

## THE APPLICATION OF MODEL THEMATIC LEARNING TO BUILDING BASIC CAPABILITY FOR CHILDREN WITH SPECIAL NEEDS

**Fadhila Rachmadani**  
**Siti Murtiningsih**  
**Septiana Dwiputri Maharani**  
Universitas Gadjah Mada  
fadhila.rachmadani@mail.ugm.ac.id

### Abstract

This research aims to explore the application of thematic learning model and finding its implications to building basic capability for students with special needs. This descriptive research used a qualitative approach and the data collection technique in this research applied purposive sampling. This research on the first stage conducts a descriptive analysis of the data which is obtained from Special School Tegar Harapan, Yogyakarta, then on the second stage refers to analysis discussion towards the results on first stage using Philosophy of Education theory capability approach. The result of this research is that the thematic learning model could become an academic methodology in learning by the students in Special School Tegar Harapan. The thematic learning model also contributes to building basic capability for students in Special School Tegar Harapan, especially on a high education level. The application of model thematic learning for students Special School Tegar Harapan which has various special needs conditions can build basic capability for students according to their interests, potentials, and capabilities. The application of model thematic learning for children with special needs becomes a realization of educational philosophy in the field of special education.

**Keywords:** Model thematic learning, children with special needs, capability approach, Philosophy of Education, basic capability.

### INTRODUCTION

Education is an essential part in human life. Children could gain the knowledge and understanding of the various things through education. Education as a means of achieving knowledge also gives a contribution in improving the quality of life, because the level of knowledge one can give direction for him to continue to develop himself through his potential. Discussing about children's potential in education, not regardless of the aspect of the ability also possessed by the person concerned. Education as a medium to develop one's own potential, certainly gets a challenge when education is intended for children with special needs. Children with special needs as a part of diversity in education, have a right to get a good and appropriate education to improve their capability by adjusting to the potential they possess.

This study explores thematic learning models for children with special needs in Special School Tegar Harapan, Yogyakarta, Indonesia. This research explores how thematic learning models applied in Special School Tegar Harapan can develop basic skills of students with special needs with various conditions of each student's specific needs. The indicators in determining the basic ability of students with special needs refers to the view of Lorella Terzi (2004) on the capability approach of education for special needs children. There are seven aspects of the capability approach which is presented by

Lorella Terzi including literacy, numeracy, sociality and participation, learning dispositions, physical activity, science and technology, also personal reasoning.

Thematic learning is a learning approach that integrates various competencies from various subjects into the theme with a meaningful learning process tailored to the development of students. The learning carried out is related to the student's experience and environment. This learning emphasizes the active involvement of students, therefore the learning process applies the concept of learning by doing (Sulistiyowati & Putri, 2018: 1-2).

The aims of learning, materials, processes and evaluations are carried out changes of the existing curriculum, because the thematic learning objectives are tailored to the ability of students related to the ability to receive lessons and their language skills (Agustin, 2019: 77-78).

Discussion about education in Indonesia, it is undeniable that education for Children with Special Needs in Indonesia until now has received less attention. Children with special needs are different from normal children in general, both physically and mentally. Children with special needs have the same rights and obligations as citizens and have the same treatment, including in obtaining an education (Sudarto, 2016: 90).

Utami (2019) explained that Special School Tegar Harapan is a special education school established

by Yayasan Dusun Sendangadi, Mlati, Sleman, Yogyakarta, Indonesia. Special School Tegar Harapan is a school that has an elementary education level, middle education level, and high education level. Special School Tegar Harapan had 10 teachers and 56 students. Tegar Harapan that is located in Jalan Baru Sanggrahan, Sendangadi, Mlati, Sleman, Yogyakarta is a special school based on Curriculum 2013 that implements thematic learning models for students with various abnormalities and special needs.

Children with hearing impairment or deaf is a condition of hearing loss covering all gradations or levels of both mild, moderate, severe and very heavy weight that will result in communication and language disorders. This impairment can be classified in a lack of hearing or deafness. Hearing loss is a disorder that inhibits the process of language information through hearing, with or without the hardener, is permanent or temporary, disrupting the child's learning process. Children with mental retardation is an individual who significantly has intelligence under normal intelligence with the same or lower IQ score of 70. The directly can be classified into three groups, the group is able to students, IQ 68-78; The group is capable of training, IQ 52-55; And the group is able to care, IQ 30-40. "TunaGrahita" is a condition of mental retardation or mental repercussions due to impaired intelligence due to weak cognitive function. There are times when mental disabilities are coupled with physical defects so called double defects such as the intellectual defects they experience accompanied by vision retardation, some are accompanied by hearing loss. Other defects in addition to the defects of the intelligence that creates another term for the child is a double defect (Suharlina & Hidayat, 2010: 21-24).

Children with physical abnormalities or "Tuna Daksa" are physical disorders related to the bones, muscles, joints and the system of the skin, requiring special services. One example is Cerebral Palsy or CP which means major brain paralysis. CP is a condition characterized by poor muscle control, stiffness, paralysis and other nerve function disorders. CP is not a disease and is not progressive, which is worsening. CP can be caused by a brain injury that occurs when the infant is still in the womb, the process of childbirth, newborns, children under 5 years old. But most of the cause is unknown. Some of the cases occur due to birth injuries and decreased blood flow to the brain before, during and immediately after the baby is born. Children with autism-spectrum disorders are children experiencing developmental disorders manifested in verbal and non-verbal communication barriers, problems in social interactions, repetitive movements and stereotypes, severely disrupted by changes in of a routine, providing a response that is not appropriate to sensory stimulation (Suharlina & Hidayat, 2010: 26-29).

Thematic learning is an integrated learning that uses themes to associate multiple subjects, giving rise to meaningful learning for learners (Depdiknas, 2006: 5). Thematic learning as a concept can be said as a teaching learning approach involving several areas of study to provide a meaningful experience to learners. Thematic

learning offers a learning model that makes learning activities relevant and meaningful to students, both formally and informally, including active learning of inquiry up to the absorption of knowledge and facts passively, by empowering the knowledge and experience of the students to present it and understand the world of his life. How to pack a learning experience designed by such teachers will greatly affect the significance of the student experience and make the learning process more effective and interesting (Udin, 2006).

One of the developments of the thematic learning model is a thematic-integrative learning model which of course includes students with special needs and requires an active role of teachers to pay attention to the uniqueness of each student with special needs (Aprianti, 2018: 6). Teacher mastery of the learning model and the ways in which the teacher relates subject matter is an important point in order to achieve complete and meaningful learning for students (Jefri Adi, 2016: ix).

The teacher's duties and responsibilities are that teachers are able to describe, formulate and master materials and learning objectives to be taught students, and teachers must have a way of positive thinking about the profession it has. Besides, the teacher must be creative and skilled in providing teaching and understanding the character of students to educational goals are easier to do. Thus, the teacher will offer ease of learning for all students to develop its potential optimally (Ardian Ningsih, et al., 2017: 2). As a support for the learning process to make it more enjoyable, the learning theme must be packaged according to the needs of students in everyday life such as themes that give an understanding to students. Environmental themes and art themes are examples that can be used to support the thematic learning process so that the creativity of students could also elevate (Yunaini, 2019: 104).

Thematic learning has a standard to be considered, namely that not all lessons can be joined. Therefore, several lessons are delivered separately with separate themes. Learning activities also emphasize the ability to read, write, count, and cultivate moral values. The themes chosen are tailored to the abilities and characteristics of students such as the region, local culture, or the local environment (Gandasari 2019: 23-24).

Thematic learning as part of integrated learning has many advantages such as focusing on one particular theme, students being able to develop knowledge through basic competencies with the same theme, and understanding the subject matter more deeply and effectively (Kusmanto, et al., 2015: 118). It is one type of integrated instructional model. The integrated instructional generally includes three types, namely the connected, thematic or webbed, and integrated type. The connected type integrates subject matters from a specific discipline. The webbed or thematic type develops material from a particular subject matter, or from several subject matters or disciplines. The integrated type integrates material from several subject matters or disciplines (Suryani, et al., 2018: 23).

This research focuses on applying the thematic learning model in the Special School Tegar Harapan,

Yogyakarta, Indonesia which is given to children with special needs with various types of disorders such as hearing and speaking impairment, mental retardation problems, physical abnormalities problems, CP, autistic, also including double special needs children. This present research as a double inquiry research, firstly will be analyze the data obtained using purposive sampling techniques through poll-based interviews. Observation is done on a number of students with special needs in Special School Tegar Harapan as well as through an approach with teachers who teach the students in Special School Tegar Harapan. The analysis of this research in the second phase leads to philosophical reflection of analyzing the data obtained from the first phase of data analysis using the educational philosophy perspective of a contemporary thinker Lorella Terzi. The theory used in this second stage of analysis refers to the educational philosophy thought of Lorella Terzi about capability approach. The theory of capability approach was chosen because it is relevant with philosophy of education of children with special needs as the field of expertise of Lorella Terzi. Thus, the study intends to know that the thematic learning model can contribute in building basic capability for students with special needs in Special School Tegar Harapan in accordance with the approach of proficiency that become the educational basis in Special School Tegar Harapan.

Based on the background of this problem then the focus of this research is applied to the application of thematic learning model for students Special School Tegar Harapan with various conditions of special needs in learning and for students with special needs on elementary education level, middle education level, and high education level. The purpose of this research is to find the application of model thematic learning in Special School Tegar Harapan, Yogyakarta, Indonesia giving a contribution to building basic capability for students with special needs on each level of education. This research also had a purpose to find out is model thematic learning that applied in Special School Tegar Harapan could build basic capability for pupils with the various conditions of each special needs child.

Philosophy of education is a science which is essentially an answer to the various questions in the field of education. The essence of philosophical education is the application of a philosophical analysis of the field of education (Barnadip, 2017: 11). Philosophy of education is to prepare a philosophical concept in accordance with the national view of the nation as a conceptual foundation for the implementation of the education system to be carried out (Gandhi, 2016: 85). Educational philosophy is a philosophical rule in the field of education that describes aspects of the implementation of general philosophy and focuses on the implementation of principles and beliefs which are the basis of general philosophy in an effort to solve educational problems in practical terms (Jalaluddin & Idi, 2012: 6).

Lorella Terzi as a thinker in the field of philosophy of education, has a mindset that focuses on the dilemma between the continuity of theory and practice in the world of education for children with special needs such

as the dilemma between the concept of inclusive schools and the concept of special schools (Terzi, 2008: 83). Capability approach is one thought that could be an idea of applying a model of learning for children with special needs. Basis capability stands on point that the more complete and appropriate the elements needed in educational activities for children with special needs, the less chance of disability occurs (Warnock & Norwich, 2010: 122).

Capability approach in conducting education for children with special needs specifically addresses issues raised about the concept of special education. Capability approach is used to identify and describe children's differences and difficulties in learning. The capability approach framework can help overcome some of the learning difficulties of each student as outlined with the concept of special educational needs that identify the problems or specific forms of needs needed for a particular student (Terzi, 2008: 84-86).

## **METHODOLOGY**

This research is typically descriptive and uses a qualitative approach which refers to John W. Creswell (2007) *Qualitative & Inquiry Research Design*. This research refers to the two stages of analysis in the special education case about application model thematic learning for children with special needs in Special School Tegar Harapan, Yogyakarta. The first stage consisted of analysis of the result from data research which is taken from Special School Tegar Harapan. The second stage of research leads to the educational philosophy analysis which consists of analysis towards the description of the application of model thematic learning for children with special needs in Special School Tegar Harapan in the perspectives Lorella Terzi's capability approach.

The way to get research data that is applied purposive sampling technique that is refers to the student in Special School Tegar Harapan including three level of education: elementary education level, middle education level, and high education level. The teacher in Special School Tegar Harapan become an informat to write the description of student's capability in school. The sample selection technique holds the standard criteria according to research topic to be relevant with the theme philosophy of education. The criteria used to take samples in this study are students with special needs in Special School Tegar Harapan, Yogyakarta with the type of special needs hearing and speaking impairment, physical abnormalities, mental retardation, CP, autistic, also double special needs children. Data research is obtained through the ways observation and questionnaire based interviews. Legal archives and school documents would be complementary.

The research data in the form of a poll-based interview refers to Lorella Terzi's (2008) *Philosophy of Education theory of capability approach* that includes a number of basic capability aspects to determine the basic capability level of each of the children who became a sample in Special School Tegar Harapan. The basic

capability aspect is according to Lorella Terzi as described in Table 1.

Table 1. List of Basic capability for Educational Functionings According to Lorella Terzi's Capability Approach

Ideal Level of Basic Capability	Indicator Description
• Literacy	being able to read and to write, to use language and discursive reasoning functionings
• Numeracy	being able to count, to measure, to solve mathematical question and to use logical reasoning functionings
• Sociality and Participation	being able to establish positive relationships with others and to participate without shame
• Learning Dispositions	being able to concentrate, to pursue interest, to accomplish tasks, to enquire
• Physical Activities	being able to exercise and being able to engage in sports activities
• Science and Technology	being able to understand natural phenomena, being knowledgeable on technology and being able to use technological tools
• Practical Reason	being able to relate means and ends and being able to critically reflect on one's and others actions

This research takes a sample of 10 persons of students Tegar Harapan which includes three students in elementary education level, four students in middle education level, and three students in high education level. Each sample have a specific condition of special needs as explained in Table 2, Table 3, and Table 4.

Table 2. Type of Special Needs Children and Number of Student in Elementary Education Level Special School Tegar Harapan

Type of Special Needs Children	Number of Student
Children with hearing and speaking problems (double special needs)	1 student
Children with mental retardation problem	1 student
Children with physical abnormalities and mental retardation problems (double special needs)	1 student
Total number of students	3 students

Table 3. Type of Special Needs Children and Number of Student in Middle Education Level Special School Tegar Harapan

Type of Special Needs Children	Number of Student
Children with Cerebral Palsy and physical abnormalities (double special needs)	1 student
Children with autistic	1 student
Children with hearing impairment	1 student
Children with mental retardation	1 student
Total number of students	4 students

Table 4. Type of Special Needs Children and Number of Student in High Education Level Special School Tegar Harapan

Type of Special Needs Children	Number of Student
Children with mental retardation	1 student
Children with physical abnormalities	1 student
Children with hearing impairment	1 student
Total number of students	3 students

The procedure in this study consists of several stages. First, determine the theme to be examined in education and philosophy of education. Secondly, observing in the field with the intention to find problems in the field of education of special needs children. Third, identifying research samples along with the location of research data retrieval. Fourth, determine the appropriate educational philosophy theory to be used as a research analysis perspective. Fifth, the gathering of research libraries are books and the work of education for children with special needs and education philosophy Lorella Terzi on capability approach. Sixth, preparing tools and materials for data retrieval in the field as well as drafting a poll based on aspects of basic ability according to the view of Lorella Terzi. Seventh, collecting research data already obtained and identifying based on the group of education level. Eighth, a descriptive analysis of the discovery of research data in accordance with the specific needs of each sample taken along with the level of education that is being pursued. Ninth, the philanthropic results of research findings that have been gained by reflecting the description of research data using philosophy theory education approaches to proficiency. Eighth, after the analysis phase of the research then made conclusions from this research.

## FINDINGS AND DISCUSSION

### Analysis Towards Basic Capability of Students in Elementary Education Level Special School Tegar Harapan

The analysis in this section based on the data on Table 5. which consists of basic capability description of students in Special School Tegar Harapan by taking three samples including student with double special needs hearing and speaking impairment, mental retardation student, also student with double special needs physical abnormalities and mental retardation.

Table 5. Level Basic Capabilities and Description of Basic Capability's Student in Elementary Education Level Special School Tegar Harapan

Level Basic Capability	Student with hearing and speaking impairment	Student with mental retardation	Student with physical abnormalities and mental retardation
Literacy	Being able to write with the help of cues and memorize letters; but not being able to read	Capable of writing with assistance writing with the example of a word consisting of two words; but students are unable to read.	Being able to write letters and words, although not yet neat; student have not been able to read correctly and still need guidance
Numeracy	Capable of counting with the help of fingers or objects, and being able to count from the	Children are capable to count from number 1 to number 5, but not be able to solve	Being able to count the number 1 to 20 numbers by looking at the number sequence;

	number one to the number of tens; to solve the mathematical problem of addition and subtraction should be guided gradually and slowly.	math problems	children is be able to solve mathematical problems of addition and reduction of the range of 1 to 10	Children are able to distinguish both good and bad things, as well as able to understand the norm or etiquette applied at school.	be able to realize when rebuked by the teacher after making mistakes, the child is also able to give cues to others when someone needs help	when someone encourages him then the child will reply by pushing again
Sociality and Participation	Capable to socialize well, but given the quiet type of child then the socialization must be initiated by others first.	Students are capable of socializing well, because the child loves to chat with his friends.	Being able to get along with teachers and friends, the child has a sense of confidence in socializing.			
Learning Dispositions	Capable of completing school assignments and showing when experiencing difficulties in doing school assignments; students also have a concentration in learning.	Children are less able to carry themselves in the classroom, when the teacher asks the child to do the task and learn then the child will be splurging.	Children are able to demonstrate concentration in learning, but when they are bored then do not want to learn.			
Physical Activities	Be able to perform physical exercise activities, given the condition of the abnormalities experienced is not physically disturbing.	Students need help with sporting activities; and not being able to control body balance because children are afraid of height.	Students are capable to do the light sports such as running, throwing balls and kicking the ball slowly, given the balance of the children's body disturbed because there is a problem on the rough motoric			
Science and Technology	Capable of recognizing natural phenomena such as when cloudy and will rain, the child is able to show changes in the sky from sunny to cloudy; children are also able to turn on television and are able to operate mobile phones.	Children are be able to operate television at home, but have not been able to operate other technological tools such as mobile phones	Children capable to recognize weather changes such as hot, cold, cloudy; Children also capable to playing games on mobile phones			
Practical Reason		Children are be able to carry themselves as	Student capable to respond to a friend's actions for example			

The results of the research shown in table 5, provide an understanding that the capability of pupils at the basic education level of Special School Tegar Harapan shows a variety of basic skills. This approach to the ability of the third literacy of pupils demonstrates the ability to write and read with the help or guidance of teachers in schools using props and spelling aids. The capability approach to numerical aspects is also all three demonstrate that each pupil has an obstacle in counting the large number of numbers, as well as requiring the help of the teacher to solve the math problem. Capability approach at sociality and participation level shows that the three students are capable of getting along well, but for the deaf respondent considering the congenital character of the quiet child then socializing must be preceded by another person.

Capability approach on learning dispositions aspect shows that the capability to put them-self learning in school and the capability to concentrate is only owned by students with hearing and speaking impairment. Physical abnormalities student and mental retardation student shows an inability to place themselves while studying in school. Capability approach physical activity level shows that students of deaf and severe tuna also have no disruption in physical activities such as exercise, because of the types of abnormalities suffered by deaf children and the tuna have no negative impact on physical activity. Students with physical abnormalities and mental retardation are experiencing problems that are almost the same that are experiencing the inability to do physical activity because both have problems on body balance. Capability approach in the science and technology aspect shows that all three students are able to operate their mobile phone at a modest level. Knowledge of the generally understandable weather changes is able to distinguish various kinds of weather such as hot, cold, cloudy, and rainy. Capability approach at practical reasoning aspect suggests that the three disciples were able to distinguish the good and the bad both the doing and the ones from others, but the child who can respond to the deed through sleep in accordance with His ability was a disciple of the directly and the disciple of physical capabilities.

**Analysis Towards Basic Capability of Students in Middle Education Level Special School Tegar Harapan**

Analysis in this section based on data Table 6. which contains a description of basic capability students on middle education level Special School Tegar Harapan by

taking 4 samples, including students with double special needs Cerebral Palsy (CP) and mental retardation, autistic student, student with hearing problems, also mental retardation student.

Table 6. Level Basic Capabilities and Description of Basic Capability's Student in Middle Education Level Special School Tegar Harapan

Level Basic Capability	Student with Cerebral Palsy (CP) & mental retardation	Student with Autistic	Student with hearing impairment	Student with mental retardation
Literacy	Not be able to read and write due to body stiffness conditions.	Being able to read and write quite well, considering the autistic condition of the child does not attack the IQ and body.	Capable to write sentences well and correctly.	Being able to write and read with help spelled
Numeracy	Not capable of solving mathematical problems as well as limited counting skills on numbers 1, 2, and 3 given the condition of CP students attacking IQ.	Children are capable to remember every person found and can sequentially	Student are capable to count well and able to solve the summation of the number 1 to 20 without assistance, the rest still need help	Children are being able to count with the help of props and limited to the numbers 1 to 20
Sociality and Participation	Being able to follow learning by involving socialization and participation with peers around it	Be able to socialize with anyone and wherever, remember that children have friendly and often greet people first	Capable to socialize with peers as well as the unpeers; and able to participate in group work	Student can socialize with school friends
Learning Dispositions	Student demonstrate an enthusiastic, passionate, and interested attitude in learning	Capable of following school learning activities and have good concentration. Student are doing something happy in their own way and want to be repetitive	Students are able to complete the task on time and have a fairly good concentration level.	Students capable of concentrating on learning in a short time, then will quickly get bored. Children need guidance in working

	(typical autistic)	on the matter.
Physical Activities	Being able to perform physical activities in the form of exercises to move hands and feet	Being able to do sports such as running and swimming
Science and Technology	Capable of knowing television, mobile phones, and video games; without being able to operate the tool further	Capable to recognize the changing weather, as well as children enough to play mobile
Practical Reason	Being able to recognize people who are good and bad against him, and able to respond with little speech.	Be able to understand his or her own actions; student also be able to understand advice from teachers and parents

Research data on table 6. shows the description of literacy aspect capability approach that a student who is capable to read and write well is an autistic student, because of the autistic condition has no matter with IQ, while the deaf student is only capable to write well and capability to read in relation to speech disorder. Children with double special needs CP and mental retardation show the inability to read and write because of the constraints of body stiffness problems, while the students with mental retardation are able to read and write with the help spelled. At the level of numeracy, four students have difficulty in counting ability. CP and mental retardation students only be able to count 1 to 3, while the student with hearing impairment only be able to count from 1 to 20 and complete the addition of the summation and reduction in the range of numbers 1 to 20. The sociality and participation aspect show that the whole students are capable to socialize with friends and teachers.

Capability approach at learning disposition level shows that children who are capable of carrying themselves in the classroom by demonstrating the concentration of learning as well as completing school

assignments are students with hearing impairment and autistic students. Students are able to demonstrate the ability of learning concentration quite well, but only in a short time. Students with double need CP and mental retardation only show the school's self-esteem with passion and interest. Capability approach to the level of physical activity shows that autistic student, student with hearing problem, and mental retardation student have the ability to perform physical activities such as exercise in accordance with their body condition and capabilities, while inability to perform physical activity demonstrated through reduced mobility i.e. only at the limits of movement of hands and feet experienced by pupils with conditions of CP and mental retardation that interfere with the flexibility of the body.

Capability approach on aspect science and technology gives understanding that autistic students, mental retardation students, and students with hearing impairment are capable to operate technological tools such as mobile phones and televisions in accordance with their respective capability standards and able to recognize weather changes that can be observed directly. Students with double special needs CP and mental retardation only be able to know technology tools such as television and handphones without being able to operate it. Capability approach at practical levels suggests that the ability to understand the actions of good and bad is owned by each student sample of high education level in Special School Tegar Harapan, but student with CP conditions is not being able to responding the actions that come from him or others considering the stiffness condition that attacked the body

**Analysis Towards Basic Capability of Students in High Education Level Special School Tegar Harapan**

Analysis in this section is based on Table 7. which consisted of description of basic capability students on high education level in Special School Tegar Harapan by taking three samples including mental retardation student, physical abnormalities student, and student with hearing problem.

Table 7. Level Basic Capabilities and Description of Basic Capability's Student in High Education Level Special School Tegar Harapan

Level Basic Capability	Student with Mental Retardation	Student with Physical Abnormalities	Student with Hearing Impairment
Literacy	Capable to write smoothly and neatly, but often there are less letters in one word.	Being able to write with spelling help. Capable to read smoothly.	Capable to write neatly, less able to understand reading, and able to speak in sign language
Numeracy	Student slow in counting and unable to master math problems; student only be able to distinguish the count of numerous and	Capable to count smoothly and able to solve the problem and logic of mathematics according to	Being able to count and respond to simple mathematical problems, less capable of understanding

	slight quantities (using examples of objects)	the chosen theme.	g complicated mathematics, able to count summation, multiplication, and subtraction with little guidance from the teacher
Sociality and Participation	Being able to socialize fairly well, but not able to participate in activities that drain a lot of energy.	Students are able to socialize well like interacting with others and not embarrassed in associating with the teacher or with a friend.	Be able to connect with peers and teachers. Not hesitate in the relationship of intercourse
Learning Dispositions	Being able to study inside and outside the classroom and able to receive orders from teachers and school order.	Student have a good concentration ability, and show interest in the field of music, children are also able to complete school assignments	Being able to concentrate while studying in the classroom and able to perform school assignments. Children demonstrate an interest in learning technology: Computer & Laptop
Physical Activities	The physical activity that the student is throwing a ball, but other activities tend to be lazy to follow.	Children being able to follow physical exercises but are limited to hand movements	Children are capable to do badminton, swimming, and running.
Science and Technology	On the technological aspect, the child is able to operate television, mobile phones, and computers at a modest level	Children can understand when the weather is hot or when it will rain; The child is also able to operate the computer as in msWord and Excel at a simple level, and able to use the phone	Be able to understand when it will rain and able to feel if the weather is hot. The child is able to use a handphone and able to operate a computer, the child is able to create graphic design.
Practical Reason	Children are capable of carrying themselves with daily activities in accordance with	Capable to understand the actions he or she can	Children are capable of feeling or reflecting their intentions and actions

the obligations of people in general such as observing hygiene, brittiness, and health.	understand the actions of others.	on others or vice versa.
---	-----------------------------------	--------------------------

Data on Table 7. shows basic capability on literacy aspect that the three students are being able to write, although mental retardation student capable in writing with condition that there is one letter that is lacking in the written word and physical abnormalities student capable to write with the help spelled. Student with physical abnormalities showed the ability to read smoothly, while the student with hearing impairment were less able to understand the readings and only capable to speak with language sign. The numeracy aspect capability approach shows that counting ability and solving math problems can only be done by the deaf students based on the chosen theme, while the deaf students are able to count and solve the simple mathematics problem. Students are unable to solve math problems and tend to be slow to count. Capability approach on sociality and participation level of capability shows that three samples of students with special needs on the middle education level are able to get along well.

Capability approach on learning dispositions aspect shows, three sample students are capable to concentrate learning and capable to complete the school work independently. Capability approach of physical activity level shows that students who are capable of doing sports such as badminton, swimming, and running are students with hearing impairment. The disciples of physical abnormalities are students being able to carry out physical activity at the hands of the hand. Science and technology level of capability approach shows that all three respondents are capable of using mobile phones and computers to a simple standard. The level of practical approach reasoning demonstrates that the three disciples were able to reflect on the actions he was doing to others and to be able to realize others' actions to him.

**Building Basic Capability for Special Needs Children as a Realization of Educational Philosophy**

The Application of model thematic learning in Special School Tegar Harapan contributes to building basic capability for students with various special needs conditions. As it is known from the research results, data shows that students Special School Tegar Harapan with each particular abnormality conditions has demonstrated each basic capability. Model thematic learning for students at each level of education such as elementary education level, middle education level, and high education level also shows the results of various results. From the research data of 10 students in Special School Tegar Harapan, shown that the three students on high education level demonstrates the basic capability in accordance with indicators of each level capability approaches.

Three students Special School Tegar Harapan showed that at the level of literacy showed the capability to write and only one student with hearing impairment who had a slight obstacle in reading because it used language sign. The numeracy level indicates that the three students are also capable of counting and solving math problems according to the theme that is chosen by each student. Basic capability on the numerical level of these three education levels is different from the basic capability of the numerical aspect of students on elementary education level and middle education level which is still hindered in counting and difficulties in solving math problems. On the social and participation aspect, most of the students Special School Tegar Harapan, demonstrate the capability to socialize well with friends or teachers in school, although some students are less able to participate in the social sphere considering the difficulties in activity that require a lot of effort.

Basic capability learning dispositions level shows that students in Special School Tegar Harapan at each level of education are capable to carry themselves while studying in school such as being able to concentrate on school learning, show interest in learning in certain subjects or in certain arts, and be able to complete the school tasks independently. This condition is different from the basic capability of learning level, students at elementary and middle education level still experiencing boredom while studying in school also need guidance from teachers to complete school assignments. Basic capability at the physical activity aspect shows the differences of research results of each student. The visible difference is that there is a physical condition of each pupil affecting the basic capability of the physical activity aspect. Whether students are on a basic, intermediate, or upper level of education, if they have conditions like body imbalance or limited mobility in certain parts of the body, it can be a deep in conducting physical activity. The examples of limited mobility that affects basic capability at the level of physical activity as experienced by students with special needs CP and autism.

Basic capability at science and technology level shows that most students in Special School Tegar Harapan at each level are capable to recognize the changing weather and be able to operate mobile technology tools in a simple way. Capability to operate other technological tools such as laptops and computers can only be operated by a few students Special School Tegar Harapan such as students with hearing impairment at high education level. Basic capability at practical levels reasoning shows that 10 students in this study are being able to understand the good and bad things that others or do themselves, but the ability to respond to good and bad deeds against others are only capable of doing by pupils who have no limited body function or certain limbs.

The application of thematic learning model in Special School Tegar Harapan has become a part of realization educational philosophy, especially referring to the theory of capability approach. The application of model

thematic learning which gives a focus on each student's capability, reflected in the vision of educational philosophy in the scope of special education. The realization of educational philosophy in special education cases, unite the theory and practice in giving an education for special needs children through the application of thematic learning model which is concerned on each individual student with various types of special needs conditions to be met with their own interest, potential, and capability.

Thematic learning is the learning in the form of themes with several subjects presented in one integrated container both individually and in groups. In low-grade special school with separate learning impacts the high number of repeat classes and dropouts, thematic learning is very important in special school to apply the real world around students' lives. In this thematic learning, students in special school can understand the concepts they learn through hands-on experience and connect them with other related concepts so that the thematic learning goals for children with special needs (Sukadari, 2020: 339).

The flow of idealism in the philosophy of education has the establishment that reality consists of substances such as ideas or ideas. The physical realm of idealism depends on the soul and matter or physical expression of ideas. The flow of realism in the philosophy of education has the view that the object or the outside world is real in itself and reality is not entirely dependent on ideas, because reality is the result of a meeting between the subject and the object (Barnadip, 2017: 20).

## **CLOSING**

### **Conclusion**

The application of thematic learning model for children with special needs in Special School Tegar Harapan is reviewed based on the orientation of education philosophy, Lorella Terzi's approach to the capability, demonstrated special needs of special School Tegar Harapan on elementary education level, middle education level, and high education level. Lorella Terzi's thought of capability approach is divided into seven aspects namely literacy, numeracy, sociality and participation, learning dispositions, physical activity, science and technology, also practical reasoning that became theoretical orientation to review the thematic learning model for students in Special School Tegar Harapan shows a variety of basic levels of pupils with a variety of special needs conditions.

Based on the results of this research and discussion, it could be concluded that the application of thematic learning model for students in Special School Tegar Harapan contributes to building basic capability, especially for students at higher education level. The basic capability of pupils at elementary and middle education level still not achieved by each element of the basic proficiency level. Students in Special School Tegar Harapan also provide a variety of responses in receiving thematic learning models given by teachers, because some students are able to participate in learning activities

in schools with their respective capacities and some other students are less able to follow the learning activities in the school considering the special needs conditions suffered both physically and mentally. Therefore, model thematic learning for students Special School Tegar Harapan which shows contributions to building basic capability of students at high education level, could not be separated from a wide range of conditions of each child who has his own special conditions.

### **Suggestion**

The application of thematic learning model for students with special needs should be based on the deeper efforts to know the potential or capacity of each individual. The teacher's observation of the students to recognize more of each student's potential is expected to help teachers to know the strengths and weaknesses of the students. Thus, thematic learning models can help build the basic capability of children with special needs by adjusting to the capabilities of each individual student and create a relevant education atmosphere for children with special needs.

## **ACKNOWLEDGEMENTS**

The authors thank all teachers and special needs students who agreed to participate in this research.

## **REFERENCES**

- Agustin, I. (2019). The Implementation of Identification, Assessment and Learning for Children with Special Needs in Elementary School Inclusion Education Providers. *Edustream: Jurnal Pendidikan Dasar*. (Online), Volume 3, No. 2, (<https://journal.unesa.ac.id/index.php/jpd/articlview/6550>), accessed November 22, 2020.
- Aprianti, S. (2018). Implementation of Integrated Thematic Learning for Children with Special Needs in Inclusive Primary Schools (Case study in Muhammadiyah 4 Kota Batu Elementary School). Thesis. Malang: Magister Pendidikan Guru Madrasah Ibtidaiyah Pascasarjana, Universitas Islam Negeri Maulana Malik Ibrahim.
- Ardian Ningsih, F., Mahmudah, S., & Rianto, E. (2017). The Role of Teachers in theImplementation of 2013 SpecialEducation Curriculum in Special School in Sidoarjo. *Jurnal Pendidikan Teori dan Praktik*. (Online), Volume 2, No. 1, (<https://journal.unesa.ac.id/index.php/jp/rtricle/ew/91>), accessed November 23, 2020.
- Barnadib, I. (2017). *Philosophy of Education System & Methodology*. Yogyakarta: Penerbit Ombak.

- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design. Choosing Among Five Approaches*. London: Sage Publication.
- Depdiknas. (2006). *Student-activating Learning Strategy*. Jakarta: Department of National Education.
- Gandasari, M. F. (2019). Development of Thematic Learning Models of Physical Education Sports and Health for Elementary Schools. *Jurnal Pendidikan Jasmani Indonesia*. (Online), Volume 15, No. 1, (<https://journal.uny.ac.id/index.php/jpji/article/ew/25489>), accessed November 23, 2020.
- Gandhi, T. W. (2016). *Mazhab-mazhab Philosophy of Education*. Yogyakarta: Ar-Ruzz Media
- Irwandi. (2012). The Implementation of Thematic Learning Model for Light Visually Impaired Students at SLB Hikmah Reformasi Padang. *Jurnal Ilmiah Pendidikan Khusus*. (Online). Volume 1, No. 2, (<http://ejournal.unp.ac.id/index.php/jupkhu/artcle/view/847>), accessed November 22, 2020.
- Jalaluddin & Idi, A. (2007). *Philosophy of Education*. Yogyakarta: Ar-Ruzz Media.
- Jeffryadi. (2016). *Curriculum-Based Integrative Thematic Learning Model 2013 (Case Study at MIN 2 Yogyakarta and MI Ma'had Al Islami Yogyakarta)*. Thesis. Yogyakarta: Program Magister, Konsentrasi Guru Kelas, Prodi Pendidikan Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Kalijaga.
- Kusmanto, H., Priyati, & Ringga A. (2015). The Effect of Applying Thematic Learning Models in Mathematics Learning to the Reasoning Skills of MA Islamic Centre Cirebon students. *Jurnal EduMa*. (Online), Volume 4, No. 2 (<https://syekhnujati.ac.id/jurnal/index.php/edua/article/view/33>), accessed November 23, 2020.
- Salim. (1987). *Thematic Learning*. Jakarta: Modern English Press.
- Sudarto, Z. (2016). Implementation of Inclusive Education Policy. *Jurnal Pendidikan Teori dan Praktik*. (Online), Volume 1, No. 1, (<https://journal.unesa.ac.id/index.php/jp/article/iew/369/0>), accessed September 10, 2019.
- Suharlina, Y. & Hidayat. (2010). *Children with Special Needs, Series of Materials and Play Group Learning for Prospective Early Childhood Education Trainers*, (Online report), (<http://staffnew.uny.ac.id/upload>), accessed July 17, 2019.
- Sukadari. (2020). Thematic Learning for Children with Special Needs in Low Grade Special Schools. *G-Coins: Jurnal Bimbingan dan Konseling*. (Online). Volume 4, No. 2, (<https://journal.upy.ac.id/index.php/bk/article/view/820>) accessed November 22, 2020.
- Sulistyowati, P. & Putri, N. M. (2018). Development of Teaching Materials Module Based on Contextual Teaching and Learning (CTL) Class IV Tema 3 Subtema 1. *Jurnal Pendidikan Teori dan Praktik*. (Online), Volume 3, No. 1, (<https://journal.unesa.ac.id/index.php/jparticle/iew/2212>), accessed November 22, 2020.
- Suryani, N., Chundari, Anita, S., & Budiyo. (2018). Implementation of Thematic Instructional Model in Elementary School. *International Journal of Educational Research Review*. (Online), Volume 3, No. 4, (<https://www.ijere.com/article/implementation-of-thematic-instructional-model-in-elementary-school>), accessed November 23, 2020.
- Terzi, L. (2004). *On Education as a Basic Capability*, (Online), (<https://www.researchgate.net> publication), accessed June 2, 2019.
- Terzi, L. (2008). *Justice and Equality in Education*. London: Continuum International Publishing Group.
- Udin, S. (2008). *Integrative Learning*. Bandung: UPI Press.
- Utami, D. (2019). *Special School Tegar Harapan Profile*, (Online). (<http://www.sekolah.data.kemendikbud.go.id/index.php>), accessed July 15, 2019.
- Warnock, M. & Norwich, B. (2010). *Special Educational Needs*, ed. Lorella Terzi. London: Continuum International Publishing Group.
- Yunaini, N. (2019). Development of Integrative Thematic Teaching Materials Based on Class V Environment in Madrasah Ibtidaiyah Nurul Haromain Kulonprogo Yogyakarta. *Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia*. (Online). Volume 1, No. 1, (<http://jurnal.stkipgribl.ac.id/index.php/pedagogia/article/view/411>), accessed November 23, 2020.