This study aims to analyze learning models appropriate for children with moderate intellectual disabilities during the COVID-19 pandemic because all learning in schools turn into distance learning. This period is very crucial, especially for children with moderate learning disability in learning. This research used a qualitative method with a case study. Data collection was done through in-depth interviews and observations. The subjects were two special education teachers, a homeroom teacher, and two parents of children with moderate intellectual disabilities. Thematic analysis was used to interpret the research findings. In this study, the answers of parents and teachers as respondents were evaluated. The results showed a suitable learning model to use during this pandemic was a project-based individual learning model. Teachers could provide a simple project containing soft skill and hard skill for children with intellectual disabilities controlled under their parents' supervision. The focus of learning was not on achieving cognitive abilities as in general, but on how they could be skilled and independent in carrying out activities. The findings of this research could provide teachers and parents with solutions in guiding learning activities for children with moderate intellectual disabilities, especially during the COVID-19 pandemic.

Keywords: Children with Moderate Intellectual Disabilities, Teaching Model, Pandemic Period.

INTRODUCTION

Currently, almost all countries in the world are experiencing an event that will not be forgotten throughout history, namely the COVID-19 pandemic. Based on data from the United Nations of Educational, Scientific, and Cultural Organization in 2020, mentions 1.5 billion children and 63 million teachers at the primary to secondary school levels in 191 countries affected by the COVID-19 pandemic, something that has never happened before (UNESCO & IESALC, 2020). WHO and IFRC in COVID-19 Prevention and Control in Schools (March 2020) stated that when the virus spread is getting faster, then schools must be closed. Education must continue through online learning activities using various media (Unicef, WHO, & IFRC, 2020).

COVID has made a social and paradigm shift in all countries globally, one of which is Indonesia (Tinungki & Nurwahyu, 2020). This pandemic, are expected to transform education practices and solutions significantly. Tinungki & Nurwahyu (2020) state that it is needed a different for all education practitioners to believe in the second global era. Bangladesh & Tawakkol (2020) noted the importance of special education practitioners and education leaders. They need to lead the way in order to transform schools in response, and serve the world’s governments, parents, and disabled groups. It is a kind of shock therapy for teachers and students as they try to adapt from face-to-face learning in school to distance learning at home. It is indeed a dilemma for all education practitioners in Indonesia, even in the world (Dhawan, 2020). The COVID-19 crisis and the unparalleled education disruption is far from over. About one hundred countries have yet to announce a date for schools to reopen, and across the world, governments, unions, parents, and children grapple with when and how to approach the next phase. Countries have started planning to reopen schools nationwide, either based on grade level and by prioritizing exam classes or localized openings in regions with fewer virus cases. All students and their parents are trying to find effective learning for their children (Reimers, Schleicher, Saavedra, & Tuominen, 2020; Suppawittaya, Yiemphat, & Yasri, 2020).

UNESCO has recognized the impact of the Covid-19 pandemic on education. Nearly 300 million students have disrupted their school activities worldwide and threaten them in the future (UNESCO & IESALC, 2020). The most dreaded effects are long-term effects because students will automatically feel delaying the ongoing educational process. It can lead to slow growth in their maturity, especially if Covid-19 does not end soon. Then, what about online learning for students with special needs? Is it effective for their intellectual development? Of course, this is a big responsibility for special education teachers to apply technological skills in a very demanding situation for students with special needs. The UNESCO (2020) report stated that “All students with special needs and education, attention to their disabilities, and all students did not have equal opportunities to adapt an online learning system that will make them struggle more with the new system.”

The primary statutory regulations state that all human beings have the right to education, equal opportunities, and decent means of education regardless of their situations (Suppawittaya, Yiemphat, & Yasri, 2020). Students with special needs and education attention to their disabilities, and all students did not have equal opportunities to adapt an online learning system that will make them struggle more with the new system. This pandemic has resulted in education transformation because distance learning is the only solution (Reimers, Schleicher, Saavedra, & Tuominen, 2020). It is like providing shock therapy for teachers and children. Children who used to learn face-to-face in school switched to distance learning in their homes. Children with intellectual disabilities need education attention to foster themselves so that they can live independently in the general public environment (Koh, 2018). Therefore, further research is needed in education and learning for children with intellectual disabilities, especially in the COVID-19 crisis.
In the pandemic period, the things mentioned above have encouraged researchers to consider the model for implementing distance learning carried out for children with moderate intellectual disabilities. The model is called the MODELS (Method of Delivering Educational Services for Children) model. According to the American Psychiatric Association, intellectual disability is a developmental disorder characterized by a lack of intellectual, adaptive behavior in social and practical skills that impairs a person's ability to perform daily activities. Researchers from various countries have conducted research on distance learning for children with disabilities, such as children with autism, hearing impairments, and children with intellectual disabilities. However, the research on children with moderate intellectual disabilities is still limited, especially in the context of the current pandemic.

Intellectual disability is a term used to denote a mental capacity disorder. According to the American Psychiatric Association, intellectual disability is a developmental disorder followed by a lack of intellectual, adaptive behavior in social and practical skills. Gasteiger-Klicpera, Gebhardt, Schwab, and Klicpera (2013) defined intellectual disability as a continuous spectrum of deficits in reasoning or thinking, problem-solving, planning, abstract thinking, academic ability, and learning from experience. Children with intellectual disabilities are categorized by their intelligence quotient (IQ) scores, with IQs ranging from 52 to 79 for children with mild intellectual disabilities, 36 to 51 for children with moderate intellectual disabilities, and 20 to 35 for children with profound intellectual disabilities (Ojok & Wormo, 2013).

In this study, the researchers discussed more children with moderate intellectual disability. The characteristics of children with moderate intellectual disabilities include that they can be trained in specific skills even though it takes a long time. If given appropriate educational opportunities, they can be educated to do work that requires certain abilities. They can be trained to take care of themselves and trained in simple reading and writing skills. They show physical abnormalities, which are congenital symptoms, but these physical abnormalities are not as severe as those experienced by children in the severe and profound categories. They also show a disturbance in their speech function. Intellectual development disorder can be diagnosed through intelligence tests and behavior standards (and cannot be determined by intellectual quotient alone). The term intellectual disability is known as mental retardation, which is an individual with a disability, personality, resulting in intellectual failure necessary to develop the intellectual capacity needed to meet the demands of his environment and become an independent person (Çetin & Bozak, 2020).

Many problems occur in the implementation of distance learning for children with moderate intellectual disabilities. The biggest challenge is how children and people adapt to each other with distance learning at home. Some are fast and some are slow in responding to this change. The concept that has been embedded in children's minds is no longer relevant in this era of distance learning. Therefore, it is necessary for teachers to adapt to the new normal and use innovative approaches to teaching.
That learning must be done at school makes it difficult for parents. As a result, it was challenging for children to study at home. The second concept is that parents are not their teachers. It is a complaint from parents. They are used to being the teacher at school. Another problem, the atmosphere at home can be a factor that can interfere with the child’s concentration and focus. Furthermore, parents also have an unclear role during the Covid-19 pandemic.

Children with these characteristics have several obstacles that need to be considered (Forlin, Hattie, & Douglas, 1996; Lim, 2020; Judith A. McKenzie, Pillay, & Duvenhage, 2017). Children with these characteristics have several obstacles that need to be considered, including: (1) academic development in cognitive aspects. The learning capacity of mentally disabled children is minimal, especially their ability for abstract things. They learn more by parroting (rote learning) than by understanding (Chen, 2017; Ngwena & Pretorius, 2012). From day to day, they made the same mistakes. They tend to shy away from thinking. They have difficulty paying attention and have little interest in them. They also tend to forget quickly, have difficulty making new creations, and have short attention spans (Engelbrecht, Oswald, & Swart, 2003). (2) social/emotional development in the affective aspect. In association, mentally disabled children cannot take care of themselves, maintain and lead themselves (Tideman, 2015). When they are young, they have to be continuously helped. Mentally disabled children have difficulty managing their own affairs. They cannot plan or carry out activities unless someone else has planned it for them and then supervised them (Young, 2003). They are also very receptive to influence, which means that new ideas that are not completely in line with what they have learned or are different from what they already believe can be accepted and used as a guide or instruction (Sanudo & Merchán, 2006). (3) physical/health and motor development in psychomotor aspects. Both the structure and function of the body, in general, are less than normal children (Judith Anne McKenzie & MacLeod, 2012). They can only walk and talk at an older age than normal children. Their attitude and movements were less than beautiful, and many of them even had speech disabilities. Many of their hearing and vision was less than perfect (McMaugh, Wiese, & Stancliffe, 2017). This disorder is not in the organs, but the brain’s processing centres so that they can see and hear, but do not understand what they are seeing and hearing. Several mentally disabled children feel less pain, have bad body odour, their body is not fresh, their energy lacks endurance, and many die at a young age. They are prone to disease because of limitations in taking care of themselves, and they do not understand how to live healthily (Judith A. McKenzie, Pillay, & Duvenhage, 2017; Pivarč, 2020).

There are several different approaches that parents should take when carrying out learning at home for children with intellectual disabilities. Parents should cooperate with the school to follow directions, make changes, and adjust to identify the resources at home for activities at home and daily study (Srivastava, de Boer, & Pijl, 2017). Indeed, being a parent of a child with intellectual disabilities during the Covid-19 pandemic is not easy.
Here, parents and students must learn and understand each other. Not only that, but the condition of each house also affects learning in children with intellectual disorders. Therefore, it is hoped that parents and children can learn from each other. Schools must also help to solve problems with activities at home (Srivastava, de Boer, & Pijl, 2015).

Due to the impact of the COVID-19 pandemic, many schools and colleges in Indonesia have been closed. Learning that is carried out face-to-face at school changes to distance learning at home (Suppawittaya, Yiemphat, & Yasri, 2020). In Indonesia, distance learning is regulated through the Ministry of Education and Culture Circular Letter No.4 of 2020 regarding Education’s Implementation in the Emergency Coronavirus Disease (Covid-19) pandemic. There are three policy points related to online learning. First, online/distance learning provides a meaningful learning experience, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation. Second, it can be focused on life skills education, including regarding the COVID-19 pandemic. Third, learning activities and assignments may vary between children, according to their respective interests and conditions, including considering gaps in access/learning facilities at home (Abidah, Hidayatullaah, & Simamora, 2020; Dhawan, 2020; UNESCO, 2009).

Online learning cannot be conducted unless schools and parents have sufficient capital to access necessary materials. Teachers will discuss information and activities with students via live video media. Many local governments have cooperated with the Ministry of Education and Culture to provide necessary tools for e-learning. This has been the first policy in Indonesia to implement online learning (Srivastava, de Boer, & Pijl, 2015). The Ministry of Education and Culture also provides a series of learning tools and materials online. However, there is still a lack of digital capability among schools and parents to implement online learning. Especially for schools and institutions across the government that have less access to technology, all children must have access to initiate online learning.

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However, it is important that children's access to online learning does not create an inequality gap. Children from low-income families may face challenges in accessing online learning materials. The government has provided support to schools in rural areas to ensure they have access to online learning tools. The local government also plays a role in mapping schools that need assistance in implementing online learning. Especially for schools in remote areas, the government must provide support to ensure all children have equal access to online learning.

Data from the central statistical agency indicated that children's use of cellphones in urban areas was higher than in rural areas; 76.60% compared to 64.69%. Meanwhile, the percentage of students using computers or PCs in urban areas is twice that of students in rural areas or 31.37% compared to 15.43%. The rate of children's internet usage in urban areas is also higher than in rural areas (62.51%) compared to 40.53%. These differences are significant because they reflect the disparities in access to technology and the internet. To ensure that learning is fair, especially for children from low-income families, it is important that the government provides equal access to online learning. However, there is still a need for more support to ensure all children have equal access to online learning.
full of meaning, awakens creativity, critical power, and can make children independent is certainly not an easy matter. Moreover, teachers cannot directly face the children. Teacher creativity in making designs and methods that can lure children into being enthusiastic about learning should be considered. If you only give children the workload, it will make them bored.

Parental participation is very important for the success of online learning. A dilemma occurs when the parents cannot accompany the child because they still have to work (Dhawan, 2020). These are people who do not have the luxury of working from home. Health workers, informal workers, factory workers, breeders, fishers and farmers, for example, have to keep working. While they do not have other people who can help support children. Parents often have very hard work that prevents them from wanting to help their children learn optimally. Especially if children are very young, children need help to divide their duties at home as well as school. They need support from various parties. Education as a complete ecosystem that cannot be separated from political policies, technological support capacity, adequate infrastructure, and parents’ support.

RESEARCH METHOD

This study aimed to analyze learning models suitable for children with moderate intellectual disabilities during the COVID-19 pandemic when all learning in schools was eliminated and turned into distance learning. This research used a qualitative method type of case study. Thematic analysis was used to interpret research findings. Thematic analysis is a flexible, private approach to emerging qualitative research. Since there was little theoretical understanding of this research topic, the inductive approach is suitable for generating themes from the data's patterns.

In choosing the research subjects, the researchers used purposive sampling technique, which means non-probability sampling or taking samples not based on random, regional or strata, but based on considerations that focus on certain objectives. Five participants agreed to participate in the study. The sampling criteria were educational practitioners who had children with moderate levels of intellectual impairment. The participants were given a written consent form that states that they were willing to provide concrete data through observation, in-depth interviews, or other investigative activities. The participants were two special education teachers, one class teacher, and two children with moderate intellectual disabilities.
To guide data collection, the researchers developed a semi-structured interview. They revised this interview and included questions such as: "What were their teaching models during the COVID-19 pandemic?" "What were the challenges faced during teaching COVID-19 pandemic?" "Were the models used effectively in teaching during the COVID-19 pandemic?"

To guide data collection, the researchers developed a semi-structured interview. The guide covered five questions, such as: "What were their teaching models during the COVID-19 pandemic?" "What were the challenges faced during teaching COVID-19 pandemic?" "Were the models used effectively in teaching during the COVID-19 pandemic?"

Each respondent was given an in-depth interview form with complete guidelines. A digital audio recorder was used to record each interview, and qualitative data analysis was conducted by coding and interpreting data. Besides, researchers also made observations on the object of research, including planning, implementing, and evaluating teaching during the COVID-19 pandemic.

Researchers collected data through interviews, observation, and other methods. All data were analyzed, and the results were triangulated. Researchers analyzed the data using qualitative data analysis techniques, such as coding and identifying themes. The first researcher took notes on ongoing data analysis, creating an audit trail for review.

In a qualitative investigation, theoretical sensitivity and reflexivity are important. Theoretical sensitivity refers to the personal qualities that enable him or her to analyze, understand, and give meaning to data. Each researcher brings their own experiences to interpret data. In this study, the researchers maintained theoretical sensitivity awareness.

Data analysis for interviews followed the thematic analysis steps outlined by Braun and Clarke (2006). Initially, researchers familiarized themselves with the data through the transcription process and read the data repeatedly. The researcher coded the data to be described qualitatively and narratively. For example, "We always give a motivational song before starting the lesson," and this was coded as "Stimulus 1A." Code generation is grouped into themes. The 1A stimulus was then rewritten under the theme "how to teach children with moderate intellectual disability at home" and "how to develop..."
the concept of "learning at home". The themes are then reviewed to ensure they form a coherent pattern and conform to data. These themes were further refined, with a detailed analysis carried out on each theme. For example, the theme "how to teach" becomes a "learning model." This theme contains data about how someone experiences teaching children with moderate intellectual disability at home during a pandemic. This "learning model" theme was created for all data in the original theme of teaching children with moderate intellectual disability. The observation data were analyzed using data reduction; namely, the process simplification carried out through data selection, focusing and summarizing data into a meaningful form, and then testing for common meaning. In conducting data analysis, all relevant data were used as a foundation. The results of the open codes were then grouped into an organized form based on the underlying meaning.

RESULTS AND DISCUSSION

Pseudonyms were used to protect respondents' data. Also, any potentially identifiable details about the participants were altered. Several factors motivate me as a researcher to delve deeper into the discussion on this topic.

What Were Their Teaching Models During Covid-19 Pandemic?

The 1st, 2nd, 3rd Respondents reveal things that have similarities in terms of principles and processes. As special education teachers and homeroom teachers, they provide many models applied to children with intellectual disabilities. They provide two models, namely face-to-face learning at home and online learning. During face-to-face learning at home, the teacher intensively teaches the material to children in a contextual manner. Of course, the instructional media, teaching materials, and all learning facilities

Figure 1. The Themes of the Interview Guidelines

Data analysis produces a framework that describes the findings. This framework is presented in Figure 1. The framework is presented first to contextualize the theme, which is then discussed in the research results section.
have been prepared by the teacher to smooth the teaching and learning process. In this case, the teacher adapt individual project learning models for children with intellectual disabilities. Individual project learning is a model in which students are given particular problems or tasks to work on. Through this process, students can learn and develop skills and knowledge through practical and real experiences. This also increases creativity, motivation, and independence in the child. (Kokotsaki, Menzies, & Wiggins, 2016; Nakada, Kobayashi, & Okaeda, 2018).

As parents of children, the 4th and 5th respondents stated that the model used for their children to learn was playing model. Their children are difficult to take seriously, so parents implement learning into a game such as singing, drawing, running, jumping, and so on.

What Are The Challenges Faced During a Teaching in COVID-19 Pandemic?

This question refers to the constraints or obstacles that the respondent experienced when implementing distance learning. The 1st respondent is Ms Novi, a special education teacher, stated that distance learning is quite hindering her from creating creative and innovative learning for children with intellectual disabilities. According to her, the time learning has at home is limited and with the condition of children with intellectual disabilities, they need more attention and guidance when learning online. Ms Kartika, a class teacher, stated that this distance learning has quite obstacles for children with intellectual disability. In class alone, we have to guide them, especially at home intensively. The concentration of children with intellectual disabilities is relatively short. They get bored quickly. Therefore, I should have been able to teach directly to condition and control them.

As for the 4th respondent, Ms Ela, as parents of children with intellectual disabilities, she explained the obstacles during distance learning: I am quite attentive and have to be patient in teaching Kellen. The condition of the house must be supportive. I must get rid of all the things that later disturb his concentration. Because Kellen is quite slow to receive instructions in learning, so we must be patient.

The 5th respondent, Ms Dewi, as parents of children with intellectual disabilities, explained that the obstacles during teaching were giving instructions while studying.
Siska had difficulty understanding the instructions. As a result, Siska was often angry and uncontrollable in studying.

The Models Used Effectively in Teaching During the COVID-19 Pandemic?

According to the 1st respondent, individual learning models were very effective because each child with intellectual disabilities had many differences from one another, one of which was their learning style that could all be accommodated. In addition, the 2nd and 3rd respondents stated the same thing, as follows:

"I think this individual project model is effective at home during this pandemic time because they can learn freely and actively with free stages and time so that children more quickly absorb the knowledge we impart.

"I like to give them simple project assignments to improve their soft skills and hard skills. Of course, it needs to be supervised by parents."

The 4th respondent stated that teaching their children requires concentration so that individual learning models are the right model in teaching children during a pandemic period. Also, mentally disabled children can be stimulated by a project's existence to practice simple mastering skills to improve their soft and hard skills. The 5th respondent stated that it is better to use individual learning models at home because they are more controlled in learning, how and what they learn. The individual project-based learning model is very demanding for children's activity and can provide a direct experience that is not limited to mere knowledge. Here the teacher must be able to choose a project that fits the characteristics of the children. Real activity what mentally disabled children do is more memorable than just sitting to listen to a teacher. Apart from more meaningful, learning is also more interesting and capable of improving the comprehension and ability of mentally disabled children or better. In this learning, the teacher must be able to provide in relation to thought processes and independence and stress learning, such that (Condlin, Graud, 2017; Williams, 2015; Grady, 2015).

The results of observations on learning for children with intellectual disorders can be explained in the following form:

<table>
<thead>
<tr>
<th>Learning Aspects</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>1. Together with special education teachers, class teachers have designed individual learning plans for children with intellectual disabilities. 2. Then the classroom teacher coordinates the planning and learning targets for each parent.</td>
</tr>
<tr>
<td>Implementation</td>
<td>1. The learning implementation is carried out by blended learning, some are online learning, and some are home visits. 2. Within a week, online learning was carried out for three days, and three days later, home visits were carried out. 3. Learning is a simple project. The teacher provides a project in the form of simple skills so that children can master it.</td>
</tr>
</tbody>
</table>

Table 1. Anecdote Record
The study aims to analyze effective models implemented by teachers and parents during the COVID-19 pandemic. The results of a thorough interview and observation found that the effective learning model implemented during the COVID-19 pandemic was project-based. This model was implemented in both in-school settings and at home with the guidance of parents. The findings of in-depth interviews and observations show that project-based learning is more effective in terms of meaningful learning experiences for children. In project-based learning, children understand the content and develop skills that are applicable to social roles (Brook & Barrio, 2019; Eckardt, Craig, & Kraemer, 2018; Parker, 2020). In children with intellectual disabilities, the project is more directed towards developing skills in soft and hard skills. These vocational skills include various areas such as self-development, sewing, cooking, simple arithmetic, and so on. Learning for children with intellectual disabilities should ideally be functional, relevant, and contextual (Carmichael, 1993; Stančin, Hoic-Bozic, & Skocic, 2020). Functional learning is defined as learning that is useful in life. Thus, this learning can help make it easier for children with intellectual disabilities to solve their daily activities. Learning must be functional and adaptive so that learning is following the circumstances and needs of children. Project-based learning model is the only solution to prevailing life. Life itself can be interpreted as real-life learning. Effective learning will be functional because children are likely to be more capable to solve their problems. Children with intellectual disabilities in the world of work need to be functionally independent and are the key to the development of learning results (Sadik & Wood, 2020).

Project-based learning allows children to reflect on their ideas and opinions and present the final project (Condliffe, Quint, & Visher, 2017; Mahasneh & Alwan, 2018; Quint & Condliffe, 2018). Through the application of a project-based learning model, children are given important work and they need to be responsible for problem-solving skills. Skills in managing resources and taking responsibility are skills that are vital in our daily life. Project-based learning encourages children to develop and practice important skills such as organizing projects, prioritizing tasks, managing resources, and taking responsibility. This learning model is also designed to help children to understand the real-world problems and how to solve them.
information and show their knowledge, then implement it in the real world; and make the learning atmosphere fun, so that both children and educators enjoy the learning process (Efstratia, 2014; Kurzel & Rath, 2007; Thomas & D, 2000). Of course, during learning, children with intellectual disabilities must be accompanied by their parents. Teachers and parents must wait for children to be ready to learn. In addition, teachers are waiting for the parents' free time to teach their children, especially children with intellectual disabilities. They need motivation and intensive guidance from teachers and their parents (Lammert, Moore, & Bitterman, 2018; Patrikakou Eva N.1, 2016). Thus, through an individual project-based learning model, children with intellectual disabilities can develop their reasoning to master a skill contextually.

CONCLUSION
Effective learning models implemented during the pandemic for children with intellectual disabilities is an individual project-based model. This model can facilitate various character abilities of children with intellectual disabilities when overcoming their learning difficulties. It also helps parents understand children with intellectual disabilities and be accompanied by the community. With this program, it can increase parents' interest in learning children with intellectual disabilities so more easily understood the learning process for parents.

REFERENCES


