The Efforts of Handling English Learning Process for Inclusive Students at Elementary Schools in Bengkulu City

[1]Safitri Nur Fauziah, [2] Dian Susyla, [3] Ria Angraini, [4]Washlurachim Safitri

[1234]English Education Study Program
Faculty of Teacher Training and Education
University of Muhammadiyah Bengkulu
e-mail: safitrinurfauz20@gmail.com, dsusyla@umb.ac.id, ria@umb.ac.id, washlurachimsafitri@umb.ac.id

ABSTRACT

The objectives of this research were to determine the efforts of handling English learning process for inclusive students at elementary schools in Bengkulu City. This study used qualitative method. The objects of this study were SD Alam Mahira Bengkulu and SDIT Al Aufa Bengkulu. The data were analyzed by using the procedures of Miles and Huberman (2014) namely; data reduction, display data, and Verification and conclusion. The results of this study showed that; (1) there were the efforts of handling English learning process for inclusive students at elementary schools in Bengkulu City such as conducting assessments, carrying out individual learning and therapy. (2) the obstacles in dealing with inclusive students found on teacher resources, lack of cooperation between parents and schools, and the emotional condition of inclusive students, (3) schools' efforts make to deal with inclusive students were conducted by providing training for teachers and shadow teachers and the existence of special guidance teacher or inclusion coordinator. In conclusion the presence of inclusive students means that schools must be able to provide more efforts to ensure that all students receive services that are appropriate to their needs and abilities.

Keywords: Effort, Elementary Schools, Handling, Inclusive Students

ABSTRAK

Penelitian ini bertujuan untuk mengetahui upaya penanganan proses pembelajaran bahasa Inggris bagi siswa inklusi di sekolah dasar di Kota Bengkulu. Penelitian ini menggunakan metode kualitatif. Objek penelitian ini adalah SD Alam Mahira Bengkulu dan SDIT Al Aufa Bengkulu. Data dianalisis dengan menggunakan prosedur Miles dan Huberman yaitu; reduksi data, display data, dan verifikasi dan kesimpulan. Hasil penelitian ini menunjukkan bahwa; (1) upaya penanganan pembelajaran bahasa Inggris bagi siswa inklusi di sekolah dasar di Kota Bengkulu dilakukan dengan melakukan asesmen, melaksanakan pembelajaran individual dan terapi. (2) kendala dalam menangani siswa inklusi adalah kurangnya kualitas sumber daya guru, kurangnya kerjasama antara orang tua dan sekolah, dan kondisi emosional siswa inklusi, (3) upaya yang dilakukan sekolah dalam menangani siswa inklusi adalah dengan memberikan pelatihan kepada guru dan shadow teacher serta adanya guru pembimbing khusus atau koordinator inklusi. Kesimpulannya keberadaan siswa inklusi membuat sekolah harus dapat memberikan upaya lebih untuk memastikan bahwa semua siswa mendapatkan layanan yang sesuai dengan kebutuhan dan kemampuannya.

Kata Kunci: Upaya, Sekolah Dasar, Menangani, Siswa Inklusi

INTRODUCTION

Education should be the right of all humans without distinction, because education allows people to maximize their potential (Wulan & Sanjaya, 2022). A good education provides, accesses, reaches, and accepts students in terms of equality, equity, and quality (Notoprayitno & Jalil, 2019). Implementation of education that respects diversity and is non-discriminatory for all students. The creation of good education for all people requires cooperation and efforts from various parties. Lots of things need to be prepared and considered to provide education that embraces all people with all their differences. Many efforts have been made by the Indonesian government to provide fair and non-discriminatory education, both for regular students and inclusive students.

Inclusive students are seen as having both flaws and talents (Hermanto, 2022). Inclusive students who attend regular classrooms need a particular kind of support for their learning process. It takes a distinct approach from that of typical inclusive students to ensure that the learning process is optimized. Learning for inclusive students must be flexible in order to differentiate between students with special needs and other students. In addition to providing academically relevant learning materials, teachers should also provide practical life skills to their students (Angraini et al., 2022). Every student in inclusive schools must be served ideally based on his or her specific requirements by making different adaptations and adjustments spanning from the curriculum, infrastructure, teaching and education people, learning systems, and assessment system. In other words, inclusive education encourages the school to react to the demands of individual student needs, rather than students adjusting to the school system. In order for all learners' potential to grow and develop effectively, schools must make modifications in terms of curriculum, educational infrastructure, and learning methods adapted to their unique requirements, by actively incorporating many connected institutions and professionals (Idamurni, 2019). This means that inclusive schools must also be able to deal with any difficulties that inclusive students have.

To fulfill the individual learning needs of each student, it is the teacher and school's responsibility to use a range of technical tools and collaborate with all parties both inside and outside the school to get maximum results. Especially at the elementary level, students will be introduced to English. Therefore, more efforts are needed to maximize all activities supporting inclusive students' mastery of English. In English teaching, the teacher must modify their strategy to suit in a decent condition of inclusive students. To satisfy the requirements of students, multiple sources of knowledge must be adapted. The attitudes of teachers are critical to the achievement of inclusive education. Inclusive education may be successfully implemented provided teacher have adequate knowledge and expertise in the field (Musyafira & Hendriani, 2021).To provide inclusive education services, teachers must be competent and knowledgeable about inclusive education. Therefore, schools must provide full support to teachers to continue to develop every competency that will be needed to teach.

Teaching inclusive students is not only the teachers' job. It needs the cooperativeness of all the elements; teachers, schools, parents, and the government (Puspitasari, 2019)**.** Inclusive schools can make efforts by socializing with school committees, conducting training and workshops on handling inclusive students, collaborating with the education office to conduct training on curriculum model development, and continuously striving to complete supporting facilities to improve education services in inclusive schools (Munajah et al., 2021). It is important for schools to understand the needs of inclusive students to ensure that each student can learn based on their ability and requirements.

Based on the explanation above, this research was investigated the English learning process for inclusive students, the obstacles faced in handling English learning process for inclusive students, and school's effort in in handling English learning process for inclusive students.

METHODOLOGY

This research was conducted using descriptive qualitative research methodology. Sugiyono (2016) stated that qualitative research methods are carried out intensively, carefully recording what happens, conducting reflective analysis of various documents found in the field, and making detailed research reports. This research was designed to describe the efforts made by elementary schools in Bengkulu city in handling English learning process for inclusive students. The objects of this research were two inclusive elementary schools in Bengkulu city, namely SDIT Al Aufa Bengkulu and SD Alam

Mahira Bengkulu. The subjects interviewed were the principal, the English teacher, and the special guidance teacher. The data were gathered by using observation, interview, and documentation adapted from Desaryanti's (2019) thesis. After collecting data, the next thing to do was to analyze the data that has been obtained. The data were analyzed by using the procedures of Miles and Huberman (2014) namely; data reduction, display data, and verification and conclusion.

FINDINGS AND DISCUSSION

Findings

How the Elementary Schools in Bengkulu Handling English Learning Process for Inclusive Students

1. SD Alam Mahira Bengkulu

Focused on Targets
This was in accordance with the results of observation and interview answers on aspects of understanding inclusive students, helping inclusive students to self-discipline, and helping students in developing their skills. Because SD Alam Mahira Bengkulu directed shadow teachers to assist/guide inclusive students in improving discipline and students' ability to interact with the surrounding environment.

Providing Shadow Teacher
In the process of learning English, inclusive students were accompanied by a shadow teacher, and the shadow teacher would design and modify an individual English learning program for inclusive students.

Focus Therapy
At SD Alam Mahira shadow teachers were trained to be able to provide therapeutic services for inclusive students. This was in accordance with the results of the observation guide on aspects of understanding inclusive students, helping student to focus and understand the types of inclusive students. Therefore, SD Alam Mahira Bengkulu directed shadow teachers to do focus therapy.

2. SDIT Al Aufa Bengkulu

Inclusive Students Are School's Responsibility

SDIT Al Aufa Bengkulu has a mission to form inclusive students who are independent, therefore there are no shadow teachers in this school. This school also considers that inclusive students are a shared responsibility and all school parties must work together in handling each inclusive student

Entrance Psychological Test for Students
Before becoming a student at SDIT Al Aufa, both new students and transfer students, parents had to bring the results of the psychologist's test and an assessment would be carried out immediately to determine which level the student is at and also to determine English learning program and service programs that suit the needs of students.

Modifying English Learning Process
In the English learning process, inclusive students were still learning together with regular students with the same material, but after that individual English learning program would be given to each inclusive student. In designed individual English learning program for inclusive students, teachers had to modify and accommodate the needs and abilities of students.

Emotional Therapy
At SDIT Al Aufa teachers were trained to be able to provide therapeutic services for inclusive students. It is intended that when inclusive students were experienced emotional problems, the English teacher can overcome and handle them.

The Obstacles Faced by School in Handling English Learning for Inclusive Students
1. SD Alam Mahira Bengkulu
   Human resources
   In implementing inclusive education, SD Alam Mahira Bengkulu encounters several obstacles, one of which was its human resources. because all Shadow Teachers at this school were not psychology or English graduates.
   Lack of Cooperation
   Obstacles also came from parents of inclusive students. First, there was a lack of cooperation and synchronization between schools and parents, because handled student inclusive must be consistent. Second, there were parents who have not been able to accept the condition of their children. And third, parents do not realize the limitations and impose their children's abilities.
   School Holidays
   School holidays were also an obstacle because during holidays students were forget the concepts that have been built at school. So, students would bring the habits applied at home.

2. SDIT Al Aufa Bengkulu
   Students' Emotional Condition
   Students' emotional condition was one of the obstacles in the implementation of English learning at SDIT Al Aufa Bengkulu, because when students are emotionally unstable, teachers must provide services to calm students and the learning process will be delayed.
   Lack of Parents Communication
   At SDIT Al Aufa Bengkulu, parents who were not open and often cover up their children's circumstances were also an obstacle in handling inclusive students. In addition, some parents were inferior if their children were inclusive children. This made the school hampered in handling inclusive students.

The Effort of Schools in Handling English Learning Process for Inclusive Students
1. SD Alam Mahira Bengkulu
   The Existence of a Shadow Teacher
   The existence of a shadow teacher was one of the efforts of SD Alam Mahira Bengkulu in handled the English learning process of inclusive students. That was because the shadow teacher designs, modifies, and runs the English learning program for individual inclusive students.
   The inclusive coordinator
   The inclusive coordinator also became a school effort in handled English learning process for inclusive students. The inclusive coordinator played a lot of roles in every program carried out for each inclusive student.
   Training for shadow teachers
   The school also conducted training for shadow teachers aimed at providing new knowledge on handling, understanding and equalizing perceptions of inclusive students. In addition, training was also provided by the inclusive Coordinator.
   Therapy Room
   At SD Alam Mahira Bengkulu there was an inclusive room which is a place for shadow teachers to conducted therapy or meetings regarding inclusive students.

2. SDIT Al Aufa Bengkulu
   Special guidance teacher
   At SDIT Al Aufa there was a special guidance teacher, who acts as a place to consult teachers. Special guidance teacher also conducted assessments and trained teachers in handled with inclusive students.
   Training for teacher
   Training was also conducted in an effort to provided new knowledge for all teachers at SDIT Al Aufa. At the beginning of each semester, teachers are given training related to handling inclusive students with themes tailored to student needs.

Discussion

The implementation of inclusive education must begin with assessment and identification. Identification is a process of finding and recognizing the diversity of learners, while assessment is a systematic and comprehensive process of exploring further issues to find out what are the problems, obstacles, advantages and needs of individuals. The results of the assessment would determine the type and form of educational services needed. Furthermore, the results of the assessment will be outlined in a learning program based on the modalities (potential) of each individual (Arriani et al., 2022).

Individual learning programs are an important component for inclusive students, through individual learning programs inclusive students can learn individually according to their abilities so that they can develop properly (Wardah, 2019). English learning design for individual inclusive students is based on the needs and abilities of each student. schools must modify and lower the English learning targets for inclusive students.

Teaching inclusive students is not only the teachers' job. It needs the cooperativeness of all the elements; teachers, schools, parents, and the government (Puspitasari, 2019). Also supported by Asfaruddin et al. (2021) that family involvement is also something that should be considered. The lack of teachers with psychology or special education graduates was also an obstacle. Most teachers in inclusive schools came from different majors and this makes the school have to prepare and train these teachers to be able to handle inclusive students. Schools that organize inclusive education need to be supported by educators who have special expertise in the learning process and the development of inclusive students in general.

Training and workshops on handling inclusive students continue to be conducted as an effort to improve the quality of services in implementing the inclusive education program and as an increase in teacher competence (Munajah et al., 2021). Teaching English to inclusive students is different from teaching children in general, thus teachers must receive training to increase their competency as English teachers in carrying out their obligations (Bishaw, 2012). SD Alam Mahira Bengkulu and SDIT Al Aufa Bengkulu both had teachers who were responsible for all programs and services for inclusive students but with different titles. SDIT Al Aufa Bengkulu had a special guidance teacher, while SD Alam Mahira had an inclusive coordinator. The duties of both are almost the same, namely to be a place of consultation for teachers and shadow teachers. Their involvement and collaboration with teachers and shadow teachers is crucial to the success of reasonable accommodation, such as appropriate curriculum design, classroom learning processes, and assessment in learning (Arriani et al., 2022). The existence of a special guidance teacher or inclusive coordinator and the training, teachers and shadow teachers can gain new experiences and knowledge about handling inclusive students and be able to improve their competence in handling inclusive students.

CONCLUSION

It can be concluded that to handle English learning process for inclusive students were by conducted assessments to determine student needs, created and implemented an individual English learning program for inclusive students that suits the needs and abilities of inclusive students, and therapy students who have difficulty in overcoming their emotional conditions and focus. The obstacles faced in handling the English language learning process for inclusive students were the lack of teacher resources who have an education that suits the needs of inclusive schools, the lack of coordination and cooperation of parents of inclusive students and the unstable emotional condition of students during the learning process. The efforts that schools make in handling English learning process for inclusive students were provided training to teachers and shadow teachers and provided special mentor teachers or inclusive coordinators so that if there are obstacles teachers and shadow teachers can consult.

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