



INTISARI

Latar Belakang: Pemanfaatan internet dan teknologi di era revolusi 4.0 dapat memudahkan dan merombak metode transfer pengetahuan dari kelas konvensional menjadi kelas digital. Pembelajaran daring atau *e-learning* merupakan solusi pada kondisi pandemi COVID-19. Anak disabilitas harus belajar dari rumah selama pandemi. Dengan kondisi ini orang tua dituntut untuk ikut mendampingi anak dalam pembelajaran *e-learning* di rumah. Penelitian ini bertujuan untuk mengetahui dan mengeksplorasi situasi pembelajaran *e-learning* pada anak disabilitas di rumah selama masa pandemi COVID-19.

Metode: Penelitian ini menggunakan penelitian kualitatif dengan pendekatan studi kasus. Partisipan direkrut melalui teknik *purposive sampling*. Partisipan utama sebanyak 11 orang yang merupakan orangtua atau pendamping belajar dari anak penyandang disabilitas dan partisipan pendukung sebanyak 4 orang yang merupakan Kepala Dinas Pendidikan Kabupaten Kapuas, Kepala Sekolah SLB Negeri 2 Kapuas, 1 guru di SLB Negeri 1 Kapuas dan 1 guru di SLB Negeri 2 Kapuas.

Hasil: Kegiatan pembelajaran yang diterapkan di SLB Negeri 1 dan SLB Negeri 2 Kapuas memiliki beberapa kendala dari beragam disabilitas yang diobservasi selama pembelajaran *e-learning*. Kendala pada anak tuna grahita yaitu *mood* anak yang naik turun ketika belajar sehingga mudah bosan, selain itu terdapat keterlambatan dalam menangkap pembelajaran sehingga harus diajarkan berulang-ulang. Kendala anak tuna rungu adalah komunikasi karena guru tidak bisa mengajarkan bahasa isyarat jadi selama pembelajaran hanya menggunakan bahasa isyarat formal bukan bahasa isyarat BISINDO (Bahasa Isyarat Indonesia) dan SIBI (Sistem Isyarat Bahasa Indonesia). Kendala anak tuna netra yaitu hanya bisa diberikan pembelajaran berupa keterampilan-keterampilan saja, sehingga pembelajaran kebanyakan hanya bersifat audio. Kendala anak tuna daksa adalah orang tua saat pembelajaran harus selalu *stand by* mendampingi karena hampir semua aktivitas ketergantungan dengan orang tua. Kendala anak autis yaitu sulit fokus dan mudah marah jika belajar tidak sesuai keinginan sehingga guru harus kreatif memberikan pembelajaran. Orang tua atau pendamping belajar juga selalu menerjemahkan bahasa anak kepada guru karena komunikasi anak autis yang tidak jelas.

Kesimpulan: Anak disabilitas membutuhkan guru yang sesuai antara pendidikannya dengan ketunaannya, karena hal itu berpengaruh terhadap kualitas pembelajaran. Peran guru dan orang tua sangat berpengaruh pada pembelajaran *e-learning*. Dibutuhkan kerjasama yang baik antar guru dan orangtua dalam mendidik serta memotivasi siswa disabilitas.

Kata kunci: pembelajaran *e-learning*, anak disabilitas, kendala orang tua, masa pandemi COVID-19

ABSTRACT

Background of the study: The use of the internet and technology in the 4.0 revolution era can facilitate and overhaul the transfer of knowledge from conventional classes to digital classes. Online learning or e-learning is a solution to the COVID-19 pandemic. Children with disabilities must learn from home during the pandemic. With this condition, the parents are required to accompany their children in e-learning at home. This study aims to understand and explore situation of e-learning activities of children with disabilities at home during the COVID-19 pandemic.

Methods: This qualitative research used a case study approach. The participants were recruited through the purposive sampling technique. The main participants were 11 participants who were parents or learning companions of children with disabilities and 4 supporting participants who were the Head of the Kapuas Regency Education Office, the Principal of SLB Negeri 2 Kapuas, 1 teacher at SLB Negeri 1 Kapuas and 1 teacher at SLB Negeri 2 Kapuas.

Results: The learning activities implemented in SLB Negeri 1 and SLB Negeri 2 Kapuas have several obstacles from various disabilities observed during e-learning activities. Constraints for the mentally disabled children are the mood of children which was up and down when learning, so they are easily bored. Besides, delays in capturing learning must be repeated. The obstacle for the deaf children is communication because the teacher cannot teach sign language. Therefore, they only used formal sign language instead of BISINDO (Indonesian Sign Language) and SIBI (Indonesian Sign Language) sign language during the learning. The obstacle for blind children was that they can only be given learning in the form of skills, so most of the learning was only audio. The impediment to physically disabled children was that parents must always accompany them during learning because almost all activities depend on their parents. Obstacles for autistic children were difficult to focus on and easy to anger if learning was not as desired, so teachers must be creative in providing learning. Parents or learning companions also always translate the child's language to the teacher because the communication of autistic children is not clear.

Conclusion: Children with disabilities need teachers who match the linearity of their education with the type of disabilities because it affects the quality of learning. The role of teachers and parents is very influential on e-learning activities. Good cooperation between teachers and parents are needed in educating and motivating students with disabilities.

Keywords: e-learning, children with disabilities, parents' problems, the COVID-19 pandemic.