

Inclusive Education Training For Non-Special Education Primary School Teachers

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ABSTRACT

Inclusive education services aim to provide educational services for every child without exception. This article aims to describe the implementation of inclusive education training for teachers of primary schools / madrasahs ibtdaiyah non-special education. The methodology of this study is descriptive qualitative. Jumlah su bjekresearch as many as 12 teachers from 5 people from elementary schools and 7 teachers from ibtdaiyah madrasahs. The study is divided into four stages. The initial stage of case analysis, the second stage of designing solutions, the third stage of applying training and learning materials, and the fourth stage of conducting evaluations. The information obtained by this training shows that there is an increase in learning services provided by teachers in the form of identification of the needs of abk students, the design of individual learning programs (PPI), and the implementation of student learning services. Abk which focuses on learning objectives not on the achievement of learning materials.

ABSTRAK

Konsep layanan pendidikan inklusif bertujuan menyelenggarakan layanan pendidikan bagi setiap anak tanpa pengecualian. Artikel ini bertujuan untuk mendeskripsikan pelaksanaan pelatihan Pendidikan inklusif bagi guru sekolah dasar/ madrasah ibtdaiyah non-pendidikan khusus. Metodologi penelitian ini adalah kualitatif deskriptif. Jumlah subjek penelitian sebanyak 12 orang guru yang berasal dari 5 orang dari sekolah dasar dan 7 orang guru yang berasal dari madrasah ibtdaiyah. Penelitian ini dibagi menjadi empat tahapan. Tahap awal analisis kasus, tahap kedua merancang solusi, tahapan ketiga menerapkan pelatihan dan materi pembelajaran, dan tahap keempat melakukan evaluasi. Hasil yang diperoleh pelatihan ini menunjukkan bahwa terjadi peningkatan layanan pembelajaran yang diberikan guru berupa identifikasi kebutuhan siswa ABK, rancangan Program Pembelajaran individual (PPI), dan implementasi layanan pembelajaran siswa ABK yang menitikberatkan pada tujuan pembelajaran bukan pada ketercapaian materi pembelajaran.

1. INTRODUCTION

Inclusion is a multi-dimensional concept that combines the assessment of difference and diversity, as well as considerations of human rights, social justice and equal opportunity (Zabeli et al., 2021). The government regulates the implementation of inclusive education through Permendiknas No. 70 of 2009 that each district/city government appoints at least 1 (one) elementary school and 1 (one) junior high school in each sub-district and 1 (one) secondary education unit to provide inclusive education that must accept students. However, not all districts/cities carry out this mandate. Schools that provide inclusive education services are still very limited in number.

Inclusive education can be defined as an educational approach that proposes schools in which all students can participate and all are treated like valuable members of the school (Moriña, 2017). It is an educational philosophy and practice that aims to enhance the learning and participation of all students in the same educational context. Inclusive education is understood as an unfinished process and belief system that poses a challenge to any situation of exclusion (United Nation, 2008; Zagona et al., 2017) Inclusive education is recognized as a human right and a basis for a just and equitable society (Haug, 2017; Stubbs, 2008).

Inclusive education focuses on the need to provide a high-quality educational response for all students, improving practices that lead to full participation (Messiou et al., 2016). In inclusive philosophy, diversity is understood in a broad sense consisting of different abilities, gender differences and differences of social and cultural origin (Moriña, 2017). This distinction is seen as an advantage not as a problem. The belief is that all students, without exception, should benefit from high-quality learning and enjoy full participation in the educational system.

However, based on the observations made, there are still many teachers of elementary schools and madrasahs who only understand that inclusion education is limited to combining students with special needs such as disabilities with normal students. Even though inclusive education is not limited to this. Inclusive education is a process of implementing education that does not discriminate against students, both limbs, ethnicity, language, social, ekonomi, and religion (Daniels & Gamer, 2013; Florian & Florian, 2014; Peters, 2003). In addition to the understanding of teachers as central figures in the implementation of inclusive education that is not yet appropriate, the limited knowledge, experience, and knowledge that teachers have to accompany children with special needs (ABK) also does not exist. Teachers provide trial and error-based educational services. In fact, schools where teachers teach are referred to as inclusive schools but are very inadequately prepared. Of course, this has a negative effect on abk students, teachers, and normal students who are in these classes. Teachers do not have the capital knowledge and skills to manage classes in which there are abk and normal students. In addition, abk students are forced to normalize themselves with the material presented by the teacher. To answer these challenges, the authors conducted training provided to non-special education teachers of inclusive primary schools to have the knowledge and skills to provide inclusive education services in the classrooms they manage.

2. MATERIAL AND METHODS

The research methodology used is qualitative. The subjects of the study were 12 teacher participants from 5 people from elementary schools and 7 ibtidaiyah madrasah teachers in Langsa City, Aceh Tamiang, and East Aceh. The activity time has been running since June 15 until now (still ongoing) 2022. This activity is a training designed for four events, namely case analysis, educational service design, service implementation, and evaluation. This training took place in 2 initial meetings for the case study stage, 2 training meetings for designing educational services, 6 meetings for service implementation in their respective schools, and 2 meetings for evaluation and reflective.

3. RESULT AND DISCUSSION

The study is divided into four stages. The initial stage of case analysis, the second stage of designing services, the third stage of applying training and learning materials, and the fourth stage of conducting evaluations.

FORM MATRIKS PERENCANAAN (PLANNING MATRIX)

Nama Sekolah :

Nama PDBK :

Jenis Kelamin :

Tanggal lahir :

Kelas :

	KOMUNIKASI	INTERAKSI SOSIAL	MINAT TERBATAS DAN PERILAKU REPETITIF	KETRAMPILAN MOTORIK	PEMROSESAN SENSORI	PEMROSESAN INFORMASI
KARAKTERISTIK						
DAMPAK (RUMAH, SEKOLAH, MASA DATANG)						
STRATEGI						

Adapted from the Positive Partnerships Planning Matrix

Figure 1. planning format

In the early stages of the study, researchers conducted case studies in 4 elementary schools in Langsa City, 2 elementary schools in East Aceh, 2 schools in Aceh Tamiang and 3 ibtdaiyah madrasahs in Langsa City. Of all the teacher participants who took part in the training, none of the teachers had ever identified abk who received educational services. This identification process has a very large role in designing the learning needs of abk students. This identification is in the form of a document containing health data, screening experts (psychologists) who establish the diagnosis of what category the abk student is. (A: visually impaired; B: deaf; C: mentally impaired; D: deaf; E: impaired; F: autistic; G: Gifti; H: learning difficulties). In fact, two of the six schools where teachers come from are in charge of being references for inclusive schools in Langsa city. There are three categories of schools that provide inclusive education services: ABK is given accompanying teachers who are in public classes, ABK is given assistance during certain hours, and ABK is mixed without certain assistance.

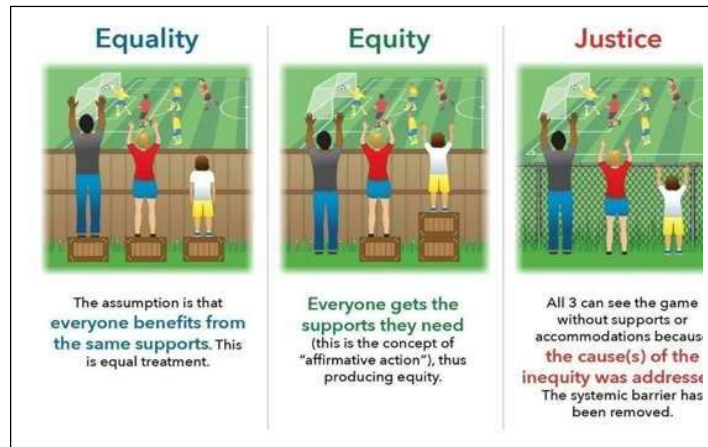


Figure 2. The concept of inclusive education

The second stage of this research is to design educational services from problems. One of the solutions offered by researchers is to provide training and guidance for the implementation of inclusive education.

The training material provided at the beginning of the training is the importance of inclusive education, what inclusive education looks like. At the second meeting, it was discussed about the types of inclusive children, the Inclusive learning model. At the third meeting, it was discussed about the learning design of inclusive education, at the fourth meeting to evaluate inclusive education. The fifth meeting designed inclusive education to be implemented.

The picture above is one of the materials from the inclusion training carried out by researchers. The picture above wants to describe the jensi of education so far that has been applied in schools, and asks the participants, which of the three pictures above is a description of inclusive education?

HASIL ASESMEN KONDISI AWAL PESERTA DIDIK	
BIODATA SISWA	
Nama	Jenar (Nama Samaran)
Kelas	VI
Guru Pembimbing	Oki Pandra, S.Pd., Gr
Tanggal di buat	21 November 2021
1	Kondisi awal peserta didik
2	Tujuan Jangka Pendek
3	Tujuan Jangka Panjang

Figure 3. Assessment format

After attending the training for two days, there are still participants who do not fully understand inclusion education. The training continued with group sessions. In this session, the participants were asked to create an inclusive learning design that they would implement later after returning to their respective schools. By filling in the format below as the basis for designing an Individualized Learning Program (PPI). The participants were asked to design inclusive learning for abk students in their respective classes by following the examples given as shown below.

At the stage of implementing the Inclusion Education service, the participants were asked to apply the inclusion learning services they had learned in the training. The results show that many teachers have actually implemented inclusive education but they are constrained in making learning designs, teachers are overwhelmed in carrying out a lot of administration (Rahmawati, 2018) because the learning design that must be made must be different for each student. The material provided for abk students must be the same as their classmates, but the indicators and learning goals must be different according to the abilities that can be achieved by the abk students.

Teachers organize services based on the results of individual identification (Sulistyo Nugroho & Minsih, 2021). Then, the PPI is compiled according to the learning needs of students. When returning to school, participants began to identify abk students who were in their classes. Teachers who have received training contact parents to be willing to take their children to a psychologist to determine the diagnosis of the type of abk experienced by their child.

Then, while in interpreting and delivering learning and learning materials, guiding normal students only teachers requires great effort. It's no secret that the teacher-to-student ratio in public school classes is inadequate. Plus very limited class facilities. From the results of the designs collected by the participants, it turned out that errors were still found. Rpp or learning design for abk students is made per meeting. Abk students use PPI, not RPP (Badiyah et al., 2020). Ideally, PPI inclusion education services are oriented towards students according to the potential and needs of students, optimizing the abilities of learners with an evaluation duration of 3 to 6 months. The emphasis taken is the purpose of learning not the achievement of the entire teaching material. If the learning objectives have not been achieved, they will not continue with other learning objectives. This is a learning cycle that is applied in the implementation of inclusive education.

Participants at the evaluation stage are asked to fill out the following rubric:

No.	Nama Siswa	Penjelasan Melalui Hasil Penelitian
	Nadiatul Hikmah	
1.	Kondisi Awal	Ananda Nadia tidak bisa membaca
2.	Hal yang dilakukan	Saya sebagai guru sudah berusaha untuk mengenalkan ananda pada huruf-huruf alphabet, saya melakukan konsultasi dengan orang tua untuk ananda lebih telat saat dijemput agar saya bisa secara khusus mengajarkan anak melalui pengenalan-pengenalan huruf
3.	Hasil	Alhamdulillah orang tua mendukung progress yang saya lakukan terhadap Nadia. Melalui cara yang saya terapkan disekolah orang tua juga membantu ananda saat berada dirumah. Ananda Nadia juga mengikuti kegiatan les yang dilakukan pada sore hari secara privat dengan memanggil seorang guru les ke rumah. Setelah kegiatan itu berlangsung selama tiga bulan ananda sudah mampu mengenal huruf dan menyambungkan tiap kata yang terlihat disekitaran ananda
4.	Respon orang sekitar	Teman-teman disekitar sangat senang ketika mengetahui ananda Nadia

Figure 4. Implementation

Pointed out that there has been a significant increase in learning for inclusive students in schools whose teachers have received inclusive education training. The teachers have begun to be able to understand the condition of the students and no longer grope about what kind of services what should be given to the abk students. The evaluation stage cannot be carried out because the short duration of the PPI is three months. At the end of October 2022, the final results can only be drawn on how participants' skills in providing inclusive education services can be drawn.

4. Conclusions

There are several important things that happen in the process of this activity. 1) Teachers become aware that if schools do not have educators who have inclusive knowledge or the facilities and infrastructure to support inclusive learning, then schools cannot force themselves to work in inclusive schools. 2) The Langsa City Education Office responded quickly to this service activity with similar activities. Dinas conducts inclusive education training for teachers from kindergarten, elementary, junior high, and high school levels. Of course, this became a success of this activity. The more teachers equipped with knowledge and skills in providing services, the better the teacher's performance in assisting abk students. So that conditions that worsen the condition of inclusion students do not occur. The feeling of discrimination and neglect no longer arises because teachers who teach are increasingly professional. Not only that, the biggest obstacle to the implementation of inclusive education does not only occur in schools. The inaccessibility of parents in accepting their child's condition makes inclusive children more depressed. So there is still a need for further training for inclusive education.

5. References

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