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## Analysis of Learning Independence of Children with Special Needs

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### ABSTRACTS

Learning independence is an important value that every student must have. Students in special school B Budi Nurani, Sukabumi City need to be independent in the learning process, because in fact all students are not yet independent, in other words there are still students who need help from others in learning. The purpose of this study was to determine how the independent learning of children with hearing impairment in SMPLB special school B Budi Nurani, Sukabumi City. The research method used in this research is descriptive quantitative. The independence analysis in this study was conducted on five students. In conducting this study of independent learning, researchers measured learning independence using an instrument in the form of an observation sheet. Data collection is done by means of observation, then the data obtained is then analyzed descriptively quantitatively. The conclusion of this research is that the class VIII hearing impairment child of SMPLB B Budi Nurani Sukabumi City is independent in learning. This is based on the results of research data processing which shows the percentage per indicator achieved by deaf grade VIII children is in the independent and very independent category.

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## 1. INTRODUCTION

In the field of education, it is not enough that only theories are important to be conveyed to students. However, there are other things that are no less important to be independent. Students who have barriers such as deaf children have the right to get education like students in general, as well as independent learning. Although deaf children have obstacles, the obstacles they have cannot be used as an excuse to be independent, deaf children can have independence if they study continuously, because actually deaf children have enormous potential to live independently. Independence is an important aspect that is interesting to learn, because this aspect is important for every student to have. During the learning process, the independence of deaf children at SMPLB B Budi Nurani looks good, but according to one teacher, not all students have learning independence. Therefore, the purpose of this panel is to find out how the learning independence of deaf children is in aspects of personal attributes and processes, so that they can contribute to learning not only to pay attention to results but also to pay attention to processes, especially the process of habituation of children to independent learning.

## 2. METHODS

The research method is a very important point in a study, because the research method is a way for researchers to be able to obtain results from research. The method used in this study uses a quantitative approach and the type of descriptive research. The quantitative approach in this study is used to measure learning independence, while the type of descriptive research is used to describe the results of statistical data from the quantitative approach. Instrument is a measuring test tool used in one of the research steps. The instrument in this study used an observation sheet. The preparation of this observation sheet refers to the theory from [Song & Hill, \(2007\)](#) regarding aspects of learning independence. The data analyze used in this research is descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. The initial stage of this research is data analysis. Data analysis is to calculate the score obtained by each student, then calculate the average for each indicator, and the final stage is to categorize the percentages obtained into predetermined categories.

## 3. RESULTS AND DISCUSSION

**Table 1** describes the data on student research results during the intervention process on aspects of student learning independence. Based on the percentages obtained by students in the study of learning independence, namely in the aspect of using learning resources, in general four students have the same percentage of independence, namely 100% of the 4 test items on the use of learning resources. Meanwhile, for students with the initials HRS, the level of independence is 75%, this is because students with the initials HRS in the test item on the use of other learning resources, namely the internet, are still assisted by their parents. Meanwhile, in the other test items, namely the ability to use source books, learning tools, and use gadgets for online learning, HRS is independent without the help of parents. Meanwhile, other students with the initials MAN, MON, IND and KYL get a percentage of 100% in the very independent category, namely being able to do all four test items independently without the help of others.

From this definition, HRS in indicators of achieving the use of learning resources can be said to be not fully independent, because there is still parental assistance. Meanwhile, MAN, MON, IND and KYL can be said to be independent because they do not depend on others. In the aspect of independence of learning strategies, there are two students who get percentages of 0 and 75%. Students with the initials HRS get a percentage of 0% this is because students with the initials HRS in each test item have not been able to do it independently, such as answering the teacher's questions, asking the teacher, making small notes, and not yet independently expressing his opinion. Students with the initial's IND get a percentage of 75% on the independence of learning strategies, because students with the initials IND in the test items make small notes, have not been able to do it independently. Meanwhile, three students with the initials MAN, MON, and KYL got a percentage of 100% in the learning strategy in the very independent category, namely being able to do all four test items independently. According to [Tahar, \(2006\)](#) learning independence is the readiness of individuals who are willing and able to learn on their own initiative, with or without the help of other parties in determining learning objectives, learning methods, and evaluating learning outcomes. From the theoretical definition, it can be said that the two students with the initials HRS and IND are not yet fully independent, because they do not yet have the ability to learn on their own initiative. Meanwhile, MAN, MON, and KYL can be said to be independent because they are able to learn on their own initiative.

In independent planning, all students get a percentage of 100% and are included in the very independent category, this is because all students can be independent such as responding to attendance, participating in online learning on time, preparing notebooks, preparing stationery, and saying greetings. According to learning independence is a responsible attitude, not depending on other people owned by students in the learning process such as finding their own learning resources, setting learning goals, and determining appropriate learning strategies. From the theoretical definition, it can be said that all students are independent, because they can be responsible for responding to absenteeism, participating in online learning on time, preparing notebooks, preparing stationery, and greeting. In independent monitoring, in general, four students have the same percentage of independence, which is 100% of the five items of the monitoring test. Meanwhile, for students with the initials HRS, the level of independence is 60%, this is because students with the initials HRS in the test items ask for parental help when participating in learning, HRS still asks for parental assistance. While in the other test items, namely focusing on paying attention, participating in online learning to completion, showing the results of their work and not having difficulties when participating in independent HRS learning. Meanwhile, other students with the initials MAN, MON, IND and KYL get a 100% percentage in the very independent category, namely being able to do all five test items independently.

**Tabel 1.** Research data.

Nama Peserta didik	Aspek Kemandirian Belajar				
	Personal Atribut			Proses	
	Penggunaan Sumber Belajar	Strategi Belajar	Perencanaan	Monitoring	Evaluasi
HRS	75%	0%	100%	60%	67%
MAN	100%	100%	100%	100%	67%
MON	100%	100%	100%	100%	100%
IND	100%	75%	100%	100%	67%
KYL	100%	100%	100%	100%	100%

Independence is the behavior of being able to take the initiative, being able to overcome obstacles or problems, having self-confidence and being able to do things without the help of others, the desire to do things for oneself. From this definition, HRS in the indicators of achieving the use of learning resources can be said to be not fully independent, because they are still learning with the help of their parents. Meanwhile, MAN, MON, IND and KYL can be said to be independent because they do not depend on others.

Furthermore, based on the percentage obtained by students in independent learning evaluation, there are three students who get a percentage of 67%, namely students with the initials HRS, MAN, and IND. This is because the three students in the test items re-explained the material that had been delivered and had not been able to do it independently. While in the other test items, namely being able to work on the LKS given by the teacher, and completing assignments on time, students with the initials HRS, MAN and IND are independent. While the students with the initials MON and KYL get a percentage of 100% and it can be said that in independent evaluation the two students are independent because they can do the worksheets given by the teacher, can explain the material that has been delivered, and can submit assignments on time. According to Tahar, (2006) learning independence is the readiness of individuals who are willing and able to learn on their own initiative, with or without the help of other parties in determining learning objectives, learning methods, and evaluating learning outcomes. From this definition, HRS MAN and IND in the indicators of achievement of learning evaluation can be said to be not fully independent, because they have not been able to explain the material presented by the teacher. Meanwhile, MAN, MON, IND and KYL can be said to be independent because they can do all the test items including explaining the material presented by the teacher.

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that the deaf children of SMPLB class VIII Special School B Budi Conscience Sukabumi City learn independently. This can be seen from the percentage results obtained by each student. Students with the initials HRS in using independent learning resources, in non-independent learning strategies, in very independent planning, in independent monitoring and in self-evaluation. Students with the initials MAN in the use of learning resources, learning strategies, planning, and monitoring are very independent, and in independent evaluation. Students with the initials MON in all independent indicators. Students with the initial's IND in the use of learning resources, planning, and monitoring are very independent, while in learning strategies and independent evaluation. Students with the initials KYL in all independent indicators. So, it can be concluded that there are 3 class VIII students who are very independent.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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