

**THE PORTRAITS OF TEACHING STUDENTS WITH SPECIAL NEEDS  
IN TAARE ZAMEEN PAR MOVIE****Safira Udin<sup>1</sup>, Naniek Jusnita<sup>2</sup>, Silvani Umar Ali<sup>3</sup>**<sup>1,2,3</sup> English Language Education Study Program of Khairun University, Indonesia  
Email: safiraudin16@gmail.com, naniekunkhair@gmail.com**Abstrak**

Tesis ini mengkaji pengajaran siswa berkebutuhan khusus dalam film Aamir Khan “Taare Zameen Par”. Tesis ini mengkaji tentang mengajar siswa berkebutuhan khusus dalam film Aamir Khan “Taare Zameen Par”. Tujuan dari tesis ini adalah untuk mendeskripsikan metode pengajaran apa yang digunakan untuk mengajar siswa berkebutuhan khusus jenis disleksia dalam film taare zameen par. Penelitian ini merupakan penelitian kualitatif dengan desain penelitian deskriptif. Data dikumpulkan melalui analisis dokumen dan dianalisis menggunakan analisis isi. Hasil penelitian menunjukkan bahwa guru yang mengajar anak berkebutuhan khusus menggunakan berbagai media untuk merangsang belajar anak dengan menggunakan metode multisensori VAKT. Metode multisensori merupakan metode pembelajaran yang memanfaatkan fungsi masing-masing indera. Metode multisensori didasarkan pada asumsi bahwa siswa akan belajar lebih baik jika materi pelajaran disajikan dalam berbagai modalitas. Modalitas yang sering terlibat adalah Visual (penglihatan), Auditory (pendengaran), Kinestetik (gerakan), dan Taktil (sentuhan) yang disebut VAKT. Tahapan pengajaran menggunakan metode VAKT multisensor yang dilakukan oleh guru dalam film Aamir Khan terdiri dari beberapa tahapan, yaitu: (1) Tahap Visual dalam adegan (9, 11, 13), (2) Tahap Auditori dalam adegan (12, 14, 15), (3) Panggung Kinestetik dalam adegan (16), dan (4) Panggung Taktil dalam adegan (10). Metode ini dapat membangkitkan keinginan dan minat baru pada diri siswa, membangkitkan motivasi, memberikan rangsangan untuk kegiatan belajar, bahkan membawa efek psikologis pada siswa yang pada akhirnya meningkatkan konsentrasi siswa untuk belajar dan memahami pelajaran. Dengan demikian metode ini dapat membantu dalam pelaksanaan pembelajaran bagi anak berkebutuhan khusus dan kedepannya tidak akan ada lagi anak berkebutuhan khusus yang mengalami kesulitan dalam belajar.

**Kata kunci:** *potret, pengajaran, siswa berkebutuhan khusus, film***Abstract**

This thesis examines teaching students with special needs in Aamir Khan movie “Taare Zameen Par”. This thesis examines teaching student with special needs in Aamir Khan movie “Taare Zameen Par”. The purpose of this thesis is to describe what are teaching method used to teach student with special needs the type of dyslexia in the movie taare zameen par. This research is qualitative research design with a descriptive. The data is collected through analysis document and to be analyzed using content analysis. The results show that teachers who teach children with special needs use a variety of media to stimulate children's learning by using the VAKT multisensory method. The multisensory method is a learning method that utilizes the functions of each sense. The multisensory method is based on the assumption that students will learn better if the subject matter is presented in a variety of modalities. The modalities that are often involved are visual (vision), auditory (hearing), kinesthetic (movement), and tactile (touch) called (VAKT). The stages of teaching using the multisensory VAKT method carried out by the teacher in Aamir Khan's film consist of several stages, namely: (1) The *Visual* stage in the scene (9, 11, 13), (2) The *Auditory* stage in the scene (12, 14, 15), (3) *Kinesthetic* Stage in scene (16), and (4) *Tactile* Stage in scene (10). This method can generate new desires and interests in students, generate motivation, provide stimulation for learning activities, and even bring psychological effects on students which ultimately increase students' concentration to learn and understand lessons. Thus this method can assist in the implementation of learning for children with special needs and in the future there will be no more children with special needs who have difficulty in learning.

**Keywords:** *portraits, teaching, students with special needs, movie*

## INTRODUCTION

Every parents wants to be blessed with children who are born in normal conditions, have complete physical and mental conditions. In fact, some parents are given children with special needs. Children with special needs are children who require special treatment because of developmental disorders and abnormalities experienced by children. With regard to the term disability, children with special needs are children who have limitations in one or more abilities, both physical and mental. Utina (2014), put forward the definition of children with special needs, namely childre who experiences physical, mental, intelligence, and emotional disorders so that they require special learning. The same thing was stated by Heward and Orlansky (in Handayani, 2013), that children with special needs as children who are in the process of growth or development experience abnormalities or deviations (physical, mental, intellectual, social, emotional) so that they require special education services.

Children with special needs with dyslexia actually have a high curiosity about what is happening to them, have normal or even above average intelligence levels. However, ignorance of parents, teachers and also the community can prevent children from achieving success. Parents of children who suffer from dyslexia sometimes do not understand the special needs of their children so they send their children with special needs dyslexia to public schools without special treatment, such as the case in the Taare Zameen Par film, parents of children with special needs force their children to study like children normal children in general. This is what can cause children with special needs with dyslexia to find it difficult to follow the learning process which ultimately lags behind in learning and results in a child being unable to read and write because of confusion when seeing letters. This results in Ishaan being considered a stupid child by his teachers at school. Until finally Ishaan moved to a boarding school (Special School), since then Ishaan turned into a gloomy child and Ishaan lost his confidence. Everything changed until there was a new teacher teaching. The teacher finds out the situation Ishaan is going through, and slowly the new teacher is able to rebuild Ishaan's confidence.

This research was chosen "Taare Zameen Par" to be studied for several reasons. Financially, the film received positive reviews from critics. This film tells the story of an 8-year-old grade 3 elementary school student with special needs named Ishaan Nandkishore Awasthi who suffers from dyslexia and a teacher who is able to understand and handle the child.

The thing that is unique in this film is the main character who is a Child with Special Needs. This is where the interest of this film is to be investigated further on how specificall for a teacher to handle, understand and want to help their students who need more attention and guidance from the teacher. From the approach taken by Ram Shankar Nikumbh, it shows us all how education should be given to children with special needs and how to deal with underprivileged children in understanding the lessons that teachers give them. This film illustrates that education is not something that should be forced on students, but rather a process to develop and direct students with their talents.

### 1. Definition of Children with Special Needs

Children with special needs are extraordinary children who differ in their physical, mental, or social development from the development of normal children's movements as in general, so that with these conditions they require special assistance in their efforts to reach the maximum stage of movement development (Dwi, et al, 2012). : 226). Alfani'ma (2011) states that children with special needs can be interpreted simply as children who are slow or have a disorder who will never succeed in school like children in general.

Children with special needs are defined as individuals who have different characteristics from other individuals who are considered normal by society in general. In particular, children with special needs show physical, intellectual, and emotional characteristics that are lower or higher than normal

children of their age or are outside the normal standards that apply in society. So that they have difficulty in achieving success both in terms of social, personal, and educational activities (Bachri, 2010). The specificity they have makes children with special needs require special education and services to optimize their potential perfectly (Hallan and Kauffman 1986, in Hadith, 2006).

Based on several definitions given by the figures above, children with special needs can be defined as individuals who have physical, intellectual and emotional characteristics above or below the average individual in general.

#### **a. Strategy of Children with Special Needs**

Class teachers in elementary schools in addition to having duties and responsibilities towards their students, is also tasked with providing services guidance for all students in the class that is his responsibility. A classroom teacher should be able to develop students' personal and the full potential of the child in order to develop optimally. To This requires special strategies that must be implemented by the teacher. Some strategies that can be done in dealing with children with needs special and regular children in inclusive classes according to Ormrod (2008: 261-263) including:

1. Gather as much information as possible about each child.
2. Adjust the way of teaching to the characteristics and needs of each child, both for children with special needs and regular children.
3. Be flexible when teaching.
4. Identify and teach knowledge and skills that may not have been obtained by children because of certain obstacles.
5. Consult and collaborate with specialists.
6. Communicate everything with parents regularly.
7. Involve students in planning and decision making.
8. Keep your eyes open to students who may meet the qualifications for special services.

Based on the explanation above, the role of the special supervising teacher is as facilitators and mediators who can serve everything a child needs with special needs, so that children with special needs do not feel different with children in general, so that with the activity program carried out by the special supervisor teacher can run well.

#### **b. Classification of Children with Special Needs**

In general, Zaenal Alimin (2010) distinguishes children with special needs into two major groups, namely children with temporary special needs and permanent special needs children. The categories are described as follows:

1. Children with special needs are temporary (temporary) Children who experience learning and developmental barriers caused by external factors.
2. Children with special needs that are permanent (permanent) Children who experience learning barriers and developmental barriers that are internal and a direct result of disability conditions, namely children who lose sight function, impaired intelligence and cognition development, movement disorders (motor) and so on.

Based on the explanation above, although children with special needs are classified into several types groups, distinguishing them from normal children in treatment everyday life will be very detrimental to the development of children. It can resulting in children tend to be more accentuated differences and shortcom-ings, resulting in them not being confident when have difficulty adjusting to the environment.

#### **c. Factors that cause children with special needs**

According to Irwanto, Kasim, and Rahmi (2010), broadly speaking, the factors that cause children with special needs when viewed from the period of occurrence can be grouped into 3 types, namely:

1. Factors that cause children with special needs that occur at birth (before birth), namely when the child is still in the womb, have been known to have abnormalities and heredity.
2. The factor causing children with special needs that occurs during the birth process in question is that the child experiences abnormalities during the birth process.
3. Factors causing children with special needs that occur after the birth process is the period in which the abnormality occurs after the baby is born or when the child is in development.

#### **d. Characteristics of children with special needs**

Garnida 2015: 3-4, explains the characteristics of children with special needs are grouped into 9, the characteristics of children with special needs include: (1) Blind children; (2) Deaf/speech children; (3) Children with mental retardation; (4) Children with disabilities; (5) Children with mental retardation; (6) Children with specific learning disorders; (7) Children who are slow to learn; (8) Special intelligent children and special talents; (9) Children with autism. However, in the context of this research, it is focused on children with special needs with the type of dyslexia.

## **2. Definition of Dyslexia**

Dyslexia comes from the Greek word (Greek), "dys" means difficulty, "lexis" means words. Abigail (Sidiarto, 2007) explains that dyslexia is a primary learning difficulty related to written language problems such as reading, writing, spelling, and in some cases difficulties with numbers, due to complex neurological disorders, abnormalities in brain structure and function.

### **a. Learning Strategy for Dyslexia Children**

The multisensory method is a learning method that involves all senses that exist in children in the learning process. Fernald in Munawir (2005:168) explained that the multisensory method is one of the most effective teaching methods is often said to cover all the technically defined stimulus modalities Its implementation involves all the sensors in the child. Multisensory method involves and activates all existing sensors, namely sight, hearing, the sense of touch, and existing movements or better known as the VAKT. method (visual, audio, kinesthetic and tactile). This multisensory method includes activities that require concentration, namely, seeing (visual), listening (audio), writing in on paper (kinesthetic), tracing and feeling (tactile). Various activities and involving all of the child's sensory will make it easier for children to understand the material, especially in understanding the material about the concept of numbers.

### **b. General Characteristics of Dyslexia**

In general, dyslexic children have the same innate traits. According to Olivia Bobby Herimijanto & Vica Valentina (2016) in their book "Dyslexia is not stupid, not lazy but talented" explains the innate nature of children with dyslexia, which are as follows:

1. Often repeats, adds, does transposition, and makes mistakes when reading and writing
2. Frequently flipping numbers or letters.
3. Has poor handwriting, which results in problems with writing and copying.
4. Read over and over again, but only managed to get a little understanding.
5. Hard to concentrate.
6. Avoids reading, preferring to hear others read them.
7. Inconsistent in reading/spelling phonetically (language sound system).
8. Have the ability to speak, good oral, but bad in writing.
9. Have a high IQ, but have not or have never been tested academically.
10. Has difficulty organizing and sorting ideas/thoughts.
11. In daily life he looks cheerful, intelligent, and good at speaking, but has difficulty in reading, writing, or spelling.
12. Tend to think through pictures and prioritize intuition, not through sounds or words.
13. Looks like he is "flying into his own world" in the middle of the lesson.

### c. Characteristic Dyslexia

Martini Jamaris (2014: 140), mentions several characteristics of students who experience dyslexia, namely:

1. Read backwards what is read, such as: d is read b, or p is read q.
2. Write letters in reverse.
3. Has difficulty recalling information given orally.
4. The quality of the writing is poor, the characters written are not clear.
5. Has poor drawing skills.
6. Difficulty in following orders given orally.
7. Having difficulty in determining the direction left and right.
8. Has difficulty understanding and remembering stories that have just been read.
9. Has difficulty expressing thoughts in writing.
10. Experiencing dyslexia is not due to poor eye and ear conditions or brain dysfunction.
11. Has difficulty recognizing letter shapes and pronouncing letter sounds.
12. Has difficulty combining letter sounds into meaningful words.
13. Very slow in reading because of difficulties in recognizing letters, remembering letter sounds and combining letter sounds into meaningful words.

### d. Factor that cause Dyslexia

Morton and Frith, 1995 in Erskine, 2005) (Mulyadi, 2010: 169-171) explain some of the causes of dyslexia, along with a brief explanation:

1. Biological  
Among those included in reading difficulties caused by biological factors, namely family history of dyslexia, problematic pregnancies, and health problems that are quite relevant.
2. Cognitive  
Cognitive factors that are used as the cause of dyslexia include language articulation patterns and lack of phonological awareness in the individual concerned.
3. Behavior  
Behavioral factors that can be used as factors causing dyslexia are problems in social relationships, stress which is the implication of learning difficulties, and motor disorders.

## RESEARCH METHOD

This study uses a qualitative research type with a descriptive approach. It conducted in the film taare zameen par by utilizing existing films to collect data, in addition to films the researcher also used data sources from the internet, journals and YouTube to be able to add data to make it completer and more efficient.

In this research, the technique data collection used is document analysis. Documentation is a technique of collecting data by looking for records of events related to research. Documents can be in the form of writings, books, diaries, biographies, life histories, pictures or photos, and someone's work such as movies. In this case, the researcher collected data such as watching the film "Taare Zameen Par" several times to find out all the stories and collecting data from various literatures such as journals, YouTube and audio-visual media such as video and the internet to find data related to the film Taare Zameen Par. The research location in this research is a film entitled Taare Zameen Par in the form of a soft file. The object of this research is the role of a teacher in this movie.

The data analysis technique used in this research is content analysis. As for the steps of the analysis carried out by the researcher, namely:

1. Watched Taare Zameen Par movie several times.
2. See scenes and dialogues in movies
3. Collect all "Taare Zameen Par" dialogues in English text form into script data.
4. Identify English subtitle in dialogue form to find teaching for young learner.
5. The author also uses a dictionary to identify these words and phrases when compared to Indonesian subtitle.
6. Analyze the contents of the film on a predetermined division.

## DISCUSSION

This chapter focuses on the findings to answer the research questions, namely what teaching method does the teacher use to teach students with special needs in the movie Taare Zameen Par. The findings are based on the stories and narrations presented from the Taare Zameen Par film script.

Based on the results of the analysis of: "Portrait of Teaching Students with Special Needs in the Taare Zameen Par Film" the researcher found that there were nine aspects in the process of teaching children with special needs but some teachers did not teach according to aspects of the teaching process of students with special needs, the researcher also found that there were eight aspects that teachers who teach children with special needs use a variety of media to stimulate the learning of children with special needs. The researcher also found that there were five teachers in the class, but only one teacher was more dominant in guiding students with special needs in films.

At this point, the researcher will discuss the above findings related to the causes, characteristics and treatment methods of children with special needs in the film Taare Zameen par. The results that the researchers found in this study were that the cause of children with special needs who had difficulty learning to read and write was due to the disruption of the brain as the center of coordination and its characteristics were that they often repeated the same mistakes and found it difficult to concentrate. However, the researcher only focused on analyzing what methods were used to teach children with special needs in the film taare zameen par. Researchers found that in handling children with learning disabilities in films, they used teaching aspects by: (Scene 9) The teacher uses sand as a medium to train students to write. (Scene 10) The teacher writes using his fingers on students' hands to train students to feel motor skills and measure students' memory. (Scene 11) use paint media to write, play down media to form letters. (Scene 12) The teacher writes words using the blackboard media and students are asked to mention the sound of the sentence. (Scene 13) Use a media board containing pictures of small squares to form numbers from large to small. (Scene 14) The teacher uses radio media and reading books to help students remember the sounds of the letters. (Scene 15) Teacher gives the media a book to ask students to read while listening to what the students reading. (Scene 16) The teacher uses ladder media to teach how to count at the addition and subtraction level.

Based on several aspects used by the teacher above, the researcher concludes that what can be used to teach children with special needs who have learning difficulties is to use the multisensory VAKT method because it uses visual or visual abilities, auditory abilities or awareness, kinesthetic or awareness and also tactile abilities. or touch on students which is often called (VAKT). The stages of teaching using the VAKT multisensory method carried out by the teacher consist of several stages: (1) the *Visual* stage in the scene (9, 11, 13), (2) the *Auditory* stage in the scene (12, 14, 15), (3) *Kinesthetic* stage in scene (16), and (4) *Tactile* stage in scene (10). This method also in its teaching technique triggers several senses during the learning process. This method can also be used for learning children with special needs because it can improve children's learning abilities from an early

age. This is because many sensors are involved so that children will more quickly understand what has been conveyed. In addition, because learning is fun, because through exploration by involving all aspects of the senses, children are really involved in the learning process. In this study, the theory used in this research is to use Fernald's theory (2005:168) to find out how the teaching method is to develop the learning abilities of students with special needs in the film "Taare Zameen Par" the researcher uses the theory of Mulyono (2012). This is very useful because the teaching method that appears in the film "Taare Zameen Par" is almost related to Fernald's theory, so the author decided to take it as a method in developing the learning abilities of students with special needs.

## CONCLUSION

In Aamir Khan's film "Taare Zameen Par" Researchers found the methods used to teach children with special needs who have difficulty learning to write and read are: (Scene 9) The teacher uses sand as a medium to train students to write. (Scene 10) The teacher writes using his fingers on students' hands to train students to feel motor skills and measure students' memory. (Scene 11) use paint media to write, play down media to form letters. (Scene 12) The teacher writes words using the blackboard media and students are asked to mention the sound of the sentence. (Scene 13) Use a media board containing pictures of small squares to form numbers from large to small. (Scene 14) The teacher uses radio media and reading books to help students remember the sounds of the letters. (Scene 15) Teacher gives the media a book to ask students to read while listening to what the students reading. (Scene 16) The teacher uses ladder media to teach how to count at the addition and subtraction level

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