

DELIVERING LESSONS IN INCLUSIVE CLASSES: A DESCRIPTIVE QUALITATIVE STUDY ON INCLUSIVE EDUCATION

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ABSTRACT

Education is a key in development since it is a gate of enhancing literacy rate of a nation and an initial step of empowerment. In development, children are the main target of education. Therefore, education should be available for all children, including those classified as inclusive ones due to their variety of disabilities. Unfortunately, inclusive education is not yet a main national issue in Indonesia despite the fact of given situation. This research was aimed to explore implementation of inclusive education at PS in which disabled students get their rights to pursue their basic education although the school does not claim itself as the inclusive education provider. The research was focused on how the principal responded to face such an issue through a policy outlining principles of handling inclusive students and on how a class teacher handled the students in day to day teaching-learning activities. Applying qualitative methodology and case study approach, the authors gained the data by conducting in-depth interviews with the Principal and class teacher who handled 4 inclusive students in his 5th grade class. The data were triangulated with participant observation and by studying documents belonging to the school. All data collection activities were conducted on line due to pandemic COVID-19. The results have revealed that the school does not have a special policy in conducting the education in terms of curriculum, lesson plan, lesson delivery strategy. However, the principal encourages all teachers to increase their competence through seminars or workshops. Co-operative efforts with parents are conducted to overcome the issuer.

Keyword: Inclusive education, Policy, Implementation of inclusive class, Elementary School

INTRODUCTION

Education is the key of development and civilization. Parents send their children to schools in order that these children bring improvement or enhancement of life in the future for themselves and society. Education, in order to make changes in life, is supposed to provide opportunity for all. In addition to this, the article of 31 of our National Constitution (*UUD 1945*) guarantees all citizens to

have basic education. However, Aulia (2012) notes that in six provinces disabled children are still classified to have no equal opportunity in education with those who are called 'normal' in this country. Lee (2009) as the Vice Director of UNESCO Office in Jakarta reminds us of significant support needs from disabled students' environments. In addition to what Lee has previously mentioned

Baglieri, S. & Shapiro, A., (2017: 11) emphasize that many physical structures, like buildings and developed public areas, shape a built world that does not always enable equal access for all.

When the children with special needs have opportunity to enhance their intellectual horizons, certainly their teachers need to possess either strategy or method in delivering their lessons. This is due to partial understanding of teachers (and the disabled's peers) in treating these disabled students daily at school (Napitupulu, 2011). Furthermore, based on the research conducted in Yogyakarta, East Java, West Java, Aceh, South Sulawesi, and DKI Jakarta, Aulia (2012) records that those provincial/local governments have not been solidly aware of this inclusive education issue. The research started in the end of 2010 and ended in the end of 2011 with the support of United States Agency International Development (USAID) dan the Ministry of Education and Culture. The local agency as the co-researcher of the project was Helen Keller International Indonesia mentioning some recommendations. One of them is increasing the competence of those regular teachers and special need ones.

This study has a concern to find out how these teachers handle these inclusive classes and deliver the materials to the disabled children. The researcher does expect that the research will find new

adaptable techniques or strategies which are suitable for those inclusive students. this study has two proposed research questions prior to proceeding to data collection to the field.

LITERATURE REVIEW

Definition of Inclusive Education
Oluka and Egbo (2014) state that the central purpose of education is to ensure that all learners gain access to knowledge, skills and information that will prepare them to contribute to communities' development and workplaces. According to Salami (2013) as cited in Oluka and Egbo (2014), in case of Nigeria, inclusive education was not the norm in their schools. Many years ago, special classes were created for students with special needs. Special educators felt that if they would just teach the students separately in smaller groups, they could help them to catch up. However, the truth is that students in segregated special education classes have fallen further and further behind. Over time, it has become apparent that inclusive education is a better way to help all students succeed. According to Obani as quoted in Oluka and Egbo (2014), inclusive education is the most current system of providing education for children with special needs. Classification of Children with Special Needs. Inclusive education is a type of education which relates to special need students. In children with special needs, there are 2 obstacles,

namely temporary and permanent obstacles. Children with temporary disabilities

who experience learning and developmental obstacles due to

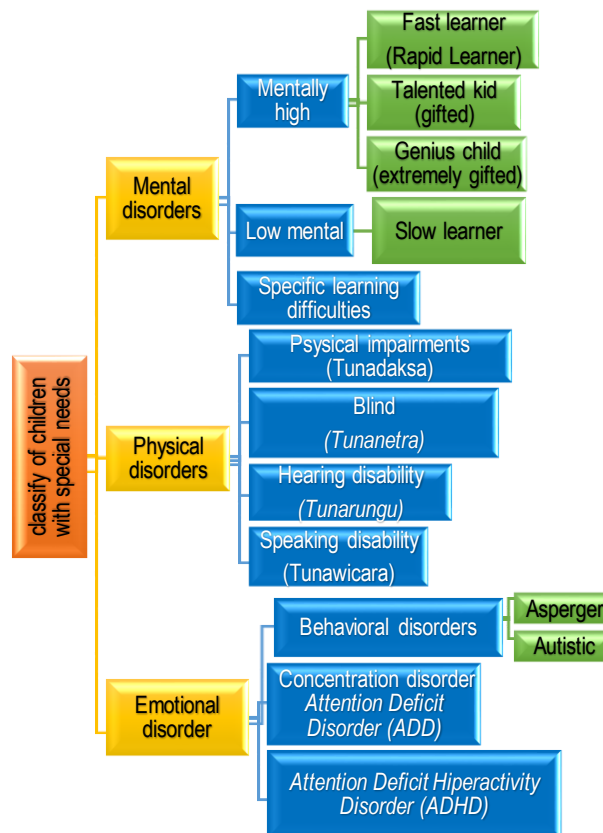


Figure 1. Classify of Children with Special Needs (Riadin, et al 2017) & (Abdullah, 2013)

Environmental conditions and situations, while permanent disabilities are caused by certain disorders (Maftuhatin, 2014). Referring to such a situation, there should be a firm comprehension on definition of special need students with their characteristics. However, Anggriana and Trisnani (2016, p.160) classify inclusive children as the following:

1. Children who are not possible to go to school but have not been to school.
2. Children who are at risk of dropping out of school due to illness or chronic diseases such as heart disease,

asthma, diseases, infected with HIV and AIDS.

3. Children who are pregnant.
4. Children who are at risk of dropping out of become victims of disaster, conflict, or which is a social problem.
5. Children from different religious groups and castes.
6. Children whose mother language, children's language funds are different from the language of instruction used in the classroom or with what books and readings are used

The purpose of Inclusive Education

Okuyibo as also cited in Oluka and Egbo (2014) emphasizes that inclusive education as a means whereby students with disabilities regardless of the nature or severity of their disabilities are put into all planning activities at general education such as school, classroom and surrounding communities. Inclusive in order words implies that a child should be unconditionally mainstreamed into the regular educational system without regard to nature and severity of his/her disability. From the above definitions so far, what we arrived at is that inclusive education represents a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and of reducing exclusion within education. Ozoji as mentioned in Oluka and Egbo (2014) further identified the goals of inclusive education as follows:

- 1) To provide education for children with diverse learning needs within their structured school community.
- 2) To make special needs children active members of the school community and then to help them achieve quality educational outcomes and to achieve social competence.
- 3) To empower children who are hitherto excluded or isolated.
- 4) To enable students to participate in mainstream education to the best of their abilities.

- 5) To build inclusive schools that can respond to diverse needs.

Hornby (2014), Dovigo (2017), Liasidou (2015), Craven (2015), and Bryer & Beamish (2019) emphasize such goals that disabled students feel being included in their learning process. Ozoji notes further that, for one, to say that inclusive education is successful, the above goals must be achieved.

Definition of Teaching Strategy

Teaching strategy consists of teaching methods and learning techniques that will ensure that learners will achieve the learning objectives. Educating learners with educational special needs in the teaching of regular education which means inclusive education (Mitchell, D., & Sutherland, D, 2020). According to Sudrajat (2018) the teaching method is a way to teach that is structured in the form of real and practical activities to achieve predetermined goals. While learning techniques according to Sudrajat (2018) a procedure to enforce a way of learning methods between students and teachers to be more specific. It can be described that the sense of learning methods and learning strategies are the same. both terms are similar in meaning in terms of a plan or way of learning, however learning techniques focus more on specific planning process of learning while the learning method is a method or stage used in the interaction between students

and educators to achieve the learning objectives that have been set in accordance with the material and mechanism of the learning method.

Teaching Strategy: Planning, Process and Evaluation The process of implementing inclusive education requires adaptation and flexibility in various fields, both in the fields of education, teaching, social, actors and culture. The relation with the learning process of implementing inclusive education is adjusted and flexible with the following:

Policy

The existence of schools as formal educational institutions plays a strategic role in the national education system. The principal as manager and leader is responsible for translating and implementing educational policies set by the government (Syafaruddin as cited Taufan and Mazhud, 2016). The principal as a leader who is able to provide explanations related to the implementation of inclusion classes at the PS.

Curriculum

School policy is a determination on the application of a modified curriculum with the aim of supporting learning. Curriculum modification becomes a program adjustment process that meets the needs of students with special needs (Suleymanov 2015, p. 17). Modification of curriculum and strategies for implement-

ing the method of interactive learning between students and teachers in the achievement of learning objectives (Hidayat and Assjari n.d, p. 4). Meanwhile, it is not necessary to modify the curriculum according to the component, but the need for modifications to the material with the children with special needs can achieve the purpose of learning (Jalanidhi 2017, p. 825).

Preparation of Teaching

Before starting the learning process, the teacher prepares for teaching using a lesson plan. This has the aim of creating systematic learning. Learning is structured by determining objectives, planning class management both physically and socially, determining and organizing the material or topic to be taught, designing learning activities, determining learning sources and media and finally making an assessment design (Isman, 2011, p.136).

1. Process of Teaching

Implementation of learning is the implementation stage of the previous learning design. These activities include: presenting the material, giving questions, using appropriate media and learning resources, then implementing the models, strategies, methods used during the learning process and building good socio-emotional relationships (Anggraeni & Akbar, 2018).

2. Evaluation

Evaluation is the process of describing, obtaining, and presenting useful information for assessing alternative decisions. In the same sense, evaluation is also defined as learning carried out to measure the level of achievement seen from the as passing grade. Learning evaluation can be carried out during learning and after learning. For students who have abilities below average, the assessment is done by comparing the achievements that have been achieved with previous achievements. Then conduct a follow up in the form of enrichment and remedies.

Theoretical Framework

Inclusive schools are education for all (EFA) where children with special needs and non-disabled children are combined to learn together without being discriminated. Therefore, it is necessary to have a school policy towards inclusive education. In the process of inclusive classroom learning, an inclusive education design is needed, such as curriculum, lesson plan, strategy and evaluation. Assessment is a measure of learning and teaching achievement by using MSR, in addition to other materials from the evaluation of remedies and enrichment.

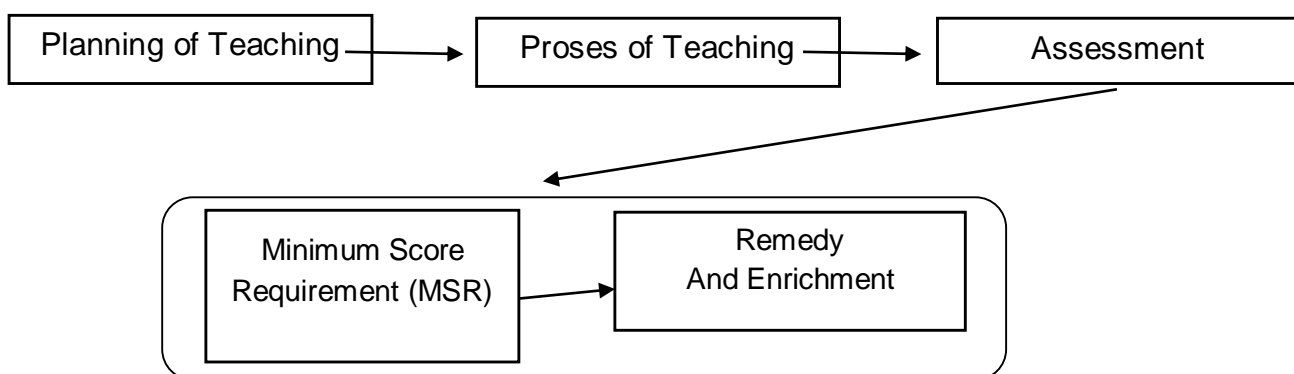


Figure 2. Theoretical Framework

RESEARCH METHOD

To explore how the teaching learning process was conducted, we conducted A qualitative research and applied case study approach for the research design (Creswell, 2014; Creswell & Creswell, 2018). We conducted participant observation (teaching students in 5th grade directly since there are 4 out of 5

inclusive students in the 5th grade) and in-depth interviews with the Headmaster and the 5th grade class teacher to collect the data sought. In addition to this, we made some notes during the observation to gain better insights on how those inclusive students were handled. By using In Vivo coding method (Saldana, 2013), we analyzed the data collected from the interviews and

memos or notes of a two week *on line* intensive-observation (due to pandemic, students and teachers were not allowed to study at school).

FINDING AND DISCUSSION

Planning for inclusive program

Inclusive education is an educational system that provides opportunities for all students with different intelligence and potential intelligence or special talents to take part in education or learning in an educational environment together with students in general as supported by the Regulation of the Minister of National Education (*Permendiknas*) no. 70 of 2009. In this regard, the PS supports regulations with the policy of the principal, but basically the PS is a regular school. At the time of admission of new students, the school conducts psychology tests and screening. Based on the results of interviews and observations, psychological tests and screening were carried out with the help of teachers who have a psychological background and were assisted by PSNC. If there are students who need special handling assistance, the school directs them to do consultation and therapy to the PSNC.

This research is also related to previous research, namely, research conducted by Taufan and Mazhud (2006) in this study researchers found that

school principals and school colleagues work together in implementing inclusive education, as well as policies on the curriculum that are used flexibly and the facilities and facilities are available. infrastructure in supporting inclusive education. The same is the case with research conducted at the PS, based on the results of interviews, researchers found that the implementation of inclusive education at the PS was supported by the principal, teaching staff, teachers and parents. However, because the PS is a regular school, they do not have a special policy in handling inclusive classes. With regard to curriculum policy, modifying the curriculum is one of the strategies for implementing learning and teaching to achieve learning objectives (Hidayat and Assjari n.d, p. 4). However, the PS does not have a special policy in handling students with special needs in the PS, they use the 2013 curriculum according to the government curriculum. This contrasts with previous theory and research, which says that modifying the curriculum helps in class strategy. Based on the results of observations and study documents, in the inclusive class there is no special learning plan, all the same as other classes, namely one sheet lesson plan as used by the government.

Related to the setting of learning and teaching in the inclusive classroom. In the policy of setting learning and

teaching in inclusive classrooms in grade 5, the principal gives freedom to classroom teachers to organize classrooms and adjusts strategies and methods in the classroom. Class teachers in grade 5 handle students with needs without the assistance of shadow teachers. In addition, the principal uses another strategy, with not too many students in the inclusive class. The principal provides the opportunity for all teachers to take part in seminars in class management, both classes with children with special needs or not. Currently their school from home (SFH) does not have a special policy for inclusive classes or students with special needs. In handling this SFH, the PS coordinates with students' parents in learning at home, especially for students with special needs in need of monitoring in learning at home.

Deliver lessons in inclusive class

In the inclusion class at PS, there are several categories of students with special needs, namely slow learner, hyperactive, Asperger and environmental factors. The initial planning of learning in class is a lessons plan. The lesson plan for the inclusion class in class 5 is no different from the lessons plan for other classes. Because President Elementary School is a regular school, they follow the lesson plan format, which is one sheet of lessons plan.

This research is related to previous research conducted by Nugroho and Mareza (2016). In this study, they found that the teacher's strategy in inclusive teaching with sitting arrangement and teaching methods makes students active in class. Similar to the PS, classroom teachers use student centered learning strategies while for the teaching method the teacher uses question and answer techniques. In addition TO THIS, the teacher also uses peer tutoring, which is the tutoring for non-inclusive students. Usually the teacher distributes groups to students then combines non-disabled students and students with needs, in this case the goal is to help students with needs in understanding the material and to assist teachers in delivering material. Furthermore, the researchers also found teacher strategies in inclusive teaching by changing seating positions and locations. Based on the results of interviews and observations made by the teacher, the teacher arranges various learning setting, for example outside the classroom, in the playground or in the yard in order to make activities more attractive Besides that, not only outside the classroom, D the teacher also change the seat arrangement but also provides no seats all to create relaxed atmosphere in teaching-learning activities.

Regarding the learning assessment, based on the results of

interviews and document studies conducted, learning evaluation is seen in the achievement of minimum score requirement (MSR). There is no specific MSR for inclusive classes, MSR is determined by teachers and school principals. As a learning evaluation material, the classroom teacher has a policy of 3 times for students with special needs for remedial and 1 time enrichment. This is due to differences in the understanding of children with special needs so that it requires repeated evaluation. In addition, teachers also provide individual education program (IEP) that are tailored to their needs and abilities.

CONCLUSION AND SUGGESTION

Based on the results of the study at the PS the researchers conclude the following things:

Planning for inclusive program

PS is a regular school where there are inclusion students in different categories. The curriculum used by schools is a curriculum that is in line with the national curriculum set by the government. Schools make MSR adjustments for non-disabled students and special needs. There are no special policies or programs implemented by schools for students with special needs but classroom teachers provide additional learning ACTIVITIES. Schools also do not limit student activities in socializing. Students with special needs get the same

treatment, so they can participate in school activities like non-disabled students. The school also sends students with special needs to take part in activities outside of school such as competitions to encourage them to appear in public and foster their self-confidence. The school conducts a screening at the beginning of student admission. FURTHERMORE, the school also monitors the development of students with special needs based on daily behavior, in the academic field based on the results of quiz tests, how students understand questions and answers, and teaching and learning activities in class.

Deliver lessons in inclusive class

There are no specific lesson plans for inclusive classes, therefore the teacher adapts teaching methods to students with special needs and changes in teaching locations. The learning and teaching process in the classroom are adjusted for students with special needs. There is no shadow teacher therefore non-disabled students help teachers to be peer tutoring when learning to students with special needs. The learning evaluation system for students with special needs requires 3 remedial times and 1 enrichment.

Suggestion for school

The school should have adaptable policy in running curriculum which accommodate inclusive and non-inclusive students. The school should provide regular

training to increase competence of teachers in handling inclusive students. The school should have comparative study with another school which inclusive students. The school should have better cooperation with PSNC

Suggestion for teacher

A teacher who has inclusive students should have regular peer sharing session with others having the same problems. A teacher of the class should have better communications with their parents

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