

# Learning Class Management Inclusion in Building Value and Caring Reverence for Students in Government Primary School of 3 in Bengkulu Tengah

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**Keywords:** Management, Learning, Inclusion, Value.

**Abstract:** This study aims to describe, 1) how teachers develop curriculum in making plans of learning that build awareness and respect, 2) how the implementation of learning inclusion on class in building caring and respect for the students, 3) how to evaluate the value of awareness and awards that which develop for student themselves, (4) how the monitoring of learning activities by the headmaster, 5) any constraints that arise in the implementation of inclusion classes in building the value of caring and respect. Research method using qualitative research approach, data collected through observation, interview, and documentation. Sources of information are teachers and headmaster. Data analysis is done during field and after field. The research generated a general conclusion that inclusive classroom learning management in building caring and respect values has not been fully implemented. The specific conclusions are: a) the learning plan by the teacher with combining the curriculum between duplication and modification (with slight changes to indicator, objectives, and depth of teaching materials or modifications on some aspects); b) the implementation of learning that builds the value of care and respect for student has not been done programmed; c) evaluation of the development of values of care and respect for the students themselves, has not been done programmed. Assessment by teachers more on performance cooperation and student participation and academic ability; d) monitoring conducted from headmaster in school assisted by school supervisors, monitoring results are used as a basis for providing assistance and guidance for improvement of teacher skills in managing inclusion classes, especially in dealing with students learning difficulties ABK; e) problem that arises in the implementation of inclusion classes in building values of caring and respect are barriers in communication between teachers and ABK.

## 1 INTRODUCTION

The implementation of inclusive education in public elementary schools is an innovation in the management of education. The inclusive education policy held at public schools as a strategic step to expand access to education for all Children with Special Needs (ABK) throughout the archipelago. In the broader context, the implementation of ABK education in public schools can also be interpreted as a form of educational reform that emphasizes anti-discrimination, the fight for equality of right and opportunity, justice, and the expansion of educational access for all. Besides, it is also an effort to improve the quality of education, and strategic efforts in completing the 9-year compulsory education, as well as efforts to change the attitude of the community to

children with special needs, including children with other advantages and specificities. This is in line with the philosophy, social life, and culture of Indonesia who really appreciates and uphold diversity or religion.

The main objective of implementing inclusive education in public schools is to educate children with special needs due to their shortcomings, disabilities or abnormalities in regular classes together with other non-ABK children, with appropriate support to their needs, in schools in his neighborhood home.

Implementation of inclusive education requires the school to make adjustments in terms of curriculum, educational facilities, and infrastructure, as well as learning systems tailored to the needs of individual learners (Directorate PSLB, 2004). In its educational activities, the appreciation of diversity is the things that must be done. This principle shows

that there should be no discriminatory treatment on all learners. Educators provide the widest opportunity to all learners who have physical, emotional, mental and social abnormalities or have the potential of intelligence and/or special talents to obtain quality education according to their needs and abilities. Inclusion education is the most effective tool for building solidarity between ABK and its non-ABK peers.

If the regular school of learning will be conducted uniformly. However, if in one class there are students with special needs, then the implementation of learning surely requires the ability of management that can bridge the needs of a variety of classes. In addition, the teacher must be able to bring a calming and enjoying class climate for every individual in the class. For that teachers have to manage the class in such a way so as not to happen barriers in the learning of each student inclusion class.

In general, students of primary school age will behave and act spontaneously to the differences that he feels around him. Likewise in inclusion classes where students have differences with other students. For that educator in the inclusion class should be able to handle such class conditions. Thus in the learning process teachers are required to cultivate the value of awareness and respect for the differences between them.

The success of the activities to raise awareness among the students in the inclusion class depends on the learning management or classroom teaching by the teacher. Establishment of caring and respecting values to fellow learners requires careful learning management from curriculum development (designing syllabus to make lesson plan program) to the implementation of learning. This is because the values built in the students that in the future will become positive characters that will enable them to deal with the differences that exist in their fellow human beings, and they will have an empathetic attitude in dealing with life in society.

Public primary schools provided with a mandate for performing education operations are selected schools due to the various advantages in school management achievements, as well as schools have a responsibility and concern for the needs of the ABK in the school environment. The Elementary School 3 Central Padang, the provision of inclusive education in Bengkulu Tengah Regency is the first school to pioneer the program of inclusion, and it surely already has an adequate flying hour in the management of this inclusion program. This school is one of the best schools in school management (education). For that, the researchers are intrigued to know more about the

management of learning in the classroom inclusion in the learning process that builds caring values by the teachers.

The problem of this research is "how management (management) builds awareness and respect for inclusive class lessons in public elementary school 3", the goal is to describe (1) the teacher develops the curriculum up to the making of the classroom learning program plan; (2) teachers do the lesson in inclusive classes in building a sense of care and respect among learners; (3) the teacher evaluates the development and self-respect of the students; (4) monitoring process of learning activity by principal; (5) what kind of problems that appear in the implementation of the inclusion class in building a caring and respect.

This research uses qualitative naturalistic approach. More emphasize on assessment of inclusive classroom learning management process to cultivate caring and respect value. Sources of information are teachers, principals, and other educators, as well as parents of learners who can provide rich data into the study.

## 2 METHODS

This study uses case studies that focus on a phenomenon in a socio-cultural group or a system that is deeply understood from the perspective of participants (Gall, Gall and Borg, 2003: 441, Cresswell, 1997: 87; McMillan and Shumacher, 2001: 398). Research activity is to observe and learn patterns of behavior, tradition, and ways of life of a group (Cresswell, 1998). Information obtained through observation, intensive interviews, and documents of archives that support the data required, to describe the activities that occur. Data analysis is done while in the field and after completion of the field.

This study focuses more on the assessment of the inclusive classroom management learning process to cultivate caring and respectful values. Sources of information are teachers, principals, and other educators and parents of learners who can provide data for the depth of the study (McMillan, 2001: 400). Primary School (SD Negeri 3) Bengkulu Tengah Regency selected because this school is a school that has several years of holding inclusive education and has demonstrated achievement in school management and received an award.

### 3 RESULTS AND DISCUSSION

In this elementary school, there are 24 people ABK, as many as 23 people with mental illness and one person with disabilities. The following details of the children's class; First class A as many as three people; First class B as many as three people; Second class A consists of two people; Second class B consists of two people; Third grade A consists of two people; Third class B also two people. Fourth grade A consists of four people; Class four B consists of three people; Fifth grade A one person; Class five B consists of two people.

They learn not everyday in regular classes but one day they study in a special class. Intervals between one and two months they are visited by teachers from the Special School (SLB) upon arrival of this teacher visiting regular classroom teachers to use them to consult and share experiences in managing the ABK and learning about learning strategies for ABK. In addition to teachers from SLB who visited the primary school of SD N 3, SD N 3 teachers also did a reply visit to the SLB school to make observations and discussions about various science in handling the needs of ABK in learning and education.

The preparation of curriculum for inclusion classes flexibly according to the needs of BK children and normal students, as well as school conditions, is an unavoidable task, more importantly to develop an inclusive classroom learning curriculum. Therefore, there are several ways to formulate the inclusion class curriculum by duplicating, modifying, substitution, escalation, and omission. In this way, it can encourage teachers and education personnel to carry out the learning that suits the needs of learners. In this primary school, it appears that the curriculum used is a combination of duplicates with slight changes (modified but not entirely). This is seen in the lesson plan designed by the teacher. Where the determination of SK and KD still refers to the regular curriculum load. Then, it is going to the determination of indicators and the teacher's goal in modifying it by way of some reduction in the demands of student mastery.

According to the researcher's opinion, teachers should consider the specificity of the needs of the ABK since starting from the determination of SK and KD by considering the needs and interests of ABK such as curriculum in PLB schools, as well as learning methods, learning resources, media, for them should also be modified as needed, interest, and his abilities as well. Determination of study hours should also be considered because the ABK that bears grahita have a very short concentration of power, they

are easily bored quickly and so forth. If the conditions are so, then learning will be ineffective to continue to be implemented for them and may also disrupt non-BK students who are studying.

It is must be kept in mind when developing into the RPP, that the RPP is done in for accommodating interests and abilities of learners in accordance with the conditions and potential they have. Then, this learning activity should be designed with the completeness of compulsory learning activities in accordance with the characteristics of each student in the inclusion class. Teachers who do it adapt the development of modification curriculum that can facilitate students in the learning process. Compulsory adaptation is to minimize difficulties, eliminating learning barriers, meeting student needs, delivering successful experiences to students in learning. When the teacher makes the RPP, it is prepared by the results of the assessment in advance of the things that the students of the inclusion class need. Because while studying in regular classes the ABK will not be surely able to follow the way of regular student learning. The component of the lesson plan consists of; SK, KD, indicators, objectives, materials, time and duration, approaches, models and methods, media, resources, and tools. This means that the teacher of the inclusion class is required to have a special RPP for ABK, and other lesson plans for regular students.

When creating the RPP, the teacher has included the expected character of discipline, diligence, responsibility, thoroughness, cooperation, tolerance, confidence, and courage. The opinion of researchers is that the character value who are needed to appear in students very much, it is advised that the teacher should only emphasize on one or two things but it is being carried out in internalization continuously. This is done because teaching and building the value is not the same as teaching and building the academic skills. In addition, this one not only loads the hooks but should appear in the content of each component in the RPP.

The learning process of the class of inclusion should prioritize the method of learning that can accommodate the needs of students interacting with each other and in that activity, they will learn from each other mutual respect and care for the shortcomings and advantages of each classmate. Cooperative and participatory methods are the options that enable teachers to use among other methods. The use of this method will provide equal opportunities for all students to learn to socialize with others and learn how to respect and value and care for others. Creation of this commonality must be done by

teachers in a way to collaborate with special teachers and classroom teachers. For that in the class of inclusion is very necessary to have the teacher companion (teacher PLB) by collaborating this difficulties classroom teachers in facing the problems in the self of ABK will be immediately handled in an instant. This collaboration will be useful when using different media, resources, and environments as required by ABK.

The implementation of inclusive class learning is still required to meet the balance of ability of the three domains, namely; Knowledge (cognitive), values and attitudes (affective), and skills (psychomotor). The learning process is more emphasized to train class members to make social adjustments, in order to apply the planting and internalize the value of care and respect for the learners. When implementing the learning of the teacher must negate the barriers to the students to do activities and participate in learning and familiarize learners to do mutual care, mutual respect and respect for others through the creation of mutual assistance activities and cooperation.

Through such learning activities will create a democratic classroom, will develop creativity, initiative, and attitude of mutual care and respect among fellow students in the class of inclusion. This kind of situation in the class will also develop balanced academic and non-academic skills including emotional social development. In other words, the teacher's role in the inclusion class is very strategic, therefore the teacher must have a positive view on the child and his education, sensitive and proactive to the needs of the ABK, care about the learning progress, creative, have adequate competence, and open to discussion, like to receive opinion from others, and collaborate. Collaboration between classroom teachers and special teachers should be started from the assessment, planning, implementation, and evaluation of learning as well as the division of roles, duties, and responsibilities in classroom learning activities. This collaboration does in searching for and finding effective ways to improve the quality of learning and media procurement and creating a conducive environment for ABK and non-ABK.

Activity raises the value of care and respect for students in class when the learning activities have not been seen seriously done by the teacher and this is due to too much design value of the characters proposed in the RPP to be built in students. Also, the character value is as if separate in the RPP component that the teacher has designed. Therefore, in the opinion of the writer, the teacher becomes confused or negligent to which value is more emphasized to be grown in the personal learners. The growth of value in the learning

process is not well programmed. Even if there was a glance at the time the students were in groups doing the task, it was by coincidence that it appeared by chance.

Assessment of learning in inclusive schools should be implemented by the teacher by taking into account the competence that must be mastered by the students referring to the assessment that has been done before designing the lesson plan. The teacher has conducted a self-referenced appraisal that is carried out flexibly. The assessment was made by using multiple and sustainable instruments. The teacher takes special notes for each child's development. Having this special note should not only be for ABK students but it will be very wise if this particular note is also made for each individual in that class. Why special note is needed by the teacher, this is because we can see objectively every progress and the advancement of student's learning especially in the development of positive attitude and behavior shown by the students. The importance of this developmental record will give teachers a direction to make improvements and advancement in subsequent learning activities. The assessment should routinely communicate the results to the parents of the BK learner and non-BK student, in this way will alleviate the teacher's work in building and internalizing the value of care and respect for the students. Through this record, parents will know how far their child's development is, so they have a precise picture of their child's achievement in academic competence, especially for his attitude and behavior.

In addition, teachers can assign tasks to students to make short notes about the events and experiences they feel and experience daily as they interact and socialize with each other. This will give the student experience to practice the ability to express his feelings about the value he wants to grow. Through continuous observations, anecdotal records, tasks and so on, teachers can conclude or consider the attainment of indicators of caring and respect values. Assessment of success should be done through the following steps; A) teachers set indicators of caring and respect values; B) develop assessment instruments; C) make records of the achievement of indicators; Analyze and evaluate; And d) follow up. Such considerations or conclusions may be expressed in qualitative statements.

Monitoring is an activity to measure actual performance, shown by the teacher. This activity is done so that all activities or efforts to build the value of care and honor can be done in accordance with the objectives to be achieved. Through monitoring, the principal may take certain actions to remedy the



things that are still considered less than the maximum. In addition, it can also be utilized to realize the efficiency of teacher performance. Through monitoring, it can be done with improvements and updates in the execution of learning. From this monitoring supervisors and principals can conduct regular coaching and give the teacher the free opportunity to innovate in learning activities that encourage teachers to perform the tasks appropriately and efficiently in teaching learners with diverse backgrounds and academic, physical, emotional, and social ability.

Interacting with special needs students requires special knowledge and skills as well, which is why in the inclusive class must be presented by companion teachers who have the background and discipline of special education field. If in the classroom there are only classroom teachers who have very limited experience, knowledge, and skills in the field of specificity, it is not surprising that it will face obstacles. Handling ABK is a very diverse variety of specificity they have, also requires patience and accuracy.

#### 4 CONCLUSIONS

The general conclusion of the implementation of inclusive classroom learning management in raising awareness and respect for the students has not been done maximally. Specific conclusions; (1) learning planning created by teachers with the incorporation of curriculum between duplication and modification (2) the implementation of learning to cultivate the value of awareness and respect among learners has not been seen explicitly; (3) the evaluation of raising the value of caring and respect values, has not been done programmed. The assessment made by the teacher is more on the performance of cooperation and student participation and academic ability; (4) monitoring conducted by the school principal assisted by school supervisor; (5) obstacles that arise are the barriers in communication between teachers and ABK.

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