

# **STRATEGIES OF SPECIAL TEACHERS IN SPECIAL SCHOOLS IN FUNCTIONAL ACADEMIC LEARNING READING, WRITING, AND COUNTING(3M) FOR DOMESTIC SKILLS IN THE FAMILY (DOMESTIC ACTIVITY DAYLY LIVING) DURING COVID 19 PANDEMIC**

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## **ABSTRACT**

This study aims to identify the level of teacher understanding of functional academic learning in Domestic Activity Daily Living (DADL) activities for Intellectual Disability (ID) students; the form of learning strategies that have been implemented by teachers in order to accommodate students' difficulties in following functional academic materials of Reading, Writing, and Counting (3 M) which are integrated with DADL activities at home; analyze the needs of teachers in improving functional academic teaching abilities; find breakthrough innovations by teachers in the form of learning strategies for ID children to overcome social distance constraints during the covid 19 pandemic.

This study uses a quantitative descriptive method with data collection techniques in the form of questionnaires via google form and online joint discussions. Data collection was carried out to reveal the current conditions related to teachers' understanding of functional academic learning in Domestic Activity Daily Living (DADL) activities for Intellectual Disability (ID) students; ); the form of learning strategies that have been implemented by teachers in order to accommodate students' difficulties in following functional academic materials of Reading, Writing, and Counting (3 M) which are integrated with DADL activities at home; find breakthrough innovations by teachers in the form of learning strategies for ID children to overcome social distance constraints during the covid 19 pandemic.

The results showed that 27.1% of all respondents did not understand functional academic learning in Domestic Activity Daily Living (DADL) activities for Intellectual Disability (ID) students. The data reflects that most of the teachers already know, but the intensity of implementing it and the desire to know more deeply are still needed. The results of other studies indicate that in delivering material related to functional academics the teacher gives assignments to students through parents. This is certainly good enough, but it was found that the teacher did not monitor the task so that the results of ability development were not visible. With this research, teachers expect innovations related to appropriate strategies in functional academic learning and can integrate them into lesson plans.

Kata Kunci: *Functional academic learning strategy for ID*