



LEARNING MODEL FOR SPECIAL NEEDS CHILDREN (ABK) IN INCLUSIVE PRIMARY SCHOOLS

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Abstract

The learning process of students with special needs requires a model that adapts to the specificity of students. Therefore, the learning of students with special needs must be formulated by choosing the right model, so that the delivery of subject matter is well understood. So that education for students with special needs is met the same as students in general. This research was conducted to determine the learning model of students with special needs inclusive elementary schools in Gresik district, namely SDN 263 Gresik and SDN 13 Gresik. Data collection was carried out using interviews, observation, and documentation. There are seven primary data sources, including the head of the Gresik district resource center, the principal, the teacher in charge of the inclusion program, and the special companion teacher (GPK). The research was conducted for nine months, from July 2019 to April 2020. Qualitative was chosen as the research analyzer. The results of the study found that the use of the ABK learning model in the two schools is; a) Individual learning model, b) Pull out learning model or learning model in regular classes, c) Team teaching-learning model, d) Learning Model in the resource room, e) Modification of the learning curriculum.

Keywords: Learning Model, Special Needs Children, Inclusive Education

Abstrak

Proses belajar siswa berkebutuhan khusus membutuhkan model yang menyesuaikan dengan kekhususan siswa. Maka dari itu pembelajaran siswa berkebutuhan khusus harus dirumuskan dengan cara memilih model yang tepat, agar penyampaian materi pelajaran dipahami dengan baik. Sehingga pendidikan untuk siswa berkebutuhan khusus terpenuhi sama seperti siswa pada umumnya. Penelitian ini dilakukan untuk mengetahui model pembelajaran siswa berkebutuhan khusus sekolah dasar inklusi di kabupaten Gresik, yaitu, SDN 263 Gresik dan SDN 13 Gresik. Pengumpulan data dilakukan dengan menggunakan wawancara, observasi, dan dokumentasi. Sumber data primer berjumlah tujuh orang, diantaranya adalah kepala resource center kabupaten Gresik, kepala sekolah, guru penanggung jawab program inklusi, dan guru pendamping khusus (GPK). Penelitian dilaksanakan selama sembilan bulan, dari bulan Juli 2019 sampai dengan bulan April 2020. Kualitatif dipilih sebagai analisis penelitian. Hasil penelitian ditemukan, bahwa penggunaan model pembelajaran ABK di kedua sekolah tersebut adalah; a) Model pembelajaran individual, b) Model pembelajaran *pull out* atau model pembelajaran di kelas reguler, c) Model pembelajaran *team teaching*, d) Model Pembelajaran di ruang sumber, e) Modifikasi kurikulum pembelajaran.

Kata Kunci: Model Pembelajaran, Anak Berkebutuhan Khusus, Pendidikan Inklusi

A. Introduction

Education for children with special needs (ABK) through inclusive education is one way of fulfilling the right to equal education.¹ With the inclusive education program, children with special needs get the same learning facilities as other students in general.² So that the learning needs of children with special needs are accommodated by the educational goals proclaimed by the government, namely giving equal rights to every community, especially in the fields of education and learning.³ Therefore, learning must be formulated

¹ Lailatul Munawwaroh, "Analisis Peraturan Menteri Pendidikan Nasional Indonesia Nomor 70 Tahun 2009 Tentang Pendidikan Inklusif Yang Ramah Anak," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 2 (2018): 173–86, <https://doi.org/10.14421/al-bidayah.v10i2.167>.

² Grzegorz Szumski, Joanna Smogorzewska, dan Paweł Grygiel, "Attitudes of Students toward People with Disabilities, Moral Identity and Inclusive Education—A Two-Level Analysis," *Research in Developmental Disabilities* 102 (1 Juli 2020): 103685, <https://doi.org/10.1016/j.ridd.2020.103685>.

³ Bijetri Bose dan Jody Heymann, "Do Inclusive Education Laws Improve Primary Schooling among Children with Disabilities?," *International Journal of Educational Development* 77 (1 September 2020): 102208, <https://doi.org/10.1016/j.ijedudev.2020.102208>.

carefully, one of which is by choosing an appropriate and systematic learning model so that the communication of the subject matter will be conveyed properly.⁴

Learning models for children with special needs are carried out with certain models and methods according to the needs of students.⁵ Teachers as facilitators in the teaching and learning process are expected to be able to carry out their duties professionally.⁶ In teaching and learning activities the teacher becomes the executor as well as the person in charge of the implementation of learning.⁷ Therefore, teachers are expected to have complete insight into teaching and learning activities and the steps required, so that the teacher's duty to educate the nation's children can be carried out properly.⁸

The learning model is the proper and optional utilization of all the components involved in the learning process.⁹ The learning model for children with special needs certainly has its characteristics in providing learning services because it adapts to the needs of each student.¹⁰ There are several learning models used for normal students that can be used, some that cannot be used, and there are several models that can be used by making modifications. The learning process for children with special needs must respond to and recognize the different needs of students, accommodate various learning styles and speeds and ensure quality education is provided to all students through proper curriculum arrangement, good organization, selection of appropriate learning models, utilization of

⁴ Inmaculada Aznar-Díaz dkk., "Analysis of the Determining Factors of Good Teaching Practices of Mobile Learning at the Spanish University. An Explanatory Model," *Computers & Education* 159 (1 Desember 2020): 104007, <https://doi.org/10.1016/j.compedu.2020.104007>.

⁵ Mary E. Sheppard dan Rob Wieman, "What Do Teachers Need? Math and Special Education Teacher Educators' Perceptions of Essential Teacher Knowledge and Experience," *The Journal of Mathematical Behavior* 59 (1 September 2020): 100798, <https://doi.org/10.1016/j.jmathb.2020.100798>.

⁶ Jantine L. Spilt, Guy Bosmans, dan Karine Verschueren, "Teachers as Co-Regulators of Children's Emotions: A Descriptive Study of Teacher-Child Emotion Dialogues in Special Education," *Research in Developmental Disabilities* 112 (1 Mei 2021): 103894, <https://doi.org/10.1016/j.ridd.2021.103894>.

⁷ Amanda C. Fowler dkk., "Closing the Gap: A Whole of School Approach to Aboriginal and Torres Strait Islander Inclusivity in Higher Education," *Nurse Education in Practice* 30 (1 Mei 2018): 86–90, <https://doi.org/10.1016/j.nepr.2018.04.001>.

⁸ Ary Hidayati, "Strategi pembelajaran anak berkebutuhan khusus untuk peningkatan kemampuan berinteraksi sosial di Madrasah Ibtidaiyah Amanah Tanggung Turen Malang" (PhD Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2017).

⁹ Dewa Gede Hendra Divayana, P. Wayan Arta Suyasa, dan Ni Ketut Widiartini, "An Innovative Model as Evaluation Model for Information Technology-Based Learning at ICT Vocational Schools," *Heliyon* 7, no. 2 (1 Februari 2021): e06347, <https://doi.org/10.1016/j.heliyon.2021.e06347>.

¹⁰ Lia Mareza dan Nugroho, "Model Dan Strategi Pembelajaran Anak Berkebutuhan Khusus Dalam Setting Pendidikan Inklusi," *Jurnal Pendidikan Dasar Perkhasa: Jurnal Penelitian Pendidikan Dasar* 2, no. 2 (2016): 145–56, <https://doi.org/10.31932/jpdp.v2i2.105>.

learning resources. well, and raising partnerships with guardians of students and the surrounding community.¹¹

There are two models of learning for blind students based on message processing, namely deductive and inductive learning.¹² Apart from these models, individual, cooperative, and behavior modification models can also be applied. Learning models for deaf students can use classical, group, individual, cooperative, and behavior modification learning models. The learning model for mentally retarded students is to apply individual, cooperative learning and behavior modification.¹³ The learning model for disabled students is the application of learning by organizing educational places using integration (integrated), segregation (separate, and structuring a supportive learning environment. The learning model for gifted students using learning that is carried out must always be colored with speed and level of complexity, development. Emotional intelligence, modification of processes, content, and products Autistic student learning models can apply individual, group, classical, cooperative, and behavior modification learning strategies.¹⁴

Other learning models in inclusion settings in schools can employ a variety of models, concerning the true principle of inclusion, namely the fulfillment and equity of education in schools. Learning models and strategies for children with special needs in inclusive schools can use several ways such as the explanation in the special guidebook for the implementation of inclusion, including using remedial teaching for students who are a slow learner (slow learning), team teaching for hyperactive students, peer tutors for mentally retarded students.¹⁵

The manifestation of learning that has been stated in the special guidelines for organizing inclusion has become a reference and benchmark for various regions in implementing inclusive schools.¹⁶ One government that is consistent in the inclusive school program is Gresik district.¹⁷ One of the efforts of the Gresik district government to achieve

¹¹ Abdul Rahim, "Pendidikan Inklusif Sebagai Strategi Dalam Mewujudkan Pendidikan Untuk Semua," *TRIHAYU: Jurnal Pendidikan Ke-SD-an* 3, no. 1 (2016).

¹² Oki Dermawan, "Strategi pembelajaran bagi anak berkebutuhan khusus di slb," *Psymphatic: Jurnal Ilmiah Psikologi* 6, no. 2 (2013): 886–97.

¹³ Zhipeng Deng dan Qingyan Chen, "Reinforcement Learning of Occupant Behavior Model for Cross-Building Transfer Learning to Various HVAC Control Systems," *Energy and Buildings*, 2 Maret 2021, 110860, <https://doi.org/10.1016/j.enbuild.2021.110860>.

¹⁴ Yusuf Narendra, "Strategi Pembelajaran Matematika Pada Anak Autis Di Sekolah Luar Biasa (Studi Kasus Di Sekolah Mitra Ananda Colomadu Karanganyar)" (PhD Thesis, Universitas Muhammadiyah Surakarta, 2012).

¹⁵ Depdiknas, "Pedoman Khusus Penyelenggaraan Pendidikan Inklusif (Manajemen Sekolah Penyelenggara Pendidikan Inklusif)" (DEPDIKNAS DIRJEN Manajemen DIKMEN dan DIKDAS SLB, 2011).

¹⁶ Reno Fernandes, "Adaptasi Sekolah Terhadap Kebijakan Pendidikan Inklusif," *SOCIUS* 4, no. 2 (2018): 119–25.

¹⁷ Wiwik Afifah dan Syofyan Hadi, "Kebijakan Pemenuhan Hak Pendidikan Disabilitas di Jawa Timur," *Prosiding Semnas PPM 2018* 1, no. 1 (2018): 1552–62.

maximum inclusion is by sending teachers and managers of inclusive schools to attend training in Australia.¹⁸ This activity was facilitated by the provincial government of East Java.¹⁹ East Java Province pays great attention to inclusive education, this is evidenced by the issuance of regulation by the Governor of East Java concerning the implementation of inclusive education in East Java province and collaborating with the Australian government in increasing the competence of inclusive teachers.²⁰ East Java Province received scholarship assistance from the Australian government, sending teachers and managers of inclusive schools for short training. In 2015 East Java sent 15 teachers and in 2016 sent 18 teachers and lecturers to Australia to receive this training.²¹

As a manifestation of the Governor's regulation on the implementation of inclusive education, the provincial government provides opportunities for district and city governments to implement inclusive education. One of these districts/cities the Gresik district, since 2013 Gresik district has 37 inclusive schools spread across all regions of the district.²² Schools that are pilot projects in the implementation of inclusion in Gresik district are Mriyunan Sidayu Public Elementary School (SDN) and Tlogopatut Gresik Public Elementary School (SDN) 1.²³ The two schools are the pioneers of other schools in implementing inclusion. Even SDN Mriyunan Sidayu Gresik as the organizer of inclusion was chosen because preliminary observations found that the school had been implementing an inclusion program since 2003 before the issuance of Permendiknas No. 70 of 2009.²⁴

Therefore, researchers are interested in researching Gresik Regency, especially in schools that are pilot projects in Gresik Regency, namely SDN Mriyunan Sidayu Gresik or now changing to UPT SDN 263 Gresik and SDN 1 Tlogopatut or now changing to UPT SDN 13 Gresik. To know the aim of knowing the learning models applied to children with special needs in the two schools. And the results of the research can contribute ideas for other inclusive schools.

¹⁸ Danu Bhirawa, "25 Guru Inklusif Dapat Beasiswa Ke Australia," *Bhirawa Online*, 3 Juli 2014, <https://www.harianbhirawa.co.id/25-guru-inklusif-dapat-beasiswa-ke-australia/>.

¹⁹ Adi Sucipto, "Australia Bantu Tangani Tunarungu di Gresik," *Kompas.com*, 22 November 2011, <https://edukasi.kompas.com>.

²⁰ Danu Bhirawa, "25 Guru Inklusif Dapat Beasiswa Ke Australia."

²¹ Innik Hikmatin, Chief technical officer, Peran Pemerintah dalam Pelaksanaan Pendidikan Inklusi di Kabupaten Gresik, Interview, 16 Maret 2020, Kepala Unit Pelaksana Teknis (UPT) Resource Centre Kab. Gresik.

²² cemanie, "37 Sekolah Inklusi Tersebar di Kabupaten Gresik," KASKUS, diakses 6 Maret 2021, <https://www.kaskus.co.id/thread/5242b6cc8227cf456e000000/37-sekolah-inklusi-tersebar-di-kabupaten-gresik>.

²³ Innik Hikmatin, Chief technical officer, Interview.

²⁴ Prayoga Ardi Pradana, "Perancangan Fasilitas Pendidikan Inklusif (Anak Autis Dan Anak Normal) Di Kabupaten Gresik" (undergraduate, Universitas 17 Agustus 1945, 2018), <http://repository.untag-sby.ac.id/743/>.

B. Literature Review

1. Special Needs Children

Children with Special Needs (ABK) are defined as children who need special education and services to fully develop their human potential. In the past, ABK was called an extraordinary child, in the world of education, the word extraordinary describes the term for children who have unnatural deficiencies or limitations like people in general. Limitations are owned in the form of physical, psychological, social, and emotional limitations.

Types of Children with special needs include:

a. Mentally Disabled

American Association in Mental Deficiency (AMMD), states that mental retardation is a disorder that includes general intellectual function below average, the IQ of the mentally retarded is below 84 based on tests and appears before the age of 16 years. Meanwhile, according to the Japan League for Mentally Retarded, the intellectual function is sluggish, namely an IQ of 70 and below based on standard intelligence tests and occurs during the developmental period, namely the period of conception to the age of 18 years.²⁵

b. Slow Learner

Children who have intellectual potential slightly below normal children, but not including mentally retarded children, usually have an IQ of 80-85. In some cases, these children experience obstacles or delays in thinking, responding to stimuli, and the ability to adapt, but they are better than children with mental retardation. They need more time to learn than their peers, so they need special education services.²⁶

c. Hyperactive

Attention Deficit Hyperactivity Disorder (ADHD), which is then often referred to as hyperactivity, is used to express a person's behavior pattern that shows an attitude of not wanting to be silent, not paying attention, and being impulsive. If defined in general terms, ADHD is a condition of children who show symptoms (characteristics or symptoms) of lack of concentration, hyperactivity, and impulsivity that can cause an imbalance in most of their life activities. ADHD is not always accompanied by hyperactivity disorder, therefore the meaning of ADHD in Indonesia is commonly translated into attention deficit disorder with and without hyperactivity (GPP/H). Children with ADHD or ADD often overlap with other conditions, such as dyslexia (dyslexia), dyspraxia, and oppositional defiant disorder (OOD).²⁷

²⁵ Nandiyah Abdullah, "Mengenal anak berkebutuhan khusus," *Magistra* 25, no. 86 (2013): 1.

²⁶ Nurul Hidayati Rofiah dan Ina Rofiana, "Penerapan Metode Pembelajaran Peserta Didik Slow Learner," *NATURALISTIC: Jurnal Kajian Penelitian Pendidikan dan Pembelajaran* 2, no. 1 (2017): 94–107.

²⁷ Muhammad Sugiarmin Mifbaihaqi, *Memahami dan Membantu Anak ADHD* (Bandung: Refika Aditama, 2012).

d. Physical Disability

Physical limitations for children with special needs can be in the form of physical disabilities, for example not having hands or feet, eyes cannot see, ears cannot hear and the like.²⁸

2. Learning Model

The learning model of mild mentally retarded children who study in public schools will be different from the model of mentally retarded children who study in special schools. Learning model that can be used in teaching mentally retarded children include: Learning model individual, cooperative learning, behavior modification.²⁹ Mentally retarded children experience obstacles and intellectual mental development retardation is far below the average so that they experience difficulties in doing academic, communication, and social tasks. Children with mental retardation require special needs education services that are by the characteristics of the child. The learning strategies that can be given to mentally retarded children are; cooperative learning and peer tutor. Learning model for hyperactive children can use the learning model; team teaching, peer tutor, learning in special room, individual learning, behavior modification.³⁰

The learning model carried out by educators for children with special needs, namely; 1) The in and out model, this method is intended for special needs children where at certain times of learning they can enter and leave classes in certain lessons in regular classes. 2) The two-teacher model is the use of two educators who accompany the teaching and learning process, namely the special assistant educator and the class teacher or the teacher in the field of study. 3) The Full Inclusion model is a learning model for ABK who participates in full learning together with regular class students in the same class. 4) The Rejection of Inclusion model is a learning model in which ABK learns separately from regular students.³¹

3. Inclusive Education

Inclusive education is defined as an educational institution that accepts students regardless of the limitations of students, whether the students have special needs or not, they will be served to receive education together in one place. Inclusive education according to the directorate of special education and special services is an educational service system that provides educational facilities for all children to carry out joint

²⁸ Rosemarie Garland Thomson, *Extraordinary bodies: Figuring physical disability in American culture and literature* (Columbia University Press, 2017).

²⁹ Depdiknas, "Pedoman Khusus Penyelenggaraan Pendidikan Inklusif (Manajemen Sekolah Penyelenggara Pendidikan Inklusif)."

³⁰ Heidi M. Feldman dan Michael I. Reiff, "Attention deficit-hyperactivity disorder in children and adolescents," *New England Journal of Medicine* 370, no. 9 (2014): 838-46.

³¹ Linda G. Castillo dkk., "Gender matters: The influence of acculturation and acculturative stress on Latino college student depressive symptomatology.," *Journal of Latina/o Psychology* 3, no. 1 (2015): 40.

learning in public schools with consideration of individual characteristics so that the development of children's potential can be carried out optimally.³² The existence of inclusive children who are in regular classes will be of the view that these children are not different from other children, especially in developing social competence and improving life skills. This can be seen during teaching and learning, namely when inclusive children do assignments with other normal children.³³

Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. In other words, all students regardless of their needs are allowed to live and work together in a common environment. Inclusive education is an education system that respects that humans: 1) Creations that have their unique differences and characteristics, 2) respect and appreciate that individuals are part of society, 3) humans are created to build a society, so that differences and Religion is a sign that society is normal.³⁴

C. Methods

This study used a qualitative descriptive approach design. Researchers tried to describe the findings in the field based on data and facts from interviews, observations, and documentation that have been collected. Data was obtained from the results of observations, interviews, and review of documentation. This research was carried out in Gresik Regency, especially in schools that are pilot projects in Gresik Regency, namely SDN Mriyunan Sidayu Gresik or now it has changed to UPT SDN 263 Gresik and SDN 1 Tlogopatut or has now changed to UPT SDN 13 Gresik. In the process, interviews were conducted with seven primary data sources, namely the head of the Gresik district resource center as the implementing unit that houses inclusive schools, the principal, the teacher in charge of the inclusion program, and the special companion teacher (GPK) for the inclusive class, at SDN 263 Gresik and SDN 13 Gresik. Furthermore, the researchers conducted a study and matched the interview documents, observations, and facilities owned by each school to support the learning process of children with special needs. The researcher carried out the analysis by reducing the data by sorting and equating the data obtained into groups, then presenting the data by describing and making the essence of the interrelated data so that the researcher could conclude. Furthermore, the researcher verified the data if the concluded data was temporary or there was a change if it was not accompanied by valid and consistent

³² Margeum Kim, Marissa D. King, dan Jennifer Jennings, "ADHD Remission, Inclusive Special Education, and Socioeconomic Disparities," *SSM - Population Health* 8 (1 Agustus 2019): 100420, <https://doi.org/10.1016/j.ssmph.2019.100420>.

³³ Dalit Contini dan Guido Salza, "Too Few University Graduates. Inclusiveness and Effectiveness of the Italian Higher Education System," *Socio-Economic Planning Sciences* 71 (1 September 2020): 100803, <https://doi.org/10.1016/j.seps.2020.100803>.

³⁴ Geoff Lindsay, "Inclusive Education Theory and Practice: What Does This Mean for Paediatricians?," *Paediatrics and Child Health* 28, no. 8 (1 Agustus 2018): 368–73, <https://doi.org/10.1016/j.paed.2018.06.002>.

evidence. In the final stage, the researcher concluded from the final data and discusses the findings by analyzing the answers to the research problems.³⁵

D. Findings

This research found out learning models applied in SDN 013 Gresik and SDN 236 Gresik. There are five major learning models applied to both. They are Individual learning modes, pull-out models, team teaching models, learning models in the resource room, and learning models with curriculum modification. The explanation is as below:

1. Individual Learning Model

The individual learning model is applied to all student with special needs who attend SDN 263 and SDN 13 Gresik, this individual learning refers to the Individual Education Program (PPI) that has been arranged before students enter school. PPI aims to meet the needs of student with special needs in terms of education in schools.³⁶

Learning for mentally retarded students who study in public schools can be done using individual learning, individual learning processes are carried out to increase students' knowledge in academic and non-academic fields.³⁷ Individual learning is carried out outside of classical learning. The implementation of individual learning is considered very effective in learning because students have more study time. Students who have certain interests, talents, and skills outside of academic talents will be given special guidance to increase their interests, talents, and skills. For example, there are mentally retarded students at SDN 263 Gresik who are good at reading poetry, so they will be given a special additional class to train them in poetry reading skills.³⁸ ABK who experience obstacles in terms of academics will carry out remedial activities, remedial activities will be carried out after or before classical classes are held. The provision of remedial is based on the student's Individual Education Program (PPI).³⁹ Each student has an individual program that varies according to their individual needs. Individual learning that refers to the Individual Education Program (PPI) can help make it easier for teachers and student with special needs to carry out the learning process, in PPI all individual learning plans for student with special needs are clearly and in great detail what the learning objectives for student with special needs while in school.

³⁵ Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2014).

³⁶ Suyanti, Head of Inclusion Program, Pembelajaran yang dilakukan di SDN 13 Gresik, Interview, 19 Maret 2020, SDN 13 Gresik.

³⁷ Fahimmatul Ilmiyah, GPK, Pembelajaran yang dilakukan di SDN 263 Gresik, Interview, 21 Maret 2020, SDN 263 Gresik; Suyanti, Head of Inclusion Program, Interview.

³⁸ Badrut Tamam, Head of Inclusion Program, Pembelajaran yang dilaksanakan di SDN 263 Gresik dan SDN 13 Gresik, Interview, 20 Maret 2020, SDN 263 Gresik.

³⁹ Suyanti, Head of Inclusion Program, Interview.

2. Pull Out Model (Classical Learning)

The next learning strategy that can be applied to students with special needs is the pull-out learning model.⁴⁰ This learning is carried out by gathering ABK students and regular students into one. Learning in regular classes aims to increase the motivation of children with special needs in learning and to train children with special needs in socializing with friends in class. So that students can take lessons comfortably with regular friends in class.⁴¹ The use of the pull-out learning method aims to train the social aspects of students so that they feel valued and respected because they are not distinguished from regular students.⁴² Likewise, regular students can help students with special needs if they experience difficulties in learning.⁴³ With regular classroom learning or classical learning, all students have the opportunity to participate fully in-class activities, regardless of limitations, shortcomings, race, and other characteristics.⁴⁴

3. Team Teaching Learning Model

Team teaching learning is carried out by two teachers in one class, usually this learning is done when the class is studying extracurricular subjects such as English or Islamic Religious Education subjects (PAI).⁴⁵ In practice, learners as a team are carried out by two people, namely, class teacher who do not teach at certain subject hours, so they can help the subject teacher in the class to supervise and assist the student with special needs.⁴⁶ Where the class teacher who provides assistance in the class is assigned as Special Assistance Teacher (GPK). Due to the limitations of GPK in SDN 263 and SDN 13 Gresik, class teachers are also given additional assignments as GPK.⁴⁷ Team teaching learning is quite effective in inclusive schools, because the teacher is the one who delivers the material and GPK monitors the condition of students in the classroom.⁴⁸

⁴⁰ Badrut Tamam, Head of Inclusion Program, Interview.

⁴¹ Sugi Hermanto, GPK, Pembelajaran Anak Berkebutuhan Khusus di SDN 13 Gresik, Interview, MAet 2020, SDN 13 Gresik.

⁴² Suyanti, Head of Inclusion Program, Interview.

⁴³ Fahimmatul Ilmiyah, GPK, Interview.

⁴⁴ Mareza dan Nugroho, "Model Dan Strategi Pembelajaran Anak Berkebutuhan Khusus Dalam Setting Pendidikan Inklusi."

⁴⁵ Suyanti, Head of Inclusion Program, Interview.

⁴⁶ Fahimmatul Ilmiyah, GPK, Interview.

⁴⁷ Fahimmatul Ilmiyah, GPK; Suyanti, Head of Inclusion Program, Interview.

⁴⁸ Badrut Tamam, Head of Inclusion Program, Interview.

4. Learning Model in the Resource Room

The learning model with learning in the resource room is learning that is fully implemented in a special room owned by the school. The learning process in the resource room means that special needs students study full time in a special room on a certain day, this is done to provide full service for ABK students. The learning schedule is divided into several periods in one day.⁴⁹ Learning that is carried out in the resource room uses the 2013 curriculum which has been specially modified for ABK students.

The learning rooms at SDN 263 and SDN 13 Gresik have two types of rooms. The first room is the classical learning room, where this classical room is used if joint learning between regular students and students with special needs takes place. The second room is the resource room, the resource room used in both schools has facilities that are very supportive of learning.⁵⁰ Some of the facilities that the school has in the resource room are webs that can be used by students to train their motoric, sensory, dexterity and skills, these tools are specifically designed to help students who have special needs with autism, hyperactivity, and students with other motor impairments. The bathroom is specially designed to make it easier for student with special needs in doing activities to urinate, defecate and clean themselves. The classroom terrace is installed with a guiding block to provide assistance for blind students in doing activities outside the classroom. The use of articulation mirrors which are useful for teaching deaf student to learn language orally according to articulation, and culinary facilities to develop students' abilities and student independence.⁵¹



Figure 1
The webs for motoric development.⁵²

⁴⁹ Badrut Tamam, Head of Inclusion Program.

⁵⁰ Observation, "learning facilities in the resource room" (Gresik, 2020).

⁵¹ Observation.

⁵² Observation.

Figure 1 show the existence of supporting facilities such as spider webs can help and make it easier to provide space for students who have obstacles to motor function. Motoric skills are needed by all students, especially students with special needs. By practicing movements to build students' motor skills, it is hoped that students will be trained and accustomed to making directed movements. Motoric skills function to coordinate every movement that occurs in a person so that the movements carried out have a clear purpose.⁵³



Figure 2
The bathroom is specially designed.⁵⁴

Figure 2 shows the availability of facilities that are very important in learning the independence of students with special needs. One such facility is a bathroom specifically designed for use by students with special needs. This bathroom serves as a place to train the independence of students, especially students with blind and quadriplegic. The special design of the bathroom provides a sense of security for students, so students do not worry about slipping and falling in the bathroom. Learning in the resource room is very effective and efficient in inclusive schools.⁵⁵ Activities in the resource room adjust to the needs and circumstances of students, so that students learn according to their ability level. In the resource room, ABK students are given special servants according to their individual needs.

5. Learning Model with Curriculum Modification

The learning model by means of curriculum modification aims to facilitate the fulfillment of the learning needs of students in inclusive schools. The activities carried

⁵³ Dwipa Handayani dan Hendarman Lubis, "Perancangan aplikasi media pembelajaran untuk melatih motorik anak berkebutuhan khusus (Autis) berbasis Android," *Jurnal Rekayasa Informasi* 8, no. 2 (2019): 88–93; Rahmah Ramadhani, "Metode Sensori Integrasi Bermedia Papan Titian Modifikasi Terhadap Kemampuan Motorik Kasar Anak Autis di Sekolah Anak Berkebutuhan Khusus," *Jurnal Pendidikan Khusus* 3, no. 3 (2013).

⁵⁴ Observation, "learning facilities in the resource room."

⁵⁵ Suyanti, Head of Inclusion Program, Interview.

out in the simple example modification learning are determining competency standards (SK) and Basic Competencies (KD) that are in accordance with the abilities and obstacles of students.⁵⁶ The learning material presented in the learning process of special needs students has content that is needed by special needs students. Because every student's needs are different even though they are in the same class level, the content of the material must be considered by the educator. Learning modification can be done by reducing the minimum completeness criteria (KKM).⁵⁷ By decreasing the KKM score for students with special needs, it will help complete the task without neglecting student learning targets, as well as conducting evaluations by adjusting student abilities.

SDN 263 and SDN 13 Gresik use the modified 2013 curriculum.⁵⁸ Modifications made by both schools, to make it easier for student with special needs to participate in learning activities. These modifications are carried out to suit the conditions and needs of students so that students learn according to their ability level. One of the modifications made by SDN 263 and SDN 13 Gresik is to adjust the competency standards (SK) and basic competencies (KD) in the 2013 curriculum for ABK students.⁵⁹ So for ABK students, the KD adjustment that will be achieved by students is: mentioning the physical characteristics of the individual at home and school.⁶⁰ The modification of SK and KD in the curriculum used will have an impact on the learning plans and learning activities of students with special needs. Learning plans and learning activities are prepared after assessing students with special needs so that differences in the needs of students become benchmarks for learning plans and learning activities for children with special needs.

E. Discussion

The research findings showed that Individual education programs help teachers and students in teaching and learning. As stated in Farisia, individual learning which refers to the Individual Education Program (PPI) can help making it easier for teachers and children with special needs to carry out the learning process.⁶¹ In the same words, individual learning plans for children with special needs are clear and very detailed about the learning objectives for children with special needs while in school so that students can focus on learning.⁶²

⁵⁶ Parwa (Head Master), Curriculum and implementation of inclusive learning, Gresik 2020.

⁵⁷ Ismulyoso, Headmaster, Learning Models For Need Special Children in Inclusive School, Interview, 20 Maret 2020, SDN 263 Gresik.

⁵⁸ Ismulyoso, Headmaster; Parwa (Head Master), Curriculum and implementation of inclusive learning.

⁵⁹ Badrut Tamam, Head of Inclusion Program, Interview; Suyanti, Head of Inclusion Program, Interview.

⁶⁰ Sugi Hermanto, GPK, Interview.

⁶¹ Hernik Farisia, "Strategi Optimalisasi Kemampuan Belajar Anak Berkebutuhan Khusus (ABK) melalui Program Pembelajaran Individual (PPI)," *SELING: Jurnal Program Studi PGRA* 3, no. 2 (2017): 1–17.

⁶² Mohammad Taghi Farvardin dan Zahra Sadat Noori, "The Effect of Using Audio-Visual Aids Versus Pictures on Foreign Language Vocabulary Learning of Individuals With Mild Intellectual Disability," *Journal of Special Education and Rehabilitation* 17, no. 1–2 (31 Maret 2016): 16–16, <https://doi.org/10.19057/jser.2016.1>.

Individual learning programs implemented by schools can have a positive influence on the academic, cognitive, social-emotional, affective, and psychomotor development of the student with special needs in inclusive schools.⁶³ Learning with special needs using PPI will be easier because the teaching materials used are tailored to the abilities and needs of students.⁶⁴ In the individual learning process, students are invited to concentrate more and focus on the tasks and orders given by the special companion teacher (GPK).⁶⁵

SD 013 Gresik and SDN 263 also applied Learning in regular classes. Learning in regular classes aims to foster a sense of togetherness that is oriented towards being inclusive in schools so that all school members do not differentiate from one another. Inclusive-based schools are schools that combine the learning process of regular students with special needs students.⁶⁶ Inclusive-based schools are schools that combine the learning process of regular students with special needs students. This is done as an effort to instill positive values for students both academically and socially and emotionally. Regular students can help instill behavior that is always grateful for what they have, for ABK can instill independent behavior.⁶⁷ The inclusive education setting is an approach to changing the education system to accommodate a very diverse range of students, which aims to provide a sense of comfort to students and teachers with differences.⁶⁸ The basis of inclusive education is that it provides the same place and portion in learning and can actively participate in learning activities.⁶⁹

Learning for ABK students at a certain time uses the team teaching method, especially if you see the condition of students who are hyperactive, autistic, and students who have other needs that need assistance.⁷⁰ The learning aims to help children with special needs in understanding the material presented by the class teacher. GPK who accompanies ABK in class is tasked with supervising, maintaining, and providing detailed explanations of the

⁶³ Dewi Asiyah, "Dampak pola pembelajaran sekolah inklusi terhadap anak berkebutuhan khusus," *Prophetic: Professional, Empathy and Islamic Counseling Journal* 1, no. 01 (2018).

⁶⁴ Marije D. E. Huijsmans dkk., "The Relevance of Subtyping Children with Mathematical Learning Disabilities," *Research in Developmental Disabilities* 104 (1 September 2020): 103704, <https://doi.org/10.1016/j.ridd.2020.103704>.

⁶⁵ Rona Fitria, "Proses pembelajaran dalam setting inklusi di sekolah dasar," *Jurnal Ilmiah Pendidikan Khusus* 1, no. 1 (2012): 90–101.

⁶⁶ Anggun Dyah Anjarsari, "Penyelenggaraan pendidikan inklusi pada jenjang SD, SMP, dan SMA di Kabupaten Sidoarjo," *JPI (Jurnal Pendidikan Inklusi)* 1, no. 2 (2018): 91–104.

⁶⁷ Maureen A. Allwood, Debora J. Bell, dan Jacqueline Horan, "Posttrauma numbing of fear, detachment, and arousal predict delinquent behaviors in early adolescence," *Journal of Clinical Child & Adolescent Psychology* 40, no. 5 (2011): 659–67.

⁶⁸ Linda Feni Haryati dkk., "Optimalisasi Penggunaan Media Pada Anak Berkebutuhan Khusus Di Mi Nw Tanak Beak Narmada," *PROGRES PENDIDIKAN* 1, no. 2 (2020): 88–98.

⁶⁹ Zidniyati Zidniyati, "Reconstructing The Nature Of Inclusive School System In Primary School To Strengthening Inclusive Society," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 11, no. 2 (2019): 308–29.

⁷⁰ Sambira Mambela, "Mainstreaming sebagai Alternatif Penanganan Pendidikan Anak Berkebutuhan Khusus di Indonesia," *SOSIOHUMANIKA* 3, no. 2 (2010).

material being studied.⁷¹ Teams model learning is expected to provide optimal service to students with special needs when students study together in regular classrooms. With the presence of GPK and subject teachers in the classroom, it can help students with special needs to do assignments like regular student friends.⁷²

Besides individual learning model and learning regular or commonly namely learning classical model. SDN 13 and SDN 263 Gresik also applied resource room and curriculum modification. The resource room is very important in the learning process for a student with special needs in inclusive schools, in this special room students with special needs can study well according to their needs.⁷³ Special facilities such as therapy rooms, therapy tools, and qualified human resources in the field of psychology or special education are needed in the implementation of inclusive education.⁷⁴ Schools strive to provide learning facilities in various ways, including submitting requests for assistance to the education office and also collaborating with the school committee. The school committee has a very important role in improving the quality of educational infrastructure.⁷⁵ Learning carried out in the resource room in inclusive schools is expected to contribute more to the student learning process. Where in the learning process in the resource room students are not required to compete with other students. In addition to getting services according to the level of student needs, they also receive services according to their abilities, so that students focus more on increasing their knowledge, abilities, and skills in solving a problem and increasing students' abilities in independence.⁷⁶

Curriculum modification by conducting SK and KD assessments based on scientific content and then reducing it in certain parts.⁷⁷ In addition to reducing SK and KD, modifications can be made by modifying the lesson plan (RPP), adjusting the SK and KD

⁷¹ Zulfi Rokhaniawati, "Strategi Guru Dalam Proses Pembelajaran Pada Kelas Inklusi di SD Taman Muda IBU Pawiyatan Yogyakarta Tahun Ajaran 2016/2017," *TRIHAYU: Jurnal Pendidikan Ke-SD-an* 3, no. 3 (2017).

⁷² Roikhatul Janah, "The Management Of Pioneering Inclusion Class At MI Karang Kemiri Banyumas Central Java," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 11, no. 2 (11 Januari 2020): 298–307, <https://doi.org/10.14421/al-bidayah.v11i2.260>.

⁷³ Murniati AR Mustafa, "Manajemen Sarana Pendidikan Pada Sekolah Anak Berkebutuhan Khusus Di Sdlb Ytc Kutablang Kabupaten Bireuen," *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah* 6, no. 1 (2018).

⁷⁴ Asiyah, "Dampak pola pembelajaran sekolah inklusi terhadap anak berkebutuhan khusus"; Allison H. Friedman-Krauss dkk., "Child behavior problems, teacher executive functions, and teacher stress in Head Start classrooms," *Early education and development* 25, no. 5 (2014): 681–702.

⁷⁵ Abdul Basith dan Indriana Rahmawati, "Pengaruh Komite Sekolah Dalam Peningkatan Mutu Sarana Prasarana Pendidikan," *J-MPI (Jurnal Manajemen Pendidikan Islam)* 5, no. 1 (2020): 14–25.

⁷⁶ Binti Suaidah Hanur dan Sholeh Avif, "Melayani Dengan Hati: Menghapus Diskriminasi dan Segregasi antara Anak Reguler dengan Anak Berkebutuhan Khusus melalui Sekolah inklusif YBPK Kota Kediri," *Al-Hikmah: Jurnal Kependidikan Dan Syariah* 6, no. 2 (2019): 27–40.

⁷⁷ Abdul Salim, "Pengembangan Model Modifikasi Kurikulum Sekolah Inklusif Berbasis Kebutuhan Individu Peserta Didik," *Jurnal Pendidikan dan Kebudayaan* 16, no. 7 (2010): 21–34.

that have been analyzed in the curriculum. The adjustment of SK and KD in the RPP for ABK students must contain the PPI elements that have been compiled during the assessment of ABK students. Because learning objectives are formulated based on KD which can be observed and measured.⁷⁸ An example of modifying the curriculum on KD is, if the general student in the first grade is regular, with the Pancasila and Citizenship Education (PPKn) subject, where the KD that students must achieve is to recognize the diversity and individual characteristics at home and school.⁷⁹ Evaluation activities are carried out according to the needs of students, namely by looking at the strengths and weaknesses of students, for example, students who cannot read and write, then the evaluation is carried out by assessing the attitudes and behavior of students.⁸⁰

F. Conclusion

Research findings show that individual learning models, pull-out learning models, team teaching-learning models, learning models in the resource room, and learning models with curriculum modifications, provided many benefits. These benefits, among others, can have a positive influence on the academic, cognitive, social-emotional, affective, and psychomotor development of children with special needs in inclusive schools. Train the social aspects of students, so that they feel valued and respected because they are not distinguished from regular students. Fostering a sense of togetherness that is inclusively oriented in schools, so that all school members do not discriminate from each other, for regular students it can help instill behavior that is always grateful for what they have. Another benefit is helping children with special needs in understanding the material presented by the teacher in class. In addition to receiving services according to the level of needs, students also receive services according to their condition, so that students are more focused on increasing their knowledge academic, skills in solving a problem, and improving students' abilities in independence.

⁷⁸ Indah Putri Pratiwi, "Manajemen Pelaksanaan Modifikasi RPP Pada Sekolah Inklusi SDN Semangat Dalam 2 Banjarmasin," 2020.

⁷⁹ Indriana Rahmawati dan Abdul Basith, "The Implementation of Multicultural Education on the 2013 Curriculum at YPPSB Elementary School East Kutai," *Tarbiyah: Jurnal Ilmiah Kependidikan* 9, no. 1 (2020): 32–41.

⁸⁰ Wendelien Vantieghem dkk., "Professional Vision of Inclusive Classrooms: A Validation of Teachers' Reasoning on Differentiated Instruction and Teacher-Student Interactions," *Studies in Educational Evaluation* 67 (1 Desember 2020): 100912, <https://doi.org/10.1016/j.stueduc.2020.100912>; Richard M. Shewchuk dkk., "Trait influences on stress appraisal and coping: An evaluation of alternative frameworks," *Journal of Applied Social Psychology* 29, no. 4 (1999): 685–704.

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