

## **LITERATURE REVIEW: ANALYSIS OF THE INFLUENCE OF INTERACTION ON STUDY OF STUDENTS SPECIAL NEEDS IN HIGH SCHOOLS**

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### ***Abstract***

*Education is considered a very important forum for children to achieve prosperity, including social. Education does not always go according to expectations, it can be said that national education in Indonesia has not all been fulfilled, one way to overcome the social problems of children with disabilities is inclusive education. The aim of this research is to analyze the influence of social interaction on the learning motivation of students with special needs in high school. This research uses descriptive qualitative research using literature study as the research design. The conceptual and theoretical approach is carried out by referring to various sources such as scientific journals, the internet, and books. Descriptions and ideas from all sources are combined into one framework of thought. Based on the research results, students' learning motivation is influenced by the social interaction of peers. Any increase in social interaction with peers will cause students to be more motivated to learn. It can be concluded that the ability of children with special needs (ABK) to interact with other people is better influenced by social support. the good one. If ABK's social interactions are good, this can influence their motivation to learn.*

**Keywords:** *children with special needs (ABK), learning motivation, social interaction.*

## 1. INTRODUCTION

Education is essential for children to achieve social and personal well-being, including children with disabilities. Inclusive education is one way to address the social problems faced by children with disabilities; however, not all the promises of national education have been fulfilled. Inclusive education is an educational model that allows students with special needs to join normal students of the same age. It is based on the idea that school services should be available to all students, regardless of the differences between students with special needs, social, emotional, cultural and language differences (Jauhari, 2017). Children with special needs are people with social welfare problems who need the attention and assistance of others so that they can carry out their social functions (Maisarah et al., 2018).

In every aspect of their lives, people have routines, such as social interactions. On a daily basis, these social interactions can occur on a small or large scale. Since social interaction is a human activity and habit that forms the process of social interaction, these characteristics already exist in humans. People who perform social interactions can understand and learn about social interactions with other people and their environment. Social interaction is essential for social life; without it, meeting children's needs will be difficult. While not all children raised in a family environment become children in general, there are also children with special needs who face difficulties in social interaction. Children with special needs often face challenges in their learning and growth. Children with special needs face difficulties in social interaction because of this, including during the learning process in the school environment. School is an extension of the family environment, and an exceptional school environment is the second best place for children with special needs to achieve material, spiritual and intellectual balance (Lubis, 2023).

While the term "children with special needs" gives a broader picture of children with diverse needs, it by no means replaces the terms "exceptional children" or "children with disabilities". In the last twenty years, special needs have seen considerable development. This may be due to congenital abnormalities or due to issues related to other special needs and special education. It is hoped that everyone, especially parents, family members in the home, school and community, can accept that mentally retarded children are in the family, school and community environment. This will give children the spirit and confidence to live a life full of independence according to their abilities. Learning is the motivation that children with disabilities must have (Puspita, 2015).

Learning motivation is a state in which a person has the urge to do something to achieve a goal. The learning motivation of children with special needs is different depending on the factors that influence it. Children with special needs have a desire to learn when their needs are met. Children with special needs have a desire to learn when their needs are met. Children with special needs have two needs: basic needs (motivational needs) and the need to develop (motivational needs). Collaboration from various parties is essential to improve the motivation of children with disabilities and the quality of education in inclusive schools (Putri, 2012).

## **METHODS**

By using a literature study as the research, research uses a qualitative approach. The theoretical approach used references from sources, such as books, the Internet, and scientific. The framework was created by combining descriptions and ideas from all sources.

## **RESULTS AND DISCUSSION**

The results and discussion describe the findings in the form of research results from field studies, research and development, or literature studies. The presentation of empirical findings is confirmed by theories and other relevant findings, as well as the main ideas summarized by the researcher. The footing of the discussion of qualitative research is very likely to explain the results of triangulation of sources or methods through subject matter experts and / or informants who have the power of information on the truth / validity of the data. Citations are written according to *APA Style* using a reference manager.

Results can be presented in the form of tables or figures by following the rules set by the JPI rules. Images can be in the form of photo documents, graphs, diagrams with a minimum resolution of 300 dpi. Data presentation in the form of images or tables is accompanied by an explanation that is an interpretation and analysis of the image or table. If the researcher presents an image, it should be accompanied by an access source.

An example of writing a table and figure caption is as follows: The table label is above the table, while the figure label is at the bottom of the figure.

Table 1. Article Analysis

Code	Article Title	Results
A1	Relationship between Social Interaction Patterns and Learning Motivation (Pahenra, 2017)	The results showed that there is a significant relationship between learning interaction patterns at SMAN 3 Raha and learning motivation.
A2	Peer Social Interaction on Student Learning Motivation Anggun (Damayanti, 2021)	The research results reached the following conclusions: (1) that VIII grade students of SMP Negeri 15 Semarang have positive and significant learning motivation with peer interaction. The tcount value is greater than the table, which is 254 greater than 235, and a significant value of 5% (0.000 greater than 0.05). The magnitude of the determinant of 0.064 indicates that peer social interaction affects student learning motivation by 0.64%, and other variables may affect most of it. Students feel more motivated to learn and have better social interactions as a result of this study.
A3	Social Interaction of Non-Regular Children at SLB Zinnia Jakarta (Hatjani, 2020)	(1) The research findings show an improvement in children's social interaction, which includes communication, cooperation, and empathy. Despite limitations, children are able to communicate well with others, able to cooperate in group tasks given by their teachers (educators and therapists), and learn empathy by giving a little food brought to school to their friends. (2) The use of behavior therapy learning model in education; (3) The function of behavior therapy learning model in the formation of social interaction of non-regular children; (4) The role of parents, home environment, school environment, and community environment in the formation of social interaction of non-regular children; and (5) The success of this study is shown by changes in children's behavior in the home environment, school environment, and community environment.
A4	The Relationship Between Social Support and Social Interaction Ability of Children with Special Needs in Special School C Yakut Purwokerto (Safitri, 2020)	In SLB C Yakut Purwokerto, there was a correlation between social support and better social interaction skills of children with special needs ( $p$ -value: 0.000).
A5	Social Interaction between Teachers and	The results showed that one form of social interaction

Code	Article Title	Results
	Students with Special Needs in Improving Learning Achievement in Class VIII F State Junior High School 14 Banjarmasin (Amalia, 2021)	<p>between teachers and students with special needs in class VIII F of SMPN 14 Banjarmasin is as follows:</p> <p>a) cooperation-teachers work together with students to avoid comparing students with special needs with other students;</p> <p>b) cooperation between teachers and support teachers in recognizing and giving assignments and grades to students with special needs during the learning process;</p> <p>c) residence, teacher group discussions can help students with special needs interact with other students.</p> <p>d) simulation is the teacher's effort to teach students not to be afraid because they feel different.</p> <p>(2) methods used by teachers to improve student performance;</p> <p>a) internal components, for example, the use of group discussions, the use of various learning approaches, supporting student skills,</p> <p>b) external factors: students who have special needs who are active outside the classroom, such as attending classes and using school media.</p>

Based on some of the research above, it can be said that social interaction with peers affects student motivation to learn. This positive influence means that the more social interaction students have, the higher their motivation to learn. In this case, it can be said that when there is interaction in it, a person tends to be motivated to learn (Hapsari et al., 2021; Negara et al., 2019).

In a study conducted by Pahenra, et al (2017) entitled The relationship between social interaction and motivation to learn, it was significantly proven that the variables (X) and (Y) studied had a positive correlation with each other. In addition, when data were collected, the average sample representing all students at SMAN 3 Raha showed symptoms of the learning interaction pattern variable (X), which was included in the "Moderate" category. Furthermore, the researcher used a nonparametric statistical method, namely the Spearman Rho rank order correlation test ( $\rho$ ) ( $rR$   $sR$ ), to prove that there is a significant relationship or correlation between the two variables. The results show that students at State Senior High School 3 Raha have a significant relationship between learning interaction patterns and their desire to learn geography.

Just like the research conducted by Anggun et al. (2021) Peer Social Interaction on Student Learning Motivation. Based on the results of the analysis, the regression coefficient value of the peer social interaction variable (X) of 0.345 (with a positive sign) indicates that if this variable increases or is better, then student learning motivation will increase. With a large coefficient of determination (R Square) of 0.064 which means that 0.64% of student learning motivation is influenced by peer social interaction, each increase in peer social interaction will increase student learning motivation by 3.45%.

This is due to the compatibility that exists among the members of the friendship group. In a friendship group, many people have different characteristics, which influence whether or not a person is suitable to remain friends with them. The suggestion factor is the underlying component of one's acceptance by others, which includes the process by which one receives guidelines or visions of behavior from others as well as one's own views or attitudes, which are then accepted by others.

The same conclusion was also obtained from research at SLB C Yakut Purwokerto, Hikmah Safitri and Umi Solikhah examined the relationship between social support and the social interaction abilities of children with special needs. Most children with special needs receive good social support 61 (77.2%) and have the ability to interact with others well 57 (72.2%). Information support is the most effective form of social support 56 (76.7%). In SLB C Yakut Purwokerto, there is a correlation between social support and better social interaction skills of children with special needs ( $p$ -value: 0.000). These children's social interactions can have a positive impact on their motivation to learn.

Whereas in Haryanti Jaya Harjani's research (2020): Social Interaction of Non-Regular Children at SLB Zinnia Jakarta. If there is an increase in communication, cooperation, and empathy between people in the non-regular children's activity environment, then changes in children's behavior can be successfully carried out in the home, school, and community environments. Research shows that communication, cooperation and empathy improve children's social interactions. Despite their limitations, children are able to communicate well with others, cooperate in group tasks given by their teachers (educators and therapists), and learn empathy - learning to feel the feelings of others - while sharing food brought to school with their friends.

Then in the Rizki et al. (2021) on the Social Interaction of Teachers and Students with Special Needs in Improving Learning Achievement in Class VIII F SMPN 14 Banjarmasin found that (1) the types of social interactions of teachers and students with special needs in class VIII F SMPN 14 Banjarmasin are as follows: a) cooperation, where teachers work together with students to avoid comparing students with special needs with other students; cooperation between teachers and accompanying teachers b) accommodation: Teachers can help students with special needs interact well in group discussions, c) Assimilation: teachers' efforts to help students not be afraid because they feel different, and (2) how teachers improve achievement; a) Internal factors: group discussions, various learning methods, and support for student skills; b) External factors: students with special needs are active outside the classroom such as extracurricular activities and utilization of various school media.

## **CONCLUSIONS AND SUGGESTIONS**

Peer interaction affects students' motivation to learn. The positive effect shows that the more social interaction students have, the greater their desire to learn. Motivation to learn increases when peer social interactions increase or improve. That is, any increase in peer social interaction will cause students to be more motivated to learn. Many people in a friendship group have different characteristics, the compatibility between individuals in a friendship group will affect one's interactions which impact on whether or not one is suitable to remain friends with them. The ability of children with special needs to interact with others better is influenced by good social support. If a child's social interactions are good, this can affect their motivation to learn.

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