

**TEACHERS STRATEGY IN THE LEARNING PROCESS FOR CHILDREN
WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL AT JUNIOR HIGH
SCHOOL 4 BLITAR**

THESIS

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**SOCIAL SCIENCE EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG
NOVEMBER, 2019**

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WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL AT JUNIOR HIGH
SCHOOL 4 BLITAR**

Present to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic University
Malang in Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan (S.Pd)*

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**TEACHERS STRATEGY IN THE LEARNING PROCESS FOR
CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL
AT JUNIOR HIGH SCHOOL 4 BLITAR**


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LEGITIMATION SHEET

**TEACHERS STRATEGY IN THE LEARNING PROCESS FOR
CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL
AT JUNIOR HIGH SCHOOL 4 BLITAR**

THESIS

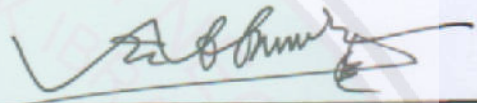
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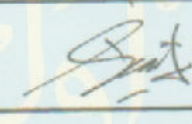
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DEDICATION

With reciting Basmallah and Alhamdulillah, I am very thankful to Allah who always helps me and give the guidance in order to I can complete this thesis. I am dedicating this thesis to my beloved parents *Bapak* Bambang Gunawan and *Ibuk Mommy* Anis Nawartin, who always pray and support me in studying and search for useful knowledge. *Adek* Abhi, *Elek* Yuli, *Elek* Yayuk, *Om* Amin who has given support to me to finish my college graduate degree. I am also dedicated to all teachers, lecturer, and all of the people who have help, support, and give happiness in the world and the hereafter. Aaammiiinn.

MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ

لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted. (Qs. Al-Hujarat [49] 13)

“Every student can learn, just not on the same day, or the same way”

By George Evans

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Appendixes : 4 (fourth) exemplares

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Is a considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu 'alaikum Wr. Wb.

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CERTIFICATE OF THESIS AUTHORSIP

I hereby declare that this skripsi is originally written by Umahatika Briliana Guntama, student of Social Science Education as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the note, quotation, and bibliography. Therefore, I am the only one person who is responsible for the thesis if there is any objection or claim from other.

Malang, 15 November 2019

Author,



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PREFACE

All praise be to Allah the Most Gracious and Most Merciful. Thanks to Allah, with all blessing and guidance, the author can finish the thesis entitled “Teachers Strategy in the Learning Process for Children with Special Needs in Inclusive School at Junior High School 4 Blitar”. With his help, the author can overcome obstacles during the research until in arranging the result.

The author also wants to express my sincere thanks to:

1. Prof. Dr. Abdul Haris, M.Ag as Rector of Maulana Malik Ibrahim State Islamic University of Malang
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10. Great thanks to all my close friends who always give the best support, motivation and help until I can finish this thesis.

The author believes that in my writing still there is a mistake and still not perfect. Therefore, I was opened the constructive critics and suggestion from the readers to make it better and perfect. I hope that this thesis can usefully for the reader and many people.

Malang, 15 November 2019

Umahatika Briliana Guntama

GUIDANCE OF ARABIC LATIN TRANSLATION

The writing of Arabic-Latin transliteration in this thesis using translation guidelines based on the decision by Minister of Religious Affairs and Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can broadly describe, as a follows :

A. Alphabet

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vocal Long

Vocal (a) long =	â
Vocal (i) long =	î
Vocal (u) long =	û

C. Diphthongs Vocal

أُ	=	aw
أَيُّ	=	ay
أُو	=	û
إِي	=	î

LIST OF TABLES

Table 1.1 Research Originality.....13

Table 4.1 List of Student with Special Needs in Junior High School 4 Blitar91



LIST OF FIGURE

Figure 4.1 Junior High School 4 Blitar.....	81
Figure 4.2 Ventilation and Lighting in 7 (Seven) L.....	95
Figure 4.3 Cleanliness in an Inclusive Class	96
Figure 4.4 Students with Special Needs with Friends	98
Figure 4.5 Lessons in the Outside	103
Figure 4.6 Seating Arrangement in an Inclusive Class 9 (Nine) C	105
Figure 4.7 Condition Students with Special Needs Inclusive Class 9 (Nine) C.....	115
Figure 4.8 Art Teacher (SBD) Solutions in an Inclusive Class 9 (Nine) C.....	112
Figure 4.9 Teacher PJOK Solution in Inclusive Class 9 (Nine) C	124

LIST OF APPENDIX

Appendix 1 Licence UIN Maulana Malik Ibrahim Malang (Research)

Appendix 2 Research Letter from Junior High School 4 Blitar

Appendix 3 Evidance of Consultation

Appendix 4 Profile Junior High School 4 Blitar

Appendix 5 Student with Special Need in Junior High School 4 Blitar

Appendix 6 Interview Result

Appendix 7 Photos Documentation

Appendix 8 Curriculum Vitae

TABLE OF CONTENTS

COVER.....	
COVER OF THESIS.....	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
DEDICATION	iv
MOTTO	v
OFFICIAL MEMO OF ADVISOR.....	vi
CERTIFICATE OF THESIS AUTHORSIP	vii
PREFACE.....	viii
GUIDANCE OF ARABIC LATIN TRANSLATION	x
LIST OF TABLES.....	xi
LIST OF FIGURE	xii
LIST OF APPENDIX	xiii
TABLE OF CONTENTS.....	xiv
ABSTRACT	xvii
مستخلص البحث.....	xviii
ABSTRAK.....	xix
CHAPTER I.....	1
INTRODUCTION	1
A. Background.....	1
B. Research Problem.....	6
C. Research Purposes.....	6
D. Benefits of Research.....	7
E. Originality of Research	8
F. Definition of Terms.....	14
G. Systematic of Discussion	16
CHAPTER II	18
THEORETICAL REVIEW.....	18

A. Learning Strategy	18
1. Strategi.....	18
2. Learning.....	19
3. Learning Strategy	20
B. Students with Special Needs	20
1. Students with Special Needs (Anak Berkebutuhan Khusus (ABK))	20
2. Classification of Students with Special Needs (Anak Berkebutuhan Khusus (ABK)).....	23
a. Children with physical and double disorders	23
b. Children with Emotional and Behavioral Disorders.....	32
c. Children with Learning Disabilities and Intellectual Ability.....	43
C. Inclusive Education	52
1. Inclusive Education	52
2. Inclusive legal source of education	54
3. Inclusive Education models	60
4. The goal of inclusive education	62
CHAPTER III.....	64
RESEARCH METHODS	64
A. Research Approaches and Types of Research	64
B. Researchers ' Presence.....	65
C. Research Location.....	67
D. Data and Data Sources	68
E. Data Collection Techniques.....	70
F. Data Analysis.....	74
G. Legality of Research Data.....	76
H. Research Procedure	78
CHAPTER IV	80
DATA EXPOSURE AND RESEARCH RESULTS	80
A. Data Exposure Research.....	80
1. Junior High School 4 Blitar.....	80
2. Curriculum Junior High School 4 Blitar	81

3. The Concept of Inclusive Service for Children with Special Needs (ABK) at Junior High School 4 Blitar	83
B. Research Results	84
1. Condition of Class with The Presence of Special Needs Students (Inclusive Class) in Junior High School 4 Blitar.....	84
2. Teachers Strategy in Conducting Learning in Inclusive Class at Junior High School 4 Blitar	102
3. Teacher Barriers in Conducting Lessons on Inclusive Classes at Junior High School 4 Blitar	111
4. Teacher Solutions in Implementing Learning in an Inclusive Classes at Junior High School 4 Blitar.....	118
CHAPTER V.....	126
DISCUSSION OF RESEARCH RESULTS.....	126
A. Condition of class with the presence of special needs students (inclusive class) in Junior High School 4 Blitar	126
B. Teachers Strategy in conducting learning in inclusive class at Junior High School 4 Blitar	140
C. Teacher Barriers in Conducting Lessons on Inclusive Classes at Junior High School 4 Blitar.....	144
D. Teacher Solutions in Implementing Learning in an Inclusive Classes at Junior High School 4 Blitar	147
CHAPTER VI.....	151
CLOSING	151
A. Conclusion.....	151
B. Suggestions.....	155
REFERENCES	157

ABSTRACT

Guntama, Umahatika, Briliana. 2019. *Teacher Strategies in the Learning Process for Children with Special Needs (ABK) in Inclusive Schools in State Junior High School 4 Blitar*. Thesis. Social Sciences Education Department. Tarbiyah and Teachers Training Faculty. Maulana Malik Ibrahim Islamic State University. Lecturer : Dr. Alfiana Yuli Efiyanti, M.A.

The organizer of inclusive education aims to provide services for students with special needs to obtain a reasonable and quality education like students in general. One important component in the learning process is the teacher as an educator. The great demands on teachers in understanding learning to all their students are no exception students with special needs with learning strategies tailored to the specificities of students with special needs to create relevant learning conditions.

The purpose of this study are: 1) describe the condition of the class with the presence of students with special needs (Inclusive classes) at State Junior High School 4 Blitar, 2) describe the teacher's strategy in implementing learning in the Inclusive class at State Junior High School 4 Blitar, 3) describe the obstacles of teachers in implementing learning in the Inclusive class at State Junior High School 4 Blitar, 4) describe the teacher's solution in carrying out learning in the Inclusive class at State Junior High School 4 Blitar.

The approach used in this research is descriptive qualitative research. The subjects of this study were subject teachers who taught in inclusive classes. While the data collection methods used are interviews, observation, and documentation.

The results showed: 1) the condition of the class with the presence of students with special needs in State Junior High School 4 Blitar as seen from the description of students with special needs and a Figure of inclusive classes at State Junior High School 4 Blitar. 2) the teacher's strategy in implementing learning in the Inclusive class at State Junior High School 4 Blitar is done by adjusting the learning place, changing the seating arrangement, and fostering good relations. 3) barriers to teachers in implementing learning in the Inclusive class at State Junior High School 4 Blitar namely the physical condition of students with special needs that do not support causes longer learning time, facilities and infrastructure for students with special needs provided by schools not available properly. 4) the teacher's solution in implementing learning in inclusive classes at State Junior High School 4 Blitar is to give attention and motivation to students with special needs, establish a pleasant learning environment, increase time for students with special needs and provide relief in learning with portions that do not differentiate striking between students with special needs and regular students.

Keywords: Learning Strategies, Children with Special Needs (ABK), Inclusive Education

مستخلص البحث

كونتاما، أمهاتك، برليانا. 2019. استراتيجية المعلم في عملية التعليم لطلاب بحاجة خاصة في المدرسة الشاملة بمدرسة المتوسطة الحكومية 4 بليتار. بحث الجامعي. قسم تعليم العلوم الإجتماعية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة : د. ألفيانا يولي إيفيانتي الماجستير.

يهدف معقد التربية الشاملة يعني إعطاء الخدمة لطلاب بحاجة خاصة على حصول التربية الطبيعية وقابل الموافقة كما شعر الطلاب عموماً. احدى من عوامل مهمة في عملية التعليم هو المعلم. كبير المطالب إلى المعلم لفهم الدرس إلى كل طالب وطلاب بحاجة خاصة باستخدام استراتيجية التعليمية المناسبة يمتلكه الطالب بحاجة خاصة لايتكارأحوال التعليم الجذابة.

هدف هذا البحث يعني : (1) لوصف أحوال الفصل بوجود طالب بحاجة خاصة بمدرسة المتوسطة الحكومية 4 بليتار. (2) لوصف استراتيجية المعلم لعقد التعليم في الفصل الشامل بمدرسة المتوسطة الحكومية 4 بليتار. (3) لوصف عوائق المعلم في عملية التعليم لفصل الشامل بمدرسة المتوسطة الحكومية 4 بليتار. (4) لوصف حلول المعلم في عقد التعليم لفصل الشامل بمدرسة المتوسطة الحكومية 4 بليتار.

المنهج المستخدم في هذا البحث يعني منهج الكيفي الوصفي. المبحث يعني معلم الدرس الذي يعلم في الفصل الشامل. واستخدم أسلوب جمع البيانات بالمقابلة والملاحظة والوثائق.

حصول البحث يعني : (1) أحوال الفصل بوجود طالب بحاجة خاصة بمدرسة المتوسطة الحكومية 4 بليتار ينظر من صورة طالب بحاجة خاصة وصورة الفصل الشامل بمدرسة المتوسطة الحكومية 4 بليتار. (2) استراتيجية المعلم لعقد التعليم في الفصل الشامل بمدرسة المتوسطة الحكومية 4 بليتار تعقد بتكليف مكان التعلم وتغير المجالس وتدريب العلاقة الجيدة. (3) العوائق للمعلم في عقد التعليم بمدرسة المتوسطة الحكومية 4 بليتار يعني أحوال جسم الطالب بحاجو خاصة لم يدعم حتى تكون الحصاة أقدم والبنية التحتية لطلاب بحاجة خاصة لم يكن موجودا في المدرسة. (4) حلول المعلم عن هذه المشكلة تعني إعطاء الإهتمام والتشجيع إلى طالب بحاجة خاصة وصناعة البيئة الممتعة وزيادة الحصاة لطلاب بحاجة خاصة وإعطاء الرخصة في التعليم بعدد لا يتفرق بين الطلاب وطالب بحاجة خاصة.

الكلمة الإشارية: استراتيجية التعليم، طالب بحاجة خاصة، التربية الشاملة.

ABSTRAK

Guntama, Umahatika, Briliana. 2019. Strategi Guru Dalam Proses Pembelajaran bagi Anak Berkebutuhan Khusus (ABK) pada Sekolah Inklusif di Junior High School 4 Blitar. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi : Dr. Alfiana Yuli Efiyanti, M.A.

Penyelenggara pendidikan inklusif bertujuan memberikan pelayanan peserta didik berkebutuhan khusus memperoleh pendidikan yang wajar dan bermutu seperti siswa pada umumnya. Salah satu komponen penting dalam proses pembelajaran adalah guru sebagai tenaga pendidik. Tuntutan yang besar terhadap guru dalam memahami pembelajaran kepada seluruh anak didiknya tidak terkecuali peserta didik berkebutuhan khusus dengan strategi pembelajaran yang disesuaikan dengan kekhususan yang dimiliki peserta didik berkebutuhan khusus untuk menciptakan kondisi pembelajaran yang relevan.

Tujuan penelitian ini adalah: 1) mendeskripsikan kondisi kelas dengan adanya siswa berkebutuhan khusus (kelas Inklusif) di SMP Negeri 4 Blitar, 2) mendeskripsikan strategi guru dalam melaksanakan pembelajaran pada kelas Inklusif di SMP Negeri 4 Blitar, 3) mendeskripsikan hambatan guru dalam melaksanakan pembelajaran pada kelas Inklusif di SMP Negeri 4 Blitar, 4) mendeskripsikan solusi guru dalam melaksanakan pembelajaran pada kelas Inklusif di SMP Negeri 4 Blitar.

Pendekatan yang digunakan dalam penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah guru mata pelajaran yang mengajar di kelas inklusif. Metode pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi.

Hasil penelitian menunjukkan: 1) kondisi kelas dengan adanya siswa berkebutuhan khusus di SMP Negeri 4 Blitar yang dilihat dari gambaran peserta didik berkebutuhan khusus dan gambaran kelas inklusif di SMP Negeri 4 Blitar. 2) strategi guru dalam melaksanakan pembelajaran pada kelas Inklusif di SMP Negeri 4 Blitar dilakukan dengan cara penyesuaian tempat pembelajaran, mengubah tatanan tempat duduk, dan pembinaan hubungan baik. 3) hambatan guru dalam melaksanakan pembelajaran pada kelas Inklusif di SMP Negeri 4 Blitar yaitu kondisi fisik peserta didik berkebutuhan khusus yang tidak mendukung menyebabkan waktu pembelajaran lebih lama, sarana dan prasarana untuk peserta didik berkebutuhan khusus yang disediakan sekolah belum tersedia dengan baik. 4) solusi guru dalam melaksanakan pembelajaran pada kelas inklusif di SMP Negeri 4 Blitar adalah memberi perhatian dan motivasi kepada peserta didik berkebutuhan khusus, membentuk lingkungan belajar yang menyenangkan, penambahan waktu bagi peserta didik berkebutuhan khusus serta memberikan keringanan dalam pembelajaran dengan porsi yang tidak membedakan secara mencolok antara peserta didik berkebutuhan khusus dengan peserta didik reguler.

Kata Kunci: Strategi Pembelajaran, Anak Berkebutuhan Khusus (ABK), Pendidikan Inklusif

CHAPTER I

INTRODUCTION

A. Background

The Indonesian people already had deep thoughts about the rights of education of every citizen long before the term "education for all" was announced as echoed by many experts today. Through the Constitution 1945 article 31, paragraph 1 (one) affirmed that "every citizen deserves instruction", and article 2 (two) reads "The Government is working on and conducting a national teaching system, which is governed by Law ". This means that there is no discrimination for every Indonesian citizen to obtain an education.¹ Republic of Indonesia Law number 20 of 2003 about national education system article 1 mentions that:

Education is a conscious and well-planned endeavor to create a learning atmosphere and learning process so that students actively develop their potential to possess religious spiritual strength, self-control, personality, intelligence, and skills required by him, society, nation, and country.²

The above laws show and explain that children with special needs have the same opportunity as normal children in education. Until now, not very few people who have not received the presence of children with special

¹ Riska Ahmad, "Memaknai dan Mengembangkan Keberagaman Peserta Didik Melalui Pendidikan Inklusif" *Jurnal Pedagogi : Jurnal Ilmiah Ilmu Pendidikan*. Vol. X No. 2. November 2010, P. 70

² *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003" Tentang Sistem Pendidikan Nasional* . Pasal : 1

needs. Some of them still provide discriminatory (distinguishing) treatment against them.

It is acknowledged that the government has organized the education of the "missed" group, for example through the SLB (extraordinary school), both for primary and secondary levels. This education was separated from regular education, eventually causing unwanted impact, which eventually led to the idea of inclusive education.³ Inclusive education is an education organizing system that provides an opportunity for all learners who have abnormalities and have the potential of intelligence and/or special talent to follow education or learning in one educational environment together with students in general.⁴

With the issuance of regulation of the Minister of National Education of the Republic of Indonesia No 70 the year 2009 governing inclusive education for students with abnormalities and potential intelligence and/or special talent. Objectives of inclusive Education:

1. Provide widest opportunities to all learners who have physical, emotional, mental, and social disorders or have the potential of intelligence and/or special talent to obtain a quality education according to their needs and abilities;
2. To create an education that respects diversity, and is not discriminatory for all learners.⁵

³ Riska Ahmad, "Memaknai dan Mengembangkan Keberagaman Peserta Didik Melalui Pendidikan Inklusif" *Jurnal Pedagogi : Jurnal Ilmiah Ilmu Pendidikan*. Vol. X No. 2. November 2010, P. 70-71

⁴ *Peraturan Menteri Pendidikan Nasional No. 70 Tahun 2009 Tentang pendidikan Inklusif bagi peserta didik yang memiliki kelainan dan memiliki potensi kecerdasan dan/atau bakat istimewa*. Pasal 1.

⁵ *Peraturan Menteri Pendidikan Nasional No. 70 Tahun 2009 Tentang pendidikan Inklusif bagi peserta didik yang memiliki kelainan dan memiliki potensi kecerdasan dan/atau bakat istimewa*. Pasal 2.

The importance of the school's existence as an inclusive education provider aims to provide services to children who have special needs to be able to obtain the same reason and quality education as normal children. In conducting inclusive education there are interconnected components. Its components are curriculum flexibility, educators ' input, student inputs, inclusive education environment, infrastructure facilities, and assessments. Learning in an inclusive school does not work properly if the related components do not cooperate.⁶

According to Fredickson & Cline "inclusive education has the principle of big demands on regular teachers and special companions". It demands a major shift from tradition "teaching the same material to all students in class", being "teaching each child according to his individual needs, but in class settings". Considering each student has a distinct interest, the field of the level of taxation, communication and learning strategies.⁷

According to the Law of the Republic of Indonesia No. 14 of 2005 article 1 concerning teachers and lecturers:

“Teachers are professional educators with the primary task of educating, teaching, guiding, directing, assessing and evaluating learners on early childhood education of formal education pathways, primary education, and secondary education.”⁸

⁶ Zulfi Rokhaniawati, “Strategi Guru dalam Pembelajaran Pada Kelas Inklusif di SD Taman Muda Ibu Pawiyanan Yogyakarta Tahun Ajaran 2016/2017” Jurnal Pendidikan Ke-SD-an, Vol. 3 No. 3. Mei 2017, P. 189

⁷ Rusdiyanto, “Implementasi Pendidikan Inklusif Pada Mata Pelajaran Pendidikan Agama Islam (Study Kasus di SMP Muhammadiyah 2 Malang)” Tesis : Program Magister Pendidikan Agama Islam Sekolah Pascasarjana Universitas Islam Negeri Malang. 2015, P. 3

⁸ Undang-undang Dasar Republik Indonesia No. 14 Tahun 2005 Tentang Guru dan Dosen. Pasal 1.

Special companion Teacher (Guru Pendamping Khusus (GPK)) is a teacher who has the qualifications and special education competition that is given the task by the principal/Head of agency/head of the Resource Center to provide guidance or advocacy/consultation to educators and educational personnel in public schools and schools that organize inclusive education. Special companion Teacher (GPK) is a teacher who handles special needs children who have an extraordinary educational background and can help regular teachers. Special companion teachers (GPK) are tasked with assisting students with difficulties in learning and assessment to know the obstacles or difficulties encountered. Regular teachers and special Companion teachers (GPK) work together to manage learn and addressing children with disabilities.⁹ Because it is a teacher's strategy (regular teachers and special Companion teachers (GPK) in learning to be very large in order to form a learning environment condition that suits children with special needs and the hang of the Discourses (lessons), and in the service of children with special needs teachers must know the obstacles and needs required by the learners.

The city government of Blitar, East Java, in this case, the education Office of Blitar has appointed various schools to organize inclusive education. Some schools are appointed as schools of inclusive education organizers or schools providing inclusive education services for children with special needs. The schools are based on the level of TK

⁹ Zulfri Rokhaniawati, "Strategi Guru dalam Pembelajaran Pada Kelas Inklusif di SD Taman Muda Ibu Pawiyanan Yogyakarta Tahun Ajaran 2016/2017" Jurnal Pendidikan Ke-SD-an, Vol. 3 No. 3. Mei 2017, P. 190-191

(kindergarten), SD (Elementary School), SMP (Junior High School), SMA (Senior High School), and SMK (Vocational High School), among others.

One of the schools appointed by the Blitar City Education office as a school that provides inclusive education service for ABK (Anak Berkebutuhan Khusus = children with special needs) is the Junior High School 4 Blitar with the number of children with special needs of six (6) children. With students of ABK (children with special needs) who have a physical barrier of three (3) children, among them are in grade nine (9) with the number of two (2) Children and one (1) child is in the seventh class (7). Children with special need with physical barriers or physical straightness, there are also students with special need who have a social behavior disorder as many as one (2) child, who is in the eighth (8) grade and grade seven (7), and for children with special needs who have an intellectual abnormality there are two (1) children, In grade eighth (8). For special companion Teachers (Guru Pendamping Khusus = GPK) appointed by the Education Department of Blitar City or school is not available.

Based on the explanation of the researchers interested in conducting research on "Teachers Strategy in the Learning Process For Children with Special Needs in Inclusive School at Junior High School 4 Blitar". Research conducted based on researchers ' interest in learning strategies for children with special needs conducted by teachers in Junior High School 4 Blitar.

B. Research Problem

Based on the background of the problem, the main problems that can be taken in this study are:

1. How is the condition of the class with the students with special needs (inclusive class) in Junior High School 4 Blitar?
2. How is the teacher's strategy in conducting an inclusive learning class in Junior High School 4 Blitar?
3. How is the teacher's obstacle in conducting learning on an inclusive class in Junior High School 4 Blitar?
4. How is the teacher's solution to overcoming the obstacles in implementing learning on an inclusive class in Junior High School 4 Blitar?

C. Research Purposes

With the focus of research, the purpose of this research is to:

1. Describe the condition of the class with the students who have special needs (inclusive class) in Junior High School 4 Blitar.
2. Describing the strategy of teachers in conducting lessons in the inclusive class in Junior High School 4 Blitar.
3. Describe the teacher's barriers in conducting learning at an inclusive class in Junior High School 4 Blitar.

4. Describe the teacher's solution to overcoming the barriers in conducting learning on an inclusive class in Junior High School 4 Blitar.

D. Benefits of Research

The results of this research are expected to provide theoretical and practical benefits to develop educational discourse primarily is inclusive education. While practical benefits (to do) is to:

1. To provide understanding to the general public about the treatment of children with special needs, it is primarily the planting of the thought that children with special needs have the same educational service rights as normal learners.
2. To be considered for the relevant institutions (regional education Office) to make their attention to the education of children or students with special needs in schools that organize an inclusive education or a school that provides services An inclusive education for children with special needs.
3. For the developers of educational institutions in conducting inclusive education e.g. curriculum, learning strategy, education output acquired, and constraints and solutions for teachers to handle students with special needs in schools that Implementing or providing inclusive education services.

4. Provide input to the principal in the policy-making of the implementation of inclusive education.
5. It can be a guide to the teacher's strategy in designing, implementing, and evaluating the learning process for schools that provide inclusive services.
6. It can be considered for parents to determine or choose a school education institution especially for parents who have children with special needs.
7. For researchers can add insight and knowledge of authors in particular regarding the implementation of inclusive education for children with special needs in the school of inclusive education organizers.

E. Originality of Research

In research, it takes some theory or invention as supporting data. One of the data sources and inventions is from research conducted by previous researchers related to the problems learned. Theory or invention as supporting data from this research is the problem related to inclusive education. The previous research of the study was:

1. Ahmad Jakfar, *Strategi Guru Dalam Mengelola Kelas Inklusif di SDN Kiduldalem 1 Malang*, Skripsi. Malang. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Fakultas Ilmu Tarbiyah dan Keguruan. UIN Malang. Oktober 2017. The problems examined in this study are (1) how the teacher's strategy in managing inclusive classes is seen from

physical environment factors, socio-emotional factors, and organizational factors at SDN Kiduldalem 1 Malang, (2) What are the supporting factors and Obstacle of the teacher's strategy in an inclusive class at SDN Kiduldalem 1 Malang. This study used a qualitative descriptive approach located at SDN Kiduldalem 1 Malang. Data collection is done through observation, interviews, and documentation. The results showed; (1) The management of the class is seen from the physical environmental factors, there are no ideal classrooms, there are several options that are adopted as variations. Classroom environment arrangement should be designed which allows children to learn according to learning objectives. Classroom management is seen from the socio-emotional condition factor has a considerable influence on the learning process, the excitement of learners is the effectiveness of the achievement of learning objectives. Classroom management is seen from the organizational condition factors carried out both in the class and at the school level will be able to prevent class management problems. (2) Supporting factors in the management of inclusive class is a professional teacher and every inclusive class there are already special guidance teachers, with existing facilities such as special space ABK is quite helpful in providing handling to ABK students. The termination factor is an ABK student who can at any time be uncontrollable and require more extra handling, in addition to the inclusive class there are some parents or guardians of the student who

do not want if the children are one class with ABK students. The equation of this study is a study examined equally in research about the ABK (children with special needs). The difference is that authors focus more on teachers ' strategies in conducting lessons on the inclusive class as well as how teachers perform learning in the inclusive class and what barriers are found during learning and also What solutions will be done to handle the barriers to the learning process that is in the inclusive class.

2. Lokeswari Dyah Pitaloka, *Strategi Guru Pendidikan Agama Islam dalam Mengembangkan Interaksi Sosial Siswa Lambat Belajar (Slow Learner) di Sekolah Inklusif SMP Negeri 18 Malang*. Skripsi. Malang. Jurusan Pendidikan Agama Islam. Fakultas Ilmu Tarbiyah dan Keguruan. UIN Malang. Mei 2015. The problems studied in this study are: (1) How is the strategy of Islamic Religious Education teachers in developing the social interactions of students slow learning (slow learner) at SMP Negeri 18 Malang School, (2) What are the supporting factors and An inhibitor of Islamic religious education teachers ' strategy in developing the social interactions of students slow learning (slow learner) at the inclusive School of SMP Negeri 18 Malang. This study used a qualitative, descriptive (exposure) research approach located at SMP Negeri 18 Malang. Data collection is done by interview methods, observation methods, and documenter methods. The results showed that the strategy used by PAI teachers in

developing slow learner's social interactions with normal students was not separated from a plan, implementation, and evaluation. The supporting factor of PAI's master strategy in developing the social interaction of slow learning students (slow learner) is the sense of acceptance and sense of openness by other parties such as principals, teachers, friends and staff in the school. The equation in this study is a study examined about slow learners that are also classified as ABK (children with special needs). The difference is that this study was conducted not only to see how learning strategies as well as the PAI learning process, but also to include other lessons. Also, in this study not only discussed the strategy of teachers in learning for students who are slow learning (slow learner) but also discuss the learning statement that is done by the teacher to deal with students who have physical abnormalities and social behavior disorders.

3. Zulfi Rokhanawati. *Strategi Guru dalam Proses Pembelajaran Pada Kelas Inklusif di SD Taman Muda Ibu Pawiyatan Yogyakarta Tahun Ajaran 2016/2017*. Jurnal. Program Studi Pendidikan Guru Sekolah Dasar Universitas Sarjanawiyata Tamansiswa. Trihayu: Jurnal Pendidikan Ke-SD-an, Vol. 3 No. 3, Mei 2017. Hal: 189-193. The problems examined in this study are: (1) How is the learning process on the inclusive class at SD Taman Muda Ibu Pawiyatan Yogyakarta, (2) How the assessment system used in the inclusive class of elementary School of Taman Muda Ibu Parwiyatan Yogyakarta , (3)

How barriers and solutions in implementing the learning strategy in the inclusive class at SD Taman Muda Ibu Pawiyatan Yogyakarta. The study used a qualitative approach that was located in SD Taman Muda Ibu Pawiyatan Yogyakarta. Data collection is done with observation, interviews, and documentation. The results showed a teacher's strategy in the learning process in the inclusive class at SD Taman Muda Ibu Pawiyatan by creating an RPP, providing media, and materials. The scoring system is used in the inclusive class of SD Taman young Ibu Pawiyatan Yogyakarta by specifying a KKM for all students. Guru lowers the indicator that applies to students with special need. Obstacles in implementing the strategy of learning in the inclusive class of Taman MudaIbu Pawiyatan, the teacher difficulty in determining the strategy and method of learning because of the number of ABK students in the class more than 2 students. In addition, the ABK types in each class vary. Special Media for students with special need are not yet available in school and they are sluggish in completing assignments. Most students are passive in learning and do not ask the teacher when they find difficulties. Solutions that teachers apply by motivating students to the spirit of doing the task. Teachers collaborate with GPK (Guru Pendamping Khusus) during learning, so when a student is difficult to control it will be drawn by a GPK to study outside the class (pull out). Teachers also share with GPK and other teachers when deciding on a learning strategy. The equation of

this study is a study examined equally in research about the children with special needs. The difference with this study is that there is no difference in value management for student with special need and other normal students who are in the same class, but this research is done at Junior High School (SMP) level, not in Elementary School (SD).

Table 1.1 Research Originality

No	Name of researcher, title, form (thesis/thesis/journal/etc) of the issuer, and year Penelitian	Similarity	Diversity	Research Originalities
1.	Ahmad Jakfar, <i>Strategi Guru dalam Mengelola Kelas Inklusif di SDN Kiduldalem 1 Malang</i> , Skripsi. Malang. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Fakultas Ilmu tarbiyah dan Keguruan. UIN Malang. Oktober 2017.	Research researched equally on the ABK (children with disabilities)	The author discusses an inclusive class management strategy seen in terms of physical factors, socio-emotional factors, and organizational factors.	This research focuses on the teacher's strategy in conducting inclusive learning and how the teacher performs lessons in the inclusive class as well as what barriers are found during learning and also what solutions will handle the barriers to the learning process in the inclusive class.
2.	Lokeswari Dyah Pitaloka, <i>Strategi guru Pendidikan Agama Islam dalam Mengembangkan Interaksi Sosial Siswa Lambat Belajar (Slow Learner) di Sekolah Inklusif SMP Negeri 18 Malang</i> . Skripsi.	Studies examined about slow learning students (slow learner) who are also classified as ABK (children with special	Research is more focused on teacher strategy in Islamic Religious education (PAI) learning and also how PAI teacher strategies in developing slow	This research is conducted not only to see how the PAI (Islamic Education) Learning strategy and learning process, but also include other lessons. Besides, in this study not only

	Malang. Jurusan Pendidikan Agama Islam. Fakultas Ilmu Tarbiyah dan Keguruan. UIN Malang. Mei 2015.	needs)	learner students ' social interactions in inclusive schools.	discussed the strategy of teachers in learning for students who are slow learning (slow learner), but also discuss about the learning statement that is done by the teacher to deal with students who have physical abnormalities and social behavior disorders.
3.	Zulfi Rokhanawati. <i>Strategi Guru dalam Proses Pembelajaran Pada Kelas Inklusif di SD Taman Muda Ibu Pawiyan Yogyakarta Tahun Ajaran 2016/2017.</i> Jurnal. Program Studi Pendidikan Guru Sekolah Dasar Universitas Sarjanawiyata Tamansiswa. Trihayu: Jurnal Pendidikan Ke-SD-an, Vol. 3 No. 3, Mei 2017. P : 189-193	Research researched in on the ABK (children with disabilities)	The results of Zulfi Rokhawati found that there were differences in the assessment system of normal students and ABK students.	In this study did not find any difference in value management for ABK with other normal students who are in the same class, besides the research is done at a junior level, not in elementary school.

F. Definition of Terms

To make it easier for readers to understand the terms used in this research, the term affirmation is necessary. To avoid deviations in this research, it is necessary to determine the scope of the discussion, so that it can produce maximum results as expected by researchers. The discussion in this research is limited to the teacher's strategy in the learning process

for children with special Needs (ABK) at the Inclusive school in Junior High School 4 Blitar. The term affirmation is as follows:

1. Learning strategy

In general, the strategy has an understanding as an outline of the bow in action to achieve a predetermined goal. Then, if associated with the teaching and learning activities, the strategy in the special sense can be interpreted as a general pattern of activities undertaken by teachers and students in a manifestation of teaching and learning activities to achieve the outlined objectives.¹⁰

2. Children with special needs (Anak Berkebutuhan Khusus = ABK)

Children who experience the limitations of both physical, mental-intellectual, social and emotional, are significantly influential in their growth and development processes compared to other children of their age.¹¹

3. Inclusive Education

Inclusive education is an education organizing system that provides an opportunity for all learners who have abnormalities and have the potential of intelligence and/or special talent to follow education or

¹⁰ Mohamad Asrori, “*Pengertian, Tujuan, dan Ruang Lingkup Strategi Pembelajaran*” *Jurnal Madrasah*. Vol. 5 No. 2. Januari – Juni 2013, P. 165

¹¹ *Peraturan Menteri Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia Nomor 01 Tahun 2015*. P: 7

learning in one educational environment together with students in general.¹²

G. Systematic of Discussion

To make it easier to present and understand the content of the writing of this thesis, the writing systematics used are as follows:

CHAPTER I, Introduction covers background issues, research problem, research purposes, benefits of research, originality of research, definition terms, and systematic of discussion.

CHAPTER II. It contains the study of the literature in the form of exposure to supporting theories in research as well as skeletal thinking in research. (1) discussing the learning strategy in which the strategy is explained, the understanding of learning, the understanding of the Learning Strategy, (2) next to discuss the student with special needs which will be explain the understanding of children or student with special needs, classifications of children with special needs, (3) next is the exposure to inclusive education in which it will discuss about the understanding of inclusive education, legal resources Inclusive education, inclusive education models, and the goal of inclusive education.

CHAPTER III. It contains a method of research. Describing research approaches and types of research, researchers ' presence, research

¹² *Peraturan Menteri Pendidikan Nasiona No. 70 Tahun 2009” Tentang pendidikan Inklusif bagi peserta didik yang memiliki kelainan dan memiliki potensi kecerdasan dan/atau bakat istimewa. Pasal 1.*

locations, data and data sources used, data collection techniques, data analysis, the legality of research data, and research procedures.

CHAPTER IV. Data exposure and research results. Describing (1) the school of junior high School 4 Blitar, the curriculum Junior High School 4 Blitar, the concept of an inclusive ministry for students with special needs at Junior High School 4 Blitar, (2) The condition of the class with a special needs students (inclusive class) in Junior High School 4 Blitar includes Overview of students with special needs at Junior High School 4 Blitar, an inclusive class overview at Junior High School 4 Blitar, (3) teacher barriers in conducting lessons on inclusive classes in Junior High School 4 Blitar, (4) Teacher solutions in conducting learning in Class at Junior High School 4 Blitar.

CHAPTER V. In this chapter contains the discussion of the results of the study, including (1) The condition of the class with the students with special needs (inclusive class) in Junior High School 4 Blitar, which in itself discusses the Figure of students with special needs in Junior High School 4 Blitar and Inclusive class overview at Junior High School 4 Blitar, (2) teacher strategy in conducting an inclusive class study in Junior High School 4 Blitar, (3) Barriers to teachers in conducting an inclusive learning class at Junior High School 4 Blitar, (4) Teacher Solutions in Conducting a study in the Inclusive class at Junior High School 4 Blitar.

CHAPTER VI. It is the last that contains conclusions and suggestions.

CHAPTER II

THEORETICAL REVIEW

A. Learning Strategy

1. Strategi

The word strategy comes from the Latin strategist, which is interpreted as the art of the use of plans to achieve goals. The strategy is an effort to achieve success in achieving goals. The strategy is a tool to achieve objectives, in development, the concept of strategy should continue to have development and everyone has a different opinion or definition of strategy. The strategy is a common pattern of a barrage of activities that must be done to achieve certain objectives. It is said that the general pattern because a strategy in its essence has not yet led to practical things, is still a plan or a thorough Figure. As for achieving goals, strategies are structured for specific purposes. In the educational world, the strategy is defined as "a plan, method, or series of activities designed to achieves a particular educational goal". Similarly, in the learning process, to achieve the objective of learning needs to be arranged a strategy so that the objectives are achieved optimally. Without a suitable, precise and surefire strategy, it is unlikely that goals can be achieved.¹³

¹³ Siti Umi Hanik, "*Strategi dan Metode Pembelajaran di Madrasah Aliyah*" Thesis : Program Magister Institut Agama Islam Negeri Walisongo Semarang. 2013, P. 27

2. Learning

In the Kamus Besar Bahasa Indonesia (KBBI), the learning is identified with the word "mengajar" derived from the word "ajar" which means the instruction given to the person to be known (diturut) coupled with the prefix "pe" and the suffix "an " to "pembelajaran", which means process, deed, way of teaching or teaching so that students want to learn. In other words, learning is the process of helping learners to learn well.¹⁴

In the National Education System Act No. 20 the year 2003 chapter I verse 20:

“Learning is a process of student interaction with educators and learning resources in a learning environment.”¹⁵

The term "learning" is the same as "instruction" or "teaching." Teaching has the meaning of teaching or teaching. The teaching is thus interpreted as learning (by students) and teaching (by the teacher). The teaching and learning activities are a unity of two unidirectional activities. Learning activities are primary activities, while teaching is a secondary activity that is intended to be an optimal activity.

In the Government regulation of the Republic of Indonesia number 66 year 2010 about the amendment to government Regulation No. 17 of 2010 on education management and organizing mentioned that:

¹⁴ Rury Sandra Dewi, “*Pengelolaan Kelas Dalam Proses Pembelajaran di Sekolah Menengah Pertama Sekecamatan Muntilan*” Skripsi : Program Studi Manajemen Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, 2012, P. 11

¹⁵ *Undang-undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasioanal*, BAB I. Pasal 1.

“Learning is a process of student interaction with educators and/or learning resources in a learning environment.”¹⁶

From several opinions above researchers concluded that learning is a process of interaction between teachers as educators and students as students are carried out to achieve the learning objectives. Learning is a core activity of student activity at school.

3. Learning Strategy

In general, the strategy has an understanding as an outline of the bow in action to achieve a predetermined goal. Then, if associated with the teaching and learning activities, the strategy in the special sense can be interpreted as a general pattern of activities undertaken by teachers and students in a manifestation of teaching and learning activities to achieve the outlined objectives.¹⁷

B. Students with Special Needs

1. Students with special needs (Anak Berkebutuhan Khusus (ABK))

Children with special Needs (Anak Berkebutuhan Khusus) are children who need special handling because of developmental disorders and abnormalities that are experienced by children. In terms of disability, the child with special needs is a child who has a limitation in one or more of the abilities that are physical such as

¹⁶ *Peraturan Pemerintah Republik Indonesia Nomor 66 tahun 2010 Tentang Perubahan atas Peraturan Pemerintah Nomor 17 tahun 2010 Tentang Pengelolaan dan Penyelenggaraan Pendidikan*. P. 9

¹⁷ Mohamad Asrori, “*Pengertian, Tujuan, dan Ruang Lingkup Strategi Pembelajaran*” *Jurnal Madrasah*. Vol. 5 No. 2. Januari – Juni 2013, P. 165

visually impaired and deaf, as well as psychological as autism and ADHD (Attention Deficit Hyperactivity Disorder).

Other sense of contact with the terms grow and normal and abnormal flowers, in children with special needs is abnormal, namely there is a delay in growing flowers that usually appear in the age of toddlers such as new can run at age 3 (three) Years. Another thing that is the basis of the child is a special need of the characteristics of growth of children who do not appear (absent) according to the development age such as not able to say one word at the age of 3 years, or there is a growth deviation such as echolalia behavior or supplying in autistic children. Understanding children with special needs in context, some of which are biological, psychological, socio-cultural. The biological basis of children with special needs can be associated with genetic disorders and to explain the biological classification of children with special needs, such as brain injury that can lead to impaired defects. In a psychological context, children with special needs are easier to recognize from attitudes and behaviors, such as disorders of the ability to study in slow learner children, impaired emotional abilities and interacting with autistic children, impaired ability to speak on Child Autistic and ADHD (Attention Deficit Hyperactivity Disorder). The socio-cultural concept knows children with special needs as children with abilities and behaviors that do not generally, requiring special handling. Ministry of Women's Preaching

and child protection of the Republic of Indonesia 2015, explained that children with special needs are:

“Children who experience the limitations of both physical, mental-intellectual, social and emotional, are significantly influential in their growth and development processes compared to other children of their age.”¹⁸

In general it can be concluded that a child with special needs is a child with special characteristics that differ from the child in general without always showing on the inability of mental, emotional or physical. Another term for a child with special needs is an extraordinary child and a disabled child. Children with special need can be interpreted as simple as a slow or natural retarded child who is very difficult to succeed in school as well as children in general. Children with special needs are children who are educationally need specific services that differ from children in general. Many terms are used as variations of special needs, such as disability, impairment, and handicap. According to the World Health Organization (WHO), the definition of each term is as follows: Disability is a limitation or lack of ability (resulting from impairment) to display activities in accordance with the rules or still within normal limits, usually used in individual levels. Impairment is a loss or abnormalities in terms of psychological or anatomical structure or function, usually used at organ level. Handicap is the unfortune of individuals resulting from

¹⁸ *Peraturan Menteri Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia Nomor 01 Tahun 2015. P.7*

impairment or disability that restricts or inhibits the fulfillment of normal roles in individuals.¹⁹

2. Classification of Students with Special Needs (Anak Berkebutuhan Khusus (ABK))

According to IDEA (Individuals with Disabilities Education Act) amendments that were made in the year 1997 and reviewed in 2004: In general, the classification of children with special needs is:

a. Children with physical and double disorders

A physical disorder is a disorder that occurs in one or more organs of a particular body. As a result of the abnormality arises a condition of physical function of his body can not perform its duties normally.²⁰ Children with physical disorders include:

1) Blind (Tunanetra)

Blind/Low (tunanetra) vision is the child whose vision is not functioning (blinds) as an information channel in daily activities such as people beware.²¹

The main characteristic of a child who is visually impaired or visually impaired is the presence of abnormal vision such as humans in their age. The identification process is used to identify the child experiencing damage to its vision depending

¹⁹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 1-2

²⁰ Nandiyah Abdullah, *Mengenal Anak Berkebutuhan Khusus*. Jurnal Psikologi Fakultas Psikologi, Magistra UNWIDHA Klaten. No. 86 Th. XXV Desember 2013. P. 1-2

²¹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 7

on the severity or absence of damage suffered. Children who seem to not react with brightly colored toys, too large or small eyeballs, and cataracts, are worth a try. How to do the identification process, that is by using medical assistance tools.

Signs of eye disorders:

- a) Hard to read or do something
- b) Holding the book Close to the Eyes
- c) Can not see something at a certain distance (although close to the eye)
- d) Advance the head while reading/communicating
- e) Often check the eye
- f) Often wining
- g) Its vision is suing.²²

2) Deaf (Tunarungu)

Deaf (tunarungu) is a child who loses all or part of his or her hearing power so that neither or less can communicate verbally.²³

3) Disabled

A child who has an orthopedic disorder or one form of disorder and normal functioning of bones, muscles, and joints

²² Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 82

²³ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 7

that can be because of birth, illness or accident, so that if you want to move or walk need tools.²⁴

Abnormalities in the child can be grouped into two major parts that are abnormalities of the cerebral system and abnormalities of the muscular system and skeletal. The classification of children in the cerebral system abnormalities is based on the location of the birth causes located within the central nervous system (the brain and spinal cord). Damage to the central nervous system results in a crucial form of deformity because the brain and spinal cord are central to human life activities. Therein lies the center of consciousness, idea center, intelligence center, motor center, sensory center and body coordination. This group of brain damage parts is called Cerebral Palsy (CP).²⁵

The child classification of children in the muscle system and skeletal groups is based on the cause of abnormalities of the limbs, namely: legs, hands, joints and spine.²⁶

4) *Celebral Palsy*

Cerebral palsy According to its origin is derived from two words, i.e. cerebral or cerebrum meaning brain, and palsy

²⁴ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 92

²⁵ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 94

²⁶ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 96

meaning stiffness. According to the meaning of the word, cerebral palsy means stiffness caused by the presence of damage located inside the brain.

It can be concluded that cerebral palsy is part of the finance, which is the abnormalities of motion, attitudes, or body shape, coordination disorders and can be accompanied by psychological and sensory disorders, caused by damage or disability during the brain development period.

a) Characteristics of Cerebral Palsy

Cerebral palsy's child suffered damage to the pyramidal tract and extrapyramidal. Both systems functioned to regulate the human motor system. Therefore, children experience impaired motorists' function. The disturbance is stiffness, paralysis, uncontrollable movement, rhythmic movements, and balance disorders.

In addition to motor disorders, children with disabilities are also experiencing impaired sensory function. The disorder is vision, hearing, sense, and the ability of the effects of motion and the tactile (tactile-kinesthetic).

The levels of cerebral palsy Children's intelligence extends, starting from the most basic level, namely idiocy to the gifted. Disclosure capabilities of cerebral palsy Children's intelligence have suffered much difficulty and

inhibitions. These obstacles occur because cerebral palsy children experience speech disorder so it is difficult to present answers while undergoing tests, in addition, test devices can also give invalid results.²⁷

b) Classification of *Cerebral palsy*

Cerebral palsy can be classified into several parts, including:

(1) According to disability degree

(a) Mild

Children belonging to this group are those who can walk without using tools, speak firmly, can help themselves in daily life. Although it is defective, it will not disturb its life so it can be activities with other normal children.

(b) Moderate class

Classes are being characterized by those requiring special exercises to speak, walk, and take care of themselves. This group requires special tools such as braces the body.

(c) Weight (Severe)

The ones belonging to this group are children who still need constant care in the ambulation, talk,

²⁷ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 98-99

and help themselves. The Prognosis of the outcome of increased effort is ugly, so they cannot live alone during society.

(2) According to topography

- (a) Monoplegia, i.e. only one member of the motion is paralyzed. For example the left leg, right foot, and second normal hands.
- (b) Hemiplegia, which is a paralytic member of the upper and lower limbs on the same side. For example, the right hand and right foot left hand and left foot.
- (c) Paraplegia, which is paralyzed on both limbs or legs.
- (d) Diplegia, that is, paralyzed both right and left hand or both right and left feet (for legs also called paraplegia).
- (e) Triplegia, i.e. three members of the motion paralysis. For example, the right hand and both legs paralyzed, or the left hand and both legs paralyzed.
- (f) Quadriplegia, who suffered paralysis on all members of his movement, also known as Tetraplegia.

(3) According to physiology

Based on its location (motor) function, classified:

(a) Spastic

The child who is experiencing this system demonstrates the immunity of the muscles, which is caused by stiff movements and will be lost in a silent State (sleep). In general, this will be great if the child is angry or otherwise in a state of silence.

(b) Athetoid

Children who experience athetoid, do not suffer from spasms or stiffness. Muscles can move easily, in fact there are often movements that arise outside its control. This movement is present in the hands, feet, tongue, lips and eyes.

(c) Tremor

The child experiencing tremor often performs repetitive little movements. Often found a child that one of his limbs always moves.

(d) Rigid

This group movement seemed very slow and rude.

(e) Ataxia

The disorder is located in the cerebellum so that the sufferer experiences impaired balance.²⁸

c) Differences in the disabled and Cerebral Palsy

In the book *Extraordinary Children's psychology* that the fiance is a state of damage or disruption of the body as a result of disorders of the form and obstacles to the bones, muscles, and joints, in its normal function. While cerebral palsy is one form of brain injury. The brain injury is a condition affecting the control of the motor system as a result of lesions (irregularities) in the brain. Brain injury can also be interpreted as a neuromuscular disease caused by developmental disorders or some damage to the brain related to the control of motor function.

Based on the above sense, the disabled and cerebral palsy should be distinguished. A person who bears a defect is that they are not able to move or function on a body that is experiencing interference or damage, while a person who bears cerebral palsy is those who can still move their limbs even if the movement is interrupted by a muscular tone disorder.

d) Disabled effects or Cerebral Palsy

²⁸ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 99-100

It is undeniable that the motor function in human life is very important, especially if the person wants to make contact with his environment, both the social environment and the surrounding natural environment. Then the motor role as a means that can deliver a person to perform activities has a very strategic position, besides the other sense of the senses. Therefore, the disruption of motoric functions as a result of illness, accident or congenital since birth, will affect the harmony of the other senses and in turn, will affect its innate function.²⁹

5) Tunaganda

Tunaganda and Tunamajemuk children are children who suffer from two or more abnormalities in terms of the physical, environmental, mental, social, and emotional, so as to achieve the development of optimal skills required special services in education, medical, and psychological. The blind and indifferent children need great support in more than one major life activity, such as mobility, communication, self-management, independent living, work, and self-fulfillment according to Hallahan & Kauffman. That includes your child, among others:

²⁹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 103

- a) Tunanetra-tunarungu
- b) Tunanetra-tunadaksa
- c) Tunanetra-tunagrahita
- d) Tunanetra-tunalaras
- e) Tunanetra-Special Learning Difficulties
- f) Tunarungu-tunadaksa
- g) Tunarungu-tunagrahita
- h) Tunadaksa-tunagrahita³⁰

b. Children with Emotional and Behavioral Disorders

1) Autism

Autism is a child developmental disorder caused by the presence of disturbances in the central nervous system resulting in a disruption in social interaction, communication, and behavior.³¹ Autism itself is a disorder that encompasses areas of cognitive, emotional, behavioral, and social, including also the inability to interact with people around him. An autistic child will grow and develop differently than any other normal child. This is due to gradually decreasing cognition ability.³² IDEA (Individuals with Disabilities Education Act) defines autism as:

³⁰ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 109

³¹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 8

³² Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 27

“a developmental disability affecting verbal and non verbal communication and social interaction, generally evident before age 3, that affects a child’s performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped moments, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has serious emotional disturbances.”³³

2) ADHD (*Attention Deficit Hyperactivity Disorder*)

ADHD (Attention Deficit Hyperactivity Disorder) is a lack of attention (Inattention) or hyperactivity and impulsivity, or both. Condition occurs for at least six months, which results in the growth of the person becoming incontinent with normal age growth. Based on the above exposure, ADHD is a barrier to an individual in the concentration of attention accompanied by the behavior of hyperactivity.³⁴

Hyperactivity, psychologically hyperactivity is an abnormal behavioral disorder, caused by neurological dysfunction with the primary symptom of not being able to control movement and focus attention.³⁵ ADHD brings influence to every aspect of a child's life. Children with ADHD are often troubled in understanding instruction, remembering assignments, playing

³³ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 29

³⁴ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 47

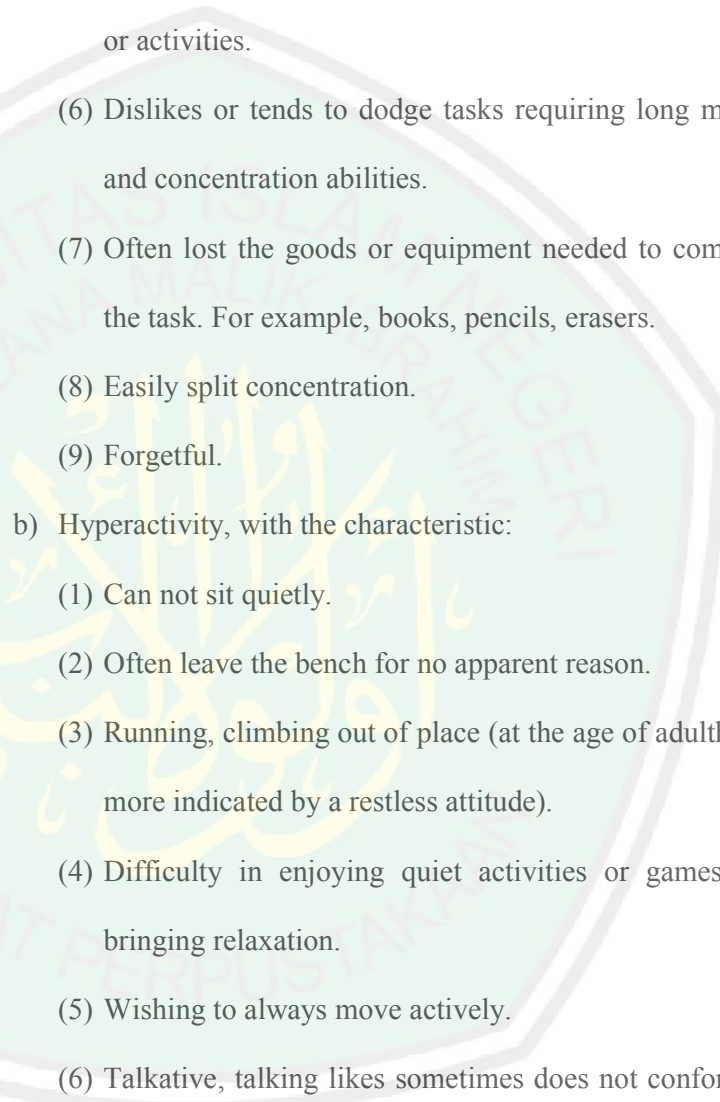
³⁵ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 8

well with siblings, or remembering rules. ADHD individuals have always been in trouble. They are difficult to participate in a group activity or sit still in class and maybe branded as bad children. For some children suffering from ADHD, it is very difficult to make friends. The Problem above makes the ADHD child feel lonely and difficult to understand so it becomes naughtier hence. The next problematics is the sheer number of ADHD children who have difficulties in completing school because it is difficult to focus on. Inability to adjust themselves in socializing correctly, ADHD individuals will have difficulty in finding friends in adulthood. People who suffer from ADHD in addition to experiencing learning difficulties, also often oppose and behave astray. Conditions like this make ADHD individuals have difficulty in associating.³⁶

According to Widhata, one can be categorized as inattention, hyperactivity, and impulsive if it meets a minimum of criteria below:

- a) Inattention, with features:
 - (1) Is not thorough or often sloppy in completing a school assignment, occupation or other activity.
 - (2) Difficult to maintain concentration to complete tasks or games.

³⁶ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 48

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- (3) Often do not listen when asked to speak.
 - (4) Tends not to follow instructions in completing a school assignment or occupation.
 - (5) Having problems organizing or organizing assignments or activities.
 - (6) Dislikes or tends to dodge tasks requiring long mental and concentration abilities.
 - (7) Often lost the goods or equipment needed to complete the task. For example, books, pencils, erasers.
 - (8) Easily split concentration.
 - (9) Forgetful.
 - b) Hyperactivity, with the characteristic:
 - (1) Can not sit quietly.
 - (2) Often leave the bench for no apparent reason.
 - (3) Running, climbing out of place (at the age of adulthood, more indicated by a restless attitude).
 - (4) Difficulty in enjoying quiet activities or games and bringing relaxation.
 - (5) Wishing to always move actively.
 - (6) Talkative, talking likes sometimes does not conform to context.

c) Impulsivity, with characteristics:

- (1) Often provide an answer before the asked question is completed.
- (2) Having trouble waiting for a turn
- (3) Often cutting other people's talks or servicing.
- (4) Likes to hit, showing dislikes by attacking physically.³⁷

d) Anxiety (anxiety)

Anxiety or anxieties are fear or worry in certain very threatening situations that can cause anxiety due to future uncertainty and fear that something bad will happen.³⁸

3) Tunalaras

Tunalaras is a child who has difficulties in self-adjustment and behavior does not conform to the prevailing norms.³⁹ Many terms are used to describe children who experience extreme interpersonal and intrapersonal social problems. The terms include emotionally handicapped, emotionally impaired, behaviorally impaired, socially or emotionally handicapped, emotionally conflited, and seriously behaviorally disabled. All

³⁷ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 49-50

³⁸ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 55

³⁹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 8

these terms do not clearly indicate what distinguishes Interference with other disorders.⁴⁰

Tunalaras is a child of emotion and behavior. It suffers from behavioral abnormalities and is subjected to extreme intrapersonal problems, so that children have difficulty in aligning their behavior with the prevailing general norms in the community.⁴¹

a) Classification of Tunalaras

Based on the types and deviation of children are divided in terms of the type and degree of deviation, namely:

(1) By type

(a) Judging from the personality aspect, there is an emotional child that has an abnormality in the development of emotions and the child who has social disabilities who have abnormalities in the adjustment of the environment.

(b) Judging by the aspect of mental health, there is a psychopathic child that is a child who has emotional irregularities and adjustments influenced by the genetic (endogenous) factor that is not curable, and the temporary child of the child who has Emotional

⁴⁰ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 57

⁴¹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 58

deviations and adjustments, which are influenced by environmental factors and can be cured.

(2) Unsubstantiated degree deviation

(a) Children with a mild level, indicating emotional irregularities and adjustments are still in the initial and mild levels, but there is a disturbance in his development. In this age, children are still in a normal family and school environment, and children need to be tutoring and counseling of primary, secondary, and family schools. The example of his behavior is to break the school, lazy to do PR, do not want to attend the ceremony.

(b) A medium-level child, indicating emotional aberration and adjustments to the medium-class environment. In this level, children need their services in learning. Children are still in the family environment and some must enter the dorm for healing purposes. However, the learning activities must be separated from normal children. Examples of her behavior are stealing at school and outside school, damaging public facilities, incorporated in certain Gank.

(c) The child is on a heavy level, indicating a violation of the law because it disrupts public order and is called delinquency. This includes children who have been involved with narcotics and criminal acts. This level requires children to be separated from family and public schools. It can be included in dormitories or correctional institutions or special rehabilitation.

b) Emotions and social Tunalaras

Children who are categorized as emotional disorders are children who have difficulty adjusting their behavior with the social environment because there is pressure from the inside of things that are neurotic and psychotic. It can be monitored from the soul pressure indicated from deep anxiety. Child behavior with emotional abnormalities in a larger context undergoes a deviation of social behavior adjustments.

(1) Symptoms of emotional barriers include:

- (a) Gentar: a reaction to an unlearned threat.
- (b) Fear: The reaction is less happy about something.
- (c) Nervous: a sense of anxiety that seems to be strange deeds.
- (d) Envy: always feel less happy when others benefit and happiness.

(e) Destroyer: treating objects around them to be destroyed and not functioning.

(f) Shame: A less mature attitude in the face of life's demands.

(2) In children with emotional abnormalities, his expression can be:

(a) Deep anxiety but the blurred and erratic direction of the intended anxiety. This condition is used as a tool to defend itself through repression.

(b) A weakness of the whole physical and spiritual being accompanied by various complaints of pain in some parts of his body. This condition occurs as a result of inner conflict or emotional distress that is difficult to resolve.

(c) Symptoms that constitute revenge challenges due to harsh treatment. This condition occurs due to the harsh treatment received so that it will also be abusive to others in revenge for her satisfaction.⁴²

(3) The characteristics of the Tunalaras

A blind child usually has a characteristic of emotional disturbance and social disturbance, which

⁴² Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 61-62

can be due to incorrect adjustments. The signs are as follows:

- (a) The relationship between a family, a playmate, a schoolmate, is objectionable.
- (b) An associating, stranger.
- (c) Like to escape responsibility.
- (d) Crying, disappointed, lying, deceiving, stealing, hurting, or otherwise, wanting to be praised, want to be always self-reliant.
- (e) The faint and the lack of confidence in yourself.
- (f) Has no initiative and responsibility, less courage, and is highly dependent on others.
- (g) Aggressive towards oneself, suspicious, indifferent, many doubt.
- (h) Shows nervous acts such as nail biting and “komat-kamit”.⁴³

4) *Conduct Disorder*

Behavioral disorder According to The Diagnostic and Statistical Manual of Mental Disorder is a psychological disorder most related to juvenile mischief. Behavioral disorders can be described as a chronic behavioral pattern that is

⁴³ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 64-65

someone who violates the norms of society by their age and garages the rights of others.

Conduct disorder can be interpreted as a behavioral disorder that belongs to antisocial behavior that is often characterized by the hurting behavior of others. Nevertheless, behaviors that arise are more externalized and differentiated from self-harm behavior.

Conduct disorder has several symptoms, among others, often intimidating others, starting fights that result in physical injuries, hurting people or animals, and actions that violate the rules of both educational, social, or legal.⁴⁴

5) *Indigo*

Indigo according to Carrol and Tober are children who demonstrate a new and unusual set of psychological attributes and a pattern of behavior that has never been documented before. This pattern has common unique factors so that people interacting with indigo children are advised to change the way they take care to achieve balance.⁴⁵

6) Tunawicara

A child with a communication disorder can be called a Tunawicara, which is a child who is experiencing sound

⁴⁴ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 70

⁴⁵ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 74

abnormalities, articulation (pronunciation), or speech fluency that results in deviations in the form of language, language content, or language function.⁴⁶

c. Children with Learning Disabilities and Intellectual Ability

1) Children with special learning difficulties

Children have difficulty learning special, which is a child who has real difficulty in special academic tasks, especially in the ability to read, write, and count or math.⁴⁷

Barriers to children with special learning difficulties include conditions such as impaired perception, brain damage, MBD (Minimal Brain Dysfunction), difficulty reading (dyslexia), and disturbances in understanding the words (developmental aphasia).

a) Early detection of children with learning difficulties has several obstacles as follows:

(1) Basic skills.

Children with learning difficulties usually have a disorder in the process of studying the name of a color or letter, do not have a strong understanding of the relationship between the letters with sound, bad on the

⁴⁶ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 8

⁴⁷ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 8

task associated with the sound, have problems in remembering Basic Math facts.

(2) Reading.

These children have shortcomings in the amount of vocabulary compared to their age, reading aloud or stammering, having problems that are sustained or continuous to describe something, not understand what is read, the understanding of reading is problematic because of the problem of understanding the word description, often flipping words, the reading ability is not in accordance with the visible intelligence and its vocabulary, often replacing similar words Visually (for example this is for that), the slower the level reads it than any other child of his or her age, the words are split when reading, adding a word while reading, continues to rely on pointing fingers while reading (for older students), continuing moves his lips while reading (for older students).

(3) Write

In terms of writing, these children make a letter reversal and repeated (after 9 years), often make mistakes in spelling including the disappearance of consonants, mistakes of syllables sequence (e.g. Manbi

for bathing (mandi)), writing slow or hard Make a number reversal.

(4) Spoken language.

These children have difficulty finding the right words, remembering verbal sequences (e.g. phone numbers, directions, the month of the year), having a limited vocabulary.

(5) Conduct

These children do not like to read or avoid it, have a problem of behavioral timing during or before reading activities with significant reading, refuse to do homework that requires reading, apparently only look at the Figures in Storybook and ignore the text.⁴⁸

Children are struggling to learn from the specifics can be divided into two parts, namely the difficulties of learning pre-academic and academic. Learning difficulties that belong to pre-academic include:

- (1) Motor disorders and perceptions, which include disturbances in coarse motor, body-warming, and fine motor.
- (2) Impaired perception includes perception of vision or visual perception, hearing perception or Auditory

⁴⁸ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 10

perception, hepatic perception (groped and motion or tactile and kinetic), and intelligence perception system.

This type of disorder needs to be systematic handling because of its influence on the large cognitive development that comes down to the outstanding academic achievement achieved children.

- (3) Dyspraxia or often referred to by the term clumsy is a condition due to interference the auditory intelligence of the motor. The child is unable to carry out part of the body there is no paralysis of the body. Dispraksia manifestations can be shaped Verbal Disfasia (talk) and nonverbal (writing, sign language, and pantomime).⁴⁹

b) Symptoms of Non-Verbal learning difficulties

Children who have difficulty learning can be nonverbal, then the obstacles that seem, are:

(1) Spatial.

The spatial is having difficulty remembering the way to reach the place, often lost, confused between the left and right, having problems reading the time, have poor ability to coordinate between the hands and eyes, have problems supplementing puzzles, cannot draw well, the

⁴⁹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 10-11

table and the book bag are very messy, have a bad taste towards the interpersonal space.

(2) Social

In the socialization of these children have difficulty finding out other people, less aware of the social situation, unaware of the social impact of his actions, increase social withdrawal (for children), have problems adapting to the situation Not read a non-verbal cue-behavior effectively.

(3) Mathematics

In terms of mathematics, these children have difficulties with the basic concept of mathematics, become confused about the calculations through many stages, answer math problems with wrong and often panic.

(4) Write

In terms of writing ability, these children have bad handwriting especially under the pressure of time, writing on the unlined paper is difficult and messy, misspelling the word according to age, have low ability in control motor, having trouble or difficulty copying from the board, writes very slowly, has an awkward pencil grip, the letters look coarse and inconsistent,

have difficulty keeping the left margin (write letters over the limit significantly).

(5) Conduct

The behavior that appears in these children is to not like or avoid mathematics, do not like or avoid art, refuse to do written work or homework, seem isolated from peer to peer, not involved in sports.⁵⁰

2) *Slow Learner*

Slow Learners or children have learning skills that are slower than their peers. Students who are slow in the learning process need a longer time than a group of other students who have the same intellectual potential level.

Not only is his academic skills limited but also on other abilities, including coordination skills (difficulty using stationery, sports, or wearing clothes). From the behavioral side, this slow learner's child tends to be quiet and shy, and it's hard to make friends. Slow children learn this also tends to lack confidence.

a) Causes of Slow Learner in children

Slow learners in children can occur because several factors among them are biochemical factors that can harm the brain, for example, the dye in food, environmental

⁵⁰ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 11-12

pollution, inadequate nutrition, and psychological and social influences that Adverse development of children.

Another cause is an external factor that is precisely the cause of the main problem of sluggish children learning (slow learner) namely can be wrong or improper learning strategy, management of learning activities that do not inspire motivation Children's learning and improper reinforcement. Although genetic factors have a strong influence, the environment is also an important factor.

b) Slow Learner child detection

Children who experience learning lags (Slow Learner) have characteristics, such as immature in interpersonal relationships. Besides, these children also show difficulties in following the instructions that have many steps, having a little internal strategy, such as organizational skills, difficulty in learning and generalizing information. Children with this slow learner have values that are usually bad in a learning achievement test. However, some of them can work well in hand-on materials, which are materials that have been shortened and given to children, such as activities in laboratories and manipulative activities.

The impact of such limitations described above can form a slow learner's child who has a bad self-image, although it

is capable of mastering a particular skill but tends to be slow, some abilities can not even be mastered at all. Similarly, in terms of memory that is relatively slow. Another feature is, the average learning performance is always low (less than 6), often late in completing the academic tasks compared to friends of his age, and have the appeal of slow lessons.⁵¹

3) Tunagrahita

Tunagrahita is a term used to refer to children who have intellectual abilities below average. Another term for disabled is a term for a child with a handover or decreased ability or reduced ability in terms of strength, value, quality, and quantity.

Tunagrahita has mental disorders or behaviors due to impaired intelligence. Tunagrahita can be a double defect, which is a mental defect coupled with a physical disability. For example, the intelligence defect they experience is accompanied by a vision disorder (eye defect). There are also accompanied by hearing impairment. Not all children have physical disabilities. For example on a light disabled. The problem of the disabled is milder in the ability of the capture powerless.

⁵¹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 12-14

In general, the sense of disabled is a child with special needs who have retardation in the intelligence, physical, emotional, and social who need special treatment to develop at the maximum ability.⁵²

4) Smart Special Gifted Special (Cerdas Istimewa Berbakat Istimewa (CIBI))

Smart Special Gifted Special (Cerdas Istimewa Berbakat Istimewa (CIBI)) in the broad concept, the talented child of special intelligent special will lead to a child who has superior intellectual prowess, which is potentially and functionally capable of achieving academic excellence in its population group.⁵³ Children who have the talent or ability and extraordinary intelligence that is the child who has the potential of intelligence (intelligence), creativity, and responsibility to the task commitment above the child of his/her age (normal child), so as to realize Its potential to be a real achievement, requiring special education services.⁵⁴

The study results also found that talented children have different characteristics with normal children. They tend to have a prominent advantage in the vocabulary and use it on a

⁵² Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 16

⁵³ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 21

⁵⁴ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 8

flexible basis, having rich information, fast in mastering the subject matter, quickly understanding the relationship between facts, easily understanding the evidence and the formulas, The keen analysis skills, reading, and sensitive to the surrounding situation, are critical and have a huge sense of curiosity.⁵⁵

C. Inclusive Education

1. Inclusive Education

Inclusive education is an educational organization that brings together special needs children with normal children in general to study. Abnormalities or deficiencies may be physical, psychic, social, and moral abnormalities. The word inclusive comes from English language inclusion, which is used in describing unification for children in the school program.

An inclusive education organizing school is a school that holds all students in the same class. The school provides a decent, challenging, but tailored educational program that is adapted to the skills and needs of each student with the help and support that teachers can provide, so that children succeed.⁵⁶

Inclusive education teaches about the diversity and attitude of tolerance between students. Students with special needs are those who

⁵⁵ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 22

⁵⁶ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 6

have deficiencies or experience various abnormalities and deviations that are not experienced by normal people in general.⁵⁷ Where students must respect the physical differences between regular students and students with special needs. Although students with special needs have physical deficiencies, on the other hand, they must have an advantage over regular students. Besides, students with special needs in inclusive schools do not get a special treatment from the teacher but have the same rights and obligations as other regular learners in the class. Only students with special needs will receive supervision from a special companion teacher (GPK) provided by the school or office.⁵⁸ According to regulation of the Minister of National Education of Republic of Indonesia No. 70 year 2009 Inclusive education is:

Inclusive education is an education organizing system that provides an opportunity for all learners who have abnormalities and have the potential of intelligence and/or special talent to follow education or learning in one educational environment together with students in general.⁵⁹

The concept of an inclusive establishment is very different from the concept of special education. Inclusion or inclusive education is not another term of special education. The concept of inclusive education has much in common with the concept underlying education for all

⁵⁷ Heni Kusuma, *Identifikasi Interaksi Sosial Siswa Berkebutuhan Khusus di SD Negeri Jlaban, Sentolo, Kulon Progo*. Jurnal Pendidikan Guru Sekolah Dasar, UNY. Edisi 13 ke-5 2016, P: 1246

⁵⁸ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 6-7

⁵⁹ *Peraturan Menteri Pendidikan Nasional No. 70 Tahun 2009” Tentang pendidikan Inklusif bagi peserta didik yang memiliki kelainan dan memiliki potensi kecerdasan dan/atau bakat istimewa.* Pasal 1.

(education for all) and the concept of school improvement (schools improvement).⁶⁰

2. Inclusive legal source of education

In the implementation of inclusive education is based on several legal bases, namely as follows:

1) Philosophical Foundations

The Philosophical Foundation of Inclusive education program in Indonesia namely Pancasila. That in Pancasila there are five pillars and ideals erected on the foundation of Bhinneka Tunggal Ika. The philosophy of "Bhinneka Tunggal Ika" teaches mankind to believe that in humans there is a potential for humanity, which can be developed through education. Not only are normal children who have such potential, but children with special needs also have them.

2) Juridical Foundation

a) National

National Juridical Foundation in the implementation of inclusive education as follows.

(1) UUD 1945 article 31

(a) Paragraph (1): "Every citizen is entitled to an education

(b) Paragraph (2): "Every citizen is obliged to follow the primary education and Government shall pay for it".

⁶⁰ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 122

(2) Law No. 20 of 2003 on system National Education Article

5

(a) Paragraph (1): "Every citizen has equal rights to obtain a quality education"

(b) Paragraph (2): "The citizen who has physical, emotional, intellectual, and or social disorders is entitled to special education"

(c) Subsection (3): "Citizens in remote areas or and remote indigenous peoples are entitled to a special service education "

(d) Subsection (4): "Citizens who have potential intelligence and privileged talents are entitled to Special education ".

(3) Law No. 23 of 2002 on child protection

(a) Article 48: "The Government shall hold a minimum of 9 (nine) years of primary education to All children "

(b) Article 49: "States, Governments, families, and parents are required to provide an opportunity for children to gain education".

(4) Law No. 4 of 1997 on disabled People Article 5: "Every disability has equal rights and opportunities in all aspects of life and livelihoods".

(5) Permendiknas (Peraturan Menteri Pendidikan Nasional) number 70 the year 2009 about inclusive education for learners who have abnormalities and potential intelligence and/or special talents.

(6) Law No. 19 of 2011 concerning the legality of the Convention on the Rights of the disability.

b) International

The International Juridical Foundation in the implementation of inclusive education is the "Salamanca declaration" performed by education ministers all over the world. The Salamanca declaration confirms that all of the children are able to learn together regardless of the difficulties or differences that may exist in them.⁶¹

3) Pedagogical Foundation

In Law No. 20 of 2003 on system National Education Chapter3:

“National education serves to develop the ability and shape the character and civilization of the nation dignified in order to educate the life of the nation, aims to reproduce the potential of learners to become human believers and In fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen and responsible.”⁶²

⁶¹ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 7-9

⁶² *Undang-Undang RI Tahun 1945 Nomor 20 Tahun 2003” Tentang Sistem Pendidikan Nasional.* Pasal 3.

4) Empirical Foundations

Research on inclusive education has been carried out in Western countries since the 1980s. One of the major research conducted by The National The Academy of Science (USA) shows the results that the classification and placement of children in school, classes or special places are ineffective and discriminatory.⁶³

5) Religious Foundations

As a religious nation, the organizing of inclusive education can not be separated from the context of religion because education is the main ladder in knowing God. God does not at once make human he ATS the Earth to have faith in him, but still through the process of education that is Islamic and Islamicate. In relation to the Nativistis Islamic Education conception, the provisioning factor is also recognized as an element of religious patterns in human beings.

There are many Qur'anic verses describing the religious foundation in organizing inclusive education. The religious factors used in this explanation are the Qur'an surah Al-Hujarat (49) verse 13, which reads:

⁶³ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 9

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِندَ
اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

It means: Mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted (QS. Al-Hujarat [49]: 13).

The verse gives orders to us to know each other, namely the understanding of one another, regardless of the social background, economy, race, tribe, nation, and even religion. This is the universal concept of Islam, which looks at all the human beings in the presence of the same, only the level of impure caused the noble person to be God. This statement is sourced from QS. Al-Maidah (5) Paragraph 2 reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَجْلُوا شَعَائِرَ اللَّهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا الْهَيْدِيَّ وَلَا الْقَلَائِدَ وَلَا أَمِينَ الْبَيْتِ
الْحَرَامِ يَبْتَغُونَ فَضْلًا مِّن رَّبِّهِمْ وَرِضْوَانًا وَإِذَا حَلَلْتُمْ فَاصْطَادُوا وَلَا يَجْرِمَنَّكُمْ شَنَا نُ قَوْمٍ أَن
صَدُّوكُمْ عَنِ الْمَسْجِدِ الْحَرَامِ أَن تَعْتَدُوا وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ
وَالْعُدْوَانِ يَوْمَئِذٍ اللَّهُ بَالِغُ الْعَذَابِ الْعِقَابِ ﴿٢﴾

It means: O you who have believed, do not violate the rights of Allah or [the sanctity of] the sacred month or [neglect

the marking of] the sacrificial animals and garlanding [them] or [violate the safety of] those coming to the Sacred House seeking bounty from their Lord and [His] approval. But when you come out of ihram, then [you may] hunt. And do not let the hatred of a people for having obstructed you from al-Masjid al-Haram lead you to transgress. And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty. (QS. Al-Maidah [5]: 2)

The verse also commands us to give help to anyone, especially to those in need, regardless of the family background from which they come from, for those who experience physical disabilities or Physical disability, for example blind, deaf, deaf, Tunagrahita, and Tunalaras.

In the Qur'an, it is also mentioned that human nature is one and the other is different (individual differences). God created man different from each other to be interconnected and complement each other with all aspects of its (QS. Al-Hujarat [49]: 13). Students who need inclusive education services are in fact a manifestation of human beings as a distinct or individual difference. Human interaction between one and another is also certainly different when God gave the Fitrah, both intelligence,

emotion, and spiritual. There are two types of interactions that are related to human beings, namely competitive and cooperative. Likewise in education, which should also use as a means of achieving a common goal.⁶⁴

3. Inclusive Education models

According to Mudjito, classify inclusive classes in the learning process as follows:

a. Full regular class

Students with special needs learn together with regular (normal) students. Specialized tutors in regular classes guide students with special needs to study together with regular students using a national standard curriculum.

b. Special classes in regular schools

Special classes are one of the services in the inclusive school, by separating the students with special needs in individual classes from regular students.

While Vaughn, the Boss & Schuman in the Directorate of Extraordinary Schools, the placement of students with special education needs in the inclusive school in Indonesia can be done with various models, namely:

⁶⁴ Fatikhatus Sa'idah, "Implementasi Program Pendidikan Inklusif di Sekolah Dasar Negeri (SDN) Subersari 3 Malang" Skripsi : Program Sarjana Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Malang. 2015, P. 20- 22

a. Regular class "Full inclusion"

Students with a special education need to study together with other students in regular/inclusive classes throughout the day using the same curriculum that students use in general.

b. Regular classes with clusters

Students with a special education need to study together with other students in regular/inclusive classes in a special group.

c. Regular classes with pull out

Students with special educational needs study together with other students in regular/inclusive classes, but within certain times are pulled/out of regular/inclusive classes into the tutoring/resource room to study and get guidance from special teachers/special guiding teachers.

d. Regular classes with clusters and pull-outs

Students in a special/educational need study together with other students in regular/inclusive classes in a special group, and in certain times withdrawn/exiting from regular/inclusive classes to the tutoring room/resource space to study and get guidance from special teachers/special tutoring teachers.

e. Special classes with various integration

Students with a special education need to study and get guidance from special teachers/special tutors in a special class in

regular/inclusive schools, But in certain areas can study with other students in regular/inclusive classes.

f. Full-specific classes

Students with a special education need to study and get guidance from special teachers/special tutors in special classes that exist in regular/inclusive schools.⁶⁵

4. The goal of inclusive education

Inclusive education is intended as a service system Education that includes children with special needs to study together with their children in the regular school closest to his residence. Inclusive education requires the school to make adjustments in terms of curriculum, educational facilities and infrastructure, and learning systems tailored to the individual needs of students. According to Raschake and Bronson, inclusive education objectives There are three, namely:

- 1) For children with disabilities
 - a) The child will feel a part of society in general.
 - b) The child will gain a variety of resources to learn and grow.
 - c) Increase child self-esteem.
 - d) The child has the opportunity to learn and to make a friendship with peers.

- 2) For the school

⁶⁵ Kementerian Pendidikan dan Kebudayaan. *Gambaran Sekolah Inklusif di Indoneisa Tinjauan Sekolah Menengah Pertama* (Jakarta. Pusat Data dan Statistik Pendidikan dan Kebudayaan 2016) P. 15-16

- a) Gain experience to manage various differences in one class.
 - b) Develop an appreciation that everyone has Different uniqueness and abilities.
 - c) Increase sensitivity to other people's limitations and a sense of empathy for student limitations.
 - d) Improve the ability to help and teach all students in the classroom.
- 3) For teachers
- a) Help teachers to appreciate the difference on each students and acknowledge that students with special needs are also has the ability.
 - b) Create a concern for every teacher against the importance of education for students with disabilities.
 - c) Teachers will feel challenged to create new methods of learning and developing cooperation in solving problems.
 - d) Dampening the teacher's saturation in teaching.⁶⁶

While in regulation of the Minister of National Education No. 70 year 2009 Article 2, inclusive education aims:

1. Provide the widest opportunity to all learners who have physical, emotional, mental and social disorders or have the potential of intelligence and/or privileged talents to obtain a quality education according to their needs and abilities;
2. Establishing an education that appreciates diversity, and is not discriminatory for all learners as referred to in letter A.⁶⁷

⁶⁶ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 9-10

CHAPTER III

RESEARCH METHODS

A. Research Approaches and Types of Research

At this diffuser, the author uses qualitative research methods. According to Keirl and Miller referred to qualitative research is "a certain tradition in social sciences that fundamentally relies on human observation on its own, and relates to the people Language and its terminology". Qualitative research has some traits that distinguish them from other types of research. Following is the assessment and synthesis of Bogdan & Biklen and Lincoln & Guba among others: (1) using a natural (naturalistic) background, (2) human beings as instruments, (3) qualitative methods (interviews, observations or documents), (4) Descriptive, (5) The Inductive Data analysis, (6) The Theory of the Foundation (grounded theory), (7) descriptive, (8) More concerned with the process of results, (9) The existence of the limits specified by the focus, (10) the existence of specific criteria for the validity of the data (Define validity, reliability, and Objectivity), (11) designs that are temporary, (12) and the research results are negotiated and mutually agreed upon.⁶⁸

Based on the characteristics of the research method using the qualitative approach in the implementation of the field, researchers are

⁶⁷ *Peraturan Menteri Pendidikan Nasional No. 70 Tahun 2009 Tentang pendidikan Inklusif bagi peserta didik yang memiliki kelainan dan memiliki potensi kecerdasan dan/atau bakat istimewa.* Pasal 2.

⁶⁸ Rusdiyanto, "Implementasi Pendidikan Inklusif Pada Mata Pelajaran Pendidikan Agama Islam (Study Kasus di SMP Muhammadiyah 2 Malang)" Tesis : Program Magister Pendidikan Agama Islam Sekolah Pascasarjana Universitas Islam Negeri Malang. 2015, P. 62

trying to understand the activities carried out in Junior High School 4 Blitar related to the implementation of education and/or inclusive services. So in this study use a type of qualitative research with the case study method, because the results of this research are a descriptive analysis.

Through case studies, researchers sought to uncover in detail the background or a subject or an event or comprehensive explanation of various aspects of an individual/group/organization, program or social situation. The study is done intensively in detail and in-depth to a particular organization, institution or social symptom. So, the study seeks to study as much data on the subject as it studied, and it is one of the methods of social sciences research.⁶⁹

B. Researchers ' Presence

Researchers ' presence in the field in qualitative research as researchers act as research instruments and data collectors. The benefit gained from the researcher's presence as an instrument is the subject more perceptive to the presence of researchers, researchers can conform to the settings of research, decisions related to research can be taken in a quick way and directed, so also information can be obtained through the attitude and way of informant in providing information. A qualitative researcher as a human instrument, serves to establish the focus of research, choose Data Source Informant, do data collection, assess data quality, data analysis, interpret

⁶⁹ Rusdiyanto, "Implementasi Pendidikan Inklusif Pada Mata Pelajaran Pendidikan Agama Islam (Study Kasus di SMP Muhammadiyah 2 Malang)" Tesis : Program Magister Pendidikan Agama Islam Sekolah Pascasarjana Universitas Islam Negeri Malang. 2015, P. 63

data, and make conclusions on its findings. The presence of researchers as a research instrument is compatible with the quality research itself because it has the following traits:

1. Researchers as instruments can react to any stimulus from the environment that should be expected to be meaningful or not for research.
2. Researchers as a tool can adapt themselves to all aspects of the state and can collect a variety of data at once.
3. Each situation is the whole. No instrument can capture the whole situation except the human.
4. A situation involving human interaction, can not be understood with mere knowledge, but need to feel often, the experience is based on our knowledge.
5. Only human beings as instruments can take conclusions based on the data collected at a time and use immediately as a reversal to obtain an affirmation, alteration, improvement or correction.⁷⁰

The research was initiated from the research permit filing. A research permit was issued by the Dean of the Faculty of Tarbiyah and teacher of science, state Islamic University Maulana Malik Ibrahim Malang. Through the permit, research began to be conducted.

In this research researchers act as the main instrument, i.e. acting as executor, observer, and simultaneously as a data collector. As an

⁷⁰ Evi Amalia Setya Nintyas, "Implementasi Program Akselerasi di SMP Negeri 3WAY Pengubuan Lampung Tengah" Tesis : Program Magister Manajemen Pendidikan Sekolah Pascasarjana Univeritas Lampung. 2016, P. 44-45

executive, researchers researched Junior High School 4 Blitar. Researchers as observers observe how to do inclusive class in Junior High School 4 Blitar, the teacher's strategy in the Inclusive classroom learning at junior High School 4 Blitar, a teacher's barrier to learning in the inclusive class in Junior High School 4 Blitar, and also a solution for teachers to handle obstacles during the learning implementation in the inclusive class in Junior High School 4 Blitar.

C. Research Location

A Research was implemented in Junior High School 4 Blitar, located on the street of Dr. Sutomo No. 92 Sananwetan District of Blitar. Institutionally under the Education office of Blitar. Location selection is done in consideration of early observation that researchers have done about the readiness of Junior High School 4 Blitar. is one of the schools that provide inclusive education services for children with special needs. Junior High School 4 Blitar with the number of children with special needs of six (6) children. With students of ABK (children with special needs) who have a physical barrier of three (3) children, among them are in grade nine (9) with the number of two (2) Children and one (1) child is in the seventh class (7). Children with special need with physical barriers or physical straightness, there are also students with special need who have a social behavior disorder as many as one (2) child, who is in the eighth (8) grade and grade seven (7), and for children with special needs who have an

intellectual abnormality there are two (1) children, In grade eighth (8). For special companion Teachers (Guru Pendamping Khusus) appointed by the Education Department of Blitar City or school is not available. Based on the researchers ' observations through observation, documentation, and interviews of Junior High School 4 Blitar is a school that deserves to be a reflection that is ideal to be an example of a school that provides inclusive education services at Junior High School or MTs level in Blitar city. Thus, Junior High School 4 Blitar is a highly relevant place as a research location for teacher strategies in inclusive classes, teacher barriers in inclusive classes, and teacher solutions to handle barriers during learning in the inclusive class as well as how the state of the inclusive classes.

D. Data and Data Sources

The selection of the informant in this study is conducted using purposive sampling, where researchers tend to choose the informant that meets certain criteria and is considered to know the conditions at the research site and can be trusted to Become an accurate source of data and know the problem deeply. The technical sample purposive is relevant to the requirements on the qualitative research in which there is no random sample but the sample aims (sample purposive).⁷¹

Then to acquire more data, researchers use the snowball sampling technique. Snowball sampling is a data retrieval technique that at the

⁷¹ Rusdiyanto, "Implementasi Pendidikan Inklusif Pada Mata Pelajaran Pendidikan Agama Islam (Study Kasus di SMP Muhammadiyah 2 Malang)" Tesis : Program Magister Pendidikan Agama Islam Sekolah Pascasarjana Universitas Islam Negeri Malang. 2015, P. 64

beginning of a little number then becomes large, and will cease after having alignment and does not develop anymore.⁷² Because of the small amount of data that has not been able to provide complete data, the researcher looked for the speaker again that can be used as a data source.

The data from these studies are obtained from two sources:

1. Primary data are data sources taken directly by researchers through observations, interviews, and documentation.
2. Secondary data that becomes supporting from the primary source is data outside.

Thus, the retrieval of data or data sources with the consideration of the person who is considered to know about the implementation of inclusive education in Junior High School 4 Blitar such as:

a) Primary Data

1. Teacher of course or regular teacher about the learning process in class. Teacher of teachers or regular teachers, Science teachers (physics and Biology), PAI Teachers (Islamic education), mathematics teachers, teachers of IPS (social sciences), PJOK teachers (physical sports and health education), Teachers of BK (guidance and counseling), Teacher of BI (Bahasa Indonesia).
2. Special companion Teachers (Guru Pendamping Khusus) as a class as a trustee when learning in an inclusive class.

⁷² Rusdiyanto, "Implementasi Pendidikan Inklusif Pada Mata Pelajaran Pendidikan Agama Islam (Study Kasus di SMP Muhammadiyah 2 Malang)" Tesis : Program Magister Pendidikan Agama Islam Sekolah Pascasarjana Universitas Islam Negeri Malang. 2015, P. 65

3. The principal and also head curriculum on the policy of implementing an inclusive education or inclusive education service provided to the students of the children with special needs include school culture, class conditions, support, constraints or obstacles, and solutions.

b) Secondary Data

1. Reading books related to research.
2. Journals related to research.
3. Records relating to research.
4. School archives (both published and unpublished) at Junior High School 4 Blitar

E. Data Collection Techniques

Data collection in qualitative research is very dynamic, where researchers entered the open field as is, automated researchers face a situation that is difficult to predict precisely what is already, is and will happen. Therefore, researchers rely on qualitative data collection techniques, such as interviews, observations, documents and usage. Researchers are required to show tangible evidence of the field. As Faisal said (1990) stating that the main data collection techniques in qualitative

research are participatory observation and in-depth interviews plus documentation.⁷³ Data collection techniques are done by:

1. Interview Techniques

An interview is a process of communication or interaction to collect information in question and answer between researchers and research subjects. With the advancement of information technology such as today, interviews can be done without face-to-face, i.e. through telecommunication media. In fact, the interview is an activity to obtain information in-depth about an issue or theme raised in the study. Or, it is the process of proving the information or explanation that has been obtained through other techniques before. Because it is a proof process, it can be the result of interviews according to or different from the information previously obtained. There are two types of interviews:

a) In-depth interview, in which researchers dig information deeply in a way that directly engages in the life of the informant and answers freely without the prior prepared questions guidelines so that the atmosphere is alive, And done in the same;

b) Directional interview (guided interview) in which the researcher asks the informant the things that have been prepared beforehand.

Unlike in-depth interviews, directional interviews have weaknesses, i.e., the atmosphere is not alive, because researchers are tied to questions that have been prepared beforehand. Often the

⁷³ Aunu Rofiq Djaelani, "Teknik Pengumpulan Data dalam Penelitian Kualitatif" Jurnal Majalah Ilmiah. Vol. XX No. 1. Maret 2013, P. 84

interviewer or researcher is more concerned with the list of questions asked than to come face to face with the informant, so the atmosphere feels stiff.

This interview was conducted with a directed interview with a list of pre-prepared questions on retrieving data by observing about how the inclusive classroom in Junior High School 4 Blitar, a teacher's strategy in learning Inclusive class at Junior High School 4 Blitar,, a teacher's barriers to learning in inclusive classes at Junior High School 4 Blitar, and also teacher solutions to handle barriers during learning in the inclusive class in Junior High School 4 Blitar, for Class is still conducive. All of the above data will be obtained and sourced from the class teacher (Guardian) as well as a special companion teacher (GPK), teacher of subjects or regular teachers, waka curriculum, and principal.

2. Observation Techniques

The fact of observation is the activity of using a sensory, vision, smell, hearing, to obtain the necessary information to answer the research problem. The observation results of a specific activity, event, event, object, condition or mood, and a person's emotional feelings. Observations were made to obtain a real Figure of an event or incident to answer research questions. The presents several forms of observation, namely:

- a) The observation of participation is (participant observation) is the method of data collection used to compile research data through

observation and sensing where the researcher involved in the daily life of informant.

- b) Unstructured observation is observations made without the use of observation guidelines, so the researcher develops his observation based on the developments that occur in the field.
- c) The observation of the group was an observation conducted by a group of research teams on an issue that was raised into a study object.

Here researchers take data by observing about the circumstances of the inclusive class in Junior High School 4 Blitar, the teacher's strategy in the inclusive class of learning in the enlisted junior high School 4 Blitar, the teacher's barriers to learning in the inclusive class in Junior High School 4 Blitar, and also teacher solutions in handling barriers at the time of learning in the inclusive class in Junior High School 4 Blitar, to achieve a class that remains conducive. Noting how the rules of seating, class conditions or class, the teacher's attitude in teaching and attitude to the teachers when instructing students with special needs.

3. Document Engineering

In addition to interviews and observations, information can also be obtained through the facts stored in the form of letters, diary, photo archives, results of meetings, souvenirs, activity journals and so on. Data such as this document can be used to explore the information that

occurred in the past. Researchers need to have theoretical sensitivity to interpret all such documents so that they are not merely meaningless goods.

The documents used in this research are the curriculum used by the school, the RPP (Learning Plan), the spatial and the others. Researchers use this method to obtain data about school profiles namely Junior High School 4 Blitar, and the management of inclusive education services in classes of students with special needs.

F. Data Analysis

Data analysis is a systematic process of finding and structuring data obtained from interviews, observations, and documentation, by organizing the data into categories, describing into units, performing syntheses, arranging into patterns, choosing which ones are important and what to learn, and then making conclusions. This study used the data analysis model Miles and Huberman. As stated by Miles and Huberman:

1. Data Reduction

The Data obtained from the field are quite numerous, still, remit, and complex. Then data analysis is required through data reduction. Data reduction means summarizing, selecting the underlying things, focusing on the important things, search for themes and

patterns. Reducing the data will give a clearer Figure and make it easier for researchers to collect further data.

2. Presentation of Data (Display Data)

After the data reduction, the next step is presenting the data. In the study of the quality of data presented in the form of brief descriptions, charts, relationships between categories, flowchart and the like. There are three stages in data display, namely:

a. Theme category

The theme category is a process of grouping the themes that have been compiled in the table of accumulating theme interviews into a matrix of categorization. The themes listed in the Theme Category column correspond to the arrangement of the themes in the accumulated theme table which are moved into the itemized categorization one by one in detail, in the Categoriema column.

b. Subcategory Themes

After the series on the theme category is complete, the next is to create a theme subcategory that divides the themes that have been compiled into subthemes.

c. Encoding process

After the subcategorization process, the theme is encoding, i.e. inserting or listing statements of the subject and/or informant. According to the category of themes and

subcategories theme into the matrix categorization and give a certain code on each of the informant's statements.

3. Draw conclusions (Conclusion Drawing/verification)

The third stage after data reduction and data presentation is the withdrawal of conclusion drawing/verification conclusions. Preliminary conclusions in qualitative research are still temporary and will change when no strong evidence is found in favor of the next stage of data collection.

Thus the withdrawal of the conclusion in this study could have answered the formulation of problems that were formulated from the beginning or not even because the problems in qualitative research are still temporary and will develop after researchers have been in the field.⁷⁴

G. Legality of Research Data

In qualitative research, findings or data can be declared valid if there is no difference that the researcher reported with what happened to the object being researched.⁷⁵

1. Test credibility

Data credibility according to Nasutin to prove the data that is

⁷⁴ Ahmad Jakfar, "*Strategi Guru Dalam Mengelola Kelas Inklusif Di SDN Kiduldalem 1 Malang*" Skripsi : Program Sarjana Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Malang. 2017, P. 46 - 48

⁷⁵ Ilviatun Navisah, "Pendidikan Karakter dalam Keluarga (Study Kasus Orang Tua Siswa Dasar Brawijaya Smart School Malang)" Tesis : Program Magister Pendidikan Guru Madrasah Ibtidaiyah Pascasarjana Universitas Islam Negeri Malang. 2016, P. 68

successfully collected by the real world and occurs. While Lincoln and Guba mention there are several techniques presented to achieve credibility, i.e. first, to perform an extension of the field of observation in place, it is done as an anticipatory step when experiencing difficulties in obtaining information from the informant. Secondly, continuous observation to know which is important focused and relevant to the research topic. Third, triangulation, which is the legality of data on researchers using the triangulation technology, which is the validity check of data that utilizes something else outside the data for the purpose of checking or as comparative to the data , and the most widely used triangulation technology is by checking through the source or checking of reference materials.

2. Deep Testing

This criterion is used to maintain the caution of possible errors in the conclusion and interpret the data, so that the data can be accounted for naturally. Many mistakes are caused by human error itself, especially researchers so that key instruments can lead to lack of belief in researchers.⁷⁶ In this research, as the auditor of the researcher is the lecturer of the thesis supervisor as the lecturer, Dr. Alfiana Yuli Efianti, MA.

3. Testing conformability

This step aims to assess the results of research conducted by way of

⁷⁶ Rusdiyanto, “Implementasi Pendidikan Inklusif Pada Mata Pelajaran Pendidikan Agama Islam (Study Kasus di SMP Muhammadiyah 2 Malang)” Tesis : Program Magister Pendidikan Agama Islam Sekolah Pascasarjana Universitas Islam Negeri Malang. 2015, P. 74-75

Check data and information as well as interpretation of the results of an audit tracker through. To conduct an audit tracker the researcher provides materials regarding field data, including;

- a) Data/Field Records of the research observations on the implementation of inclusive education,
- b) Service efforts that have been undertaken in support of inclusive education,
- c) Interviews and transcripts interviews with the informant.

H. Research Procedure

The stages of this research are referring to the opinions of Moleong namely the pre-field stage, the stage of field activities, and the actual research.⁷⁷

1. Pre-field stage

At this stage, researchers analyze the need or self-evaluation by observing the reality of the field. The analysis of this need is a collection of why, how and what is needed.

2. The implementation stage of research

Data collection at this stage conducted by researchers in data collection are:

⁷⁷ Evi Amalia Setya Ningtyas, "*Implementasi Program Akselerasi di SMP Negeri 3WAY Pengubuan Lampung Tengah*" Tesis : Program Magister Manajemen Pendidikan Sekolah Pascasarjana Universitas Lampung. 2016, P. 44

- a. Interview with a homeroom teacher and a special companion teacher (GPK), a teacher of subjects or regular teachers, a curriculum waka, and a school principal.
 - b. Direct observation and data retrieval directly from the field is in the inclusive class.
 - c. Study the relevant theories.
3. Identifying data
- The Data that has been collected from the interview and observation results are identified to facilitate the analysis according to the intended purpose
4. Final stages of research
 - a. Presenting data is a form of description.
 - b. Analyzing data in other objectives is achieved.⁷⁸

⁷⁸ Ahmad Jakfar, "Strategi Guru Dalam Mengelola Kelas Inklusif Di SDN Kiduldalem 1 Malang" Skripsi : Program Sarjana Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Malang. 2017, P. 49 - 50

CHAPTER IV

DATA EXPOSURE AND RESEARCH RESULTS

A. Data Exposure Research

1. Junior High School 4 Blitar

Junior High School 4 Blitar, located on the street of Dr. Sutomo No. 92 District Sananwetan Blitar. Junior High School 4 Blitar has a strategic location that is located in the middle of Blitar, close to some public facilities such as City Gardens, Heroes Cemetery, tourist attractions, swimming pools, and other public facilities. This strategic location allows many students from the city and from outside the city of Blitar who want to school in Junior High School 4 Blitar. Also, the school has adequate facilities and infrastructures for the learning process that can be achieved well.

Junior High School 4 Blitar makes a real effort in the form of improving the quality of educators and education, completing facilities and infrastructure, establishing harmonious cooperation with parents/guardians of students and conducting self-development activities taking into consideration the needs of learners and society.

Junior High School 4 Blitar organizes an inclusive education which is an education that provides the same opportunities and services to all students, especially students with special needs to learn the same with peers in regular classes. It aims to make education as a socialization

vehicle for students with special needs to be able to live naturally and get the same treatment as other learners.

Besides, with the existence of environment education taught in monolithic and integrative all subjects and self-development covering a variety of life issues, including garbage, energy, biodiversity, water and food, and the school cafeteria to the school residents, this is by Junior High School 4 Blitar as an Adiwiyata school.

Figure 4.1 Junior High School 4 Blitar



2. Curriculum Junior High School 4 Blitar

The curriculum of Junior High School 4 Blitar in Lesson 2018/2019 applies the development principle of curriculum 2013. As for its development based on the principle that the learners have a central position to make their competence to become human beings who believe and fear to God Almighty, noble, healthy, knowledgeable, creative, independent, character, and virtuous, and become a citizen of the democratic and environmentally responsible.

The Inclusive education curriculum uses a regular school (national curriculum) that is modified (improvised) according to the development stage of the child with special needs, taking into consideration its character and level of intelligence. The curriculum adaptation for students with special need in an inclusive school is a must. Given the varied abilities and barriers possessed by children with disabilities. Therefore, teachers have an important role in the success of children with special needs in the inclusive school.

Junior High School 4 Blitar is one of the schools that provides inclusive education services for children with special needs. In the development of the inclusive education curriculum in Junior High School 4 Blitar is generally the same as regular curriculum, only service and content to learners are tailored to the needs of the students. According to the results of interviews conducted with the principal of state Junior High School 4 Blitar, Dijah Rumanti S., S. Pd:

....For the inclusive education curriculum using the regular school curriculum, we usually call the national curriculum but which is modified according to the development stage of the child with special needs, and the consideration is through Characteristics and level of intelligence. So the father or mother teacher when the submission of the subject matter depends on each teacher....⁷⁹

⁷⁹ Interview with Principal of Junior High School 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

3. The Concept of Inclusive Service for children with special needs (ABK) at Junior High School 4 Blitar

Inclusive education is one of the education programs proclaimed by the Government for the purpose of providing inclusive education services for children with special needs. It is hoped that an inclusive education for children with special needs can attend regular schools together with normal learners in general. As the principal of Junior High School 4 Blitar Dijah Rumanti S. S. Pd as follows:

Inclusive School is a government program. The inclusive school is actually an education that provides the same opportunities and services to all students, especially students with special needs to learn the same with other student in regular classes with the aim to make the education as a socialization vehicle for students with special needs to be able to live fairly and get the same treatment with other learners...⁸⁰

The inclusive education program at Junior High School 4 Blitar is a program from the government of Blitar City. The reason this school is a school that provides inclusive education services for children with special needs is to minimize discrimination against children who have disabilities or children with special needs to socialize With learners in general. Therefore, children with special needs are not increasingly slumped with their own scope and withdraw from the social community and also the inclusive service is intended to foster a confident attitude in children with the need special that he was just like the children of his age studying in the same place and with the same scope of education.

⁸⁰ Interview with Principal of Junior High School 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

B. Research Results

1. Condition of class with the presence of special needs students (inclusive class) in Junior High School 4 Blitar

a. Overview of students with special needs at Junior High School 4 Blitar

Types and characteristics of students with special needs in the inclusive classes as presented by the principal of Junior High School 4 Blitar, the Dijah Rumanti S. S. Pd as follows:

.... ABK in this school that has a physical disorder alone there are 3 (three) children, 1 (one) child in grade 7 is blind eyes to the left or right, yes one of the eyes Only, 2 (two) the other is the same Class 9 (nine), there is a physical abnormality of the body of the hand The leg of the back was like ours, the class of 9 (nine) of which the hand was shorter. Some were in Grade 8 (eight) it was grumpy of his son, so Mbak if he was angry it could angry and throw what he held while snapped in the rough rage of the marbling can be controlled or soothed easily like his other friends ya abnormalities Social behavior ya Mbak. There is also a report from the mother of the parent-teacher if the Grade 7 children (seven) is indigo Yes including the abnormality Yes Ya Mbak need inclusive treatment too, same one more grade 8 children (eight) he was a bit sluggish than his friends yes including abnormalities Intellectual yes Mbak Uma means.⁸¹

The following is the result of an interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, as follows:

“...I am also deputy curriculum head of Junior High School 4 Blitar Mbak, from which I have noticed from the whole students as well as reports from teachers of other students

⁸¹ Interview with Principal of Junior High School 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

in this school who need inclusive treatment there are 6 (six) Children⁸²

Children with special needs in junior high School 4 Blitar are 6 (six) children who occupy several classes, among them have physical disorders or disorders, emotional disorders and behavioral disorders, social and intellectual disorders.

1) Learners with physical and double disorders

A physical disorder is an abnormality that occurs in one or more organs that cause abnormalities in the body's physical function so that it is not able to carry out its duties normally. At Junior High School 4 Blitar there are 3 (three) students with special needs with physical abnormalities or disorders, among them are the visual impairment (abnormalities in the sense of vision), abnormalities of the limbs due to imperfect growth (tuners), and the flexibility of the body's motor nervous system or commonly known as cerebral palsy.

a) Blind (Tunanetra)

Blind/Low vision is the child whose vision is not functioning (blinds) as an information channel in the daily activities such as people beware.⁸³ The main characteristic of the child experiencing visual impairment or visual

⁸² Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

⁸³ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 7

impairment is the presence of abnormal vision such as man in his age.

.... Devano, sorry mbak his eyes were flawed or the squint could not see, so the eyes that functioned only the left,⁸⁴

Devano Aghanza Putra Pradessah, one of the students with a need to have abnormalities in his eyes. The right side of Devano is damaged, so that Devano can only use his left eye to see (squat).

b) Disable (Tunadaksa)

Children with special needs or disabilities are children with orthopedic abnormalities or one form of disruption of normal functioning of the bones, muscles, and joints.⁸⁵

..... And the other one is the right hand is shorter than the left hand, student of the class 9J Krisna⁸⁶

“....Krisna, was the important thing he did not in the Liahattin continuously, he later felt that the shortcomings he had was being noticed and made Krisna a shame”⁸⁷

⁸⁴ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

⁸⁵ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 92

⁸⁶ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

⁸⁷ Interview with Teacher SBD (Art Culture) at Junior High school 4 Blitar, Mokhamad Zaini, S.Pd, 17 Mei 2019

Krisna (9 (nine) J) students who have physical abnormalities in their hands, diamtane the right hand shorter than the left hand side. Krisna this little minder his son, he would feel uncomfortable if his right hand got the attention of other people.

c) *Cerebral Palsy*

Cerebral palsy is part of the finance, which is the abnormalities of motion, attitudes, or body shape, coordination disorders and can be accompanied by psychological and sensory disorders, caused by damage or disability in the development of the brain. Cerebral palsy's child suffered damage to the pyramidal tract and extrapyramidal. Both systems functioned to regulate the human motor system. Therefore, children experience impaired motorists' function. The disturbance is stiffness, paralysis, uncontrollable movements, rhythmic movements, and balance disorders. In addition to motor disorders, cerebral palsy children also suffer from impaired sensory function. The disorder is vision, hearing, sense, and the ability of the effects of motion and the tactile (tactile-kinesthetic).⁸⁸

⁸⁸ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 98

.... Galih Lintang his son is smart, often wins mathematics competition everywhere, one of the students of Junior High School 4 Blitar condition hands and feet are not perfect, so like bent, so he uses a wheelchair....⁸⁹

Galih Lintang Riyanto One of the students with special needs who have the best intelligence among children with special needs in Junior High School 4 Blitar. Galih disorders or abnormalities are in the motor system. The disturbance in the form of stiffness, paralysis, impaired balance, and movements, the condition of the hands, legs, and the pungency that bent to make Galih have a balance disorder that should always be assisted by using a wheelchair to Help the activity move. Galih's learning ability is much better than regular children; he often gets champions while attending a championship or Olympic Games in both the district, city and provincial levels.

- 2) Children with emotional and behavior disorders
 - a) Children with emotional disorders (Tunalaras)

The child who belongs to the category of social behavior disorder is a child whose behavior does not conform to the habit of his environment. The more important thing is the result of actions or deeds that do harm yourself or others.

Children who belong to the category experience social

⁸⁹ Interview with Teacher SBD (Art Culture) at Junior High school 4 Blitar, Mokhamad Zaini, S.Pd, 17 Mei 2019

behavior disorder among them children with emotional disorders. Students with special needs at Junior High School 4 Blitar with a disorder of social behavior with emotional disorders there is 1 (one) child.

.... Students who can not control his emotions when angry or feel uncomfortable also had to throw par goods, but Alhamdulillah can still be soothed by another teacher whose name is Yohannes and he Clever in study English⁹⁰

Yohanes Steven Yuliano (8 (eight) A) students with special needs are classified as emotions that elicit social behavior irregularities. In comparison to regular friends of his class, Yohanes is a smart student in the English language subjects. Yohanes demonstrated deviant behavior when uncomfortable in a situation, feeling angry that he would even throw items near them as a form of the emotion of their anger. When this happens, the class and also the father or mother of the other teachers participate to try to soothe and temper the emotions or anger of the child with special needs.

b) Children with behavior disorders (Indigo)

Indigo learners are required to get special education and extra attention compared to other normal children.

⁹⁰ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

....Children in Grade 7 (seven), which one indigo, adlina so he often once when he was exhaustion or when his mind is empty suddenly blacked out and after it cried, could be a week butterfly 2 or 3 times fainting if it had been like it every swoon always The school called her parents, and Adlina was on the shuttle....⁹¹

Adlina Shofia Firdhausy Learners with special needs who are in Grade 7 (seven) have intellectual abnormalities.

Adlina has a special advantage that man does not have in his age. Because of the excess, Adlina is considered a child with special needs. If in a tired state, when the mind is empty, while alone, or when many of his fixations he suddenly immediately swoon and after the sober up immediately cries. Because she has a special needs child who has an intellectual abnormality called Indigo.

3) Children with learning difficult

Students with special needs with impaired learning and intellectual ability at Junior High School 4 Blitar are as slow learner, child who has a little intellectually under normal who have difficulty understanding learning.

.... 1 (one) student who can never be silent while inside often annoys his friend in class and also arguably he is sluggish learning yes very hard to understand that lesson Yudha Fandi⁹²

⁹¹ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

⁹² Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

Yudha Fandi students with special needs Class 8 (eight) who have an intellectual disorder that is slow learning (slower learner). When Yudha lesson hours often walk around and bother his friend. His understanding of the lessons is also unlike his children, Yudha Fandi is also one of the students with special needs who are struggling in the process of understanding the subject matter.

Based on observations and interviews conducted by researchers, here are the types of data and characteristics of students with special needs in the inclusive classes of Junior High School 4 Blitar who need special services.

Table 4.1 List of Students with Special Needs in Junior High School 4 Blitar

No.	Student Name	Age	Class	Classification of Abnormalities	Types of Abnormalities
1.	Adlina Shofia Firdhausy	13	7 F	Emotional and behavioral disorders	Indigo
2.	Devano Aghanza Putra Pradessah	13	7 I	Physical Disorders	Blind (Tunanetra)
3.	Yohanes Steven Yuliano	14	8 A	Emotional and behavioral disorders	Emotional Disorders (Tunalaras)
4.	Yudha Fandi	14	8 D	Learning Disorders and intellectual abilities	Slow Learner
5.	Galih Lintang Riyanto	15	9 C	Physical Disorders	Cerebral Palsy
6.	Krisna Yuantana	15	9 J	Physical Disorders	Disable (Tunadaksa)

b. Overview of Inclusive Class at Junior High School 4 Blitar

Inclusive service provided by Junior High School 4 Blitar is an inclusive education service for children with disabilities. In the implementation of inclusive education, all students have the same support in the learning process in the inclusive class. Where inclusive offers provide the same opportunities and services to all students, especially children with special needs in physical, social, emotional, and the same conditions for learning with children. And of course in the same scope, i.e. in the same class. The number of children with special needs in Junior High School 4 Blitar is 6 (six) children who are scattered in several classes, according to those expressed by the principal of Junior High School 4 Blitar, Mrs. Dijah Rumanti S. S. Pd as follows:

....Many children with special needs are accepted in this school because of physical condition or physical abnormalities that there are many 3 (three) children, if no one of them is a child of Grade 9 (nine) there are 2 (two) children, and a Grade 7 children (seven) there is one child, other than that for children with Social behavior disorder that there are 2 (four) children in the Grade 8 (eight) 1 (one) children and Grade 7 (seven) and other there 1 (one) daughter with difficult learning, this is also the data that goes to me that I received from the mother of the teacher, so if the total number there are 6 (six) children⁹³

The same is also expressed by Mrs. Yatmisri, S.Pd as the teacher of IPA (Biology) Class 9 (Nine) C and also as head curriculum of Junior High School 4 Blitar:

⁹³ Interview with Principal of Junior High School 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

“...Because I was also the head curriculum Junior High School 4 Blitar, from which I noticed from the whole student-as well as a report from Bapak-ibu teachers of other students in this school who need inclusive treatment there are 6 children”⁹⁴

One of the most important characteristics of an inclusive school is a community that is a cohesiveness, accepting and responsive to the individual needs of the students. The physical environment condition of learning is the class has an important influence on the learning process. Decent classroom conditions have a positive influence on achieving teaching objectives for all students in the classroom, especially for children with special needs in the classroom. The authors have obtained data by interview and interviews, the interview results are obtained and described as follows:

- 1) The physical condition of inclusive class Junior High School 4 Blitar

The physical condition of the class has an important role in achieving maximum and quality learning outcomes in the inclusive class. The physical environment of the intended class includes the following:

- a) Inclusive classrooms

⁹⁴ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

Inclusive classrooms at Junior High School 4 Blitar in the learning process is no different from ordinary regular classes. Regular students and students with special need learn together in the same class, as presented by the principal of Junior High School 4 Blitar, Mrs. Dijah Rumanti S., S. Pd as follows:

“...To classes children with special need in the mix of with a regular child, so we do not have a special class”⁹⁵

Inclusive classrooms in Junior High School 4 Blitar for the teaching and learning process there is no difference with regular classes. Regular students and students with special needs or children with special needs (ABK) learn together in the same class.

b) Ventilation and lighting in inclusive class

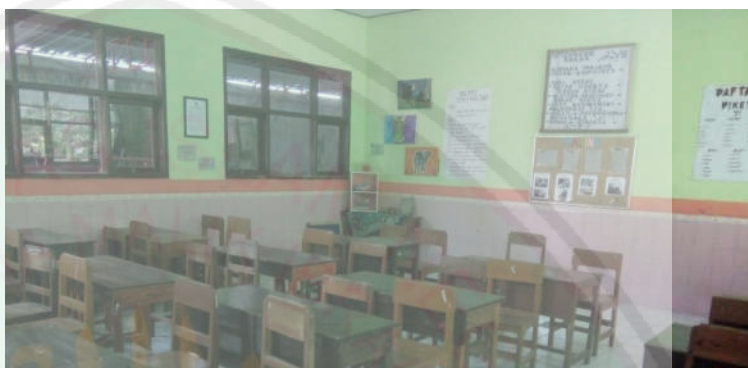
Cleanliness in the classroom can ensure the health and comfort of the students, among others, adequate ventilation and arranged for sunlight and air can enter the maximum, the arrangement of goods neatly arranged according to the place, and no garbage in the classroom.

Regarding ventilation and light arrangement based on the interview with the teacher of BK (guidance and Counseling) Class 7 (seven) I who also as the Regent Mrs. Laili Fitri Ardiana, S. Pd:

⁹⁵ Interview with Principal of Junior High School 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

The state of the class 7I it's the place behind, the most corner, the front is also the same obstacle class 7G so sometimes the sunlight comes in less maximum sometimes our class is dark, yes have to turn on the lamp Mbak even though noon, especially if cloudy⁹⁶

Figure 4.2 Ventilation and Lighting in 7 (Seven) I



Ventilation and lighting in the 7I inclusive class is poor, where the class conditions in the back of the school area and the position of the class in the corner cause the 7I class to lack sufficient sunlight during the day or during cloudy weather. Due to the lack of incoming sunlight, it is being heard by turning on the lights to make the class bright so that lighting in the classroom can be fulfilled and the activities of teaching and learning in the classroom can run well.

c) Cleanliness and comfort in inclusive class

The learning process in the classroom can run well if the cleanliness and the arrangement of the items in the class are well done. It can also ensure the health and comfort of students

⁹⁶ Interview with BK (Guidance and Counseling) teacher Class 7I who is also as guardian of class 7I at Junior High School 4 Blitar namely Laili Fitri Ardiana, S.Pd, 29 Mei 2019

in the classroom. Based on the interview with mathematics teacher who also as a guardian of class 9C where in the class there is one (1) child with special needs, Mrs. Yuyun Dilla Saputra, S. Pd:

If that class, we are currently Junior High School 4 Blitar is active to pass the national level Adiwiyata selection, so the children awareness about cleanliness is very good in class. They have been trained to always keep the cleanliness of the classroom and school environment wherever they are. So the class was always clean from the garbage of the stuff is neatly arranged⁹⁷

Figure 4.3 Cleanliness in an Inclusive Class



The observation and documentation above the cleanliness in the inclusive class is good. Junior High School 4 Blitar which in 2019 is the intention to get the predicate as a national level Adiwiyata school is very concerned about the circumstances of the environment. Environmental care activities are also implanted in all school citizens, including learners. Learners are required to always maintain the cleanliness and

⁹⁷ Interview with Mathematics teacher who is also as guardian of class 9C at Junior High School 4 Blitar namely Yuyun Dilla Saputra, S.Pd, 30 April 2019

convenience of existing wherever they are, including in the classroom. With the planting of environmentally caring people have a sense of caring for the students with their class.

2) Condition of Sosio-emotionally in inclusive class Junior High School 4 Blitar

Class condition seen from socio-emotional factor is an emotional setting condition, conscience when followed and appreciated it will make the class condition better and comfortable so that the learning objectives can be achieved. Soosio-Emotional conditions can be seen from attitudes and how to treat friends or teachers while in class. In inclusive education, This is very important, given that children with special needs who are in the same class as regular children must certainly grow mutual respect with the differences that have special needs children in their class. Creating a safe and comfortable classroom environment for students with disabilities is essential.

Based on research conducted in the inclusive class in Junior High School 4 Blitar, the author has obtained data with observations and interviews. Based on the results of the interview that the researcher did with the teacher mathematics and a Class 9 (nine) C, Mrs. Yuyun Dilla Saputra, S. Pd explained that:

.... Friends in that class I see and note they support each other, if the Missal Galih need their help, yes most often it's friends who guy ya, usually if Galih no mother so they help Galih make Moved to its wheelchair, encourage the

wheelchair if for example at any time there is an announcement of the gathering in the hall so Mbak Uma, play around, chat in class, intimate, salute me with their sense of concern to his friends who are different from them⁹⁸

Figure 4.4 Students with Special Needs with Friends



According to Mrs. Arin Fitriani, S. Pd Teacher of BI (Bahasa Indonesia) as well as teacher of Grade 8 (eight) A as follows:

For 2 months I was already in Dissni, no problems related to Yohannes. But I see that Yohannes ' character is quiet and rather a bit of a good, the friends in the classroom still love to get him behind the classroom, while the usual laughs if the boy is Ya Mbak ya, if for example there is a task that Yohannes Hard or do not understand sometimes he asked to his theme, yes they help each other something because for example the Yohannes is strange so not friends with children of the class, there are no such things⁹⁹

The same is also conveyed by Mrs. Laili Fitri Ardiana, S. Pd Wali class and also as a teacher of BK (counseling guidance) in Grade 7 (seven) I as follows:

⁹⁸ Interview with Mathematics teacher who is also as guardian of class 9C at Junior High School 4 Blitar namely Yuyun Dilla Saputra, S.Pd, 30 April 2019

⁹⁹ Interview with BI (Bahasa Indonesia) teacher Class 8A at Junior High School 4 Blitar namely Arin Fitriani, S.Pd, 29 Mei 2019

.... Devano was his son quiet but friends ya often to approach him, sometimes it's a man who also had a singing or stupid assignments in the classroom. Compact kids in my class. In fact I am grateful that there is no one who is away from the children who have special needs such as Devano, even they embrace¹⁰⁰

This statement is also in the form of the principal at Junior High School 4 Blitar Mrs. Dijah Rumanti S, S. Pd:

For a year and a half to become the principal, especially if in schools that also serve students a lot of news about Bullying or other problems, different conditions with our school mbak relationship between students in the class It is also well-woven, they help each other, please help each other, attention, as I said earlier inclusive education is not only teachers who provide inclusive service, but his friend also have to give service Inclusive to your friend's special needs¹⁰¹

Based on the results of observation and interview with the class teacher of the classes in which there is a child with special needs, the guardian of the class 9C Mrs. Yuyun Dilla Saputra, S. Pd, The Guardian of 8A Mrs. Arin Fitriani, S. Pd, the class's Guardian, Mrs. Laili Fitri Ardiana, S. Pd and the principal of Junior High School 4 Blitar, Mrs. Dijah Rumanti S, S. Pd, is a convenience that is intertwined between children with special need and regular students in the classroom. The convenience between children with special need and regular students in the classroom is seen with the absence of problems involving children with special need with

¹⁰⁰ Interview with BK (Guidance and Counseling) teacher Class 7I who is also as guardian of class 7I at Junior High School 4 Blitar namely Laili Fitri Ardiana, S.Pd, 29 Mei 2019

¹⁰¹ Interview with Principal of Junior High School 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

regular children in the classroom. Regular friends in the same class with children with special needs work together to form a comfortable learning environment. Where they help each other, encourage each other, play together, get along, and be familiar.

Based on the findings of the data from interviews, observations, and documentation of class conditions with the presence of special needs or inclusive classes has a great influence on the learning process to achieve the purpose of learning. Decent classroom conditions have a positive influence on achieving teaching objectives for all students in the classroom, especially for children with disabilities. These conditions include the physical condition of the class and the socio-emotional condition in the class. The physical condition of learning is that the classroom has an important role in achieving maximum and quality learning outcomes in the inclusive class. Inclusive classrooms for the teaching and learning process do not have any differences with regular classes, regular students and students with special needs studying together in the same class. An inclusive classroom physical condition includes ventilation and lighting. With ventilation and lighting in a good class will create a healthy inclusive physical condition. From 6 (six) inclusive classes in Junior High School 4 Blitar, 5 (five) in good condition, one inclusive class with ventilation conditions and poor lighting that is

in Grade 7 (seven) I, this is because of the location of the class located in the back corner area School. Due to the lack of incoming sunlight, it is being heard by turning on the lights to make the class bright so that lighting in the classroom can be fulfilled and the activities of teaching and learning in the classroom can run well. Cleanliness in the inclusive classes is also important and note. Environmentally caring activities such as maintaining cleanliness and comfort are also done in an inclusive class so it will create a comfortable and clean class condition at the time of learning. The clean and comfortable inclusive class condition will improve the learning quality of regular students and students with special needs so that the learning objectives can be easily achieved. In addition to physical conditions, researchers also observe socio-emotional conditions in an inclusive class. The socio-emotional conditions in the well-inclusive class eat a good look at the convenience of the students with special needs and regular students in the classroom, this is evident in the absence of problems involving learners with regular children in the classroom. Regular friends or regular students who are in the same class as students with special needs work together to form a comfortable learning environment. With a good inclusive class condition, it will not be a healthy class condition where students with special needs and regular students

can help each other, encourage each other, play together, get along, and be familiar.

2. Teachers Strategy in conducting learning in inclusive class at Junior High School 4 Blitar

Junior High School 4 Blitar is one of the schools that provide inclusive education services for children with disabilities. Where in the development curriculum of inclusive education in Junior High School 4 Blitar is generally the same as the regular curriculum or national curriculum, only service and content to the learners are tailored to the needs of the students. The curriculum adaptation for student with special need in an inclusive school is a must, given the varied abilities and barriers that a child needs to have. Therefore, teachers have an important role in the success of children with special needs in an inclusive school. Certainly, the success and the agility in the learning and teaching process in the classroom is done with a suitable learning strategy for children with special needs in the inclusive class. The Data that will be described and analyzed is research on "Teacher strategy in the learning process for children with special Needs in Inclusive school at Junior High School 4 Blitar". The author has obtained the data observation and interviewing with the father or mother of teachers about the strategies conducted in the inclusive class of Junior High School 4 Blitar. It is as described as the following:

- a. Adjusting the place of learning

Inclusive class in Junior High School 4 Blitar in the learning process is not much different from ordinary regular classes. Based on the observation, more learning is done in the classroom. Learning outside the classroom is only when certain subjects and certain materials are only.

If my lesson in PJOK is rarely in class, if I use the class normally during the initial meeting for theoretical material love, the rest is at the ceremonial court in the back, basketball court, Hall, or field around the school, I Just adjust the place according to the material what I want to love, if the swimming ya in Herlingga it, there is no swimming pool at school, the presence of fish ponds¹⁰²

Figure 4.5 Lessons in the Outside



Based on the observation results, interviews and documentation above the lessons are carried out in the classroom. When learning teachers more often use lecture methods, questions and answers, discussions or assignments during the learning process take place in the classroom. Learning outside the classroom only at any given

¹⁰² Interview with teacher of PJOK (sports and health physical education) at Junior High School Blitar, Mr. Saiful Anam, S. Pd.30 April 2019

moment. So, the room used for the learning process adapts to the material to be delivered by the teacher. If learning demands to study outside of the classroom, the teacher will invite students to study outside the classroom or the location around the school. As the regular teacher of PJOK (sports and health physical education), Mr. Saiful Anam, S. Pd. is mentioned above they aim to provide students with a real learning experience so that students can more quickly understand the lessons taught by the teachers.

b. Change the seating order

At the time of study in the classroom, teachers set up seats for students with special needs. The most important seating arrangement is to allow face-to-face between teachers and students. With a good seating arrangement, teachers can easily supervise or control student behavior so that the learning and teaching process in the classroom can run smoothly. For seating arrangement in inclusive classes in Junior High School 4 Blitar. There are differences with other regular classes. By the results of the interview with teacher guidance and counseling Class 7 (Seven) I who also as the class guardian of the class is Mrs. Laili Fitri Ardiana, S. Pd as follows:

If I require Devano to sit close to the teacher's table and of course in front, because he is also pake glasses so if he can

see clearly what is written on the board he can directly ask¹⁰³

The same statement was also conveyed by Mrs. Yuyun Dilla Saputra, S. Pd as the teacher of mathematics as well as mayor of Class 9 (nine) C, as follows:

I require Galih to sit on the front bench, which is close to the teacher, because if Galih experienced the trouble of the teacher who knows he is tau, let me easy to help and the teachers are also easy to supervise Galih¹⁰⁴

Figure 4.6 Seating Arrangement in an Inclusive Class 9 (Nine) C



The seating arrangement in the inclusive class at Junior High School 4 Blitar based on observation, interviews, and documentary evidence, proves that the seat arrangement in the inclusive class is noted by the class. Where in the documentation it appears that the child with special needs is Galih who sits on the front bench where the teacher can easily control, monitor, or supervise during the learning process in the classroom. With a sitting arrangement that

¹⁰³ Interview with BK (Guidance and Counseling) teacher Class 7I who is also as guardian of class 7I at Junior High School 4 Blitar namely Laili Fitri Ardiana, S.Pd, 29 Mei 2019

¹⁰⁴ Interview with Mathematics teacher who is also as guardian of class 9C at Junior High School 4 Blitar namely Yuyun Dilla Saputra, S.Pd, 30 April 2019

is done by special needs children can learn easily during the learning process in the classroom.

c. Good relationship coaching

Coaching a good relationship between teachers and learners in the learning process is crucial. With the creation of a good relationship between teachers and students, the class condition will always be joyful and passionate in teaching and learning activities. With more attention to the students, the purpose of learning will be accomplished well. According to Mr. Budi Basuki Kiswijono, S.Pd as the teacher of science (physics) in Junior High School 4 Blitar:

As much as I can during the learning process that took place when I taught, I approached Galih. I asked him "how? I can help what? "Yes kind of like that. I give more attention. But Galih was smart, compared to his friends¹⁰⁵

A similar statement was also presented by Mrs. Yuyun Dilla Saputra, S. Pd is a mathematics teacher and as a guardian of Class 9 (nine) as follows:

As a second parent at school I had to provide service and more attention to my students. More – I noticed my children at 9C, because there was also a Galih. For example there are activities from schools that require to involve the class as much as possible I always give them support. I usually give it or a swatch of things needed. As yesterday for their practice examination of cultural arts to make exhibitions in class, I swatch items to decorate the class. I motivate them to always be excited and cultivate a tolerance attitude to them. I am it ya Mbak If for example there is nothing equal Galih or children in class, I've had

¹⁰⁵ Interview with teacher of science (physics) at Junior High School 4 Blitar, Budi Basuki Kiswijono, S.Pd, 29 April 2019

that gercep effort to deal with. For example suddenly Galih fever in class or another child so yes, that I immediately contact the parents or I get to the hospital. In addition Mbak Uma, I always coordinate on them. Here's what the adviser would be if I participated in the mathematics competition, so I often love her guidance outside school tuition hours¹⁰⁶

The same thing was also expressed by Mrs. Siti Kamilatin, S.

Pd as the teacher of IPS (social sciences) in Class 9 (nine) C.:

I always give motivation that if I can build children to keep learning. When I was in class each of the late I held a question about what I was teaching. Children can ask about the material I teach when it is less understanding. As for Galih Senidir as my lesson approached Galih, I usually asked if from the explanation I gave that was there that could not be understood by him. Such small attention as Mbak is usually¹⁰⁷

In accordance with this event Mrs. Yanik Ekowati RN, S. Pd as the teacher of BI (Bahasa Indonesia) Grade 9 (Nine) C stated:

Yes, there is certainly no treatment that will be able to offend students' shortcomings, to be patient. Understand where to make a joke that will not cause inconvenience for the child with the special needs or also his normal friends. Motivate each other for students¹⁰⁸

The statement was also expressed by Mrs. Yatmisri, S. Pd as a science teacher (Biology) and also as deputy head curriculum of Junior High School 4 Blitar:

¹⁰⁶ Interview with Mathematics teacher who is also as guardian of class 9C at Junior High School 4 Blitar namely Yuyun Dilla Saputra, S.Pd, 30 April 2019

¹⁰⁷ Interview with teacher of IPS (social sciences) in Class 9 (nine) C at Junior High School 4 Blitar, Siti Kamilatin, S.Pd, 8 Mei 2019

¹⁰⁸ Interview with teacher of BI (Bahasa Indonesia) at Junior High School 4 Blitar, Yanik Ekowati RN, S.Pd, 8 Mei 2019

“Be patient, have to be patient actually and always give more attention to learners progress¹⁰⁹

In accordance with this, Mrs. Laili Fitri Ardiana, S. Pd as the teacher of BK (counseling guidance) and Homeroom teacher 7 (seven) I stated:

Giving the end, as much as possible before and after the lesson I always planted to the children in class to always be passionate in studying and for sure I support all the children in class to continue to support them to continue to learn and The Science of¹¹⁰

It was also submitted by Mrs. Arin Fitriani, S. Pd as the teacher of BI (Bahasa Indoensia) and Regent of Class 8 (eight) A:

So far I am a natural attitude to the students, if there is a wrong I stand, if there is to be straightened yes I try to straighten and give primary a good example. Treating the students well and giving attention to the learning process in the classroom I did. Not a big concern, but attention in a small form for example the motivation to always the spirit of study¹¹¹

Based on the results of observations and interviews that researchers do in the inclusive classes of coaching a good relationship between teachers and especially also between teachers and students of children with special needs. Good coordination and coaching are demonstrated by a motivation to children with special

¹⁰⁹ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

¹¹⁰ Interview with BK (Guidance and Counseling) teacher Class 7I who is also as guardian of class 7I at Junior High School 4 Blitar namely Laili Fitri Ardiana, S.Pd, 29 Mei 2019

¹¹¹ Interview with BI (Bahasa Indonesia) teacher Class 8A at Junior High School 4 Blitar namely Arin Fitriani, S.Pd, 29 Mei 2019

needs students or regular students for any activities that are done inside and outside the school. By giving motivation and spirit will aim to create a comfortable class condition both for regular students and children with special needs students. The convenience of teachers with regular students and children with special needs students will make teachers easier to convey all things in the process of learning teaching and moral message to the students. Teachers will be easier to give motivation to children with special needs students and also can give understanding to regular students to provide treatment or inclusive service also to friends children with special needs. Because for the inclusive school delivery of inclusive services is not only provided by the teacher but the inclusive service is also provided by friends or regular students. So that the atmosphere is established safe, comfortable, and conducive to realize the purpose of inclusive education.

Based on the findings of the data obtained from interviews, observations, and documentation of the teacher's strategy in conducting an inclusive learning class in Junior High School 4 Blitar has a great influence on the learning process to achieve In and out of class. The teacher's strategy in conducting the lessons in an inclusive class includes customizing the place of learning, changing the seating order, and also by building a good relationship. The Learning place adjustment in the learning process

is not much different from the actual regular class. More learning is done in the classroom. Learning outside the classroom is only when certain subjects and certain materials are only. So, the room used for the learning process adapts to the material to be delivered by the teacher. If learning demands to study outside of the classroom, the teacher will invite students to study outside the classroom or the location around the school. They aim to provide students with a real learning experience so that students can more quickly understand the lessons taught by the teachers. At the time of study in the classroom, teachers set up seats for students with special needs. The goal of the most important seating arrangement is to allow face-to-face between teachers and students as well. With a good seating arrangement, teachers can easily supervise or control student behavior so that the learning and teaching process in the classroom can run smoothly. For coaching a good relationship between teachers and learners in the teaching and learning process is crucial. With the creation of a good relationship between teachers and students, the class condition will always be joyful and passionate in teaching and learning activities. With more attention to the students, the purpose of learning will be accomplished well.

3. Teacher Barriers in Conducting Lessons on Inclusive Classes at Junior High School 4 Blitar

Learning in an inclusive class is not much different from other regular classes. However, the inclusive class condition that puts regular students and students with special needs in a single class creates barriers for regular teachers at the time of learning in the classroom. Teacher barriers to learning are something that precludes the teacher in the learning process. The teachers' barriers in conducting learning on inclusive classes are:

- a. The physical condition of learners with special needs that do not support lead to a longer learning time

Children with special needs are children with intellectual development disorders, behavioral disorders, social interaction disorders, and physical disorders. Special treatment is required in the handling, so students are expected to socialize and mingle with normal regular friends. Based on the results of the interview with Science Teacher (physics) Mr. Budi Basuki Kiswijono, S. Pd, namely:

If the Galih latitude is the foot, hand, or back that like that he is hard to walk, write also slow ya him, continue if seated without the help of his friend or mother is also difficult. Moreover, for example, I point forward to work on the board, yes, it is impossible, pity the Galih he may also have a desire to come forward, but in his condition is not possible if without assistance¹¹²

¹¹² Interview with teacher of science (physics) at Junior High School 4 Blitar, Budi Basuki Kiswijono, S.Pd, 29 April 2019

The same is also conveyed by Mr. Mochamad Choirul Hadi, S. Ag as the teacher of PAI (Islamic religious Education) in Grade 9 (nine) C as follows:

... Make the obstacles clear his body, so if for example there is an activity done outside of class in the mosque for example, it was assisted equally his friends who the man was ¹¹³

The statement was also expressed by PJOK teacher (sports and Health Physical Education) Class 9 (Nine) C namely Mr. Saiful Anam, S. Pd:

.... So yes because his condition is not like his friends he could not follow the exercise lessons properly ¹¹⁴

Similar statements are also conveyed by the teachers of IPS (social sciences) in Class 9 (nine) C namely Mrs. Siti Kamilatin, S.Pd as follows:

... Galih with his condition that like that in the difficulty ya mbak for the writing, long, he said, his song writing Butterfly where he is still not half of his theme ¹¹⁵

In accordance with this event Mrs. Yanik Ekowati RN, S. Pd as the teacher of BI (Bahasa Indonesia) Grade 9 (Nine) C stated:

“The physical condition of such a man is certainly to write him a bit troublesome and long, so for the tasks of Bahasa

¹¹³ Interview with teacher of PAI (Islamic religious Education) in Grade 9 (nine) C at Junior High School 4 Blitar, Mochamad Choirul Hadi, S.Ag, 29 April 2019

¹¹⁴ Interview with teacher of PJOK (sports and health physical education) at Junior High School Blitar, Mr. Saiful Anam, S. Pd.30 April 2019

¹¹⁵ Interview with teacher of IPS (social sciences) in Class 9 (nine) C at Junior High School 4 Blitar, Siti Kamilatin, S.Pd, 8 Mei 2019

Indonesia that many of the Nudia Galih need more time than with a friend ya normal”¹¹⁶

The same answer is also said from science teachers (Biology) in Class 9 (nine) C namely Mrs. Yatmisri, S. Pd as follows:

If the Galih is certainly difficult for his motoristic activities. So the obvious activities that use his hands for example to write or draw it ya hard Mbak. Actually it can be to write or draw, but it takes a long time compared with his normal friends¹¹⁷

The statement was also expressed by Mr. Mukhamad Zaini, S. Pd Teacher SBD (arts Culture) Class 9 (Nine) C and 9 (nine) J as follows:

“His physical condition ya mbak Uma, because for the lesson I did a Figure sketch that so, Krisna or galih it could be Figures but it took a long time”¹¹⁸

As the teacher of BK (counseling guidance) and the Guardian 7 (Seven) class I, Mrs. Laili Fitri Adiana, S. Pd revealed:

“If Devano was due to his eyes having blindness and minus also so he had difficulty when learning in that class when writing the writing on the chalkboard”¹¹⁹

¹¹⁶ Interview with teacher of BI (Bahasa Indonesia) at Junior High School 4 Blitar, Yanik Ekowati RN, S.Pd, 8 Mei 2019

¹¹⁷ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

¹¹⁸ Interview with Teacher SBD (Art Culture) at Junior High school 4 Blitar, Mokhamad Zaini, S.Pd, 17 Mei 2019

¹¹⁹ Interview with BK (Guidance and Counseling) teacher Class 7I who is also as guardian of class 7I at Junior High School 4 Blitar namely Laili Fitri Ardiana, S.Pd, 29 Mei 2019

Another statement was conveyed by Mrs. Yuyun Dilla Saputra, S. Pd Teacher of mathematics as well as guardian of Class 9 (nine) C as follows:

“The inhibiting factor was the passive class children. Moreover math Mbak, in fear of them if I point to advanced let alone ask”¹²⁰

It is also conveyed by the teachers of BK (counseling guidance), namely Mrs. Yuni Lestari, S. Pd:

“His resistance was actually a class of Galih that was less active his children. Galih itself is also less active, yes arguably passive. Most yes it was just a few kids who were active when learning in my classroom”¹²¹

Another answer was also conveyed by Mrs. Arin Fitriani, S. Pd as Teacher BI (Bahasa Indonesia) Grade 8 (eight) A and 8 (eight) C as follows:

“Yudha Indeed he children like to say if in class, like disturb and streets muter continue, if I do not suruh sit or do not disturb his friend so not stop”¹²²

¹²⁰ Interview with Mathematics teacher who is also as guardian of class 9C at Junior High School 4 Blitar namely Yuyun Dilla Saputra, S.Pd, 30 April 2019

¹²¹ Interview with teacher of BK (Counseling and Guidance) at Junior High School 4 Blitar, Yuni Lestari, S.Pd, 8 Mei 2019

¹²² Interview with BI (Bahasa Indonesia) teacher Class 8A at Junior High School 4 Blitar namely Arin Fitriani, S.Pd, 29 Mei 2019

Figure 4.7 Condition Students with Special Needs Inclusive Class 9 (Nine) C



The condition of students with special need in an inclusive class is a teacher's obstacle in the implementation of learning in an inclusive class. For example, students with special need with physical abnormalities in hand need more attention. A hand disorder inhibits the special need students from writing, drawing or working on other tasks, which takes time to complete the tasks given by the teacher for longer than the prescribed time. In addition to students with special need with physical abnormalities, students with special need who has intellectual abnormalities also often do disturbing things during the learning process in the classroom, resulting in an inclusive class becomes unconducive. In addition to the attitudes of passive students with special needs are also an obstacle for teachers when learning in an inclusive class.

- b. Facilities and infrastructure for students with special needs provided by the school is not yet available

Facilities and infrastructure for students with special needs in an inclusive class is certainly a must. Where such facilities and infrastructure can make it easier for students to have special needs in the learning process to achieve the objectives of learning well. Based on the results of observations and interviews with science teachers (physics) Class 9 (Nine) C Mr. Budi Basuki Kiswijono, S.Pd:

....Like there is a special table or chair that can help Galih to facilitate his activities to be able to advance to the front of the class, write comfortably like that. Instead of the same bench or chair as having a normal friend or baises like that, yes there should be a special design for bodies that have limitations like Galih's. Actually, the facilities and infrastructures that exist in the classroom, the school, it is also lacking for children with special need must be prepared with his manpower, there are special guidance teachers, facilities and infrastructure, such things that can help students inclusive¹²³

Based on the results of interviews and observation of other obstacles teachers in conducting lessons in an inclusive class are the lack of special facilities and infrastructure for students with special needs. Like the absence of a bench that is specially made for the student with special need that is adapted to the form of physical abnormalities that Student with special need has and there

¹²³ Interview with teacher of science (physics) at Junior High School 4 Blitar, Budi Basuki Kiswijono, S.Pd, 29 April 2019

are no special companion teachers in every inclusive class to facilitate mentoring in the activities of the Student with special need in conducting Inclusive classroom learning to achieve the objectives.

Based on the findings of the data researchers can from the observation and interviews of the teacher barriers in conducting the learning in the inclusive class is the condition of students Student with special need (children with disabilities). For example, Student with special need with hand abnormalities inhibits students with special need from writing, drawing or doing other tasks, which takes longer than regular students. In addition to Student with special need with physical abnormalities, Student with special need who has intellectual abnormalities also often does disturbing activities during the learning process in the classroom, resulting in an inclusive class becomes uncondusive. Student with special need attitudes is passive are also an obstacle to teachers when learning in an inclusive class. The teacher's barriers to learning in an inclusive class are the lack of special facilities and infrastructures for students with disabilities. Like no bench that is specially made for the student with special need that is adapted to the form of physical abnormalities that student with special need has to facilitate the learning activities of students with specila need in the classroom and there are no special companion teachers in the inclusive class.

4. Teacher Solutions in Implementing Learning in an Inclusive Classes at Junior High School 4 Blitar

a. Give attention and motivation to students with special need

Through observation and interviews that researchers perform solutions conducted by the teacher in conducting lessons on the inclusive class provided by Mr. Budi Basuki Kiswijono, S. Pd Teacher of science (physics) in Grade 9 (nine) C as follows:

“Yes I frequent the love of Galih more time to do the task I gave to him, the time is longer than his normal classmate”¹²⁴

The same is also conveyed by Mr. Mochamad Choirul Hadi, S. Ag as the teacher of PAI (Islamic religious Education) in Grade 9 (nine) C.:

“Yes, it is certainly the help of the fathers or mothers of teachers who are patient and continue to grow impatience, and motivate friends in their class to help each other”¹²⁵

It is also conveyed by the teachers of BK (counseling guidance), namely Mrs. Yuni Lestari, S. Pd:

“Always cultivate an optimistic attitude and do not give up to continue learning to all students in the class each time the meeting”¹²⁶

¹²⁴ Interview with teacher of science (Physics) at Junior High School 4 Blitar, Budi Basuki Kiswijono, S.Pd, 29 April 2019

¹²⁵ Interview with teacher of PAI (Islamic religious Education) in Grade 9 (nine) C at Junior High School 4 Blitar, Mochamad Choirul Hadi, S.Ag, 29 April 2019

¹²⁶ Interview with BK (Guidance and Counseling) teacher Class 7I who is also as guardian of class 7I at Junior High School 4 Blitar namely Laili Fitri Ardiana, S.Pd, 29 Mei 2019

The same answer also delivered the deputy head of the curriculum and also the science Teacher (Biology) in Class 9 (nine) C namely Mrs. Yatmisri, S. Pd as follows:

“Yes, he often motivates him, he also often participated in the competitions representing the school everywhere positive support to make Galih eager to pursue and achieve dreams.”¹²⁷

The statement was also expressed by Mr. Mukhamad Zaini, S. Pd Teacher SBD (arts Culture) Class 9 (Nine) C and 9 (nine) J as follows:

“...And also I always give motivation to the children if there is no one can do, if there will be all can be done”¹²⁸

As the teacher of BK (counseling guidance) and the Guardian 7 (Seven) class I, Mrs. Laili Fitri Adiana, S. Pd revealed:

Pay attention, as much as possible before and after the lesson I always planted to the children in class to always be passionate in studying and for sure I support all the children in class to continue to support them to continue to learn and The Science of.¹²⁹

The same answer was also conveyed by Mrs. Arin Fitriani, S. Pd as a teacher in BI (Bahasa Indonesia) Grade 8 (eight) A and 8 (eight) C as follows:

¹²⁷ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

¹²⁸ Interview with Teacher SBD (Art Culture) at Junior High school 4 Blitar, Mokhamad Zaini, S.Pd, 17 Mei 2019

¹²⁹ Interview with BK (Guidance and Counseling) teacher Class 7I who is also as guardian of class 7I at Junior High School 4 Blitar namely Laili Fitri Ardiana, S.Pd, 29 Mei 2019

Trying to understand, and start looking for such a moment if I just know there are 2 of my students that I teach turned have to get a special treatment. If Yudha I usually approach, and I told him to sit and not bother his friend when I teach¹³⁰

Similar statements are also conveyed by the teachers of IPS (social sciences) in Class 9 (nine) C namely Mrs. Siti Kamilatin, S. Pd as follows:

“I approach, I asked always, not only for Galih but also his other friends, whether there are still questions or if I explained less understandable yes they can directly ask”¹³¹

Students with special needs who have a visible abnormality can be seen that the physical and double agility requires encouragement, more motivation to remove the attitude or taste of the minder to the abnormalities it possesses. By providing motivation and a more approach to students with special needs intended to form a good person and motivation encouragement given by teachers is expected to encourage students with special needs to continue to learn.

b. Establishing a fun learning environment

The same answer was also presented by Mrs. Yuyun Dilla Saputra, S. Pd Teacher Mathematics as well as a guardian of Class 9 (nine) C as follows:

¹³⁰ Interview with BI (Bahasa Indonesia) teacher Class 8A at Junior High School 4 Blitar namely Arin Fitriani, S.Pd, 29 Mei 2019

¹³¹ Interview with teacher of IPS (social sciences) in Class 9 (nine) C at Junior High School 4 Blitar, Siti Kamilatin, S.Pd, 8 Mei 2019

“Make the classroom atmosphere more vivid. Play games
For example also as brain warming”¹³²

Similar statements are also conveyed by the teachers of IPS
(social sciences) in Class 9 (nine) C namely Mrs. Siti Kamilatin,
S.Pd as follows:

I often provide additional time-tracking for Galih. And that
time as I remembered I had done a group presentation, but
at the time with Galih's condition, it was impossible to
come to the front of the class, so he I was willing to make a
presentation in his own bench be part of him, and as an
operator also for Her friend who is presenting in front of
the class¹³³

The same answer was also conveyed by Mrs. Arin Fitriani, S.
Pd as a teacher in BI (Bahasa Indonesia) Grade 8 (eight) A and 8
(eight) C as follows:

“Always pay attention to the learners, and primarily form a
safe and comfortable class condition for the teaching and
learning process”¹³⁴

Establishing a safe and comfortable learning environment by
teachers is indispensable. The importance of establishing a proper
learning environment for students aims to facilitate the
achievement of the expected learning objectives.

¹³² Interview with Mathematics teacher who is also as guardian of class 9C at Junior High School 4 Blitar namely Yuyun Dilla Saputra, S.Pd, 30 April 2019

¹³³ Interview with teacher of IPS (social sciences) in Class 9 (nine) C at Junior High School 4 Blitar, Siti Kamilatin, S.Pd, 8 Mei 2019

¹³⁴ Interview with BI (Bahasa Indonesia) teacher Class 8A at Junior High School 4 Blitar namely Arin Fitriani, S.Pd, 29 Mei 2019

c. Addition of time for learners with special needs

The statement submitted by the teachers of IPS (social sciences) in Class 9 (nine) C namely Mrs. Siti Kamilatin, S.Pd as follows:

“I often provide extra time working on tasks for Galih.”¹³⁵

The same answer is also Disampaikan Waka curriculum and also science teachers (Biology) in Class 9 (nine) C namely Mrs. Yatmisri, S. Pd as follows:

“...Because Biology for this 9th grade is the material complex, much to be learned, so I have him collect the task of drawing and summarise the material the next day”¹³⁶

The statement was also expressed by Mr. Mukhamad Zaini, S. Pd Teacher SBD (arts Culture) Class 9 (Nine) C and 9 (nine) J as follows:

.... But if the assignment on that day can not be solved, then I give the next day or when the next meeting to collect to me ¹³⁷

Figure 4.8 Art Teacher (SBD) Solutions in an Inclusive Class 9 (Nine) C



¹³⁵ Interview with teacher of IPS (social sciences) in Class 9 (nine) C at Junior High School 4 Blitar, Siti Kamilatin, S.Pd, 8 Mei 2019

¹³⁶ Interview with Biology teacher who is also deputy head of curriculum at Junior High School 4 Blitar namely Yatmisri, S. Pd, 16 Mei 2019

¹³⁷ Interview with Teacher SBD (Art Culture) at Junior High school 4 Blitar, Mokhamad Zaini, S.Pd, 17 Mei 2019

For students with special needs who have a physical requirement, it takes longer than normal students to write, draw, paint, or other activities that use hands. The solution provided by teachers for students with special needs is to provide additional time. By providing additional time the students are expected to have special needs with physical disabilities can complete and perform the tasks that are well-given so that the learning objectives that were previously expected can be achieved.

- d. Provide relief in learning with portions that do not distinguish prominently between students with special needs and regular students

By this event, Mrs. Yanik Ekowati RN, S. Pd as the teacher of BI (Bahasa Indonesia) Grade 9 (Nine) C stated:

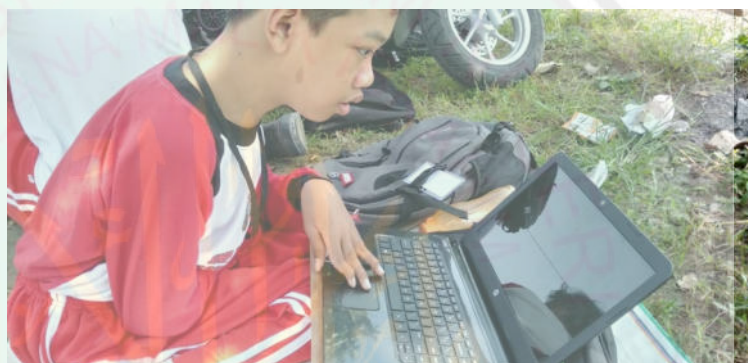
If the Indonesian language lesson is identical to writing, so with the state of the hand Galih that such must be difficult, so usually for Galih like the time Mbak Uma entered during the Indonesian practice exam yesterday, Galih i suruh Milih, want to Oral exam only or he can bring the question and the answer sheet to the house and he can finish in the house just like the tasks that require Galih to write at the time of the lesson as usual yes sometimes I put him to like that. ... And again for example during the presentation, I told Galih to stay in his place, so his friends a group that advanced forward, Galih explained while sitting in the bench be¹³⁸

¹³⁸ Interview with teacher of BI (Bahasa Indonesia) at Junior High School 4 Blitar, Yanik Ekowati RN, S.Pd, 8 Mei 2019

Different the solutions provided by other regular teachers expressed by PJOK teachers (sports and health Physical Education) Class 9 (Nine) C namely Mr. Saiful Anam, S. Pd:

...I usually it gives her a duty to observe her friends at the time of the sport, find the material I teach that day, typed, and printed, and then collected to me. So usually when PJOK was he while waiting and watched his friend was Ngetik, while carrying or mangku his laptop¹³⁹

Figure 4.9 Teacher PJOK Solution in Inclusive Class 9 (Nine) C



Based on observations and interviews with BI (Bahasa Indonesia) teachers Mrs. Yanik Ekowati RN, S. Pd for students with physical abnormalities are allowed to choose a method to complete or work on the Indonesian language lesson assignment. Given. Considering the Bahasa Indonesia lesson with the writing that many provide solutions for students with special needs to choose to work on the task orally or in writing. Other opinions are also conveyed by the sports teacher or PJOK (physical sport and

¹³⁹ Interview with teacher of PJOK (sports and health physical education) at Junior High School Blitar, Mr. Saiful Anam, S. Pd.30 April 2019

Health education), Mr. Saiful Anam, S. Pd, students with special needs with physical abnormalities given the assignment as a substitute for the value of sports practice that has been adjusted with the material of each meeting. Because with physical conditions that are not possible to follow any material from a sports lesson, the practice of each PJOK material is replaced by working on the material in writing.



CHAPTER V

DISCUSSION OF RESEARCH RESULTS

By the data analysis techniques selected researchers are a qualitative analysis of descriptive (exposure) by analyzing the data that researchers have gathered from interviews, observations and documentation as long as researchers research institutions that Related. The Data obtained and displayed will be analyzed by researchers according to the research results referring to some of the research focus above. Data that the author presents based on observations, interviews with the school at Junior High School 4 Blitar, among the principal, deputy head of curriculum, Teachers IPS (Social sciences), Science Teachers (natural sciences), teacher PAI (Islamic Education of Islam), Teachers BI (Bahasa Indonesia), Teacher BK (counseling guidance), mathematics teacher, PJOK teacher (sports and health Physical Education) and practice teacher who teaches in inclusive classes. Following the focus of research and research purposes that the author has formulated then the following data obtained:

A. Condition of class with the presence of special needs students (inclusive class) in Junior High School 4 Blitar

1. Overview of students with special needs at Junior High School 4 Blitar

Students with special needs refer to children or learners who have difficulty or inability to learn which makes it harder to learn or access education than most children of their age. Students with special needs

at Junior High School 4 Blitar have different types and characteristics. Children with special needs are placed in regular classes. Children with special needs are interpreted as children who have disabilities or who bear their submission, as well as young and talented children. As the development progresses, the meaning of submission can be interpreted as being unremarkable or extraordinary. The concept of submission is different from that of the interwoven concept. The concept of submission tends to lead to people who have disabilities while the concept of having a broader or extraordinary meaning is to include a child who bears both submission and excellence.¹⁴⁰

The students with special needs in Junior High School 4 Blitar are 6 (six) children who occupy several different classes, including 3 (three) students with physical and double abnormalities, 2 (two) students with intellectual abnormalities, and 1 (one) with social behavior abnormalities.

Students with special needs in Junior High School 4 Blitar are divided into several unwillingness or disturbance, such as:

a. Learners with physical and double disorders

Physical and double disorders that occur in one or more organs that causes abnormalities to the physical function of the body so that it cannot perform its duties normally.

¹⁴⁰ Triyanto (ed). *"Pemenuhan Hak Anak Berkebutuhan Khusus di Sekolah Inklusi"*. Sekolah Dasar Jurnal. No. 2. November 2016, P. 177

1) Blind (Tunanetra).

The blind is a person who has limitations in the form of obstacles in vision. Students with special needs at Junior High School 4 Blitar with a physical sense of vision seems to be seen in the organ of vision which can be significantly differentiated with the child in the age where is only one eye that can function. With the disorders owned, the child uses an eyewear tool to help clarify vision function. With only one eye condition that can see not make the spirit of learning downhill. Learning activities in the classroom are good.

2) Disable (Tunadaksa)

Disable (Tunadaksa) is an individual who experiences damage or disturbance or obstacles to the bones, muscles, and joints in performing its function normally.¹⁴¹ There are one (1) students with special needs with disabilities or physical disorders in Junior High School 4 Blitar. The impaired students ' disability is caused by the membership of the limbs, i.e. the defect in the left hand is shorter with the intellection tends to be normal. Based on the interviews conducted with the students who have disabilities experience the function of the body members or the child's disabilities occur since the infant. According to the teacher who teaches in the class of students in

¹⁴¹ Triyanto (ed). *"Pemenuhan Hak Anak Berkebutuhan Khusus di Sekolah Inklusi"*. Sekolah Dasar Jurnal. No. 2. November 2016, P. 178

attendance at Junior High School 4 Blitar, the child is slightly closed if his physical agility gets the attention of others.

3) *Cerebral Palsy*

Physical or impaired problems that have suffered damage to the motor system or commonly referred to as cerebral palsy. Damage to the motor system causes learners to experience impaired motor function in the form of stiffness, paralysis, uncontrollable movements, rhythmic movements, and impaired balance.¹⁴² Because of the limited mobility that the child has, than in carrying out daily activities must be assisted by the people around him. Developmental barriers caused by the limitation of motion function greatly affect the exploitation of the environment.

With the condition and shape of the hands, legs, and back bending, the limbs of the hands and feet experienced stiffness. Motor system damage to the motion system is influential in the learning activities inside and outside the classroom, especially the lessons requiring motor movements such as arts, culture, and also PJOK (physical education of sports and Health care).

Cerebral palsy student in Junior High School 4 Blitar have normal intelligence compared to other special needs learners. This is evident from the achievements gained from his

¹⁴² Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 98

intelligence in the subject of numeric (numeric) primary subjects of Mathematics and Science (Natural Sciences) physics. In conducting learning activities inside and outside the Galih class is assisted by his classmates, teachers, and also parents (mothers). For learning activities in the school is required a special support device, such as wheelchairs.

b. Children with emotional and behavior disorders

1) Children with emotional disorders (Tunalaras)

Based on observations and interviews made by writers to students with special needs of the Tunalaras still have an emotion that has not been stable, so it is easy to split the anger with only small things. Emotional abnormalities have caused irregularities in social behavior adjustment.¹⁴³ This resulted in an unpleasant relationship between friends, a sense of socializing, a stranger, and a fast emotion.

Compared to regular learners who are in the same class, students with a special need of the participants in Junior High School 4 Blitar demonstrate deviant behavior when uncomfortable in certain circumstances. This deviation of behavior is demonstrated by high emotions (angry). Dispensing high emotions in the show by throwing or damaging the goods in the surroundings.

¹⁴³ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 62

2) Children with behavior disorders (Indigo)

Students with special needs of Junior High School 4 Blitar which shows different behaviors from other learners are indigo learners. Common characteristics of the students with special needs Indigo according to Carrol and Tober are antisocial visible (except with those similar), very active even sometimes look too ambitious, attention is easy to get distracted, and Willingness to see creatures that cannot be seen by people in general.¹⁴⁴

Special-needs learners include students who are often troubled by self-adjustments. Not he could not adapt to his environment, because his condition was different from the other students made him move away and or alienate himself. The current conditions of dreamy, when learning inside or outside the classroom, with a sudden the child can speak for himself and then unconscious and must get help from teachers and other students.

During the learning process in the classroom, the focus of attention is often distracted. The lack of focus in communicating is often not to be talked about, and also often jumps on the conversation. An indigo learner in Junior High School 4 Blitar is a relatively active student who sometimes

¹⁴⁴ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus* (Yogyakarta. Psikosain, 2016) P. 74

tends to be ambitious. The attitude is often shown during the learning process, such as often asking questions continuously, opinions or ideas, and advice to teachers who think is not appropriate.

c. Children with learning difficult

1) Slow learner

Children with special needs who experience sluggish learning or Slow learner is a sense of understanding the subject matter, unlike other learners. Students with special needs with sluggish learning or slow learner are more asked friends than teachers when learning takes place in class. Compared to regular learners, learners are slow to learn to have high courage and passion to perform in public. Slow learner students are willing to do a favor to help teachers, but it is still limited because of orders. Students are slow to study in Junior High School 4 Blitar including students who have good communication skills and are seen able to join some male friends and also talk to some female friends who talk when the clock and group work during the learning process in the classroom. Slow learner students more often help their friends who need help, both inside and outside the lesson hours like average students.

In the learning process done by the teacher, the students of the special level slow learner have a prestigious learning and low concentration. The lack of attention to the information submitted is one of the causes of slow childhood learning to have low memory. Slow learning children can not store information in the long run and call back when needed, the attention span sluggish children learn relatively short and low concentration power. Slow learning children can not concentrate on verbal spoken learning for more than thirty minutes.¹⁴⁵ It resulted in low learning achievement.

2. Overview of Inclusive Class at Junior High School 4 Blitar

Inclusive education is intended as an educational service system that includes all children including children with special needs to learn together, whether in class or school that is tailored to the conditions and needs of each child. In line with individuals who have the difference between one with the other, students with special needs who have a school in Junior High School 4 Blitar also have different characteristics. Although the type of special needs that have been the same, in general, students with special needs at Junior High School 4 Blitar both have difficulties in the process of absorption of lesson materials provided by teachers. Such difficulties can be caused by the

¹⁴⁵ Wachyu Amelia, “*Karakteristik dan Jenis Kesulitan Belajar Anak Slow Learner*”. Jurnal Ilmu Kesehatan Aisyah, Program Studi DIII Kebidanan STIKES Al-Ma’arif. Vol. 1. No. 2 Juli-Desember 2016. P. 57

mental condition of learners who do not support, such as not calm, unfocused, unwilling to be arranged or happy to do as they do.

The total number of classrooms used in the teaching and learning process in Junior High School 4 Blitar is a total of 30 (thirty) classrooms where 6 (six) of them are classes with special needs students (inclusive class), with the number of students Its class of 29-35 learners. Regular classes are inclusive with students with special needs in Junior High School 4 Blitar, which are grades 7 (seven) F, 7 (Seven) I, 8 (eight) D, 9 (Nine) C, and 9 (nine) J.

The placement of students with special needs in Junior High School 4 Blitar is done with a regular class model "full inclusion". According to Vaughn, the Boss & Schumn in the Directorate of Extraordinary School Construction, a regular class or "full inclusion" is a student of a special or educational need to study together with other students in regular or inclusive classes throughout the day with Using the same curriculum that students use in general.¹⁴⁶ The same was conveyed by the headmaster of Junior High School 4 Blitar Mrs. Dijah Rumanti S, S. Pd in the interview "to classes student with special need in interfering with regular children, so we do not have a special class whose contents all the student with special need is not there, until now there is only One child with special need in every class".¹⁴⁷

¹⁴⁶ Kementerian Pendidikan dan Kebudayaan. *Gambaran Sekolah Inklusif di Indoneisa Tinjauan Sekolah Menengah Pertama* (Jakarta. Pusat Data dan Statistik Pendidikan dan Kebudayaan 2016) P. 15

¹⁴⁷ Interview with Principal of Junior High School 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

a. The physical condition of inclusive class Junior High School 4 Blitar

The presence of the physical condition of the class plays a crucial role in achieving maximum and quality learning objectives. The minimal, profitable, and qualified physical environment supports increasing learning and having a positive impact on achieving teaching objectives. The physical environment of the class in question will include the following things.

1) Inclusive classrooms

There is no difference in regular classroom inclusive with other regular classes in Junior High School 4 Blitar. Space, where learning should allow all to move freely, does not teamwork and interfere with each other learners among the others at the time of the study. Classrooms are formed and or designed to allow learners in the classroom to learn comfortably. The facilities and infrastructure of classrooms or classrooms provided by the school are no different from the rest of the regular classes.

2) Ventilation and lighting in inclusive class

Adequate ventilation and lighting are set for sunlight and air to enter the maximum. Temperature, ventilation, and lighting are important assets in the creation of a comfortable and beneficial atmosphere for the health of the students.

Ventilation should adequately ensure the health of the students. Large enough window that allows the sunlight, healthy air with good ventilation so the learners can breathe fresh air. With the illumination of the students can easily see the writings written on the board, on the bulletin board, book, and so on.

Regular-inclusive classes at Junior High School 4 Blitar have adequate ventilation and lighting and are compacted except in Grade 7 (seven) I. Regular class illumination of 7 (seven) I is less well influenced by the location of the class building the rear area of the school with the position of the class located at the top of the corner covered by the building 7 (seven) G. Lack of sunlight during the day and during cloudy weather is set by turning on the lights during the learning process over.

3) Cleanliness and comfort in inclusive class

Classroom cleanliness should be maintained so that students can learn comfortably. The clean class of dust and no garbage scattered in the classroom can make students feel comfortable when following the learning process in class. The conditions of

the good class are neat, clean, healthy, enough light that illuminates the class and has adequate air circulation.¹⁴⁸

Cleanliness of regular classes inclusive in Junior High School 4 Blitar is very noted considering that the school also includes Adiwiyata school. Environmental care activities are implanted to all the school residents including the students who are obliged to always maintain cleanliness and comfort wherever they are no exception in class. Students' awareness of the hygiene of the learning environment and classroom creates a clean, always-clear classroom every day.

b. Condition of Sosio-emotionally in inclusive class Junior High School 4 Blitar

Socioemotional is a change that occurs in each individual in an effective colour that accompanies any individual circumstance or behavior.¹⁴⁹ Positive socio-emotional means there is a positive relationship between teachers and students and learners with students, as well as students with disabilities.

According to Ahmad Rohani, a good socio-emotional approach is an attitude of:

¹⁴⁸ Luthfiana Ambarsari, "Kenyamanan Belajar Siswa di Kelas IV SD Negeri Sekecamatan Pakualaman Tahun Ajaran 2014/2015" Skripsi : Program Studi Pendidikan Guru Sekolah Dasar Universitas Negeri Yogyakarta, 2015, P. 56

¹⁴⁹ Halimatus Sa'diah, "Pengaruh Pendekatan Sosio-emosional Guru dalam Pembelajaran Aqidah Akhlak Terhadap Hasi Belajar Siswa di MA Darul Ulum Waru Sidoarjo" Skripsi : Program Studi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Ampel Surabaya, 2017, P. 13

- 1) Teachers are "warm" in fostering a friendly attitude with all students, respecting students and accepting students with varying limitations.
- 2) The teacher is a fair whistle so that the students are treated equally without growing their sense of being embraced or set aside.
- 3) Teachers are objective to the mistakes of students by committing sanctions by the code of conduct if students violate a co-approved discipline.
- 4) Teachers do not punish students in front of their friends, causing students to lose their faces.
- 5) Teachers do not require students to follow the rules that are beyond the ability of the students to follow.
- 6) At certain moments provided awards and prizes for students who behave according to the demands of discipline that apply as a good Suri.¹⁵⁰

The relationship between students with special needs with the teacher in which there is the participation of both in creating a condition of learning is good, effective, and efficient. To create a harmonious learning atmosphere in a regular inclusive class, here teachers have an important role in implementing the teaching-learning

¹⁵⁰ Halimatus Sa'diah, "Pengaruh Pendekatan Sosio-emosional Guru dalam Pembelajaran Aqidah Akhlak Terhadap Hasi Belajar Siswa di MA Darul Ulum Waru Sidoarjo" Skripsi : Program Studi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Ampel Surabaya, 2017, P. 22-23

process. Teachers strive to encourage all students (regular learners and students of special needs) to be able and willing to create a human relationship that is full of respect, understanding, and respect. Teachers should encourage the implementation of initiatives and the creative and open to the cycle of the clinic. As the learning process in the classroom begins, teachers are able and willing to listen to opinions, suggestions, ideas from all students with no exception to special needs so that there is a dynamic learning atmosphere. Creating good relationships with students in regular inclusive classes, teachers need to apply effective attitudes, covering open attitudes, accepting and appreciating learners, empathy and democratically. These attitudes are much needed by teachers when a teacher wants to optimally help learners in the process of learning to teach.

The socio-emotional atmosphere has considerable influence on the learning process. Class is the second family for a student where various forms of social interaction are performed. Forms of positive and negative social interactions that are commonly performed by students with special needs with regular students or their peers include inviting friends to play during rest hours, discussing in a study group, able to raising opinions in a class or group, helping each other in need, working together when working on class daily picket, cooperating to form a classroom environment conducive to the smooth learning process in the classroom, cooperate with each other to do the task for

the benefit of the Interclass competition, even fights or taunted each other, and so forth. The social interactions began when both sides rebuked, shaking hands, talking to each other or perhaps even fighting each other.¹⁵¹

The interaction that grows between students with special needs with a regular student in the harmonized class, where each student has the attitude of responsibility, cooperation, mutual respect of deficiencies or abnormalities of physical, "Gotong Royong", Help one another or please help. The growth of high social souls in the school environment and the scope of inclusive classes of Junior High School 4 Blitar is reflected by the attitude and interaction between regular students and special needs students who have never received negative records (cases) from school counseling teachers (BK), the reality in the field also did not encounter the exclusion actions by students with special needs and to the students with special needs.

B. Teachers Strategy in conducting learning in inclusive class at Junior High School 4 Blitar

The implementation of teaching and learning activities in inclusive classes is generally the same as learning in regular classes. But because in the inclusive class there are students with special needs so that the

¹⁵¹ Heni Kusuma, *Identifikasi Interaksi Sosial Siswa Berkebutuhan Khusus di SD Negeri Jlaban, Sentolo, Kulon Progo*. Jurnal Pendidikan Guru Sekolah Dasar, UNY. Edisi 13 ke-5 2016, P: 1246

strategy, materials, methods used must be adapted to the needs of students with special needs. Planning a learning activity is done by planning a learning strategy first. Students' success in learning is determined by the teacher. The success and the agility in the learning and teaching process in the classroom are conducted with a suitable learning strategy for children with special needs in the inclusive class. The teacher of Junior High School 4 Blitar in the learning implementation in inclusive classes is as follows:

1. Adjusting the place of learning

A learning place adjustment is one of the teacher's strategies to achieve learning objectives. The lessons performed inside or outside the classroom are tailored to the material that the teacher will convey. So, the room used for the learning process adapts to the material to be delivered by the teacher. If learning demands to study outside of the classroom, the teacher will invite students to study outside the classroom or the location around the school. Adjusting the place of learning aims to provide a real learning experience to regular students as well as students with special needs in an inclusive class to be able to quickly understand the lessons presented by the teacher.

2. Change the seating order

Reviewed from the academic field, students with special needs in the inclusion school have difficulty in following the lessons. The difficulties seemed in their ability to understand the teacher's

explanation and perform tasks. To facilitate the learning process, the teachers can arrange the seats of students with special needs at the front row with friends. The student placement in the front row aims to allow the teacher to more and better control the teachers and students who can focus more on learning.¹⁵² The placement of the seats in the front row is also applied to the participants of the blind, the Tunadaksa, and cerebral palsy. For students with special needs is not determined.

Setting the seat position of students in an inclusive class is not neutral. Seating arrangement is critical to students with disabilities, interaction between learners, and interaksi with teachers. This means that the seating position is set to impact the learning process. According to Ronald Partin posited, the student seating position did have an influence on his achievements in the classroom. Where learners who sit on the front bench inevitably have to pay attention to the teachers who are teaching, so indirectly the learners will easily absorb the material. Unlike the learners who sit in the back, they have more opportunities to not pay attention to teachers in the learning process.¹⁵³

The most important seating arrangement is to allow face-to-face between teachers and students, especially the adjustment of seating for students who are special in the inclusive class. With a good seating

¹⁵² Agung Riadin (ed). “Karakteristik Anak Berkebutuhan Khusus di Sekolah Dasar Negeri (Inklusi) di Kota Palangara Raya”. *Anterior Jurnal*. Volume 17 Issue. December 2017, P. 26

¹⁵³ Nita Agustin Mustofa. “Efek Posisi Tempat Duduk Peserta Didik Terhadap Prestasi Belajar Peserta Didik Sekolah Dasar Negeri Di Kecamatan Talun Blitar”. Scientific Article. Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang. 2017. P. 15

arrangement, teachers can easily supervise or control the behavior of students with special needs, so that the learning and teaching process in an inclusive class can run smoothly. With a seating arrangement performed by the teacher at the time of learning in the classroom, it is hoped that students with special needs can easily interact with the teacher.

The seat adjustment in the inclusive classes in Junior High School 4 Blitar is done by placing students with special needs on the front bench so that teachers can easily provide assistance and supervision to students with special needs when the learning process takes place. The student seating position in front row bench puts students with special needs to always pay attention to the teachers who are teaching so that indirectly the students with special needs will easily absorb the material presented by the teacher during the learning process.

3. Good relationship coaching

The creation of a good relationship between teachers and students in the inclusive class led to the condition of the class to be joyful and passionate in teaching and learning activities. The development of good relations is done with the coordination demonstrated by the encouragement and more attention to the students with special needs as well as regular students in the inclusive classes of Junior High School 4 Blitar. Good relationship coaching is done and given to each teacher's learning activities during the learning process. With the

development of good relations will aim to create comfortable inclusive class conditions for both regular and students with special needs.

C. Teacher Barriers in Conducting Lessons on Inclusive Classes at Junior High School 4 Blitar

The presence of students with special needs in class, where the number of students of each class 29-35 learners implicates the obstacles or problems in the learning process done by the teacher. Teacher barriers in learning are something that prevents teachers from learning in both regular and inclusive classes. The teachers ' barriers in conducting the study of inclusive class in Junior High School 4 Blitar are as follows:

1. The physical condition of learners with special needs that do not support lead to a longer learning time

The condition of the students with special needs in an inclusive class is a teacher's barrier to the implementation of learning in an inclusive class. These obstacles can be caused by a mental condition or physical condition of learners with special needs. The psychological condition of learners who are not calm, unfocused, unwilling to set or act at will often annoy their friends in class during the process of teaching in the classroom. The physical condition of learners with different special needs slows the learning process to work on specific subjects given by the teacher.

Students with special needs with a physical abnormality in the hands need more attention. A hand disorder inhibits the students from writing, drawing or working on other tasks, which takes time to complete the tasks given by the teacher for longer than the prescribed time. In addition to students with special needs with physical abnormalities, students with special needs who have intellectual abnormalities also often do disturbing things during the learning process in the classroom, resulting in an inclusive class are not conducive. In addition to the attitudes of passive students with special needs is also an obstacle for teachers when learning in an inclusive class.

2. Facilities and infrastructure for students with special needs provided by the school is not yet available

As one of supporting the success of an education process, the existence of facilities and infrastructure for students with special needs is indispensable for the implementation of inclusive education in a school. The supporting infrastructure should be adjusted to each type of child's needs. Facilities and infrastructures for students with special needs in the inclusive class is certainly a necessity to support the smoothness of the learning process done by the teacher. Education facilities and infrastructure in schools as follows:

- a. To seek the procurement of school facilities and infrastructure through careful and careful planning and procurement system, so

that the school has good facilities and infrastructures, according to the needs of the school, and with efficient funds.

- b. To seek proper and efficient use of school facilities and infrastructure.
- c. To maintain the maintenance of educational facilities and infrastructure, so that its existence is always in the condition of ready-made in every required by all school personnel.¹⁵⁴

These facilities and infrastructure exist to facilitate students with special needs in the learning process to achieve the objectives of the learning that has been determined. The facilities and infrastructures at Junior High School 4 Blitar for inclusive classes in the implementation of learning to be a teacher's obstacle in the learning process in an inclusive class. For example, when students are required to work on the matter in front of the class or a presentation in front of the class, with the condition of the students with special needs who have no physical family can do or do the task to forward the class, so that the work or task can only be done in the seat. There is no means for example learning aids that are specially designed for children with special needs to make it easier to understand how a learning tool works without the help of teachers.

¹⁵⁴ Oktina Dwi Kartikasari, "*Manajemen Sarana dan Prasarana Pembelajaran di SD Tumbuh 1 Yogyakarta*". Skripsi : Fakultas Ilmu Pendidikan Universitas Negeri Jogjakarta, 2014. P. 25

Unavailability of special escort teachers to accompany the students with special needs by the specificity that is in determining the strategy or methods in learning for children with disabilities with behavioral or intellectual abnormalities. Other facilities such as counseling place for students with special needs in Junior High School 4 Blitar which is not available also become an obstacle for teachers.

D. Teacher Solutions in Implementing Learning in an Inclusive Classes at Junior High School 4 Blitar

Learning activities for children with disabilities and regular children are felt less precise. However, children with special needs have quite a few differences with their friends and they need specially crafted materials and teaching practices. Along with this, good quality of education strives to provide different learning by the abilities of the students and the individual differences it possesses. It is therefore important for a class teacher to provide special learning to the child with special needs according to their specialty and ability. The teacher's solution for learning in an inclusive class for children with special needs can be the creation of the learning that is expected to be as follows:

1. Give attention and motivation to students with special need

The motivation to learn on students with the need for circumcision plays an important role in providing a spirit of learning so that students are motivated to conduct learning activities. Students with special

needs who have a visible abnormality can be seen that the physical and double agility requires encouragement, more motivation to remove the attitude or taste of the minder to the abnormalities it possesses. That motivation is the driving force to do something work, which can come from inside and outside. By providing motivation and a more approach to the students with special needs performed by the teachers intended to form a good personal and encouragement given by the teacher is expected to encourage students with special needs to continue to learn.

2. Establishing a fun learning environment

Establishing a safe and comfortable learning environment by teachers is indispensable. The importance of establishing a proper learning environment for students aims to facilitate the achievement of the expected learning objectives. With a safe and comfortable learning environment, it can make it easier for students with special needs to absorb the learning materials provided by the teacher during the learning process outside and in the classroom. Teachers can help overcome children's problems with a good classroom setup. The learning environment that is covered by learning by working together, can increase motivation that will affect performance enhancement including children with special needs.¹⁵⁵

¹⁵⁵ Anna Sylvia Dian Wijaya, "*Layanan Akomodasi Guru dalam Pembelajaran Untuk Siswa Lamban Belajar (Slow Learner) di Kleas VA, SD Negeri Tamansari I, Kota Yogyakarta, Tahun Pelajaran 2015/2016*". Skripsi : Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, 2016, P. 48

3. Addition of time for learners with special needs

For students with special needs who have a physical requirement, it takes longer than normal students to write, draw, paint, or other activities that use hands. The solution provided by teachers for students with special needs is to provide additional time. By providing additional time the students are expected to have special needs with physical disabilities can complete and perform the tasks that are well-given so that the learning objectives that were previously expected can be achieved.

4. Provide relief in learning with portions that do not distinguish prominently between students with special needs and regular students

Students with physical abnormalities are allowed to choose a method to complete or perform a task on a given Bahasa Indonesia lesson. Considering the Bahasa Indonesia (BI) lesson with the writing that many provide solutions for students with special needs to choose to work on the task orally or in writing. Solution used by teachers in conducting learning to the students with special needs delivered by sports teachers or PJOK (physical education sport and health) junior high School 4 Blitar students have special needs with abnormalities Physical duty is given as a substitute for the value of sports practice that is adjusted to the material of each meeting. Because with physical conditions that are not possible to follow any material from a sports

lesson, the practice of each PJOK material is replaced by working on the material in writing.



CHAPTER VI

CLOSING

A. Conclusion

This research resulted in several conclusions including:

1. The class condition with the presence of special needs students (inclusive class) at Junior High School 4 Blitar includes a Figure of students with special needs and an inclusive class overview. At Junior High School 4 Blitar there are 6 (six) students with special needs, namely 3 (three) students with physical disorders, 2 (two) students with intellectual abnormalities, and 1 (one) student with a social and behavior disorders. An overview of the inclusive class conditions includes a class physical condition and a socio-emotional condition. The physical condition of the learning area is an inclusive classroom, ventilation, and lighting in the inclusive class and the cleanliness in the inclusive class. Inclusive classrooms for the teaching and learning process do not have any differences with regular classes, regular students and students with special needs studying together in the same class. Ventilation and lighting from six (6) inclusive classes in Junior High School 4 Blitar Five (5) of them in good condition, one (1) inclusive class with ventilation conditions and poor lighting that is in Grade 7 (seven) I, this is due to the location of the class In the back corner

of the school. Due to the lack of incoming sunlight, it is being heard by turning on the lights to make the class bright so that lighting in the classroom can be fulfilled and the activities of teaching and learning in the classroom can run well. Cleanliness in the inclusive classes is well maintained because the junior high school 4 Blitar is an Adiwiyata school hence the caring activities of the environment such as maintaining cleanliness and convenience is also done in the inclusive class other than a physical condition, the class is also seen from socio-emotional conditions. Socio-emotional conditions that are seen from the relationship between the teacher and the students with special needs or students with special needs with regular students. Good socio-emotional conditions in the inclusive classes are indicated by the unprecedented problems pertaining to students with regular students in the inclusive classes at Junior High School 4 Blitar, as well as regular students who are in the same class with students with special needs cooperating together to form a comfortable learning environment so that the learning objectives can be achieved well.

2. The teacher's strategy in conducting the learning in the inclusive class in Junior High School 4 Blitar has a great influence on the learning process to achieve the objectives of the Division. The teacher's strategy in conducting the lessons in an inclusive class

includes customizing the place of learning, changing the seating order, and also by coaching a good relationship between the teacher and the special needs students. The Learning place adjustment in the learning process is not much different from the actual regular class. The room used for the learning process adapts to the material to be delivered by the teacher. If learning demands to study outside of the classroom, the teacher will invite students to study outside the classroom or the location around the school. They aim to provide students with a real learning experience so that students can more quickly understand the lessons taught by the teachers. Another strategy teacher in conducting an inclusive learning class is arranging teachers seating for students with special needs. The goal of the most important seating arrangement is to allow face-to-face between teachers and students as well. With a good seating arrangement, teachers can easily supervise or control the behavior of students with special needs so that the learning and teaching process in an inclusive class can run smoothly. Another way the teacher's strategy in conducting inclusive learning is by building good relationships between teachers and students with special needs, teachers with regular students, or students with special needs with regular students in inclusive classes. With the creation of a good relationship between teachers and students, the condition of the inclusive class is always joyful and passionate in

teaching and learning activities. The provision of more attention to the special needs of students also facilitates students with special needs in achieving the objectives of the learning that has been established.

3. Teacher barriers in conducting learning on inclusive class in Junior High School 4 Blitar are a condition of students with special needs. For example, student with special need with hands-on disorders inhibit students with special needs to write, draw or work on other tasks, which takes longer than regular students. In addition to special learning with physical abnormalities, students with special needs who have intellectual abnormalities also often perform disruptive activities during the learning process in the classroom, resulting in an inclusive class being uncondusive. A passive, special-needs student attitude is also an obstacle to teachers when learning in an inclusive class. Teachers' barriers in inclusive classes in Junior High School 4 Blitar are the lack of special facilities and infrastructure for students with special needs. Like no bench that is specially tailored for students with special needs adapted to the form of physical abnormalities that students have special needs to facilitate the learning activities of students with special needs in the classroom and there is no Teacher Special Companion in inclusive classes at Junior High School 4 Blitar.

4. Teacher solution in conducting learning in inclusive class in Junior High School 4 Blitar is giving more time to students with special needs with physical abnormalities to be able to complete the tasks given, giving Motivation and assistance to students who are sluggish in the task, in addition to sports lessons or PJOK (sports and health Physical Education) students with special needs with physical abnormalities are given assignments as a substitute for practice value According to the material of each meeting.

B. Suggestions

1. For the principal: it is sought to prioritize facilities and infrastructure for students with special needs and to conduct or provide training to teachers on the service of learning in an inclusive class.
2. For teachers: More to be more prone to assistance to students with special needs and more improving professionalism by often following training or workshops on inclusive education services. Also, teachers should use media variations in the learning process and know well about the characteristics of the students with special needs in the classroom.
3. Blitar City Education Office (Dinas Pendidikan Kota Blitar): Pay attention to facilities and infrastructure in schools that provide inclusive services to students with special needs, such as the

appointment of special escort teacher (Guru Pendamping Khusus) for each child with special needs In every school that provides inclusive service.

4. Further researchers: it is hoped that further research is more profound in reviewing teacher strategies in inclusive learning classes.



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APPENDIX

Appendix 1 Licence UIN Maulana Malik Ibrahim Malang (Research)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 650 /Un.03.1/TL.00.1/03/2019 08 Maret 2019
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMP Negeri 4 Blitar
di
Blitar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Umahatika Briliana Guntama
NIM : 15130082
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2018/2019
Judul Skripsi : **Teachers Strategy in the Learning Process for Children With Special Needs in Inclusive School at Junior High School 4 Blitar**
Lama Penelitian : Maret 2019 sampai dengan Mei 2019
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Dekan
D.H. Agus Maimun, M.Pd.
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

Appendix 2 Research Letter from Junior High School 4 Blitar

**PEMERINTAH KOTA BLITAR**
DINAS PENDIDIKAN
UPT SATUAN PENDIDIKAN
SMP NEGERI 4

Jl. dr. Sutomo 92 Telp. (0342) 801421 Blitar Kode Pos 66133
NSS : 201056503004 e-mail : SMP4.blitar@yahoo.co.id NPSN : 20535080

SURAT - KETERANGAN
No.420/22 /410.110.4.4/2019

Yang bertanda tangan di bawah ini :

N a m a : DIJAH RUMANTI S, S.Pd
N I p : 197105171994012003
Pangkat / Golongan : Pembina / IV a
J a b a t a n : Kepala Sekolah

Menerangkan bahwa :

N a m a : UMAHATIKA BRILIANA GUNTAMA
N i m : 15130082
Program Studi : Pendidikan Ilmu Pengetahuan Sosial (PIPS)

Mahasiswa tersebut di atas benar – benar telah melaksanakan observasi / penelitian dalam rangka penulisan skripsi yang berjudul “ Teacher Strategy in Learning Process for Children With Special Needs in Inclusive School at Junior High School 4 Blitar “ yang di adakan pada bulan Maret s.d. bulan Mei 2019 di SMP Negeri 4 Blitar.


Demikian Surat Keterangan ini di buat untuk di pgunakan seperlunya.

Blitar, 29 Mei 2019
KEPALA SEKOLAH

DIJAH RUMANTI S, S.Pd
NIP.19710517 199401 2003




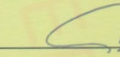





Appendix 3 Evidence of Consultation



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JALAN GAJAYANA 50 MALANG, TELEPON 0341-552398, FAKSIMILE 0341-552398

BUKTI KONSULTASI SKRIPSI

JURUSAN PENDIDIKAN ILMU PENGETAHUAN ILMU PENGETAHUAN SOSIAL

Nama : UMAHATIKA BRILIANA GUNTAMA
Nim : 15130082
Judul : TEACHERS STRATEGY IN THE LEARNING PROCESS FOR CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL AT JUNIOR HIGH SCHOOL 4 BLITAR
Dosen Pembimbing : Dr. Alfiana Yuli Efiyanti, M.A

No.	Tanggal	Catatan Perbaikan	Tanda Tangan Pembimbing
1	16 July 2019	Research Instrument	
2	17 July 2019	Chapter I, II ACC	
3	21 August 2019	Chapter IV, and V	
4	19 September 2019	Revision Chapter IV and V	
5	28 October 2019	ACC Chapter IV	
6	13 November 2019	ACC Chapter V	
7	15 November 19	Acc - ujian	
8			
9			
10			
11			
12			

Malang, 15 - 11-20...19
 Mengetahui,
 Kajur PIPS,

 NIP. 19710701200604 2 001

Appendix 4 Profile Junior High School 4 Blitar

1. Identitas Sekolah	
1 Nama Sekolah	: SMP NEGERI 4 KOTA BLITAR
2 NPSN	: 20535080
3 Jenjang Pendidikan	: SMP
4 Status Sekolah	: Negeri
5 Alamat Sekolah	: Jl. Dr Sutomo 92
RT / RW	: 0 / 0
Kode Pos	: 66133
Kelurahan	: BENDOGERIT
Kecamatan	: Kec. Sananwetan
Kabupaten/Kota	: Kota Blitar
Provinsi	: Prop. Jawa Timur
Negara	: Indonesia
6 Posisi Geografis	: -8.094456 Lintang 112.179516 Bujur
2. Data Pelengkap	
7 SK Pendirian Sekolah	: 30/u/1979
8 Tanggal SK Pendirian	: 1979-02-17
9 Status Kepemilikan	: Pemerintah Daerah
10 SK Izin Operasional	: 30/U/1979
11 Tgl SK Izin Operasional	: 1979-02-17
12 Kebutuhan Khusus Dilayani	: Tidak ada
13 Nomor Rekening	: 142067749
14 Nama Bank	: BANK JATIM
15 Cabang KCP/Unit	: BLITAR
16 Rekening Atas Nama	: SMPN 4 BLITAR
17 MBS	: Ya
18 Luas Tanah Milik (m2)	: 14188
19 Luas Tanah Bukan Milik (m2)	: 0
20 Nama Wajib Pajak	:
21 NPWP	:
3. Kontak Sekolah	
20 Nomor Telepon	: 342801421
21 Nomor Fax	: 342801421
22 Email	: smp4.blitar@yahoo.co.id
23 Website	:
4. Data Periodik	
24 Waktu Penyelenggaraan	: Pagi
25 Bersedia Menerima Bos?	: Bersedia Menerima
26 Sertifikasi ISO	: Proses Sertifikasi

27	Sumber Listrik	:	PLN
28	Daya Listrik (watt)	:	0
29	Akses Internet	:	Tidak Ada
30	Akses Internet Alternatif	:	
5. Data Lainnya			
31	Kepala Sekolah	:	MUHADI
32	Operator Pendataan	:	Fera Kristiana wati
33	Akreditasi	:	
34	Kurikulum	:	Kurikulum 2013

1. Visi, Misi, dan Tujuan Sekolah SMP Negeri 4 Blitar

Visi

Unggul dalam imtaq, prestasi, dan budaya lingkungan.

Indikator visi :

Unggul dalam :

1. Keimanan dan Kepribadian
2. Prestasi akademik
3. Perestasi non-akademik
4. Pelestarian lingkungan
5. Mencegah dan menanggulangi kerusakan
6. Mencegah dan menanggulangi pencemaran lingkungan

Misi

1. Melaksanakan pembinaan ketaqwaan terhadap Tuhan Yang Maha Esa sesuai dengan agamanya.
2. Melaksakan pembinaan kepribadian dan karakter Indonesia.
3. Melaksanakan pembelajaran secara efektif dan efisien sesuai dengan perkembangan zaman.

4. Menyelenggarakan pembinaan akademik dan non-akademik secara intensif.
5. Menciptakan lingkungan yang kondusif dan bebas NAPZA (Narkotika, Psikotropika, dan Zat Adiktif).
6. Melestarikan lingkungan, mencegah dan menanggulangi kerusakan serta mencegah dan menanggulangi pencemaran.

Tujuan Sekolah

Berdasarkan kondisi SMP Negeri 4 Blitar, pada tahun 2021 atau 4 tahun kedepan dirumuskan tujuan sebagai berikut:

1. Terlaksananya kegiatan penghayatan dan pengalaman agama seperti : Shalat Dhuha/Dzuhur berjamaah, Istighosah, pesantren kilat/pesantren Ramadhan, peringatan hari besar keagamaan, dan Bina Iman.
2. Terlaksananya pendidikan karakter warga sekolah yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, cakap, kreatif, mandiri, dan berbudi pekerti luhur, serta bertanggung jawab terhadap lingkungan.
3. Melestarikan budaya daerah melalui muatan lokal Bahasa Jawa dengan indikator siswa mampu berbahasa Jawa yang santun sesuai konteks yang ada.
4. Mengoptimalkan proses pembelajaran yang bervariasi, inovatif, dan bermakna berbasis CTL (Contextual Teaching Learning)

dengan menumbuhkan Gerakan Literasi Sekolah (GLS) dan Penguatan Pendidikan Karakter (PPK).

5. Memiliki rata-rata nilai UASBN mencapai 7,8
6. Memiliki rata-rata UNBK mencapai 7,5
7. Memiliki proporsi lulusan yang melanjutkan ke sekolah unggul minimal 40%
8. Memiliki tim bidang akademik yang menjadi juara tingkat Provinsi.
9. Memiliki tim olahraga minimal 3 (tiga) cabang menjadi juara tingkat Provinsi.
10. Memiliki tim kesenian yang menjadi juara tingkat Provinsi.
11. Memiliki tim keagamaan yang menjadi juara tingkat Provinsi.
12. Terlaksananya pembiasaan 5 S-1 P (Senyum, Salam, Sapa, Sopan, Santun, dan Peduli Lingkungan) program 7 K, serta gerakan bebas NAPZA (Narkotika, Psikotropika, dan Zat Adiktif).
13. Memiliki lingkungan sekolah yang bersih, asri, dan nyaman untuk pembelajaran sebagai upaya pelestarian fungsi lingkungan, mencegah dan menanggulangi terjadinya pencemaran dan kerusakan lingkungan.

2. Kondisi Ideal dan Kondisi Nyata SMP Negeri 4 Blitar

a. Kondisi Ideal

Sesuai Pasal 24 Permendikbud No. 17 Tahun 2017 bahwa kapasitas setiap rombel paling sedikit 20 dan paling banyak 32 siswa. Beban guru yang mengajar linier dengan mata pelajaran yang diampu 50 (lima puluh) orang guru Negeri dan 10 (sepuluh) orang guru tidak tetap.

b. Kondisi Nyata

Berdasarkan kondisi riil bahwa untuk tahun pelajaran 2018/2019 SMP Negeri 4 Blitar, terdiri dari 30 (tiga puluh) rombongan belajar yang meliputi kelas 7 (tujuh) ada 10 (sepuluh) rombel, kelas 8 (delapan) ada 10 (sepuluh) rombel, dan kelas 9 (Sembilan) ada 10 (sepuluh) rombel dengan kapasitas setiap kelas berkisar 31-36 siswa dengan sarana pendukung lainnya seperti :

No.	Fasilitas	Jumlah	Kondisi
1.	Ruang kepala sekolah	1	Baik
2.	Ruang guru	1	Baik
3.	Ruang TU (Tata Usaha)	1	Baik
4.	Perpustakaan	1	Baik
5.	Laboratorium komputer	3	Baik
6.	Laboratoriu IPA	2	Baik
7.	Koperasi Sekolah	1	Baik
8.	Ruang Unit Kesehatan Sekolah (UKS)	1	Baik
9.	Ruang music dan kesenian	1	Baik
10.	Ruang music tradisional (Gamelan)	1	Baik
11.	Ruang pramuka	1	Baik
12.	Ruang BK (Bimbingan dan Konseling)	1	Baik
13.	Masjid	1	Baik
14.	Aula	1	Baik
15.	Lapangan	2	Baik
16.	Lapangan bola basket	1	Baik

17.	Ruang kelas	30	Baik
18.	Ruang OSIS	1	Baik
19.	Kantin	3	Baik
20.	Green House	1	Baik
21.	Kamar mandi guru	1	Baik
22.	Kamar mandi siswa	6	Baik
23.	Taman TOGA (Tanaman Obat Keluarga)	1	Baik
24.	Ruang ibadah bagi siswa non-muslim	1	Baik
25.	Ruang peralatan olahraga	1	Baik
26.	Tempat parkir	3	Baik

3. Kurikulum SMP Negeri 4 Blitar

Kurikulum SMP Negeri 4 Blitar pada tahun pelajaran 2018/2019 menerapkan prinsip pengembangan Kurikulum 2013. Adapun pengembangannya berdasarkan prinsip bahwa peserta didik memiliki posisi sentral untuk mengembangkan kompetensinya agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap kreatif, mandiri, berkarakter, dan berbudi pekerti luhur, dan menjadi warga Negara yang demokratis serta bertanggung jawab terhadap lingkungan.

Kurikulum pendidikan Inklusif menggunakan kurikulum sekolah reguler (kurikulum nasional) yang dimodifikasi (diimprovisasi) sesuai dengan tahap perkembangan anak berkebutuhan khusus, dengan mempertimbangkan karakter dan tingkat kecerdasannya. Adaptasi kurikulum bagi siswa ABK di sekolah Inklusif merupakan suatu keharusan. Mengingat bervariasinya kemampuan dan hambatan yang dimiliki oleh anak berkebutuhan khusus. Untuk itu guru mempunyai

peranan penting dalam keberhasilannya anak berkebutuhan khusus di sekolah Inklusif.

SMP Negeri 4 Blitar adalah salah satu sekolah yang memberikan pelayanan pendidikan Inklusif bagi anak-anak ABK (Anak Berkebutuhan Khusus). Dalam pengembangan kurikulum pendidikan Inklusif di SMP Negeri 4 Blitar secara umum sama dengan kurikulum reguler, hanya pelayanan dan muatan ke peserta didik disesuaikan dengan kebutuhan peserta didik. Sesuai dengan hasil wawancara yang dilakukan dengan Kepala Sekolah SMP Negeri 4 Blitar, Dijah Rumanti S.,S.Pd:

....Untuk kurikulum pendidikan Inklusif menggunakan kurikulum sekolah reguler ya yang biasanya kita sebut kurikulum nasional tapi yang jelas sudah di modifikasi sesuai dengan tahap perkembangan anak berkebutuhan khusus, dan pertimbangannya itu melalui karakteristik dan tingkat kecerdasannya. Jadi bapak ataupun ibu guru saat penyampaian materi pelajaran tergantung oleh masing-masing guru Mbak....¹⁵⁶

4. Konsep Pelayanan Inklusif Bagi Siswa ABK (Anak Berkebutuhan Khusus) di SMP Negeri 4 Blitar

Pendidikan Inklusif adalah salah satu program pendidikan yang dicanangkan oleh pemerintah dengan tujuan untuk memberikan pelayanan pendidikan Inklusif bagi anak-anak ABK (Anak Berkebutuhan Khusus). Diharapkan dengan adanya pendidikan Inklusif bagi anak-anak ABK dapat bersekolah di sekolah reguler bersama-sama dengan peserta didik normal

¹⁵⁶ Wawancara dengan Kepala Sekolah SMP Negeri 4 Blitar, Dijah Rumanti S.,S.Pd, 30 April 2019

pada umumnya. Sebagaimana yang disampaikan oleh kepala sekolah SMP

Negeri 4 Blitar yaitu Dajah Rumanti S. S.Pd sebagai berikut :

Sekolah Inklusif merupakan program pemerintah. Sekolah Inklusif itu kan sebenarnya merupakan pendidikan yang memberikan kesempatan dan layanan yang sama kepada seluruh peserta didik, khususnya peserta didik berkebutuhan khusus untuk belajar yang sama dengan teman sebaya di kelas regular dengan tujuan untuk menjadikan pendidikan itu sebagai wahana sosialisasi bagi peserta didik berkebutuhan khusus untuk dapat hidup secara wajar dan mendapatkan perlakuan yang sama dengan peserta didik lainnya...¹⁵⁷

Program pendidikan Inklusif di SMP Negeri 4 Blitar merupakan program dari pemerintah Kota Blitar. Alasan sekolah ini menjadi sekolah yang memberi pelayanan pendidikan Inklusif bagi anak-anak berkebutuhan khusus adalah meminimalisir diskriminasi terhadap anak-anak yang memiliki keterbatasan atau anak-anak berkebutuhan khusus agar dapat bersosialisasi dengan peserta didik pada umumnya. Sehingga diharapkan anak-anak berkebutuhan khusus tidak semakin terpuruk dengan ruang lingkupnya sendiri dan menarik diri dari komunitas sosial dan juga pelayanan Inklusif ini dimaksudkan untuk menumbuhkan sikap percaya diri pada anak-anak berkebutuhan khusus bahwa dirinya sama seperti anak-anak pada umumnya belajar di tempat yang sama dan dengan ruang lingkup pendidikan yang sama.

¹⁵⁷ Wawancara dengan Kepala Sekolah SMP Negeri 4 Blitar, Dajah Rumanti S.,S.Pd, 30 April 2019

Appendix 5 Student with Special Need in Junior High School 4 Blitar

No.	Student Name	Age	Class	Classification of Abnormalities	Types of Abnormalities
1.	Adlina Shofia Firdhausy 	13	7 F	Emotional and behavioral disorders	Indigo
2.	Devano Aghanza Putra Pradessah 	13	7 I	Physical Disorders	Blind (Tunanetra)
3.	Yohanes Steven Yuliano 	14	8 A	Emotional and behavioral disorders	Emotional Disorders (Tunalaras)

4.	<p>Yudha Fandi</p> 	14	8 D	Learning Disorders and intellectual abilities	Slow Learner
5.	<p>Galih Lintang Riyanto</p> 	15	9 C	Physical Disorders	Cerebral Palsy
6.	<p>Krisna Yuantana</p> 	15	9 D	Physical Disorders	Disable (Tunadaksa)

Appendix 6 Interview Result

Interview with Teacher

Name : Mr. Budi Basuki Kiswijono, S.Pd

Subject: Physics

Date : 29 April 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Jadi, saya hanya mengajar di kelas 9 saja. Mulai dari kelas 9A-9E, kalau saya lihat-lihat dari kelas-kelas yang saya ajar hanya ada di kelas 9C. Nama siswanya Galih Lintang, anaknya pintar, menang lomba dimana-mana dari dulu sampai sekarang ini. Dia siswa yang menggunakan kursi roda dan selalu di bantu sama teman-temannya.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Selama ini sepertinya belum ada yang secara khusus pelatihan seperti itu untuk semua guru, tapi beberapa waktu yang lalu pernah sudah lama juga itu ada undangan dari Dinas Pendidikan Kota Blitar bahwa SMPN 4 Blitar menerima siswa Inklusif.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Tidak ada, tidak ada pelatihan, atau hal khusus seperti itu, tidak ada guru yang khusus menangani anak berkebutuhan khusus, semuanya saling bekerjasama saja antara guru yang satu dengan guru yang lainnya.
4.	Bagaimana pengalaman yang bapak / ibu rasakan selama mengajar di kelas Inklusif ini?	Seacara pribadi saya sangat bersyukur, karena saya bisa mengajar salah satu siswa berkebutuhan khusus yang juga berprestasi dan mengharumkan nama SMP Negeri 4 dimana-mana. Meskipun dia punya kekurangan tapi dia sangat pintar, bahkan menurut saya IQ nya diatas rata-rata anak seusianya dan teman-temannya. Misalnya menang lomba Matematika seperti itu. Dan yang membuat saya lebih merasa bersyukur adalah, teman-temannya yang sekelas dengan dia sangat membantunya untuk mempermudah dan membuatnya nyaman selama berada di kelas. Ibunya itu, atau orangtuanya juga yang sangat

		membuat si Galih Lintang dengan sabar.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Mungkin Mbak Uma sudah tahu ya, kalau Galih itu kondisinya seperti itu, dia kan susah untuk menulis, berjalan ke depan kelas, atau pokoknya aktifitas yang menggunakan kaki dan tangannya. Saya inginnya itu seperti ada meja atau kursi khusus yang bisa membantu Galih Lintang untuk mempermudah aktifitasnya untuk bisa maju ke depan kelas, menulis dengan nyaman seperti itu. Bukannya bangku atau kursi yang sama dengan punya temannya yang normal atau bisa seperti itu, ya harusnya ada desain khusus untuk tubuh yang punya keterbatasan seperti Galih Lintang itu. Juga ya saya minta, kan harusnya kalau mau mencetuskan sekolah Inklusif ya harus siap dengan tenaga pendidiknya, ada guru pembimbingnya gitu yang bisa membantu siswa Inklusif.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas reguler ?	Buat saya untuk kelas 9 yang saya ajar itu tidak ada ya Mbak, sama saja. Anak-anaknya juga baik-baik, dan kebutuhannya sama saja dalam proses pembelajaran saat di dalam kelas. Sama aja.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Kalau saya waktu ngajar ya sama aja seperti kelas-kelas reguler. Kelasnya nyaman, bersih, kondusif untuk proses pembelajaran menurut saya.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Kalau si Galih Lintang itu kan kaki, tangan, atau punggungnya yang seperti itu kan dia susah untuk berjalan, menulis juga lambat ya dia, terus kalau duduk tanpa bantuan teman atau ibunya juga susah. Apalagi misal saya suruh maju ke depan untuk mengerjakan di papan tulis kan ya tidak mungkin, kasihan si Galih mungkin dia juga punya keinginan untuk maju ke depan, tapi dengan kondisinya tidak memungkinkan jika tanpa bantuan.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Sebenarnya saya tidak menemukan hambatan yang berarti buat Galih itu. Biasanya klo misal tugas yang saya kasih di kelas lumayan memerlukan waktu yang banyak, kadang dia saya suruh mnyelesaikannya tidak bareng dengan temannya. Kalau teman-temannya tugas harus selesai misal sebelum bel istirahat, kalau dia saya suruh selesaikan sampai jam atau bel pulang sekolah baru dikumpulkan. Kalau misal ada

		kegiatan pembelajaran yang harus dilakukan di laboratorium, ya itu teman-temannya atau waktu ibunya pas ada ya Galih di bantu, di dudukkan di kursi rodanya, terus di dorong sampai ke laboratorium. Tapi sering-sering dia dibantu teman-temannya yang laki-laki itu. Baik sekali teman-teman kelasnya. Ibunya sabar sekali, saya salut, dia di kelilingi orang baik-baik dan perhatian dengannya.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Sebisa saya ketika proses pembelajaran yang berlangsung saat saya mengajar, saya hampiri Galih. Saya tanya ke dia “Piye le, susah? Bapak bisa bantu opo?” ya semacam seperti itu mbak. Tapi Galih lintang itu pintar, dibanding teman-temannya. Jadi ya tetap baik saya rasa.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	Saya taunya Galih Lintang itu kan dari dia kelas 7 ya, tapi kan saya mengajar dia hanya masih di kelas 9 ini, dan waktunya singkat. Apa mungkin karena teman-temannya juga sudah mulai dewasa, jadi sepertinya sudah mulai paham gitu, bagaimana berperilaku baik, sopan kepada teman sebayanya.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa reguler? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Selama saya mengajar, tidak pernah teman-temannya tuh yang bully gitu msalnya, teman-temannya selalu baik, saling membantu.
13.	Apa strategi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Tidak ada strategi khusus mbak kalau saya. Paling ya itu buat Galih Lintang saya beri dia waktu yang lebih dibanding temannya untuk, mengerjakan tugasnya, yang sekiranya dia tidak bisa menyelesaikannya tepat waktu.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Saya tidak pernah merasa kalau Galih Lintang punya hambatan khusus saat proses pembelajaran di kelas, apalagi Fisika, tidak ada. Ya yang jelas otaknya Galih itu kan normal ya, hanya tubuhnya atau kondisi tubuhnya yang tidak sempurna. Kalau kemampuannya dalam mengerjakan tugas atau waktu ulangan dia nilainya lebih tinggi Mbak dibanding dengan teman-temannya yang lain, yang normal.
15.	Apa saja solusi yang	Ya saya seringnya kasih Galih waktu yang lebih

	dilakukan dalam menghadapi hambatan-hambatan tersebut?	untuk mengerjakan tugas yang saya berikan kepada dia, waktunya lebih lama dari teman-teman sekelasnya yang normal.
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Name : Mr. Mochamad Choirul Hadi, S.Ag

Subject: Religious Education

Date : 29 April 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Saya itu ngajar kelas 9, dari kelas A sampai J mata pelajarannya Pendidikan Agama Islam, yang saya tau ya 2 anak yang berkebutuhan khusus. Itu ya Galih Lintang anak kelas 9C, sama satunya lagi itu Krisna anak kelas 9J klo ndak salah. 2 ya berarti yang saya ajar anaknya. Kalau Galih Lintang itu kan kondisi tubuhnya, tangannya nglengkuk, sama kakinya seperti tidak bisa berdiri apalagi jala kan ya, trus kalau Krisna itu tangannya kan tidak smepurna. Tangannya krisna yang kanan itu seperti lebih pendek dari tangan kirinya. Sepertinya hanya mereka berdua mbak.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Duh, enggak pernah mbak. Ya saya itu taunya kalau SMP 4 itu melayani siswa-siswa seperti itu, ya yang berkebutuhan khusus, tapi enggak pernah ada undangan atau training, atau pelatihan seperti itu. Ya pokoknya kalau saya, saya ajarkan apa yang baik-baik saja.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Enggak pernah, ndak ada. Saya taunya ya itu, SMP 4 melayani anak-anak Inklusif dan harus atau wajib menerimanya. Kalau ndak salah lo ya mbak, seharusnya memang kudu ada Guru Pendamping Khusus (GPK) untuk naka-anak seperti itu, tapi ya sampai saat ini, sampai sistem ini berjalan belum ada hal semacam itu.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Kalau buat saya ini seperti ladang amal ibadah buat saya, itung-itung cari pahala juga mbak. Ya yang pasti saya merasa bersyukur, bisa mengajar anak-anak seperti mereka, meskipun bisaanya mereka itu “nggreetne”. Yang penting saya selalu dan maunya mengajar mereka dengan ikhlas.

5.	<p>Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?</p>	<p>Kalau saya, Galih itu butuh tempat yang nyaman ya buat dia, tempat duduk atau mejanya itu disesuaikan sama bentuk tubuhnya dia atau gimana lah itu, biar dia juga ndak merepotkan teman-temannya dan ibunya. Kalo yang satunya Krisna itu dia ndak papa, cuman saya perhatikan dia itu tidak suka dilihati terus menerus. Minder dia langsung.</p>
6.	<p>Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas reguler ?</p>	<p>Ndak ada buat saya, semua kelas mau yang ada anak-anaknya yang berkebutuhan khusus seperti itu atau yang isisnya anak normal-normal biasa, tidak pernah saya beda-bedakan. Tapi saya itu kalau mau menilai sikap dari anak-anak yang khususnya kelasnya Galih Lintang itu mudah, enak. Saya bisa lihat dari sikap-sikap mereka bagaimana memperlakukan Galih, bantu dia atau tiidak, ya gitu-gitu.</p>
7.	<p>Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?</p>	<p>Kelasnya nyaman semua, soalnya mereka tau, anak-anak tau kalau yang saya nilai itu bukan cuman tugas-tugas mereka, tapi ya kepribadiannya, soal kebersihan juga, kan kebersihan sebagian dari iman to. Mereka sadar sendiri, kalau saya mau ngajar kelasnya sudah bersih. Jadi nyaman untuk proses belajar mengajar.</p>
8.	<p>Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?</p>	<p>Apa ya mbak, paling buat Galih hambatannya jelas tubuhnya itu kan ya, jadi kalo misalnya ada kegiatan yang dilaukan di luar kelas di masjid misalnya, itu dia dibantu sama teman-temannya yang laik-laki itu. Kalau sholat Dzuhur itu saya sering lihat dia di dorong menggunakan kursi rodanya sama teman-teannya untuk ke masjid. Si Krisna ndak ada ya. Dia baik-baik saja meskipun sperti itu. Tapi memang Galih yang butuh perhatian khusus dari orang-orang dsekitarnya dibanding Krisna anak 9J.</p>
9.	<p>Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?</p>	<p>Teman-temannya itu yang selalu membantu Galih, dorong kursi rodanya. Ndak ada hal khusus, dan buat saya seperti itu buka masalah atau hambatan yang besar buat Galih.</p>
10.	<p>Bagaimana sikap ibu/bapak dalam menghadapi anak</p>	<p>Saya memperlakukan baik Krisna maupun Galih itu sama seperti temannya yang normal ya. Karena saya takut kalau memperlakukan mereka</p>

	berkebutuhan khusus di kelas Inklusif?	berbeda dengan yang lainnya yang normal lo ya, mereka merasa mereka berbeda, terus minder gitu kan ya repot, bisa ndak nyaman. Ya sama sja lah dengan temannya yang normal saya perlakukan mereka itu.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	Wo ndak sulit mbak, saya waktu ngajar itu ndak galak kok. Banyak guyonnya, tapi guyon saya kan tetep nyambung ke pembelajaran. Dan lagi ya mbak, saya itu paling mudah ya menilai kelas nya Galih itu, dari sikap teman-temannya itu memperlakukan Galih gimana. Saya rasa itu mereka mulai mengerti ya, teman-temannya Galih atau Krisna itu, sudah ulai dewasa, jadi sudah mulai paham mana yang baik, mana yang buruk, mana yang menimbulkan dosa, dan mana yang menimbulkan pahala untuk mereka. Ya gitu mbak, mereka saya lihat waktu pelajaran saya selalu semangat, ndak lemes-lemes.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa regular? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Seperti itu tuh saya ndak pernah dengar ya, saya rasa ya ndak pernah ada kasus-kasus seperti itu.
13.	Apa starteги pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Saya ndak punya strategi khusus, ndak ada bedanya saya ngajar di kelas reguler biasa atau kelasnya Galih sama Krisna, sama saja. Semua strategi yang saya lakukan sama saja.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Buat pelajaran saya ndak ada ya, kalau misalnya ada butuh bantuan ya sukarela bantunya, mereka temen-temennya itu. Semua seperti keas normal bisaanya.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Ya pastinya bantuan dari para bapak atau ibu guru-guru yang sabar dan terus menumbuhkan rasa sabar, dan teman-teman kelasnya itu juga saling membantu.

Name : Mrs. Yuyun Dilla Saputra, S.Pd

Subject: Mathematics and Homeroom Teacher class 9C

Date : 30 April 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Di kelas saya ada satu anak berkebutuhan khusus yang pintarnya burkan main, yang selalu menang lomba matematika di mana-mana, namanya Galih Lintang Riyanto. Saya sampai sekarang juga masih buat buku kolaborasi dengan Galih dan ibunya, tapi masih revisi-revisi ini belum selesai-selesai. Saya buat novel soal perjalanan hidupnya sampai sekarang, saya kasih judul "Lintang Sang Bintang". Do'akan cepat selesai ya mbak ya, biar bisa terbit.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Saya dulu itu ndak tahu ya kalau ada pelatihan guru Inklusif itu, ya saya dapat tugas dari kepala sekolah untuk hadir ya saya hadiri. Waktu itu saya diutus mewakili sekolah untuk menghadiri acara soal Inklusif di Batu. Dan ternyata saya tidak hanya mewakili sekolah saya. Saya mewakili guru SMP di kota Blitar yang menghadiri acara tersebut. Ada perwakilan 3 guru yang mewakili seluruh SD dari kota Blitar, 1 guru SMP yang mewakili seluruh SMP di Kota Blitar saya ya ini dari SMP 4, dan 1 guru SMA yang mewakili seluruh SMA kota Blitar, kalau ndak salah guru dari SMA 4. Judulnya seingat saya "Whorkshop Penyesuaian Kurikulum Bagi Peserta Didik Bekebutuhan Khusus" tanggal 23 Oktober 2018, di hotel Victory Kota Batu Malang, Mbak Uma bisa chek di facebook saya, takutnya saya kurang bener nama workshopnya atau tanggalnya, ada juga saya fotonya. Jadi di workshop itu ada pelatihan RPP (Rencana Pelaksanaan Pembelajaran) untuk anak Inklusif atau PDBK (Peserta Didik Berkebutuhan Khusus) gitu, ya seingat saya hanya itu saja pelatihan tentang Inklusif selama ini. Tapi yang saya buat heran, kok bisa saya menjadi perwakilan sekolah se-SMP Kota Blitar gitu, mungkin karena saya bertemu dengan Galih ya, yang pinter terus dia juga juara OSN (Olimpiade Sains Nasional) jenjang SMP/MTs tingkat provinsi Jawa Timur tahun 2018 juga ya yang kebetulan saya menjadi

		pembimbingnya. Atau gimanapun saya bersyukur dan Alhamdulillah, wong ya saya terkejut itu Mabk Uma, kan ya saya itu ndak tahu apa-apa sebenarnya soal Inklusif itu. Ya dapat tugas saya datang.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Pelatihannya seperti pelatihan peyusunan RPP untuk anak Inklusif atau PDBK sperti itu. Narasumbernya juga waktu itu adalah guru yang memang fokus untuk mempelajari dan bahkan menerapkan pendidikan Inklusif, kalau ndak salah sekolah beliau itu jadi rujukan untuk pendidikan Inklusif di Jawa Timur.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Saya ada cerita mbak tentang itu. Saya ini kan baru 1 tahun lebih 10 bulan di SMP 4, sebelumnya saya ngajar di SMP 1, semuanya beda ya mbak ya, mulai dari murid-muridnya, duru-gurunya. Di SMP 1 itu kan siswa-siswanya mandiri, pinter-pinter, ndak usah saya suruh itu mereka tanggap atau bahkan berlomba-lomba mau menjawab pertanyaan yang saya berikan. Lah disini saya kan mulai beradaptasi lagi, harus menyesuaikan diri dengan keadaan apa adanya di sini. Awal pindah ke SMP 4 saya langsung ditunjuk sebagai wali kelas, waktu itu juga di kelas 9, muridnya ya Alhamdulillah masih enak di atur, beda dari yang kelas 9C sekarang, jadi ada anak 5 itu yang buat saya ngelus dada, susah sekali diatur, ya gitu udah ikut nakal karena lingkungannya yang jelek, sering di panggil BP, dipanggil guru-guru lain karena ndak mengumpulkan tugasnya, duh macam-macam pokoknya mbak. Tapi di samping kegalauan saya menghadapi siswa didik saya di kelas 9C ada yang membuat saya bersyukur, ada Galih yang mengharumkan nama kelas karena kepintarannya. Bangga saya itu, senang sudah. Dantentunya baru buat saya.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Saya harap adanya tempat, atau fasilitas, sarana dan prasarana yang mendukung yang membuat peserta didik yang berkebutuhan khusus seperti Galih itu nyaman saat proses belajar mengajar di dalm kelas, misalnya bangku atau kursinya itu bisa diubah, disesuaikan gitu dengan kondisi si anak.
6.	Apakah ada perbedaan kebutuhan antara kelas	Ada Mbak Uma, menurut saya ya, kelas-kelas yang ada anak Inklusifnya itu harus lebih diawasi,

	Inklusif dengan kelas reguler ?	di pantau, di perhatikan daripada kelas-kelas yang reguler bisaa yang ndak ada anak Inklusifnya itu tuh. Ya bukan berarti karena saya wali kelas dari salah satu kelas Inklusif di SMP 4, tapi menurut saya itu benar adanya. Lagi ya Mbak Uma ya, saya ngajar itu kan ngajar matematika, di kelas yang lain saya rasa tidak ada bedanya, sama saja, siswanya juga masih banyak yang harus mendapatkan bimbingan.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Kalau kelas itu, kan kita saat ini SMP 4 sedang giat-giatnya untuk lolos seleksi Adiwiyata tingkat Nasional, jadi secara pasti anak-anak itu di latih untuk selalu menjaga kebersihan kelas dan lingkungan sekolah dimanapun mereka berada. Jadi kelas itu ya selalu bersih dari sampah-sampah.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Kalau Galih menurut saya sebagai wali kelasnya, hambatannya pada saat pelajaran yang memerlukan gerak motorik, yang menggunakan tangan utamanya dia itu merasa kesulitan. Misalnya mata pelajaran prakarya , seni budaya, dan mata pelajaran olah raga seperti itu.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Kalau seperti itu bisaanya dia yang saya tau, guru-guru mata pelajaran tersebut sellau menyuruh Gali untuk membuat parakarya yang sebisa Galih buat, kalau tidak seperti itu bisaanya tugas yang dirasa sulit diganti dengan tugas lisan atau menulis, seperti pelajaran olah raga itu ya dia bisaanya sama Pak Saiful dia disuruh mencari materi, terus di print dan di kumpulkan sebagai ganti penilaian praktek olahraga. Beberapa bapak atau ibu guru juga kadang memberikan waktu yang lebih untuk mengerjakan tugas dibanding temanya yang normal. Setahu saya seperti itu Mbak Uma.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Saya bersikap seperti bisaa, ndak ada bedanya. Selalu memberikan hal-hal positif saja, nanti biar lingkungan dimana saya berada itu juga menjadi positif juga.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat	Membuat pikiran saya menjadi positif,dan berperilaku positif itu pasti akan menjadi contoh bagi peserta didik saya. Jadi saya rasa, kalau guru-gurunya memberikan contoh perilaku atau ucapan yang baik, pasti hal itu juga akan menular

	dalam kegiatan pembelajaran di kelas Inklusif?	kepada anak-anak dan tentunya mereka akan mencontoh apa yang kami-kami ini lakukan.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa regular? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Ndak pernah, Galih itu selalu baik dengan teman-temannya, teman-temannya itu juga baik sama dia. Ya ada sih temannya yang suka mainnin kursi rodanya, tapi ya di buat lucu-lucuan sama Galih, dia ikut ketawa. Tapi ya ndak banyak yang temannya seperti itu. Ndak pernah ada masalah yang sampek membuat Galih terganggu itu ndak pernah, dan saya harap juga tidak akan pernah terjadi, biar semua baik-baik saja.
13.	Apa startegi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Selama saya ngajar Galih itu di kelas ndak ada kesulitan ya, dia pinter Matematika juga, bahkan saya bisaanya meminta dia untuk menjelaskan kepada teman-temannya yang lain jika ada yang merasa kesulitan saat pelajaran matematika. Tidak ada strategi khusus kalau saya ngajar di kelas Inklusif, di kelas saya.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Faktor penghambat sebenarnya ndak ada, semua saya rasa berjalan seperti bisaa, lancar dan baik.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Kalau hambatan seperti itu misalnya ada atau timbul, sebenarnya solusi yang paling baik adalah saling bekerja sama dalam gotong royong untuk memperbaiki dan menghilangkan hambatan-hambatan tersebut, agar timbul kenyamanan.

Name : Mr. Saiful Anam, S.Pd

Subject: Physical Education

Date : 30 April 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Saya mengajar kelas 9 dan kelas 8 mata pelajaran olahraga atau PJOK. Dari kelas-kelas yang saya ajar yang berkebutuhan khusus ada Galih Lintang yang jelas saya tau kalau dia berkebutuhan khusus karena bisa dilihat ya Mbak Uma, Galih kan fisiknya kurang sempurna dibandingkan dengan teman-temannya yang lainnya. Jadi, ya saya tau hanya 1 (satu) anak.
2.	Apakah ada pelatihan	Hanya undangan-uandangan dari Dinas

	atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Pendidikan yang saya ingat sekali, waktu itu bersama bapak ibu guru kalau tidak salah ada 5 orang yang dari SMP 4 untuk ke Gedung Wicitro. Workshop kalau tidak salah tentang cara mengatasi siswa berkebutuhan khusus, kalau ndak salah, saya juga sudah lupa, sudah agak lama.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Misalnya pembuatan RPP untuk anak berkebutuhan khusus, cara menangani anak-anak berkebutuhan khusus, dan motiasi belajar bagi anak berkebutuhan khusus, seingat saya hanya hal-hal semacam itu, itupun hanya sekali saja. Tidak ada pelatihan, workshop, atau training yang dilakukan lagi, kan pihak sekolah utamanya kepala sekolah juga telah memberikan pengumuman setiap rapat guru jika SMP 4 Blitar merupakan sekolah yang melayani siswa berkebutuhan khusus.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Saya ngajar sudah 29 tahun, dan tidak pernah di pindah, dari awal sampai tahun ini saya masih ngajar di sini, dulu-dulu sebenarnya sebelum rame Inklusif, di SMP 4 ini sudah menerima siswa berkebutuhan khusus, ada yang fisiknya tidak sempurna, ada yang tingkat emosionalnya yang begitu marah sampai banting-banting segala macam yang ada di sampingnya, pokoknya yang aneh-aneh seperti itu, tapi untuk 3 tahun belakangan ini yang saya paling tau kalau ada anak berkebutuhan khusus yang ada di SMP 4 ya si Galih itu. Buat saya hal itu bisaa saja, mungkin yang membuat menjadi special itu kan kareana Galih siswa berprestasi.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Jadi Mbak Uma, sekolah ini kan melayani anak-anak berkebutuhan khusus atau ya bisa disebut sekolah Inklusif, harusnya ya sarana dan prasarana untuk mempermudah anak-anak berkebutuhan khusus dalam proses belajara mengajar di dalam maupun di luar kelas itu di perbaiki, dan juga ketersediaan guru pembimbing khusus juga tidak ada, dan saya harapkan sebenarnya adanya kamar mandi khusus untuk anak-anak itu, jadi dia seperti Galih itu tidak usah memanggil ibu nya, atau sampai telpon ibunya hanya untuk mengantarnya atau membantunya pergi ke toilet. Dia Galih alhamdulillah nya diperbolehkan untuk membawa HP, dibandingkan

		dengan teman yang lainnya tapi hp yg jadul gitu, yang cetek-cetek yang tidak bisa dibuat untuk internetan. Dan bengku atau kursi itu dibuatlah khusus untuk anak-anak dengan keaddan yang seperti Galih.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas reguler ?	Kalau itu, yang saya lihat harusnya kebutuhan untuk kelas yang terdapat siswa berkebutuhan khusus itu ya lebih diperbaiki, agar siswanya itu nyaman, ndak kerepotan.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Ruang kelas selalu rapi dan bersih ya, karean sekolah kan sudah sekolah Adiwiyata, dan ini juga lagi persiapan untuk lomba Adiwiyata tingkat nasioanal jadi ya anak-anak ditanamkan sikap untuk peduli kebersihan dan lingkungan. Ya kelasnya rapi, ndak ada sampah, sapu atau alat-alat bersih-bersih itu ada di tempatnya, ya rapi, jadi nyaman untuk proses pembelajaran.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Saya mengajar itu kan ada 2 tempat ya, kalau tidak di dalam kelas ya di luar kelas. Di lapangan basket, di lapangan sepak bola di belakang, di Bon Rojo tapi jarang juga, sama di lapangan Bedogerit itu kemari sekali hanya waktu penilaian ujian praktek PJOK. Nah susahnya itunkan kalau Galih cara berjalannya ke tempat-tempat itu, kadang dia ditunggu sama ibunya dan diantar naik motor, kadang juga temen-temennya itu yang cowok yang gentian dorong dia di kursi rodanya, itu juga dari sekolah ketempat yang dituju sampai kembalinya juga. Dia juga setiap PJOK ikut, tetap pake baju olahraga, ikut baris dan berdo'a, pemanasan sebelum olah raga, sama seperti tema-temannya yang lain. Jadi ya karena kondisi tubuhnya yang seperti itu ya hambatannya dalam PJOK ya gitu itu.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Karena dia itu berbeda dari teman-temannya yang lain, strategi saya biasanya itu memberikan dia tugas untuk mencari materi dan mengamati teman-temannya materi yang saya ajarkan hari itu, diketik, dan di print, lalu di kumpulkan ke saya. Jadi biasanya kalau saat PJOK itu dia sambil nunggu dan mengamati temannya dia ngetik, sambil bawa atau mangku laptopnya.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di	Saya selalu berusaha memotivasi anak-anak untuk salaing tolong-menolong, berbuat baik. Itu saja.

	kelas Inklusif?	
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	Selalu memberi motivasi yang besar pada anak-anak itu saja. Kadang saya sebelum pembelajaran dimulai saya selalu memberikan game yang menyenangkan untuk mereka agar mereka tidak merasa bosan dan berfikir kalau PJOK pasti kesal, lari-lari. Ya macam-macam seperti itu Mbak Uma.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa reguler? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Ndak pernah hal-hal aneh seperti itu terjadi, semua alhamdulillah berjalan dengan lancar, aman dan baik. Teman-temannya yang normal itu lo ya kadang suka bantu-bantu Galih, jadi ndak pernah saya lihat atau dengar sampe misalnya ada kasus bully-bullyan. Aman terkendali.
13.	Apa strategi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	PJOK itu kan menggunakan gerak motorik ya, jadi kalau untuk Galih ya saya berikan tugas. Strategi saya biasanya itu untuk memberikan penilaian kepada Galih. Dengan memberikan dia tugas untuk mencari materi dan mengamati teman-temannya sesuai dengan materi yang saya ajarkan hari itu, diketik, dan di print, lalu di kumpulkan ke saya. Karena dia kan tidak mungkin menggunakan tubuhnya untuk mengikuti teman-temannya. Selain itu Mbak Uma, saya mengharuskan Galih utnuk selalu di tempat yang bisa saya pantau saat jam olahraga, mau di lapangan atau di aula. Jadi saya bisa dengan mudah mengawasi Galih saat proses pembelajaran, ndak jauh-jauh dari saya, bisa dilihat mata.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Ya seperti yang saya jelaskan tadi, paling ya itu hambatan-hambatannya suka dukanya. Tidak ada faktor yang menghambat yang berarti dalam proses belajar mengajar selama pelajaran PJOK.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Selalu memotivasi yang penting untuk anak-anak.

Name : Mrs. Siti Kamilatin, S.Pd

Subject: Social Science

Date : 8 Mei 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Saya kira hanya Galih Lintang saja ya Mbak, karena dari 6 kelas yang saya ajar, kelas 9 nya kelas 9A-9E sama kelas 7J saja, yang saya lihat dan saya perhatikan anak yang punya atau yang berkebutuhan khusus itu ya Galih Lintang itu, kan kondisi tubuhnya tidak sempurna to, tidak seperti teman-temannya yang lain, tapi pintar Mbak anaknya, ndak tapi sayangnya waktu pelajaran saya dia itu biasa-biasa saja, sepertinya lebih suka mata pelajaran yang hitung-hitungan, matematika misalnya. Ya maaf Mbak Uma kalau nanti yang selama wawancara soal anak Inklusif saya hanya jawab setau saya saja. Ndak papa ya Mbak.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Saya ngajar di SMP 4 mulai 2005, belum pernah saya dapat tugas atau undangan tentang itu, ndak ada ya ndak pernah Mbak.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Karena ndak ada, jadi ya ndak ada pelatihan Mbak. Cuman kita guru-guru itu taunya ya SMP 4 itu juga melayani siswa-siswa berkebutuhan khusus.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Saya ngajar di kelas Galih atau kelas-kelas yang lainnya itu tidak ada bedanya, mungkin ya kalau di kelasnya Galih itu teman-temannya solid, kompak, dibanding kelas lainnya, atau kelas-kelas anak regular kelas-kelas yang isinya anak-anak normal, rasa kebersamaannya itu rapet Mbak. Saling mbantu-membantu itu sering saya lihat.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas	Perbiakan saja sarana dan prasarananya, lebih dioptimalkan. Meskipun ndak banyak ya di SMP 4 ini siswa berkebutuhan khususnya, tapi kan ya harus di penuhi juga sebenarnya kebutuhan-

	Inklusif ini?	kebutuhan itu untuk menunjang.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas regular ?	Kebutuhan yang beda paling itu ya kalau bisa ada tempat duduknya bangkunya itu yang harusnya beda, sesuai keadaan si anak. Itu harusnya di design khusus untuk si Anak. mengupulkan keesokan harinya, biar dia lengkapi dulu.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Keadaan kelas nyaman, bersih selalu, kondusif Mbak untuk pembelajaran IPS.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Saya memang kalau ngajar itu kan sering-sering dekte terus mereka saya suruh nulis, nah si Galih dengan kondisinya yang seperti itu da kan kesulitan ya mbak buat nulis, lama nulisnya, temennya nulis sampek mana dia masih belum separuh dari temennya, jadi saya kadang-kadang itu kalau saya suruh ngumpul catetannya saya minta dia untuk mengupulkan keesokan harinya, biar dia lengkapi dulu, tapi dia itu sering-sering ndak pernah besoknya kalau mengumpulkan, waktu pulang sekolah gitu biasanya sudah di taruh di meja saya sama temannya atau ibunya. Kalau tugas harus dikumpulkan hari itu juga, atau ulangan misalnya ya gitu itu saya siyasatnya untuk penilaian Galih.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Saya sering memberikan tambahan waktu mnegerjakan untuk Galih. Dan waktu itu seingat saya pernah melakukan presentasi kelompok, tapi saat itu dengan kondisi Galih, tidak memungkinkan untuk maju ke dean kelas, jadi dia saya suruh untuk melakukan presentasi di bangkunya sendiri bagiannya dia, dan sebagai operator juga bagi temannya yang melakukan presentasi di depan kelas. Untung nya tempat dudk Galih di depan, dan dekat dengan bangku guru, jadi lebih mudah, dan dia tidak usah di bopong-bopong dipindah-pindah sama temannya.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Saya selelu memberkan motivasi yang sekiranya bisa membangun anak untuk terus belajar itu saja.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu	Saya sebagai guru IPS hal ini merupakan tantangan untuk saya. Membangun sikap atau perilaku sosial dan menumbuhkan sikap-sikap peduli terhadap lingkungan sosial itu adalah hal

	bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	yang penting dan harus. Kadang saya itu meminta mereka untuk saling membantu, tapi malah saya haruskan, karena manusia itu tidak bisa ya Mbak ya hidup sendiri, memerlukan bantuan rang lain, jadi ya buat saya <i>sitik e deng</i> . Penting lo ya hidup saling membantu tolong-menolong, jiwa bersemangat, selalu bahagia itu akan membuat atau membentuk lingkungan yang baik.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa regular? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Ndak pernah dengar saya itu anak-anak yang berkebutuhan khusus dapat masalah, apalagi Galih ya, ndak pernah anaknya itu loh baik, lingkungan sekitarnya juga baik.
13.	Apa startegi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Tidak ada strategi khusus anatar kelas regular biasa dengan kelasnya Galih, sama saja, cuman biasanya itu saya khususkan untuk anaknya saja. Ya memberikan perpanjangan waktu untuk menulis, mengerjakan, atau mengumulkan tugas bagi Galih saja. Kalau saya missal dekete suruh nulis, saya ijinan Galih untuk melihat punya teman sebangkunya, atau ndak nanti saya pinjami Galih buku saya suruh baca atau merangkum sendiri materinya. Setelah itu saya koreksi.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Kalau selama saya mengajar Galih itu ndak ada hambatan yang besar, anaknya selalu baik, perilakunya baik di kelas, mendengarkan apa yang saya terangkan, tapi ya itu Mbak dia dan teman-teman sekelasnya itu jarang bertanya, sulit sekali untuk membangun ingin tau mereka, dan tertarik. Bisa dibilang sikap yang pasif gitu Mbak.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Saya dekati, saya tanya selalu, tidak haya untuk Galih tapi juga teman-temannya yang lain, apakah masih ada pertanyaan atau sekiranya saya menerangkan kurag bisa dimengerti ya mereka bisa langsung bertanya.

Name : Mrs. Yuni Lestari, S.Pd

Subject: Guidance and Counseling (BK) Class 9

Date : 8 Mei 2019

No.	Question	Answer
1.	Berapa banyak siswa	Saya sebagai guru BK di kelas 9 sejauh ini

	berkebutuhan khusus di kelas ini sekarang?	menemukan 2 (dua) siswa yang memiliki kekurangan pada fisiknya. Satu di kelas 9C dan yang satunya di kelas 9J. Ada Galih Lintang dan Krisna. Semuanya punya kekurangan, Galih kondisi tubuhnya yang tidak sempurna, kalau tidak salah kena sidrome kan ya dia jadi tubuhnya atau tulang-tulangnya tidak sempurna, tulangnya tidak bisa terbentuk dengan sempurna dari lahir. Kalau yang Krisna anak 9J itu, keadaan tangan kanannya yang lebih pendek disbanding dengan tanga kirinya.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Belum pernah ikut Mbak saya, ada atau tidaknya pasti ada, entah dari sekolah sendiri atau yang mengadakan Dinas, tapi selama ini jika mmisal ada pelatihan seperti itu saya belum pernah berpartisipasi. Sebenarnya SMP 4 itu kan belum sekolah Inklusif ya, tapi SMP 4 melayani siswa yang membutuhkan perlakuan Inklusif, jadi SMP 4 itu hanya melayani. Lebih ke sekolah Inklusif kalau yang di kota Blitar yang saya tau kan memang tempat khusus bagi anak-anak berkebutuhan khusus dengan tingkatan yang berbeda itu kan ya di <i>autis centre</i> . Tapi kami pihak BP kalau tidak dapat menangani siswa-siswa yang berkebutuhan khusus, pihak sekolah akan meminta bantuan kepada <i>autis centre</i> jika hal itu atau masalah itu tidak bisa diselesaikan oleh pihak sekolah BK utamanya.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Ya karena saya belum pernah ikut jadi tidak ada Mbak, kami atau saya selaku guru BK khususnya yang mengajar di kelas Galih hanya melayani sebisa dan semampu kami saja.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Selama saya mengajar di kelasnya Galih tidak ada bedanya dengan keas-kelas lain, karena materi-materi yang saya ajarkan untuk mata pelajaran BK itu kan meliputi materi permasalahan yang terjadi dalam lingkungan besar atau lingkungan sekolah, permasalahan eksternal, bukan fokus pada individu. Karena jika membahas masalah tentang individu itu kan di sebutnya dengan <i>pertemuan individu</i> dan tentunya materi setiap pertemuan itu berbeda, yang berikutnya dilanjutkan dengan peresentasi. Kelasnya lebih disebut pasif Mbak,

		kalau tidak di pancing ndak keluar suaranya. Ya Galih juga gitu, memang dia itu kan mintanya ke Matematika ya, jadi mungkin pelajaran saya kurang menarik juga untuk anak-anak.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Karena SMP 4 hanya melayani saja siswa-siswa berkebutuhan khusus jadi ya ada baiknya perbaikan untuk sarana dan prasarana yang lebih menunjang, itu saja.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas regular ?	Ya bedanya itu harusnya ada guru pembimbing khusus untuk menangani anak-anak berkebutuhan khusus itu, kan itu saja ya kira-kira yang membedakan dari kelas regular biasa. Tai nyatanya kan di SMP 4 belum ada guru pembimbing khusus yang di kirim oleh Dinas Kota, mungkn karena bukan seklah Inklusif tapi sekolah yang melayani program Inklusif.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Keadaan kelas yidak ada bedanya dengan kelas lain.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Hambatannya itu sebenarnya adalah kelas Galih itu yang kurang aktif anak-anaknya. Paling ya itu saja anak-anak yang aktif.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Saya sering-sering itu kalau pada pasif di dalam kelas, saya suruh mereka untuk membahas materi pada hari itu dengan menuangkan apa saja hal-hal yang mereka pernah lihat, atau lakukan yang jawabannya sesuai dengan materi pada hari itu, jadi mereka mulai berfikir apa mereka ppernah melihat atau melakukan hal itu, ya menurut saya bisa membuat suasana kelas menjadi lebih hidup saat presentasi berlangsung.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Tidak ada perlakuan khusus antara siswa berkebutuhan khusus dengan siswa yag normal, BK selalu memberikan konseling yang sama. BK juga memberikan waktu bagi para individu di luar jam pelajaran untuk melakukan konseling individu.
11.	Bagaimana cara menumbuhkan sikap saling menghormati,	Meraka itu anak-anak kelas 9 kan sudah mulai besar, sudah mulai ada yang berfikir tentag cita-cita mereka, jadi ya mereka pasti bersemnagat

	percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	dan melakukan apa yang membuat mereka mudah atau gampang dalam menggapai cita-cita mereka, kalau soal saling menghormati itu kan sudah termasuk pendidikan karakter yang harus diwujudkan. Jadi buat saya hal-hal seperti itu secara sadar atau tidaknya di tumbuhkan juga oleh para ibu dan bapak guru.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa regular? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Tidak pernah hal seperti itu terjadi, sering-sering masalah yang selalu di laporkan ke BP itu ya kenakalan anak remaja biasanya, membolos atau siswa-siswa yang kurang penuh dalam absensinya, yang di panggil ke BP untuk konsultasi atau konseling. Kalau yang meghina, atau bully itu tidak pernah terjadi apalagi yang menyengkut anak-anak seperti Galih.
13.	Apa startegi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Karena setiap selesai pembahasan materi kelompok saya selalu menugaskan untuk melakukan presentasi, biasanya Galih itu saya suruh tetap duduk di bangkunya untuk melakukan presentasi, sedangkan teman yang satu kelompok dengan Galih presentasi seperti biasa di depan kelas.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Saya tidak merasa kondisi Galih yang seperti itu berada di lingkungan teman-temannya yang normal itu sebagai hambatan, hal itu wajar-wajar saja. Tidak juga denga kondisi Galih yang seperti itu membuat proses pembelajaran BK di kelas terganggu.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Selalu menumbuhkan sikap optimis dan jangan menyerah kepada seluruh siswa yang ada di eklas setiap kali pertemuan.

Name : Mrs. Yanik Ekowati RN, S.Pd

Subject: Indonesian

Date : 8 Mei 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Dari kelas-kelas yang saya ajar, kalau saya lihat ya hanya Galih ya. Kelas 9A-9E tidak ada, di kelas 8C juga tidak ada, kelas 7J juga tidak ada.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk	Tidak pernah Mbak Uma kalau saya. Mungkin bapak atau ibu guru yag lain ada yang mendapat itu, tapi saya belum pernah. Ya seandainya dapat

	menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	tugas itu ya harus saya jalankan.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Karena saya tidak pernah ikut, ya tidak ada Mbak, mungkin bapak atau ibu guru yang lain ada dan pernah mendapatkan pelatihan atau training yang berkaitan itu.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Kalau selama pelajaran saya, kondusif ya, motivasi juga tinggi, bisa saya pastikan 50% siswa itu antusias ada Avandji, Ivan, Arifin, Dionisius, Bintanng, Rofifah, Devina, Salma, Farish, ya ada yang lain juga Mbak. Tapi kalau Galih di kelas saya waktu jam Bahasa Indonesia pasif saat di dalam kelas tapi aktif di tugas sekolah yang diberikan.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Tambahan untuk fasilitas saja ya, bagaimana baiknya agar siswa itu nyaman saat proses pembelajaran di kelas.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas reguler ?	Mungkin tambahan dari beberapa fasilitas yang mempermudah bagi siswa berkebutuhan khusus ya, dan juga dibuatkan akses yang mudah.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Kelas selalu dalam keadaan kondusif setiap saya masuk kelas, bersih dan rapi. Ya namanya sekolah sudah mau masuk adiwiyata tingkat Nasional pastinya sadar kebersihan lingkungan harus ditanamkan kepada para siswa.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Galih itu anaknya ceria ya, main sama teman-temannya, ngobrol gitu biasa, tidak ada hambatan saya kira, mungkin waktu yang diberikan untuk mengerjakan tugas-tugas itu harusnya lebih lama dibanding dengan temannya yang lain.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak	Saya yakin pasti bapak atau ibu guru yang lain juga memberikan kelonggaran pada Galih dalam mengumpulkan atau menyelesaikan tugas dia. Dan utamanya harus sabar Mbak dalam menangani anak-anak berkebutuhan itu.

	berkebutuhan khusus di dalam kelas ?	
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Ya pastinya tidak ada perlakuan yang pastinya akan bisa menyinggung kekurangan dari siswa tersebut, harus sabar. Mengerti dimana tempat untuk mebuat guyonan yang tidak akan menimbulkan ketidak nyamanan bagi anak berkebutuhan khusus tersebut atau juga teman-temannya yang normal.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	Kalau menurut saya tidak hanya kelas-kelas yang ada siswanya yang seperti Galih saja, tapi untuk semua kelas agar selalu bersemangat saat menuntut ilmu. Ya kalau saya selalu memotivasi anak-anak untuk saling menghormati, percaya diri dan semangat dalam kegiatan pembelajaran di dalam kelas.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa regular? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Tidak pernah Mbak Uma, semua berjalan dengan baik dan rukun, ndak ada masalah selama ini saat saya mengajar juga, atau dengar laporan-laporan dari bapak atau ibu guru yang lain tidak pernah terjadi hal seperti itu.
13.	Apa startegi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Kalau pelajaran Bahasa Indonesia kan identik dengan menulis, jadi dengan keadaan tangan Galih yang seperti itu pasti dia kesulitan, jadi biasanya untuk Galih seperti waktu Mbak Uma masuk saat ujian praktek Bahasa Indonesia kemarin, Galih saya suruh milih, mau ujian lisan saja atau dia bisa bawa soal dan lembar jawabannya ke rumah dan dia bisa selesaikan di rumah sama seperti tugas-tugas yang mengharuskan Galih untuk menulis saat jam pelajaran seperti biasa ya kadang saya suruh dia untuk seperti itu. Tapi tidak pernah dia itu minta bantuan ke ibunya untuk membantu mengerjakan, dari tulisan-tulisannya semua tulisan dia. Dan lagi misalnya saat presentasi, saya menyuruh Galih untuk tinggal di tempatnya, jadi teman-temannya sekelompok yang maju kedepan, Galih menjelaskan sambil duduk di bangkunya.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Penghambatnya biasanya dari siswa-siswa yang kurang aktif di kelas, kadang bikin gaduh di kelas.

15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Membuat kondisi belajar yang nyaman dan aman bagi anak-anak agar tujuan pembelajaran bisa tercapai dengan baik.
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Name : Mrs. Yatmisri, S.Pd

Subject: Biology

Date : 16 Mei 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Saat ini saya mengajar hanya di kelas 9F, G, dan H selain itu saya juga mengajar Biologi di kelas 9A, B, dan C untuk membantu Pak Basuki guru Fisika. Kalau Mbak Uma tanya di kelas yang saya ajar ada 1 (satu) siswa Galih Lintang di kelas 9C. Karena saya juga selaku waka kurikulum SMP 4, dari yang saya perhatikan dari keseluruhan siswa-serta laporan dari bapak-ibu guru yang lain siswa di sekolah ini yang memerlukan perlakuan Inklusif itu ada 7 anak. 2 (dua) anak di kelas 7, yang satu <i>indigo</i> , Adlina jadi dia sering sekali saat dia kecapekan atau saat fikirannya kosong tiba-tiba pingsan pingsan dan setelah itu menangis, bisa seminggu itu sampek 2 atau 3 kali pingsan kalau sudah seperti itu setiap pingsan selalu pihak sekolah menelfon orangtuanya, dan Adlina di jemput dan yang satunya lagi Devano, maaf ya Mbak matanya cacat atau juling tidak bisa melihat, jadi mata yang berfungsi hanya yang sebelah kiri, untuk kelas 8 ada 2 (dua) anak anak, 1 (satu) siswa yang tidak pernah bisa diam saat di dalam sering mengganggu temannya di kelas dan juga bisa dibilang dia lamban belajar ya sangat susah memahami pelajaran itu Yudha Fandi, dan satunya lainnya siswa yang tidak bisa mengontrol emosinya ketika marah atau merasa tidak nyaman, juga pernah sampek lempar-lempar barang, tapi Alhamdulillah masih bisa ditenangkan oleh wali kelasnya dibantu bapak dan ibu guru yang lain namanya Yohanes pinter dia Bahasa Inggrisnya. Kalau untuk kelas 9 ada 2 (dua) anak, yang satu memiliki kelainan atau syndrome dari lahir Mbak, Galih Lintang anaknya pintar, sering menag lomba matematika dimana-

		mana, salah satu siswa kebanggan SMP 4 kondisi tangan dan kakinya tidak sempurna, jadi seperti bengkok, jadi dia menggunakan kursi roda, dan yang satunya itu tangannya yang sebelah kanan lebih pendek dibandingkan dengan tangan kirinya anak kelas 9J Krisna.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Kalau dari Dinas dulu pernah ada Mbak, Bu Pudiah Kartini yang sudah pindah dan Bu Yuyun waktu itu. Karena SMP 4 merupakan sekolah yang menyeleggarakan pendidikan Inklusif yang tentunya memberikan kesempatan dan layanan yang sama kepada seluruh peserta didik, khususnya bagi pelajar berkebutuhan khusus yang belajar bersama dengan pelajar normal pada umumnya. Selain itu sekolah juga pernah mengadakan workshop yang dihadiri oleh seluruh bapak atau ibu guru, waktu itu tamunya didatngkan dari SMP 28 Surabaya Bu Triworo yang dimana sekolah tersebut sudah merupakan sekolah percontohan bagi sekolah-sekolah Inklusif di Jawa Timur. Jadi beitu Mbak, kalau dinas ndak ada, tapi sekolah kita pernah mengadakan workshopnya.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Iya tidak ada kalau dari Dinas, ya tadi hanya ada 2 guru saja yang ikut, yang masih di SMP 4 ya Bu Yuyun, bisa Mbak Uma wawancara beliau, beliau juga wali kelas dari Galih Lintang. Atau jangan-jangan sudah di wawancara sebelum saya.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Buat saya juga adalah pengalaman baru Mbak, karena sebelumnya saya belum pernah mengajar di kelas yang ada anaknya berkebutuhan khusus. Tapi semaksimal mungkin saya berusaha untuk melakukan hal yang terbaik untuk membawa peserta didik saya menjadi lebih baik.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Kalau selama proses pembelajaran di kelas, terkhusus untuk Galih mungkin kursi dan bangkunya yang kurang nyaman dengan kondisi tubuhnya, harusnya Galih itu dapat kursi yang nyaman bisa juga yang ada busanya itu. Ya yang jelas penyesuaian sarana dan prasarana atau fasilitasnya lebih disesuaikan dengan kondisi si anak.
6.	Apakah ada perbedaan kebutuhan antara kelas	Saya kira tidak ada. Kebutuhannya masih sama dengan teman-temannya yang lain, atau kelas-

	Inklusif dengan kelas reguler ?	kelas yang lain. Karena saya memberikan tugas yang sama untuk kelas-kelas yang saya ajar. Atau mungkin waktu yang lebih ya untuk Galih saja, untuk menyelesaikan tugasnya, hanya Galih saja lo ya Mbak, untuk teman-temannya yang lain harus tepat waktu, tidak ada kelonggaran.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Semua kelas saat pembelajaran dimulai harus bersih, karena sekolah kita kan akan kedatangan tamu dari tim Adiwiyata Nasional jadi ya siswa-siswa atau seluruh warga sekolah harus sellau menjaga kebersihan lingkungan dimanapun berada, tentunya kelas juga harus dalam keadaan bersih dan rapi, tidak ada sampah.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Kalau Galih itu pastinya kesulitan untuk kegiatan-kegiata motoriknya. Jadi yag jelas kegiatan-kegiatan yang menngunakan tangannya misalnya untuk menulis atau menggambar itu kan ya susah Mbak. Sebenarnya bisa untuk menulis atau menggambar, tapi memerlukan waktu yang lama dibanding dengan teman-temannya yang normal.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Biasanya kalau saya itu kan suruh gambar, dan membuat grangkuman untuk materi pada hari tersebut, karena Biologi untuk kelas 9 ini kan komplek materinya, banyak yang harus di pelajari, jadi saya minta dia mengumpulkan tugas menggambar dan rangkuman materi keeskan harinya.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Sabar, harus sabar sebenarnya Mbak. Dan selalu memberikan perhatian yang lebih untuk kemajuan peserta didik.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	Selalu memberikan motivasi yang bertujuan untuk meningkatkan kepercayaan diri peserta didik.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa reguler? Jika ada bagaimana cara	Tidak pernah Mbak.

	mengatasi permasalahan tersebut?	
13.	Apa startegi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Kalau strategi saya itu untuk Galih biasanya kalau saya itu kan suruh gambar, Biologi itu kan banyak yang harus di gambar ada sistem atau organ-organ, sel-sel seperti itu, karena saya tidak mau di print ya, harus di gambar dan membuat rangkuman untuk materi pada hari tersebut, karena Biologi untuk kelas 9 ini kan komplek materinya, banyak yang harus di pelajari, jadi saya minta dia mengumpulkan tugas menggambarnya dan rangkuman materi keesokan harinya.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Galih itu anaknya pintar, jadi tidak ada penghambat dalam proses pembelajarannya.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Ya sering memotivasi dia saja, kan dia juga sering ikut lomba-lomba yang mewakili sekolah dimana-mana support yang positif untuk membuat Galih bersemangat untuk mengejar dan menggapai cita-citanya. Itu dari saya Mbak.

Name : Mr. Mukhamad Zaini, S.Pd

Subject: Art and Culture

Date : 17 Mei 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Dari yang saya ajar ada 2 anak Mbak.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Belum pernah ada undangan dari Dinas.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak	Karena belum pernah, jadi ya kalau saya itu yang penting bisa memperlakukan anaknya dengan baik, itu saja.

	berkebutuhan khusus di sekolah Inklusif itu seperti apa?	
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Saya dulu itu ngajar juga di SLB (Sekolah Luar Biasa) di Tanggug sebelum saya indah disini, jadi buat saya lihat anak-anak yang punya kebutuhan khusus itu ya biasa dan salut.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Penyesuaian untuk sarana dan prasarana bagi si anak saja, dan kemudahan dalam akses apa yang di inginkan saat di sekolah. Misalnya mau ke kamar mandi, laboratorium, atau Musholla itu bisa diakses dengan mudah, bisa pake kursi rodanya.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas reguler ?	Tidak ada bedanya buat saya, sama saja. Saat saya mengajar juga tidak ada, mungkin yang dibutuhkan itu pengertian yang lebih.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Kondisi semuanya sama saja denga kelas reguler yang lain.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Ya seperti itu biasanya tergantung dari guru-gurunya kalau saya itu biaanya waktu gambar atau melukis saya rekomendasikan kuas yang nyaman untuk melukis.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Santai saja ya Mbak, ndak di buat susah. Karena takunya kalau di buat beban itu malah ilmunya ndak nyampek ke anaknya. Jadi malah sia-sia ngajar capek-capek kalau ndak ada pengaruhnya juga.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat	Di tanamkan ya Mbak, misalnya sebelum proses pembelajaran dimulai saya beri motivasi-moivasi untuk mmbuat mereka bersemangat.

	dalam kegiatan pembelajaran di kelas Inklusif?	
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa reguler? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Tidak pernah Mbak.
13.	Apa strategi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Kalau buat Galih saya biasanya merekomendasikan alat yang mempermudah dia dalam menggambar, misalnya jenis kuas. Saya kasih tau merknya. Dan lagi saya itu selalu menerima karya apapun yang di buat oleh Galih, jadi saya minta dia untuk membuat kerajinan tangannya sendiri dan sebisanya. Tidak pernah saya minta punya Galih harus sama seperti buatan temannya yang lain, kan ya itu ndak mungkin. Kalau untuk yan Krisna itu yang penting dia jangan di lihattin terus menerus saja, nanati dia merasa kalau kekurangan yang dia miliki sedang di perhatikan dan membuat Krisna menjadi minder, dan dia juga pelan-pelan ya kalau gambar atau nglukis, tapi Alhamdulillah dia selalu tepat waktu saat saya minta kumpulkan. Tapi jika tugas pada hari itu tidak bisa diselesaikan, maka saya memberikan waktu keesokan harinya atau saat peretemuan berikutnya untuk mengumpulkan ke saya.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Kemalasan sebenarnya mbak, sebenarnya Galih itu kondisinya tidak akan sekaku itu kalau misalnya dia berlath menggunakan tubuhnya. Kan dia jadi terlalu kaku karena sering-sering ndak mau latihan bergerak, apa-apa minta tolong ibunya. Jadi sperti itu mbak, malas untuk berlatih bergerak. Kalau yang Krisna itu, menghilangkan sifat mindernya, tapi sebenarnya anaknya kalao ndak diperhatikan ya sama seperti anak lainnya guyonan-guyonan gitu.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Sebelum pelajaran dimulai gitu saya biasanya juga melakukan pemanasan, olah raga kecil-kecilan agar otot-otot tangan tidak kaku saat digunakan untuk melukis, atau emnggambar atau kegiatan lainnya, dan juga saya selalu memebrikan motivasi kepada anak-anak kalau

	tidak ada yang tdk bisa dilakukan, biala ada kemauan pasti semua bisa dilakukan.
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Name : Mrs. Laili Fitri Ardiana, S.Pd

Subject: Guidance and Counseling (BK) Class 7

Date : 29 Mei 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Ada satu siswa yang termasuk anak berkebutuhan khusus di kelas saya 7 (tujuh) I. Devano Aghanza Putra Pradessah, matanya yang sebelah tidak berfungsi, jadi hanya satu mata yang bisa melihat.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Tidak ada pelatihan atau training yang diberikan oleh Dinas Mbak, tapi waktu itu pernah ada workshop tentang pelayanan Inklusif itu pun yang mengadakan sekolah.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Ya hanya pengenalan tentang layanan Inklusif yang harus diberikan kepada siswa-siswa atau anak berkebutuhan khusus Mbak Uma, kalau ndak salah waktu itu juga ada cara bagaimana bisa melihat anak itu termasuk ABK atau bukan, hal semacam itu Mbak kalau yang saya ingat.
4.	Bagaimana pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	Selama saya mengajar di kelas inklusi selalu merasa bersyukur karena dibalik kekurangan anak didik saya dia masih semangat untuk menuntut ilmu, anaknya juga baik cuman memang pendiam dibanding teman-temannya yang laki-laki di kelas.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Kalau untuk Defano saya kondisikan kelas itu terang ya, jadi lampunya nyala Mbak, biar Devano ndak <i>ngriyip-ngriyip</i> lihat tulisan saya di papan.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas regular ?	Kalau di kelas saya karena ada Devano jadi biasanya saya nyalakan lampunya meskipun siang-siang ngajar panas ya Mbak Uma ya takutnya dia nanti ndak kelihatan, saya itu khawatir soalnya Devano itu ndak pernah omong tau nanya ke saya, jadi saya ya tau diri saja, kalau missal kelas

		dirasa terlalu gelap ya saya nyalakan lampunya, paling hanya itu Mbak.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Kalau ruang kelas harus dalam keadaan yang bersih ya, rapi juga. Jadi masuk kelas itu kelas bersih rapi, bangkunya juga disusun rapi.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Kalau Devano itu karena matanya yang mengalami kebutaan dan minus juga jadi dia kesulitannya saat pembelajaran di kelas itu saat menulis tulisan yang ada di papan tulis.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Kalau saya mengharuskan Devano untuk duduk dekat dengan meja guru dan tentunya di depan ya Mbak, karena dia kan juga pake kacamata jadi jika dia ndak bisa melihat dengan jelas apa yang di tulis di papan tulis dia bisa langsung bertanya.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Sebisa saya saya mendukung si anak untuk terus belajar.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas Inklusif?	Alhamdulillah anak-anak di kelas 7 (tujuh) I itu jiwanya sangat ceria-ceria jadi saya juga meskipun ndak sering tapi saya ajak mereka untuk belajar di luar kelas, biar ndak bosan Mbak. Biar fresh saat pelajaran saya.
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa reguler? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Ndak pernah ya Mbak, Devano itu anaknya pendiam tapi teman-temannya itu ya serig ndekati dia kok, kadag itu yang laki-laki juga ngajak nyanyi-nyanyi atau negrjain tugas di kelas. Kompak Mbak Uma anak-anak di kelas saya. Malah saya bersyukur ndak ada yang menjauhi anak-anak yang punya kebutuhan khusus seperti Devano, malah mereka rangkul.
13.	Apa startegi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam	Saya ndak ada strategi khusus Mbak kalau ngajarannya di kelas. Saya lakukan sesuai RPP saja Mbak. Ya mungkin untuk kondisi kelas saya nyalakan lampunya, terus saya selelu minta Devano duduk di depan, dekat dengan bangku

	memahami pelajaran?	guru. Kalau Adlina anaknya meskkiiun termasuk anak berkebutuhan khusus tai dia aaktif dibandingkan anak reguler di kelasnya. Saat jam pelajaran juga sering saya berkomunikasi dengan dia, agar dia ndak bicara sendiri atau nglamun. Sering saya panggil namanya tiba-tiba, jadi dia langsung jawab “Oh iya Bu Laili...”
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Keadaan kelas ya Mbak sepertinya, kadag kelas kita itu gelap.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Kalau misalnya keas gelap gtiu ya saya nyalakan lampunya Mbak, biar anak-anak itu saat menulis apa yang saya tulis di papan tulis itu jelas.

Name : Mrs. Arin Fitriani, S.Pd

Subject: Indonesian and Homeroom Teacher class 8A

Date : 29 Mei 2019

No.	Question	Answer
1.	Berapa banyak siswa berkebutuhan khusus di kelas ini sekarang?	Saya masih 2 bulan ya Mbak Uma di SMP 4 dan pindah langsung di tugaskan untuk menjadi wali kelas pengganti di kelas 8A. Saya juga baru tahu dari Mbak uma kalau anak didik saya ada yang berkebutuhan khusus. Jadi saat ini yang saya tau ada dua anak, si Yohanes dan Yudha ya, karena saya fikir mereka itu seperti anak pada umumnya.
2.	Apakah ada pelatihan atau training khusus bagi guru untuk menghadapi anak berkebutuhan khusus yang diberikan oleh Dinas Pendidikan Kota Blitar ?	Sebelum saya disini saya dari SMP 2 Wlingi, saat itu juga belum pernah ada hal seperti itu, dan setelah saya pindah ke sini di SMP 4 juga belum pernah.
3.	Pelatihan atau training dari Dinas Pendidikan Kota Blitar untuk mendampingi anak berkebutuhan khusus di sekolah Inklusif itu seperti apa?	Iya, jadi belum pernah ada.
4.	Bagaimana	Sebelumnya saya mengajar biasa saja sebelum

	pengalaman yang bapak/ibu rasakan selama mengajar di kelas Inklusif ini?	saya tau kalau saya ternyata mengajar dua anak yang harusnya diberikan perlakuan khusus Inklusif.
5.	Apa saja yang dibutuhkan untuk mendukung proses pembelajaran di kelas Inklusif ini?	Selama saya mengajar tidak ada, mungkin setelah saya tau jika murid saya ada yang seperti itu saya harusnya memberikan perlakuan yang lebih untuk bagaimana cara memperlakukan mereka.
6.	Apakah ada perbedaan kebutuhan antara kelas Inklusif dengan kelas regular ?	Perhatian yang lebih ya mungkin Mbak.
7.	Bagaimana keadaan ruang kelas tempat berlangsungnya pembelajaran ?	Jadi selama ketidaku saya sampai saat ini kondisi kelas itu baik-baik saja, tidak ada kondisi dimana ternyata anak didik saya terlihat seperti anak yang harusnya diperlakukan secara Inklusif.
8.	Hambatan apa saja yang sering dihadapi anak berkebutuhan khusus saat di dalam kelas dan saat pembelajaran berlangsung ?	Saya mengajar sampai saat ini dan menjadi wali kelas pengganti untuk kelas 8A belum menemukan kesulitan atau hambatan-hambatan. Karena saya juga masih beradaptasi dengan keadaan kelas maupun para siswanya. Kalau untuk kelasnya Yudha memang dia anaknya suka ngomong kalau di kelas, suka ganggu dan jalan-jalan <i>mubeng</i> terus Mbak, kalau ndak saya suruh duduk atau ndak ganggu temennya gitu dia ndak berhenti-berhenti.
9.	Bagaimana cara yang dilakukan untuk menangani hambatan-hambatan yang dihadapi anak berkebutuhan khusus di dalam kelas ?	Mencoba untuk memahami, dan mulai mencari tau seperti saat ini kalau saya baru tahu ada 2 anak didik saya yang saya ajar ternyata harus mendapatkan perlakuan yang khusus. Kalau Yudha biasanya saya dekati, dan saya suruh dia untuk duduk dan tidak mengganggu temannya saat saya mengajar.
10.	Bagaimana sikap ibu/bapak dalam menghadapi anak berkebutuhan khusus di kelas Inklusif?	Selama ini saya bersikap wajar kepada para siswa, kalau ada yang salah saya tegur, kalau ada yang harus diluruskan ya saya mencoba untuk meluruskan dan utamanya membrikan contoh yang baik.
11.	Bagaimana cara menumbuhkan sikap saling menghormati, percaya diri, selalu bahagia, dan semangat dalam kegiatan pembelajaran di kelas	Setisp sebelum pelajaran saya mulai, saya selalu memberikan motivasi dan penanaman sikap percaya diri kepada anak-anak.

	Inklusif?	
12.	Apakah pernah ada masalah antar peserta berkebutuhan khusus dengan siswa regular? Jika ada bagaimana cara mengatasi permasalahan tersebut?	Selama 2 bulan saya disini, belum ada masalah yang menyangkut Yohanes maupun Yudha.
13.	Apa strategi pembelajaran yang dilakukan di kelas Inklusif untuk mempermudah dalam memahami pelajaran?	Tidak ada strategi pembelajaran khusus saat di kelas. Kalau Yudha biasanya saya dekati, dan saya suruh dia untuk duduk dan tidak mengganggu temannya saat saya mengajar. Kalau si Yohanes itu kan anaknya menyendiri, diam, juga ndak banyak bicara saat pembelajaran, jadi ya saya dekati dan tanya saat pembelajaran berlangsung apakah ada yang ditanyakan. Hal-hal macam itu saja Mbak Uma.
14.	Apa saja faktor penghambat dalam proses pembelajaran yang ditemukan ?	Sifat pasif Mbak yang jadi hambatan, susah mau bicaranya anak-anak itu tanpa di beri pancingan.
15.	Apa saja solusi yang dilakukan dalam menghadapi hambatan-hambatan tersebut?	Selalu memberikan perhatian kepada peserta didik, dan utamanya memebntuk kondisi kelas yang aman dan nyaman untuk proses belajar mengajar.

Interview with Principle

Name : Mrs. Dijah Rumanti S, S.Pd

Principal of SMP Negeri 4 Blitar

Date : 30 April 2019

No.	Question	Answer
1.	Bagaimana konsep sekolah Inklusif menurut Ibu ?	Sekolah Inklusif merupakan program pemerintah. Sekolah Inklusif itu kan sebenarnya merupakan pendidikan yang memberikan kesempatan dan layanan yang sama kepada seluruh peserta didik, khususnya peserta didik berkebutuhan khusus untuk belajar yang sama dengan teman sebaya di kelas regular dengan tujuan untuk menjadikan pendidikan itu sebagai wahana sosialisasi bagi peserta didik berkebutuhan khusus untuk dapat hidup secara wajar dan mendapatkan perlakuan

		<p>yang sama dengan peserta didik lainnya. Nah SMP Negeri 4 Blitar merupakan sekolah yang melayani, jadi sekolah kami ini belum termasuk sekolah Inklusif yang sudah memiliki SK, yang SK nya sudah turun, karena SMP 4 belum mendapatkan dan memproklamirkan bahwa SMP 4 Kota Blitar merupakan sekolah Inklusif, akan tetapi kami menyelenggarakan dan melayani pendidikan Inklusif. Tentunya pelayanan yang kami berikan berupa pelayanan dan muatan yang kami sesuaikan dengan tahap perkembangan anak berkebutuhan khusus, dengan mempertimbangkan karakteristik dan tingkat kecerdasannya. Banyak yang dilayani secara intensif, dan sebenarnya menurut saya di sekolah yang melayani anak-anak berkebutuhan khusus atau Inklusif itu tidak hanya guru saja yang melayani tapi teman-temannya juga ikut melayani. Untuk kurikulum pendidikan Inklusif menggunakan kurikulum sekolah regular ya yang biasanya kita sebut kurikulum nasional tapi yang jelas sudah di modifikasi sesuai dengan tahap perkembangan anak berkebutuhan khusus, dan pertimbangannya itu melalui karakteristik dan tingkat kecerdasannya. Jadi bapak ataupun ibu guru saat penyampaian materi pelajaran tergantung oleh masing-masing guru Mbak. SMP 4 kota Blitar ini adalah salah satu sekolah yang memberikan pelayanan pendidikan Inklusif bagi anak-anak ABK. Sedangkan untuk pengembangan kurikulumnya ya Mbak pendidikan Inklusif di SMP 4 secara umum sama dengan kurikulum nasional, hanya pelayanan dan muatan ke peserta didik kita kami bapak dan ibuk guru sesuaikan dengan kebutuhan peserta didik.</p>
2.	<p>Bagaimana proses penerimaan siswa anak berkebutuhan khusus di sekolah ini ?</p>	<p>Untuk PPDB (Penerimaan Peserta Didik Baru) tidak berbeda dari sekolah-sekolah yang lain, seperti sekarang ini sistem penerimaan siswa baru melalui sistem zonasi, ya sama saja dengan SMP-SMP di kota Blitar lainnya. Tidak ada seleksi khusus bagi anak-anak yang berkebutuhan khusus, jadi kami ini tinggal terima saja hasil keputusan dan juga daftar-daftar nama siswa yang di terima. Kami tidak bisa melakukan seleksi untuk meneriam ABK, jadi kami para ibu atau bapak guru tidak tau apakah nama anak dari list Dinas</p>

		yang diberikan tersebut merupakan ada atau tidak yang tergolong anak ABK. Jika anak ABK yang dimaksud tidak sempurna fisiknya atau kelainan fisik jelas pasti terlihat ya Mbak Uma jika sudah bertemu atau bertatap muka, sedang untuk ABK dengan kelainan mental ataupun yang Mbak Uma sebutkan tadi itu kelainan karakteristik sosial maka kami pihak sekolah Bapak ataupun Ibu guru dapat mnegtahuinya setelah beberapa mengamati perilaku atau tingkah laku ABK selama berada di lingkungan sekolah atau kelas ataupun saat proses belajar mengajar di kelas berlangsung.
3.	Apakah ada kriteria khusus bagi anak berkebutuhan khusus yang ingin dan bisa masuk di sekolah ini ?	Tidak ada kriteria khusus bagi ABK yang ingin bersekolah di SMP 4 Blitar, tapi selama satu tahun setengah saya menjadi kepala sekolah di sini, banyak ABK yang diterima di sekolah ini karena kondisi fisik atau kelainan fisik yang banyak ada 3 (tiga) anak, kalau ndak salah ada itu anak kelas 9 (sembilan) ada 2 (dua) anak, dan anak kelas 7 (tujuh) ada satu anak, selain itu untuk anak dengan kelainan perilaku sosial itu ada 4 (empat) anak di kelas 8 (delapan) 2 (dua) anak dan di kelas 7 (tujuh) ada 1 (satu) anak perempuan, ini juga data yang masuk ke saya yang saya terima dari ibu bapak guru, jadi kalau di jumlah keseluruhan ada 6 (enam) anak.
4.	Bagaimana cara meningkatkan profesionalisme para guru dalam pelaksanaan pendidikan Inklusif di sekolah ini ?	Bapak maupun Ibu guru di SMP 4 Blitar itu punya komitmen untuk membentuk dan mewujudkan sekolah ramah anak. Setiap rapat atau koordinasi dan kegiatan lainnya dengan para bapak atau ibu guru, saya selalu mengingatkan dan menekankan untuk terus disiplin dan peduli terhadap sesama. Selain itu untuk lebih meningkatkan kinerja Bapak dan Ibu guru dalam pelaksanaan dan kenyamanan dalam melayani siswa ABK sekolah mengadakan workshop yang wajib dihadiri oleh Bapak Ibu guru SMP 4 yang narasumbernya kami undang langsung dari Surabaya waktu itu, dimana pemateri yang datangkan jga pemateri yang sekolahnya merupakan sekolah rujukan untuk layanan maupun pendidikan Inklusif di Jawa Timur. Sedangkan untuk Dinas Pendidikan Kota Blitar pernah memberikan workshop atau pelatihan yang diberikan untuk dua guru mewakili SMP se-kota Blitar bertempat di Batu Malang, waktu itu

		diwakili oleh Bu Yuyun dan Bu Pudiah dalam waktu yang berbeda.
5.	Apa saja sarana dan prasarana yang perlu disiapkan sekolah dalam menjadikan sekolah ini menjadi sekolah Inklusif yang nyaman bagi siswa berkebutuhan khusus ?	Banyak sebenarnya kalau soal sarana dan prasarananya ya Mbak, utamanya yang harus di siapkan atau diperbaiki untuk membantu peserta didik yang berkebutuhan khusus. Tapi kalau sarana itu kan ya yang menyediakan pemerintah, yang mengalokasikan dana juga pemerintah, untuk saat ini kami hanya menerima saja apa yang sudah ada, ya jadi kita pakai kita gunakan saja apa yang ada itu.
6.	Hambatan-hambatan apa saja yang dihadapi kepala sekolah dalam proses penyelenggaraan pendidikan Inklusif ?	Selama satu setengah tahun menjadi kepala sekolah, saya tidak pernah menemukan atau menerima laporan dari Bapak maupun Ibu guru yang mengajar di kelas-kelas yang terdapat anak ABK nya, mungkin laporan-laporan yang disampaikan kepada saya masih dalam tahap normal, masih bisa diselesaikan dan disiasati oleh Bapak atau Ibu guru. Tetapi setiap koordinasi atau rapat dengan bapak dan Ibu guru selalu memberikan arahan, jika terdapat siswa ABK yang masalahnya tidak bisa dilayani oleh sekolah maka saya akan langsung menginstruksikan kepada Bapak atau Ibu guru untuk mengiris siswa ABK tersebut ke <i>autis centre</i> , karena kami pihak SMP 4 juga bekerjasama dengan <i>autis center</i> , dengan persetujuan dan pantauan dari orang tua ABK.
7.	Bagaimana solusi dalam menghadapi hambatan-hambatan tersebut ?	Sebelumnya pasti kami akan mengadakan konseling secara individu untuk mengetahui apa hambatan yang diterima atau dirasakan oleh ABK. Selaian itu kadang hambatan justru hadir dari pihak orang tua atau wali murid yang kurang paham tentang anaknya yang termasuk ABK, karena mungkin juga masih banyak anak yang tergolong ABK dan kami pihak sekolah belum mengetahui itu. Orang tau hanya menyerahkan anaknya kepada pihak sekolah tanpa mereka ikut untuk membantu dalam penanganannya. Karena di SMP 4 belum ada guru pembimbing khusus yang secara khusus mendampingi anak-anak ABK. Kalau dari lingkungan, haruslah kita sebagai warga sekolah membentuk lingkungan yang aman dan nyaman bagi ABK dan selalu berkomunikasi sehingga mereka itu tidak merasa bahwa mereka berbeda.

Appendix 7 Photos Documentation



Condition Inclusive Class 9 (Nine) C (In the Class)



Condition Inclusive Class 9 (Nine) C (In Outside Class)

Yohannes



Condition Inclusive Class 8 (Eight) A (In the Class)



Galih

Students with special needs attend religious learning



Galih

Students with special needs attend PJOK learning

Inclusive Class 9 (Nine) C



Appendix 8 Curriculum Vitae

CURRICULUM VITAE



Name : Umahatika Briliana Guntama
ID Number : 15130082
Place, Date of Birth : Blitar, 4th September 1996
Faculty / Study Program : Tarbiyah and Teacher Training Faculty / Social Science Education Program
Entrance Year : 2015
Address : Jl. Kyai Ghofur No. 4 RT 003 / RW 005 Bendil, Sananwetan Kota Blitar, Kode Pos : 66131
E-mail : brilianaguntama.umahatika@gmail.com

Education :
2002 – 2003 : Taman Kanak-kanak Muslimat NU “Al-Hidayah” Sananwetan, Kota Blitar.
2003 – 2009 : Sekolah Dasar Islam (SDI) Kota Blitar, Kepanjenkidul.
2009 – 2012 : UPTD SMP Negeri 6 Blitar
2012 – 2015 : SMA Negeri 2 Blitar.
2015 – 2019 : Universitas Islam Negeri Maulana Malik Ibrahim Malang (Fakultas Ilmu Tarbiyah dan Keguruan, Jurusan Pendidikan Ilmu Pengetahuan Sosial)P

Writer

Umahatika Briliana Guntama