

MODELS AND METHODS OF INCLUSION LEARNING AT ALAM PURWAKARTA SCHOOL

Ani Suarni

STAI Dr. Khez Muttaqien Purwakarta

Anisuarni91@gmail.com

Rika Purnamasari

STAI Dr. Khez Muttaqien Purwakarta

Rikapurnamasari057@gmail.com

Nadia Pratanti Sunardi

STAI Dr. Khez Muttaqien Purwakarta

nadyapratantie@gmail.com

Abstract: This study aims to determine the models and methods of inclusive learning at Alam Purwakarta school. The research was conducted using a qualitative direct field study approach. Data collection for theoretical studies using books related to this material. Data were analyzed using descriptive narrative. The results of the study show that teachers have carried out adaptive learning for children with learning difficulties, namely, learning that adapts to students' conditions. This means that learning adapts to the conditions of the students themselves, not students adapting to learning, in which of course these adjustments are related to strategic methods, materials, learning tools or media, and the learning environment. The learning model used in Kindergarten Alam Purwakarta School is a classical model where students with normal and special needs participate in one class. The second model is the individual learning model, where students who have learning difficulties or special needs have a different curriculum. The results of the study imply that natural facilities and open spaces really help regular students as well as those with special needs to develop all their potential, have free space and good models, or that the method used is relevant to everyday life.

Keywords: Inclusive Education, Learning Models, Learning Methods.

Introduction

Education is one of the rights that must be obtained by every human being. More specifically, Article 28C, paragraph (1) of the 1945 Constitution of the Republic of Indonesia states that everyone has the right to develop themselves and obtain a proper education. Therefore, compulsory education is not only given to ordinary people, but can also be obtained by those with special needs. One of the efforts that can be made to accommodate the needs of students with special needs and those not having special needs is through the implementation of inclusive education.

In Purwakarta City - West Java, the policy for handling education for children with special needs starting from the Kindergarten level has been implemented in all schools through

inclusive schools. But in reality, not all schools have implemented it and only a few schools have implemented this inclusive school. One of the schools that became the object of the author's observation was the Alam Purwakarta School; in this school there were several levels of education ranging from kindergarten to junior high school. However, in this study the authors focused on kindergarten level. The problems are: Does learning for children who have learning difficulties use appropriate learning models and are learning models for children who have learning difficulties specifically available?

Methods

This research uses a descriptive qualitative approach. Collecting data using interview techniques, observation, and documentation. Respondents in this study were school principals, 2 kindergarten teachers, and students at Alam Purwakarta Kindergarten School. Technical analysis of data is done by descriptive narrative. Namely, by analyzing the data written in detail, then the data is reduced or selected according to the purpose. Presentation of data is done with narration and drawing conclusions. Theoretical studies use books related to this material, data are analyzed using descriptive narratives (interviews) and documentation.

Discussion

Inclusion comes from the English word, namely, inclusion, which describes something positive in efforts to unite children who have disabilities in realistic and comprehensive ways in a comprehensive educational life. (Smith, J. 2006). Inclusive education is education that includes children with special needs to learn together with their peers in regular schools and in the end they become part of the community, thus creating a conducive learning atmosphere. (Mulyono, 2008).

Inclusive education is education that includes every member of society, including those with special needs, namely those who have permanent and/or temporary needs to obtain educational services tailored to their special needs. This need can arise due to congenital or acquired abnormalities after birth, social, economic and or political conditions. (Hidayat, 2003).

In the Toolkit or learning-friendly inclusion environment, UNESCO (2007), provides a broader definition, inclusion means including children with disabilities, such as children who have difficulty seeing, hearing, cannot walk, are slow in learning, and so on.

Inclusive education is an educational process that allows all children the opportunity to participate fully in regular classroom activities, regardless of disability, race or other characteristics. Inclusion is a practical change that provides opportunities for children with different backgrounds and abilities to succeed in learning. This change does not only benefit children who are often excluded, such as children with special needs, but all children and their parents, all teachers and school administrators, and every member of society.

Based on the results of observations made at kindergarten at Sekolah Alam Purwakarta, it is known that teachers apply adaptive learning for children with learning difficulties, namely learning that adapts to the conditions of students. This means that learning adapts to the conditions themselves, not students who adapt to learning, which of course these adjustments are related to strategic methods, materials, learning tools/media, and the learning environment.

Adaptive learning is a learning model that is expected to be able to facilitate students in the entire learning process and can involve all aspects of development, namely the cognitive, affective and psychomotor aspects of students. The word adaptive comes from English, namely adapt, which means to adjust, so adaptive learning for students with

special needs is learning that adapts to the conditions of the students. This means that learning must adapt to the conditions of the students themselves, not students who adapt to learning.

In adaptive learning, the teacher adjusts various kinds of learning components, such as materials, methods, learning media, learning environment, and assessment. This aims to provide opportunities for students with special needs to participate in learning at school.

Adaptive learning is ordinary learning that is modified and designed in such a way that it can be learned, implemented, and meets the educational needs of students with special needs. In adaptive learning for children with special needs, classroom management, programs and services must be designed according to the needs of students. (Norma, Y , 2021)

The Alam Purwakarta School was originally founded in 2013 with 2 students, 1 elementary school child and 1 kindergarten-level child with 2 teachers, 1 for an elementary school teacher and 1 for a kindergarten teacher. In 2014 the number of students increased to 16 students and one of them is a child with special needs named Andika. Over the years, the number of students enrolling in natural schools has increased, while the ratio for admitting students with special needs is 10% of regular students; so if there are 10 regular students in total, the child with special needs acceptance ratio is 1 person. As the Purwakarta inclusive natural school education progresses, more and more children with special needs are enrolling, so the management of this natural school establishes a special inclusion division which is coordinated by Mrs. Diana.

At Alam Purwakarta School, the class division is divided into 3 clusters. First, regular classes for children with special needs without assistance with children with learning delays (Slow Learning). Second, regular classes with assistance (Shadow Teacher), children who have problems with unfinished developmental stages and have behavior therapy (outside of school). Third, the transition class, namely as a therapy class for children with special needs towards preparation for entering the regular class, in this transition class, all students with various age levels are combined from kindergarten, elementary, junior high, high school. If the child feels ready to enter the regular class, these transitional students will enter the regular class according to their level. There are children in this transitional class who occasionally attend regular classes. And the fourth, full in the transitional class, where the children who enter this class are children who are completely unable or not ready to enter regular classes.

Kindergarten Alam Purwakarta School is one of the education service providers that implements education for children with special needs in Purwakarta City. In this school there are 2 classes for the kindergarten level, Kindergarten A with 1 child with special needed (with shadow teacher). And Kindergarten B with 1 child with special needed (without shadow teacher).

There is a transition class, namely a special class for children with special needs. In this class, special children are combined into 1 with various ages or levels. This class is used to train children's readiness to enter regular classes. Incidentally, for this academic year 2022 – 2023, there are no level students. Kindergarten in this transition class. The child's examination is carried out at the beginning of entering school by the relevant expert or doctor, which then the results of the assessment from the clinic will be confirmed to the parents of the students regarding the child's condition, some of the results of the assessment are: normal children, children with special needs need a teacher companions, and children with special needs without accompanying teachers.

Model: is a diminutive word from *modo* which means: nature, method. Model selection is based on student learning styles, the demand for content, and teacher preference. The teaching material model referred to in learning is to describe, explain or find ways of teaching in inclusive education. (Sukardi, 2019).

In general, the learning model for children with special needs is the same as other normal children so that psychologically they do not feel different from other normal children. However, the learning model for children with special needs must emphasize assistance, services, security, comfort, and development according to the needs of children. The learning model in the inclusive class should pay attention to the characteristics and potential of the child and the teacher has the knowledge and experience in handling children with special needs. (Norma, Y, 2021). The learning model has a major influence on the success of learning and learning, because if a mature learning conceptual framework is formed and implemented, it will create effective learning in schools. a good learning model and in accordance with the conditions of students, will provide good comfort for educators, students and the learning environment.

The problem in learning for children with special needs is the use of learning models to convey subject matter appropriately so that the potential of students can develop optimally. In order for students to develop, learning must take place in an atmosphere that is not only focused on the teacher; must be flexible, oriented to the interests of students, and can develop students' abilities and skills.

The learning method is the method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. Learning methods that can be used to implement learning strategies include lectures, demonstrations, discussions, simulations, experiments, field experiences, brainstorming, debates, symposiums, and so on Custodian. (Dedy, 2013).

Learning methods are ways of presenting subject matter that are carried out by educators so that the learning process occurs in students in an effort to achieve goals. (M. Sobry Sutikno, 2009).

The method is a way that has been organized and well thought out - well to achieve a goal. From some of the definitions above, we can draw the conclusion that the learning method is a method that is used to convey the material contained in the content of the curriculum, effectively. (WJS. Poerwadarminta in the Big Indonesian Dictionary, 1999)

Learning for children with special needs must be accommodative, so as to facilitate the differences between children with special needs and regular students. Learning materials are designed to be as flexible as possible so that they can be easily conveyed to children with special needs students. Learning materials for students with special needs are not only in the academic field, but teachers also need to provide functional knowledge in their lives. Learning methods implemented in class should also be varied, so that students do not get bored. Learning media that can be used by students is media that fits their characteristics; namely media that is concrete and easy to use.

In the Kindergarten Alam Purwakarta School there are several methods used in the Kindergarten Alam Purwakarta School, namely: Lecture Method, which is a way of conveying information orally by learning resources to learning residents. This method is the most widely used in the opportunity to convey information in learning activities. This is due to the ability of each person to communicate or convey messages to others. Then there is the experimental method, which is a method of providing opportunities for students, either individually or in groups, to be trained and carry out a process or

experiment. Simple science experiment activities are carried out during the daily learning program and are adapted to the learning theme.

This experimental activity is intended to foster scientific attitudes in students, such as: thorough attitude, diligent, critical, honest, responsible, trustworthy, dare to ask questions, dare to answer questions, and be tolerant. In addition, field visits/educational visits are activities to visit learning objects directly so that all aspects of the child can be honed properly. Students become rich in experience and learn directly at the place/source. Educational visits also play a role in introducing students to the surrounding environment, starting from places with natural nuances and locations related to cultural learning. So that the growing love for the city of his own birth. Story telling Storytelling can develop children's speaking skills, through stories; students can have a rich vocabulary. Besides that, they can also learn how to use certain expressions and also how to construct good sentences. This is very important so that students can convey their ideas or opinions well and are easily understood by the other person. Another thing is that when a story is read, the teacher can stimulate students' curiosity and encourage them to have the courage to ask questions and express their opinions.

Sequence of activities: morning: the child does a journal (draws freely, which then the picture will be retold as a form of expression of his emotional state that day). This journal is a form of therapeutic effort that is used by schools with various objectives, namely: children are able to express their emotions through pictures and stories, teachers are able to know children's emotional conditions, reflection for children so that they are better prepared to take part in learning and make it easier for teachers to provide various learning.

This journal is done by children in free form every day, which will then be collected per child so that it can be used as a report on the child's emotional condition every day and also as a report on the child's development as well. In this activity the teacher also has several obstacles such as children who don't want to make journals, are annoyed or something else, so the efforts made by the teacher are to take an individual approach to children, feel what the child feels, then validate the child's annoyance or feelings when that, giving time for children to express their emotions, after that the teacher calms down and asks what activities the child wants to do at that time related to learning at that time.

Preparation for the Duha prayer, after the children have taken ablution and are ready to carry out the Duha prayer, a story telling activity will be held first, then the Duha prayer in congregation. After performing the duha prayer, the children did the activity of reading iqro and memorizing short letters, then at 9 o'clock in the morning the children did snack time activities, and then the children were given the opportunity to do free play after that they entered learning, learning was carried out sometimes in the classroom using the lecture method, sometimes done outside the classroom, children do various kinds of hands-on practice such as experiments, cycling, fishing, out bound, farming, cooking, educational visits, aqua play (swimming), camping with father (semester activities) etc.

After doing the lesson, the children have lunch together. In this activity, there is a children's picket schedule where the task for the picket child that day is to prepare lunch. After lunch, the children do midday prayers in the congregation and finally reflect before going home, the teacher and children do a question and answer about the conditions of learning that day and the conditions of the children in participating in that day's learning.

According to the interviewees who were interviewed, the models and methods that have been designed, made and used in Nature Schools have so far been effective, and the difficulties experienced by educators are related to special children, where the condition

of special children is usually not stable and tends to go up and down, sometimes these special children also experience tantrums in class. Some of the teachers efforts in dealing with this condition are: First, giving understanding to regular children in the class that the children of our friends are different and we must respect each other. Second, take this special child who is having a tantrum out of the classroom to calm down first. Third Sometimes it's the regular friends who calm down and invite special children to take part in learning again.

Factors that make child tantrums special are: because this special child usually does not know the rules; for example, when entering Duha prayer activities this special child does not want to pray and wants to eat first, and when conditions at home are unstable, for example when the child wakes up he is told to take a shower but the child doesn't want it so there is a difference between the child and the parents which makes the child's mood not good when going to school.

At this school there is also a cheerful program, divided into 2, namely the therapy class which is also called the stimulus class, which is a program that is carried out for special children who are in kindergarten with the aim of stimulating late developments, for example late in development. the focus is that the teacher will provide various activities that can stimulate the delay. This program is conducted every 2 months. And the skilled class is a continuation of the therapy class. Conducted on children with a level above the therapy class, if the therapy class is to solve basic developmental problems in children, then this skilled class is more orientated according to the talents or potential of each student.

In Kindergarten Alam Purwakarta School, the Education Program for Children with Special Needs in addition to paying attention to the principles, curriculum and inclusive learning models in implementing inclusive education, the learning process in inclusive settings always tries to take several steps, such as designing the learning process, by compiling an Individual Learning Program, involving school principals, Program for Children with Special Needs coordinators, class teachers, special supervising teachers, experts, and parents of students according to the needs of children and paying attention to academic and non-academic aspects. Then regulate the learning process that pays attention to the teacher's methods and techniques in teaching, and pays attention to children's learning modes. Then the teacher prepares learning media that are tailored to the needs and make it easier for children to understand the concept of learning. Learning materials are adapted to the abilities and needs of children in accordance with the curriculum developed for children. In delivering teaching materials, the teacher uses language that is known and mastered by children, so that the material presented can be understood by children. Then each learning process needs to be evaluated to describe the success of the teaching and learning process by establishing an assessment system that is adapted to the conditions and abilities of the child.

In Kindergarten Alam Purwakarta School there are accompanying teachers and shadow teachers who are tasked with accompanying children when they experience difficulties in learning. The teacher's strategy in teaching inclusive classes is that the teacher conveys the subject matter interspersed with a few games or games. This is because inclusive class students tend to have concentration levels that are below average. The accompanying teacher (shadow teacher) has the task of helping the child or student to stay focused on the lesson, so that the child can participate appropriately in class, informing the teacher if the child does not understand the material, being positive about new assignments and self-control, sharing interests with other children, responds

appropriately to peers in social situations, acquires new information and skills. Shadow teachers can collaborate with parents, teachers, school staff, and other professionals in assisting each child with special needs.

The teaching materials used by the Kindergarten Alam Purwakarta School use therapeutic media, trampolines, gym balls, attitude balls, thorn balls, and the rest of the Kindergarten Alam Purwakarta School uses natural materials as a child therapy medium. Referring to the Batu Raden natural school, namely creating green therapy where this green therapy uses natural ingredients as a therapeutic medium, for example, to train motor sensors, usually the clinic uses a type of thorny carpet, now while in natural schools, children can directly use natural media such as playing. Directly in the rice fields, then for balance, usually in the clinic using a walkway board as a therapeutic medium, while in this nature school children can directly use pieces of bamboo, wood, galvanized rice fields, or something else.

Conclusion and Recommendations

Based on the results of research conducted in Kindergarten at Sekolah Alam Purwakarta, it is known that teachers have implemented adaptive learning for children with learning difficulties, namely learning that adapts to students' conditions. This means that learning adapts to the conditions of the students themselves, not students adapt to learning, which of course these adjustments are related to strategic methods, materials, learning tools/media, and the learning environment. The learning model used is the classical model where students with normal and special needs attend learning in one class. The second model is the individual learning model where students with learning difficulties/special needs have a different curriculum.

References

- Hidayat. 2003. *Kelompok Kerja (POKJA) Pengkajian Implementasi Pendidikan Inklusif*. Makalah. Disampaikan Pada Acara Seminar Nasional tentang Model Pendidikan Inklusif di Indonesia dan Implementasinya di Jawa Tengah, di Universitas Sebelas Maret, Surakarta
- Hosni, Irham. (2013). *Pembelajaran Anak Tunanetra Pada Sekolah Inklusif*. Bandung: Makalah Workshop Peningkatan Kompetensi Guru dalam Pendidikan Inklusif di SMA Negeri 4
- Kustawan, Dedy. (2013). *Analisis Hasil Belajar*. Jakarta: Luxima Metro Media
- Mulyono Abdulrahman. (2003). *Landasan Pendidikan Inklusif dan Implikasinya dalam penyelenggaraan LPTK*. Makalah disajikan dalam pelatihan penulisan buku ajar Bagi Dosen jurusan PLB yang diselenggarakan oleh Ditjen Dikti. Yogyakarta, 26 Agustus 2002.
- Norma, Y. (2021). *Model Pembelajaran Anak Berkebutuhan Khusus Dalam Setting Pendidikan Inklusi*. *Journal of Elementary School Education*, 1, 19.
- Smith, J. David. 2006. *Inklusi, Sekolah Ramah Anak* (Edisi terjemahan oleh: M.Sugiarmin, MIF. Baihaqi). Bandung: Nuansa.
- Sobry Sutikno, (2009). *Belajar dan Pembelajaran*. Bandung : Prospect
- Sukardi. (2019). *Model Pendidikan Inklusi Dalam Pembelajaran Anak Berkebutuhan Khusus*. Yogyakarta: Kanwa Publisher
- UNESCO, Toolkit. 2007. *Merangkul Perbedaan: Perangkat Untuk Menciptakan Lingkungan Inklusif, Ramah Pembelajaran*. UNESCO.
- WJS. Poerwadarminta dalam Kamus Besar Bahasa Indonesia. (1999). *Metode Khusus Pelajaran IPS di Sekolah Dasar* – Depdikbud;1995. 1. 767.