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Abstract:

This study aims to analyze learning models appropriate for children with moderate intellectual disabilities during the COVID-19 pandemic because all learning in schools turn into distance learning. This period is very crucial, especially for children with moderate learning disability in learning. This research used a qualitative method with a case study. Data collection was done through in-depth interviews and observation. The subjects were two special education teachers, a heterosom teacher, and two parents of children with moderate intellectual disabilities. Thematic analysis was used to interpret the research findings. In this study, the answers of parents and teachers as respondents were evaluated. The results showed a suitable learning model to use during this pandemic was a project-based individual learning model. Teachers could provide a simple project containing soft skill and hard skills for children with intellectual disabilities controlled under their parents' supervision. The focus of learning was not on achieving cognitive abilities as in general, but on how they could be skilled and independent in carrying out activities. The findings of this research could provide teachers and parents with solutions in guiding learning activities for children with moderate intellectual disabilities, especially during the COVID-19 pandemic.

Abstrak:

Penelitian ini bertujuan untuk menganalisis model pembelajaran yang sesuai untuk anak tunagrahita sedang pada saat pandemi COVID-19 karena semua pembelajaran di sekolah berubah menjadi pembelajaran jarak jauh. Periode ini sangat krusial, terutama bagi anak-anak dengan ketidakmampuan belajar sedang dalam belajar. Penelitian ini menggunakan metode kualitatif dengan studi kasus. Pengumpulan data dilakukan melalui wawancara mendalam dan observasi. Subjek penelitian ini adalah dua orang guru pendidikan luar biasa, seorang wali kelas, dan dua orang tua anak tunagrahita sedang. Analisis tematik digunakan untuk menafsirkan temuan penelitian. Dalam penelitian ini, jawaban orang tua dan guru sebagai responden dievaluasi. Hasil penelitian menunjukkan model pembelajaran yang sesuai untuk digunakan selama pandemi ini adalah model pembelajaran individu berbasis proyek. Guru dapat memberikan proyek sederhana yang berisi soft skill dan hard skill untuk anak tunagrahita yang dikendalikan di bawah pengawasan orang tua. Fokus pembelajaran bukan pada pencapaian kemampuan kognitif seperti pada umumnya, tetapi pada bagaimana mereka bisa terampil dan mandiri dalam melakukan aktivitas. Temuan penelitian ini dapat memberikan solusi kepada guru dan orang tua dalam memandu kegiatan pembelajaran bagi anak tunagrahita sedang, khususnya pada saat pandemi COVID-19.

Keywords:

Children with Moderate Intellectual Disabilities, Teaching Model, Pandemic Period.

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INTRODUCTION

Currently, almost all countries in the world are experiencing an event that will not be forgotten throughout history, namely the COVID-19 pandemic. Based on data from the United Nations of Educational, Scientific, and Cultural Organization in 2020 mentions 1.5 billion children and 63 million teachers at the primary to secondary school levels in 191 countries affected by the COVID-19 pandemic, something that has never happened before (UNESCO & IESALC, 2020). WHO and IFRC in COVID-19 Prevention and Control in Schools (March 2020) stated that when the virus spread is getting faster, then schools must be closed. Education must continue through online learning activities using various media (Unicef, WHO, & IFRC, 2020).

COVID has made a social and paradigm shift in all countries globally, one of which is Indonesia (Tsanagli & Nurwalya, 2020). This pandemic has resulted in education transformation because distance learning is the only solution (Reimers, Schleicher, Saavedra, & Tuominen, 2020). It is like providing shock therapy for teachers and children. Children who used to learn face-to-face in school switched to distance learning in their homes. It is indeed a dilemma for all education practitioners in Indonesia, even in the world (Dhawan, 2020). The COVID-19 crisis and the unparalleled education disruption is far from over. About one hundred countries have yet to announce a date for schools to reopen, and across the world, governments, unions, parents, and children grapple with when and how to approach the next phase. Countries have started planning to reopen schools nationwide, either based on grade level and by prioritizing exam classes or localized openings in regions with fewer virus cases. All teachers and even parents are trying to find effective learning for their children (Reimers, Schleicher, Saavedra, & Tuominen, 2020; Supawitaya, Vemphit, & Yoni, 2020).

UNESCO has recognized the impact of the Covid-19 pandemic on education. Nearly 300 million students have disrupted their school activities worldwide and threaten them in the future (UNESCO & IESALC, 2020). The most dreaded effects are long-term effects because students will automatically feel delaying the ongoing educational process. It can lead to slow growth in their maturity, especially if Covid-19 does not end soon. Then, what about online learning for students with special needs? Is it effective for their intellectual development? Of course, this is a big responsibility for special education teachers. If distance learning is challenging to apply for regular students, it will be more difficult for students with special needs. In the 1945 Constitution, Article 31, Paragraph 1, it is mandated that every citizen has the same opportunity to obtain an education (Nuramli Siregar, 2019).

The primary statutory regulations state that all human beings have the right to education, including children with special needs. One of them is in children with intellectual disabilities. The main symptom is an underdeveloped intelligence (Judith A. McKenzie, Pálay, Duvvurage, & Jónas, 2017). Children with special needs need education attention to foster themselves so that they can live independently in the general public environment (Koh, 2018). Therefore, further research is needed in education and learning for children with intellectual disabilities, especially in the COVID-

19 pandemic period. The things mentioned above have encouraged researchers to analyze the model for implementing distance learning carried out for children with special needs, especially for children with intellectual disabilities. Of course, this topic is a dilemma for all teachers in Indonesia, so researchers must discuss the teaching model of children with moderate intellectual disability in this pandemic more deeply.

Intellectual disability is a term used to denote a mental capacity disorder. According to the American Psychiatric Association, intellectual disability is a developmental disorder followed by a lack of intellectual, adaptive function in conceptual, social, and practical skills (Gontogor-Mikpera, Mikpera, Gobbarik, Schwab, 2013; Hickey-Moody, 2003; Kasah, Kasah, & Phillips, 2018). Deficiencies in intellectual functions such as reasoning or thinking, problem-solving, planning, abstract thinking, opinion, academic ability, and learning from experience are strengthened by clinical assessment and by standard individual intelligence tests (Chen, 2017; McCoskey, Kelly, Craig, & Shevlin, 2016; Judith A. McKenzie, Pilly, Ivershage, & Johns, 2017). Children with intellectual disabilities are grouped under three categories based on their intelligence quotients, namely mild with IQ standards (52-79), moderate with IQ standards (36-51), and profound with IQ (20-35) (Ojak & Worman, 2013).

In this study, the researchers discussed more children with moderate intellectual disability. The characteristics of children with mild intellectual disabilities include that they can be trained in specific skills even though it takes a long time. If given appropriate educational opportunities, they can be educated to do work that requires certain abilities (Bryan-Brown, 2013; Göransson, Bergström, Hansson, & Klang, 2020). They can be trained to take care of themselves and trained in simple reading and writing skills (Browder, Hudson, & Wood, 2013; Faris, 2017). They show physical abnormalities, which are congenital symptoms, but these physical abnormalities are not as severe as those experienced by children in the severe and profound categories. They also showed a disturbance in their speech function. Intellectual development disorder can be diagnosed through intelligence tests and behaviour standards (and cannot be determined by intellectual quotient alone). The term intellectual disability is known as mental retardation, which is an individual with a disability, personality, resulting in intellectual failure necessary to develop the intellectual capacity needed to meet the demands of his environment and become an independent person (Jatin & Rusak, 2020). This intellectual limitation can occur due to brain development disorders due to genetic influences, malnutrition, certain diseases, trauma to the brain before birth, during birth, or after birth. Intellectual limitations can also occur due to the consequences of developmental disorders due to lack of environmental stimulation, both from the family environment and social environment (Cornelius & Balakrishnan, 2012; Salvador-Carulla, Martnez-Leak, & Heyler, 2015).

Many problems occur in the implementation of distant learning for children with moderate intellectual disability during this pandemic. The biggest challenge is how children and people adapt to each other with distance learning at home. Some are fast and slow in responding to this change. The concept that has been embedded in children

that learning must be done at school makes it difficult for parents. As a result, it was challenging for children to study at home. The second concept is that parents are not their teachers. It is a complaint from parents. They are used to being the teacher at school. Another problem, the atmosphere at home can be a factor that can interfere with the child's concentration and focus. Furthermore, parents often do not master the teaching materials (Fortin, Hattie, & Douglas, 1996; Lam, 2020; Judith A McKenzie, Pflay, & Davenport, 2017).

Children with these characteristics have several obstacles that need to be facilitated, including: (1) academic development in cognitive aspects. The learning capacity of mentally disabled children is minimal, especially their ability for abstract things. They learn more by parroting (rote learning) than by understanding (Okei, 2017; Ngwenya & Pretorius, 2012). From day to day, they made the same mistakes. They tend to shy away from thinking. They have difficulty paying attention and have little interest in them. They also tend to forget quickly, have difficulty making new creations, and have short attention spans (Engelbrecht, Oswald, & Swart, 2003). (2) social/emotional development in the affective aspect. In association, mentally disabled children cannot take care of themselves, maintain and lead themselves (Edeman, 2015). When they are young, they have to be continuously helped because they easily fall into bad behaviour. They tend to hang out or play with children who are younger than him. His life is limited. They are also unable to express pride or admiration. They have a less dynamic personality, easy to sway, less charming, and not broad-minded (Hickey-Moody, 2003). They are also easy to suggest or influence, so that they often fall into things that are not good, such as stealing, destroying, and sexual violations. However, behind it all, they show persistence and a good sense of empathy as long as they get service or treatment and a conducive environment (Sandra I Marthin, Neepa Ray, 2010). (3) physical/health and motor development in psychomotor aspects. Both the structure and function of the body, in general, mentally disabled children are less than normal children (Judith Anne McKenzie & MacLeod, 2012). They can only walk and talk at an older age than normal children. His attitude and movements were less than beautiful, and many of them even had speech disabilities. Many of their hearing and vision was less than perfect (McMaugh, Wieser, & Stancliffe, 2017). This disorder is not in the organs but the brain's processing centre so that they can see and hear, but do not understand what they are seeing and hearing. Several mentally disabled children feel less pain, have bad body odour, their body is not fresh, their energy lacks endurance, and many die at a young age. They are prone to disease because of limitations in taking care of themselves, and they do not understand how to live healthily (Judith A McKenzie, Pflay, & Davenport, 2017; Pivari, 2020).

There are several different approaches that parents should take when carrying out learning at home for children with intellectual disabilities. Parents should cooperate with the school to follow directions, make changes, and adjust to identify the resources at home for activities at home and daily study (Srivastava, de Boer, & Pal, 2017). Indeed, being a parent of a child with intellectual disabilities during the Covid-19 is not easy.

Here, parents and students must learn and understand each other. Not only that, but the condition of each house also affects learning in children with intellectual disorders. Therefore, it is hoped that parents and children can learn from each other. Schools must also help to solve problems with activities at home (Srivastava, de Roer, & Pijl, 2015).

Due to the impact of the COVID-19 pandemic, many schools and colleges in Indonesia have been closed. Learning that is carried out face-to-face at school changes to distance learning at home (Supawattana, Yiemphat, & Yari, 2020). In Indonesia, distance learning is regulated through the Ministry of Education and Culture Circular Letter No 4 of 2020 regarding Education's Implementation in the Emergency Coronavirus Disease (Covid-19). There are three policy points related to online learning. First, online/distance learning provides a meaningful learning experience, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation. Second, it can be focused on life skills education, including regarding the COVID-19 pandemic. Third, learning activities and assignments may vary between children, according to their respective interests and conditions, including considering gaps in access/learning facilities at home (Abdiah, Hidayatullah, & Simamora, 2020; Bhawan, 2020; UNESCO, 2009).

Online learning cannot be conducted unless schools and parents have sufficient capital to access the necessary materials. This learning will not occur when teachers and children do not have adequate computers, cellphones, or quotas and internet networks. Luckily, recently the government has allowed the Fund budget to support the implementation of online learning (Abdiah, Hidayatullah, & Simamora, 2020). The government also collaborates with electronic media to present educational programs. The local government plays a role in mapping schools that need assistance in implementing online learning. Especially for schools with limited access, the government must have concrete solutions. All children from low-income families will be increasingly marginalized because they do not get their rights in education.

Data from the central statistical agency indicated that children's use of cellphones in urban areas was higher than children in rural areas: 76.69% compared to 64.69%. Meanwhile, the percentage of students who use computers/PCs in urban areas is twice that of students in rural areas or 31.37% compared to 15.43%. The rate of children's internet usage in urban areas (62.11%) was higher than in rural areas (40.53%). Nationally, 53.06% of students aged 5-24 years use the internet. School capacity depends on the school's capital, such as infrastructure that supports the operationalization of online learning including internet connections, quotas, laptops, and mastery of technology. Children's socioeconomic background also greatly influences distance learning activities through various online devices (Zoom, Google Meet, Webex, etc.) can be optimally carried out. Public schools in urban areas or private schools with children from upper middle socioeconomic classes will have no difficulty carrying out online learning.

Teacher creativity in designing online learning for children also plays an important role, especially for children with intellectual disabilities. To ensure that learning is fun,

full of meaning, awakens creativity, critical power, and can make children independent is certainly not an easy matter. Moreover, teachers cannot directly face the children. Teacher creativity in making designs and methods that can lure children into being enthusiastic about learning should be considered. If you only give children the workload, it will make them bored.

Parental participation is very important for the success of online learning. A dilemma occurs when the parents cannot accompany the child because they still have to work (Dhawan, 2020). These are people who do not have the luxury of working from home. Health workers, informal workers, factory workers, breeders, fishers and farmers, for example, have to keep working. While they do not have other people who can help support children. Parents who can work from home but still prioritize office work cannot help their children learn optimally. Especially for children at an early age, this is certainly a problem. If both parents work and do not have a household assistant, for example, they must be able to divide caring for the child. If this cannot be addressed wisely, mental health issues again need to be anticipated as parents, especially those who have children with intellectual disabilities. It is very obligatory to participate in interactions between parents and children, where parents depend on their children by changing their behaviour, knowledge and values accordingly so that children can be independent, grow and develop healthily and optimally (Lammert, Moore, & Bitterman, 2018; Patrikaku Eva A.I, 2016). Online learning has opened up various educational problems in this country. Also, it increasingly shows that education development in Indonesia requires support from various parties. Education as a complete ecosystem that cannot be separated from political policies, technological support capacity, adequate infrastructure, and parents' support.

RESEARCH METHOD

This study aimed to analyze learning models suitable for children with moderate intellectual disabilities during the COVID-19 pandemic, which all learning in schools was eliminated and turned into distance learning. This research used a qualitative method type of case study. Thematic analysis was used to interpret research findings. Thematic analysis is a flexible, private approach to emerging qualitative research. Since there was little theoretical understanding of this research topic, the inductive approach is suitable for generating themes from the data's patterns.

In choosing the research subjects, the researchers used purposive sampling technique, which means non-probability sampling or taking samples not based on random, regional or strata, but based on considerations that focus on certain objectives. Five participants agreed to participate in the study. The sampling criteria were educational practitioners who had children with moderate levels of intellectual impairment. Participants were given a written consent form that states that they were willing to provide concrete data through observation, in-depth interviews, or other investigative activities. The participants were two special education teachers, one class

teacher, and two parents who had assisted their children with moderate intellectual disabilities.

To guide data collection, the researchers developed a semi-structured interview. This guide covers five questions, such as "What were their Teaching Models during the COVID-19 pandemic? What were the challenges faced during teaching COVID-19 pandemic? And "Were the models used effectively in teaching during the COVID-19 pandemic?" Each respondent was given an in-depth interview form with complete guidelines. A digital audio recorder was used to record each interview, and qualitative data analysis was used to assist with coding and identifying themes. Besides, researchers also make observations on the object of research. The aspects observed were planning, implementing, and evaluating learning during the COVID-19 pandemic.

Researchers collected data through instruments. One face-to-face interview was conducted with respondents at each site. The interviews lasted an average duration of 39 minutes. After each interview, the first researcher transcribed the audio data verbatim. In addition to interviews, researchers also made observations of learning carried out at home. The results of the observations will be summarized in a field note. Observations were also carried out in this study. Researchers make direct observations on the object of research. Data found during the observation are noted and recorded. The observation done was participatory, namely joining and carrying out activities with the object of observation.

A credible qualitative study is one where the results reported are a true representation of the study's participants and content, and adequate evidence is provided to support the conclusions made (Daghan & Akhoyunlu, 2014). In this study, the results of observations and interviews served as data triangulation. Researchers collected the transcripts of interviews and observations without changing the meaning of the original transcripts. Then the researcher analyzed the data during the coding process and identified themes. The first researcher took notes on ongoing data analysis, creating an audit trail for review.

In a qualitative investigation, theoretical sensitivity and reflexivity are important, because each researcher brings their own experience to interpret the data. Theoretical sensitivity refers to the personal qualities that enable him or her to analyze, understand, and give meaning to data while being able to separate what is important and what is not (Cresier, Demin, Lincoln, 1994; Maxwell & Reybold, 2015). The researcher is a student with a postgraduate basic educational background and is supported by a second researcher to maintain theoretical sensitivity awareness.

Data analysis for interviews followed the thematic analysis steps outlined by Braun and Clarke (2006). Initially, researchers familiarize themselves with the data through the transcription process and read the data repeatedly. The researcher coded the data to be described qualitatively and narratively. For example, "We always give a motivational song before starting the lesson", then given the code "stimulus 1A". Code generation is grouped into themes. The 1A stimulus was then rewritten under the theme "how to teach children with moderate intellectual disability at home" a theme about how one develops

the concept of "learning at home". The themes are then reviewed to ensure they form a coherent pattern and conform to data. These themes were further refined, with a detailed analysis carried out on each theme. For example, the theme "how to teach" becomes a "learning model." This theme contains data about how someone experiences teaching children with moderate intellectual disability at home during a pandemic. This "learning model" theme was created for all data in the original theme of teaching children with moderate intellectual disability. The observation data were analyzed using data reduction; namely, the process simplification carried out through data selection, focusing and abstracting raw data into meaningful information (Crabtree, Denton, & Lincoln, 1994). Data exposure takes the essence of an organized data presented in a form statement sentence formula that is short and concise but contains immense meaning. In conducting data analysis, all records were used as a foundation. The contents of the notes were obtained from the observation sheet that described the learning process during Covid-19.

RESULTS AND DISCUSSION

Pseudonyms were used to protect respondents' data. Also, any potentially identifiable details about the participants were altered. Several factors motivate me as a researcher to delve deeper into the discussion on this topic.

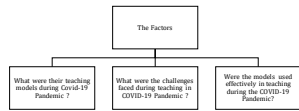


Figure 1. The Themes of the Interview Guidelines

Data analysis produces a framework that describes the findings. This framework is presented in Figure 1. The framework is presented first to contextualize the theme, which is then discussed in the research results section.

What Were Their Teaching Models During Covid-19 Pandemic?

The 1st, 2nd, 3rd Respondents reveal things that have similarities in terms of principles and processes. As special education teachers and homeschool teachers, they provide many models applied to children with intellectual disabilities. They provide two models, namely face-to-face learning at home and online learning. During face-to-face learning at home, the teacher intensively teaches the material to children in a contextual manner. Of course, the instructional media, teaching materials, and all learning facilities

have been prepared by the teacher to smooth the teaching and learning process. In this case, the teachers apply individual project learning models for children with intellectual disabilities. Individual project-based learning is a learning model that provides opportunities for teachers to manage learning in involving work project. Through this project work, children can learn from real experience so that learning becomes more meaningful. The project that is planned is more emphasis on soft skills and hard skills activities that are tailored to the characteristics of children with intellectual disability to provide real experiences and skills can increase creativity, motivation as well independence of the child through project work (Sokolucki, Meszies, & Wiggles, 2016; Nakada, Kobayashi, & Okada, 2018).

As parents of children, the 4th and 5th respondents stated that the model used for their children to learn was playing model. Their children are difficult to take seriously, so parents implement learning into a game such as singing, drawing, running, jumping and so on.

What Were The Challenges Faced During a Teaching In COVID-19 Pandemic?

This question refers to the constraints or obstacles that the respondent experienced when implementing distance learning.

The 1st respondent is Ms Novi, as a special education teacher, stated that this distance learning is quite hindering her from creating creative and innovative learning for children with intellectual disabilities, especially the time. Learning time at home cannot be limited and enforced. Simultaneously, the 2nd respondent Ms Yusi, a special education teacher, explained that the problem in learning is conditioning.

"Distance learning is less effective for me because we cannot condition the children. Especially a conditioning problem. The concentration of children with intellectual disabilities is relatively short. They get bored quickly. Therefore, I should be able to teach directly in condition and control them."

The 3rd respondent, Ms Kartika, a class teacher, stated that this distance learning has quite obstacles for children with this intellectual disability.

"In class alone, we have to guide them, especially at home intensively. Of course, it needs more attention to them."

As for the 4th respondent, Ms Eli, as parents of children with intellectual disabilities, she explained the obstacles during distance learning.

"I am quite attentive and have to be patient in teaching Kellen. The condition of the house must be supportive. I must get rid of all the things that later disturb his concentration. Because Kellen is quite slow to receive instructions in learning, so we must be patient."

The 5th respondent, Ms Dewi, as parents of children with intellectual disabilities, explained that the obstacle when teaching Seika was giving instructions while studying.

Siska had difficulty to understand the instructions. As a result, Siska was often angry and uncontrollable in studying.

Were The Models Used Effectively in Teaching During The COVID-19 Pandemic?

According to the 1st respondent, it was stated that individual learning models were very effective to use because each child with intellectual disabilities had many differences from one another, one of which was their learning style that could all be accommodated. In addition, the 2nd and 3rd respondents stated the same thing, as follows:

"I think this individual project model is effective at home during this pandemic time because they can learn freely and actively with free stages and time so that children more quickly absorb the knowledge we impart."

"I like to give them simple project assignments to improve their soft skills and hard skills. Of course, it needs to be supervised by parents."

The 4th respondent stated that teaching their children requires concentration so that individual learning models are the right model in teaching children during a pandemic period. Also, mentally disabled children can be stimulated by a project's existence to practice simple mastering skills to improve their soft and hard skills. The 5th respondent stated that it is better to use individual learning models at home because they are more controlled in learning, how and what they learn. The individual project-based learning model is very demanding for children's activity and can provide a direct experience that is not limited to mere knowledge. Here the teacher must be able to choose a project that fits the characteristics of the children. Real activity what mentally disabled children do is more memorable than just sitting to listen to a teacher. Apart from more meaningful, learning is also more interesting and capable of improving the orientation and mobility of mentally disabled children at home. In this learning, the teacher plays a role as a mediator and facilitator. Learning project-based has enormous potential to train children in thought processes and independent and active learning activities (Condittio, Quist, & Vohler, 2017; Efrenata, 2014; Gary, 2015).

The results of observations on learning for children with intellectual disorders can be explained in the following chart:

Table 1. Anecdote Record

Learning Aspects	Findings
Planning	<ol style="list-style-type: none"> 1. Together with special education teachers, class teachers have designed individual learning plans for children with intellectual disabilities. 2. Then the classroom teacher coordinates the planning and learning targets for each parent.
Implementation	<ol style="list-style-type: none"> 1. The learning implementation is carried out by blended learning, some are online learning, and some are home visit. 2. Within a week, online learning was carried out for three days, and three days later, home visiting was carried out. 3. Learning is a simple project. The teacher provides a project in the form of simple skills so that children can master it

Learning Aspects	Findings
Evaluation	While at home with parental guidance, 4. Assessment is a process which means that teachers and parents have records that describe the progress of their learning progress.

This study aims to analyze the effective models implemented by teachers and parents during the COVID-19 pandemic. The results of in-depth interviews and observations found that the effective learning model implemented during the COVID-19 pandemic was project-based. This learning model is child-centred and provides meaningful learning experiences for children. Children's learning experiences and concepts are built on the products produced in the project-based learning process. In the project-based model, children understand the content and develop skills in children to play a role in society (Bris & Barrio, 2019; Eckard, Craig & Kramer, 2018; Parker, 2020). In children with intellectual disabilities, the project is more directed towards vocational skills in soft and hard skills. These vocational skills aim to provide children skills so that they have abilities that can be used to meet their daily needs after completing formal education. These skills are in self-development, sewing, cooking, simple arithmetic, and so on. Learning for children with intellectual disabilities should ideally be functional, relevant, and contextual (Carmichael, 1993; Stanin, Hoi-Bozic, & Stocic, 2003). Functional learning is defined as learning that is useful in life.

Thus, this learning can help make it easier for children with intellectual disabilities to solve their daily activities. Learning is functional and must be functional adaptive so that learning is following the circumstances and needs of children. Apart from being functional, learning additives are also relevant to everyday life. This case can be interpreted as related to real-life learning. Relevant learning will be functional because children are presented with learning related to everyday life, and children are expected to function their knowledge to solve their problems. Learning for children with intellectual disabilities is also contextual, which means that the implementation of learning is following the content to be taught and is related to the goals to be achieved. To implement functional, relevant, and contextual learning, the teacher can develop several learning models (Browder, Hudson, & Wood, 2013).

Project-based learning also allows children to reflect on their ideas and opinions, make decisions that affect project outcomes and the learning process in general, and present the final product (Condliffe, Quint, & Visser, 2017; Mahasneh & Alwan, 2018; Quint & Condliffe, 2019). Through the application of a project-based learning model, children can increase their learning motivation to learn and encourage their ability to do important work, and they need to be respected, improve problem-solving skills, make children more active and successful in solving simple problems; enhance collaboration; encourage children to develop and practice communication skills; improve children's skills in managing resources; provide experiences for children with learning and practice in organizing projects and allocating time and other resources such as equipment for completing assignments; provide learning experiences that involve children in a complex and designed to develop according to the real world; involving children to learn to take

information and show their knowledge, then implement it in the real world, and make the learning atmosphere fun, so that both children and educators enjoy the learning process (Efrenia, 2014; Kerted & Rah, 2007; Thomas & D, 2000). Of course, during learning, children with intellectual disabilities must be accompanied by their parents. Teachers and parents must wait for children to be ready to learn. In addition, teachers are also waiting for the parents' free time to teach their children, especially children with intellectual disabilities. They need motivation and intensive guidance from teachers and their parents (Lanmer, Moore, & Rittersman, 2018; Pariklous Eva N.I., 2014). Thus, through an individual project-based learning model, children with intellectual disabilities can develop their reasoning to master a skill contextually.

CONCLUSION

Effective learning model implemented during this pandemic for children with intellectual disabilities is an individual project-based model. This model can facilitate various character differences of children with intellectual disabilities which accommodating their learning styles. It also had a positive influence on children with intellectual disabilities and emphasized learning vocational skills according to the implementation stage that has been simplified by the teacher. The use of projects can arouse interest in learning to children with intellectual disabilities to more easily understand the learning material presented.

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