

USG ANALYSIS OF LEARNING SKILLS IN STUDENTS WITH SPECIAL NEEDS

Kartika Hajati¹, Siti Sofiyah Hijayati², Jamil Barambangi³, Muhammad Munadi⁴

^{1,3,4}Universitas Sulawesi Barat; Indonesia

²SLBN Pasangkayu; Indonesia

Correspondence email; kartikajamil@unsulbar.ac.id

Submitted: 20/11/2022

Revised: 28/01/2023

Accepted: 25/03/2023

Published: 31/05/2023

Abstract

This study aims to determine priority issues related to skills learning issues and the implications of guidance and counseling in improving online marketing skills for students with special needs. This research is descriptive research with quantitative approaches. Collecting data using interviews, observation, and documentation. Primary data sources in this study were two teachers and three students, while secondary data were documentation and pretest and posttest results. Descriptive data analysis using USG (Urgency, Seriousness, Growth). This research concludes that the analysis using USG and the analysis of determining the cause of the issue, the impact, and the parties, it can be concluded that the Core Issue, the main issue that needs to be solved immediately, namely teachers who teach skills subjects at SLBN Pasangkayu have not taught and trained students regarding marketing capabilities, including online marketing or digital marketing accompanied by the implications of the counseling services. The training program has given the expected result, which was improving the positive use of communication technology using Android-based mobile phones and the skill to market the product online. The positive impact of the Guidance and Counseling services provided can be seen in the improvement of readiness in learning, attention, and willingness to convey the learning difficulties they experience. This indicated the strengthening of students' independence.

Keywords

Guidance and Counseling, SLBN Pasangkayu, students with special needs, online marketing skill



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

According to Law number 20 of 2003 concerning the National Education System, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, the community, the nation, and the state." On that statement, it contains the aims of national education, which is basically to develop the students' potency with all their characteristics to be self-beneficial persons not only for themselves but also for the community, nation, and state. The vision and mission of Pasangkayu SLBN as one of the educational institutions for students with special needs in Ako Village, Pasangkayu District, Pasangkayu Regency, in West Sulawesi, are in line with efforts to achieve these educational goals, which essentially optimize the potency of students with special needs to support their future lives independently.

The independence of alumni is the goal in organizing education at SLB Pasangkayu-West Sulawesi, and so is another SLB. This is in line with the curriculum SLB that 70% of materials at school are skill or vocational. It is expected that the students from SLB acquire optimal life skills, such as producing a product with a marketing effort that meets the market standard and people's needs. However, based on observation and experience, the skill education that has been running in SLBN Pasangkayu is still focusing on drilling the production skills, such as making handmade food and drink products. The marketing skill training as the follow-up of the production stage is provided in moderation and tends to do it conventionally. The content and process focus more on conveying non-skills concepts, teacher-centered, less involvement from students, less guidance, and not giving access to counseling services.

According to Djamarah (2012), the conventional learning method is the traditional learning method, or it can be called the lecture method, because this method was used a long time ago as the oral communication tool between teachers and students in the teaching and learning process. In learning, the history of the conventional method is marked by the lecturing followed by the explanation and given tasks and assignments. Ujang Sukandi (2003) defines the conventional approach as marked by the more concepts taught by the teacher, not the competency, and the goal is to make the students know something, not able to do something, and in the learning process, the students listen more. Here it can be seen that the conventional approach is a learning process that is more dominated by the teacher as a transfer of knowledge, while students are more passive as

"recipients" of knowledge.

Based on the observation conducted, and the direct experience obtained by the teacher at SLBN Pasangkayu, it is identified that the school has not optimized the function of school cooperatives, events, and the use of media online for marketing the product produced by the students. Meanwhile, the skill education conducted at school, especially at SLB, should ideally be limited not only to production skills but also marketing skills. Especially in the modern era of the all-digital industrial revolution 4.0, the use of communication media technology related to product marketing is an unavoidable demand. This is not only to meet the need to strengthen the existence of persons or institutions in the arena of life but also to achieve developments that must be able to keep up with market trends. These must-have marketing skills are commonly referred to as online marketing or digital marketing. Furthermore, bearing in mind that this training program aimed at improving online marketing skills has never been carried out at SLBN Pasangkayu, while the program is essential to carry out training on the use of Android-based multi-applications to improve online marketing skills for students with special needs, along with the implementation of this counseling done.

Based on Urban (2004), digital marketing is a marketing activity that uses the internet and technology to broaden and increase the function of traditional marketing. Dedi Purwana (2017) argues that digital marketing is a marketing activity that uses digital media using the internet that utilizes media in the form of web, social media, e-mail, databases, mobile/wireless, and digital TV to increase target consumers and to find out profiles, behavior, product value, and loyalty of customers or target consumers to achieve marketing objectives. In line with this opinion, it can be formulated that digital marketing is all marketing efforts or activities carried out using electronic devices or the internet and combined with various marketing strategies and various digital media platforms that make it easier for consumers to communicate with each other online.

The main goal of digital marketing is to reach target customers more efficiently and effectively through existing digital media. Operationally, digital marketing is expected to reach consumers more quickly, precisely, and broadly. This method of online marketing is very suitable to be taught and trained not only to normal students but also to students with special needs with certain disability criteria, including those with physical impairments. In general, the description of someone who is identified as having a physical impairment is those who experience abnormalities or disabilities in the muscle, bone, and joint system due to accidents or brain damage, which can

result in impaired movement, intelligence, perceptual communication, coordination, behavior, and adaptation so that they require special information services (Aziz, 2015).

According to Mumpuniarti (2001), physical impairment means an abnormality that occurs not in the senses but an abnormality that occurs in the limbs so that the person requires specific services, equipment, and training programs. Even though they have physical limitations, these children have the right to education like other normal children. SLBN Pasangkayu has 36 students consisting of 18 males and 18 females, with several types of disabilities, including physical impairment and hearing impairments with a certain degree of disability.

Efendi (2006) revealed that the level of physical impairment is categorized into three parts, namely mild, moderate, and severe. Related to mild physical impairment are those who can walk without using tools, speak clearly, and can help themselves in everyday life. They can live together with other normal children, even though they are disabled, but it does not interfere with their life and education. The cognitive abilities they have allow them to think like the abilities of normal children of their age. The condition of disabled students with mild degrees of disability makes it possible to be given online marketing training. The training in online marketing, followed by the implementation of counseling and guidance service, which is implemented here, is possible to be a solution for students with special needs limitations, especially students with physical impairment, in marketing their products. Besides, it is expected that this skill can support their independence and life productivity in the future, and the opportunity to be able to empower them as tutors or facilitators in learning the acquired skills to students with other types of disabilities, for example, students with hearing impairments.

Several studies that have been carried out include Seprinawati's research (2019) that students with special needs are equipped with the skills to make flip-flops. Research by Purnaningrum (2022) shows that the orbit community is able to make packaging designs and increase product profitability and do online marketing. Research by Marom (2019) shows that students are equipped with the skills to make miniature flora and fauna products from wood waste to market their products. Research by Martika (2022) shows that deaf students are equipped with the skills to market written batik through e-commerce. And research by Misnawati (2023) shows that students with special needs are equipped with ways to process, distribute, and market their products by using rhymes of advice on packaging labels as a unique effort to promote their business. What distinguishes it from previous research is the identification of priority issues faced by students with special needs with

USG analysis, along with efforts to solve the problem through training in product marketing skills with the help of applications such as Canva and Snapseed.

Skills training that has been carried out by taking into account the implementation of counseling services covering the fields of personal and social, academic, and career is a complete individual personal development service. The whole person referred to is based on two basic competencies, namely independence and self-control. Independence is the ability to do various behaviors useful for himself and the environment in a certain condition outside personal. Independence is characterized by the ability to: (1) understand and accept yourself positively and dynamically; (2) understand and accept the environment positively and dynamically; (3) make positive and appropriate decisions; (4) be self-directed with the direction of the decisions that have been taken; and (5) realizing oneself following the potential and capabilities possessed. For the expected independence to be directed to positive conditions in a sustainable manner, self-control abilities are needed. Self-control leads to a positive relationship between oneself and conditions outside the individual concerned.

Related to the ability that is going to be optimized is the ability to positively utilize the communication technology of android-based Mobile Phones. The special skills are marketing products through online media. The multi-application skills that are trained include editing applications (Canva and Snapseed) and marketplace (Shopee). The core aspect of this training program that is taught and trained include good product packaging and selling, good product photography techniques, design templates for online marketing materials, an introduction to several platforms for selling online, and a basic introduction to how to serve online sales/customer service. The scope of these aspects is arranged systematically, and the delivery adjusts to the abilities of individual students, referring to the results of the pre-test and development during the process, as well as providing guidance according to the needs/achievements of the understanding and skills of the Students with Special Needs concerned. This can be interpreted as the implementation of academic guidance services. It is expected the skill achievement given through academic guidance services can encourage students with special needs life productivity can explore work life, either in their independent business or work in the public domain with the disability they experience. The service covers career guidance services, and it gives challenges and training to students with special needs to adapt themselves to the environment and to accept all the conditions.

Every student has a weakness but also strengths. That is why we need to be aware of their strength and weakness side in treating them. Based on the social aspect, the service is the guidance to train the student with special needs to adapt to their new environment. They need more effort compared to other normal students, considering students with special needs closely face things that hinder it. For example, previous bad experiences received from other places came from people who were less able to accept and did not understand their situation. For physical impairment, people, for example, become insecure because of their disability. According to Damayanti and Rosiana (2003), the impact of the disability experienced by individuals and the reaction of the social environment that is not supportive usually makes the efforts made by disabled individuals vanish so that disabled individuals are less able to develop their potential. In this regard, online marketing skills training that has been carried out by taking into account the implementation of counseling services here is relevant and useful because it affects strengthening students with special needs self-confidence and independence in communicating and interacting, also training the sensitivity of the body's senses which still function as a provision for cognitive understanding, development affective and psychomotor, when in a location far from the people who have been accompanying him.

Based on the above background, the aims of this research are 1) to determine priority problems using USG analysis and problem-solving for students with special needs at SLBN Pasangkayu; and 2) to analyze obstacles in guidance and counseling as an effort to overcome them for students with special needs at SLBN Pasangkayu.

METHOD

This research is descriptive research. The approach used is a qualitative approach. The collection of qualitative research data was carried out using interviews, observation, documentation, and test. Interviews were conducted with teachers and students to obtain information regarding the problems encountered and the impact of the training. The observation used is direct observation to see problems and skills training processes. Documentation is used to record, store, and record documents. At the same time, the test is used to see the difference before and after being given training. Primary data sources in this study were two teachers and three students, while secondary data were documentation and pretest and posttest results.

In analyzing the data using a qualitative approach, the researcher used USG (Urgency, Seriousness, Growth). In analyzing the data using a qualitative approach, the researcher carried out

the stages of testing the validity/validity of the data in qualitative research using triangulation (sources and techniques) and member checks. As well as qualitative data analysis techniques are carried out using interactive model data analysis techniques according to Milles and Huberman (1992), namely data collection, data reduction, data presentation, and conclusion/verification.

FINDINGS AND DISCUSSION

Findings

The Priority of Problems and Problem-Solving

The method applied in solving the problem was carried out through a series of stages. These stages included: (1) identifying Issues or problems, (2) determining strategic issues (core issues) through analysis of several identified problems using the USG analysis criteria (Urgency, Seriousness, Growth), (3) identifying causes, impact, and parties involved in the issue by analyzing filtered strategic issues (4) choosing and determining alternative solutions to problems, and (5) implementing best-practice programs (actualization of programmed activities) and monitoring, (6) evaluating results.

a) Identifying issues

Related to skills learning at SLBN Pasangkayu, the following issues were identified:

- 1) The learning objectives taught in SLBN Pasangkayu have not been well formulated
- 2) The teaching material and skill content has not referred to students with special needs in SLBN Pasangkayu
- 3) The learning strategy of skill learning in SLBN Pasangkayu is not suitable
- 4) The learning resources in SLBN Pasangkayu have not used the real environment
- 5) The procurement of learning skill media in SLBN Pasangkayu is not proper
- 6) Teachers who teach skills at SLBN Pasangkayu have not taught/trained marketing skills, including online marketing or digital marketing, by paying attention to the implementation of counseling services in both the personal and social, academic, and career.
- 7) The assessment of students with special needs in SLBN Pasangkayu on the Skill subject has not been adequately conducted.

b) Determining strategic issue

Based on the issues identified above, to determine the most strategic issues, an analysis was

carried out using the USG (Urgency, Seriousness, and Growth) method. USG criteria include:

- 1) *Urgency*, that is, the urgency of the issue, needs to be discussed, analyzed and followed up.
- 2) *Seriousness* or the degree of problem seriousness, how serious the issues need to be discussed related to the problem caused.
- 3) *Growth* or level of problem development, how likely is it to worsen if it is not handled properly.
- 4) The USG assessment is carried out using scores that are given a range of 1 to 5. The criteria for each number are presented in the following table.

Table 1. Determining Criteria

Score	<i>Urgency</i> 1	<i>Seriousness</i> 2	<i>Growth</i> 3
1.	Not important	the consequences are not serious	do not develop
2.	Less important	the consequences are less serious	less develop
3.	Quite important	the consequences are quite serious	quite develop
4.	Important	The consequences are serious	develop
5.	Very important	The consequences are very serious	very develop

The analysis results toward various issues have been identified using the USGR method are as follows:

Table 2. Strategic Issue Identification

No.	Topic/Issue	U	S	G	Number	Rank
1.	The purpose of learning the skills taught at SLBN Pasangkayu has not been formulated properly.	5	5	4	14	2
2.	The teaching materials and the contents of the skills material do not yet refer to the needs of students at SLBN Pasangkayu	5	4	4	13	3
3.	The skill-learning strategy at SLBN Pasangkayu is not appropriate	4	3	2	9	5
4.	The learning resources in SLBN Pasangkayu have not used the real environment.	5	3	2	10	4
5.	Procurement of skills learning media at SLBN Pasangkayu is still sober	3	3	2	8	6
6.	Teachers who teach skills at SLBN Pasangkayu have not taught marketing skills, including online marketing or digital marketing, by paying attention to the implementation of counseling services in both the personal and social, academic, and career fields	5	5	5	15	1

The assessment of the learning outcomes of SLBN					
7.	Pasangkayu students in the Skills subject has not been adequately carried out.	3	3	2	8

c) Identifying causes and impact

Several strategic issues that have been identified in the SLBN Pasangkayu are then analyzed to identify the causes, impacts, and parties involved in these issues. The results are presented in the following table 3.

Table 3. Identifying Causes and Impact

No.	Topic Issue	Data Description/ Fact	Cause	Impact	The parties
1.	The purpose of learning the skills taught at SLBN Pasangkayu has not been formulated properly	The learning that has been carried out so far is still sober, without the formulation of directed goals	The skill curriculum of SLB has not owned clear references.	The productivity of alumni tends to be low. The potential development has not been optimized	Teacher, student, parent, and headmaster
2.	The teaching materials and the contents of the skills material have not yet referred to the needs of students at SLBN Pasangkayu	Skills learning that has been running is not specific and not adapted to the types of disabilities/limitations that exist.	- less teacher competency - there is no reference to the SLB skills curriculum	The student's skills tend to be low	Teacher, student, parents, and headmaster
3.	The teaching strategy of skills at SLBN Pasangkayu is not appropriate	The teaching method for the skill taught is still using the conventional method	- less teacher competency - there is no reference to the SLB skills curriculum	The student's skills tend to be low	Teacher, parents, and headmaster
4.	The learning resources in SLBN Pasangkayu have not used the real environment	Existing teaching materials are still limited, and equipment is still improvised	-lack of teacher initiative in utilizing existing learning resources	The student's skills tend to be low	Teacher, student, parent, and headmaster
5.	Procurement of skills learning media at SLB Pasangkayu is still sober	Facilities and equipment are still modest	-less maintenance for the teaching tools	The student's skills tend to be low	Teacher, student, parent, and headmaster
6.	Teachers who teach skills at SLBN Pasangkayu have not	Skills training, especially in terms of	Teacher competence is still lacking,	The skills of students tend to be low, especially	Teacher, student, parent, and headmaster

	taught marketing skills, including online marketing or digital marketing, by paying attention to the implementation of counseling services in both the personal and social, academic, and career fields.	marketing, still uses conventional methods	especially in terms of online marketing, and the implications of relevant counseling services	in terms of marketing, still using conventional marketing methods; there is no potential optimization yet	
7.	The assessment of the learning outcomes of SLBN Pasangkayu students in the Skills subject has not been adequately carried out	-the assessment of learning outcomes is still less objective -the score filling only to fulfill the requirement	Lack of teacher socialization and competence regarding the proper assessor of learning skills	Lack of students' motivation in following skills subject	Teacher, student, parent, and headmaster

Based on the results of the analysis using USGR and the analysis of determining the cause of the issue, the impact, and the parties, it can be concluded that the Core Issue, the main issue that needs to be solved immediately, namely "Teachers who teach skills subjects at SLBN Pasangkayu have not taught and trained students regarding marketing capabilities, including online marketing or digital marketing accompanied by the implications of the counseling services.

d) Choosing and determining the alternative solution

Based on the problems that are the main issues above, the solution offered is to provide online marketing training to disabled students at SLBN Pasangkayu by implementing counseling services covering personal and social, academic, and career fields. This training begins with training on good product packaging and selling, good product photography techniques, template designs for online marketing materials, an introduction to several platforms for selling online, and a basic introduction to how to serve online sales/customer service. In practice, students are also given guidance services according to their needs. Likewise, parents/guardians of students are given guidance and/or counseling to be able to function as support that synergistically facilitates students in their learning activities. The expectation is that after undergoing the training, students can understand these skills and be able to practice independently using the gadgets they have.

The alternative solutions are designed in such a way as to be applied systematically. The design is carried out by preparing adequate tools to be used, namely: learning materials (curriculum

to be implemented in skills learning, which includes learning objectives, teaching materials, content, strategies, learning resources, and learning media as needed), knowledge test questions, and observation guidelines to observe the practice of skills and student involvement during learning, attendance forms to monitor attendance. Furthermore, the learning tools are implemented through predetermined stages as described in "Actualization and Monitoring" below.

e) Actualization and monitoring

The following describes the operational steps for actualizing and monitoring the alternative solutions that have been planned. The steps that have been taken are as follows:

- 1) Requesting permission and coordinating with superiors/leaders, in this case, the principal of the SLBN Pasangkayu, regarding the facilities and infrastructure needed in implementing the training program.
- 2) Form a team to implement the program
- 3) Together with the team, formulate a curriculum that will be implemented in learning skills, including learning objectives, teaching materials, content, strategies, learning resources, learning media that follow the needs of the talents and interests of students, and the counseling treatment plan given.
- 4) Dividing the tasks with the team in learning skills through training and coordination.
- 5) The training team carries out learning tasks according to the curriculum that has been formulated, focusing on online marketing training and monitoring implementation and providing guidance as needed, accompanied by monitoring.
- 6) Evaluation of the skills training program that has been conducted.

f) Evaluation

Evaluation is carried out based on process monitoring data, and measurement of results is carried out after the series of training activities have been completed.

Selection of priority issues faced by students with special needs through USG analysis according to findings in the field with urgency (5), seriousness (5), and growth (5) or 15 points. This data shows that the problem "teachers who teach skills at SLBN Pasangkayu have not taught marketing skills, including online marketing or digital marketing by paying attention to the implementation of counseling services in both the personal and social, academic, and career fields" become a priority issue that needs to be resolved. To solve these problems, counseling teachers provide online product marketing skills training. Applications used in this training include editing

applications (Canva and Snapseed) and marketplace applications (Shopee).

Students who were given training were three students; previously, the teacher gave a pretest. RN students got a score of 55, RT of 55, and RK of 60. This data shows that students' skills are in the low category. Then continued, with teacher-guided training, students were taught to make posters containing products using Canva and Snapseed. After being given skills training, student scores increased, namely RN by 85, RT by 75, and RK by 95. These data indicate that there is an increase in students' skills in marketing products at Shoopee. However, during the training process, several obstacles were encountered.

Barriers to the Implementation and Effectiveness of Counseling Guidance

The core aspects of the training program conducted to improve multi-application assisted online marketing skills for students with disabilities include good product packaging and selling, good product photo techniques, design templates for online marketing materials, introduction to several platforms for selling online, and introduction to basic ways to serve online sales/customer service. Applications used in this training include editing applications (Canva and Snapseed) and marketplace applications (Shopee).

The implementation of the program follows several systematic steps, but there were some obstacles, and efforts have been made to overcome them. The following details the steps, obstacles, and implementation of Counseling and Guidance as a solution to overcoming obstacles.

Table 4. Stages, Obstacles, Technical Governance & Implementation of Counseling and Guidance

No.	Stages	Obstacles	Technical Governance & Implementation of counseling guidance
1.	Submit a program proposal and form a team for the SLBN Pasangkayu skills training.	The understanding of the human resources of the skills training team is not yet in tune. There are still differences of opinion regarding the content and strategy of the training. It is considered necessary to align the understanding of the team.	Implementation of guidance in the program implementation team: <ul style="list-style-type: none"> • Team Discussion: align understanding of the program being designed. ▪ Share tasks within the team ▪ An agreement is made: monitoring and evaluation of the process of ongoing activities will be carried out, and findings and input will be used as a reference for subsequent activities.
2.	Formulate the curriculum with the	There are variations in the speed of work rhythms in completing tasks	<ul style="list-style-type: none"> ▪ Conduct discussion, consultation, and agenda

	team that has been formed.	among team members, hindering the completion of tasks that have the potential to disrupt the realization of work stages	coordination and synchronization of task completion to formulate training materials
3.	Conduct actualization, and implement skills training programs in line with the curriculum that has been designed, accompanied by monitoring.	<ul style="list-style-type: none"> ▪ Training has been scheduled for ten meetings and has been scheduled. However, several meetings were unable to attend. ▪ Students doubt their ability to understand the skill being learned and trained, ▪ Consider that online marketing skills using multi applications are very difficult to learn. ▪ Assume that online marketing skills using multiple applications are very difficult to learn. ▪ Students' interest in the different sub-materials being trained. 	<p>Counseling and Guidance service to students:</p> <ul style="list-style-type: none"> ▪ Make a separate schedule for absent students. <ul style="list-style-type: none"> ➢ encourage the enthusiasm of students concerned ➢ peer teaching ➢ teacher home visit ➢ group guidance and or counseling guidance ➢ group counseling by counseling guidance teacher or teacher with counseling guidance education ▪ Counseling and Guidance service to parents: <ul style="list-style-type: none"> ➢ Discuss how the way to provide support during the learning activity at home with motivation and a warm attitude. ➢ Conduct counseling (by the teacher with counseling and guidance education background) either to students or parents by showing the problematic attitude and behavior which causes obstacles for students in doing the activity and learning productivity. ▪ Conducted discussions on the alignment of understanding of the report contents and coordination and synchronization of the report completion agenda through informal communication and scheduled meetings.
4.	Evaluate and make the final actualization report	There are variations in understanding and speed of work rhythm in completing reports according to the division of tasks among team members, which has the potential to interfere with the reports.	

Online marketing training activities were carried out for ten meetings with 3threestudents. Four aspects are taught in online marketing trai,ning namely, logo design and product packaging, product photos, selling online on marketplaces, and serving online sales. Before and after the training, the trainees carried out a pretest and posttest related to their understanding of the training

material.

Table 5. Participants Results on *Pretest* and *Posttest*

No.	Name	Pretest		Posttest	
		Score	Value	Score	Value
1.	RN	11	55	17	85
2.	RT	11	55	15	75
3.	RK	12	60	19	95

Based on the pretest and posttest results, all the participants experienced a meaningful positive impact. This means the training program conducted has reached the expected result, which is the additional skill and knowledge of participants. Even though in the process, there were several obstacles as described in the above matrix. Besides the phenomenon of increasing value changes in the pretest and posttest results, another phenomenon in the results of the data was the difference in the magnitude of the values from one to another. Referring to the attendance list document, the difference in scores between the training participants was also in line with the difference in their intensity in participating in the training. RK, which obtained the highest score in the posttest session in terms of the intensity of participation in learning (training), was also the most optimal. Out of 10 scheduled meetings, nine times were attended. As for the RN, of the ten scheduled meetings, eight meetings were attended, while the RN attended 7 of the ten scheduled meetings.

Furthermore, based on observations of the process of conducting practical tests using the applications learned in this training, including editing applications (Canva and Snapseed) and carrying out the stages according to the marketplace application (Shopee), it was known that there was a significant increase in skills, including the ability to pack good products and sell, techniques good product photos, design templates for online marketing materials, understand several platforms for selling online and recognize the basics of how to serve online sales/customer service. This finding reinforces previous research, including the field of marketing, namely Fahminnansih et al. (2021); Sholeh et al. (2020), Santoni et al. (2023), and Azmi (2021) leverage Canva and Snapseed to create social media content for product promotions and increase sales.

Furthermore, based on the observation and interview, it was known that the impact of the counseling guidance effort as the supporting effect has shown an increase in attention, study readiness, and involvement in learning, raise of students' willingness to deliver their obstacles in learning; their willingness to function as a peer tutor in learning conducted for other disabilities, in this case, the hearing impairment. In this case, it showed the strength of the independency attitude, which can be expected as the provision for physical impairment to overcome problems without

relying on other people. Next, students' social skills were strengthened, indicated by their willingness to proactively interact and collaborate during learning. It seems that there was a contribution and support from the teacher through guidance and family member or other social environments during the training, therefore it so that it greatly influenced the psychology of disabled participants in a positive way to accept their situation, be able to be themselves and not feel inferior in socializing. Another phenomenon, teachers could immediately find learning difficulties experienced by students and seek solutions, increasing the willingness of parents/guardians to support optimizing the potential of Students with Special Needs according to the disabilities they have.

This is where the urgency of counseling for children with special needs forms. Therefore, every school needs guidance and counseling teachers who specifically handle children with special needs, both in inclusive education and special school education. Due to the lack of fulfillment of the maximum guidance and counseling needs, it cannot be denied that the development of the abilities and competencies of each student will be lacking even though there are many children with special needs who have shown talent through competitions in various regions and have reaped brilliant results. This is just one example of the many bright children with special needs. With the support of guidance and counseling services, their achievement and talent development will be further assisted (Awwad, 2015; Badijah, 2017).

The implications of counseling guidance carried out in learning as a process and activity produce an accompanying effect in the form of 1) There is an increase in self-reliance in students, indicated by increased attention, readiness to learn, and involvement in learning; 2) The strengthening of students' self-confidence in a state of disability is shown by their willingness to convey the learning difficulties they are experiencing, and their willingness to function as peer tutors for students with other disabilities, in this case, hearing impairment; 3) Students' social skills increase, indicated by their willingness to proactively interact and collaborate during learning' and 4) Teachers can immediately identify learning difficulties experienced by students during the learning process so that solutions were immediately solved.

According to Sunardi (2005), Guidance services for children with special needs must be based on certain principles, one of which is guidance must be directed to the development of individuals who are ultimately able to guide themselves in dealing with problems. Meanwhile, according to Purwanta (2005), in counseling guidance for children with special needs (ABK), the main thing is to

foster a sense of responsibility and encourage specific changes in behavior. Mu'arifah et al. (2016) state that the factor influencing the success of education for children with special needs is the child's ability to provide guidance and counseling program services for children with special needs.

Whereas for teachers, counseling guidance aims to reveal learning difficulties by observing students to obtain data on students participating in the learning process in class. Then the counseling teacher conducts interviews with students to be able to find out students learning difficulties. The counseling teacher conducts diagnostic tests on students using psychological tests to reveal student learning difficulties, and the counseling guidance teacher also conducts documentation on students to see further about students' learning difficulties (Agriani, 2018). Thus counseling guidance as part of the education system aims to support the learning process of students with special needs so that they can be more optimal in learning (Abdillah, 2022).

Discussion

Basically, every child has the potential to experience problems in learning, and it's just that some of these problems are mild and don't require special attention from others because they can be overcome by themselves, and there are also those whose learning problems are quite severe, so they need attention and help from others. Exceptional children, referred to as children with special needs, do not always experience problems in learning. However, when they interact with other children of the same age in the regular education system, there are certain things that must get special attention from teachers and schools to get optimal learning results (Dermawan, 2013).

Learning for children with special needs (students with special needs) requires a separate strategy according to their individual needs. In preparing learning programs for each field of study, class teachers should already have personal data for each student. Personal data, namely related to specific characteristics, abilities and weaknesses, competencies possessed, and level of development. The specific characteristics of students with special needs are generally related to the level of functional development (Dermawan, 2013).

Based on the first finding that, the priority problem using USG analysis is teachers who teach skills at SLBN Pasangkayu have not taught marketing skills, including online marketing or digital marketing, by paying attention to the implementation of counseling services in both the personal and social, academic, and career fields. The problems encountered reinforce previous research, including Wahyuni (2018), that not all schools have taught the ability to market the work of children with special needs. On the other hand, according to Misnawati (2023) lack of skills in self-

development towards independent entrepreneurship.

Likewise, what becomes an obstacle to the students themselves, according to Purwanta (2016) that the three biggest obstacles felt by students with special needs are a lack of information about employment, unable to make decisions, and not recognizing their own abilities. That is, according to Arnold (2003), if there is an interest in entrepreneurship, then what must be done is to strengthen students' confidence in entrepreneurship, identify business fields based on interest, feasibility, and business profit and loss and strengthen self-potential for entrepreneurship.

To overcome this problem, what teachers do is teach marketing skills, including online marketing or digital marketing, by paying attention to the implementation of guidance services, namely using the Canva and Shopee applications. This skills training aims to provide opportunities for students with special needs to develop their skills and interests in the field of business. This training will also help students with special needs gain new skills in making posters on Canva, which will help them market their products through Shopee.

Students with special needs experience many difficulties in dealing with everyday life due to a lack of skills and independence (Jusmirad et al., 2023). Safitri et al. (2021) the difficulties faced by children with special needs are children who are slow or slow learners. The cause of the inability of students to do various things is due to external and internal variables. Therefore, efforts are needed to provide independence and skills training to students with special needs so that they can face everyday life more independently. Mulyati et al. (2021) One form of empowerment that can be done for students with special needs is to organize skills education. This approach can help train students' independence and stimulate their creativity and potential. Through skills education, students with special needs can be trained to have the ability to live independently and be skilled in self-expression.

Skills are one of the lessons in SLB for children with special needs. In addition to general learning, skills are also very important learning because they are educated to be independent. Education and skills training needs to be given to children with special needs from an early age so that they can be independent. The role of parents and schools is very important in learning the skills of children with special needs who are expected to have the same future as people in general. The skills here also open an introduction to the world of entrepreneurship for special children. Character learning for ABK here is one of the curricula provided by the government to hone ABK skills (Farhatunnisa, 2022).

CONCLUSION

This research concludes that the analysis using USG and the analysis of determining the cause of the issue, the impact, and the parties, it can be concluded that the Core Issue, the main issue that needs to be solved immediately, namely teachers who teach skills subjects at SLBN Pasangkayu have not taught and trained students regarding marketing capabilities, including online marketing or digital marketing accompanied by the implications of the counseling services. The training program has given the expected result, which was improving the positive use of communication technology using Android-based mobile phones and the skill to market the product online. The positive impact of the Guidance and Counseling services provided can be seen in the improvement of readiness in learning, attention, and willingness to convey the learning difficulties they experience. This indicated the strengthening of students' independence.

REFERENCES

- Abdillah, H. (2022). Model Pelaksanaan Bimbingan Konseling Berbasis Teknologi Informasi dan Komputer Bagi Siswa Berkebutuhan Khusus. *COMSERVA: Jurnal Penelitian Dan Pengabdian Masyarakat*, 2(6), 792–801.
- Agriani, E. (2018). *Peranan Guru BK Bagi Siswa Autisme di SMP Negeri 2 Bukittinggi*.
- Arnold, N., Seekins, T., Ipsen, C., & Colling, K. (2003). Self-employment for people with disabilities in the United States: A recommended process for vocational rehabilitation agencies. *Australian Journal of Career Development*, 12(1), 49–57.
- Awwad, M. (2015). Urgensi layanan bimbingan dan konseling bagi anak berkebutuhan khusus. *Al-Tazkiah: Jurnal Bimbingan Dan Konseling Islam*, 4(1), 46–64.
- Aziz, S. (2015). *Pendidikan Seks Anak Berkebutuhan Khusus*. Gava Media.
- Azmi, M., & Sonatha, Y. (2021). Pelatihan Optimalisasi Smartphone untuk UMKM sebagai Media Promosi di Masa Pandemi. *Jurnal Abdimas: Pengabdian Dan Pengembangan Masyarakat*, 3(2), 13–17.
- Badiah, L. I. (2017). Urgensi Bimbingan Dan Konseling Bagi Anak Berkebutuhan Khusus (ABK) Di Sekolah Inklusi. *Seminar Nasional Bimbingan Konseling Universitas Ahmad Dahlan*, 2.
- Damayanti, S., & Rostiana. (2003). Dinamika Emosi Penyandang Tunadaksa Karena Kecelakaan. *Jurnal Ilmiah Psikologi Arkhe*, 8(1), 15–28.
- Dermawan, O. (2013). Strategi pembelajaran bagi anak berkebutuhan khusus di slb. *Psymphathic:*

Jurnal Ilmiah Psikologi, 6(2), 886–897.

Djamarah, S. B. (2012). *Psikologi Belajar*. Rineka Cipta.

Efendi, M. (2006). *Pengantar psikopedagogik anak berkelainan*. Bumi Aksara.

Fahminnansih, F., & Rahmawati, E. (2021). Pemanfaatan Aplikasi Canva untuk Desain Grafis dan Promosi Produk pada Sekolah Islami berbasis Kewirausahaan. *Society: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 2(1), 51–58.

Farhatunnisa, N. (2022). *Pentingnya Pendidikan Keterampilan untuk Anak Berkebutuhan Khusus*. Kompasiana.

<https://www.kompasiana.com/nenden70623/633b7caa4addee58c063bda2/pentingnya-pendidikan-keterampilan-untuk-anak-berkebutuhan-khusus>

Jusmirad, M., Khibran, M. F., Sarah, Y., Songkeng, S. R., & Arina, A. (2023). Life Skills Education for Students with Special Needs to Improve Independence and Skills in Daily Life at UPT SLBN 2 Makassar. *Jurnal Pengabdian Masyarakat Bestari*, 2(5), 387–396.

Marom, K., Fauzi, M. F., Rahma, K. A., & Mulyaningrum, E. R. (2019). Pemanfaatan Limbah Pabrik Kayu Menjadi Miniatur Flora Fauna Guna Meningkatkan Keterampilan Siswa SLB Melati Temanggung. *Seminar Nasional Sains & Entrepreneurship*, 1(1).

Martika, T., Anwar, M., Prakosha, D., & Martha, V. (2022). Pelatihan Pemasaran Batik Tulis Di Era Digital Melalui E-Commerce Bagi Siswa Tunarungu. *SPEED Journal: Journal of Special Education*, 6(1), 55–60.

Milles, M. B., & Huberman, A. M. (1992). *Qualitative Data Analysis, terj. Tjetjep Rohendi*. UI Press.

Misnawati, M., Purwaka, A., Cuesdeyeni, P., Usop, L. S., Devi, K., Melinda, M., Rivera, O., Anwarsani, A., Rahmawati, S., & Salwa, N. (2023). Pantun Nasihat Pada Label Kemasan Sebagai Upaya Mengembangkan Usaha Donat Dengan Bahan Dasar Labu Kuning Untuk Anak Berkebutuhan Khusus SLBN 1 Palangka Raya. *SAFARI: Jurnal Pengabdian Masyarakat Indonesia*, 3(2), 58–75.

Muarifah, A., Barida, M., & Supriyanto, A. (2016). The Effort Of Early Detection For Special Need Children In Preparing Education For Children. *Proceeding 1 St Semarang State University International Conference on Counseling and Educational Psychology (SICCEP)*.

Mulyati, T., Utami, S. B., & Susilo, H. (2021). PEMBERDAYAAN SISWA BERKEBUTUHAN KHUSUS MELALUI KETERAMPILAN UNTUK MELATIH KEMANDIRIAN DI SLB PSM TAKERAN–MAGETAN. *Jurnal Terapan Abdimas*, 6(1), 78–85.

- Mumpuniarti. (2001). *Pendidikan Anak Tuna Daksa*. Jurusan Pendidikan Luar Biasa Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.
- Purnaningrum, E., Rafikayati, A., & Dyatmika, S. W. (2022). Peningkatan Profitabilitas Wirausaha Disabilitas di Era Digital dengan Ketrampilan Desain Produk dan Pemasaran pada E-Commerce. *Aksiologi: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 32–38.
- Purwana, D., Rahmi, R., & Aditya, S. (2017). Pemanfaatan Digital Marketing Bagi Usaha Mikro, Kecil, Dan Menengah (UMKM) Di Kelurahan Malaka Sari, Duren Sawit. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 1(1), 1–17. <https://doi.org/10.21009/jpmm.001.1.01>
- Purwanta, E. (2005). Kompetensi konselor dalam menghadapi pendidikan inklusi. *Makalah Disampaikan Pada Konvensi Nasional XIV Dan Kongres X Asosiasi Bimbingan Konseling Indonesia Di Semarang Tanggal*, 13–16.
- Purwanta, Edi, Hermanto, H., & Harahap, F. (2016). Analisis kebutuhan untuk berwirausaha pada siswa berkebutuhan khusus. *Cakrawala Pendidikan*, 3, 86014.
- Safitri, O. S., & Jusra, H. (2021). Analisis Kesulitan Belajar dan Self Confidence Anak Berkebutuhan Khusus Slow Learner dalam Pembelajaran Matematika. *Jurnal Pendidikan Matematika Raflesia*, 6(2), 68–80.
- Santoni, M. M., Chamidah, N., Indarso, A. O., Prasvita, D. S., Indriana, I. H., & Seta, H. B. (2023). Pelatihan dan Pendampingan Pembuatan Konten Produk berbasis Teknologi Informasi dan Komunikasi melalui Media sosial dengan Aplikasi Canva. *Surya Abdimas*, 7(1), 75–83.
- Seprinawati, S., & Efendi, J. (2019). Pelaksanaan Pembelajaran Keterampilan Vokasional Membuat Sandal Kulit bagi Anak Tunagrahita Ringan di SLB Negeri 2 Padang. *Jurnal Penelitian Pendidikan Khusus*, 7(1), 154–159.
- Sholeh, M., Rachmawati, R. Y., & Susanti, E. (2020). Penggunaan aplikasi Canva untuk membuat konten gambar pada media sosial sebagai upaya mempromosikan hasil produk UKM. *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan*, 4(1), 430–436.
- Sukandi, U. (2003). *Belajar Aktif dan Terpadu*. Duta Graha Pusaka.
- Sunardi. (2005). *Pedoman Pelaksanaan BP di SLB*. Pendidikan Luar Biasa Fakutas Ilmu Pendidikan Universitas Ilmu Pendidikan.
- Urban, G. L. (2004). *Digital Marketing Strategy: text and cases*. Pearson Education.
- Wahyuni, N. (2018). Peran pendidikan vokasi bagi anak berkebutuhan khusus dalam menghadapi tantangan zaman. *Keluarga: Jurnal Ilmiah Pendidikan Kesejahteraan Keluarga*, 4(2), 137–147.