



Implementation of guidance and counseling activities for children with special needs at the kurnia gem center

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ABSTRACT

The purpose of the study is solely to show an overview of how important the implementation of guidance and counseling to children with special needs from all types of diseases they face can be seen from the socio-cultural psychological aspects of the development of science and technology. One method used in this research is descriptive qualitative research, which involves describing the implementation of case studies in schools through interviews, documentation and observation. The most important thing to get for children with special needs is that counseling itself becomes the main need. This can be due to many things, such as psychological or emotional instability compared to the child's ability to socialize in a school or community setting, such as dealing with bullying or the use of social media, and how a child can interact with the world outside of their habits such as the use of technology or interaction with others. As a result of this study, we can find out about the impression of guidance and counseling to children with special needs under study. They can find out their strengths and weaknesses through the guidance and counseling process provided. These special needs children tend to feel comfortable with a positive environment in adapting to their needs and uniqueness in their environment.

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1. INTRODUCTION

Guidance and counseling services in education are very important in supporting the optimal development of students(Coleman & Cross, 2021). This includes in terms of the development of social skills, socializing skills and personality(Argyle, 2019; Maleki et al., 2019). Guidance and counseling are also important in supporting the development of children with special needs who are expected to make a significant difference eventually(Grigorenko et al., 2020). Counseling is especially important for those with special needs because of the differences with normal children and limitations in communicating and interacting both between teachers and other children, parents and other children with special needs.

Those with special needs can also be referred to as the deaf. Visually impaired are those with below-average intellectual and cognitive abilities compared to other people in particular(Kolo, 2023). Children with disabilities also lack speech in terms of skills when they carry out daily activities(Kilincaslan et al., 2019). This condition will usually be detected in early childhood and can

also appear in adulthood. They need a tailored communication approach to achieve education and learning that suits their needs. Guidance and counseling is the process of providing systematic assistance to the child to overcome or adjust the problems they are facing (Mishra & Chaudhary, 2018; Okumu, 2018). One of the best ways to find the best method for counseling is to counsel with children with special needs (Metcalf, 2021; Rumrill Jr et al., 2020). In the process of applying various learning approaches and techniques, practical teachers will inevitably find various challenges that need to be addressed immediately to achieve educational goals (Felder & Brent, 2024). Counseling guidance helps children with special needs understand the broad learning process (Trail, 2022). The cognitive domain includes knowledge, opinions, and facts, the affective domain includes emotions and psychological dynamics, and the psychomotor domain includes the physical ability to respond to objects (Irham, 2013).

Pusat Permata Kurnia is a special needs school operating in the Sentul area, Kuala Lumpur. Educational facilities and infrastructure, both hardware and software, that are used to achieve success in education, one of which is through counseling services. This counseling process can foster the child's expression and discover their potential in the learning process, especially to achieve general education skills. Teachers can provide counseling to children with special needs even though it always leads to behavioral problems because they still have special needs and find it difficult and want to explore their feelings in the possibility of choosing or expressing their own opinions. In one aspect, this visually impaired child needs guidance from parents and those around him in undergoing the development process so that he is more independent and carries out normal activities. In fact, adequate counselling can help them get the support they need, especially when they are dealing with issues related to self-esteem. This includes unsatisfactory interactions between the children, activities that do not correspond to their educational stage, or teachers who lack the skills needed to help them shape their own personalities. Their limited ability to communicate on a daily basis, both at school and at home, makes it necessary for counselors to prioritize growth and self-development (Cook et al., 2019; Purwaningrum et al., 2019). Counselors may also use innovative counseling methods such as play therapy or even art therapy (King & Kaimal, 2019). Their lack of communication and confidence both individually and in the social environment, limitations in channeling aspirations, lack of space for catharsis or emotional outflow due to limitations in channeling aspirations, and lack of facilities both individually and in groups in schools or social environments (Kumar Jha & Varkkey, 2018). This then makes it difficult for students to build social relationships with society, increasing the likelihood of negative experiences such as violence and stigma (Kennedy & Prock, 2018; Pescosolido et al., 2019).

Before starting the implementation of guidance and counseling, the researcher first found various moral conditions of students in the center (Retnawati et al., 2018). The problems detected in the students through interviews from informants who were considered mild such as students talking rudely to teachers and older people (Savić, 2018). Not to mention those who make a fuss during learning, not hearing the teacher's words, dressing and appearing in a way that is not in accordance with the established regulations. This problem has become a habit of teachers in preventive efforts before these things get worse (Cicekci & Sadik, 2019). Therefore, the role of BK teachers at the Permata Kurnia Center is very important in providing education to students so that they can have a personality that suits their environment and cultivate noble morals.

Thorough psychological and socio-cultural counseling, which allows students with special needs to socialize with others during career selection, can help address this issue (Özerk & Özerk, 2020). This counseling must also include technological aspects for students with special needs. Students lack strong self-motivation, lack self-confidence, and are likely to withdraw because they feel alienated from social interactions. These factors cause them to refrain from starting new activities that they enjoy (Vohs et al., 2018). The mentoring role for students with special needs is very important to balance the pace of global development with critical thinking, innovation, problem-solving, and social and cultural interaction (Malik, 2018). This is especially true in the millennial era, when science is advancing rapidly and increasingly sophisticated technology facilitates the exchange of information (Trembach & Deng, 2018).

Therefore, it is very important for students with special needs to get guidance and counseling so that they can understand the positive and negative impacts of the times, as well as the complexity of types and working conditions, as well as individual competition. Guidance services for students with special needs are basically aimed at assisting all students in developing effective behaviors and skills while developing tasks for students with special needs. At the Permata Kurnia Center, students belong to the adolescent age group who tend to want to experiment, know new things, and imitate what they have just encountered directly or indirectly. He is very emotional, very psychologically unstable, and his behavior is fickle. Students with special needs often do not have good social skills; They constantly need guidance from others to be brave and seek support from peers to demonstrate their abilities (Diahwati et al., 2016).

Special skills for children can also be trained so that they have practical life skills such as maintaining and caring for the contents of the house. The purpose of this study is to find out the psychological dynamics in counseling services for students with special needs with hearing impairments described in psychological, socio-cultural, scientific and technological aspects. The results of interviews conducted by researchers with the principal of the Permata Kurnia Center show that students with special needs do not have consistent motivation from the inside or outside. The absence of information, especially related to technology, causes students to become insecure and afraid to learn new things. As a result, students tend to follow trends without sorting out what's on the internet.

2. RESEARCH METHOD

A descriptive qualitative research method was used in this study to study the counseling services provided to students with special needs at the Permata Kurnia Center(Jiu et al., 2020; Yazcayir & Gurgur, 2021). Psychological, socio-cultural, and technological aspects were all reviewed in this study(Hossain et al., 2019; Kim & Lee, 2024; Lempiala et al., 2019). A total of six guidance and counseling teachers participated in this study voluntarily(Modiba & Sefotho, 2019; Zhang et al., 2021). The service period of guidance and counseling teachers in this study ranged from one to eight years(Tang, 2020). From the source of the informant, three teachers have bachelor's degrees in education (guidance and counseling)(Ignacio & Fabella, 2018; Wihyanti et al., 2019). The interviews were conducted using semi-structured questions created through field research and validated by three experts in their research fields(Adeoye-Olatunde & Olenik, 2021; Naz et al., 2022). The research sample met all the research criteria and met the requirements of the Ministry of Education Malaysia (KPM). Study participants receive an informed and signed consent form as a statement of their consent to participate in the study voluntarily(Xu et al., 2020). To maintain confidentiality, the personal data of the research participants such as names and schools were converted into codes(DuBois et al., 2018).

Research Objectives

The purpose of this study is to find out how counseling services are provided to students with special needs who have psychological, socio-cultural, and scientific and technological needs. Theoretically, this research contributes to theoretical research on the provision of counseling services for students with special needs, and practically, develops programs to improve counseling services more effectively. We can also know how to direct the student's specific skills from the various ways provided by the counselor.

Procedure

Pusat Permata Kurnia, which is under the auspices of the Ministry of Education Permata Division, is located at Jl. Sentul Pasar, 51000 Kuala Lumpur. There, there are 15 teachers and 13 classrooms, as well as 1 laboratory room which is sometimes used for practicum learning activities. There are 72 students from grade 1 to grade 6. Students, principals, and 1 teacher of the Permata Kurnia Center with a background with a Psychology Degree from Universiti Malaysia became the main source of data for this study and were then used as respondents. The source of information data in this study is equipped with supporting informants and written literature, which includes the study of counseling

and the importance of understanding counseling for students with special needs. The collection of data through writing in the form of archives, books, agendas, etc. as evidence that shows events or activities relevant to the research is called documentation.

Data Analysis

Data was collected in the form of words from the interviewed respondents. This study will provide a detailed explanation of the definition of counseling services (Adeoye-Olatunde & Olenik, 2021; Nagarajan, 2021). Data analysis is carried out by displaying data in paper form, organizing it, dividing it into themes through code, categorizing it, and interpreting the results. Creswell said that the purpose of the data analysis process was to show the results of research on counseling services for children with special needs (Mareza & Nugroho, 2019). The activities of teachers at the center also play an important role in the formation of students' skills.

Table 1. Analysis of teacher activities at the Permata Kurnia Center

Day	Activity	Result	Impact
Monday	Environmental Patterns - Identify things like windows, tables, walls, curtains and books.	- Students can identify and tell stories about the shape and texture of an object. - Students can paint something they see by painting on paper and coloring it. - Students can learn about self-management	- Improves sensory - Improves smooth motor mastery - Improves concentration
Tuesday	Self-Management - Hand washing - Brushing teeth - Group games	- Students make personal hygiene a common thing in daily life - Train students to communicate with each other	- Increase motivation - Attract students' interest in hygiene - Better understanding of other people's gestures
Wednesday	Treasure Hunt - The teacher shows pictures of objects around him such as toothbrushes, books and tables - Guide students to name objects and search for them Wheelbarrow walking - Activities using hands as shown in the picture. - The activity is carried out in 15-20 minutes.	- Students can communicate with the teacher by mentioning the name of the object being searched for such as the color, size and location of the object	- Help children communicate - Improve speaking skills - Improve recognition skills
Thursday		- As a warm-up before students write in readiness to write - Students play with enthusiasm - Students communicate with each other to maintain stability	- Strengthens muscles - Practice eye and hand coordination - Improves concentration
Friday	Soap Foam - Teachers provide equipment such as straws and soap bubbles - Showing how to blow soap bubbles with a straw	- Students can follow the actions according to the teacher's practice. - Wrong deeds will be reprimanded by the teacher and they will find the right way to blow soap bubbles	- Helps control the movement of muscles and joints of the mouth. - Fostering students' curiosity



3. RESULTS AND DISCUSSIONS

Students receive guidance to manage their time between study and psychological treatment. Counseling guidance is provided regularly, but it remains focused on problems that arise in the school. In addition to providing individualized and classical guidance, teachers and schools work closely with parents and student psychology professionals, such as psychologists or psychiatrists. The school teaches students how to manage stress while facing exams and gives them advice on how to be more

spirited. Schools create educational programs that can be followed and accommodate students' potential. Counseling services focus more on helping students in completing developmental tasks and problems that are affected by external factors (Margaret, 2015).

Counseling is basically very beneficial for students in school because it can help students understand their strengths and weaknesses. Counseling can help students create dreams and achievement routes that suit their physical condition. It takes special knowledge and skills to support student psychology in such efforts. Because the modeling techniques used in classical counseling guidance can help students reduce bullying behaviors because they can build students' character and tend to reduce behaviors that are detrimental to others when they receive positive confirmation from others (Kenneth et al., 2014).

Coaching is a continuous and systematic process of activities that are directed towards the achievement of the goals of a mentorship. Tutoring is also assistance provided to students in the form of education, how to learn, develop abilities optimally in education and can make students succeed in learning and be able to adjust to the demands of the Permata Kurnia Center. Tutoring can also develop good learning habits in mastering knowledge, skills, science, technology, and art. The principle of tutoring is the development of attitudes and learning habits to seek information from teachers and various other resource persons. This tutoring is given to children with special needs, especially to students who at some point need help to solve problems or difficulties related to learning activities at school, as well as outside of school. Providing information is a technique in tutoring that will help students. Information on memorable ways to study, how to develop bad habits and how to get rid of bad habits.

Students tend to like this positive sense of reinforcement, which encourages them to maintain that feeling and repeat it. To deal with the problems of psychology students, the right psychological approach must be used. Various elements that should be considered in guidance and counseling services include individual developmental issues such as transition periods, due dates, and fulfillment of further development tasks. There are also problems with the differences between individuals, regular students and special needs students.

This is related to the ability of students to adapt to their needs and uniqueness in their community environment. In addition to these problems, there are several schools that have implemented skills learning based on interests, talents and applications in after-school life. Their skill learning is also very varied according to the needs of students. In choosing wants and needs, students must understand the types and levels of needs. As students with special needs, they have the right to receive the same needs of affection from their families and the surrounding environment as other children. They deserve to gain self-esteem, the same expectations, be part of a group, try new things even after achieving achievements, and gain a sense of security and protection in everyday life. The government and schools are responsible for providing an enabling environment to achieve the goals of the common good.

In this study, the willingness to provide guidance and counseling services for children with special needs is influenced by their awareness of their disabilities. Research conducted by Parchomiuk (2015) shows that a teacher tends to like students who have traits such as beauty, health, strength, endurance, and adaptability. Therefore, guidance and counseling teachers have a tendency to provide services to mainstream students compared to children with special needs. In addition, awareness factors such as motivation also affect the implementation of guidance and counseling services for them (Arnold, 2010).

Table 2. interview results for Problem Solvers

Subject	Interview			Observation	
	Guidance and Counseling		Problems		
	Individual	5-10 people (with teacher or partner)			
Teachers and Principals	1) More application of individual counseling to personal problems	1) The application of positive counseling counseling in reducing bullying behavior	1) Unconfidence, difficulty finding one's own abilities,	1) Individual counseling guidance is carried out	

Subject	Interview	Observation
	<p>2) Direct contact service with students on a scheduled basis</p> <p>3) Introduction of types and levels of need</p> <p>and increasing interpersonal communication difficulties</p> <p>2) Assistance in making decisions according to each person's personality</p> <p>3) Assistance in effective learning methods, tips for facing exams, to managing stress, managing educational plans</p>	<p>2) low motivation in achieving certain achievements,</p> <p>3) easily give up on situations and conditions,</p> <p>following the development of students</p> <p>2) Bring in successful role models in certain cases as motivators</p>
Children with Special Needs	<p>In self-communication or cognitive skills, such as translating the expression of words, writings, and symbols into actions or carrying out instructions and even cathartic expressions</p> <p>1) Anxiety about his future</p> <p>2) Inferiority complex</p> <p>3) Impulsive behavior</p> <p>4) Stress management</p>	<p>1) Unconfidence, difficulty finding one's own abilities,</p> <p>2) low motivation in achieving certain achievements,</p> <p>3) easily give up on situations and conditions,</p> <p>Problem solving is solved if students are brave and have the will to solve it</p>

Students with special needs basically have a good social level. This prosocial behavior has actually existed since the disabled child has not yet gone to school, but along with their development, this social behavior develops according to the suitability in their environment, both at school, at home, and in the community.

Table 3. Interview results after participating in training provided by the school

Subject	Interview		Observation	
	Guidance and Counseling			
	Individual	5-10 people (with teacher or partner)		
Teachers and Principals	<p>1) Students tend to play a role "behind the scenes" (apicativity)</p> <p>2) Coaching related to social skills and workshops relevant to local wisdom</p> <p>3) Individual development</p> <p>4) Individual differences</p> <p>5) Introduction of types and levels of need</p>	<p>1) The ability to interact socially and communicate with other people who are not well known.</p> <p>2) Motivation to socialize with the wider community</p>	<p>1) Eye contact on the interlocutor is very lacking. (Application)</p> <p>2) Withdrawal behavior from community association</p> <p>3) Passive, lack of initiative, lack of leadership spirit, experience</p> <p>qualitative disturbances in mutual social interaction</p> <p>1) The lower class still tends to follow the majority, while the upper class has begun to be brave in choosing a community related to its interests.</p> <p>2) Limited selection of people in the area of origin</p> <p>3) Supporting</p>	
Children with Special Needs	<p>1) In the ability to imitate the actions and words of the teacher both related to learning and not passively</p>		<p>1) Practice public speaking so that students dare to appear</p> <p>2) Doing some activities in the social environment, for example doing homework related to the environment around the house</p> <p>3) Introduction of a new environmental climate to make it more adaptable</p> <p>4) readiness in terms of skills and skills as a provision to enter the world of work after completing their studies.</p> <p>1) Participate in workshops or training provided by the school (wide)</p> <p>2) Trying to participate in various competitions to stimulate motivation and dominant confidence (Reactive)</p> <p>3) Enthusiasm for looking at social media (Reactive)</p>	

<p>facilities and infrastructure in the development of potential (containers / cultural pockets) around it</p>
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In the social development of children with disabilities who are not yet in school, Mussen mentions several aspects of prosocial behavior, including the desire to share in all situations and conditions, such as helping people in difficulties, the tendency to cooperate with others to achieve common goals, the tendency to behave and behave honestly as they are, and the desire to share the needs. Many aspects of human life change with age, including social, cultural, and economic, among others. Students must be prepared to overcome the challenges arising from the times. Especially related to career guidance. So that students have the readiness in terms of skills and abilities to enter the world of work after college, teachers and parents must be able to identify the interests and talents of their students.

According to Bronson in Emmi, there are three patterns of social orientation that develop in students as teenagers (Juntika Nurihsan, 2011):

- a) Withdrawal vs Expensive, students who fall into this pattern are known as withdrawals, who tend to avoid their social lives. On the other hand, expansive students are students who prefer to socialize and meet others.
- b) Reactive vs App, Highly social students tend to look for a lot of activities to reach their potential, but apps are students who provide a reason to socialize with society.
- c) Passive vs Dominant, if associated with the current term "passive millennium", a discipline-minded student is a student who follows what is happening around them simply by being a member, whereas a student with a dominant pattern prefers to lead a group.

Counseling and guidance are very important for students who are growing in today's millennial era. The division of generations shows developments with the needs of a particular generation. Generation Z is the generation born from 1995 to 2010. They rely more on devices and use longer time than previous generations, so they tend to have unique characters.

Elizabeth T. Santosa mentioned some characteristics of Gen Z children:

- a) Have a great sense of optimism, desire, or ambition to learn new things, especially those related to dreams or Dreams.
- b) Think and behave quickly, disrespect the process, and tend to take the fast track.
- c) Very similar to freedom of expression with high self-esteem and without thinking about reason.
- d) Because of the ease of the facility to search for traces of data or digital history, searching for these details tends to be easy.
- e) Eager to get recognition for achieving everything quickly, so quickly recognized in the process of socializing.
- f) Experts tend to only interact through social media due to their ability to use technological devices quickly.

The implementation of guidance and counseling in shaping student morals at the Permata Kurnia Center has several stages, namely:

- a) Recognize the types of delinquency that occur in students, identify the causes and call students to be given guidance and advised with the bil hikmah approach.
- b) The type of service used by teachers is by referring to guidance and counseling services to 17 patterns of which are often used such as orientation, personal and group services.
- c) The approach implemented in implementing guidance and counseling in fostering student morals, of course, in this case teachers collaborate with Islamic education teachers. The approach used by Islamic Education teachers in fostering students' morals by approaching

students using moral development methods such as holding lectures, motivations and advice.

With the development of technology, teachers and parents have difficulty understanding the development of their students. They also need to understand technology, especially about choices that keep changing with the times. Global influence makes teachers and parents need to be literate. By using the internet, teachers can be involved in the learning process (online) and even in the interaction between students and teachers and their parents without looking at the time or place. This allows optimal monitoring and assistance of student development because students can know the positive and negative impacts of these developments as well as developments in the learning process in an all-digital environment.

4. CONCLUSION

This service provides an overview of the development of students with special psychological, socio-cultural, and science and technology needs. The service process is programmatic, responsive, and flexible considering the characteristics of students who may not all be suitable for a particular counseling method. The psychological aspect can help identify students' anxiety and how they manage stress, including individual problems and adjusting to their environment. The sociocultural aspect focuses on shaping students' personalities and behaviors to adjust to their environment, even related to future career decision-making. The science and technology aspect focuses on helping students keep up with the rapid pace of the times so that they can choose between the positive and negative impacts of technological advances.

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