

Analysis of learning models for children with disabilities in inclusive education in primary schools

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Abstract

Inclusive education is important to incorporate students with special needs in an equal learning environment, although there are still challenges in providing effective education services. This study aims to analyze appropriate learning models for children with disabilities in the context of inclusive education in primary schools. The method used was descriptive qualitative, with the research subjects consisting of teachers and students in primary schools. The results showed that the application of the classical learning model and special guidance has a positive impact on the learning process of children with disabilities, with adjustments to learning strategies and materials that suit their needs. Data were analyzed through observation, interviews and document analysis, which showed the importance of collaboration between teachers, parents and other related parties in supporting the success of inclusive education. The success of the inclusive learning model depends on the model that is implemented and the support from various parties to create an inclusive learning environment. support from various parties to create an adaptive and efficient learning environment for all students.

Keywords: Learning model, children with special needs, inclusive education, teacher training, collaboration.

INTRODUCTION

Education is a fundamental right for every citizen, without exception, as guaranteed in the 1945 Constitution Article 32 paragraphs (1) and (2) and the National Education System Law Article 5 paragraph (1). This right affirms the state's commitment to providing quality education for all its citizens... Indonesia's education laws affirm the right of every citizen to quality education, without exception. This includes children with disabilities, which are defined as children with significant impairments and barriers in various aspects of their development. Therefore, modifications to special education services such as learning models are needed to meet the learning needs of children with disabilities and optimize their potential. (PERMENDIKNAS No.70, 2009) in (Mulyah et al., 2023; Warminda et al., 2022).

Inclusive education is defined as an education system that accommodates all learners without discrimination, including children with special needs. (Sri Kusuma Wardani et al., 2020; Zulkifli Sidiq, 2022).. In conducting inclusive education, there are several things to consider, namely (1) universal learning rights, (2) non-discrimination, the presence of children with disabilities should not be a reason for discrimination, separation or exclusion in the teaching and learning process, (3) equal access to education, namely all children are entitled to equal opportunities to obtain education without discrimination. Inclusive education emphasizes the full participation of all individuals in learning activities in regular classes, regardless of disability, race or other backgrounds. (Purnama Dewi et al., 2024). According to (Sugiono, 2018) in (Kaban et al., 2020) The learning model can be defined as a structured design that provides a view of the process of creating a learning situation so that there is interaction between students and learning elements. This interaction aims to cause changes or developments in students, both in terms of knowledge, skills, and attitudes. A learning model can be defined as a structured pattern or a series of systematic steps that are applied and implemented in the teaching and learning process. The main purpose of applying a learning model is to achieve learning objectives or to master predetermined competencies in a faster, more effective and efficient way. This model is implemented by integrating children with disabilities and normal children in the same class. (Jannah et al., 2021). Initially, education for children with disabilities was facilitated through special schools. However, along with the development of regulations, such as the Minister of National Education Regulation No. 70/2009 on Inclusive Education, children with disabilities are now entitled to pursue education in regular schools with other children. Inclusion is an ongoing process to respond to individual diversity in education. It involves transforming the education system to accommodate different learning needs. The main goal of inclusive education is to create a comfortable and inclusive learning environment for teachers and students, while challenging them to continue learning and developing in the face of diversity (Sastradiharja et al., 2020) in (Teguh windiarso, 2023).

Along with the development of inclusive pedagogy, many primary schools have begun to implement inclusive education programs. The success of this program depends on the school's readiness in various aspects, including educator resources, facilities and infrastructure, and appropriate learning strategies. School readiness can be seen from (1) educator resources, educators must be competent in managing inclusive classes, understand the characteristics of children with disabilities and be able to apply accommodative learning strategies, (2) facilities and infrastructure, schools need to provide infrastructure that is friendly to children with disabilities, such as accessibility, learning aids and conducive learning spaces. (Maulidiyah, 2020; Prastiwi & Abduh, 2023)..

Every school, whether inclusive or special school, is unique in the way it implements learning for its students. This is reflected in the variety of approaches, innovations and creativity practiced. The learning approach applied has a significant impact on the success of the teaching and learning process. The establishment and implementation of a well-thought-out conceptual framework for learning is an important foundation in creating an optimal learning environment in schools. This framework serves as a guide for educators in designing, implementing and evaluating the learning process. Approaching learning according to students' needs is key to creating supportive learning. This brings benefits to both educators and students.

This research aims to analyze the importance of the right learning model to be carried out in meeting student needs for the success of the learning process carried out in inclusive education in elementary schools.

METHODS

This research adopts a descriptive qualitative research method, producing descriptive data from participants who are observed. The choice of this method is based on its suitability in describing phenomena or events in detail and in depth in their original context. This approach focuses more on in-depth data collection and interpretation, and emphasizes understanding the complex context in which the phenomenon occurs. These conditions are expected to be a view of the need to extract the data needed to formulate an effective inclusive learning design at SDN Bunulrejo 1 Malang City, which is one of the schools that organizes inclusive education.

The subject of this study is the class teacher. This study used a combination of data collection techniques, namely observation, interviews and document analysis, to produce a comprehensive and in-depth picture of school conditions, inclusive learning practices implemented and the experiences of individuals involved in the inclusion process. Through observation, researchers can observe the interaction of inclusive education learning activities. Interviews with teachers will help in exploring

their views on successes, challenges and expectations related to inclusion. In addition, analysis of documents such as school policies and student progress notes can provide additional insights into the implementation of inclusion. From the data collection, the researcher can make conclusions and relate them to previous research.

RESULTS AND DISCUSSION

RESULTS

SDN Bunulrejo 1 is an inclusive primary school that has implemented adaptive learning for students with special learning needs. This adaptive learning is done by adjusting the models, strategies and materials according to the conditions and needs of each child with special learning needs. There are two models that are applied. The first is the classical model and the special guidance model. At SDN Bunulrejo 1, the main focus is on the classical learning model for all students, both regular and special needs. The individualized model is carried out as a continuation of the implementation of the classical model. Teachers will provide further learning adjustments for children with disabilities in the class.

The learning strategies applied by teachers in inclusive classes include organizing learning interspersed with question and answer methods, guessing, and educational games. There are two evaluation techniques in the inclusive class: evaluation techniques for regular children and evaluation techniques for children with disabilities. Evaluation carried out for regular children is carried out as in general, namely by giving evaluation questions that have been adapted to the curriculum, material and class. Secondly, the evaluation technique for children with disabilities is that the evaluation questions are adjusted according to the abilities of the children with disabilities. At SDN Bunulrejo 1 there is still an assistant teacher in grade 1 only. This school is still planning for a companion teacher for each inclusive class.

DISCUSSION

The effectiveness of the learning model can be seen through changes and improvements in the quality of student learning. A mature and well-structured learning model will create effective learning in schools. This shows that learning models have an important role in achieving the success of the teaching and learning process. (Yunaini, 2021). An effective learning model in inclusive education must be in accordance with the conditions and needs of children with disabilities. This will create comfort for educators, children with disabilities and the learning environment during the learning process.

Schools that provide inclusive education are schools that provide education for children with disabilities and normal students in one class. The implementation of inclusive education provides new hope for children with disabilities to receive quality formal education in mainstream schools without feeling isolated from society. In an inclusive education system, children with disabilities and normal students who participate in inclusive services are placed in the same class. This breaks the stigma that children with disabilities must be separated and treated differently from other normal students. (Trimurtini1, 2020) The implementation of inclusive education in regular schools requires a comprehensive managerial transformation to ensure its success. Schools need to create a conducive learning environment, manage heterogeneous classes effectively, implement interactive learning strategies, promote professional collaboration and resources, and involve parents meaningfully. By implementing these managerial implications, regular schools can become inclusive and welcoming places for all learners, including children with disabilities, to achieve their optimal learning potential. (Purnama Dewi et al., 2024).

Through the case study conducted at SDN Bunulrejo 1, it was found that the learning model applied was adjusted between regular students and students with disabilities using a classical learning model and a special learning model. The first is the classical model. Combining classes between regular students and students with disabilities. (Yunaini, 2021). This model involves all students, both regular and with disabilities, in the teaching and learning process in one class. This model is in accordance with the definition of classical learning proposed by (Munarmi et al., 2023). The second model, the special guidance model in inclusive schools, focuses on providing individualized learning services for students with special needs who experience learning difficulties. This service is carried out in the special guidance room by special guidance teachers (GPK) using an individualized approach and demonstration methods tailored to the unique needs and characteristics of children with disabilities. According to (Andriani et al., 2024) These special services are carried out in the special guidance room by GPK by applying an individualized approach and adapted demonstration methods. To support the process, the special guidance room is equipped with special equipment to organize special training and guidance. In special classes, there are generally several students with relatively the same degree of specialization so that it does not affect the learning carried out. The purpose of forming special classes is to prevent children from falling behind in class. Of the two models, at SDN Bunulrejo 1 the main focus of teachers is to conduct a classical learning model for all students, both regular and special needs students. The individualized model is carried out as a continuation of the implementation of the classical model. Teachers will provide further learning adjustments for children with disabilities in the class.

The learning strategies applied by teachers in inclusive classes include organizing learning by interspersing question and answer methods, guessing, and educational games. This is motivated by the existence of students with diverse cognitive levels in inclusive classes. There are two evaluation techniques in the inclusive class: evaluation techniques for regular children and evaluation techniques for children with disabilities. Evaluation carried out for regular children is carried out as in general, namely by giving evaluation questions that have been adapted to the curriculum, material and class. Secondly, the evaluation technique for children with disabilities is that the evaluation questions are adjusted according to the abilities of the children with disabilities. In this technique the teacher will give evaluation questions that are different from regular students. To adjust the evaluation questions for these children, teachers give questions in the form of drawings, coloring and simple evaluations according to the students' abilities. These two evaluation techniques are not only carried out at the end of the lesson but also during the final exams and final exams. In line with previous research, (Nila Ainu, 2022) Evaluation techniques applied by classroom teachers for inclusive classes include adjusting competencies and reducing material levels. Strategies and methods commonly used by teachers are questions and answers and discussions by applying techniques that are appropriate to the condition of the learners and circular and group seating arrangements.

The quality of inclusive classrooms can be measured by the presence of class teachers and accompanying teachers who work together synergistically. At SDN Bunulrejo, the assistant teacher for each class is planned to facilitate inclusive education in the primary school. The accompanying teacher acts as a facilitator in the learning process, especially when the class teacher experiences obstacles in delivering material or classroom management. This collaboration creates an optimal learning environment for all learners, including those with special learning needs. According to Yuwono (2020) in (Ujang Cepi, 2023) The special mentor teacher (GPK) plays a fundamental role in facilitating the inclusive learning process, working closely with classroom teachers and subject teachers to ensure all learners, including those with special learning needs, have optimal learning opportunities. Operationally, GPKs are responsible for assisting learners with special needs in the classroom, helping them to understand the subject matter and actively participate in the learning process. Outside of class hours, GPKs also play a role in providing structured individualized services based on Individualized Education Programs (IEPs) that have been designed to meet the special learning needs of each learner. In addition to classical learning in regular classes, students with special needs conduct individualized learning in small group classes in grade units 1 to 6 which are guided by the inclusion class assistant teacher at the school. The aim is to improve learning and learning development for children with special needs. The merging of several classes for children with special

needs does not affect learning. This is because there is a similar way of thinking in children with special needs.

There are potential limitations in conducting this research, namely that researchers conducted a single case study by interviewing teachers and observing learning activities. With this potential limitation, researchers complement it with previous research on the same topic. This is to complement the things that are overlapping and have not been identified by researchers. In line with previous research (Andriani et al., 2024) that class teachers and special teachers carry out learning activities flexibly in inclusive classes. The class teacher as a classical learning manager for regular students, and the accompanying teacher as a guide for children with special needs. The accompanying teacher (*shadow teacher*) plays an active role in supporting the learning process and self-development of students with special needs. The main tasks of shadow teachers are to play a central role in the success of the inclusion program, such as identifying students, preparing individualized learning programs (IEPs), communicating with parents, assisting children with disabilities directly in classroom teaching and learning activities, evaluating children with disabilities' learning progress, collaborating closely with class teachers to ensure the smooth running of the inclusive learning process, working with student care teams such as psychologists, speech therapists and counselors to provide support for children with disabilities in achieving their optimal learning potential. (Endang Yunitasari et al., 2024). Such learning activities are due to the limitations of class and subject teachers in meeting the unique learning needs of students with special needs. The lack of expertise and specialized training in dealing with children with disabilities can hinder the effectiveness of the inclusive learning process. (Mukti et al., 2023). So to support the successful implementation of inclusive classrooms, there must be active collaboration from various parties to create an education system that can accommodate the unique learning needs of children with special needs. Effective inclusive learning activities require collaboration between teachers, including class teachers, subject teachers and support teachers. This collaboration is the foundation for increasing teachers' self-efficacy in implementing appropriate learning that meets the needs of children with disabilities. (Minsih et al., 2021)..

It is evident that the learning model for children with disabilities in inclusive education in primary schools needs more focused and comprehensive efforts. The provision of training and support to teachers needs to be adequate for teachers to implement inclusive learning models so that they can face challenges and adjust teaching methods and models according to children's needs. Collaboration between teachers, parents, inclusive education experts, and children themselves is expected to create a learning model that is more effective and adaptive to the needs of children, especially children with special needs. (Madyaning Ratri & Nenden Ineu Herawati, 2024) (Madyaning Ratri & Nenden Ineu Herawati, 2024) states that the plans to realize effective inclusive education include (1) developing

the capacity of teachers by providing inclusive education knowledge and skills services; (2) socializing and educating parents of learners and the surrounding community about the concept of inclusive education, its benefits, and their role in supporting the success of children with disabilities in the school environment; (3) collaborating closely with the education office and related agencies to ensure the provision of adequate and disability-friendly facilities and infrastructure, supporting the smooth running of the inclusive learning process. (4) creating a safe school environment for children with disabilities by preventing *bullying*; (5) collaborating with special service schools such as special schools or other inclusive schools to share experiences in conducting and developing the learning potential of children with disabilities in inclusive classes. Some strategies that can be implemented include: (1) implementation of Positive Behavior Support (PBS), (2) capacity building through socialization and training, (3) optimization of collaboration between stakeholders, (4) continuous monitoring and evaluation, and (5) strong leadership. Inclusive schools can implement it through various efforts such as providing guidance to students to respect and help each other, and encouraging teachers to give positive assessments of students with special needs. (Khoirin Nisa' et al., 2023).. With these efforts, it is hoped that the next article can make a meaningful contribution to the development of learning models in inclusive education in primary schools.

This research highlights learning models in inclusive education that are appropriate and effective for children with disabilities in the context of inclusive education in primary schools, that every child without exception has the right to a quality education in accordance with their needs and potential. The results of this research can also provide benefits to the field of education and become a reference for the development of inclusive education both at the primary and secondary levels. This information on learning models for children with special needs can be a source of inspiration and guidance for education practitioners in improving the effectiveness of inclusive learning for all students, including children with special needs.

CONCLUSIONS AND SUGGESTIONS

Inclusive learning models play an important role in successful learning in schools, including for students with special needs. Based on this case study, we found an effective learning model that uses classical and specialized learning models that are tailored to the children with disabilities and classroom conditions. The materials provided for children with disabilities are also simplified and the evaluation techniques are also very different from regular students. This research demonstrates the importance of appropriate and effective learning models in the context of inclusive education, contributes to the field of education and provides a guide to improving the effectiveness of inclusive learning for all students, including children with special needs. Future researchers can also follow up this research through research activities with a larger number of subjects or different subject characteristics.

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