

ENGLISH PRACTICE TEACHER'S ENTHUSIASM TRIGGERS THE LEARNING SPIRIT OF TUNADAKSA STUDENTS AT UPT SLB 1 MAKASSAR

Nurfajri Ningsih¹, Hardiani Ardin¹, Athifah Maulidah Yusuf^{1*}

¹ Institut Parahikam Indonesia

*e-mail: maulidahyusufathifah@gmail.com

ABSTRACT

This study examines the role of teacher enthusiasm in enhancing the learning motivation of students with special needs, particularly those with physical disabilities (orthopedic impairments), at UPT SLB 1 Makassar. The research findings reveal that enthusiastic and passionate English teachers have successfully ignited enthusiasm and a spirit of learning in students with disabilities at the school. High teacher enthusiasm has been shown to create a pleasant learning atmosphere, encourage active student involvement, and facilitate the optimal development of student potential. This aligns with research showing that teacher enthusiasm can increase student motivation and learning achievement, especially for children with special needs who face various challenges. The important implication of this research is the need to enhance teacher enthusiasm and competence in the context of educating children with special needs. The results can encourage schools and stakeholders to provide more support for teachers to continue improving their enthusiasm and teaching strategies, thereby having a positive and sustainable impact on the development of students with disabilities.

Keywords: *Teacher role, students with special needs, student motivation*

1. INTRODUCTION

Education is one of the important pillars in building and developing the human resource potential of a country. Similarly, As stated in Law No. 20 of 2003, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state." Through a good system, a country can produce intelligent, creative, and competitive generations in the global era. This not only provides a foundation of knowledge and skills, but also plays a role in shaping the character, attitudes, and values needed to become good citizens. Investment in the field of education not only impacts individuals, but also the progress and welfare of the community as a whole. Therefore, the government and all components of society need to be committed to continuously improving the quality and accessibility of education throughout the region, so that it can become a strong foundation for the development and progress of the Indonesian nation.

In Indonesia, the government continues to strive to improve the quality of education, including for children with special needs. Children with special needs have the same potential and rights to receive quality education and self-development. They are born with various different conditions and needs, such as learning difficulties, physical disabilities, autism, or above-average intelligence. One educational institution that plays an important role in serving children with special needs is the Special School (Sekolah Luar Biasa or SLB). UPT SLB 1 Makassar is one of the SLB that is committed to providing the best education for its students. This school was inaugurated on September 20, 1985 by the Director General of Primary and Secondary Education,

Prof. Dr. Hasan Walinono, and has become a reference for the Makassar community and its surroundings in handling children with special needs.

Furthermore, UPT SLB 1 Makassar has students with various types of special needs, such as visually impaired, hearing impaired, intellectually disabled, physically disabled, and autistic. The criteria of students taught by the author are children with "physically disabled" special needs. Children with physical disabilities are those who have disorders in the musculoskeletal system, either caused by neuromuscular abnormalities, imperfect bone structure, or brain disorders. This condition can affect the child's motor skills and mobility, thereby affecting their daily activities. Lastly, according to Soeharso (1982), the classification of physical disabilities based on the system of impairment are: (a) Impairment in the cerebral system, which is a disorder in movement, posture, or body shape, coordination problems, and sometimes accompanied by psychological and sensory disturbances due to brain development damage. (b) Impairment in the muscular and skeletal system, which includes Poliomyelitis, Muscle Dystrophy, and Spina Bifida. (c) Congenital orthopedic impairments. Physical limitations are not a reason to be denied education. Each student has different needs and abilities, including in learning English. Students with special needs are often considered to require special English language learning as well. However, this assumption needs to be reviewed. Effective English language learning can be applied to all students, including those with special needs.

2. METHOD

This research uses a qualitative approach. Furthermore, qualitative methods can be done through ethnography, grounded theory, phenomenology, case studies, and content analysis (Huberman, 2014: 27). In addition, Huberman further analyzes the characteristics of qualitative research, which include being carried out intensively by making direct contact with the participants. The type of research was a case study, in line with the opinion of Kusmarni, Y. (2012). Case study is a study in which researchers explore a particular phenomenon (case) in a time and activities such as programs, events, processes, institutions or social groups and collect information in detail and in depth using various data collection procedures during a certain period, In addition, Creswell revealed that if we are going to choose a study for a case, it can be selected from several study programs or a study program using various sources of information including: observation, interviews, audio-visual materials, documentation and reports. The research was conducted at UPT 1 SLB Makassar Jl. Dg. Tata comp. Hartaco Indah comp. SLB Pembina No. 2, Parang Tambung, Kec. Tamalate, Makassar city, South Sulawesi.

The research subjects were two female students with disabilities. Data collection uses the participant observation method. This method is a data collection method in which the researcher is directly involved and participates in the activities or environment being studied. Researchers become part of the community or group being observed to gain a deep understanding of the phenomena that occur. Similarly, Raharjo, M. (2010) said that written documents, archives, historical documents, official records, personal notes or writings and drawings or photographs. Moreover, each of these methods will produce different evidence or data, which in turn will provide different insights into the phenomenon under study. These various views will give birth to a breadth of knowledge to obtain reliable truth.

3. RESULTS

Based on the results of the research conducted, several things were found related to English language learning for students with special needs (Tunadaksa) at UPT SLB 1 Makassar. English language learning at UPT SLB 1 Makassar is directed at providing basic English language skills tailored to the needs and abilities of students. Learning materials focus on vocabulary acquisition, basic grammar, and simple speaking and writing skills. This is done to equip students with English language competencies that can be applied in everyday life. The learning methods applied tend to be individualized and flexible. Practicing teachers use a student-centered learning

approach by paying attention to the needs and characteristics of each student. The methods used include one-on-one teaching with the aim of facilitating students' understanding and maintaining their learning motivation. Researchers have taught English with the topic "Self-Introduction" at UPT SLB 1 Makassar with high enthusiasm. This enthusiasm can be seen from the teacher's efforts to arouse the enthusiasm for learning in his students, especially those with disabilities. The enthusiastic practicing teacher in the practice of teaching English has succeeded in stimulating the enthusiasm for learning in students at UPT SLB 1 Makassar who are children with special needs with disabilities. This is evidenced by the success of 2 students with disabilities who were able to introduce themselves with enthusiasm and confidence, showing that teachers are able to create an interesting learning atmosphere and motivate students to be actively involved in the learning process. students at UPT SLB 1 Makassar who were the subjects of the study were children with disabilities. Tunadaksa is a physical condition that inhibits a person's mobility and motor coordination abilities. This is certainly a challenge for teachers in designing interesting and effective learning for their students. Improved Learning Motivation The research findings revealed a significant increase in the learning motivation of students with disabilities at UPT SLB 1 Makassar, which can be directly attributed to the enthusiasm and special approach of the English language practice teachers.

4. DISCUSSION

The enthusiasm of the English practice teacher at UPT SLB 1 Makassar plays an important role in sparking the learning spirit of students who are children with disabilities. Teachers who are enthusiastic and passionate about teaching can create a pleasant classroom atmosphere and encourage students' active participation. This is in line with Brophy's (1987) opinion that teacher enthusiasm can increase student motivation and learning achievement. In the context of children with disabilities, teacher enthusiasm becomes even more important due to their limited physical condition. Teachers must be able to design lessons that are not only interesting, but also consider the special needs and abilities of their students. With high enthusiasm, teachers can create a supportive learning environment and facilitate the optimal development of students' potential.

The impact of teacher enthusiasm on the learning spirit of students with disabilities, the enthusiasm of English teachers at UPT SLB 1 Makassar has successfully triggered the learning spirit of students with disabilities. This shows that teachers' efforts in creating an interesting and motivating learning atmosphere can have a positive impact on students' engagement and enthusiasm in the learning process. Children with disabilities often face challenges and barriers to learning, both physically and psychologically.

However, with high teacher enthusiasm, these students can feel valued, supported and encouraged to be actively involved in learning activities. This can increase their self-confidence, motivation and enthusiasm for learning. This finding is in line with research conducted by Woolfolk (2007), which shows that teachers who are enthusiastic and passionate about teaching can increase students' interest and engagement in learning. In addition, teacher enthusiasm can also affect the overall atmosphere of the classroom, thus creating a positive and supportive learning environment for students' development.

The findings of this title have important implications for teaching practice, particularly in the context of the education of children with special needs such as disabilities. The results of this study can serve as a reference for other teachers, especially those who teach in special schools, to develop enthusiasm and effective learning strategies to spark their students' enthusiasm for learning. In addition, the findings may also encourage schools and other stakeholders to provide more optimal support for teachers in the form of training, facilities and professional development. Thus, teachers can continue to improve their competence and enthusiasm in teaching, so that it can have a sustainable positive impact on the development of children with special needs.

5. CONCLUSION

This research reveals the importance of the role of teacher enthusiasm in increasing the learning motivation of students with special needs, especially students with physical disabilities (orthopedic impairments) at UPT SLB 1 Makassar. The research findings show that enthusiastic and passionate English teachers have successfully sparked enthusiasm and a spirit of learning in students with disabilities at the school. The high enthusiasm of teachers has been proven to create a pleasant learning atmosphere and encourage active student involvement in the learning process. This is in line with Brophy's (1987) view that teacher enthusiasm can increase student motivation and learning achievement. In the context of children with special needs, teacher enthusiasm becomes even more important due to their limited physical conditions. Teachers must be able to design learning that is not only attractive, but also consider the special needs and abilities of students. Through high enthusiasm, teachers can create a supportive learning environment and facilitate the optimal development of student potential.

Children with disabilities often face various challenges and obstacles in learning, both physically and psychologically. However, with high teacher enthusiasm, these students can feel appreciated, supported, and encouraged to actively participate in learning activities. This can increase their self-confidence, motivation, and enthusiasm for learning. The findings of this study are in line with Woolfolk's (2007) research, which shows that teachers who are enthusiastic and passionate in teaching can increase student interest and engagement in learning. In addition, teacher enthusiasm can also affect the overall classroom atmosphere, creating a positive and supportive learning environment for student development. An important implication of these research results is the need to increase teacher enthusiasm and competence, especially in the context of educating children with special needs such as disabilities. These findings can be a reference for other teachers, especially those teaching in special schools, to develop enthusiasm and effective learning strategies to ignite students' enthusiasm for learning. Furthermore, the results of this study can also encourage schools and other stakeholders to provide more optimal support for teachers, in the form of training, facilities, and professional development. Thus, teachers can continue to improve their competence and teaching enthusiasm, so that they can have a positive and sustainable impact on the development of children with special needs.

Lastly, this research concludes that teacher enthusiasm plays an important role in increasing the learning motivation of students with special needs, especially students with physical disabilities (orthopedic impairments) at UPT SLB 1 Makassar. Enthusiastic and passionate teachers in teaching have successfully created a pleasant learning atmosphere and encouraged active student involvement, thereby increasing their enthusiasm for learning. This finding emphasizes the importance of developing teacher enthusiasm and competence, especially in the context of educating children with special needs, in order to have a positive and sustainable impact on their development.

REFERENCES

- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911-7915.
- Pratiwi, I., & Hartosujono, H. (2014). Resiliensi pada penyandang tuna daksa non bawaan. *Jurnal Spirits*, 5(1), 48-54.
- Rahardjo, M. (2010). Triangulasi dalam penelitian kualitatif.
- Kusmarni, Y. (2012). Studi kasus. *UGM Jurnal Edu UGM Press*, 2, 1-12.
- John W. Creswell. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. London: SAGE Publications
- Jw, C. (1998). *Qualitative inquiry and research design. Choosing Among Five Traditions*.
- Pebrianto, S. Y. (2023). *The Implementation of Computer Assisted Language Learning In Teaching Listening for Students With Visual Impairment At SLB A'Aisyiyah Ponorogo* (Doctoral dissertation, IAIN Ponorogo).

Haskaj, A., & Chichevska Jovanova, N. (2020). Students with Special Educational Needs in the Education Process. *PHILOSOPHICA International Journal of Social and Human Sciences*.