out in 80 SLB D.I Yogyakarta. Data were collected through questionnaires, and focus group discussions on 116 teachers were determined using a proportional sampling technique. Data were analyzed by quantitative and qualitative descriptive statistics. The results show that the most common forms of moral character are empathy and respect for others. The learning methods used are habituation (13.8%) and direct practice (13%). The majority of learning strategies use contextual (41%) and problem-based (29.2%), as well as cooperative use according to grade level (low grade 2.6%, mixed grade 9.4% and high grade 11.4%). The supporting factor is due to the teacher's perception that the importance of character for children with special needs (25%), while the obstacle is due to the diversity of children's intellectual barriers so that it is difficult to apply variations of learning methods.

Kata Kunci: *children's with intellectual disabilities, moral character, learning strategies*