

Fun and Play Learning Model for Children with Special Needs

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Abstract: Education is an effort to develop human potential optimally, both in terms of physical, mental, social and spiritual in accordance with the uniqueness of each individual. Through education is expected every child is able to develop their potential optimally. This is not only applicable to children in general but is no exception applicable to children with special needs.

One of those included in children with special needs is children with autism spectrum disorders, who have developmental barriers in communication, social interaction and behavior. Some children with autism spectrum disorders do not care what they do. They imitate another child without having a reason to do so. Barriers to children should be minimized so that the potential of children can develop optimally. The product resulting from the development of this learning model is a model of learning that can be used for especially Autis with difficulty of its form disruption speech ability.

Things that distinguish this learning model is implemented in accordance with the characteristics of the child's own method of Fun and Play or learn a fun by playing. They are not afraid or feel comfortable because they can not understand whether there is under treatment. The expected product is a module with a syntax or stage based on fun activities (Fun and Play).

Children with Special Needs are unique personalities, sometimes behind their uniqueness stored pearl abilities, where we can not see or label how much they can before we give them the best treatment. Autism with any spectrum should immediately get the right service and no mistreatment because if it had been indicated autistic as far as are knowledge will lead to Schizhopenia behavior because both have almost similar characteristics .

Keywords : fun and play, children with special needs, autism spectrum , disruption speech ability, schizhopenia

1. INTRODUCTION

The world of child development is very interesting to be a research study, both in terms of education, psychological, even social problems that accompany it. It is interesting that this study is in demand by many people from time to time, especially regarding education because it is closely related to day-to-day practical activities where it is hoped that we will understand what is appropriate or inappropriate in relation to the treatment of a child, regardless

of whose element and however condition of the child.

Education is an effort to develop human potential optimally, both in terms of physical, mental, social and spiritual in accordance with the uniqueness of each individual. Through education is expected every child is able to develop the potential they have optimally. Therefore the implementation of education should pay attention to the interests, needs and readiness of students to learn. This is not only applicable to children in general but is no exception applicable to children with special needs.

One of those included in children with special needs is children with autism spectrum disorders. Children with autism spectrum disorders are children who have developmental barriers in communication, social interaction and behavior. These barriers affect the child in the process of obtaining information as a result of learning. Some children with autism spectrum disorders do not care what they do. They imitate another child without having a reason to do so. Barriers to children should be minimized so that the potential of children can develop optimally. The participation of parents, teachers and the surrounding environment helps to minimize or reduce the barriers that exist in children, one way is through guidance and education in accordance with the abilities and needs of children. Every aspect of the development of both the motor, cognitive, sensory, emotional and social development of children will increase with the encouragement that arises from within and from outside the child or the environment. Every aspect of this development will be seen continuously and sustainably progressing from one to the other

Development is usually characterized by changes that include several aspects, both physical and psychic, including changes in size, changes in comparison, changes to replace old things, and changes to gain new things (Sunarto 1995: 39), in relation to this study is that we are generally expected to treat children with the above characteristics appropriately, in addition to understanding their specific characteristics as well as not to forget their literal children as requiring touch and treatment like an unconditional child.

In children with special needs for example there is no or less flexible in the move, including in children with autism spectrum disorders. For the above reasons then when we teach about the motion it must be in accordance with the needs of children. Motion is also a learning process that has a

goal to develop a range of optimal motion skills efficiently and effectively.

Moreover, children with autism spectrum disorder who have hyperactive behavior is in need of motor so hyperactive behavior can be reduced. Hyperactive behavior is a condition in which the child does not want to remain silent for a long time even within five minutes or has excessive activity. To reduce hyperactive behavior, sports activities are performed to improve the skills of large muscles such as crawling, walking, running, jumping or swimming.

From the things mentioned above, it is very relevant if the learning process that we do to optimize or better to empower them must be in accordance with the characteristics of children such as the approach to learning Fun and Play or learning with a fun or happy atmosphere while playing.

Based on the results of observation or preliminary research that the authors do on the Children with special needs with indications Autism (spectrum) or (please permit the author will call children with special need anymore) in some places therapy / place of empowerment children with special need, found real findings that some or if should be called almost all places treat children with special need as non-special needs, in the sense that they are treated like normal people or even adults, for example they are asked to queue up in the waiting room to get a chance at therapy, because the names also children must feel saturated and at the turn turn in. space therapy precisely they are fussy because it has been saturated even anxious before. Not to mention the factor of ignorance of the child's parents children with special need about the treatment or treatment is right for them, because according to them (children with special need parents) what is given by therapy institutions to their children sometimes

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Papers should clearly describe the background of the subject, the authors work, including the methods used, results and concluding discussion on the importance of the work. Papers are to be prepared in English and SI units must be used. Technical terms should be explained unless they may be considered to be known to the conference community.

2. Learning Model

The approach of learning can be interpreted as our starting point or point of view of the learning process, which refers to the view of the occurrence of a process that is still very general in nature, accommodating, menginsipkan, strengthening, and underlying the method of learning with a certain theoretical coverage. In terms of approach, there are two types of learning approaches: (1) student centered approach and (2) teacher centered approach.

Meanwhile, Vienna Senjaya (2008) argued that learning strategy is a learning activity that must be done by teachers and students so that the learning objectives can be achieved effectively and efficiently. The learning strategy embodies the meaning of planning, that is, that the strategy is essentially still conceptual about the decisions to be taken in a learning exercise. Viewed from the strategy, learning can be grouped into two parts as well, namely: (1) exposition-discovery learning and (2) group-individual learning.

Learning strategy is still conceptual and to implement it used a variety of specific learning methods. In other words, the strategy is "a plan of operation achieving

something" while the method is "a way in achieving something" (Vienna Senjaya (2008). Thus, the method of learning can be defined as the means used to implement the plan that has been prepared in the form of activities real and practical to achieve learning objectives There are several learning methods that can be used to implement learning strategy, among them are: (1) lecture, (2) demonstration, (3) discussion, (4) simulation, (5) laboratory, (6)) field experience, (7) brainstorming, (8) debate, (9) symposium, and so on.

Furthermore, learning methods are translated into techniques and learning styles. Thus, learning techniques can be defined as the way in which a person implements a specific method. For example, the use of lecture methods in the classroom with a relatively large number of students requires a separate technique, which technically will be different from the use of lecture methods in the classroom whose number of students is limited. Similarly, with the use of discussion methods, it is necessary to use different techniques in a class whose students are classified as active with a class whose students are classified as passive. In this case, the teacher can change techniques even in the corridor of the same method.

While learning tactics is a person's style in implementing certain learning methods or techniques that are individual. For example, there are two people using the lecture method, but may be very different in the tactics it uses. In his presentation, one tends to be interspersed with humor because he has a high sense of humor, while the other lacks a sense of humor, but uses more electronic aids because he is very master of that field. In the style of learning will appear the uniqueness or uniqueness of each teacher, in accordance with the ability, experience and personality type of the teacher concerned. In this tactic, learning will become a science as well as art (tips)

If between approach, strategy, method, technique and even learning tactics have been arranged into one unified whole then formed what is called learning model. Thus, the learning model is basically a form of learning that is illustrated from beginning to end that is typically presented by the teacher. In other words, the learning model is a wrapper or frame of application of an approach, method, and instructional technique.

3. FUN AND PLAY LEARNING

This model is adapted from the theory of constructivism in education where critical thinking comes about renovating the learning for the nation's children toward qualified, humanist, dynamic and constructive learning. One of the critical thinking is active, innovative, creative, effective and fun learning or PAIKEM (Agus Suprijono, 2010: x-xi; Indrawati and Wanwan Setiawan, 2009: 48-52).

Active Learning, because learning must cultivate the atmosphere in such a way that learners actively ask, question, and put forward ideas. Learning memangg is an active process of the learner in constructing his knowledge, not a passive process that only receives a teacher's lecture on knowledge. Innovative, learning is a meaningful process of the realities of life learned. That meaning can only be achieved if learning can facilitate learning activities that provide opportunities for participants dididk find something through learning activities undertaken.

Creative learning, because learning must cultivate critical thinking, because with such thinking that creativity can be developed. Critical thinking is reflective and productive thinking that involves evaluating. Creativity is the ability to think about things in new ways and produce solutions to a problem.

Effective Learning, because it covers the overall learning objectives of both dimension mental, physical, and social. Effective learning, making it easier for participants to learn something useful.

Exciting Learning, because learning with susana socio emotional climate positive. According to Indrawati and Wanwan Setiawan (2009: 52) the characteristics of a pleasant learning style include: relaxed, free from pressure, interesting, the rise of the spirit of learning, the attention of learners full and passionate.

So Fun and Play learning is designed in such a way that the learners feel comfortable because it will be effective result because according to the characteristics of the learners themselves.

In order for a child born with special needs to develop better, self-motivation is not the main thing. More than that the role of the family can also help a crew in order to grow rapidly much better. Some of the roles of the family can be shown with attitudes, understanding, understanding, empathy, motivation of children with special needs to be more optimistic and eager to change, as well as supporting positive and best ideas and plans for the children with special needs. The form of attention that can be given to a child with special needs does not have to be an excessive concern. The attention that the child needs with special needs is sufficient attention, which motivates and is able to provide input that helps the child with special needs in his life.

4. CHILDREN WITH SPECIAL NEEDS

Every child is unique, and each of them must be different from the others, for example in terms of needs. Different needs are caused due to the diversity of cirimaupun characters in children who also have a distinct distinct from one another.

Basically every parent wants a child they have born with a healthy, no shortage. Every parent would want a normal, who has a standard characteristic almost the same as most children.

Initially, during the Renaissance, a "handicapped" child was considered a person who possessed evil spirits (demons), and was even treated very badly. Wasted, humiliated, and treated inhumanely. Many of them are then confined, tied up, even locked. Then in the sixteenth century, there was a more positive change of attitude toward the children who were considered "disabled". Some hospitals in Paris began to provide special treatment for people with emotional disorders, after which came the name of John Locke is known as the first person to distinguish mental retardation patients with emotional disorders. Until finally, in the 18th century, a French expert Jean Marc Itard, who began researching the method of education for children extraordinary (Mangunsong, 1998).

With Itard's research, start shifting the notion of a "disabled" child into an "extraordinary" child, otherwise known as a special needs child (children with special need). In this section will be explained about the meaning of extraordinary children, which in turn is also known as children with special needs, types, and also the characteristics of some of these types.

In the book *Psychology and Child Education Extraordinary*, there are several the definition of exceptional children or later known as children with special needs (children with special need). Suran and Rizzo (1979) define Children with Special Needs are children who are significantly different in some important dimensions of their humanitarian function. They are physically, psychologically, cognitively, or socially obstructed in achieving their goals (needs) and potential to the fullest. Includes those who are deaf, blind, have speech impairment,

disability, mental retardation, and also emotional disturbance. Also gifted children with high intelligence, can be categorized as special children because they require trained handling from professionals (Mangunsong, 1998).

Gearheart (1981) defines children with special needs as children who require different educational requirements than the average normal child, and to learn effectively requires programming, facility services, and special materials (Mangunsong, 1998).

While Mangunsong (1998) alone defines children with special needs as children who deviate from the average normal child in terms of: mental traits, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills or a combination of two or more things - above; insofar as it requires modification of school tasks, learning methods or other relevant services, aimed at developing maximum potential or capacity (Mangunsong, 1998).

So in summary, extraordinary children (children with special need) can be defined as children who have different characteristics than most children, both in terms of mental characteristics, physical abilities, social and emotional behavior, the ability to communicate or a combination of two or more things as above.

5. CONCLUSION

Children with Special Needs is a unique person, sometimes behind its uniqueness stored pearl ability, where we can not see or give label on how big their ability before we give the best treatment for them, meaning authors just want to suggest that especially autism with any spectrum (its variance) should immediately get the right service and fast so that no mistreatment because if it had been indicated autism / autism / autistic then as far as the author's knowledge if not

immediately addressed will lead to Schizophrenia behavior because both have almost similar characteristics.

Children with Special Needs, especially with autism spectrum symptoms, more specifically with Speech Delay disorder should be immediately handled because for the good in the future remember in addition to Autism is a symptom of emotional disturbance is also the ability to communicate / speak is necessary in its development.

As for why with play, because the play is fun. Given the world of children is a world of play then it is very appropriate as a support to provide learning services which in turn will be able to optimize children with special need development. This learning model can be used by teachers and have a positive effect on the development of students who experience speech delay disorder. In the process of this research produced some suggestions and conclusion that the design and implementation of learning fun and play can be used as one of the means in supporting the needs of learning and therapy for children with disabilities experienced speech delay especially in helping to improve their development

6. ACKNOWLEDGEMENTS

The success of education depends on the creation of a "reliable ally" within the supporting parent, consisting of four main components: (1) the similarity of taste, (2) possible situational and growth, (3) availability of support, and (4) mutual support.

Parental support for parents with children with special need means in addition to professional services. If possible the authors conclude that parents who understand how their children should be treated children with special need are very supportive of their growth and development.

Children with special needs (children with special need) as citizens of Indonesia have the same rights and obligations as normal children, including the right to education. Children with special need requires special room and equipment, need modification of curriculum, need special guidance, readiness of class teacher, with special treatment. Besides that also needed careful planning, it is not fully there because of various factors such as limitation of fund, energy, and teacher skills in teaching children with special needs.

From the above research can be concluded that children with special need needs to get special treatment, in terms of facilities and infrastructure as well as software learning must be mature or well prepared.

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