

## **Strategy for Increasing the Quality of Learning in Children with Special Needs (Multi Site Study T SLB-C Negeri Pembina Prov. Kalsel and SLB Negeri Kota Banjarbaru)**



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**ABSTRACT:** This research is motivated by the reality in Indonesia where the distribution of education services does not run optimally. There is a marginalized group, namely Children with Special Needs, they find it difficult to get access to education services because of the limitations they have. Then with the emergence of extraordinary schools is an effort to equalize education as well as being another alternative to the segregation model or commonly known as extraordinary schools which in their implementation are separate from the normal children's education system. So that the potential and challenges of each model of education services for children with special needs were born. SLB-C Negeri Pembina Provinsi Kalimantan Selatan and SLB Negeri Kota Banjarbaru are examples of educational institutions that have a commitment to develop the potential of children with special needs so that they are able to be independent, have skills, and can become part of society.

**KEYWORDS:** Quality improvement strategies, learning, children with special needs.

### **I. INTRODUCTION**

Every Indonesian citizen has the same right to enjoy educational services. This is guaranteed in Law Number 20 of 2003 concerning the national education system in Article 5 Paragraph (1), that every citizen has the same right to obtain quality education. The role of the government in providing equitable education is certainly very influential and important in the development of education. Although the 1945 Constitution has guaranteed that it is the right of every citizen, there are still a large number of school-age children who do not have the opportunity to enjoy educational services. that is, many school-age Indonesian children do not enjoy a luxury in the form of educational services, especially minorities such as children who have mental and physical limitations or are called Children with Special Needs.

The right to get educational services for children with special needs has been mandated in Law No. 20 of 2003 concerning the National Education System Article 32 stated that special education (special education) is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, and social abnormalities, and / or have the potential for intelligence and special talents. In improving the quality of learning, teachers must strive to create new innovations in the learning process. Among them by developing teaching materials, learning methods, learning media and learning evaluation. With efforts to develop teaching materials to evaluate learning, it is hoped that it will bring a change in the quality of learning in schools so that the quality of education will increase.

Teachers should be able to create and apply innovative and effective learning and prioritize student activity, cooperation between students and exciting learning. Varied learning models will make (Mahanal, 2017). Teacher management in the learning process greatly affects the quality of learning. Because carrying out good and quality management is the responsibility and duty of teachers (Muhammad Abidin, Ahmad Suriansyah, 2022; Noviecka Wieyanthi, Wahyu, 2022). Education services that are packaged in a planned and structured manner will greatly affect the quality of learning and the quality of learning produced. Based on the description above, researchers are interested in conducting research on the efforts made by the institution. SLB-C Negeri Pembina Provinsi Kalimantan Selatan and SLB Negeri Kota Banjarbaru along with teachers in terms of managing learning and improving the quality of learning by using approaches, methods and quality control of learning that are in accordance with children with special needs so as to be able to achieve learning objectives effectively and efficiently.

### **II. METODOLOGI**

This research uses a qualitative approach with a multi-site study design at SLB-C of South Kalimantan Provincial Development State and Banjarbaru City SLB. Data collection techniques through interviews, observation and documentation. The samples in this

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study were principals, vice principals of curriculum sections, teachers, and other informants who were considered to have information related to the focus of the study. Checking the validity of data is carried out using observational diligence and triangulation. The focus of this research is (1) How is the approach implemented in improving the quality of learning for ABK in SLB-C Negeri Pembina South Kalimantan Province and SLB Negeri Kota Banjarbaru?; (2) What are the methods used in improving the quality of learning for ABK in SLB-C Negeri Pembina Provinsi Kalimantan Selatan and SLB Negeri Kota Banjarbaru?; (3) How is the quality control of learning for ABK in SLB-C Negeri Pembina Provinsi Kalimantan Selatan and SLB Negeri Kota Banjarbaru?. Data analysis used interactive analysis of Huberman and Miles (2014) model consisting of data collection, data display, data condensation and verification / conclusion.

### III. RESULTS

Based on the results of data analysis, this study found

**Focus 1** The approach used to improve the quality of learning for children with special needs in SLB-C Negeri Pembina Prov.Kalsel and SLB Negeri Kota Banjarbaru. The intelligence approach is carried out by means of students who are known to have abilities below average from the results of student observation tests and parent interviews will be referred for assessment. Learning is designed according to the needs, abilities and circumstances of children with special needs based on the results of the assessment report. The habituation approach is carried out with teachers providing examples of how to provide good treatment to students with special needs. Then habituation at home by establishing a joint commitment to the education of children with special needs. The habituation approach is learning that is developed to be able to instill good morals and skills needed by students with special needs to be able to live independently by doing it repeatedly. An individual approach is learning that is carried out individually so that its implementation is in accordance with the needs, circumstances, and abilities of students with special needs. The exemplary approach is learning that is carried out to provide good examples so that students with special needs can be emulated both at school and with the help of family at home. A functional approach is learning designed to provide learners with special needs with the skills necessary to live independently.

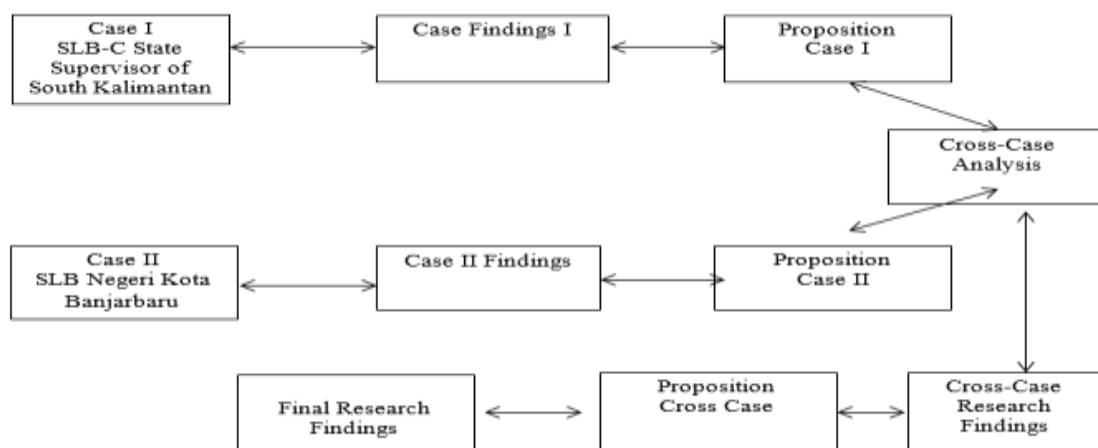
**Focus 2**

The method carried out in improving the quality of learning for children with special needs in SLB-C Negeri Pembina Prov.Kalsel and SLB Negeri Kota Banjarbaru. The demonstration method is a form of learning whose implementation demonstrates an activity or process related to the subject matter. The practice method is a form of learning that carries out repeated activities so that students master the material or skills being learned. The *prompts* method is a form of learning activity where teachers provide assistance in the form of direction or guidance either verbally or non-verbally to if students with special needs need to be able to understand the material or carry out a task or master a skill. The field trip method is an activity outside of school that is carried out according to the theme of the material being studied so that students with special needs can immediately feel directly involved in the field.

**Focus 3**

Quality control of learning for children with special needs. Feedforward control is an effort to control the quality of learning carried out as a planning effort to anticipate problems that may arise in the future. Concurrent control is the implementation of quality control carried out when activities take place with the aim of ensuring that the implementation runs according to plan. Feedback control is quality control carried out after the activity is completed with improvements for better future planning.

Based on the results of the above findings, strategies for improving the quality of learning in children with special needs can be described multi-site studies at SLB-C Negeri Pembina Prov.Kalsel and SLB Negeri Kota Banjarbaru as follows:



Picture: strategies to improve the quality of learning in children with special needs

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A description of the findings on strategies to improve the quality of learning in children with special needs can be seen in the following research findings:

### **A. Approach to Improving Learning Quality for Children with Special Needs in SLB-C Pembina Negeri Prov.Kalsel and SLB Negeri Kota Banjarbaru**

1. The intelligence approach is an approach used to know and recognize more deeply about the level of intelligence possessed by students with the help of counselors and psychologists to conduct intelligence tests with the aim of getting accurate results and being able to formulate learning in accordance with the abilities and needs of students. Research findings obtained in the field, that in SLB-C Negeri Pembina Prov Kalsel and SLB Negeri Kota Banjarbaru take an intelligent approach in improving the quality of learning for children with special needs. This school collaborates with hospitals or psychologists to conduct intelligence tests that aim to get accurate results about the abilities and conditions of students with special needs. Then came the results of the diagnosis report of students with special needs. After that the teacher will design learning based on the results of the expert's diagnosis so that learning will be in accordance with the needs, circumstances and abilities of students with special needs.
2. The use of an intelligence approach is an innovative step taken by schools in an effort to improve the quality of learning for children with special needs. This is a new finding and has not been found in previous research findings and in its implementation the school collaborates with institutions that have qualifications to conduct assessments of students with special needs. When schools know the circumstances and abilities of students with special needs based on expert assessment, learning can be designed according to their needs. In addition, teachers also have guidelines in the form of expert assessment reports to understand the condition of students with special needs to overcome learning difficulties experienced.
3. The habituation approach is an approach taken to instill good habits in the lives of students. This approach is also used to improve the quality of learning for children with special needs in SLB-C Negeri Pembina Prov Kalsel and SLB Negeri Kota Banjarbaru. Researchers found based on research data that had been presented in the previous chapter that in both research locations carried out habituation approaches to improve the quality of learning for children with special needs. This habituation approach is carried out to instill good habits that reflect commendable morals. In addition, in the context of children with special needs, the implementation of a familiarization approach with school culture such as following activities according to the lesson schedule. Starting from doing ceremonies, sports, participating in extracurriculars, special needs programs and so on. This finding is supported by the results of research by Saifulloh (2012) on strategies to improve the quality of education in schools and Achmad (2019) on Strategic Management in Improving the Quality of Madrasah Tsanawiyah Nurul Ulum Teluk Tiram Darat Banjarmasin. According to them, the strategies carried out by teachers are example, habituation, and through touching the heart. The strategy of parents and communities is effective communication and partnership. An example of religious education is applying congregational dhuhur prayers. This becomes a good habit in order to improve the religious quality of children with special needs. As for non-religious, for example, habituation to flag ceremonies. The flag ceremony was attended by students with special needs. Research findings on the use of habituation approaches in improving the quality of learning for children with special needs are also supported by the results of (Cinantya et al., 2018) research on The Strategy of Religious-Based Character Education in Early Childhood Education. The process of implementation by habituation is a very effective way of instilling moral values into the child's psyche. The process of educating children who have physical and mental disorders is certainly not the same as educating normal children in general. So there needs to be cooperation between schools and homes and the community to make good habits of daily activities. Schools also as educational institutions that provide educational services for children with special needs need to prepare their students to be able to enter the world of work so that they are able to be independent. The orientation of special education is so that students are able to be independent.
4. The habituation approach is crucial in learning for children with special needs. Because they will do directly the good habits that are being learned and carried out continuously. Children with special needs cannot afford it if only given an explanation without any direct application in everyday life. So they need to be accustomed to behaving both in the school environment and at home. Good habits at home are an aspect that is no less important to do. Therefore, there is a need for a joint commitment between schools and parents or guardians of students with special needs to work hand in hand to make good habits in order to create a complete education.
5. An individual approach is taken to improve the quality of learning for children with special needs because it can make it easier for teachers to understand the learning difficulties experienced by students with special needs in SLB-C Negeri Pembina Prov Kalsel and SLB Negeri Kota Banjarbaru. The use of this approach allows teachers to solve cases of learning barriers of their students because the individual approach sees each child as unique and requires different educational services. So that teachers can accommodate the needs and abilities in the process of carrying out learning. The learning process for students with special needs with an individual approach is carried out both in locations that implement inclusion education, namely SLB-C Negeri Pembina Prov Kalsel and SLB Negeri Kota Banjarbaru. Both research locations use an individual approach in the learning

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process. This finding is also in accordance with the findings of educational journals conducted by Suriasnyah, Aslamiah, Sulaiman, & Noorhafizah (2014) and Tajudin Noor (2022) research on character education management on learning strategies which found that teachers use an individual approach during the learning process, so that teachers can understand the character and circumstances of children. Learning for children with special needs is expected to use an individual approach. So that learning can be designed according to the needs, circumstances and abilities of students with special needs. Because the teacher can understand the child's state. What they like and what they don't like. Moreover, teachers get to know children more closely so that learning will be adjusted to the circumstances of students with special needs.

6. An exemplary approach is used to improve the quality of learning. This approach is carried out to provide an example of example both in the process of interaction at school and at home. In schools that implement inclusive education, teachers set a good example for normal students in treating students with special needs. Then also create a conducive learning environment so that normal students also provide examples for students with special needs how to behave normally. Then the exemplary approach is carried out at home by collaborating with parents to play a role in the child's education process by setting a good example at home. This finding supports the findings of Suriansyah, & Aslamiah (2015) research on leadership strategies of principals, teachers, parents, and communities in shaping student character and Suhaimi, S. (2019). Strategic Management to Improve the Quality of Education in Schools. Good examples need to be done by teachers, parents, families and other people in the environment around children with special needs. Teachers can provide examples of how to deal with children with special needs if they wet the bed in class, for example. Set a good example. Then followed by other learners, treating their friends with special needs well, respecting each other and helping each other when there are difficulties. Parents set a good example for their children to distrust the house and so on. Good examples simply have a domino effect that others will emulate.
7. The functional approach is an approach taken by teachers so that students can utilize the use value of a given knowledge to be used for the benefit of students' lives in the future. In the research findings, data were obtained on the use of functional approaches to improve the quality of learning for children with special needs. Students are provided with the skills needed to be able to live independently in the community. *Life skills education* according to the results of research in the journals Aslamiah, and Maimunah (2020), data collection techniques through observational analysis of document data. Data measurement tools through observation sheets and rubrics of children's activities and life skill development. So it can be concluded that in *life skills* education for children with special needs, schools show a Very Active activity category and a development category, namely Very Good Development. Children with special needs have great potential if they continue to be explored. What's more, explore the skills they like. Schools should be a vehicle and facility for cultivating these skills. Learning for children with special needs should be oriented towards self-help skills and vocational abilities (economic skills). This is so that children with special needs can achieve independence. Children with special needs have the potential to be able to live independently. However, they certainly need an education system that provides provisions for them to be independent. Therefore, the functional approach has a vital role in providing the skills needed by students with special needs to be able to live independently in the future. The skills provided to students with special needs are certainly in accordance with their circumstances and abilities.

### B. Learning Quality Improvement Method for Children with Special Needs in SLB-C Pembina Negeri Prov.Kalsel and SLB Negeri Kota Banjarbaru

1. The training or drill method is chosen by teachers to improve the quality of learning for children with special needs, SLB-C Negeri Pembina Prov.Kalsel and SLB Negeri Kota Banjarbaru. This method in its implementation is by means of students with special needs doing something repeatedly in the learning process. The aim is to train Children with Special Needs (ABK) to learn something that is tailored to their needs, abilities and circumstances. The findings in SLB-C Negeri Pembina Prov.Kalsel this method is carried out by means of students with special needs are given their own training on material tailored to their abilities then there are also special classes whose learning is designed according to the needs, abilities and circumstances of students with special needs and is carried out with special assistance teachers. Meanwhile, in SLB Negeri Kota Banjarbaru, there is a special needs program that is included in class hours. In it there are activities where students with special needs train according to their disabilities.
2. The use of training methods in learning children with special needs is also able to develop an attitude of independence in children's self-development. This is taken from the results of the journal Eviani (2020), which states that the self-development program is an exercise in the form of guidance and training for children with special needs, especially students with intellectual disabilities regarding meeting their basic needs independently so that they can be used as provisions to adapt to the community. Through the provision of self-development training, it is hoped that students with intellectual disabilities will get provisions to be able to carry out tasks according to their developmental age. Practice is used to be able to train the abilities or skills needed by students with special needs. If you have not been able to build yourself such as wearing clothes, brushing your teeth and so on, you need to be trained to be able to get used to and be able to do self-development without the help of others. In addition,

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the limitations possessed are not necessarily not able to master a skill, it's just that it requires continuous practice with proper guidance.

3. The prompts method or providing assistance and guidance to students with special needs is used to improve the quality of learning. Learning for children with special needs certainly cannot be equated with other general learners. Because the abilities and circumstances of students with special needs are different from theirs, teachers need to help in the process. This method is chosen by teachers because it can provide explanations needed by students with special needs in understanding the material or tasks given. This method provides assistance and guidance during learning until students with special needs master the material or complete the tasks given. Azizah (2022) in the Journal of Education entitled Teaching Methods for Children with Special Needs in Special Schools (SLB), said that the types of prompts are as follows: Verbal prompts or verbal assistance. If in learning students with special needs are less able to understand a material or instruction intended, then it is helped verbally. The form of verbal assistance provided is as additional instructions on the task to be done and can also be about information on how to complete the task. For example, when children learn to wear clothes, the instruction is given: wear your clothes. So for Verbal prompts: put your right hand on your right sleeve first. Gestural prompts or gesture assistance. If in the learning process students with special needs do not understand, then the person concerned can be helped with gestures. For example, facial expression gestures, one limb, hand movements, and other limb movements. Nod as a sign of approval, hand gestures as a sign of prohibition or so on. Physical prompts can be called physical assistance. This is intended for students if they will take actions related to learning and are too difficult then they need to be physically assisted. Modeling prompts are demonstration aids shown by others. It is expected that a student with special needs is able to model the intended action. The learner imitates and imitates the way of doing something that he sees from others. Example: the teacher shows how to wash hands properly. So that students observe and know and are able to wash hands properly. Special education aims to provide the abilities and skills needed by students with special needs to be able to live independently in the community. This certainly needs guidance or direction from teachers, parents and other related parties. Therefore, in the learning process teachers are required to continue to provide continuous assistance and guidance so that students with special needs can master the skills they need later. Help and guidance are carried out if needed both verbally, gestures, and physically so that learning objectives can be achieved optimally.
4. The field trip method is applied to improve the quality of learning for children with special needs. The activity is held outside the school environment in collaboration with parties who can help run activities in accordance with the learning themes being studied. The use of this method is in order to invite all students, including children with special needs, to see directly about the material being studied. The field trip method is carried out according to the needs of students with special needs in their social interactions. The determination of themes and materials must be based on the needs of the child. The field trip method has a good influence on the social interaction ability of students with special needs. This was conveyed by Metroyadi (2017) efforts to develop aspects of social and moral values. Strategic Management in the Development of Character Education in the results of the journal found that Karyawisata presents learning materials by bringing students directly to the object to be studied. By seeing and observing objects directly, students with special needs will more easily digest lessons because they learn using a contextual approach so that learning takes place more concretely. This field trip method is right for all types of children with special needs. The field trip method is also a solution in overcoming the difficulties of students with special needs with mild intellectual impairment in language. This is because the field trip method can be packaged to be interesting and fun so that students can learn to retell what has been done during the field trip. Based on the results of Amelia and Effendi's journal (2016), in a journal entitled the effect of the field trip method on improving the social interaction ability of children with moderate intellectual disabilities said that the field trip method has a good influence on the social interaction ability of children with moderate intellectual impairment. The field trip method is not only done to be entertainment but also a learning event for students with special needs. They can see directly in the field what is being studied so that they can better understand. In addition, they also train to increase their confidence in interacting with others.
5. The demonstration method is a way of delivering subject matter by demonstrating an activity, situation or process that is being studied by students either in the form of imitations demonstrated by teachers using other learning resources or learning media, or in actual form. The demonstration method can be used in the subject. This is according to findings from the journal by Nugroho (2018). Based on the results of the study that the improvement of extension skills of the demonstration method with the fones technique. Skill improvement can basically be influenced by several factors, including extension workers assisted by deaf specialist teachers, deaf children, learning methods and media. Extension workers as learning facilitators must be able to combine all elements of learning so that students become interested in how to brush their teeth with fones techniques so as to master brushing skills. A good learning method must also be interesting to students, foster interest in learning and be memorable so that the brushing skills obtained can last a long time in students' memories. Making the target acceptance process of counseling material will be more memorable in depth so as to get a better understanding or understanding that can improve one's skills. The demonstration method is very helpful for teachers in the process of delivering material to students with special needs. This

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method can help students with special needs to understand the material and skills to be learned. Because there are examples that are demonstrated directly so that students can observe and continue to practice. In addition, this method is also flexibly used depending on the type of impairment that the participant.

### C. Quality Control of Learning for Children with Special Needs in SLB-C Pembina Negeri Prov.Kalsel and SLB Negeri Kota Banjarbaru

This quality control can be called front feed quality control. This control is done by designing a plan in order to be an anticipatory step as a form of prevention of problems that may arise. Feedforward control also checks the availability of resources and also the goals to be achieved, before starting an activity. Feedforward control is designed to anticipate a deviation or non-conformity of a standard or goal and allow it to be corrected before the activity is carried out. This control activity will be more effective if the principal is able to obtain actual and factual information about changes that occur in the environment or the development of the desired goals. Quality control in education quality management is a system of routine technical activities designed to measure and assess the quality of products or services provided to customers. Control is needed to ensure that activities are in accordance with the plan that has been set, so that the products produced are in accordance with customer expectations and needs. Quality control tasks can be carried out by measuring differences such as planning, designing, using appropriate procedures or equipment, inspection, and taking corrective actions against deviant matters. This is as stated by Herawan (2011) Education quality control: concept and application.

Research findings on quality control namely: 1) Observation tools that correct, observe and measure or describe controlled activities. 2) An assessment tool that evaluates the performance of an activity. 3) Behavioral modification tools to change performance if needed. 4) Tools to disseminate information to others. Front feed control or feedforward control is carried out as a planning effort with the aim of preventing problems that may arise in the future (Birhasani, Muhammad, Sulaiman, 2022). Its implementation in the field by preparing for the new semester or new school year and improving teacher competence both pedagogic, social, professional and personality. This is so that teachers are ready to face learning challenges with children with special needs. Improving teacher competence is carried out through seminars, workshops, training and so on. This quality control can be called concurrent control because it controls activities while they are in progress. If there is a deficiency or a problem, it will be resolved immediately. This control aims to ensure that everything runs properly. Ideally, the use of concurrent control makes it possible to make improvements while the activity is still in progress. This helps in overcoming the obstacles experienced in activities. Research findings on quality control are simultaneously carried out by establishing communication with parents or guardians of students. This is supported by Sitti's writing about the participation of the community and parents in the provision of education. The importance of building healthy communication between schools and parents of students. Communication is very important as a way to know learning outcomes and achievements as well as obstacles that arise.

The research findings are also supported by the results of Suhaimi's (2019) research that strategic management to improve the quality of education in schools. So teachers and parents need to play an active role in establishing good communication between the two. To realize these expectations, of course, there must be good cooperation between teachers and parents. Good cooperation between teachers and parents is very important because these two parties are the ones who deal directly with students every day. Concurrent quality control is carried out in line with implementation. This is because it aims to ensure the implementation process is in accordance with what has been planned so that it can achieve goals effectively and efficiently. Implementation in the field in several ways, namely continuous evaluation of learning both daily, weekly, midterm and end of semester. This is done in order to continue to monitor the progress of learning continuously. In addition, communication between teachers and parents or guardians of students with special needs is also carried out as an effort to control quality simultaneously. Because there will be discussed problems that arise in the learning process and find solutions together. This is an effort to ensure the implementation of learning in accordance with previously planned objectives. Quality control which can also be called feedback control. This control is carried out after the work is completed. This control serves to provide feedback that can be used to make better future plans. Research findings are supported by Ahmad Suriansyah (2017) on the Implementation of The Total Quality Management Model to Support Quality: the achievement of output quality through the school quality control system. Therefore, it is necessary to mobilize all thoughts, energy, and strategies to be able to realize these qualities in educational institutions or schools. The success of the implementation of quality control is not easy, it requires commitment and good cooperation between all school residents and cooperation with the community. This aims to be a material for school improvement in the following year.

The research findings are also supported by research results found that Management of education quality control (quality control) is carried out by means of evaluation and follow-up actions (Muhammad Abidin, Ahmad Suriansyah, 2022; Uwais Alkarani, Ahmad Suriansyah, 2022). Discuss what things were lacking before. Then devise follow-up procedures so that the same shortcomings do not recur. Quality control, feedback *or feedback control*. Repairs are made after the activity is carried out. Improvements are carried out by means of end-of-semester or year-end learning evaluation meetings. This meeting was held to assess how the learning implementation process has been so far. Analyze shortcomings and problems that arise and then become notes to be followed up in

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the next semester or school year. It aims to continue to make improvements so that the quality of learning improves and provides the best educational services for children with special needs. The input of parents or guardians of students also plays an important role in controlling the quality of feedback. Because they are the consumers who enjoy educational services. Therefore, educational institutions also need to take into account input from parents of students. Because the orientation of education for children with special needs is to meet their needs for knowledge and skills to be independent in society.

### IV. CONCLUSION

The results of this study concluded that: (1) The approach to improving the quality of learning for children with special needs in SLB-C Negeri Pembina Prov.Kalsel and SLB Negeri Kota Banjarbaru implemented are as follows: intelligence approach, individual approach, habituation approach, exemplary approach, functional approach. (2) Methods for Improving the Quality of Learning for Children with Special Needs in SLB-C Negeri Pembina Prov.Kalsel and SLB Negeri Kota Banjarbaru that have been carried out, namely: demonstration methods, training methods, tourist work methods and propmtng methods. (3) Quality Control of Learning for Children with Special Needs in SLB-C of South Kalimantan Provincial Supervisory State and Banjarbaru City State SLB which has been implemented by: controlling in planning or feedforward control, control during implementation or called concurrent control, and reciprocal control or feedback control.

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