



Teaching Methods Used by Teachers in Primary Schools Inclusive

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Abstract

This research aims to ensure that all children with special needs have the same rights to receive an equal education in class with their peers. This research is a descriptive study, which seeks to describe events that exist in the world of education, especially in terms of transferring knowledge to students. The type of research used in this research is qualitative research. The techniques used in data collection are interviews and direct observation in schools. Education and diversity cannot be separated, what needs to be known is how education is able to unite differences by providing good educational equality. Good for normal children and those with special needs. The purpose of education is to encourage good change, both for individuals, groups, and even groups. Inclusive education is child-friendly education, meaning that from any system that services are provided to students who have learning disabilities or special needs learning in ordinary class schools together with their friends

Keywords: *teaching; learning; school; inclusive*

Introduction

The research background is not more than 500 words containing the background and problems to be studied, specific objectives, and research urgency. In this section it is necessary to explain a description of the specific specifications related to the scheme.

BACKGROUND

The reality of community life in Indonesia, namely multiculturalism, is caused by the diversity found, such as differences in customs, religion, ethnicity, and subcultural culture, both from the history of the journey of life in society. This plurality could be a boomerang that could become the strength of the Indonesian nation, but

this plurality could also be of no potential if it did not receive continuous and un-directed cultivation so that this could trigger the nation's destruction. For example, the struggle for territories or perhaps jobs, differences in beliefs, differences in views, and social disparities can lead to upheavals in various regions, such as attacks by groups that are deemed different, fights, burning places of worship, including facilities. These things happen because there is no awareness to live in mutual respect in the differences experienced (tolerance). So it needs supervision and guidance in this case so that such thing does not happen again. Because it can damage and hinder the social order which should not be a conflict.

This plurality is also found in various aspects of life, one of which is the

aspect of education, there are many differences both in teachers, students, or other school members, the differences can be in terms of physical appearance, communication skills, academic abilities, attitudes and behavior, so this is the case. become something common to be used as material for discrimination. Children who have deficiencies (with special needs) are treated unfairly by the education system in the education unit. Therefore, such children should have a place that is able to accommodate, direct, and nurture, just as they have to go to special schools for special schools (SLB).

Inclusive education special education for children who experience obstacles in learning, and are placed in schools with special needs (SLB). In general, these schools with special needs are only located in Jakarta, but now various regions in Indonesia, especially in elementary schools, have implemented them. Inclusive education was inaugurated on 11 August 2004 in Bandung, West Java.

In the world of education, students often experience obstacles in learning, both physically and non-physically. So that from this students need to get attention and assistance from educators. Through writing this article, it is intended that educators be able to help students who experience these obstacles and with the hope of being able to adjust to others. The benefit of this article is that educators are able to realize education for all, regardless of background, disability, race, ethnicity, religion, and even the characteristics of students.

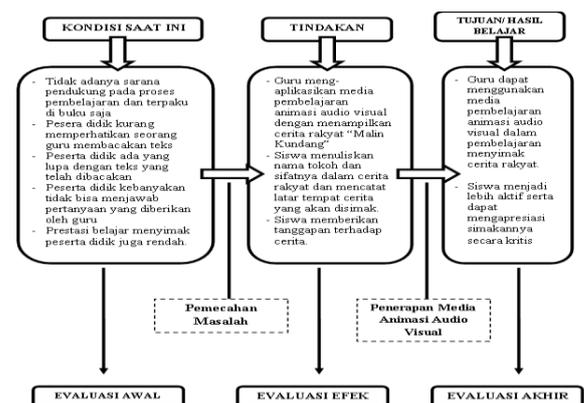
Method

In this research, the method to be used is descriptive method. As stated by Nawawi (2015: 67) defines this method as a procedure for solving and investigating existing problems by describing the state of the object or subject in research based on visible facts. The approach used in the author's research is qualitative, where a research approach that reveals certain

social situations by describing the actual state of the object, Aan Komariah (2014: 25).

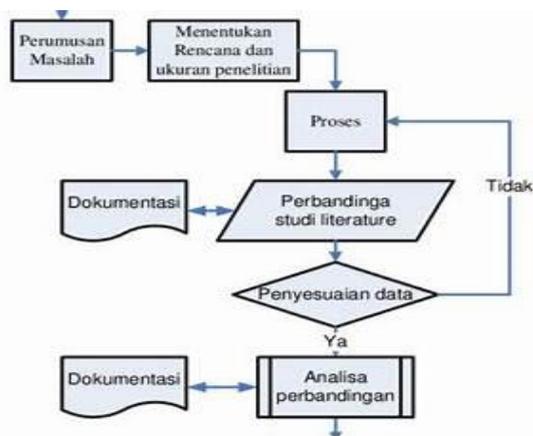
Result and Discussion

Of the ten factors the picture below, there are at least two factors that are closely related to the use of learning media. These factors are students' interest in the subject and students' perceptions of the importance or not of the material. The use of video media can create a fun and meaningful learning environment. With video media, the teacher is also able to show the importance of a material in life, because with video media the teacher can show an activity or real event related to the material.



In the end, students will be interested and motivated to attend and participate in teaching and learning activities at school. Sardiman (2010: 83) states that the characteristics of a person who has strong motivation are as follows: perseverance in facing tasks (can work continuously for a long time, never stop before completion). Resilient in facing difficulties (not quick to give up). Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements that have been achieved). Shows interest in various problems. Prefer to learn independently, for example students never cheat. Quickly get bored with routine tasks (things that are mechanical, just repetitive, so less creative). So in this case students like

creative things. Can defend his opinion (when you are sure of something).



Students have a strong stand and are not easily influenced by others. Data collection techniques in this study by interview and direct observation at school. According to Maryadi (2010: 14), techniques in collecting qualitative data are techniques that are able to help obtain detailed data in a relatively long time. Furthermore, according to Sugiyono (2010: 194), interviewing is used as a technique in data collection if the researcher will carry out research in carrying out preliminary research to find problems that must be researched, and the things that the respondent wants to know in more depth. The task of the members is to collect research data



From the various characteristics of learning motivation above, it can be concluded that the characteristics of people who have learning motivation are persistent, resilient in facing difficulties / tasks, show interest in various problems, prefer to study independently, get bored quickly on routine tasks, can defend their opinion . According to Arsyad (2011: 3), the word

media comes from the Latin medium which literally means middle, intermediary, or introduction. This understanding can be concluded that media is anything that can be used to transmit messages from sender to recipient so that it can stimulate students' thoughts, feelings, attention, motivation and interests so that the learning process becomes more optimal and learning objectives are achieved. As for learning is a process of communication between learners, teachers and teaching materials. Communication will not run without the help of means of conveying messages or the media.

From the understanding of media and the understanding of learning above, it can be understood that learning media is a physical aid that can be used in learning activities and stimulates and helps students to learn thoroughly so that learning objectives are achieved. Learning media has a great function in making it easier for students to learn learning material, because learning material is not only delivered through verbal words. As Riyana (2008: 9) argues that in general the media has the following functions: clarifying messages so that they are not too verbal, overcoming the limitations of space, time, energy and sensory power, arousing learning passion, more direct interaction between students and learning resources. enabling children to learn independently according to their visual, auditory and kinesthetic talents and abilities, providing the same stimulation, equating experiences & creating the same perception. According to Kemp and Dyton, the function of learning media in delivering learning messages can be more standardized. Learning can be more interesting and learning becomes more interactive by applying learning theory, learning implementation time can be shortened, learning quality can be improved, the learning process can take

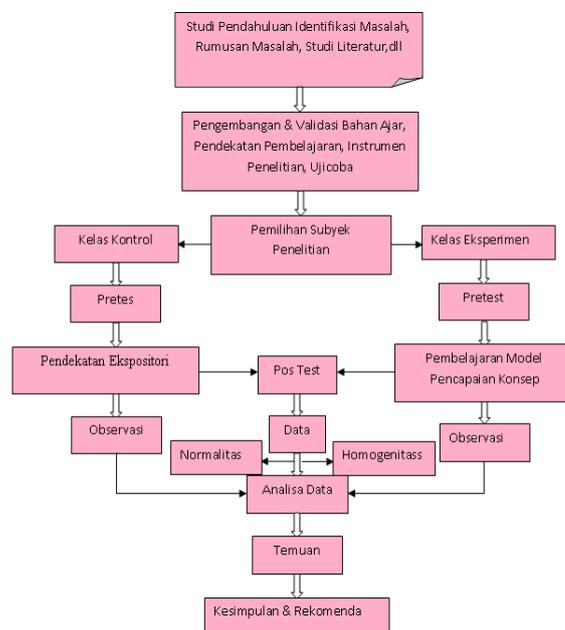
place whenever and wherever needed, students' positive attitudes towards learning material and the learning process can be improved, the teacher's role changes towards the positive.

From its reachability, the media can also be divided into; media that have broad and simultaneous coverage and media that have limited coverage by space and time. From the way or technique of use, media can be divided into projected media and non-projected media, while according to Riyana (2008: 13) based on the form of information used, separating and classifying the presenter media into five major groups, namely silent visual media, media motion visuals, audio media, silent audio visual media, and motion audio visual media.

Technical provisions, video media are inseparable from technical aspects, namely camera effects, shooting techniques, lighting techniques, editing and sound. Learning places more emphasis on message clarity. The use of music and sound effects is an important part of the video presentation. Videos will be more interesting and meaningful if the sound is supportive and appropriate. Some of the provisions regarding music and sound effects are as follows: Music for sound accompaniment should be at a low volume intensity (soft) so that it does not interfere with the visual presentation and the narrator, the music used as background should be instrument music, do not use music with popular songs. This will result in the disruption of the concentration of students who are more focused on the sound of the song, using sound effects to add to the atmosphere and complement the visual presentation and add a better impression.

This type of research is qualitative which is quantitative in nature. This approach seeks to reveal experiences about the learning

process. Implementation of the learning model through video on the process in the subject.



The implementation of the video learning model on the application of teaching methods to subjects. The data source of this research is to use purposive sampling technique (in order to select people who can provide explanations for thematic learning) which are tailored to the data needs and research objectives. The techniques used in collecting research data include direct observation, in-depth interviews. (depth interview), and documentation.

The tools to be used in collecting data are a checklist of observation guidelines, interview guides, recorders, cameras, documentation notes and other supporting tools. Data analysis techniques will be used descriptively qualitatively. Namely data reduction (Data Reduction), data presentation (Display Data), and conclusions (Conclusion Drawing / verification).

Learning media that have been developed by researchers can be said to have been useful in accordance with the

results of trials on students. In the aspect of assessing the attractiveness of the media and increasing learning motivation, the score is 91.66% (very valid). This shows if the media developed is enough to attract students' attention and can increase student learning motivation. In the aspect of assessing the ease of understanding the material displayed, it scored 83.33% (very valid). This also shows that the material displayed is easier for students to understand.

The learning media developed by researchers currently has several advantages and disadvantages of the product. The advantage of this learning media software product is that this learning media does not require an installation process on a computer. The contents of the material and questions presented are in accordance with the Basic Competencies that must be achieved by students. There is a drag and drop game for each sub-material. The quality of pictures, videos, music, and sound effects is good, and are well integrated with each other. The product developed can be used as a means of independent learning by students. The learning media developed has gone through the validation stage and carried out limited tests and revisions so that the learning media is suitable for use. Besides having advantages, the resulting product also has several disadvantages, namely that this media can only be run on computer hardware or laptops based on the Windows Operation System with a DVD room. Users of this learning media are not given the freedom to determine the sub-material to work because the user must complete the predetermined initial submission to be able to continue on the next material. The finished product is packaged on a CD so that the product must not be exposed to heat, scratches or breaks because it will affect the appearance.

Conclusion

The teacher learning model in inclusive schools identifies precisely each target of each possible learning process for a teacher. This identification is adjusted to the students, namely the suitability with their readiness to be able to receive learning materials or assignments, and the targets that they want to aim for. The essence of the learning model based on the Competency-Based Curriculum or CBC for Children with Special Needs is the development of an integrated learning environment. To become a teacher in a strong inclusive school there are 3 abilities that must be present in the teacher, namely: First, General Ability here the teacher has the characteristics of Indonesian citizens who are religious and have personalities, attitudes and abilities that are able to actualize themselves as Indonesian citizens, attitudes and abilities acknowledging and even respecting the diversity that exists in students, so that during the learning process there is no injustice.

Second, the basic ability here is that the teacher is able to identify children with special needs, the teacher must also be able to understand concepts and design, implement and evaluate learning for their students, the teacher is able to serve and guide students well, the teacher is able to compile a good curriculum according to their needs. and the abilities of the students.

Third, Special Ability, here the teacher is able to make modifications to the behavior of his students, mastering concepts as well as learning skills that are in accordance with the abilities of children with visual impairments, the teacher masters the concepts and learning skills for students who experience limb and movement disorders / disorders. the teacher is able to master the concepts and learning skills for students who have hearing / communication disorders / disorders, the

concept teacher is not learning skills for students who experience intellectual disabilities / disorders and are slow in learning, the teacher masters concepts for students who experience behavioral and social obstacles and teachers must also be able to master the concepts and learning

skills for students who experience obstacles and difficulties in learning.

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