Commerce Based Learning
For mentally disable children

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Abstract

Mentally disabled children are often marginalized by people who regard them as useless humans. They have a level of intelligence far below the average normal child, so they are not able to attend school programs intended for normal children. They need special education services. This child is called a mentally retarded child. Mentally disabled children as part of the community have the right to education. Mentally disabled children need special education services because their ability to learn is very different from normal children. Sekolah luar biasa (SLB) is a formal education institution that is specifically devoted to children with special needs, one of whom is a mentally disabled child. But it is unfortunate that education for mentally retarded children is still very poor considering the value of benefits for their future Learning methods that have been carried out in schools require an improvement where mentally retarded children's education is oriented towards the value of benefits in the future. Therefore the author tries to design a learning model that is oriented to the value of benefits for the lives of mentally retarded children in the future. Commerce based learning is a model that is oriented towards the future of mentally retarded children. Commerce based learning focuses on a goal that is on commerce. Material taught by teachers in mentally retarded children must have a relationship with supervision. This is because commerce based learning does prepare children with intellectual disabilities

Keyword: *commerce based learning, mentally disabled children*

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Background

Efforts to develop education in national development are normal and must be done. This is based on the idea that education is a strategic factor in supporting development success. In addition education is born based on the cultural products of the people and the nation that are constantly developing to find the form that is most suitable to the dynamics of changes in society in each nation, in line with the advancement of science and technology. The meaning of education is inseparable from concrete situations and conditions in society, because education always has a character that is reflected by the state and nature of society. Circumstances and the nature of society are not the same; there is no way that education is entirely universal.

Mentally ill children are a group of children with special needs with mental retardation or mental retardation. Mentally disabled children have an IQ level below the average normal child, which causes their intellectual and intellectual functions to be

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disrupted which causes other problems that arise during their development. This is in line with AAMD as stated by Grossman (Krik & Gallagher, 1986: 116).

Classification of mentally retarded children according to AAMD (American Association on Mental Deficiency) and PP No. 72 of 1991 in Amin (1995: 22-24) classification of mentally retarded children is divided into three groups as follows:

• Mild disability

Those who belong to this group even though their intelligence and social adaptation are hampered, but they have the ability to develop in the field of academic learning, social adjustment and ability to work.

• Moderate mental retardation

Children with intellectual disabilities are having general intellectual abilities and behavioral adaptations under mild mental retardation. They can learn school skills for functional purposes, achieve a level of "social responsibility" and achieve adjustment as a worker with help.

• Severe and very severe mental retardation

Children belonging to this group generally have almost no ability to be trained to take care of themselves doing socialization and work. Among them (to a certain extent) there are those who can take care of themselves and can communicate in a simple way and can adjust to their very limited surroundings.

Mentally disabled children are very difficult to receive theoretical lessons, so a special method is needed in learning this because the ability to receive and reason them is very limited. Mentally disabled children depend heavily on others, especially parents, but it has become a natural law that every human being will die so that mentally disabled children lose their grip, therefore an education and independence training for mentally disabled children is needed. This thinking in line with the Taman Siswa education concept is Pancadarma, namely:

a. Nature's nature that pays attention to sunatullah. For maintenance and advancement of life so that people live a happy and happy life.
b. Culture. Maintain national culture.
c. Independence by paying attention to the potential and interests of each individual and group.
d. Nationality that is oriented towards the integrity of the nation with various ethnicities.
e. Humanity, love for fellow human beings and all creatures of God.

Grahita children as members of their society have the rights to obtain education and teaching services in families, schools and the community, here at least social adaptation is needed which is a logical consequence of individuals as social beings given

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that individuals cannot be built without other individuals. The three centers of education (ki hajar dewantara) also stressed the need for the development of education in the family, school and community, so that families and communities are seen as a medium in the education process besides schools as formal education institutions.

The education of mentally disabled children is still considered very lacking and effective if it is reviewed from the value of utilization when implemented in the community. Teachers are more focused on knowledge where children with mental disabilities should prioritize skills. Moreover teachers tend to use classical lecture methods that make children with mental disabilities tend to be bored. Recognizing the importance of education services and good and effective teaching for people with mental disabilities, the best steps are needed to get optimal results. Commerce-based learning is a way or model of learning in order to achieve that goal, the independence that is the goal of commerce based learning is independence for income to meet their basic needs.

Literature Review

Education is rooted in the nation's culture to build the life of the nation today and in the future. This view makes this model of learning developed in a variety of ethnic cultures, directed to building a present life and to building a better foundation for the nation's life in the future. This implies that this learning model is useful to prepare the lives of young people as the nation's human capital.

According to Ki Hadjar Dewantara, the ideal education for children with the character and culture of Indonesian people is education that is liberating, without coercion, and bringing children to have an independent spirit. Education makes students as subjects of education, not as objects of education. That is, the implementation of education is based more on developing the interests and potential of students, not on the interests and abilities of educators. He applied three educational slogans, namely: Ing ngarso sung tuladha, Ing madya ing karsa, Tutwuri handayani. That is, an educator must be able to become a model, being in the midst of his students continue to give their spirit and ideas to be rich, and an educator must continually guide, sustain, and point the right direction for life and the works of their students In connection with the three slogans, the method developed is among the systems that mean keeping, nurturing, and educating children with love. Carry the systems prohibit punishment or violence because it will eliminate the child's free spirit. Education is basically the process of caring for children to grow and develop in their potential. Teachers may be directly involved in children's lives when the child is seen as being on the wrong path. But in principle it is not coercive. Involvement in the child's life remains in the process of awareness and trust that the child is a person who still has to be respected for his rights to grow according to his nature. Education is not only a matter of building content (cognitive) but also the character of Indonesian children so that they can later become the nation's leaders who are Indonesians. With these things, the students will be independent. Independence is what is

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meant here when a child lives in the awareness that he is an independent person, has freedom and basic rights that are worthy of respect. That is, the birth is not governed, the mind can govern itself and can stand alone because of its own strength.

The development of students, as well as the growth of children in general, is influenced by various factors namely heredity, environment, process of development, and grace. Especially for environmental factors, the role of education center is the most decisive, either individually or jointly. This learning model is expected to bring benefits to students so that in accordance with the principle of the benefits of education where education aims to provide young generation for present and future lives.

Writer use some theoretical backgrounds;

1. Behaviorism Theory

Behaviorist learning theory is a theory coined by Gage and Berliner about behavior change as a result of experience. This theory then developed into a school of learning psychology that influences the direction of the development of educational and learning theories and practices known as behaviorist flow. This flow emphasizes the formation of behaviors that appear to be learning outcomes.

Behaviorist theory with its stimulus-response relationship model puts people who are learning as passive individuals. Responses or behaviors use training methods or mere habituation. The emergence of behavior will be stronger if given reinforcement and will disappear when subjected to punishment.

Learning is due to the interaction between stimulus and response. Someone is considered to have learned something if he can show changes in behavior. According to this theory in learning the important thing is input in the form of stimulus and output in the form of response. Stimulus is what the teacher gives to the learner, while the response in the form of reaction or student response to the stimulus given by the teacher. The process that occurs between stimulus and response is not important to note because it cannot be observed and cannot be measured. What can be observed is the stimulus and response, therefore what is given by the teacher (stimulus) and what is received by the learner (response) must be observable and measurable. This theory prioritizes measurement, because measurement is an important thing to see whether or not there is a change in behavior. Some principles in behaviorist learning theory include:

a) The learning process can occur well if students are active in it.
b) Learning material is arranged in a logical sequence so that students can easily learn it and can provide a specific response.
c) Each response must be given direct feedback so that students can find out if the response given is correct.
d) Every time the students give a correct response it needs to be given reinforcement.

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The learning steps based on behaviorism theory, in designing learning activities, are:
1) Determine learning objectives.
2) Analyzing the current environment includes identifying the entry behavior of students
3) Determine the value of learning.
4) Breaking learning into small parts, covering subjects, sub-topics, topics and so on.
5) Presenting learning material.
6) Providing stimulus, can be either oral or written questions, tests / quizzes, exercises or tasks
7) Observing and reviewing the responses given by students
8) Provide reinforcement in the form of positive reinforcement or negative reinforcement, or punishment
9) Give new stimulation
10) Observe and give responses given by students
11) Provide further reinforcement or punishment,
12) So on.
13) Evaluation of learning outcomes.

2. Cognitivism Theory

The term "Cognitive" comes from the word cognition which means understanding, understanding. Understanding the extent of cognition (cognition) is the acquisition, arrangement, and use of knowledge. In subsequent developments, then this cognitive term became popular as one of the areas of human psychology / a general concept that includes all forms of recognition that include every mental behavior related to the problem of understanding, paying attention, giving, expecting, consideration, processing information, solving problems, consideration, imagining, estimating, thinking and belief. This includes a brain-centered psychology that is also related to connotations (wills) and affections (feelings) which are related to taste.

Characteristics of Cognitive Theory:

Cognitive learning theory emphasizes the learning process rather than the learning outcomes themselves. Learning does not only involve the relationship between stimulus and response, more than that learning involves a very complex process of thinking. Learning is a change in perception and understanding. Changes in perception and understanding do not always take the form of observable behavioral changes. Included in this group of theories are the Piaget development theory, burner cognitive theory, the cognitive theory, etc.

a) Piaget's Development Theory

According to Piaget, cognitive development is a genetic process that is a process based on biological mechanisms, namely the development of nervous systems. The

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learning process of a person will follow certain patterns and stages of development according to his age. This gap is hierarchical, namely through certain stages according to his age. There are four stages of children's cognitive development, namely:

i.   Internal motor sensor stage (0-2 years)
ii. Preoperational stage (2-6 years)
iii. Concrete operational phase (6-12 years)
iv. The formal stage is internal (12-18 years.

According to Piaget, in general the learning steps in designing learning are:

a. Determine learning objectives
b. Choosing learning material
c. Determine topics that students can actively learn
d. Determine and designate learning in accordance with the topic, for example: research, problem solving, discussion, simulation, and so on
e. Develop learning methods to stimulate students' creativity and thinking
f. Assess the process and learning outcomes of students

b) Cognitive burner theory

This theory is based on cognitive learning theory, which states that learning is a learning activity of change in perception and understanding. According to the burner, a person's development occurs hrough three stages which are determined by the way he sees the environment.

1) The active phase

Students carry out their activities in an effort to understand the environment. Students make observations by experiencing it directly or reality.

2) Iconic stage

Students see the world through pictures and verbal visualization.

3) Symbolic stage

Students have abstract ideas that are influenced by language and logic and communication is done with the help of the symbol system.

According to the burner, in general the learning steps in designing learning are:

i.   Determine learning goals
ii. Do not identify the characteristics of students (initial abilities, interests, learning styles and so on)
iii. Choosing learning material
iv. Determine topics that can be learned inductively by students
v.   Organize learning topics from simple to complex, from concrete to abstract, or from the active, iconic, to symbolic stages
vi. Assess the process and learning outcomes of students.

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c) Learning theory is meaningful according to Ausebel

According to campus learning must be meaningful; the material learned is assimilated non-arbitrator and relates to the knowledge that has been previously owned. According to Reilly & Lewis there are two requirements to make learning material meaningful, namely:

1) Select material that is potentially meaningful and then regulated according to the level of past development and knowledge
2) Given in meaningful learning situations

The principles of Australian meaningful learning theory can be applied in the process of learning through the following stages

a. Ability and cognitive structure through initial tests, interviews, reviews, questions and other techniques
b. Choosing key materials and their presentation is arranged, starting with concrete and controversial examples
c. Identify concepts that must be mastered from the new material
d. Presenting a comprehensive view of what must be learned
e. Use advance organizer
f. Teaching students understand existing concepts and principles by focusing on existing relationships.

3. Humanism Theory

Humanism looks more at the development of the human personality. This approach looks at events that are how humans build themselves to do positive things. This positive acting ability which is referred to as human potential and humanism educators usually focus their teaching on building this positive ability. Positive ability here is closely related to the development of positive emotions contained in the affective domain. Emotion is a very strong characteristic seen from educators of humanism.

The steps of learning using a humanistic approach, but at least the steps in learning are:

a. Determine the goals of learning
b. Determine learning material
c. Identify students' initial abilities
d. Identify topics that allow students to actively learn (experience)
e. Design learning facilities such as learning media environment
f. Guiding students to learn actively
g. Guiding students to understand the meaning of their learning experience

4. Constructivism learning theory

Constructivism theory is based on schema. The theory of Schem sees the learning process as a way of relating it to existing cognitive structures. Learning according to constructivism theory is a process of knowledge formation. Constructivism theory

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emphasizes that learning is more determined because of the students' initiative. According to this theory, learning and learning problems are:

a. Being irregular or diverse, students are expected to be free learning environments, because freedom is an essential element.
b. Success or failure, ability or inability are seen as different interpretations that need to be appreciated
c. Freedom is seen as a determinant of success, learning control is held by the students themselves
d. Learning objectives emphasize the creation of understanding that demands creative activity, productive in real reality.

The implementation of constructivism theory in learning, where learning is the process of interpreting new information, therefore students need to:

1. Encouraged knowledge of the discussion learned
2. Divergent thinking is not just one correct answer
3. Various types of overflowing thinking or learning activities
4. Use information in new situations

Given that freedom is an essential element in the learning environment, it is therefore necessary:

1. Provided as an option for students
2. Provide a choice of ways to show success
3. Provide enough time to think about and work on assignments
4. Don't use too many tests that are too much time
5. Provide opportunities to think again
6. Involve the concrete experience of students

Methodology

The learning model is the method used by the teacher in holding relationships with students during learning (Sudjana, 2005: 76). Accounting learning methods are ways or approaches used in presenting or delivering accounting subject matter. occupies an equally important role in the teaching and learning process. In choosing what method is right, the teacher must look at the situation and condition of students and the material taught.

In teaching and learning activities the absorption capacity of students is not the same. In dealing with these differences, the right teaching strategies are needed. Teaching and learning strategy is the general pattern of the actions of teachers and students in the activities of realizing teaching and learning activities (Hasibuan, 2004: 3). Learning method is one of the learning strategies that can be done by the teacher to deal with the problem so that the achievement of the teaching objectives can be achieved well. By utilizing effective and efficient methods, the teacher will be able to achieve the teaching objectives.Thus it can be concluded that the learning method is a learning strategy used by teachers as a tool to achieve learning goals.

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Factors that influence learning model

The model does not stand alone, but is influenced by other factors. The teacher will more easily determine the method that is most suitable for situations and conditions that are specifically faced by him, if he understands the properties of each method. The selection and determination of model is influenced by several factors, as follows:

a. Protégé

Students are potential human beings who require education. At school, the teacher is obliged to educate him. Individual differences in students on the biological, intellectual, and psychological aspects influence the selection and determination of which learning methods teachers should take to create a creative learning environment in order to achieve the learning objectives that have been formulated.

b. Aim

The goal is the intended goal of each teaching and learning activity. The goals in education and teaching are of various types, there are instructional objectives, curricular objectives, institutional objectives and national education goals. The method chosen by the teacher must be in line with the level of ability of students and in accordance with the stated goals.

c. Situation

The situation of teaching and learning activities that the teacher creates is not always the same from day to day. The teacher must choose a learning method that is appropriate to the situation created.

d. Amenities

Facilities are things that influence the selection and determination of learning methods. Facilities are completeness that support students' learning at school. For example, the absence of a laboratory for the practice of science does not support the use of experimental methods.

e. Teacher

Every teacher has a different personality. Teacher education background is recognized as influencing competence. Lack of mastery of various types of methods is a constraint in choosing and determining methods.

Terms of learning model

The conditions that must be considered in the use of teaching methods are:

a. Teaching model must be able to arouse students' motives, interests or passions

b. Teaching model must be able to guarantee the development of student personality activities.

c. Teaching model must be able to provide opportunities for students to realize the work.

d. Teaching methods must be able to stimulate students' desire to learn more, do exploration and innovation (renewal).

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e. The teaching method must be able to educate students in their own learning techniques and how to acquire knowledge through personal effort.
f. The teaching method must be able to eliminate the presentation that is verbal and replace it with experience or real situation and aim.
g. Teaching methods must be able to instill and develop the main values and attitudes that are expected in the habit of working well in daily life.

Findings and Discussion

What is the Commerce based learning learning model? Commerce based learning is a learning model that is the basis of commerce as the core of learning. In the learning process students do exploration, assessment, interpretation and synthesis of information to obtain various learning outcomes (knowledge, skills, and attitudes)

At present our learning in schools is still more focused on learning outcomes in the form of knowledge and that is still very superficial, only up to the level of memory (C1) and understanding (C2) and has not touched many aspects of application (C3), analysis (C4), synthesis (C5), and evaluation (C6). This means that in general, learning in schools has not invited students to apply, process every element of the concept learned to make (synthesis) generaliza- tion, and has not invited students to evaluate (think critically) the concepts and principles they have learned. Meanwhile, skills (psychomotor) and attitude (attitude) aspects are also neglected.

Vision, Mission, Objectives And Targets

 a. Vision

The realization of students who are faithful, intelligent, skilled, independent and polite

 b. Mission

 1. Embed faith through the experience of religious teachings
 2. Optimize the process of learning and guidance and skills training
 3. Foster the independence of students through activities of habituation, entrepreneurship and self-development that are planned, continuous and polite
 4. Developing fields of science, skills and technology based on the interests, talents and potential of students
 5. Establish harmonious cooperation between school residents and other related institutions.

 c. Objective

 1. Creating a learning community climate for parents and society

2. Increase awareness and participation of parents and communities in the implementation of special education
3. Improve the quality of exceptional education
4. Utilizing and maintaining e-commerce-based learning facilities

d. Target

Mentally disabled children at school age at institutions of special education or inclusive education
Form Of Cbl

Commerce based learning is divided into 3 stages based on the level of education, namely:
1. Basic
2. Intermediate
3. Advance

This division is based on the level of education where the level of understanding of students will also increase so that the learning burden is also increased, so that education in exceptional schools can be sustainable and have clear concepts and goals.

1. Basic

At this level it is specified at the SDLB level so that at this level it is carried out for 6 years. Learning materials are basic mathematics, basic mathematical logic, KMD, motor training, attitudes, reading with trade themes. At this stage mentally disabled children have many math exercises, especially addition, subtraction, multiplication and division. The visualization by using this money is expected that mentally disabled children can be smooth in the process of buying and selling.

KMD aims at mentally disabled children who are able to care for themselves and maintain personal hygiene and the environment. This is intended when plunging into the community of mentally disabled children not being shunned because they cannot take care of themselves and maintain personal hygiene.

Reading aims to enable mentally disabled children to be able to identify, understand, the contents of the packaging of each manufacturing product, in addition to the ability to read mentally disabled children to be able to develop themselves through the information they read.

Motor training aims to train rough and fine motorist where we know one of the shortcomings of mentally disabled children is in motor movement. This is expected when the intermediate and advance stages are not hampered by the child's motor problem.

Studying this attitude is intended to make the involvement of mentally ill children not be ostracized because of their attitude that is not in accordance with the customs and culture of the community. Attitude is a reflection of a person's character that can be

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assessed by the general public. Positive character makes mentally disabled children acceptable to society.

2. Intermediate

Intermediate is a level where children learn to applicative make and produce a product that can have use value and selling value, it is expected that the products produced can be sold so that mentally disabled children can earn income from their businesses. Intermediate stages last for 3 years or at the school level. As long as this level is a theoretically and applicative mentally disable child to improve their skills in producing a product for example; food, batik, making paving, etc.

3. Advance

At this stage children learn applicative basic entrepreneurial management. So that it is expected to run the business well. The material, calculating the capital of a product and marketing a product

Conclusion

Learning models are conceptual frameworks while strategies emphasize their application in the classroom so that learning models can be used as a reference for designing activities that are systematic in communicating the contents of the lesson to students for students to understand. Learning approaches have many definitions, but each still has a relationship. In the philosophical learning approach there are 3, namely: idealism, realism, pragmatism, constructivism, existentialism, and Pancasila national education. The author realizes that in the discussion there is still a lack of both the substance of the material and the examples of each material discussed. The author advises teachers and prospective teachers to apply learning models that are in accordance with the material to be delivered, and in accordance with the students' circumstances.

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