

Inclusive Learning Management in Elementary Schools

W. Nugroho, Murtadlo, Mudjito
 Educational Management Departement
 Universitas Negeri Surabaya
 Surabaya, Indonesia
cakwahyukumis@gmail.com

Abstract— This study aims to describe and analyze inclusive learning management with indicators, learning plan, learning organization, learning implementation, learning assessment, and compensatory services. This research uses the qualitative method with multicase type. The technique of data collection and validity test are done through interview method, observation, documentation and document observation. Data analysis is done by using Miles and Huberman model that consists of four stages: (1) condensation data, (2) data exposure, (3) data verification, and (4) drawing of data conclusions. The credibility of the data is tested through triangulation of technique, source, and time. The results of this study indicate that inclusive learning management has been implemented in primary schools. The first plan, which includes: syllabus and learning implementation plan (RPP). Second, organizing, including task identification, personnel, time, and inclusive classroom learning model. The three executions, which include: preliminary steps, core activities, and cover. These three steps are used by using media and methods that match the child's character. Fourth, the assessment, which includes: written tests, oral tests, and observations. Fifth, the compensatory service, which includes: individual services provided in accordance with the specificity of the Special Needs Children (ABK).

Keywords-component; Inclusive Learning; Management; Elementary School; insert (keywords)

I. INTRODUCTION

The integrated education that has grown into inclusion education is directed together by the international appeal of Education for All (EFA), which UNESCO is echoed as a global agreement, the World Education Forum in Dakar, Senegal in 2000 that the completion of EFA has been set for achievement by 2015 []. Indonesian included in the forum. After 2015, the United Nations (UN) has launched a new program on Sustainable Development Goals from 2015 to 2030 in the form of 17 sustainable development agendas that must be adopted by countries in the world, one of which relates to inclusive education the equal quality of inclusive education and enhanced lifelong learning opportunities for all.

In Permendiknas No 70 the Year 2009, Inclusive Education is defined as an education system that provides opportunities for all students with disabilities and has the potential of intelligence and/ or special talents to follow

education or learning in the educational environment together with learners in general.

According to Staub and Peck (1994), inclusive education is the placement of children with moderate, moderate and full severe disorders in the classroom [20]. Schools should be dynamic and creative in carrying out their role to strive for quality improvement/ quality of education (Mudjito et al 2012: 15).

In the preliminary study, the principal of SDN Klampis Ngasem 1 Surabaya said that this school is one of the inclusive schools that became the pilot in Surabaya city, in the implementation of learning management, it is done learning service which includes 1. Full Inclusive Class, 2. Service class inclusion with the cluster, 3. Class of pull inclusion service, 4. Full special class (source room) there is still a shortage in its management.

While the preliminary study at SDN Lemah Putro I Sidoarjo, by the principal said that SD Lemah Putro I as an inclusive school, since 2010 and in the implementation of learning management then conducted learning services that include 1. Full Inclusion Class, 2. Class service inclusion with cluster also there are still shortcomings in the management of learning. From the Headmaster's statement in the two above inclusion SDs who have implemented inclusive learning management that is not the same, but they are all legal in the operational implementation of inclusive learning management.

According to Vernanda, et al (2015) "Learning Strategy for Children with Special Needs in Regular Schools". The results of this study included some obstacles such as the absence of special escort teachers (GPK), lack of knowledge of the teachers of children with special needs, incomplete assessment services and lack of resource center support as school partners. Also by Damastuti, et al 2015 entitled "Learning for Special Needs Children, through Modeling with the Empowerment of Parents". The result of the research showed that learning through modeling can improve confidence and competent in providing home learning.

Learning management becomes an important thing to do in inclusive education so that the school is able to achieve the expected results in relation to the management of learning in inclusive schools so far still need to be done, therefore the author needs to do the research.

II. METHOD

This research uses the qualitative method with multi-case type in SDN Klampis Ngasem I in Surabaya and SDN Lemahputro I in Sidoarjo. The technique of data collection and validity test are done through interview method, observation, documentation and document observation. According to Sugiyono (2009: 15), qualitative research is a method of research based on post-positive philosophy, used to examine the condition of natural objects where researchers are as a key instrument, the sampling of data sources conducted purposively.

According to Miles & Huberman (2007), they argued that the qualitative research aims to obtain a picture with respect to the characters of research subjects, such as the achievement of learning standards. Thus, this research is a qualitative research which has the following characteristics, 1) descriptive, 2) analyzing the process, 3) pay more attention to the process, and 4) the researcher is a key instrument. Data analysis is done by adopting the Miles and Huberman model which consist of four stages: (1) condensation data, (2) data exposure, (3) data verification, and (4) drawing of data conclusions. The credibility of the data is tested through triangulation of technique, source, and time.

III. RESULT AND DISCUSSION

Discussion of this research results made by the researcher based on the findings of the research on aspects of planning, organizing, implementation, assessment, and compensatory services in two inclusive schools.

A. *Planning of Inclusive Learning*

Based on the findings of the study, both cases also need to develop a good lesson plan and meet the criteria of the planning of learning in inclusion schools. According to the Directorate of Development of SLB (2007), the criteria include: planning the classroom management, planning of organizing materials, determining the learning approach and teaching strategy, learning how to teach, planning the resources and preparing the teaching materials, and planning the assessment process to be implemented. This is further in accordance with research findings by Martin (2013), and Smith & Bell (2015) which expresses the importance of RPP modifications in accordance with the character of each crew, as well as adequate learning plan.

B. *Organizing of Inclusive Learning*

Implementation of learning organization in case 1 is more dynamic and can change at any time based on the needs of the crew, such as if the crew has not been in school for a long time, then ABK can adapt first in a special class/resource room. While in case 2 the implementation of learning organization runs more rigid, where the ABK only attend to the source room once in a week, except the crew experienced tantrums or meltdown so it needs to be soothed first. Based on the significant characteristic of ABK between one learner and the other, the class organizing must also be done dynamically to prevent the crew from showing problematic behavior and disrupting the learning process. Further, it can also maximize the learning opportunities for the crew (Charles, 2002; Evertson, et al., 2003, in Santrock, 2015: 553). Furthermore,

the previous research by Goodenow & Wenzel (in Mansor, et al., 2012: 37) suggests that the attachment of learners to the school because the implementation of good class organization can give a positive impact on academic motivation, understanding ability, and good emotional development in participants educate, including on crew.

C. *Implementation of Inclusive Learning*

The results of the research in both cases of curriculum modification have been applied by both cases studied, in the form of modification, substitution, omission, and duplication. These findings are in conformity with the Guidelines for the Implementation of Inclusive Education (2011: 18) where alternative types of school curriculum inclusion.

These findings are in line with the findings of research by Sunardi, Yusuf, Gunarhadi, Priyono, & Yeager (2011) conducted in 186 inclusive schools in several cities in Indonesia including: Bandung, Palembang, Solo, Wonogiri, Sukoharjo, Karanganyar, and Boyolali Makassar, with more than 56% of schools studied, has modified the curriculum in implementing learning for ABK.

The implementation of learning in both cases has been running quite well despite having different learning patterns. In the case of one classroom teacher and a teacher in the field of study collaborating with GPK in providing regular classroom learning, while in a special class, the GPK is fully responsible for learning. Furthermore, GPK teachers, in particular, are an important key in learning in inclusive schools (Navaro, et al., 2016) so that both cases have implemented a good learning pattern, albeit with different formats.

The results of this research are similar to those of Wati (2014) in one of the inclusion schools in Kota Banda Aceh where the GPK has a role to: provide special assistance and guidance to ABK, provide on-going guidance, collaborate with classroom teachers and in-house teachers provide services to the crew.

Either both cases also use the learning media in the form of educative visual aids, or visual media made by teachers themselves, teachers, and GPK, although less varied. This is in line with the results of research by Gronlund, et al (2010) which finds the tendency of applying less-varied learning media in developing countries. The approach of learning for ABK conducted by classroom teachers, researchers, and GPK is good enough, and it is done through the provision of special guidance. It is in line with the statement of Koegel, Matos-Freeden, Lang & Koegel (2011); Tabb, Whiting, & Wheeler (2013); Gargiulo (2012); Koomen (2016) which reveals the importance of an emotional social approach for ABK, which is manifested in developing positive relationships between teachers with ABK, as well as crew with other learners.

D. *Assessment of Inclusive Learning*

Based on the findings of the research, both cases have conducted the assessment process both at the beginning and at the end of the process. In case 1, the assessment is done primarily by GPK. While in the case of 2, the assessment is conducted by the classroom teachers. Assessment in case 1 is done in the form of writing a daily report by the GPK and

reported to parents on a particular schedule, with things recorded being the achievements and obstacles experienced by ABK during the learning process taking place on that day. In the second case, the assessment is also done on a daily basis, although it does not have a specific format. The main assessment is done by the shadow teacher and delivered directly to the parents of each crew.

According to Mitiku, Alemu, & Mengistu (2011), the assessment of learning in inclusive schools should involve the supervision of various parties ranging from classroom teachers, GPK, even parents. Furthermore, according to Dymond, Chun, Kim, & Renzaglia (2013), the evaluation for the crew is important both individually and team, and in the implementation of the process should be done at least once a month, and elaborate the collaboration with other parties. In both cases examined the assessment has been done well, as in the case of supervision and the collaboration with other parties still need to be improved.

Because each crew has a different intelligence there is a below-average such as tunagrahita (mental retardation), slow learner, but there is also above average. For a crew of below average intelligence then a national final examination may not be granted. As for the time of graduation of ABK schools that do not take the final exam nationally will only get the Graduation Letter of Learning for six years to continue to school inclusion next level.

E. Compensatory Services

Both cases have implemented compensatory services for ABK where compensatory services are conducted through extracurricular activities such as music, sports, etc., as well as self-development programs, movement building, toilet training, and occupational therapy. The compensatory service in case 1 is given by GPK, whereas in case 2 is provided by GPK assisted by the shadow teacher. This is appropriate as stated in the General Guidelines for the Implementation of Inclusive Education (2011: 25) in which one of the GPK's role is to organize compensatory services for ABK, with compensatory services provided in accordance with the barriers of each of the ABK.

Furthermore, both cases do not have and do not develop the Guidance of Specific Development Program. The absence of the Special Development Program Guidelines drafted by Kemendikbud (2014), makes the implementation of compensatory services unworkable.

IV. CONCLUSION

It is worth to point out that the inclusive learning management in elementary school consists of five aspects, namely first planning, which include: syllabus and plan of pursuit implementation (RPP); second, organizing, covering: task identification, personnel and time to do management task and teaching, the three executions, which include: the prelude, the core activities and the cover. These three steps are used by using media and methods that match the child's character. Fourth, assessment/evaluation, which includes: written tests, oral tests, and observations. Fifth, the compensatory service, which includes: individual services provided in accordance

with the specificity of the Children with Special Needs (ABK).

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