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Left-handed-friendly Education in Indonesia (Perceptions, Barriers and Efforts to Overcome Problems Experienced by Teachers)

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Abstract

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This study aims to analyze perceptions, barriers and efforts to overcome the problems of left-handed-friendly education in Indonesia. The focus of the study is on the policy on left-handed-friendly education in Indonesia. This study uses a qualitative approach with descriptive analytical study method. Collecting data using in-depth interviews, participant observation and documentation studies. Furthermore, data analysis uses data reduction techniques, data presentation, and verification to draw a conclusion. The results of this study conclude that there is no specific policy in education that regulates left-handed friendly education. This can be seen from (1) there is no consideration of left-handed friendly facilities at the primary, secondary, and higher education levels, (2) educational institution facilities are not friendly to left-handed students, and (3) there is no anticipation of the obstacles that arise. arise related to facilities that are not left-handed friendly. The research is still limited to the number of informants and the distribution of the research area, it is hoped that further researchers can research specifically and involve more areas, so that it becomes a joint recommendation to the government to issue a left-handed-friendly education policy in Indonesia.

Abstract

Penelitian ini bertujuan untuk menganalisa persepsi, hambatan dan upaya mengatasi permasalahan pendidikan ramah tangan kidal di Indonesia. Fokus kajian mencermati kebijakan tentang pendidikan ramah tangan kidal di Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Pengumpulan data menggunakan metode wawancara mendalam, observasi partisipan dan studi dokumentasi. Selanjutnya, analisis data menggunakan teknik reduksi data, penyajian data, hingga verifikasi untuk menarik suatu kesimpulan. Hasil penelitian ini menyimpulkan bahwa belum ada kebijakan khusus dalam pendidikan yang mengatur tentang pendidikan ramah tangan kidal. Hal ini terlihat dari (1) belum adanya pertimbangan fasilitas ramah tangan kidal pada satuan jenjang pendidikan dasar, menengah, hingga pendidikan tinggi, (2) fasilitas lembaga pendidikan belum ramah terhadap peserta didik bertangan kidal, dan (3) tidak adanya antisipasi terhadap hambatan yang timbul terkait fasilitas kurang ramah kidal. Penelitian masih terbatas pada jumlah informan dan sebaran wilayah penelitian, diharapkan peneliti selanjutnya dapat meneliti secara khusus dan lebih melibatkan banyak wilayah, sehingga menjadi rekomendasi bersama kepada pemerintah untuk mengeluarkan kebijakan pendidikan ramah tangan kidal di Indonesia.

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INTRODUCTION

Education in a broad sense is interpreted as a continuous effort to humanize humans (Arfani, 2018). This is reflected in affection (tarbiyah), teaching (ta'lim), and adab (ta'dib) which are prioritized in education. Various national education policies are a concrete form of efforts to reflect the high attitude of maintaining human dignity (Nabila, 2021: 867-875). As stated in Law Number 20 of 2003 Article 45 paragraph 1 that *"every formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical potential, intellectual, social, emotional, and psychological potential of students"*. This shows that comprehensively the provision of learning facilities is inclusive for all students.

The provision of learning facilities in Indonesia has attempted to adapt to the needs of students, ranging from public facilities to special facilities such as the realization of adiwiyata (environmentally friendly) educational institutions (Sillahudin, 2020), inclusive education (friendly for Children with Special Needs/ABK) and child-friendly schools or madrasas (Yosada & Kurniati, 2019: 145-154). Of course, these efforts have the same goal, namely to elevate human dignity and preserve nature (the surrounding environment). Likewise, observers of education policy seem to forget a problem that is often considered trivial, namely the concentration on left-handed-friendly education (Bisri, 2015).

Referring to the reality in Indonesia, existing universities and schools do not yet provide adequate and friendly learning facilities for left-handers. It is as if left-handed students are "forced" to get used to following right-handed students usually. This is increasingly reflected in the absence of a national education policy that is friendly to left-handed students, even at the internal school/madrasah/university level, no one has concentrated on paying attention to the needs of left-handed students. Of course, this violates the concept of the policy on the national education system, which requires the organizers of educational institutions to meet the learning needs of students in accordance with the level of development of the child's physical potential (Idris & Tabrani, 2017: 96-113; Alfiansyah, et.al., 2020).

In general, this reality is seen as normal, because left-handed students are seen as able to adapt to non-handed equipment. For example, public facilities in the form of transportation (cars or motorbikes) that can be driven by left-handed riders (Taufikurrahman, 2019), even if the vehicle is designed to be right-handed (non-left-handed). In addition, in the world of education, learning facilities (integral desk-chair) are also found with the right hand position, of course it is difficult for left-handed students (Abdulqodir, et.al., 2014: 43-57).

In essence, all humans are equal or equal, of course it becomes a big question if the implementation of education in Indonesia has not given equal treatment to left-handed students. Likewise, it should be understood that according to Abdulqodir, et.al. (2014: 43-57) that the activity of left-handed students is not a mirror or a reflection of the non-handed (right). For this reason, the provision of learning facilities must take into account the needs of the left-handed, not focusing on providing facilities for the opposite of the non-handed. Thus, the available learning facilities can be a form of support for the development of students' self-potential.

Furthermore, it is necessary to ask decision makers in the form of education policies and national education providers regarding the provision of left-handed-friendly learning facilities. Because, if the provision of physical facilities is not fulfilled, it is feared that it will also have an impact on non-physical students. This is based on the phenomenon of bullying, which is partly based on right-handed domination who mocks left-handed friends. Of course, this physical matter needs to be rushed as part of an effort to socialize equality and equal rights among students, including left-handed ones (Laela, 2017).

One of the discriminatory behavior that often occurs between students is also caused by bullying towards left-handed students. In fact, left-handed students are considered to be able to use non-handed learning facilities without any difficulties. In fact, this is something that must be addressed together, so that it can be recommended nationally to create left-handed-friendly education

(Oktaviani, 2019; Riskhaturahma, 2020). Thus, left-handed students get the same rights in an effort to develop their potential.

Indeed, research on left-handed-friendly education has been previously studied by Mardianto, *et.al.* (2021) which focuses on policy analysis at UIN North Sumatra Medan. Other studies discuss the aspects of e-module development for left-handed students (Setiawan, 2022), the effect of providing textbook facilities on the literacy skills of left-handed students (Dita, *et.al.*, 2022; Artini, 2022), inclusive education (Erawati, *et.al.*, 2016), parental perceptions of left-handed children (Nurhayati, 2019), foreign culture and student learning styles (Hayat, 2018: 76-86), developing children's motor skills (Mutoharoh, 2020), and studies on students with physical disabilities (Ulfa, *et.al.*, 2020: 114-120).

Based on the literature review above, it can be understood that friendly education for left-handed students has not been comprehensively studied by previous researchers. Then, leaving an "empty space" for study or gap analysis, namely the analysis of left-handed-friendly education policies in terms of regulations and their implementation. This is needed as an effort to recommend results about the urgency of left-handed friendly education. Furthermore, the research in question is summarized in the title, "*Leader-handed Education in Indonesia (Study of Policy Analysis and Its Implementation)*".

METHODS

The focus of this study is to look at policies on left-handed-friendly education globally, and compare them with policies in Indonesia. This study uses a qualitative approach with descriptive analytical study method. Collecting data using in-depth interviews, participant observation and documentation studies (Sugiyono, 2010; Assingkily, 2021). The informants of this study were teachers from 4 different provinces, namely MIS Babel Aceh Tenggara teachers, Head of MTsN 1 Aceh Tenggara, teachers at SDN 13 Pulau Punjung, Dharmasraya Regency, West Sumatra, teachers at MIN 1 Gunungkidul Yogyakarta, and teachers at SMAN 2 Lubuk Pakam Deli Serdang. Furthermore, data analysis uses data reduction techniques, data presentation, and verification to draw a conclusion. Finally, the validity of the data was obtained after the data triangulation test, namely the persistence of the researcher's observations on the suitability between methods and between data sources (Creswell, 2009; Moleong, 2018).

FINDINGS AND DISCUSSION

Left-handed Students

Left-handed is a term for students who dominantly use their left hand (or also left foot) in various activities, such as eating, writing, holding something, playing guitar, or playing football (Ihsan & Aditya, 2022: 110-120). Whereas in the context of early parenting, every parent teaches and familiarizes children with activities using the right hand, because the use of the left hand is considered for other purposes (Jati & Diana, 2022). This is an affirmation of the classification of parents against children in carrying out an activity with the right hand.

Left-handed learners are influenced by various things, such as genetic factors, environmental factors, or left-handedness as a spectrum (Mulyaningsih, 2015). Likewise, absolute or complex factors have not been found that cause students to dominantly use their left hand in daily activities (Andika, *et.al.*, 2022). Because, when compared to the quantity of right-handed students more than left-handed students.

Biologically, the tendency of individuals to use their left hand (left-handed) more proficiently than left-handed is caused by the motor cortex of the brain that sends signals to the spinal cord, and determines the dominance of hand and foot movement (Andini, 2021). In addition, the biological aspect also agrees with the occurrence of genetic and environmental factors in influencing the dominance of individual movements from infancy.

Referring to the biological aspect, true parents from the beginning warn their children to take something with their right hand, view things using their left hand as disrespectful, and some even rebuke their children to eat with their left hand. This is certainly related to the psychological aspects needed by children (Nurwulan & Kristiani, 2020: 9-12). Because, the percentage of children who have the same ability between left and right hands, of course the dominance remains on right-handed children, so that left-handed children are seen as minority individuals in carrying out activities.

Psychologically, boys are more likely to be left-handed than girls, as are twins. Likewise, researchers have not found a complex matter that diagnoses the main factors causing left-handed children, although genetics is one of the causative factors. This is also refuted with left-handed descendants when they have children, not necessarily left-handed children (Sari, 2014). This shows a unique fact, that perspective (view) about the world leads to behavior or forces that are religious and complex.

Based on the description above, it is understood that the causes (factors) of left-handed children include genetics, environment and child development psychology. However, these factors are not absolute or guarantee that a person is most likely left-handed. Further exploration is needed regarding the psychological and biological differences of left-handed children, so that they are related to individual development, mental health, and educational patterns for children.

Left-handed-friendly Education Policy in Indonesia

Inclusive education is a manifestation of human awareness about the equality of human dignity. In essence, human rights must be protected and rights as citizens must be fulfilled (Herawati, 2016). On this basis, welfare, unity, a sense of justice, and benefit will be realized in the community. As stated in Law Number 8 of 2016 which reads, "... every citizen has the right to get equal opportunities". For this reason, the state must be present and provide a sense of equality through the provision of learning facilities and the needs of every child with the principle of equal opportunity (Rahim, 2016).

Observing the reality on the ground, there were cases of neglected children with speech delay conditions (Rahayu, 2009), child suicide case (Rokan, 2004), abandoned children in public places or in hospitals with physical disabilities (Humaidi & Fatmawati, 2019: 206-218). This case of child neglect is carried out directly or indirectly (Sukadi, 2013: 117-133). This of course has an impact on the inhibition of children's development, even the child's mental readiness.

The phenomenon or case above illustrates how children's mental development needs to be considered. In this context, of course the government should issue legal policies that are friendly to every child of the nation, such as children with disabilities (special needs) and also left-handed children (Nikka, 2021). This is because left-handed children are often forced to be able to participate in right-handed children's activities, and must be able to adapt to public facilities and existing learning (Pratiwi, et.al., 2021: 212-220).

Regulatory, the government has issued regulations on inclusive education, namely Law Number 39 of 1999 concerning Human Rights, Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning National Education Standards and Regulation of the Minister of Education National Number 70 Year 2009 concerning Inclusive Education for Students Who Have Disabilities and Have Potential Intelligence and/or Special Talents (Tarmansyah, 2007).

Observing the rules or regulations above, there is no specific policy regarding left-handed-friendly education. According to Irvan & Jauhari (2018: 175-187), this is considered because left-handed individuals are perceived as capable of activities using public facilities commonly used by right-handed individuals. For example, a motorcycle where the gas steering wheel is on the right, where all left-handed children are also able to slowly get used to using the gas with the right. In fact, there are no internal universities or schools and madrasas that have directed the provision of friendly learning facilities for left-handed students.

Based on the description above, it is understood that there is no specific left-handed-friendly education policy in Indonesia. This is also followed by the lack of focus or attention from education providers on the provision of friendly learning facilities for left-handed students, both at the basic education level, secondary education, to higher education. Thus, special regulations are needed from the government as well as internal policies of educational institutions in the provision of left-handed-friendly educational facilities in Indonesia.

Educators' Perceptions and Obstacles in Educating Left-Handed Students

The need for left-handed students is one aspect of the needs of students that has not received attention from the organizers of educational institutions. This is logically based on the reason that the organizers of active educational institutions use their right hand, and students use their right hand more (Sakti, 2020: 238-249). Of course, this action indirectly discriminates against left-handed students.

Student learning interactions in the classroom and outside the classroom are certainly in direct contact with educators as leaders of the learning process. In this context, the teacher certainly has a special view in dealing with left-handed children as students or students. As stated by Mrs. Ummi Kalsum (Teacher of MIS Babel Aceh Tenggara) in the following interview excerpt:

"...if we see left-handed children, of course we are not surprised, it's normal. However, seeing a child who is left-handed is a bit sad for us, sir. How come? If they write verses of the Koran in the Koran Hadith lessons, it is certainly difficult, so they are slow and imperfect. So, if there are tasks to make summaries, he must be slow in the process, sir".

In line with the quote above, Mrs. Ummu Junainah (a high school teacher in Deli Serdang) said that:

"...Our school doesn't encourage students to buy books, sir, so everything is taken from the school library. Now, for my study of religious material, I asked them to summarize at home at the initial meeting. So, this is where I just realized that several times the left-handed students I teach are always late in submitting assignments, especially assignments that contain verses from the Qur'an or hadith, whereas for other activities, left-handed students who teach seem fast, such as memorizing suras or when oral examination".

The interview excerpt above informs that the experience of teaching teachers at the SD/MI and SMA/equivalent levels found problems in assigning left-handed students. In this context, the task of writing becomes a burden for left-handed students because of the sitting position and writing that is commonly reserved for right-handed students. In fact, Mrs. Dra. Latifah Hanum, M.Pd. (Teacher of SMAN 2 Lubuk Pakam) explained that his left-handed students often had problems when there was an assignment to write on the blackboard. In this regard, Lidwina (2012: 9-18) argues that writing activities at school is one of the problems that are complaints of left-handed students, because the sitting position and types of books are commonly reserved for right-handed students.

Furthermore, the teachers and researchers also asked questions regarding perceptions about the fulfillment of learning facilities for left-handed students. As stated by Mr. Adib Prawinata (Teacher of MIN 1 Gunungkidul, Yogyakarta) said that:

"...schools should have started to open up to provide friendly learning facilities for every child, be it children with disabilities or left-handed ones. Because, this is certainly a concrete effort in providing a sense of comfortable learning for students. Of course, the facilities of chairs, tables and others are the main concern for the school/madrasah sir. Wong, my name is a teacher who is able to give this suggestion sir".

In line with the above, Mr. Muhammad Syafii (Teacher of MIS Babel, Southeast Aceh) said:
"...That's right, sir, if we are left-handed, we think we can use the existing learning facilities, even though it's actually closer to right-handed children. However, if this is not taken into

account, in my opinion, a sense of justice and learning comfort has not been created for left-handed children. Although, we realize that they don't have any complaints, but schools/madrasas should take the initiative".

¹ Based on the description above, it is understood that the educational experience felt by the teacher when dealing with left-handed students does not experience serious difficulties. Because, in various learning activities such as creating creations, memorizing or oral exams, students can follow the series of activities like right-handed students. However, in writing activities, left-handed students are deemed to need special attention and the provision of special facilities, making it easier for them to follow the learning process, creating a sense of fairness and learning comfort for left-handed students.

Efforts to Overcome Learning Obstacles for Left-Handed Students

Every child is special, as is the belief that multiple intelligences exist. This statement is also in line with the belief that every child has the potential to achieve success according to their talents and interests (Yanni, et.al., 2020: 64-75). For this reason, the main task of educators is not to create intellectually intelligent people, but to facilitate students to develop according to their respective potentials. Because, in the same class there are various intelligences, potentials and learning needs of each student.

² The teaching profession is not only required to be an expert in their field, but also to be able to observe the needs of students, including the classification of learning needs of left-handed and right-handed students. However, this case does not seem to have caught the attention of the organizers of educational institutions because the number of left-handed students is small, and there have been no complaints from left-handed students during the learning process. As described in the previous sub-finding, that left-handed students actually experience obstacles in the learning process, such as writing and using learning facilities that are not yet friendly for left-handed students.

According to Mardianto, et.al. (2021), the provision of left-handed friendly learning facilities has not received special attention in schools/madrasahs. This can be seen from the classroom doors, study tables, and identical chairs used by right-handed students. Furthermore, B added that at a glance, the problem of facilities does not get criticism from left-handed students, but it can affect the level of comfort and sense of justice for left-handed students. In fact, left-handed students seem forced to be able to use the existing learning facilities.

In particular, the researcher has asked several teachers and school/madrasah principals, such as excerpts from an interview with Juardi, M.Pd. (Head of Madrasah MTsN 1 Aceh Tenggara) said that:

"...So far, sir, we have not prepared any special learning facilities for left-handed students. Because, all the facilities here can be said to be almost all common for right-handed students. We don't discriminate against left-handed students, it's just that the facilities that we buy or budget for are all like this, sir, both study chairs, study tables, classroom doors, and so on. So, for now, we provide socialization to teachers not to discriminate against left-handed students, instead we must be able to give tolerance for left-handed students".

Unlike the case above, Mrs. Linda Marni, S.Pd. (Teacher at SDN 13 Pulau Punjung, Dharmasraya Regency, West Sumatra) who said that:

"...If what I observed, sir, left-handed students if they were given writing assignments would get tired quickly, because the facilities are exclusive for right-handed students. So, their learning outcomes are also less than optimal. In fact, learning must be able to give birth to a sense of comfort. My suggestion is that the school should help provide this, and my personal efforts have always been to give left-handed students relatively longer time when there is an assignment to write verses".

The interview excerpt above informs that the efforts made for the fulfillment of learning for left-handed students are still focused on providing tolerance for assignment time for left-handed

students, while learning facilities such as chairs, tables and others have not been fulfilled. According to Indah & Rusli (2021: 70-79), the educational institutions have not fulfilled the learning needs of left-handed students in Indonesia. Nurwulan & Kristiani (2020) added that left-handed-friendly learning facilities have not been fulfilled in line with the absence of special policies from the government or internal schools/madrasahs regarding left-handed-friendly education.

Based on the description above, it can be concluded that efforts to overcome the learning problems experienced by left-handed students in schools/madrasahs are still in the form of providing relatively longer time for assignments compared to other students. However, learning facilities have not been provided at all, because the policy that regulates left-handed-friendly education does not yet exist. Of course, this is an important concern for the government and organizers of educational institutions, as an effort to optimize the potential of left-handed students and create a sense of learning comfort for left-handed students.

1 CONCLUSION

Based on the description of the findings and discussion above, it is concluded that there is no specific policy in education that regulates left-handed-friendly education, it is still a general policy on inclusive education. This can be seen from (1) there is no consideration of left-handed friendly facilities at the elementary, secondary, and higher education levels, (2) educational institution facilities are not friendly to left-handed students, and (3) there is no anticipation of the obstacles that arise. arise related to facilities that are not left-handed friendly. Meanwhile, the efforts made by teachers or organizers of educational institutions are still in the form of providing relatively longer free time for assignments for left-handed students compared to other students in general.

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