

Online Learning Methods, Challenge and Innovation Strategies for Students with Special Need

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Abstract

The aims of this study is to analyse the online learning methods, strategies, and innovation for students with special need. Special National School raising children with special needs and try as much as possible to get learning well. One of the challenges faced by education providers when implementing online learning is ensuring good quality learning, proven with good results. The method used in this research is qualitative method. The qualitative method was used to describe challenge, strategies, and innovation of teacher in implementing online learning at SLB Negeri 2 Denpasar. A good method used in online learning for children with special needs at SLB Negeri 2 Denpasar is the DI (Differentiated Instruction) method. In addition, task based online learning also effective used in online learning for students with special need. In online learning, there are several challenges found by teachers at SLB Negeri 2 Denpasar, such as building creativity, being a kind and patient person, finding the right learning method to use online, computer skills. To answer these challenges, innovative strategies are needed in learning. The strategies of SLB Negeri 2 Denpasar teachers in facing the challenges of online learning are: doing literacy, changing the mindset, presenting relevant and interesting, improving IT. The strategy that can be implemented, such as: Improving students' skills by applying relevant learning models for Students with Special Need, Improving the character skill. Distance learning that limits student meetings with teachers at SLB Negeri 2 Denpasar does not reduce the mission of building student character.

Keywords: online learning, method, challenge, strategies.

1. Introduction

Online learning is an alternative for the education sector of connect the learning system of the students during the pandemic COVID-19. Online learning uses the internet with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions (Sadikin and Hamidah 2020). At this time, the pandemic covid-19 forced the government to issue social distancing rules. This problem has an impact on all aspects including the problem of education, so the government set distance learning during this pandemic covid- 19 (Subakthiasih and Putri 2020). Awareness of education, improvement in economic conditions, and high population mobility in fact have an effect on the use of language (Putri and Nurita 2021). Language as communication aspect has an crucial in delivering message to the students. A language is a social fact, a kind of social contract. It exists not

in an individual, but in a community. Language can also be viewed as a mental reality (Putri and et all 2017). It is not easy to do e-learning without planning careful, best planning and best strategies would help the teacher and students get learning process more effectively. The teacher and students must be able to master technology and communication in using language well to continue the education. Educators who initially only used blackboards and chalk had to deal with media computer, laptops, and smartphones. Due to COVID-19 pandemic, educators must immediately change their mindset to shape learning with an online system. Students must be able to adapt to online learning systems that require utilization technology. Students in all level education must be able to transmit knowledge by using means of communication are limited available to them. Students must be able to continue their education inside those boundaries. The students will have knowledge if it is built on the basis of the reality that exists in society (Suryaningsih and Kusmana 2018). It is very difficult condition for education to restructure the education system in Indonesia in the past pandemics Covid19. However, the government, educators, students and the entire academic community are struggling and not giving up to adapt to online learning. The purpose of educational institutions is not only to transfer knowledge but also must create an environment and student experience to be able to discover and construct knowledge (Umami and Mulyaningsih 2017). It takes a long process to develop and formulate appropriate strategies and steps to achieve good learning objectives. Almost all schools in Indonesia implement a system learning distance in formal and informal schools, including special schools.

Special National School raising children with special needs and try as much as possible to get learning well. Adapting face to face conventional learning to online learning is an effort to ensure the continuity of education in all schools. According to (Hamidaturrohman and Mulyani 2020) the application of learning online is a challenge for accompanying teachers in special schools because students with special needs are among the most groups affected impact education decline moment using distance learning. The students with special needs have students' different abilities from students in general school. This is a challenge for educators and administrators of special schools to ensure that the system learning for students with disabilities is well maintained in terms of quality and performance. Online learning is a solution in national level at the pandemic Covid, but along with the many obstacles faced by students and teachers, this learning system has the potential to make an impact negative for students with how to evaluate and motivate students are not accompanied by good learning methods. (Rafiq 2019) stated that Giving awards, praise, and privileges is one way to motivate someone who has long been known in education aspect. This method succeeded in increasing students' interest and motivation in learning.

The teacher as an educator is very influential in optimizing competencies possessed by students so that they are ready and able to interact and adapt in real life well (Arini and Umami 2019). The problems for students with needs special is very diverse. The adjustment of the direct, face-to-face or offline learning process into online learning requires appropriate adjustments. One of the objectives of this research is to discover new trends and methods of online learning in the classroom for better quality outcomes educational. The research is done at special need school with the implementation of online learning to students with special need.

2. Review of Related Studies

Several previous studies that have discussed the challenges of online learning for children with special needs are research from (Supratiwi, Yusuf, and Anggarani 2021) which analyses identify the challenges faced by special education (SET) teachers who provided distance education for children with special needs during the Covid19 pandemic. The results show that the majority of SETs (66%) said they faced obstacles to distance education from parents, students and other teachers, as well as technical obstacles. Based on SET perceptions, some of the barriers raised by parents included lack of coordination and communication, limited use of cell phones, and limited time for parents to accompany students. The study from Cavanaugh 2013 found that Students with increasing disabilities choose to have online learning experiences. Research-based interventions must be applied to online learning to engage these students in school. From the literature on students with disabilities at risk, it has identified five areas of impact that can contribute to student engagement. These "5 Cs" are student control, a flexible and rigorous curriculum, a safe climate, a caring community, and connection to students as individuals and their future goals. The 5 Cs will be discussed along with their application to online learning environments and examples of current online programs using these strategies will be given. Another study from (Jannah, Wulandari, and Budi 2020) stated that students with special needs in inclusive primary schools were given the opportunity to understand the lessons, in virtual classrooms provided specifically by the teacher. This is what makes children with special needs can try to learn through Google Meet virtual classrooms, obtain learning videos that can be accessed via YouTube, to access materials through Google. To improve student motivation, (Fuentes Hernández, Naren, and Flórez 2020) found a method used in their classroom. Once data was scrutinized, it was found that this group of English teachers view synchronous encounters and access to information regardless of the geographical position as elements that can positively impact the students' motivation levels. Furthermore, this sample stated their role is significant, especially when mediating online lessons. The analysis of student motivation during online learning also examined by (Al-Ta'ani 2018) stated that attempted to investigate the motivation for integrative and instrumental learning of Emirati EFL (English as a Foreign Language) students at AlJazeera University, Dubai, UAE.) women (28%) participated by answering a questionnaire that reflected their motivation to learn English as a compulsory university requirement. (Purwanto et al. 2020) stated that lack of autonomous learning intentions can affect materials that students do not understand. They go back to the exam or study, the students lose the material and do not understand it.

This study wants to complete previous research to examine the methods, strategies and innovations carried out by teachers in online learning for children with special needs. One of the challenges faced by education providers when implementing online learning is ensuring good quality learning, proven with good results. Of course, this must be followed by high motivation from the students. It is undeniable that the policy of providing online education with minimal preparation and hasty applied by all sector, so the effectiveness of online learning needs to be studied further. Besides After that, several important discussions emerged that were discussed in this study, namely finding good methods to use in online learning for children with special needs, examining the challenges of strategies and innovations made by teachers in online learning in special schools.

3. Method

Design

This study used primary data with the data sources obtained in the form of assessment results, student

output results, and student academic assessments. The qualitative method is appropriate method that used in this research. Qualitative methods are descriptive regarding the method used by teacher. In addition qualitative method was used to describe challenge, strategies, and innovation of teacher in implementing online learning at SLB Negeri 2 Denpasar. The method used to present the results of data analysis is a combination of formal and informal methods. The application of informal methods in presenting the results of data analysis is carried out by using a string of words, phrases, and technical terms to formulate and explain each research problem. The application of formal and informal methods in presenting the results of data analysis is carried out to facilitate understanding of the full picture in this study.

Participants

The participants in this study were teachers and students related to online learning at SLB Negeri 2 Denpasar. This school is one of special national school in Denpasar to give an education for students in special needs. It is very important to determine the population before the research is carried out to make it easier to draw conclusions. (Sugiyono 2010) states that the population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population of this study were teachers and students of SLB Negeri 2 Denpasar. The stage of determining the sample is a small part of the population being studied. The sample used in this study was a random sample. Random samples were determined by randomly selecting students and teachers who were used as research subjects. The number of samples used in this study were 45 students and three teachers who were taken randomly from each grade.

Data Collection Instruments

The research instruments used in this study were observation, questionnaires and interviews. Observations were used in data collection at the time of the learning implementation to determine the use of the methods used in the implementation of learning at SLB Negeri 2 Denpasar. In addition to observation, this study also uses data collection methods by distributing questionnaires and interviews to answer problems regarding challenges, strategies and innovations that have been implemented by teachers at SLB Negeri 2 Denpasar during the COVID-19 pandemic.

4. Findings

Based on the results of observations, interviews and questionnaires that have been distributed, the following data were found:

Table 1

Teacher's Method, challenge, strategi and innovation

Data sources	Result Finding	Purposes
Teaching method	- DI (Differentiated Instruction) - Task based online Learning	Improving teaching practice

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Challenge	<ul style="list-style-type: none"> - Creativity - Be a kind and patient person - Finding the right learning method to use online - Computer skills. 	Improving teacher skills
Strategy	<ul style="list-style-type: none"> - Doing Literacy - Changing the mindset - Presenting relevant and interesting - Improving IT 	Improving teaching practice
Innovation	<ul style="list-style-type: none"> - Improving students' skills education by applying relevant learning models for Students with Special Need - Improving the character education of Students with Special Need. 	Improving teaching practice

Based on the finding table that presented, this study found methods, challenges, strategies and innovations from SLB Negeri 2 Denpasar teachers in the implementation of online learning. The teaching methods used in online learning at SLB Negeri 2 Denpasar are DI (Differentiated Instruction) and Task Based Online Learning. The challenges found in online learning by teachers at SLB Negeri 2 Denpasar are Creativity, be a kind and patient person, finding the right learning method to use online, and computer skills. The strategies undertaken to solve these challenges are: doing literacy, changing the mindset, presenting the relevant and interesting, and improving IT. The innovations made by SLB Negeri 2 Denpasar teachers are Improving students' skills education by applying relevant learning models for Students with Special Need and Improving the character education of Students with Special Need

5. Discussion and Conclusion

In this section it would be divided into two different analysis, they are: Method of learning in SLB Negeri 2 Denpasar and Challenge, strategy and innovation in online learning for students with special needs at SLB 2 Denpasar .

1. The method used in online learning for students with special needs at SLB Negeri 2 Denpasar

The method is a way to enable students to learn effectively. Distance education for students and teachers is a difficult condition that education has to face today. The method tested in this study is the differentiated instruction method, which is described in the discussion below. Teaching - differentiated learning based on individual differences. Treating children according to their needs and characteristics is a central concept of differentiated teaching (DI). DI is a philosophy of learning that believes that differentiated learning based on the needs of children will provide maximum results. Based on this philosophy, various learning activities are designed to be appropriate and relevant to the needs of the students. Of course, this requires commitment and a supportive environment. Differentiated instruction (DI), or learning based on individual differences, is defined as a learning process that provides services to students with diverse needs covering a wide range of learning abilities, styles, and needs, including students with above-average intelligence, students who are considered in danger. School failure,

students with cultural / linguistic differences, students who are slow learners, and students in the special needs category (Choate, 1993 in Nordlund, 2003). Learning is supposed to help students develop their potential, therefore, they should start from the initial conditions of the students and not be based on the material provided in the curriculum. Therefore, teachers must be prepared to provide a variety of methods, techniques, and modalities, as well as a variety of complexities. Teachers must do whatever it takes to recognize children as unique personalities, regardless of the level of homework assigned to them in the classroom teaching and learning process. Being able to have different classrooms, even when it seems like you are doing something normal, is sometimes difficult for classroom teachers. Teachers use an understanding of student characteristics as a basis and reference when creating plans - how teachers design lessons in different styles, interests, and backgrounds of different students. Teachers must design the situation to suit the needs of each individual according to their best potential and development. Each student has their own learning phases, which are not identical to those of other students, so a teacher must offer each individual specific paths and opportunities to develop optimally in learning differentiation.

2. Implementation of differentiated teaching (DI) for students with special needs at SLB Negeri 2 Denpasar.

Teachers can adapt and modify learning in various ways when structuring learning, both in terms of content, process and product. To provide students with the best possible potential, when tailoring content to the needs of different students, the teacher must first determine the core units that can be identified in the curriculum. Once this content has been formed, the complexity of the material can be adjusted as needed.

To modify the learning process, teachers can use different strategies and techniques to teach each concept. The following are things that SLB Negeri 2 Denpasar distance learning teachers are doing using the Differentiated Instruction (DI) approach.

- 1) For students with good cognitive abilities, the teacher gives them more opportunities to work independently and also to learn all aspects of the subjects covered in the curriculum.
- 2) For struggling students, the teacher may ask them to work on three topics for the content components of the curriculum. Teachers can offer face-to-face learning to better guide students.
- 3) For students who fall into the average category, the teacher may occasionally work in groups with the teacher's help and assign more homework than students with learning / slow learning disabilities.

The final product of learning to differentiate is achieved by varying the degree of complexity of the tasks / projects proposed by the students and the number of tasks to be carried out by the students. Products can use to demonstrate and expand on what they have learned that vary according to the student's proficiency level. Advanced level students can make the most of the best products, and those in the middle can produce something of an average level, and struggling students can do their homework under the teacher's guidance. The grading system for the final product created by the students is based on indicators generated from the statements of core competencies in the curriculum. Criteria marked "pass" are indicated by meeting the school's minimum mastery of learning requirements, which are then used to decide whether students can proceed to the next topic or require follow-up treatment. It should be noted that the teacher must set learning objectives that all must form

the basic competencies established in the curriculum, regardless of the changes made by the teacher. The learning objectives are reflected in the fulfilment of the basic minimum competency functions as a criterion to achieve or not the curricular objectives. During the teaching and learning process in the classroom, the objectives serve as a guide for the teacher on how to handle the range of complexity of the material and how to adapt the level and depth of the product to the needs and abilities of the students. Based on (Rangkuti 2014) learning outcome depend on experience and perspectives used in personal interpretation. On the other hand the function of the mind interprets event, objects, and perspectives used, so that the meaning of learning outcomes is individualistic.

3. Task-Based Online Learning : Teaching English for Students with special need

Assignment is one of the most important teacher's tasks in the teaching and learning process. Most of the tasks are done by the teacher to provide students with more experience to do outside of school or at home and they also have the role of providing more training to be done outside of class so that the knowledge and skills are well trained. Task Based Language Teaching (TBLT) is an approach that offers learners material and learners must actively participate in learning processing to achieve learning goals or complete homework (Hashemi, Azizineshad & Darvishi, 2012). According to (Harmer 2001) TBLT places the execution of meaningful and meaningful tasks at the center of the learning process. The term task is involving students in understanding, manipulating, producing or interacting in the target language. The task contains instructions for students to create specific situations in a real context by writing or speaking. Language teaching should interact with learning to create the use of the mother tongue and that language proficiency as a learning objective can be achieved through homework. TBLT can be seen as an approach that helps students to be more confident and to show their enthusiasm for learning because they can learn and they can explore their understanding through homework.

4. Challenge, strategy and innovation in online learning for students with special needs at SLB 2 Denpasar.

Some of the challenges faced by teacher at SLB 2 Denpasar in online learning are:

- 1) Building creativity. The teachers at SLB Negeri 2 Denpasar have to be creative in implementing online learning. The creativity of the teacher will determine the quality of the learning carried out. Teachers do not assign many assignments and materials to students, but it can be done by providing creative material by making instructional videos and distributing it to students. Teachers' creativity in teaching can provide students with enthusiasm and new ways of learning. Based on the results of the interviews with teacher at SLB Negeri 2 Denpasar, it was stated that unusual or creatively packaged teaching could increase students' interest and enthusiasm for learning. The next challenge for teachers is to become creative teachers in teaching.
- 2) Be a kind and patient person. Another challenge for teacher at SLB Negeri 2 Denpasar is to become a person who can build bridges and direct students to special conditions. Through a student approach, teacher at SLB Negeri 2 Denpasar position as the closest people to students. Teachers can serve as second parents for children with special needs, teachers can also serve as siblings, friends who need to have feelings of patience. These roles are needed for students with special learning needs, especially in online learning.

- 3) Finding the right learning method to use online learning methods in education from conventional to online is one of the challenges for teacher at SLB Negeri 2 Denpasar to carry out the education. Of course, conventional learning methods will be very different from online learning methods. An in-depth analysis by the teacher is required the teaching material to be implemented, therefore the approaches and methods used to transfer all the information to the students so it can be well received by the students. The students with special needs have a special level of cognitive acceptance, so there must be the right approach to choose the right learning method and that students can receive well.
- 4) Computer skills. The challenge for teacher at SLB Negeri 2 Denpasar in online learning is to master IT better. The internet is undoubtedly indispensable and has become a part in almost everyone's life nowadays (Krishnapatria 2020). Mastering technology by teachers is very important when conducting online learning. The teacher at SLB Negeri 2 Denpasar used the room zoom meeting or google meet to carry out the learning. A teacher should be able to change the old mindset with conventional learning for digital-based learning with face-to-face learning. The teacher at SLB Negeri 2 Denpasar quickly adapted to face-to-face virtual conditions determined to reduce the spread of the COVID19 virus.

The challenges faced by SLB Negeri 2 Denpasar teachers which have been described previously are then continued with determining the appropriate strategy to improve the learning system. Teacher strategies in online learning at SLB Negeri 2 Denpasar are as follows:

1. Doing Literacy

Performing literacy habits is important for teachers to know the development of science. Literacy is an individual's ability to process information and understand information with reading and writing skills. So that literacy activities can be done by reading, writing which aims to solve problems. SLB 2 Denpasar teachers use literacy activities as a form of activity in seeking ideas and inspiration to improve the quality of learning. The development of learning is increasingly very complex, so literacy is very important to know and explore new information about learning methods and techniques that can be used. Some of the objectives of literacy activities carried out by teachers are to:

- a. Help increase the knowledge of the teacher at SLB Negeri 2 Denpasar. By reading a lot teachers can dig up a variety of useful information. This information can be used as a reference source in the implementation of online learning carried out at SLB Negeri 2 Denpasar.
- b. Literacy can help increase the teacher's level of understanding in extracting the essence of the information read. By carrying out literacy activities, it can help teachers to draw conclusions from the information being read, so that it can help the teacher to solve the learning problems they face.
- c. Improve the ability of teachers in *critical thinking* of the information received. Not all information can be accepted and used as a guide. This requires in-depth analyzes and thought processes from the teacher to find the information read.
- d. Literacy activities can help teachers grow and develop good character for teachers. They need a lot of patience in dealing with their students. Literacy needs to be done to refresh the mind so that it can always be patient and sincere in providing learning services to students.

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- e. Increase the value of one's personality. Good and polite personality values will be grown in literacy activities. The more information of teacher at SLB Negeri 2 Denpasar receives, the higher the level of one's thinking. A person's level of thinking can provide a new understanding to the teacher become a better person in teaching.
- f. Literacy activities can be carried out to improve the quality of better use of time. The use of spare time that often occurs can be filled with literacy activities so that the teacher at SLB Negeri 2 Denpasar use their time with useful activities. Time is not wasted on things that are less useful. By carrying out literacy activities, free time can be used properly.

2. Changing the mindset

A mindset is a person's view of one thing. It is not everyone has the same mindset so it takes practice to change a negative mindset into a positive one. The mindset can determine how the people see themselves, the state of the world around and the state of the environment. Developing a good mindset can be done with continuous practice, looking at things from all aspects. A good mindset will provide good inspiration, of course the results will be good. A good mindset also determines the way the teacher makes decisions and takes action when facing challenges. Some things that have been done by the teacher at SLB Negeri 2 Denpasar to improve effective thinking include:

- a. Be aware of the mindset. The teachers of SLB Negeri 2 Denpasar always try to start, learn, recognize self-thought patterns. Based on the results of interviews from SLB Negeri 2 Denpasar teachers, it was stated that recognize the mindset that often occurs. The mindset like what often happens, negative mindset or positive mindset. A person must be able to control emotions, thoughts and actions because the three have a very close relationship and thoughts will affect feelings and will affect behavior.
- b. Be in a positive environment. Another way can change the mindset is to be in a positive environment. A positive environment will give positive thoughts. The teacher at SLB Negeri 2 Denpasar always do positive activities to create a positive environment. An example of a teacher's activity in between busy online teaching is to develop a relevant learning model for students. One teacher will discuss with other teachers to foster a collaborative attitude with each other. This activity is important to do to develop themselves and open up to the environment.
- c. Looking for a challenge. Based on the results of interviews, the teacher forms a positive mindset by getting out of their comfort zone. Teaching in special schools does have its own challenges. These challenges must be solved wisely. The teachers of SLB Negeri 2 Denpasar cannot continue to be in their comfort zone.
- d. Change bad habits. Most teachers and educational subjects have a bad habit of procrastinating on doing something. The teacher at SLB Negeri 2 Denpasar is used to doing things based on deadlines. Each task given to the teacher is completed according to the predetermined deadline. This habit is carried out continuously so it can improve teacher discipline in carrying out the tasks that responsibility.
- e. Not hopeless. The teachers of SLB Negeri 2 Denpasar have been trained and have a high attitude of patience in dealing with their students. This patience is formed based on a sense of responsibility

and love for the work and roles played by teachers. So that the mindset that appears in them is a positive mindset about courage over failure in the learning process. The activities by the teacher are carried out with full responsibility to serve and make failure a shared learning. When the teacher has been able to show this attitude, the students make it as a role model.

3. Presenting relevant and interesting

Learning media is a teaching aid that contains learning materials so that it is easier to transfer knowledge from teachers to students. The teacher at SLB Negeri 2 Denpasar stimulate students' motivation by using interesting learning media. This learning media is able to change the learning environment effectively. The learning media that is often used by SLB Negeri 2 Denpasar teachers is video learning media. In online learning, the relevant media used for students is to make video tutorials and video materials given to students. So that the material given to students would not be abstract. Students are more comfortable to see the style and movement of the teacher in the video. This video is packaged by the teacher as attractively as possible so that they are able to remove abstract things into concrete things. After making learning media, teachers would use the media as learning media. The learning process will be more effective and warmer because it can provoke discussion from students. The following are the benefits obtained by teacher at SLB Negeri 2 Denpasar by using learning media for the learning process of Students with Special Need at SLB Negeri 2 Denpasar:

- a. Submission of learning materials would be more standardized and structured; students can easily understand because it is presented more structured. Students would be more interested in paying attention to the material provided than using conventional teaching without media. Learning media is able to provide clear and concrete concepts so that students do not think abstractly.
- b. Learning that can be done more attractive. Because of the good understanding of the students, the discussion activities would be more attractive. Students would get issue critical thinking about the, so they are able to bring up their mind from each individual.
- c. The duration of learning can be done in a shorter time. This can be done because in the learning media the teacher has compiled the material in a structured and complex manner. So, teachers can distribute learning media that have been prepared to students the day before learning begins. This is intended to provide learning opportunities for students to find new ideas and thoughts about the things to be studied.
- d. Learning with media can be done anytime and anywhere. Learning media that have been designed can be given anytime and anywhere. It is possible that the media can be accessed by students whenever students need it. This can help students to improve learning outcomes. Conventional learning without teaching media in the form of videos, causes students to tend to forget the material given. With learning videos, students would be able to look back at the previously taught material anytime and anywhere.
- e. With the use of learning media that have been prepared by the teacher, it is easier for the teacher to provide material. The teacher would not repeat the learning that has been given to students. The teacher's role can be a facilitator in every learning process. Students would do more learning activities such as observing, analysing, practicing and demonstrating by watching the media presented.

4. Improving IT

IT skills are the most important competencies in nowadays. In the world of education, information technology is always evolving along with the times. The use of technology nowadays needs to be important. It can replace conventional methods by paper based assessment with the use of technology is needed by everyone (Putri 2019). All aspects of education are replaced by web-based functions. The development of IT is always evolving along with the development of increasingly complex human needs regarding technology. The teacher at SLB Negeri 2 Denpasar can use technology well to support the learning process. Some aspects of competence possessed by the teacher at SLB Negeri 2 Denpasar that can be used as learning strategies are:

a. Pedagogic competence.

Pedagogic competence is the use of learning technology. Utilization of learning technology can be done by creating and designing technology-based learning such as video, audio, and the use of the internet. Learning materials are delivered interactively and interestingly because they are packed with the use of technology in it.

b. Social competence.

In the social competence the teacher at SLB Negeri 2 Denpasar can use information technology functionally. Information technology is used wisely and used based on its function.

Mastery and use of technology is very much needed in today's millennial learning. Multimedia-based learning media that is interesting from the audio and visual (Irwan, Luthfi, and Waldi 2019). So it is necessary to develop educational staff resources to improve these competencies. Not only that, facilities and infrastructure are also a consideration for developing technology that can be utilized by teachers and students during the learning process. To answer the challenges of digital-based learning therefore, a digital-based learning media is needed that can improve student learning performance.

Teachers of SLB Negeri 2 Denpasar carried out various innovations to improve the quality of learning process at SLB Negeri 2 Denpasar during online learning. Based on the results of interviews with several teachers at SLB Negeri 2 Denpasar, the innovations of SLB Negeri 2 Denpasar teachers in learning are:

1. Improving students' skills education by applying relevant learning models for Students with Special Need, for example: Project-based learning. Online learning implemented by the government is limited. Many student competencies cannot be developed optimally. Based on the results of interviews with SLB Negeri 2 Denpasar teachers, it was stated that online learning should be applied creatively and as simply as possible without reducing the expected competencies. The teacher innovation that has been implemented at SLB Negeri 2 Denpasar is to implement learning *online* project-based to measure students' cognitive abilities and skills. Students with Special Need are given several project assignments. The project tasks given are in the form of making simple skills, memorizing traditional dance movements, sewing, weaving and other forms of tasks that are able to develop students' psychomotor skills. This activity aims to improve students' cognitive and psychomotor abilities in learning even if it is done remotely. Teachers can still control the

assignments given by the progress submitted by students. The progress submitted by students every week is evaluated by the teacher to be used as an assessment material. The task of psychomotor activities given by the teacher to students was carried out well by students. Students with Special Need are happier and more excited when the activity is appreciated directly by their teacher. The appreciation given by the teacher to students is able to give new enthusiasm and motivation to students in completing the next tasks. The learning that is carried out is not only learning that measures students' cognitive, but project-based learning is carried out to measure students' skills. Distance learning does not reduce the competence of skills possessed by students because teachers innovatively provide opportunities for students to form characters to produce works.

2. Improving the character education of Students with Special Need. Distance learning that limits student meetings with teachers at SLB Negeri 2 Denpasar does not reduce the mission of building student character. Teachers of SLB Negeri 2 Denpasar schedule every week for students to send good activities that have been carried out in their surroundings. These activities are well documented and become student reports to the teacher every week. The character education instilled by the teacher in the students goes well, even though the learning is remotely. Character education is carried out by giving students the opportunity to shape and develop their personality while at home or in the environment where they live. The SLB Negeri 2 Denpasar teacher works closely with parents to supervise student activities while at home. Some responsibilities are given to students to show good character attitude. The assignments given to students are with full responsibility. These tasks include: sweeping, cleaning the bed, watering the plants, cleaning the house, and daily activities at home. This activity can strengthen the character education of students in carrying out the tasks given.

Based on the results of the data that has been analysed, it can be concluded that online learning requires appropriate methods and strategies by education implementers at SLB Negeri 2 Denpasar. Adaptation of face-to-face conventional learning into online learning is a challenge for education implementers for the continuity of learning in schools. This is because students at SLB Negeri 2 Denpasar have different abilities from students in general schools. This is a challenge for educators and administrators of special schools to ensure that the learning system for students with disabilities is maintained properly in terms of quality and output. Online learning is a solution for national education during the PPKM period and the COVID-19 pandemic. A good method used in online learning for children with special needs at SLB Negeri 2 Denpasar is the DI (Differentiated Instruction) method. Task based online learning. In online learning, there are several challenges found by teachers at SLB Negeri 2 Denpasar, namely building creativity, being a kind and patient person, finding the right learning method to use online, computer skills. To answer these challenges, innovative strategies are needed in learning. The strategies of SLB Negeri 2 Denpasar teachers in facing the challenges of online learning are: doing literacy, changing the mindset, presenting relevant and interesting, improving IT. The strategy that has been implemented has several innovations that can be implemented, such as: Improving students' skills education by applying relevant learning models for Students with Special Need, Improving the character education of Students with Special Need. Distance learning that limits student meetings with teachers at SLB Negeri 2 Denpasar does not reduce the mission of building student character.

6. Suggestions

Suggestions that can be given in this paper are: (1) For the government, it is hoped that it can provide adequate facilities for continuity of online learning. For schools that lack technological facilities, it will difficult to get online learning. (2) For teachers, it is hoped that they can always be enthusiastic and not give up in any changes to the learning system during the covid-19 pandemic. Student education in schools must always continue and keep looking for the right strategy to serve students well. (3) For schools, it is hoped that, it will always look for up-to-date solutions to solve the academic problems they face. (4) For students, keep the spirit and do not give up, always get learning well even though learning in online or offline. Student education must continue.

7. References

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