Influence Of Cooperative Positive Learning On Students With Special Needs At Banyuwangi Pgri University

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Abstract

Banyuwangi Regency has declared an Inclusive Regency with the aim of building an inclusive education system that carries the principle of education for all children without discrimination both normal and special needs, and people with disabilities can learn. Based on this reality, an innovative learning design that has been modified based on the condition of slow learner in the Counseling Guidance Study Program at PGRI Banyuwangi University is called Cooperative Positive Learning (CPL). CPL is designed to provide space for slow learner to increase their motivation when participating in the learning process. The application of CPL aims to build student achievement in slow learner so that a learning approach design is formed that is structured not only how to operate
a positive teaching and learning process, but also an effort to create a positive holistic environment. This study uses a quantitative approach with a pre-experimental one group pretest-posttest design. The data collection technique used a test, which was analyzed using the SPSS 23 application with a t-test approach on seven (7) student respondents. The results showed the average value of the pretest = 101.71, while the posttest = 111.14. The results of the analysis of the data from this study showed a significant effect of 0.022 p 0.05. So that Ha is proven to be accepted, meaning that the application of cooperative positive learning (CPL) is effective in increasing student achievement students slow learner.

Keywords: Cooperative Positive Learning, Student Achievement

INTRODUCTION

The government through Permenristek Dikti Number 46 of 2017 concerning Special Education and Special Services in Higher Education which emphasizes to expand opportunities and improve the quality of special education and special service education in higher education. Special education and special service education in higher education are carried out in the form of inclusive education. Inclusive education is the most effective way to combat discrimination and provide equal treatment for students with special needs in obtaining an education that is equivalent to regular students. The implementation of inclusive education is marked by changes in the system at universities to adapt to the conditions of students with special needs.

Students with special needs orpersons with disabilitiesare students who have physical, intellectual, mental, sensory limitations, and/or who have the potential for intelligence and special talents (Kemenristek DIKTI, 2017). Students with special needs are those who experience disturbances/barriers in carrying out certain activities so that they need special aids, environmental modifications or appropriate alternative techniques so that they can participate in learning optimally so that later they can participate fully and productively in social life.

Opportunities for people with special needs to attend education at the tertiary level are increasingly wide open with the issuance

of Law Number 8 of 2016 concerning Persons with Disabilities, namely: Persons with disabilities have the right to receive quality education in educational units in all types, pathways, and levels of inclusive education. and special. In article 18: Every Person with Disabilities has the right to accessibility, then in article 40 Paragraph 1: The Government and Regional Governments are obliged to organize and/or facilitate education for persons with disabilities in every path, type, and level of education in accordance with their authority.

This Government policy has also been implemented by the Banyuwangi Regional Government, since August 2014 Banyuwangi Regency has declared an Inclusion Regency with the aim of building an inclusive education system that carries the principle of education for all children without discrimination, both normal and special needs, and people with disabilities can learn in the same school, the same subjects and can participate in activities at school without any discrimination. However, based on the results of observations that have been made on the learning process at several universities in Banyuwangi, there are no public or private universities that implement the inclusive education learning system. Inclusive education in Banyuwangi Regency has only been held at educational institutions at the PAUD, SD/MI, SMP/MTs and SMA/MA levels and has been

equipped with special tutors and accessible infrastructure for children with disabilities/special needs.

The readiness of higher education institutions in Indonesia to receive and manage education for students with special needs has also been stated in the Permenristek Dikti which has regulated the rights and obligations of students with special needs, the rights and obligations of higher education as well as the management of academic, administrative and student services for students with special needs at

universities. Tall. However, the actual implementation found several obstacles and limitations in providing services for students with special needs in higher education. In addition to the limited disability service units in universities, another reason is that not all lecturers and education staff do not have the competence to provide services for students with special needs.

Based on a preliminary study that has been carried out in the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, PGRI Banyuwangi University by using the observation method and psychological tests on 10 students who got a cumulative grade point score below 3.00, there are 7 students in the Counseling Guidance Study Program who need to receive treatment. and special assistance. The 7 students

have slow learner.students Slow learner are children who experience delays in mental development, as well as limited learning abilities and self-adjustment because they have an IQ slightly below normal, which is between 78 to 89, so it takes longer and repeatedly to complete academic and non-academic tasks. academics (Nani Triani and Amir, 2013;

Purwaningtyas, 2014).

Students with special needs in the concept of inclusive learning must receive the same treatment and opportunities and combine them with regular students in one class. However, previously students with special needs required accommodation in education according to their needs. Accommodation is tailored to individual needs so that it allows students to fully participate in lectures with students in general, one of which is slowlearners. Students with slow learner are students who are slower in understanding lecture material related to symbols, abstract and conceptual. This condition makes students unable to do assignments like regular students. The special needs of slow learner are adjustments

or adaptations of several aspects of the

learning program and accessibility in learning.

The learning system given to students with special needs/disabled persons should fulfill 2 basic principles of learning. First, learning is designed individually based on the conditions and developments of students (Cavendish & Connor, 2018). The reality in the field, sometimes learning is still given classically. So that they are less able to provide maximum educational services to students. Although it is designed individually, in fact the learning design is carried out with a universal approach. Students

are grouped into certain groups, students who have almost the same conditions get the same treatment. This approach is highly recommended to establish optimal results (Cook & Rao, 2018).

The second principle is related to the concept of learning assessment. In contrast to regular students, learning assessment is directed to build motivation, not to measure learning success (Scanlon et al., 2018). Students with special needs sometimes experience several problems and difficulties in learning, so the design of learning assessments should be built to strengthen their motivation and mentality that they are capable (Cook & Rao, 2018). In practice, the evaluation process of students tends to measure student learning outcomes. Evaluation is determined by certain standards and the student's ability to achieve these standards is measured.

These common mistakes in the learning process often worsen the situation of students with special needs (Gartland & Strosnider, 2018). There are even students with special needs who do not complete their studies due to their inability to accept pressure, such as: doing assignments given by lecturers and the demands of social interaction in the university environment. The biggest problem faced is the negative

mentality and stigma from the surrounding community (Daley

& Rappolt-schlichtmann, 2018). Weak mental strength (Capital Psychology) that occurs in students with special needs is triggered by 3 things, namely: first, an inappropriate learning approach in teaching and learning activities in universities. Second, the inability of acceptance by parents and the environment. Third,

the implementation of negative learning in the college and family environment. Some of these realities become problems that need further study and become the basis for the Guidance and Counseling Study Program at PGRI Banyuwangi University to implement cooperative positive learning (CPL) for students with special needs. Cooperative positive learning (CPL) is designed to provide space for students with disabilities/special needs to increase their motivation when participating in the learning process. Measurement of the effectiveness of the CPL approach is carried out on aspects of psychological capital (PsyCap) and student achievement for students with disabilities/special needs.

METHODS

This study uses the application of a cooperative positive learning (CPL) model with an experimental quantitative approach to determine the level of success of the learning model used. The data collection method used is the method of observation, questionnaires and interviews where each method is useful in completing the required data. The research subjects were 7 students of Guidance and Counseling Study Program at PGRI Banyuwangi University who were identified as having IQs between 78 to 89 (slow learning-comorbid, emotional and behavioral barriers). The approach taken is quantitative with a pre-experimental one group pretest-posttest design. Data analysis was used using the SPSS 23 application to determine the difference in results between

the pre test and post test. This research was carried out in several stages, as follows: pre test, treatment and post test. Pre-test was conducted to determine the level of psychological aspects of capital (PsyCap) and student achievement in students with special needs. Treatment is done by giving 4 assignments with the easiest to the most difficult difficulty levels. Post test was conducted to determine the effect of the differences before and after treatment.

RESULTS AND DISCUSSION

Research Results

The psychological aspects of capital (PsyCap) and student achievement in slow learner are the focus of this study. The study was conducted on 7 slow learner who previously collected data using the initial observation method, the following observations were found: 1) students had difficulty getting along

with their friends, 2) lack of understanding and concentration in lectures, 3) completing assignments academically slower than their classmates, 4) not attending lectures without explanation, 5) requiring repetition in explaining lecture material, 6) having difficulty in presentation assignments, 7) Grade Point Average (GPA) below 3.00 for 2 semesters consecutively, namely the Odd/Even Semester of the Academic Year 2020/2021. Initial identification is also complemented by the results of psychological tests on 10 students who have a Grade Point Average (GPA) below 3.00 where it can be seen that 7 students have an IQ between 78 to 89 (slow learner-comorbid, emotional and behavioral barriers).

The application of the CPL model is given in 4 stages of assignment, with the division of task themes as follows: 1) Who Am I, 2) I Can See it, 3) My Wonderfull Culture, 4) I Am Promise. Each task theme has different indicators of success. As long as students with special needs participate in the CPL program, sedows and special assistant lecturers are required to make individual learning progress reports every week and provide feedback on their learning progress. Giving schedules and assignments must be understood by students with special needs. Giving instructions must remember the limitations of each student, for example for slow learner instructions must be clear with intonation and gesture, repeated, using simple language with

visual assistance, often reminding assignments or controlling, and providing prompts for questions. Teach students how to organize and complete assignments, explain abstract things with concrete methods, for example role playing with the help of peer tutors. The difficulty level of the task is adjusted to the student's ability as well as modifying the method of assigning assignments or evaluating learning outcomes.

Data collection using a questionnaire was given before and after treatment (pre test and post test). The results of data analysis obtained from SPSS 23 calculations show the difference between pre test and post test at the mean value of pre test 101.71 and post test is 111.14, so there is a difference of -9.429. This means that there is a significant increase in psychological capital (PsyCap) and student achievement in students with special needs before receiving treatment and after receiving treatment with the CPL model. PsyCap which consists of four aspects, namely self-efficacy, hope, optimistic attitude and endurance, this is shown in Table 1 below:

Tabel 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	101.71	7	2.690	1.017
	Pos Test	111.14	7	8.745	3.305

While the significance value of the 2 paired samples statistics table, paired samples significance tailed of 0.022 is less than 0.05 indicating a significant difference between the pre test and post test where there is a positive influence of behavior carried out on students with special needs, reinforced by table 2.

The results of data collection using observation and questionnaire methods are also strengthened by the results of interviews after the post test. Based on the results of interviews conducted on students with special needs slow learners, it shows the problems experienced related to accessibility in learning that occur in the Counseling Guidance Study Program because, namely: passive students are not actively encouraged, assignments and assessments are given by lecturers to students with special needs. slow learners are equated with regular students, the lack of parental roles in the child's lecture process, the workload of several course lecturers, the inability to communicate in conveying the difficulties experienced during the lecture process.

Discussion

CPL is a learning approach that applies the concept of positive psychology to build mental strength in students which is carried out by collaborating with various parties, including accompanying lecturers and collaborating with students. The CPL approach has several principles, characteristics and stages of implementation. This approach can be implemented with various existing learning models. CPL, which focuses on the psychological aspects of capital (PsyCap) and student achievement makes the lecture process more fun and easier for students with special needs.

CPL was developed on the basis of the concept of positive psychology (Seligman & Csikszentmihalyi, 2000) which emphasizes the importance of building positive strengths in psychological and mental aspects. Building a strong personality is the main goal of developing positive psychology (Seligman et al., 2009), in the context of learning, applying the concept of positive psychology provides so many benefits for students (Shoshani & Slone, 2017). The application of positive psychology in the context of learning will provide benefits, as follows: building positive attitudes and strong mentality for students (Shoshani & Slone, 2017), creating a positive learning environment in the classroom (Seligman et al., 2009), being able to build orientation a positive academic environment (Shankland & Rosset, 2016), creating a happy atmosphere in the college environment and a positive personality (Kristjánsson, 2012), and most importantly increasing mental strength related to self-confidence, endurance, optimistic attitude and strong hope. (Kristjánsson, 2012; Luthans et al., 2004; Nolzen, 2018).

The basic concept of positive psychology is to build positive things on mental aspects, personality for a better life (Seligman & Csikszentruihalyi, 2000). To make it happen in the world of education, the proposing team suggested the need for

intervention in learning activities carried out with positive psychology rules (Seligman et al., 2009; Shoshani & Slone, 2017). The concept of positive psychology is very relevant to be applied as a guide in learning for students with disabilities/special needs. The application of this concept in learning activities is expected to be able to build mental strength in students. The combination of the concept of cooperative learning as a comprehensive approach to the concept of positive psychology is then referred to as cooperative positive learning (CPL).
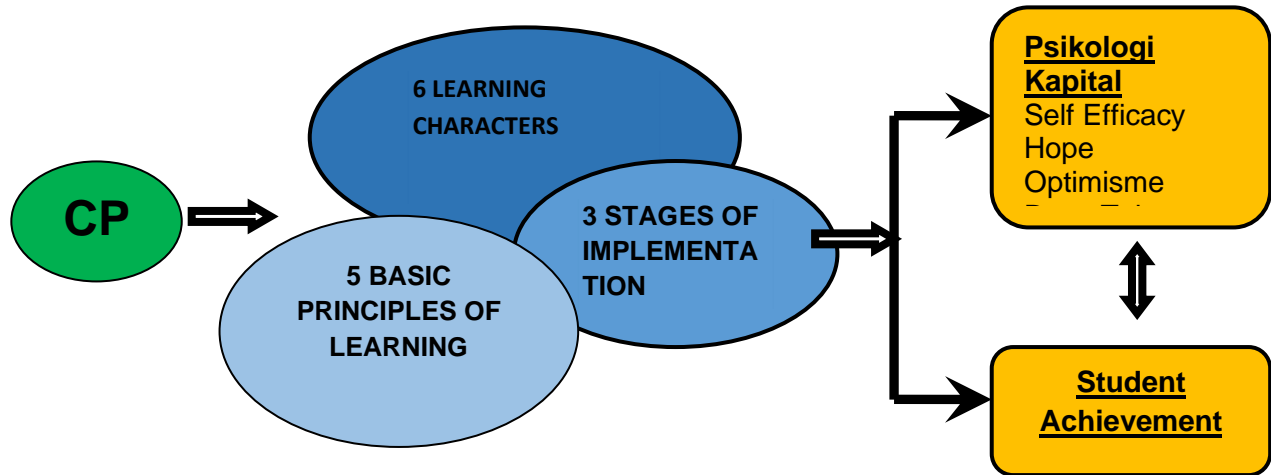

Figure 1. Approach with Cooperative Positive Learning (CPL) Model

Application of Cooperative Positive Learning can be implemented for students with special needs by paying attention to 5 basic principles in implementing positive learning, has 6 basic characters, and is applied in three (3) stages implementation. Capital Psychology (PsyCap) is the key to the success of developing the Cooperative Positive Learning (CPL) Model. The involvement and quality of lecturers as well as the choice of the right learning approach can affect the student academic achievement of students with special needs. Student academic achievement is strongly influenced by the involvement and quality of lecturers and the choice of the right learning approach (Takeda & Lamichhane, 2018). Another team of proposers assumes that the quality of lecturers is the main determinant of the success of student academic achievement when compared to other factors (Cunningham et al., 2018). Different opinions state that students' psychological factors (hope, self-efficacy and emotional)

are important keys for achieving student academic achievement (Levi et al., 2013).

According to Prasetyo (2018) there are 5 basic principles in the implementation of positive learning. First, the lecturer as a role model. Second, create a strong commitment with students to keep the classroom environment positive. Third, mutual respect. Fourth, all things are in progress towards good, and the fifth is to build a positive point of view from every action, event and reality. These five principles must be the basis for the application of positive psychology-based learning. Lecturers are an important key in learning activities (Mudzielwana, Mbulaheni, & Kutame, 2017). The attitude of the lecturer, the belief of the lecturer, and whatever the lecturer does will have an impact both directly and indirectly (Lu et al., 2016). The more positive the attitude of the lecturer and the lecturer's belief towards himself and his students, the better the direct effect on the mental health of the students

(Zee Koomen, 2016). Therefore, it is impossible for CPL to be created without the positive attitudes and views of teachers, both towards students, schools and themselves.

The second and third principles are interrelated, namely related to the commitment to create a positive atmosphere in the classroom and mutual respect. A positive classroom environment makes students more comfortable, happy and easy to learn (O'Brien Blue, 2017). In this context, the role of the lecturer is very important. Especially for students with disabilities sometimes they will receive negative stigma from friends and their environment (Daley & Rappolt-schlichtmann, 2018). This commitment is built by cultivating an attitude of respect to realize positive learning.

The fourth and fifth principles are also mutually exclusive. In implementing CPL, one must have confidence that everything is going well. While in every reality, facts and problems there is always a positive side. Related to these two concepts, it is necessary to build awareness that every person, every thing essentially leads to goodness and there must be a good side (Prasetyo, 2018) this principle becomes a guide for teachers when carrying out a learning activity.

CPL also has 6 basic characters. First, positive opening, second positive questioning, third positive measuring, fourth positive collaborative, fifth positive statement and sixth positive closing. The most important strength of positive psychology is the use of positive language (Seligman et al., 2009). Therefore, opening the class, asking questions, delivering statements, or closing the class should use positive language, behavior and attitude. These things are actually the basis of positive educational characteristics

according to the view of positive psychology (Lu et al., 2016; O'Brien & Blue, 2017).

CPL is implemented with three (3) stages of implementation. First, mapping in which the lecturers identify carefully the character of their students. Lecturers group students who are equal and have almost the same conditions. The results of mapping are used to make individual assessments. This means that each student will get treatment and assessment that tends to be different from other students (Cavendish & Connor, 2018). The results of mapping are used to develop learning designs and treatments that are relevant for each individual, including assessment standards (Scanlon et al., 2018).

After the mapping stage, the results of the mapping are used as a consideration to arrange individual or group learning for students. The second step is caching. Caching means that students are able to capture what they learn perfectly. Learning does not need a lot, does not need to be extensive, little by little is much better as long as students can master it. The target of this process is that students are able, even if a little. Although only being able to learn one letter is much better than they get so much material but yawning, to make this happen is indeed not easy. The last third stage is upgrading. Slowly learning is carried out to improve quality, targets and materials gradually.

The results showed that the application of the cooperative positive learning (CPL) model for students with special needs at PGRI Banyuwangi University had a positive impact on slow learner, both academically and non-academicly. The treatment applied by the division of several assignments makes it easier for students to understand the tasks given by the accompanying lecturer. The application of the CPL model enables

students to improve their communication skills both in presenting the assigned tasks and in social interaction with other people. The existence of a sedow team for slow learner plays an important role in providing

repeated understanding when they find it difficult to understand the material or task given.

Figure 2 Test Results for Students with Special Needs
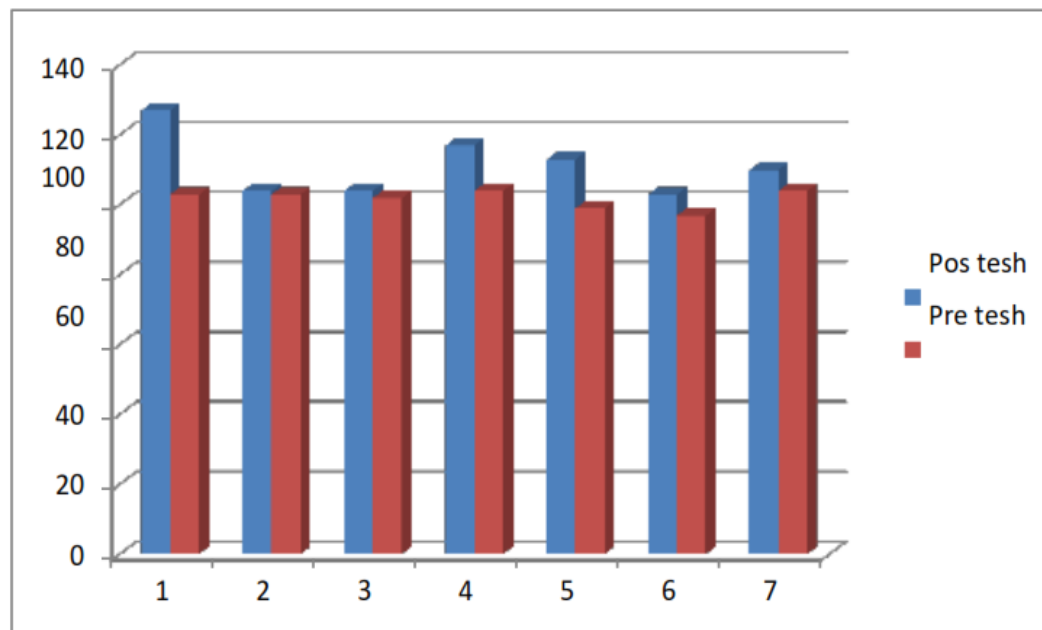
From the diagram above, it appears that there is a significant change after students are given special treatment and assistance, there is a difference between pre test and post test. The results of the implementation of mentoring can be seen in table 3 diagrams of increasing student abilities and changes in student behavior.

The CPL model is one of the efforts used to support accessibility in learning for slow learner. The absence of physical differences between slow learner students and students in general, makes them face obstacles in the learning process. The accessibility needed is the convenience provided for students with special needs related to activities of daily life in all aspects of life in the form of circulation, mobility, vision and hearing, including students with slow (Directorate General of Higher

Education, 2020).

The CPL approach as an approach developed from the concept of positive psychology is believed to be able to grow PsyCap in students with disabilities/special needs. PsyCap consists of four aspects, namely self-efficacy, hope, optimism and endurance. Self-confidence provides great strength for students to achieve the goals and targets that have been set, in this context related to academic achievement (Bandura, 1993). The success achieved by students academically is closely related to their self-confidence (Levi et al., 2013). Expectations are also a determinant of achievement and targets that have been determined (Levi et al., 2013; Luthans et al., 2004). A person's failure only occurs when he stops, as long as someone

is still willing to try he will definitely succeed. This ability to try and keep trying is what is known as endurance. In other words, endurance is the key to success (Luthans et al., 2004).

The importance of inclusive education requires the role of universities, the community and the government to determine the quality of inclusive education in the world of education in Indonesia. Higher Education Inclusive Education is an education administration system that provides opportunities for all students who have disabilities and have the potential for intelligence and or special talents to participate in education or learning in an educational environment together with students in general (Director of Learning and Student Affairs, 2021)(Mursidi, 2022). Inclusive education reflects that education is the right of all children. Inclusive Education Science or its equivalent becomes an important influence in its movement in higher education which is one of the determinants of the quality of Inclusive Education in the world of education. Universities play a role as a determinant of student readiness to become community candidates who have advantages in the field of science (Istiqomah, 2018). PGRI Banyuwangi University is one of the universities that is ready to provide opportunities for prospective students with special needs to receive inclusive education in higher education.

CONCLUSION (CLOSING)

Cooperative Positive Learning (CPL) is a learning model developed at the Guidance and Counseling Study Program at PGRI Banyuwangi University, which emphasizes the importance of building positive strengths in psychological and mental aspects for students with special needs (one of which is slow learners), creating a learning environment positive in the classroom, able to build a positive academic orientation, create a happy atmosphere in the university

environment and build psychology of capital and student achievement for students with special needs. Based on the results of the research conducted, it shows that the implementation of the CPL model can be continued in the current semester.

The application of CPL can be carried out with collaboration from various parties, namely institutions that provide facilities and infrastructure, accompanying lecturers and students as a seed team. In addition, it is necessary to take continuous steps, such as the establishment of a Service Unit for Students with Special Needs where there are volunteers or a team of sedows who serve as companions for students who need special service education to get continuing education in Higher Education.

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