

Inclusive Education Learning Model for Students with Learning Difficulties

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Abstract:

This study aims to obtain data about a learning model specifically designed for children who experience learning difficulties at Tanjung Jabung Timur Public Elementary School. The research was carried out using the Research and Development method with a qualitative approach with descriptive analysis (observation and documentary studies). The population is an elementary school providing inclusive education in East Tanjung Jabung, with a sample size of 11 schools; the sampling technique used is random sampling. The research instrument used a questionnaire. The results are: 1) Not a single school uses a special learning model for children with learning difficulties, and 2) The learning model used still uses conventional learning models where children are treated the same as normal children (no learning difficulties).

Keywords:

Learning models, inclusive education, and learning difficulties.



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INTRODUCTION

Education is one of the human needs that needs to get opportunities and services, and there should be no discriminatory treatment; it must be able to reach all members of the community without exception, including children who experience learning difficulties. According to the Taber Media Dictionary (1981), learning difficulties (learning disabilities) are learning disabilities that occur in children and are manifested by difficulties in learning basic skills such as writing, reading, and mathematics. So, children with learning difficulties are children who, for one reason or another, show significant difficulties in following education in general, are unable to develop their potential optimally, and their learning achievements are below their potential, so they need special attention and services to get the best results. according to their talents and abilities. (Munawir Yusuf, 2005).

Therefore, the learning approach for children who have learning difficulties must refer to the trend of educational development for children with special needs, with a specially designed learning model. In East Tanjung Jabung, the policy for handling education for children with special needs, including children who have learning difficulties in public elementary schools, has been implemented in all schools through inclusive schools, but in reality, not all schools have implemented it. The problems are: (1) Does learning for children who have learning difficulties use an appropriate learning model? (2) Is there a special learning model for children with learning

difficulties? This study aims to obtain data regarding a learning model specifically designed for children who experience learning difficulties at Public Elementary Schools providing Inclusive Education in East Tanjung Jabung.

To find out the conditions in the field, research is carried out with the following stages: In the first year, it collects data on a learning model specifically designed for children who have learning difficulties at Public Elementary Schools providing Inclusive Education in East Tanjung Jabung. The research target in the first year is to collect data on learning models specifically designed for children who experience learning difficulties at Public Elementary Schools providing Inclusive Education in East Tanjung Jabung. In the second year, design a learning model for learning services for children who have learning difficulties in elementary schools.

METHOD

This study uses Research and Development (Research and Development) methods with a qualitative approach to the type of descriptive analysis research (observational interviews and documentary studies). The stages of research in this first year include: (1). Literature study; Collect and study reference literature that is relevant to the problem in this research, including statutory provisions as well as guidelines and implementation of inclusive education delivery school programs in the East Tanjung Jabung region. (2). Observation and data collection; Conducting observations at research sites (samples) to collect data regarding learning models for children who experience learning difficulties in 11 public elementary schools in the East Tanjung Jabung Region, through interviews with teachers, and observation. (3). Description and analysis of findings; Namely, by processing data from interviews and observations and conducting an analysis of services and learning models for children who have learning difficulties. Data is presented in a descriptive form. The sampling technique in this study was random sampling, where out of 96 public elementary schools (SD) that had implemented inclusive education in East Tanjung Jabung Region, 11 public elementary schools were selected. The respondents in this study were Special Advisors from 10 Public Elementary Schools in the East Tanjung Jabung region.

RESULT AND DISCUSSION

Inclusive Education Learning Model

a. The Nature of the Learning Model

Learning is a permanent change in behavior as a result of experience (Suprijono, 2011). Djamarah, in his book entitled Teaching and Learning Strategies, states: "Learning is a process of changing behavior thanks to experience and practice. That is, the purpose of the activity is a change in behavior, both concerning knowledge, skills, and attitudes, even covering all aspects of the organism or personality. Teaching and learning activities such as organizing learning experiences, processing teaching and learning activities, assessing processes and learning outcomes, all of which are included in the scope of the teacher's responsibilities. So, the essence of learning is change" (Djamarah, 2006).

Meanwhile, what is meant by learning simply is the product of continuous interaction between development and life experiences. The complexity that is said to be learning is the conscious effort of a teacher to teach his students (student interaction with other learning resources) in order to achieve the expected goals (Trianto, 2013). According to Rusman, learning is a system consisting of various components that are interconnected with one another. These components include: objectives, materials, methods, and evaluation, each of which must be considered by the teacher in choosing or determining learning models (Rusman, 2013).

According to Joyce in Trianto, the Learning Model is a plan or a pattern that is used as a guide in planning classroom learning or learning in tutorials and for determining learning tools, including books, films, computers, curricula and others. Trianto, 2013). According to Soekamto, et al., in Trianto, that what is meant by a learning model is "a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and functions as a guide for learning designers and teachers in planning teaching and learning activities." (Trianto, 2013). Arends' opinion in Trianto states that the term teaching model leads to a particular learning approach including its objectives, syntax, environment, and management system (Trianto, 2013).

b. Inclusive Education

Inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to participate in education together with students in general (Permendiknas Number 70 of 2009 concerning Implementation of Inclusive Education). Inclusive education is an educational service system that requires children with special needs to study in nearby schools in regular classes with their peers (Sapon-Shevin in O'Neil, 1994). Inclusive education means that schools need to accommodate the education of all children regardless of physical, intellectual, social, emotional, language and other conditions (UNESCO, 2004). So that normal children, children with special needs who have language backgrounds, ethnic minorities and from other disadvantaged conditions need to get access to education. Inclusive education is a realization of commitments related to education for all as proclaimed by UNESCO in Jomtien, Thailand in 1990.

Inclusive education aims to: (1) provide the widest opportunity for all students who have physical, emotional, mental and social disabilities or have the potential for intelligence and/or special talents to obtain quality education in accordance with their needs and abilities; (2) realizing the implementation of education that respects diversity and is not discriminatory for all students (Article 2 of the Minister of National Education Number 70 of 2009 concerning Implementation of Inclusive Education). Meanwhile, inclusive schools are schools implementing inclusive education, namely schools that combine special and regular education services in one school system to accommodate the special needs of each student (Guidebook for Implementing Inclusive Education in East Tanjung Jabung, Education Office, 2010). An inclusive school is a school that accommodates all students in the same class. This school provides educational programs that are appropriate, challenging, but adapted to the abilities and needs of each student as well as the assistance and support that teachers can provide, so that children are successful (Stainback, 1980).

c. Difficulty learning

The definition of learning difficulties was first put forward by The United States Office of Education (USOE) in 1977, known as Public Law (PL) 94-142, which is almost identical to the definition put forward by The National Advisory Committee on Handicapped Children in 1967. This definition is cited by Hallahan, Kauffman, and Lloyd (1991) that special learning difficulties are a disorder in one or more of the basic psychological processes that include understanding and using spoken or written language. The disorder can be in the form of difficulty listening, thinking, speaking, reading, writing, spelling and arithmetic. The term includes conditions such as perceptual impairment, brain injury, dyslexia and developmental aphasia. Learning difficulties refer to a group of difficulties that are manifested in the form of real difficulties in the proficiency and use of listening, speaking, reading, writing, reasoning, or abilities in the field of mathematics (Abdurahman, 2012). Although a learning difficulty may occur in combination with other interfering conditions (eg sensory impairment, mental retardation, social and emotional barriers) or environmental influences (eg cultural differences, inappropriate learning, psychogenic factors), these barriers are not direct cause or effect (Hammill, et al., 1981).

Inclusive education in this case is an inclusive school organized to provide services for children with special needs. In this case, children who experience learning difficulties are one of several types of children who are categorized as children with special needs. Learning models in inclusive schools generally adapt to the diversity of students in the class. To obtain data regarding learning activities using a special learning model for children who have learning difficulties, an instrument was created with the following results:

Table 1. Research results of 11 public elementary schools providing inclusive education

No.	School Name	Using a special Learning Model	Using Learning Models Conventional
1.	SD Negeri 044X Rantau Rasau II	-	√
2.	SD Negeri 005X Muara Sabak	-	√
3.	SD Negeri 011X Nipah Panjang	-	√
4.	SD Negeri 033X Lagan Ulu	-	√
5.	SD Negeri 007X Parit Culum	-	√
6.	SD Negeri 001X Rantau Indah	-	√
7.	SD Negeri 029X Pangkal Duri	-	√
8.	SD Negeri 039X Sungai Lokan	-	√
9.	SD Negeri 088X Rantau Makmur	-	√
10.	SD Negeri 065X Sungai Beras	-	√
11.	SD Negeri 003x Tanjung Solok	-	√

The results of research on 11 public elementary schools providing inclusive education show that not a single school uses a special learning model for children who have learning difficulties, the learning model used still uses conventional learning models where children are treated the same as normal children (no learning difficulties). Therefore, in the second year of research, a special learning model design will be designed for inclusive primary schools for children who have learning difficulties.

CONCLUSION

From the results of a study of 11 samples of public elementary schools providing inclusive education for children with learning difficulties in East Tanjung Jabung region, no one has used a special learning model. The learning model used for children who have learning difficulties still uses conventional learning models, where children are treated the same as normal children (not having learning difficulties). As for the suggestions that the writer can recommend to the stakeholders, namely as follows;

1. For the effectiveness of learning services in Public Elementary Schools providing inclusive education for children who have learning difficulties, it is necessary to apply an appropriate learning model, namely a learning model by providing special services in the form of Special Remedial for Children who have learning difficulties by special Remedial Teachers.
2. Learning services for children who have learning difficulties in elementary schools can be classified into language learning difficulties, reading learning difficulties, writing learning difficulties and mathematics learning difficulties.
3. Elementary schools providing inclusive education should be equipped with learning facilities and infrastructure so that educational goals can be implemented and achieved.

Principals and teachers in elementary schools providing inclusive education should be provided with debriefing, training or guidance so that the implementation and goals of inclusive education can be implemented effectively.

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