

The Contribution of Basic Leadership Training (LDK) to the Soft Skill Competency of Students of Special School (SLB)

Bina Harapan

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The Contribution of Basic Leadership Training (LDK) to the Soft Skill Competency of Students of Special School (SLB) Bina Harapan

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ABSTRACT

The purpose of this study was to describe the real contribution of changes in the soft skill competence of students with special needs (deaf speech) at the Bina Harapan Special School as a result of basic leadership training. This research is included in qualitative descriptive research with a case study approach. The results of this study are 1) Students' communication competence is good, this is evidenced by the many conversations that occur in one day, both with fellow speech-impaired students and with other people who do not have special needs. 2) The competence of being able to cooperate with students is very good, as evidenced by their getting used to doing activities with other friends and supported by the habituation of group work by the school. 3) The adaptability of students is very good, as evidenced by the ratio of the number of close friends they mention is currently much higher than when they first entered school. 4) The leadership competence of students is very good, as evidenced by the way they lead themselves to be able to move others in addition to learning activities, homework and their circumstances. 5) Students' problem solving competence is well proven by the way they deal with problems that come from themselves and from others.

Keywords: Learning Model, Investigation Group, Writing Skills.

INTRODUCTION

Schools as a forum for educating, fostering and developing student competencies have carried out various activities in the form of education and coaching related to curricular, co-curricular and extracurricular activities with the aim of educating and improving the skills possessed by students in developing their talents, interests and abilities.

As stated in Law Number 20 of 2003 concerning the National Education System CHAPTER II Basics, Functions and Objectives, article 3 reads; National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing

the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Students as the younger generation have the same right to develop all the potential that exists in themselves, one of which is the soft skill competence that they have had since birth, in accordance with the statement (Sandroto, 2020) that the Indonesian population is expected to have a high level of education, as well as hard skills and soft skills. every human being has limitations, but humans can go beyond them and work with their strengths or potential (Asriandhini et al., 2020).

Special education cannot always focus on academics only, but also by providing vocational education in the form of skills to be able to compete with the community (Harahap & Efendi, 2020). According to (Sailah, 2008).

Soft Skill is the social ability to interact with other people. Soft skills are developed from values, principles, and applied in the form of skills, which are included in soft skills including communication, adaptation, leadership, positive, critical and creative thinking as well as other abilities related to individual personality capacities. Soft skills are abilities that are not visible and are often associated with emotions. Interventions that can be given in improving soft skills are intensive training or coaching so that values and morals can be improved by activities that can increase self-awareness.

The application of soft skills in the school education process in a balanced way must grow and be able to improve the quality of oneself personally and in a wider scope. Although this ability is not always a basic thing in every student's self-development, it is important for everyone's life to improve soft skills that will have a big impact and benefit for their future.

In addition to academic ability, it is important for students to have soft skills in living life. Soft skills include common sense and a positive adaptive attitude in dealing with others and oneself (F, 2018). Through these Soft Skills, students are trained with various skills and abilities of students to have a good mentality in the form of noble character and humane attitude towards others. This is usually implemented through game activities or other activities for each Soft Skill (Sumar & Razak, 2016).

Efforts to develop soft skill competencies in the educational environment are generally carried out in basic leadership training activities (LDK) which have become routine activities every year in schools. In general, schools carry out basic leadership training activities with the aim of mentally training students how to become leaders, both for themselves and for others. This is in line with the statement (Elfiandri & Dkk, 2011) that in exploring soft skills the main thing to do is through a leadership training approach or leadership training.

Basic Leadership Training is a place to train a student to become a stronger and tougher person. Actually, basic leadership training is not only aimed at students who will become organizational administrators, but the goal is broader than that.

Through basic leadership training, it is hoped that it can help form students with strong characters and personalities so that they can become successful future leaders. This exercise is a strategic medium in fostering mental, spiritual and professional skills for students with the hope of making a positive contribution in developing potential and talents in activities in the school environment.

The benefits of implementing basic leadership training include training self-confidence, learning to solve problems, honing organizational skills, cultivating leadership traits, and as a means of self-development.

Special School is one of the educational institutions that receive and teach education to children with disabilities, including people with hearing and speech disabilities. After all, they are part of the nation's young generation that has great potential if developed in the right way. In reality, many people with disabilities have more abilities and competencies than normal students in general.

A person with a speech deafness is a person with a physical condition characterized by an inability to hear and speak. According to Law no. 8 of 2016 concerning Persons with Disabilities as quoted by (Widinarsih, 2019), several types of disabilities include: physical disabilities, intellectual disabilities, mental disabilities, sensory disabilities, there are also people with multiple disabilities, namely having two different disabilities such as speech deafness.

In a study conducted by Hendri Hermawan Adinugraha, et al, it was shown that 91.3% of students were able to develop their leadership talents after carrying out basic leadership training activities (Adinugraha & Dkk, 2021). In this study, the objects of the Basic Leadership Training are students of the Bina Harapan Special School (SLB) with hearing and speech disabilities who also want to be able to benefit from basic leadership training activities, so that students are able to develop an attitude of independence, discipline, cooperation, tolerance, mutual respect, responsibility and leadership attitude.

METHOD

This research on the contribution of basic leadership training to the soft skill competencies of Bina Harapan special school students is included in a qualitative descriptive study with a case study approach which has the aim of providing a systematic, factual and accurate description and description of the facts found by researchers. This study describes situations or events, solves problems by describing the state of the research subject based on visible facts, does not test hypotheses or look for relationships. The case study approach is essentially observing people in their environment, interacting with them, and trying to understand their world.

This study focuses on the contribution of basic leadership training to the soft skill competencies of Bina Harapan Special School (SLB) students where students with

speech impairments develop their soft skills competencies through basic leadership training activities carried out in their educational institutions.

Data collection methods allow researchers to interact directly with research informants in the hope of digging deeper into information and experiences. The technique taken in this research is to use structured interviews.

Structured interview is the process of obtaining information or information by means of question and answer through face to face between interviewers and research informants using interview guidelines. The research instruments are in the form of questions as follows:

| Number | SOFT SKILL COMPETENCY | QUESTION |
|--------|--------------------------|---|
| 1 | Communication | Who did you talk to today? |
| | | Have you ever spoken in front of a crowd? |
| 2 | Able to work together | Do you often study in groups? |
| | | If your friends disagree, what will you do? |
| 3 | Adapt | Who were your close friends when you first entered this school? |
| | | Who are your close friends now? |
| 4 | Leadership | What do you do when a friend is fighting? |
| | | Tell me about a time when you were a leader both at school and at home? |
| 5 | Problem Solving | If one of your friends accidentally breaks your seat, what will you do? |
| | | When you can't answer the teacher's question, what do you do? |

The data analysis technique used in this research is in three stages, namely: (1) data reduction, which is the activity of selecting, focusing and simplifying the data. Stage (2) is the presentation of the data, which is done by compiling in a narrative manner the various information obtained based on the reduction, and (3) drawing conclusions, which is providing conclusions on the results of the interpretation of the data obtained.

The steps in this research include; (1) create a grid of interviewees, (2) prepare interview guidelines, (3) conduct interviews, (4) process research results, and (4) analyze data

RESULTS AND DISCUSSION

The basic leadership training that has been carried out by the Bina Harapan Special School provides a new experience for all participants. This training was first conducted by the institution as a means of developing the potential, talent, creativity, independence and discipline of students as explained by Mrs. Idayati, S.Pd as the principal of the Bina Harapan extraordinary school, "that SLB students are basically the same as students in general, they not having limitations but privileges that other students do not have, in each student there is great potential which if it is

honed and developed optimally and maximally it will bring out beauty that may not be able to be done by students in general, it's just how to hone it. a bit different." (Idayati, 2022).

The basic leadership exercises were attended by all students with great enthusiasm, starting from the preparation of activities that began with the opening ceremony, giving materials, group distribution, group assignments, praying together, to eating together. The activity passed without complaint, they were seen occasionally joking and enjoying group work and games that had been prepared at each post.

The new experiences of SLB students in basic leadership training activities have made a positive contribution to their soft skill competencies. As stated by Mrs. Pipit as a BK teacher, "that many new behaviors emerged after the LDK activity, where previously these behaviors had not been so dominant seen in students such as greeting friends in other classes which previously was only done with close friends in the same class. only" (Nisa, 2022). Some of these soft skill competencies include communication, being able to work together, adapting, leadership and problem solving.

From the results of structured interviews between researchers and informants according to the research instrument, the researchers describe the answers of the informants as follows:

Communication

There are 2 questions in the research instrument regarding communication competence, namely "with whom did you talk today?" and "have you ever spoken in front of a crowd?". From the first question the researcher got varied answers, with whom did you talk today? with the teacher, with friends, with the gardener, with the security guard, with the father crossing the street, with the mother when dropping off school, with the father before leaving for school, with the younger brother, with the older brother at breakfast at home, with the grandparents saying goodbye to school.

From the second question, have you ever spoken in public? Few children stated that they had; during flag ceremonies, during poetry competitions, when answering teacher questions in front of the class, when preparing lines for sports activities, making announcements in front of the class, presenting the results of group work, and singing slogans at LDK activities. While most of the students said they never did. From the two questions and answers from the respondents, it can be concluded that the students' communication competence is good, this is evidenced by the many conversations that occur in one day, both with fellow speech-impaired students and with other people who do not have special needs.

Able to work together

To determine the competence of being able to work together, there are 2 questions in the research instrument, "do you often study in groups?" and "if your friends disagree, what will you do?". The first question has 2 answers, namely yes and no, but all respondents answered yes, because the learning process carried out in the classroom in some subjects always uses group work techniques, so when they participate in LDK activities and get team work assignments, it becomes an issue. which is very easy to do.

The answers to the second question from research respondents included being indifferent, leaving it alone, explaining our opinion so that it could be accepted, being hostile to it, not greeting friends who disagreed, scolding him, giving explanations, telling other friends that he did not agree and asking to stay away from him. According to Mrs. Pipit as a BK teacher, she stated that the incident (students' attitudes when they were in trouble) was only temporary, the teachers always gave understanding and positive examples of action so that they could act according to school norms. From the explanation above, it can be concluded that the competence of being able to cooperate with students is very good, as evidenced by their accustomed to doing activities with other friends and supported by the habituation of group work by the school.

Adapt

There are 2 questions to determine students' adaptation competence, namely "Who were your close friends when you first entered this school?", the second question "Who are your close friends now?" From the first question, most of the students mentioned less than 3 names, while some students mentioned more than 4 names. From the results of the interview, the answer to the second question shows a good adaptation process, where very many students mention more than 6 names of their close friends. This is also influenced by the learning system of several subjects that require students to work together in a team at one meeting, while at the next meeting there will be a rolling/change of team members so that their adjustment process gets indirectly through collaboration activities in groups. From the statement above, it can be concluded that the adaptability of students is very good, as evidenced by the ratio of the number of close friends they mention is far higher than when they first entered school.

Leadership

To determine leadership competence, there are 2 questions in the research instrument, namely "What do you do when a friend is fighting?" and "Tell me about an experience when you were a leader both at school and at home?" The first question received various answers, from the whole object of research, the researcher recorded 3 answers that almost all students gave the answer, namely reporting to the teacher, intervening and advising. There are also other answers including bringing one of the perpetrators of the fight into the classroom to be calmed down, watching friends fighting and busy finding out the cause, this answer was obtained only from a small number of students.

From the second question, the researcher saw that students were very enthusiastic about telling their experiences with various expressions, ranging from enthusiasm, shame, and happiness. He was nervous when he led the flag ceremony for the first time, which was his first experience as a ceremonial officer, embarrassed when he served as a paskibra but the flag folded when he was about to be pulled up, felt very happy when he was appointed captain of the soccer team, happy when he became the emcee at the commemoration of PHBI, afraid of being wrong when he becomes the leader of a study group and presenting in front of the class, afraid when he is entrusted as a class meeting committee, embarrassed when he is first appointed as class president, but with time he will get used to leading in front of the class.

The next experience is being a leader at home, including helping younger siblings to study, accompanying play, teaching how to fold and tidying clothes, replacing father in RT routine activities, celebrating at a neighbor's house, helping when father's work is completed at home, replacing mother's task of washing clothes, drying, washing dishes and helping mother take care of the sick grandmother.

From the students' statements above, acting as leaders both at school and at home they do with pleasure and full responsibility, their limitations have been ignored so that they are able to become exemplary leaders, especially for other students who do not have limitations or can be said to be 'normal'. It can be concluded that the leadership competence of students is very good, as evidenced by the way they lead themselves to be able to move others in addition to learning activities, homework and their circumstances.

Problem solving

To determine students' problem solving competence, the researcher prepared 2 questions, namely "If one of your friends accidentally breaks your seat, what will you do?" and "When you can't answer the teacher's question, what do you do?" The condition of the arrangement of the benches in each class is one long table that is used by 2 students with their respective seats. From the results of the interview on problem solving competence, the first question, "If one of your friends accidentally breaks your seat, what will you do?" Various answers were obtained by the researcher, namely justifying the damaged bench, scolding a friend who damaged the bench, reporting to the teacher, asking the damaged friend to fix it together, bringing the damaged chair to the back of the class and taking a chair in good condition that was not used, damaging the chair. behind the chair of the friend who broke our bench and leave it alone.

The second question to determine problem solving competence is "When you can't answer the teacher's question, what do you do?" various answers, including silence, looking down, still answering questions even though the answers are wrong, asking friends, trying to find answers in books, apologizing and stating that they don't know the answer, asking for time to take the question home as homework, answering 'don't know' and just smile.

From the statement above, it can be concluded that the problem solving competence of students is good, as evidenced by the way they deal with problems that come from themselves (second question) and from other people (first question). Researchers see many abilities or potentials that are actually owned by students but only how to hone them which is slightly different.

CONCLUSION

Based on the results of the research conducted, the soft skill competencies of Bina Harapan Special School students as a contribution from the Basic Leadership Training (LDK) are as follows:

- 1) Students' communication competence is good, this is evidenced by the many conversations that occur in one day, both with fellow speech-impaired students and with other people who do not have special needs,

- 2) The competence of being able to cooperate with students is very good, as evidenced by their accustomed to doing activities with other friends and supported by the habituation of group work by the school,
- 3) The adaptability of students is very good, as evidenced by the ratio of the number of close friends they mention is far higher than when they first entered school.
- 4) Students' leadership competence is very good as evidenced by the way they lead themselves to be able to move others in addition to learning activities, homework assignments and their circumstances.

Students' problem solving competence is well proven by the way they deal with problems that come from themselves and from others.

Thus, the soft skill competence of Bina Harapan Special School students as a contribution to the Basic Leadership Training (LDK) that has been carried out is very good.

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