

**LEARNING INTERACTION MODEL OF INCLUSIVE
SCHOOL IN SUMBERSARI 1 STATE ELEMENTARY
SCHOOL MALANG**

**Thesis
By
Rizza Mar'atus Sholikhah**

10140068



**EDUCATION TEACHER FOR ISLAMIC ELEMENTARY
SCHOOL DEPARTMENT**

**TARBIYAH AND TEACHING SCIENCES FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC**

UNIVERSITY OF MALANG

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SCHOOL MALANG**

Presented to Tarbiyah and Teaching Sciences Faculty of Maulana
Malik Ibrahim State Islamic University of Malang in partial
fulfillment of the requirment for the degree of Sarjana Pendidikan
Islam (S.Pd.I)

By
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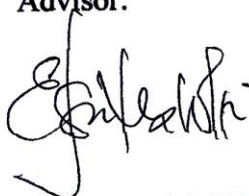
APPROVAL SHEET
LEARNING INTERACTION MODEL OF INCLUSION
SCHOOL STATE ELEMENTARY SCHOOL SUMBERSARI 1
MALANG

THESIS

BY

RIZZA MAR'ATUS SHOLIKHAH
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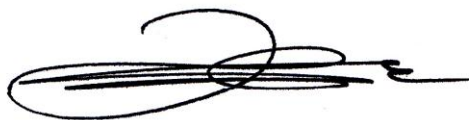
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LEGITIMATION SHEET

LEARNING INTERACTION MODEL OF INCLUSIVE SCHOOL IN
SUMBERSARI 1 STATE ELEMENTARY SCHOOL OF MALANG

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And has been approved by the board of examiners as the requirement to earn an
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DEDICATION

All praise be to Allah, king of the king lord of the world. Who has created us and all The universe. Who keep health and happiness so researcher can finish this thesis by the title “**Learning Interaction Model of Inclusive School In Summersari 1 State Elementary School of Malang** well done.

Peace be upon the Prophet Muhammad (SAW) who had brought us from darkness into the light, in this life. May we be together with those who believe and receive intercession from Him in the day of judgement. Amin.

With All support and help, discussions, guidance and direction from all parties involved during the process of completing this thesis, the author wishes to express his outmost gratitude to the following;

1. My beloved parent. Mr. Moh. Nasir and Mrs. Sri Utami who give all they have on their live. Always support me and pray for me. They loves me more and more. Thanks for all guidance, all believed to me, so i can reach want i want to reach. I can do, what i want to do. I always keep trying to be your pious daughter, just like my name from you. Thanks for your believe that i can do everything. Thanks for all Mom and Dad.
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you all. You always give me understanding deeply about writing and writing purpose ever after. Thanks for make me feel blessed, Thank God for know you in my life. For your understanding. Thanks for sincerely me. I'll miss you.

8. My housemate in Joyoraharjo 148. My last house here. Thanks for your understanding for about 1,5 years life with me. Thanks for yor guidance to be a good girls and good wife. Thanks for your help for all my lack. I will miss this house, miss the atmosphere and of course miss you all and our togetherness.

MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

We created you from a sigle (pair) of a male and a female, and made you into Nations, and tribes, that you may know each other, Verily the most honoured of you in the sight of Allah the most righteous of you. And Allah has full knowledge and is well acquainted

(AL-QUR'AN AI HUJURAT :13)

Dr. Esa Nur Wahyuni, M.Pd
 Lecture of Tarbiyah and Teaching Sciences Faculty
 State Islamic University of Maulana Malik Ibrahim Malang

Malang, April 7, 2014

ADVISOR OFFICIAL NOTE

Matter : Thesis of Rizza Mar'atus
Appendixes : 4 (Four) Exemplar

Dear,
 Dean of Tarbiyah and Teaching Sciences Faculty
 State Islamic University Maulana Malik Ibrahim Malang
 At
 Malang

Assalamualaikum Wr. Wb.

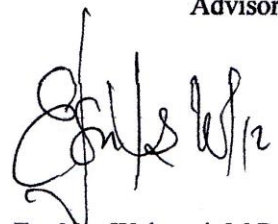
After carrying out several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

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Title of Thesis : Learning Interaction Model of Inclusive School in
 Sumbersari 1 State Elementary School of Malang

As the advisor, we argue that this thesis has been proposed and tested decent.
 So, please tolerate presence.

Wassalamualaikum Wr. Wb.

Advisor,



Dr. Esa Nur Wahyuni, M.Pd
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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis i wrote to fullfill the requirment for Sarjana Pendidikan Islam (S.Pd.I) entitled *Learning Interaction Model Of Inclussion School State Elementary School Summersari 1 Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, April 07, 2014



Rizza Mar'atus Sholikhah

PREFACE

All praise be to Allah, king of the king lord of the world. Who has created us and all the universe. Who keep health and happiness so researcher can finish this thesis by the title “**Learning Interaction Model Of Inclusive School In Summersari 1 State Elementary School Malang**” well done.

Peace be upon the Prophet Muhammad (SAW) who had brought us from darkness into the light, in this life. May we be together with those who believe and receive intercession from Him in the day of judgement. Amin.

With All support and help, discussions, guidance and direction from all parties involved during the process of completing this thesis, the author wishes to express his outmost gratitude to the following:

1. Prof. Dr. Mujia Raharjo, M. Si., as the Rector of Maulana Malik Ibrahim, State Islamic University of Malang.
2. Dr. H. Nur Ali, M. Pd, as the dean of Tarbiyah and Teaching Science Faculty of Maulana Malik Ibrahim State Islamic University of Malang.
3. Dr. Mohammad Walid, MA, as the principal of Education Teacher for Islamic Elementary School Department
4. Dr. Esa Nur Wahyuni M.Pd, as the thesis supervisor. The author expresses her gratitude for the guidance and directional motivation given in the course of completing this thesis. May Allah shower her and her family with blessing. Not only that, she is as the supervisory lecturer during the author’s course of study in the Education Teacher for Islamic Elementary School Department
5. All the lectures for their sincere and dedicated teaching and supervisory efforts. May Allah shower them with blessings.
6. Staff of Tarbiyah and Teaching Science Faculty of Maulana Malik Ibrahim State Islamic University of Malang. The author expresses gratitude for all their support and co- operation during the course of completing this thesis.

Hopefully, by imparting what has been learned during the course of study in Tarbiyah and Teaching Science Faculty of Maulana Malik Ibrahim State Islamic University of Malang. It will benefit all readers and the author herself.

Realizing the fact that error and weakness is impartial to being human, and that is thesis is still far from perfection, the author appreciates constructive criticism and suggestions for the improvement and betterment of this thesis.

Malang, 8 April 2014

Author,

Rizza Mar'atus Sholikhah
10140068

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ABSTRAKSI

Sholikhah, Rizza Mar'atus. 2014. Model Interaksi Pembelajaran Sekolah Inklusi di Sekolah Dasar Negeri Summersari 1. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim. Pembimbing: Dr. Esa Nur Wahyuni, M.Pd.

Pendidikan merupakan usaha sadar seseorang untuk meningkatkan kualitas pribadi baik secara jasmani maupun rohani. Dengan adanya pendidikan yang merata akan melahirkan bangsa yang maju, adil dan makmur. Pemerataan pendidikan juga harus bisa dirasakan oleh semua lapisan masyarakat yang mempunyai kelainan atau disebut anak berkebutuhan khusus (ABK). Tetapi kebanyakan siswa berkebutuhan khusus belajar di Sekolah Luar Biasa. Sekolah Luar Biasa telah membatasi kemampuan siswa berkebutuhan khusus untuk saling mengenal dan memahami dengan siswa reguler. Tanpa disadari sistem pendidikan SLB telah membangun tembok eksklusifisme bagi anak-anak yang berkebutuhan khusus. Akibatnya di masyarakat siswa berkebutuhan khusus menjadi komunitas yang teralienasi dari dinamika sosial di masyarakat

Secara umum tujuan penelitian ini adalah bagaimana Model Interaksi Pembelajaran Di Sekolah Inklusi Sekolah Dasar Negeri Summersari 1 Malang. Agar lebih jelas, maka tujuan penelitian ini adalah sebagai berikut 1) Untuk mengetahui model interaksi guru dan siswa berkebutuhan khusus dalam pembelajaran di sekolah inklusi, 2) Untuk mengetahui model interaksi siswa berkebutuhan khusus dan siswa normal dalam pembelajaran di sekolah inklusi

Untuk memenuhi tujuan tersebut, dalam penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian deskriptif mendeskripsikan secara sistematis dan menyeluruh tentang hasil penelitian. Penelitian ini mendeskripsikan tentang interaksi antara siswa dan guru dalam proses belajar mengajar di sekolah inklusi.

Kesimpulan dari penelitian ini adalah: 1) Interaksi antara guru dan siswa berkebutuhan khusus sebagai berikut: Interaksi di sekolah inklusi menunjukkan adanya pengaruh yang bagus. Guru memberikan dorongan pada siswa Untuk lebih baik daripada sebelumnya, namun tetap disesuaikan dengan kemampuan siswa. Usaha yang dilakukan guru, diantaranya: a Memperkenalkan tentang konsep siswa berkebutuhan khusus pada siswa reguler, b. Menyederhanakan materi pembelajaran, memberikan kesempatan yang sama, kebijakan dalam kenaikan dan kelulusan dengan selalu lanjut kelas dan tamat sekolah. c. Guru memahami karakter siswa berkebutuhan khusus dan siswa reguler dalam pembelajaran, d. Koordinasi yang berkelanjutan antar guru dengan orang tua siswa berkebutuhan khusus 2) Interaksi antar siswa reguler dan siswa berkebutuhan khusus: Siswa reguler dan siswa berkebutuhan khusus belajar dalam satu kelas yang sama. Penyatuan tersebut dimulai sejak kelas satu. Kebersamaan sejak kelas satu antara siswa berkebutuhan khusus dan siswa reguler menumbuhkan sikap a.

Saling mengenal, b. Saling Memahami, c. Saling peduli, d. Siswa regular sebagai terapist sebaya

Kata Kunci : Model. Interaksi, Inklusi



ABSTRACT

Sholikhah, Rizza Mar'atus. 2014. Learning Interaction Model of Inclusive School In Summersari 1 State Elementary School of Malang. Thesis, Education Teacher For Islamic Elementary School Department, Tarbiyah and Teaching Sciences Faculty, Maulana Malik Ibrahim State University Of Malang. Advisor: Dr. Esa Nur Wahyuni, M.Pd.

Education is someone conscious effort to increase personal quality of physical and spiritual needs. The spread education will build progressive nation, equitable and prosperous. Education distribution have to feel by all social stratum which has disorder or called children with special needs. But commonly students with special needs study in outstanding school. Outstanding school has hampered mutual knowing and mutual understanding of student with special needs with regular student. As a consequence in society interaction special needs group become alienated group from social dynamic of society. There is no familiarity and solidarity between society and special needs group.

The objectives of this reseach is reveal learning interaction model of inclusive school in Summersari 1 State Elementary School of Malang. For more detail, that specified below: (1) Know interaction model of teacher and student with special needs in learning of inclusive school (2) Know interaction model of student with special needs and regular student of inclusive school.

To achieved that objectivies, this approach and type of this research is qualitative approach and descriptive type. Type of research is descriptive. Descriptive research is describe sistematically and comprehensive about research result. This research describe interaction of teacher and student of teaching and learning process of inclusive school.

The conclusion of this research are: 1) Interaction between teachers and student with special needs of learning in inclusive schools namely: Interaction is totally good impact. Teacher push student to be better than before but its according their ability. The effort is : a. Introduce the concept of children with special needs in the regular students. b. Simplification learning subject matter, give equal opportunities, policy evaluation of learning, namely advanced class, graduate school. c. Teachers understand the character of students with special needs and regular students. Teachers understanding of the character and the type of student needs in teaching and learning. d. Coordination of teachers and parents of students with special needs related 2) The interaction of regular students and students with special needs is students with special needs and regular students together in one class. The unification students with special needs and regular students in the class began in their first-class, Togetherness started grade 1 students with special needs grow an attitude and values in students. The value is about a. Mutual Understanding, b. Mutual Understanding, c. Mutual Caring, d. Regular students as peer therapists

Key Word : Model. Interaction, Inclusive

CHAPTER 1

INTRODUCTION

A. Context of Study

Education is someone conscious effort to increase personal quality of physical and spiritual needs. The spread education will build progressive nation, equitable and prosperous. Education have to feel by all social stratum which has disorder or called children with special needs. On the other hand, education is a human process in order to grow as himself and truly human. As independent social being which a part of nation existence. National education have to guard and accommodate all nation component without contemplate social background, economy, ethnic, religion, sex and physical or mental disabilities.

Actually education of children with special needs of primary level in Indonesia provide into three type of education, there are Outstanding School and Primary Outstanding School. Outstanding school as the oldest special education accomodate student who has same disability. There are Outstanding School for Partially seing and Legally blind, Outstanding School for Communication disorder, Outstanding School for Mental retardation, Outstanding School for Physical disability, whereas Primary Outstanding School accomodate various disability. There are blind student, deaf student or mute student in the same school.

Outstanding school has hampered mutual knowing and mutual understanding of student with special needs with regular student. As a consequence, in society interaction special needs group become alienated group from social dynamic of society. There is no familiarity and solidarity between society and special needs group. Special needs group feel that his existence is not part of society around him.

Because of that case, required a school that uniting student with special needs with normal student or called regular student. Terminology used to describe unification of student with special needs in public school programs is inclusive.¹ This education called inclusive education. Through inclusive education, student with special needs educate together with normal student to optimize their potential. This case because of fact that in society there are both of normal child and child with special needs which cannot separated as a community.

Law of Republic Indonesia Number 20 Year 2003 about National Education System give other colour in equipping education for student with special needs. In explanation of article 15 about special education mentioned that special education is a education for student with special needs or student with giftedness or special talented which conducted inclusively or uniting special education in level primary and secondary.

¹ J. David Smith, *Inklusi Sekolah Ramah Untuk Semua* (Bandung: Nuansa, 2006), page. 45.

This chapter enable breakthrough type of education attendance for student with special needs is implementation inclusive education. This reinforce with Goverment Regulation about Special Education and Special Education Service. Inclusive education expected can solve one of problem in education for student with special needs. Because impossible if goverment build Outstanding School in every district or village because of expensive cost and long time to build.

Education and learning for student with special needs require special servive according to each needs which different each other. In arranging learning each subject teacher should has personal data of his student. Personal data about characteristic, capability and weakness, competency and student development.²

In inclusive school which teach student with special needs together with regular student, teacher should have competence and readiness of school components. Not every school accepted student with special needs. They feel do not capable or affraid if student with special needs will distrub learning process. Children with special needs do not have opportunity to study in public school and prefer to study in outstanding school as the only intitution which accept them. In fact, there is student do not school, because in Indonesia Outstanding school location is in urban affairs, far and difficult achieved by student with special needs.

² Bandi Delphie, *Pembelajaran Anak Berkebutuhan Khusus Dalam Setting Pendidikan Inklusi* (Bandung:Refika Aditama, 2006), page. 1.

Certainly not all school are permitted as inclusive school. If inclusive school far from student with special needs house, so the nearest school must accepted them. Education for All. This research under the title **Learning Interaction Model Of Inclusive School In Summersari 1 State Elementary School Of Malang**. Knowing learning interaction model for candidate of teacher, teacher get an ilustration how to teach student with special needs in public school, so that if they get student with specisl needs, they have been ready to teach and not refuse them. Education for all must be used as nation education principal.

Summersari 1 State Elementary School is one of inclusive school in Malang. Inclusive model used in this school is full inclusive, that enclose student with specisl needs to achieve individusl learning in regular class. Inclusive model in this school is full inclusive. Implementation of inclusive school showed teacher treatment to their students both. Interaction between student with special needs and normal student are visible clearly, so learning interaction model will visible clearly and comprehensive.

B. Focus of Research

Based on background of study above, this general focus research is how Learning Interaction Model of Inclusive School in Summersari 1 State Elementary School of Malang. For more detail, that focus specified below:

1. How interaction model between teacher and student with special needs in learning of inclusive school?

2. How interaction model between student with special needs and regular student in learning of inclusive school?

C. Objectives of Study

This research reveal Learning Interaction Model of Inclusive School in Summersari 1 State Elementary School of Malang. For more detail, that focus specified below:

1. To know interaction model between teacher and student with special needs in learning of inclusive school
2. To know interaction model between student with special needs and regular student of inclusive school.

D. Significances of Study

This research is expected to give benefits to those directly or indirectly relate to inclusive education. It is hoped that this study can get a new application in learning interaction in inclusive school. More specifically, the research is expected to be the length of the following benefits:

1. **Theoritically;** The result of this research are expected to add to the treasury of science especially in term of inclusive education and reference materials can be used for similar research in the future and information materials for further research
2. **Practically;**
 - a. For theory development of teaching sciences and education for children with special needs in inclusive school

- b. For practical teacher and education management. This research can add reference about inclusive education, especially for school which prepare to become inclusive school.
- c. For next research, this research serve as a basic for next research about inclusive school.
- d. For teacher, this research as source in order to understand interaction of student with special need and regular student in inclusive school so although that teacher is not special assistant teacher or the school is not inclusive school they can accept and teach student with special needs.
- e. For policy maker, especially Education Ministry, this research beneficial as one of implementation of inclusive education illustration. In fact, as judgement for next policy formulation about inclusive education.

E. Terms of Study

1. Model

Model in this research, means characteristic or patterns of student interaction of inclusive school.

2. Learning Interaction

In this reseach learning interaction means relation each other and social interest between regular student, student with special needs and teacher in learning process in school both indoor and outdoor learning.

3. Inclusive School

In this reseach, inclusive school means school which accepted student with special needs to teach together with regular student.

F. Previous of Study

This research focus is learning interaction model of inclusive school. In Summersari 1 State Elemetary School. From this research we know about interaction model between teacher, student with special needs and regular student in inclusive school.

This research is not the first research about inclusive, because previous studies concerned with inclusive school has been researched. The previous study has role to referenced for this research, based on this previous study, this research character may continue, standard of comparison and renewer. This is previous study and differences with this research.

Irianti Agustina³, discuss about implementation of constructivist model of cooperative learning to increase student social interaction in inclusive school. The site of study is State Junior High School 18 of Malang. Result of this research show that there is increasing of student social interaction because of implementation of constructivist approach model cooperative learning. This visible on research finding about the increase of student social interaction data from cycle I and cycle II. The increase known from aspect of social interaction situation, are: (1) Increase of cooperation, percentage increasing 6%, (2) competition, percentage increasing 18%, (3) conflict, percentage increasing 4%, (4) compatibility, percentage increasing 17% and (5) unification, percentage increasing 12%. The result of research indicate that constructivist learning of constructivist model can increase student social interaction.

Sasmita Wahyu Ningrum⁴, discuss about Bahasa Indonesia learning for autism student in inclusive class. With the same site, is Sumber Sari 1 State Elementary School of Malang. The result mention that school not prepared to handle autism child so they face difficulties for learning with autism student.

Lidya Maftukhah Nur⁵, discuss about inclusive learning management.

In Inclusive school class management build on three component, there are class

³ Irianti Agustina, "Penerapan Pendekatan Konstruktivistik Model Cooperative Learning untuk Meningkatkan Interaksi Sosial Siswa Kelas VIII-E di Pendidikan Inklusi SMP Negeri 18 Malang" Thesis. Published. Malang: Universitas Negeri Malang. 2010.

⁴ Sasmita Wahyu Ningrum, "Pelaksanaan Pembelajaran Bahasa Indonesia Kelas V untuk Siswa Autis di Sekolah Inklusi SDN Sumber Sari 1 Malang". Thesis. Published. Malang: Universitas Negeri Malang. 2013.

⁵ Lidya Maftukhah Nur, "Manajemen Pembelajaran Inklusi (Studi Kasus Di SD Negeri Sumber Sari 1 Malang)". Thesis. Published. Malang: State University of Malang. 2009.

teacher, special assistant teacher and shadow teacher. Curriculum involved in inclusive school is regular curriculum, with modification on material, media and method according student needs

Andini Kusuma W.⁶ discuss about learning implementation for behavioral impairment student in Bangunrejo II Inclusive Elementary School Yogyakarta, know and describe learning implementation for behavioral impairment, teacher and student with behavioral impairment difficulties in learning implementation, also describe role of special assistant teacher in inclusive class for student with behavioral impairment.

⁶ Andini Kusuma W. " Pelaksanaan Pembelajaran Bagi Anak Tunalaras di SD Inklusi Bangunrejo II Yogyakarta" .Thesis. Published. Yogyakarta: State University of Yogyakarta.

Table 1.1 :Previous Study

No.	Title and Methods	Focus of Study	Result of Research	Similiarity and Difference
1.	Irianti Agustina, "Implementation of Constructivist Approach of Cooperative Learning Model Cooperative for increase sosial interaction student VIII-E of Inclusive Education in State junior high Shchool 18 of Malang". Thesis. Published. Malang: State University of Malang. 2010.	Increase student social interaction and guidance strategy repairing.	Analyze result and action reflective on cycle I and cycle II show increasing student social interaction with implementation of constructivist approach cooperative learning model.	<i>Similiaritu</i> Discuss about interaction in inclusive school <i>Difference :</i> 1. Irianti's research is classroom action while this research is qualitative research. 2. Irianti's research use cooperative learning construtivist approach to increase student interaction, while this reseach analyze student interaction in Summersari 1 State Elementary School of Malang to examine deeply without influence from any other approach from researcher
2.	Sasmita Wahyu Ningrum, "Bahasa Indonesia 5 th Grade Learning Implementation for Student With Autsm in Inclusive School Summersari 1 State Elementary School". Thesis. Published. Malang: State University of Malang. 2013.	Purpose of research is to know and describe learning implementation for autsm student, difficulties and role of teacher.	Bahasa Indonesia learning implementation for autsm children is conduct by class teacher based on lesson plan for regular student not modified lesson plan; Except class teacher also there are special teacher which handle all thing about autsm school, alo shadow teacher which control student under his responsibility; Special teacher is often in class because class teacher	<i>Similiarity:</i> Both of this research are in inclusive school <i>Difference</i> 1. This research focus on learning interaction model which implemented in Summersari 1 State Elementary School of Malang. While Sasmita's thesis just focus on Bahasa Indonesia learning for student with autsm only.

			capable to teach student with autism who study in 5 th grade, although there are many student with autism in class; assesment result of student with autism reported separately on quantitative or qualitative in narative data .	
3.	Lidya Maftukhah Nur, "Manajemen Pembelajaran Inklusi (Studi Kasus Di SD Negeri Sumbersari 1 Malang)". Skripsi. Dipublikasikan. Malang: Universitas Negeri Malang. 2009.	Class management for inclusive education in Sumbersari 1 State Elementary School of. There are 6 focus of study, are: (1) What are inclusive learning planning do Sumbersari 1 State Elementary School of Malang?; (2) How learning implementation process in Sumbersari 1 State Elementary School of Malang? ;(3) How learning evaluation in Sumbersari 1 State Elementary School of Malang? (4) What	(1)Lesson plan of class management of student with special needs is same with regular student over children of special needs could follow, he study in class with regular student. While curriculum used in class is regular curriculum with modified according to student needs and lesson plan is made by class teacher and special assistant teacher. (2) condusive management class for learning, interesting, save and tidy, seat setting between student with special needs and regular student. Teacher give more time for children with special needs to do his assignment; (3) assessment form for little class there are two form and for big class there is one form like others. And assessment from special assistant	<i>Similiarity:</i> Both of this research is about inclusive school <i>Difference :</i> This research focus to know learning interaction model in Sumbersari 1 State Elementary School of Malang deeply and comprehensive.While Lidya just focuss on classroom management only.

		factors supports learning process of inclusive learning in Summersari 1 State Elementary School os Malang (5) What inhibiting factor learning process of inclusive learning in Summersari 1 State Elementary School os Malang ;(6) what is effort to solve problem during learning implementation in Summersari 1 State Elementary School of Malang?	teacher and shadow teacher as a consideration of class teacher; (4) inhibiting factor are student psychological condition, food factor and science not suitable with reality (5) suport factor is capability of special assisstant teacher and class teacher, then participation and support from parents and supporting environment; (6) effort to solve problem of class management is about felling emphyaty to regular student and student with special needs so that can looking for problem solving class become condusive for study.	
4.	Andini Kusuma W. "Learning Implementation for Student With Behavioral Impairment in Bangunrejo II Elementary School of Yogyakarta".Published. Yogyakarta: State University of	Know and describe learning implementation for student with behavioral impairment and describe role of special assistance teacher in inclusive class for student with behavioral	1) Learning implementation in Bangunrejo II Inclusive Elementary School of Yogyakarta can viewed from achieving of learning objectives, various learning methods, learning steps about lesson plan and right learning strategy. But facing obstacle from material management, using media	<i>Similiarity:</i> Both of this research about inclusive school <i>Difference:</i> This research focus on learning interaction model of inclusive school in Summersari 1 State Elementary School of Malang. While Andini focuss on learning for student with behavioral impairment only

	Yogyakarta.	impairment.	<p>and evaluation implementation (2) Teacher difficulties is difficulties teaching student about material understanding, class management. While student with behavioral impairment fell difficult in adaptation, interaction and communication with school environment during learning process, (3) Role of Special assistant teacher is keep conducive of learning process, conduct student to concentration in learning, serve student, help teacher to show student condition. But role of special assistant teacher nit show in Individual Learning Program, but special assistant teacher role is not show im Learning Individual Program, especially when special assistant teacher accompany student with special needs in cclass learning process</p>	<p>-Site of study of this research are different, this research site in Summersari 1 State Elementary School of Malang while Lidya's research site in Bangunrejo II Inclusive Elementary School of Yogyakarta.</p>
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From the above exposure, based on the results of other studies and research this time, has the distinction of being the research this time more emphasis to the learning interaction model of inclusive school.

G. Systematization of Discussion

Systematization of discussion is comprehensive descriptive of thesis writing process. This research divided in six chapter. Every chapter has some part of chapter. The explanation are:

Chapter 1: Introduction

In this chapter researcher explain short illustration about: background, objective and research object as step to realize objectivities of research. This research include background of research, focus of study, objectives of study, significances of study, terms of study, limitation of study, previous of study and systematization of discussion.

Chapter II: Study of Literatures

This chapter discuss about theory which used for standart or serve as a basic for next chapter discussion. Consist of learning interaction model, Inclusive School and Inclusive Education Model.

Chapter III : Research Methodology

This chapter discuss about approach and type of research, researcher attendance, site of research, source of data, data collecting procedure and data checking validity.

Chapter IV : Exposure Data And Research Findings

This chapter discuss about exposure data and research findings include of object background and research finding. Discussion of chapter IV is about answer of problem which formulated before in introduction chapter.

Chapter V : Finding And Discussion

This chapter is discuss about research finding and result which explain in chapter IV.

Chapter VI : Closing

This chapter is closing chapter that explain about conclusion and suggestion of research result.



CHAPTER II

STUDY OF LITERATURES

A. Learning Interaction Model

1. Model

Implementation of teaching and learning has various problems. To solve this problem need teaching models which appropriate to solve teacher difficulties on implemented teaching and learning duty also learning difficulties of students. Model means conceptual design used as orientation in activity.

Model means : Type or desain, Descriptive or analogy used to help something visualization process which cannot understand immediately, Asumption system, data used to describe mathematically of an object or phenomenon. Simple desain of a working system, a simple reality of object, Description of one system which possible or imagination. Simple presentation for understand and show the characteristic .¹

Model planned to represent reality, although that model is not reality of real world. Based on that explanation, learning interaction model understanding as conceptual design which describe systematic procedure for organizeteaching and in inclusive school

2. Learning Interaction Model

¹ . Komarudin, Kamus Istilah Karya Tulis Ilmiah, (Jakarta: Bumi Aksara, 2000), page. 152

In his living, human always need interaction with other human. As implementation of social being, that they cannot life alone without someone else. Human in his live he always make social interaction. Social process means that individu or society community meet, interaction and communicate so there are social level and all sosial aspect.²

Sosiology determine communication is a process of an individu about information, attitude, feeling so that there are reaction because of information, attitude and behaviour based on experience before. On communication there are there unsure of communication, are receiver, media, audience of communication. Information source is someone who have information given to society. Media is an media used to release news from news source about interpersonal media, audience is individu or community that receive information

Wiliam James, would have self concept theory opine that individual feeling about himself is appear because of his interaction with other person. There is a quotes fro, Wiliam “*a man has as many social selves as there are individuals who recognize him*”³

Charles Horton Cooley, develop looking glass self concept, is someone evaluate himself from other person perspective about him. Cooley

² Burhan, Bungin, Sosiologi Komunikasi (Jakarta: Kencana Prenada Media Group, 2008) page 55.

³ Kamanto Sunarto, Pengantar Sosiologi (Jakarta: Lembaga Penerbitan Fakultas Ekonomi Universitas Indonesia, 2004), page.222.

thought that someone and himself develop in interaction with other person.⁴ Same with Cooley, John Dewey argue that someone thinking development is about self adaptation with environment and because of his interaction with someone else.

Interaction model is one of important category of teaching models according Joyce dan Well, four category is are information model, personal model , interaction model, and behavioral model.⁵ Teaching model that develop and examine by education specialist with classify learning model into four group, are:

- a. Information Processing Models, describe individual respons from environment with organize data, problem formulation, build concept and problem solving planning and symbol verbal and non-verbal. This model give student some concept. Hipothesis check, and creative. Information management model implemented on study target from various age in study about individu and society. Because of that this model potential used to achieve objectives around personal and social intelectual.
- b. Personal Family, is learning model in development process of student individual behaviour with concern in emotional living. Education argue that someone can understand himself clearly, responsiblity, more creative to achieve better life quality. This model focuss on individual

⁴ Ibid., page222

⁵ Syaiful Sagala, Konsep dan Makna Pembelajaran, (Bandung: Alfabeta, 2008) page. 176

perspective and try to built productive autonomous, so individu realize about himself and responsibility on objectives.

- c. Social model, is abou effort to develop student capability for has qualification to has relation with others as an effort to built democratic attitude with appreciative in every inddividual difference in social reality. Main of this social model is *synergy concept* is an energy or strenght from cooperation as one of living phenomenon of social living. This model implementation focus on student participation in implemented social function and social role.
- d. Behavioral Model of Teaching build on behavioral changes theory trough this theory student try to solve study problems through analyze behavior to specific term ⁶

Learning process is student learning process depent on approach and teaching and learning model used by teacher. There are many argument about teaching approach. Richard Anderson argue two argument which focuss on student and teacher approach.⁷

The other argument by Massials are about two kind of approach in teaching process there is ekspositori approach dan inquiry approach. Basically two kind of terms is same just technical term is different. Interaction sosial approach is has similiarity with inquiry approach,

⁶ *Ibid.*, page. 177

⁷ *Ibid.*, page. 179

especially “*social inquiry*”. This approach realize relation between student and other student also in society.

3. Interaction Model of Inclusive School.

Child is gift from God, every child there is a right as human being. In growth age, physical and mental of student need treatment, protection, and law protect both of before and after.⁸ So logical children pedagogy perspective based on Children Convention Right Year 1990 is “How child can changes himself with social condition around?” Condition change ability influences of education development.⁹

Maslow argue that children development process for change himself need special activity suitable with himself, so psychological needs. like meaningful feeling and accepted with people around are important.

In psychology development of child, children interaction of environment there are three dimension, are capabilities, environment function & support. Look at the picture below:¹⁰

⁸ Konvensi PBB tentang hak anak, 1990

⁹ Bandi Delphie, Pembelajaran Anak Berkebutuhan Khusus Dalam Setting Pendidikan Inklusi, (Bandung: Refika Aditama, 2006), page 142

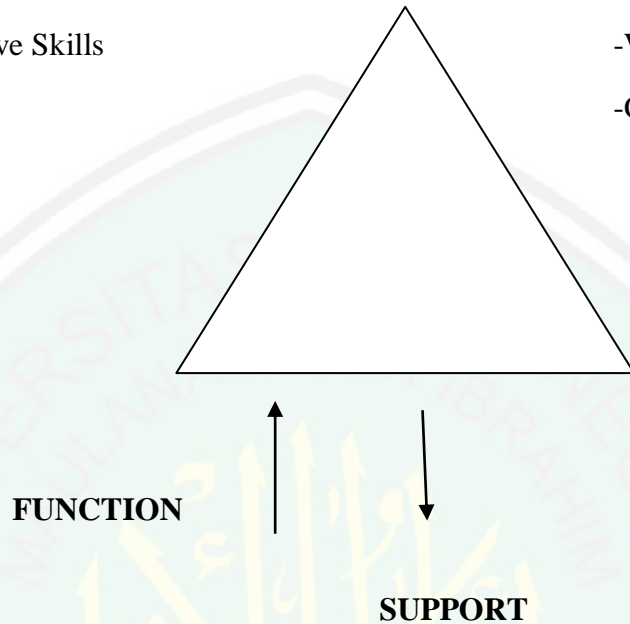
¹⁰ *Ibid.*, hlm 143

CAPABILITIES

- Intelligence
- Adaptive Skills

ENVIRONMENT

- Home
- Work
- Community



Picture: 2.1 Interaction Dimension

In learning interaction need quality communication between teacher and student. Communication in interaction formed patterns. There are various learning interaction pattern, WF Connell divide class communication pattern into 4 type, are:

- a. One direction communication: in this one direction communication pattern there is communication, teacher give information to student. Student listen and write information from teacher. Between teacher and student there are arbiter line.
- b. Two direction communication: in two direction communication there is interaction between teacher and student one by one. Between teacher

and student there are arbiter line. Student not only listen and write information from teacher but also asking and answer teacher question.

- c. Three direction communication: in three direction communication there are interaction between teacher and student. Student is not only listen and write information from teacher, asking and answer teacher question but also student give question and answer for other student.
- d. Multiple direction communication: in multiple direction communication is between student and student. Communication with teacher just if they need. Between teacher and student there is no arbiter line.

B. Inclusive School

Inclusive term has univerval meaning. About similiarity, justice, and individual right in sources giving, such as politic, education, social and economy. According to Reid , each aspects is related each other.¹¹ Reid argue that inclusive term is related many aspect of human living based on three principal. Similiarity principal, justice principle and human right principle.

In education perspective, inclusive term related with education model which not differentiate individu based on capability and disorder. Inclusive education term use to describe union student with special needs in school program. Inclusive concept give understanding about the important of

¹¹ Gavin Reid, *Dyslexia and Inclusion; Classroom Approaches for Assesment, Teaching and Learning*, (London: David Fulton Publisher, 2005), page. 88.

accepting children with special needs to curriculum, environment, and social interaction in school.¹²

MIF. Baihaqi dan M. Sugiarmun argue that inclusive is about right of every student on individual development and social. Give same chance to students to reach their potential. To achieve it education system should be arrange with giving understanding about differences of student. Children who has special needs or learning impairment, they should has chance to reach right and quality education.¹³

Baihaqi dan Sugiarmun emphasize that student has same right without differentiate based on student development, social and intelectual. Differences of individu must be understand education with prepare the right education model that suitable with each differences. Differences is not about discrimination but differences is about understanding.

Daniel P. Hallahan argue education inclusive is education that student with special needs study together in public school. In this education teacher has full responsibility of his student special needs.¹⁴ This understanding showed that inclusive education normal student and student with special needs is same. Because of that teacher has responsibility in class learning process, so teacher should have responsibility to face many differences of student.

¹² J. David Smith, *Inklusi, Sekolah Ramah untuk Semua*, (Bandung: Penerbit Nuansa, 2006), page. 45

¹³ MIF. Baihaqi dan M. Sugiarmun, *Memahami dan Membantu Anak ADHD*, (Bandung: PT. Refika Aditama, 2006), page. 75-76.

¹⁴ Daniel P. Hallahan dkk., *Exceptional Learners: An Introduction to Special Education*, (Boston: Pearson Education Inc., 2009), cet. ke-10, page. 53.

Same with Daniel P. Hallahan, in Education Ministry Regulation Number 70 Year 2009 mentioned that inclusive education is education system which give same chance for all students who has special needs or giftness student to follow education or learning together with other student.¹⁵

The chance given by government is known as policy according Indonesia condition, government argue that important to give same chance to students who has special needs or giftness student to follow education. So that govermebt start changes education model which separated student with special needs in outstanding school into inclusive school.

Inclusive education policy formulated by Outstanding Education Direktory, Primary and Secondary Management Direktory, and Ministry Of Education about inclusive education are inclusive education is education serve system, that student with special needs can study in nearest school with normal student. Inclusive school is a school is school who accept all student, this school has appropriate program according to student needs.¹⁶

Understanding of inclusive school above is has similiar meaning about inclusive education. Inclusive education is an education that arrag eand formulate for all student base on student capability and needs, both of normal student and student with special needs. Every student has similiar service.

¹⁵ Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 Tentang Pendidikan Inklusif Bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa.

¹⁶ Pedoman Umum Penyelenggaraan Pendidikan Inklusif, page. 4.

Student with special needs is student who has disorder or other needs. Student with special needs is also student with giftedness. The other terminological term used is impairment,¹⁷ disability and handicap.

Children with special needs has special characteristic which different between one child and others. Bandi Delphie said that in Indonesia children with special needs has given different service about partially seeing and blind, communication disorder and deafness, autistic children, hyperactive, attention deficit disorder with hyperactive), learning disability or specific learning disability, multihandicapped and developmentally disabled children.¹⁸

In Ministry of Education Policy of Republic Indonesia Number 70 Year 2009, children who indicate addictive and narcotics are children with special needs.¹⁹ Other children who mentioned above, giftedness and special talented also called children with special needs.

Based on explanation above, not only children with impairment or disorder are called children with special needs, but also giftedness and talented student, they teach together in inclusive school.

¹⁷ Bandi Delphie, Pembelajaran Anak Tunagrahita; Suatu Pengantar dalam Pendidikan Inklusi, (Bandung: PT. Refika Aditama, 2006), hlm. 1.

¹⁸ *Idem.*, hlm 1-3

¹⁹ Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 Tentang Pendidikan Inklusif Bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa.

1. Basic of Inclusive Educatin

Basic of inclusive education use in Indonesia is philosopy basic, law basic, pedagogy basic and empiric basic. In detail basic explanation are:

a. Philosophy Basic

Indonesia is a cultural nation with Bhineka Tunggal Ika as basic of nation. There are many ethnics, dialect, behavioral , belief, tradition and culture. They namely Indonesia as a big nation. In education must there is interaction between various student, so there are love and sense of belonging of each student.²⁰

b. Law Basic

The law of inclusive Education is in opening of Basic Law 1945 paragraph 4, section 29 Basic Law1945, and Law Number 20 Year 2003 National Education System.

c. Pedagogy Basic

National Education Objective in Basic Law Number. 20 Year 2003 section 3 is about student potential development to be

²⁰ Direktorat Pendidkan Luar Biasa, *Mengenal Pendidikan Terpadu, Buku 1*, (Direktorat Jendral Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional: Jakarta, 2004), page11.

autonomous individu, believe on God, and has good character, healthy, creative, and being responsible.²¹

Through education children teach to develop their potential. Children can have a good socialization with society if they never life with plural society. Children with special need shoul have social interaction with teach them in regular class together with normal student, so they can be student who understanding differences between human.²²

d. Empirical Basic

Many research about implementation of inclusive education in many nation, research about inclusive education is start by *The National Academy of Sciences* (America) since 1980 Almost all research has conclusion that inclusive education better than outstanding school.²³

Law basic uses in inclusive education are::

- 1) Declaration of Human Rights 1948
- 2) Convention of The Rights of Children 1989
- 3) World Conference on Education for All 1990

²¹ UU. No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

²² Direktorat Pendidikan Luar Biasa, *op. cit.*, page 14.

²³ *Ibid.*, page. 15.

- 4) United Nation Resolution number 48/96 Year 1993 about The Standard Rules on The Equalization of Opportunitites for Person With Dissabilities
 - 5) Salamanca Statement on Inclusive Education 1994
 - 6) The Dakar Commitment on Education for All 2000
 - 7) Bandung Declaration 2004 comitted “Indonesia Towards Inclusive Education”
 - 8) Bukit Tinggi Recomendation 2005 about friendly inclusive education.
- e. Islamic Perspective of Inclusive Education

Islamic perspective about disabilites is final character of human, means that in Islam there is no human quality looking from physical apperance. In islam the quality of human is not depend on ethnic, colour skin and physical but also their kindness and belief of God.

- 1) Islam teach that every person have rights to get education and teaching without seen level, ethnic, impairment of human. Islam forbit discrimination in education.

Human made difference for they can know each other and quality of person beside Allah is taqwa. This case, reveal on Al-Qur'an:

*O Mankind! We created you from a single (pair) of a male and a female, and made you into Nations, and tribes, that you may know each other, Verily the most honoured of you in the sight of Allah the most righteous of you. And Allah has full knowledge and is well acquainted*²⁴

Allah address prophet Muhammad because they did not smile and turn away from blind man. Al Qur'an tell this story bellow:

(1) The prophet frowned and turned away (2) because there came to him blind man (interrupting) (3) But what could tell thee, but that perchance he might grow in purity (4) Or that he might receive admonition and the reminder might profit to him? (5) As to one who regard himself as self-sufficient, (6) To him dost to attend (7) Though it is no blame to thee if he grow not in purity²⁵.

2) Allah no see physical apperance of moslem, but Allah see the heart and action of Moslem. This case revealed in one of hadith write by:

حَدَّثَنَا عَمْرُو النَّاقِدُ حَدَّثَنَا كَثِيرُ بْنُ هِشَامٍ حَدَّثَنَا جَعْفَرُ بْنُ بُرْقَانَ عَنْ يَزِيدَ بْنِ الْأَصَمِّ عَنْ أَبِي هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِنَّ اللَّهَ لَا يَنْظُرُ إِلَى صُورِكُمْ وَأَمْوَالِكُمْ وَلَكِنْ يَنْظُرُ إِلَى قُلُوبِكُمْ وَأَعْمَالِكُمْ

Meaning: From Abu Hurairah RA: Rasulullah SAW said : Actually Allah not see physical apperance, or your wealth, but Allah see yor heart and action.²⁶

²⁴ QS. Al Hujurat Ayat 13

²⁵ QS. 'Abasa Ayat 1-7. Blind Man in Surat 'Abasa named Abdullah bin Ummi Maktum. ; He comes to Rasulullah to study about Islam but Rasulullah not smiling to him because he face Quraisy leader, he wish they can be moslem, so this ayat for Rasulullah SAW

²⁶ Al Imam Abi Husain Muslim bin Al Hajjaj, Shahih Muslim, (Kairo: Daar Ibnu Al Haitam, 2001), page. 655

No special person from others person. Prophet Muhammad teach that case on hadith:

حَدَّثَنَا إِسْمَاعِيلُ حَدَّثَنَا سَعِيدُ الْجُرَيْرِيُّ عَنْ أَبِي نَضْرَةَ حَدَّثَنِي مَنْ سَمِعَ خُطْبَةَ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فِي وَسْطِ أَيَّامِ التَّشْرِيقِ فَقَالَ يَا أَيُّهَا النَّاسُ أَلَا إِنَّ رَبَّكُمْ وَاحِدٌ وَإِنَّ أَبَاكُمْ وَاحِدٌ أَلَا لَا فَضْلَ لِعَرَبِيٍّ عَلَى أَعْجَمِيٍّ وَلَا لِعَجَمِيٍّ عَلَى عَرَبِيٍّ وَلَا لِأَحْمَرَ عَلَى أَسْوَدَ وَلَا أَسْوَدَ عَلَى أَحْمَرَ إِلَّا بِالتَّقْوَى

Meaning: A man listen khutba oh prophet Muhammad SAW i n middle of Tasyriq, He tell to me that prophet Muhammad SAW said: For human, your God is one, or father is one, so really there is no special of Arabian on A'ajam group, there is no special red on black except taqwa.²⁷

2. Inclusive Education Component

Graduate quality is influence from teaching and learning process, meanwhile, teaching and learning process quality is depend on various factors that related each other, are:

- a. Student Input
- b. Curriculum
- c. Teacher
- d. School Equipment
- e. Fund
- f. Management

²⁷ Ahmad Ibn Hanbal, Musnad Ahmad Ibnu Hanbal, (Kairo: Muassasah Qurtubah, tt), juz 5, page. 411

g. Environment (School, society and family)

C. Inclusive Education Model

There are Inclusive Education Model, are :

1. Regular Class (full inclusive)

Student with special needs study together with other student all the day in regular class using same curriculum or curriculum development is depend on each school.

2. Regular Class with Cluster

Student with special needs study together with normal student in regular class in special group

3. Regular Class With Pull out

Student with special needs study together with normal student in regular class but sometimes they study in source room for study with special assisstant teacher.

4. Regular Class with Cluster and Pull Out

Student with special needs study together with normal student in regular class on special group and sometimes they study in source room for study with special assisstant teacher.

5. Special Class with Various Integration

Student with special needs study in special class in regular school but in special subject they can study in regular class.

6. Full Special Class

Student with special needs study in special class in regular school.

Based on explanation above, inclusive education not require all student with special need always study in regular class (full inclusive) because there is children must study in source room or therapy room because of his impairment.

Every inclusive school can choose which model will apply, depend on:

1. Quantity of children with special needs,
2. Type of student disabilities,
3. Level of student disabilities
4. Teacher Quantity, serta
5. School Quality Equipment



CHAPTER III

RESEARCH METHODS

A. Approach and Type of Research

This research objectives is to know learning interaction modal of inclusive school In Summersari 1 State Elementary School of Malang deeply to find fact about student interaction, from explanation and phenomenon. Approach and type of this research is qualitative approach and descriptive type

Kark and Miller in Lexy J.Moleong defined that qualitative research is a special tradition of social sciences which depend on human observation in their environment. And relation between people about language and term.¹ Nasution on Sugiono explain that qualitative research is observe person in environment, interact with them, try to understand language and phenomenon around them.²

Burhan Bungin in Ariesto Hadi and Adrianus Arief reveal qualitative learning as naturalist research. This research from naturalist paradgm that reality has some meaning. Reseachers and research object are interactive character. Can not separate each other, Related each other. Can not separate cause and result. Qualitative research understand how individu and his

¹ Lexy.J.Moleong.*Metode Penelitian Kualitatif*,(Bandung:Remaja Rosda Karya,2002) page.3

² Sugiono,*Memahami Penelitian Kualitatif*,(Bandung:Alfabeta,2010) publication 6, page.180

environment through researcher experience construct thought about environment. This term determine what researcher should do.³

Type of research is descriptive. Descriptive research is describe sistematically and comprehensive about research result.⁴ This research describe interaction of teacher and student of teaching and learning process of inclusive school.

Based on title “**Learning Interaction Model of Inclusive School In Summersari 1 State Elementary School of Malang.**” This research type is research that reveal phenomenon on site of research. That is about interaction between teacher and student, so that this research is qualitative research with descriptive type.

B . Site of Research

Site of this research is in Summersari 1 State Elementary School of Malang located in Bendungan Sigura-Gura Street I Number. 11, Summersari, Lowokwaru, Malang. Researcher choose this site because this is inclusive school with type of inclusive is full inclusive school, Student with special needs study together with other student all the day in regular class. Implementation of full inclusive school we can know comprehensive interaction.

C. Researcher Attendance

³ Ariesto Hadi Sutopo & Adrinus Arief, *Terampil Mengolah Data Kualitatif dengan NVIVO Edisi Pertama* (Jakarta: Kencana, 2010), page 2.

This research is conducted by researcher herself as a main data collecting instrument. This chosen because if use other tool, we must prepare before research. Sometimes it is not suitable with condition of research object. In qualitative research. Researcher as main instrument data collection then if focus of research clearly then developed a simple data collecting instrument, that complete the data and compare data through observation and interview.

Researcher try to make interaction with research informant and try to adapt with situation and location condition. Good relation between researcher and informant will support research process and the key of success research. A good relation can build trust and understanding both of researcher and informant. Also help researcher during research process of collecting data.

Researcher observe all happen in school related with interaction. Researcher observe all happen in detail.⁵ Researcher attendance known by informant as a researcher in Summersari 1 State Elementary School of Malang. Collecting data is based on headmaster agreement and agreement from each class teacher based on time that have approved before between headmaster, class teacher, shadow teacher and other data found in site of research. Based on that, the step of research write below:

1. Before enter in research site, researcher permitted to headmaster of Summersari 1 State Elementary School of Malang on Wednesday, July, 24, 2013

⁵ Suharsimi Arikunto, *Prosedur Penelitian Dalam Pendekatan Praktek*, (Jakarta: Reneka Cipta, 2002, page. 11

2. Pre-research to know about inclusive school Summersari 1 State Elementary School of Malang, interview with class teacher of first grade and students parent when she wait her child. Researcher asking about learning, interaction then teacher treatment to student on Friday September, 30, 2013
3. Second Pre Research on Saturday September, 31, 2013. Researcher follow learning process in first grade and
4. Research and data collecting. Data collecting start on October 2013.
5. Thursday, Oktober, 28, 2013, researcher observe in first grade 1 about student interaction.
6. Monday November, 11, 2013, Research in first grade. Interview with Andayani (class teacher), Lia (shadow) and Ibu Siti Muslihah, S.Pd (Special Assisstant Teacher)
7. Wednesday November, 27, 2013, interview with headmaster Dra. Agusti Dwi Handayani and observe in Second grade
8. Thursday, November, 28, 2013, observe in second grade, interview with Budi Santoso, S.Psi (Special Assisstant Teacher and second grade teacher).
9. Saturday, November, 30 2013, observe in second grade and interview with Aini (Special Assistant Teacher) and some of student.
10. Thursday, Januari, 9 2014. Interview with Special Assistant Teacher Siti Muslihah, S.Pd and shadow Aini about examination implementation of

inclusive education. Interview with Siti Marsiyah, S.PdI related with religion learning.

11. Friday, Januari, 10 2014. Interview with Feni Maulina and observe in fifth grade and interview with Suka Ekana A, S.Pd
12. Saturday Januari, 11 2014. Observe in fifth grade and interview with Suka Ekana A, S.Pd
13. Thursday Januari 16 2014. Observe in third grade and interview with Abdul Hafi, S.Pd
14. Saturday Januari, 18, 2013. Observe in third grade and interview with Abdul Hafi, S.Pd, some student Siti Muslihah, S.Pd
15. Researcher not only in class during learning process, but also observe when student get scout insidental program such as Prophet Muhammad birth.
16. Researcher also observe interaction of learning of student with special needs in source room, also interview with special assisstant Tatik Indriyani, S. Psi and Bayu, shadow of sixth grade.
17. In the process of collecting data reseacher advise by Special teacher assisstant Siti Muslihah, S.Pd

D. Source of Data

Data and source of data of this research is subject where data collecting.⁶ According Lofland from Lexy J.Moleong, argue that source of data in qualitative research is words and the other is documentation.⁷ Source of data explain about where data collecting, characteristic of responden. Source of data of this reseach is;

1. Primary Data

According S. Nasution, primer data is data collecting from site of research⁸. While according Lofland primer data of qualitative research is word and action. Word and action are source of data that collecting from site of research by observe or interview. Researcher using this data to get information about learning interaction in inclusive school from headmaster, class teacher, special assisstant teacher and student.

2. Secondary Data

Secondary Data is data collecting from reading source and various source from main document, are document from goverment and publication of organization. Researcher use teacher data and teacher writing about her experience of teaching in inclusive school. Researcher using this secondary data to strengthen research findings and adjust information from direct interview with teacher, headmaster, special assisstant teacher and shadow of Sumbersari 1 State Elementary School of Malang.

⁶ Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineck Cipta, 2002) page. 107

⁷ Lexy, *op.cit.*, page. 112

⁸ Prof. Dr. S. Nasution, M.A. *Metode Research* (Bumi Aksara, Jakarta 2004). page. 71

E. Data Collecting Technique

Data collecting technique is a strategic steps of research, because the main objectives of research is about get data. Without know data collecting technique researcher cannot get data based on standart have been settled.⁹ In this research data collecting technique is observation, interview, and documentation.¹⁰

1. Observation

Nasution said that observation is the basic of science. Marshall said that “Through observation, the researcher learn about behavior and the meaning attached to those behavior.”¹¹ On this research, researcher using direct observation.

Direct observation technique is data collecting technique that researcer doing direct observation about indication of object that researched, both of observation in natural situation or unnatural situation.

In this reseach, reseacher doing direct observation on site of research. Observe, write all behaviour of school components. Research observe and write observation result of student and teacher interaction. Observation are about interaction between teacher and student with special and interaction between regular student and student with special needs.

⁹ Sugiyono, *Loc .cit*

¹⁰ Sugiyono, *op.cit.*, page.62-63

¹¹ Sugiyono, *op.cit.*, page.226

2. Interview

Estesberg defined interview is “a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.” According Rulam Ahmadi, the main purpose of interview is to understand perception, feeling and knowledge of people is comprehensive interview. Efforts to find experiences of informan from topic and specific situation.

Interview type is unstructure interview with informan which determine with specific questions. Unstructure interview is open question that informan can answer according of their perception.¹² This is help researcher to give question for comprehensive information.

3. Documentation

Documentation can formed by writing, pictures or masterpiece of person. Writing document is life histories, story, biography, policy. Picture document, are photos, picture, diagram. Masterpiece document is about act, film, sculpture etc.¹³

Study of documentation choosen because of five reasons, *First*, Sources available and cheap. *Second*, document and record are accurate source. *Third*, document as source of information is relevant and suitable with contex of research. *Fourth*, this source is legal and accountable. *Fifth*,

¹² Mardalis, *Metode Penelitian Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 1993), page. 66

¹³ Sugiyono, *op.cit.*, page.119

source characteristic is non reactive.¹⁴ Documentation data collecting methods is to know institution condition . Documentation is available in appendixs.

F. Data Analyze

Analyze of data in this research is qualitative descriptive, analyze do during research process and during collecting data. Step of data analyze is reduce of data, display data, verification of data.

1. Reduce of data

Reduce of data is election, cconcentration of attention on simplification from research process. Because of that, data must divide into theme or topics. Reduce data is implement after result of observation, interview, add documentation has written.

2. Display Data

Data has been reduce then display with describe on narative explanation. So, will find the temporary conclusion of research that is indicators of model interaction in inclusive school.

3. Verification

¹⁴ Moleong. *Op.Cit.*,page.216-217

Verification of research findings is done during research process, since entered in research site and during collecting data process. Researchers try to analyze and look for patterns, based findings.

G. Data Validity Checking

In qualitative research, the validity of findings are valid if there is no difference between researcher report and reality in object of research.¹⁵ Data validity checking in qualitative research using different terms with quantitative research. Data validity checking is about:

1. Credibility Checking

Data credibility checking or trust toward qualitative research result is about extend observation, extending observation conducted to checking data credibility, focused on data research checking. Triangulation means data checking from various sources with various manners and time. Discussion with friends who has same research topic or mastery in topic. Negative case analyze is researcher looking for different data or contradicted with data finding and member check is checking data to data sources or informant.¹⁶

Credibility checking of this research is using source and methods. Source triangulation is checking trust information degree from informant to other informant.

¹⁵ Sugiyono, *op.cit.*, page.119

¹⁶ Sugiyono, *op.cit.*, page.121

2. Transferability Checking

Transferability is external validity in quantitative research. External validity indicated appropriate degree or research result can implemented population of sample in research site.¹⁷ In transferring criteria, researcher try to report research result in detail which reveal all about data related with Learning Interaction Model of Inclusive School to readers in order to research findings can understand by readers clearly and comprehensive.

3. Depenability Checking

In quantitative research Dalam, dependability means reability checking. A research is reliabel if other researcher can repeat research process.¹⁸ Criteria to evaluate quality of research technique from the process. This criteria is to mantain from conceptual plan research mistake. collecting data, finding interpretation and research result report so that researcher must responsible about research result. So that researcher need dependent auditor as expert consultant in research process.

4. Confirmability Checking

Confirmability checking means checking research result with research process. If research result is function of research process, this research have fulfill confirmability standart.¹⁹

¹⁷ Sugiyono, *op.cit.*, page.130

¹⁸ Sugiyono, *op.cit.*, page.131

¹⁹ Sugiyono, Loc.cit.

This is depend on some person agreement and other data completeness toward this research. To decide data certainty, researcher confirm data with informant or other competence informant. Confirmability checking is check together with dependability checking. Difference of both checking is in evaluation orientation. Confirmability used to evaluate research result which supported with matter available especially related with data exposure, research finding, and explanation of research finding.

To get data confirmability of this research, research complete primary data with secondary data. While dependability checking use to evaluate research process, since collecting data untill structured research result report.²⁰

This research under title Learning Interaction Model of Inclusive In Summersari 1 Elementary School of Malang checking validity data is triangulation technique. Triangulation of data and triangulation of source. Also discuss with friends who has same research topic.

Source triangulation is from comparison between interview result from each informant. The answer from a informant checked by answer of other informant wit same question or topic Methods triangulation is checking validity data from various methods, there are observation, interview and documentation. Discussion with friend who has same topic research with Yunita indah, is about learning and interaction.

²⁰ Hartono, Bagaimana Menulis yang Baik, (Malang: UMM Press), page.160

H. Steps of Research

This research time is four month. Start from September, 31 2013 until Januari, 23, 2014.

This is steps of Research:

1. Pre-research steps
 - a. Arrange topic of research
 - b Choose site of research
 - c. Permit to school
 - d. Knowing school condition
 - e. Choose informan
 - f. Prepare research equipment
2. Reseach Steps
 - a. Understanding of research background
 - b.Research
 - c. Data collecting during research
3. Analyze Data Steps
 - a. Analyze during colecting data
 - b. Analyze after colecting data

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. General Overview Research Object

1. Overview of Summersari 1 State Elementary School of Malang

Summersari 1 State Elementary School of Malang is a education institution of primary level located in Bendungan Sigura-Gura Sreet Number. 11 Summersari Lowokwaru Malang. Accept studet science 2004. Summersari 1 State Elementary School of Malang start become inclusive school in 2009. Based on letter from goverment number 425/055/ 35. 73.307/2009.¹

Summersari 1 State Elementary School of Malang has 11 teachers and 3 official. In 2013/2014 Summersari 1 State Elementary School of Malang has 147 student of first grade until sixth. There are 2 teacher teachers are from post graduate and 7 teachers are from degree level with various department.

Learning implemnetation Summersari 1 State Elementary School of Malang using three curriculums there are Kurikulum Tingkat Satuan pendidikan (KTSP), Curriculum 2013 and learning individual program for children with special needs. Colaboration of that curriculum has made Summersari 1 State Elementary School of Malang implemented education

¹ Interview with Siti Muslihah, Spesial Teacher Assistant of Summersari 1 State Elementary School of Malang, Thursday, January, 9 2013

objectives “*Education For All*” humanist of education for student with special needs and normal student.

2. Vision, Mission and Objectives of Summersari 1 State Elementary School of Malang.

a. Vision

Realize children are taqwa, bright, have character, loving nation, and environment.

b. Mission

- 1) Implemented learning principal of “Education For All”
- 2) Prepare bright generation which have potential in taqwa and sciences
- 3) Help student knowing his potensial so can optimize develop
- 4) Cultured 7 S activity are : senyum, salam, sapa, santun, semangat, sepuh hati dan sukses. (Smiling, greeting, good manners, spirit, serious and success)
- 5) Build sense belonging of local culture
- 6) Make condusive atmosphere, to built care of environment

c. School Objectives

According to vision, mission will achieved by Summersari 1 State Elementary School of Malang, are :

- 1) Realize student who belief in God and taqwa
- 2) Serve student with special needs according their needs, maximum 10% student every class.
- 3) Build sense of belonging in culture and nation
- 4) Children has example of heroes
- 5) Build student awareness of environment saving.²

B. Exposure of Data Research Result

In this chapter will expose data and research finding. Object of research is based on Learning Interaction Model of Inclusive School, about : (1) Interaction between student with special needs and teacher in inclusive school (2) Interaction between student with special needs and teacher in inclusive school

In this research, exposed sistematically data from research process suitable with research focus. The explanation of findings will write in next chapter.

1. Inclusive School and Implementation in Summersari 1 State Elementary School of Malang.

² Profile Sekolah, Sekolah Dasar Negeri Summersari 1 Malang

a. Implementation of Inclusive Education in Summersari 1 State Elementary School of Malang.

School as one of formal education institution for children get knowledge and place for children to give their aspiration, also understanding children about science. Study in formal is is right of every children, right of every human, explain im Human Rights Declaration 1948. All Human has rights to get education

According that declaration we know that education is children right, also right for children with special needs. Children with special need also a human being. This is suitable with World Conference on Education for All 1990, United Nation Resolution number 48/96 Year 1993 about The Standard Rules on The Equalization of Opportunitites for Person With Dissabilities and Bandung Declaration 2004 comitted “Indonesia Towards Inklusive Education”

Various declarations above with see the relity in society that children with special needs still discriminate, one of this discrimination is in eduvation. The headmaster of Summersari 1 State Elementary School of Malang, Agusti Dwi Handayani said:

“Kan tujuannnya sekolah inklusi itu membawa anak berkebutuhan khusus ke dunia anak reguler. Jadi mereka punya hak yang sama, hak belajar dan hak mendapatkan ilmu.”³

³ Interview with Agusti Dwi Handayani, Headmaster of Summersari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

Inclusive school give space for children with special needs to study together with normal student. In inclusive policy, normal student or commonly student called regular student, while in Summersari 1 State Elementary School of Malang, student with special needs called “Teman Istimewa”

Summersari 1 State Elementary School of Malang appointed become inclusive school and start operate inclusive school program since 2004. Since this research conducting in there, this school has five generation. This according headmaster speech, below:

“Tahun 2004, sampai sekarang sudah meluluskan lima angkatan. Ya, berarti sudah sepuluh tahun ya”

Similiar with Dwi, teacher class of 5 grade, Suka Ekana, also said same statement:

“Pada awal kita menerima siswa berkebutuhan khusus tahun 2004 kita masih belum ada apa-apa. Jadi kita meraba, belajar.”⁴

Letter Decision about Inclusive School given on 2009 number SK 425/0555/35.73.307/2009. Experience educate student inclusely for ten years made teachers understand student with special needs character with continous study, because every student with special needs has different characteristic and ability. Also the treatment for each student are different.

⁴ Interview with Suka Ekana, Class teacher of 5 grade S Summersari 1 State Elementary School of Malang on Friday, Januari, 10, 2014.

According school data on 2013. This school has 19 student with special needs and 128 regular student. Spread in various class with different quantity of student with special needs each class. In learning process, student with special needs are study togeteher with regular student. In the same class, same teacher and same curriculum. Agusti Dwi Handayani said :

“Clasical dicampur dengan siswa reguler, termasuk agama dan olah raga, jika tidak bisa maka di ruang sumber.”

According headmaster statement above, there are a category that Summersari 1 State Elementary School of Malang is full inclusive with pull out type.

Full inclusive is student with special needs study together with other student all the day in regular class using same curriculum or with modified that can conduct by each school. While Regular class with pull out is student with special needs study together with normal student in regular class but sometimes they enter in source room to study with special assisstant teacher.

Implemented regulation of children with special needs and regular student is same policy. All student must obey the regulation without exception. The regulation, are: Do not come late, must follow duha prayer and dhuhur prayer jamaah, dressed neatly. All same. Nothing exception.

This observation report :

“That midday 11.30 WIB, when researcher prepare to do interview with headmaster. Researcher meet headmaster wear cloack and ask researcher to wait in headmaster room. School mushola located in front of headmaster room. There are student with special needs walking around, then headmaster said “ where will you go? Let’s take your ablution with your friends!”⁵

This observation like in this picture:



Picture 4.1: All Student Must Follow Praying Together. No Exception For Student With Special Needs

This similiar with Agusti Dwi Handayani stetement below:

“Secara kebutuhan, kebutuhan tiap ABK memang berbeda, kami memahami itu, tapi untuk perlakuan yang berbeda dalam arti diistimewakan, tidak ada. Anak ABK harus tetap mengikuti peraturan sekolah. Harus mau dengan aturan sekolah, datang pagi, ikut sholat dhuha dan sebagainya. Kan tujuannnya sekolah inklusi itu membawa anak berkebutuhan khusus ke dunia anak reguler. Jadi mereka punya hak yang sama, hak belajar dan hak mendapatkan ilmu.”⁶

⁵ Observation on November, 27 2013 at 11.30 WIB

⁶ Interview with Agusti Dwi Handayani, Headmaster of Sumber Sari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

Obeys regulation, teacher service to both of student with special needs and regular student is same. But in learning process there are something that modified. Such as: material, learning media and etc. Because understanding ability degree of student with special needs and regular student are different. Teacher prosecuted to fair attitude. Fair in treatment and fair in fullfill learning needs according to needs and student capability.

Curriculum implemented in Summersari 1 State Elementary School of Malang are colaboration of three curriculum which implemented thematic learning and KTSP and Individual learning process for student with special needs.

**b. Education Personnel and Education Tool In Inclusive School
Summersari 1 State Elementary School of Malang**

Learning process implementation in inclusive school. Summersari 1 State Elementary School of Malang has three components of education personnel who has duty to educate and support implementation of inclusive school of dan mensukseskan jalannya program inklusi di sekolah tersebut. Three components, are:

1) Teacher Class and Local Subject Teacher

Summersari 1 State Elementary School of Malang have 6 classroom. Each class has conduct by one teacher class. Teacher class has responsibility in giving subject and make understand about

subject. Teacher class has full responsibility for student who study in their class, also for student with special needs.

Teacher class has right to giving material of subject to student, make regulation and policy in their class according to student agreement. Summersari 1 State Elementary School of Malang is inclusive school with full inclusive model. In learning process, class teacher teach same material for all student.

Similiar with class teacher, Islamic subject teacher, english teacher, physical excercise teacher also do the same service. This is statement of Andayani, class teacher of 1 grade:

“Saya mengajarnya biasa saja. Sama, materinya juga sama. Kalau anak-anak berkebutuhan khusus itu, nanti ditangani guru pendamping khusus dan shadow”⁷

Learning activity of inclusive school in one class, appear in this picture bellow:

⁷ Interview with Andayani, Class teacher of Summersari 1 State Elementary School of Malang on Monday, November, 11 , 2013



Picture 4.2: Teaching activity In Inclusive School Conducted In One Class and Same Material and Teacher

Same with her, Siti Marsiyah teacher of Islamic Religion subject said:

“Saya mengajarnya biasa saja Mbak, untuk anak berkebutuhan khusus biasanya saya sederhanakan lalu mereka mengerjakannya bersama shadow. Jika jadwal shadow pas di kelas ini ya guru pendamping khusus yang menyederhanakan dan mendampingi siswa.”

In exercise subject, student with special needs also teach together with regular student. Student follow teacher instruction according their ability. Like in this picture:



Picture 4.3: All Student Follow Exercise Activity. No Exception For Student With Special Needs

2) Special Assistant Teacher

In inclusive school there are class teacher and special assistant teacher. Special assistant teacher duty is help giving material for student with special needs.

“Shadow hanya bayangan, pendamping anak yang dibawa dari rumah. GPK Guru Pendamping yang tugasnya membantu anak belajar.”⁸

Sumbersari 1 State Elementary School of Malang has 3 special assistant teacher. Two special assistant teacher is private teacher and one special assistant teacher is public teacher. To become special assistant teacher in this school teacher candidate

⁸ Interview with Agusti Dwi Handayani, Headmaster of Summersari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

must register to follow selection process with some regulation of school, Agusti Dwi Handayani said:

“Dua GPK honorer dan satu GPK pegawai negeri, Mereka jadi GPK di seleksi.”

That statement strengthen by Siti Muslihah, special assisstant teacher below:

“Awalnya dulu saya ingin mendaftar sebagai guru, tapi karena lowongan yang ada sebagai guru pendamping khusus, jadilah saya guru pendamping khusus.”⁹

Special assisstant teacher is advise student with special needs in learning process according to student ability and giving reinforcement and action for student with special needs.

Subject giving by class teacher then modified with special assisstant teacher according to student capability with make coordination with class teacher.

3) Shadow

Shadow is someone who care for student with special needs in school. Student with special needs care for shadow to help them during learning process and school activity. Shadow is cary on student with special needs during learning process in school until the end and come home back. In school shadow help all student needs.

⁹ Interview with Siti Muslihah, special assisstant teacher of Sumber Sari 1 State Elementary School of Malang on Monday, November, 11, 2013

Workbook which must study in class, doing assingment, lunch, and other activity of student with special needs are take care by shadow.

The differences between shadow and special assisstant teacher according Agusti Dwi Handayani statement is:

“Shadow hanya bayangan, pendamping anak yang dibawa dari rumah. GPK Guru Pendamping yang tugasnya membantu anak belajar.”¹⁰

This is observation report about shadow activity during school time:

When English subject, student of 1 grade study outside the class. Shadow caring for student with special need and direct them according teacher directon.¹¹

In the other chance observation, researcher found:

Learning start, teacher ask student to put outside thematic book. Because student with special needs still confuse to read and diffetentiate between one book and other. So, shadow help him to put outside thematic book. Help student to do according teacher instruction. Then prepare student with special needs to get lunch.¹²

¹⁰ Interview with Agusti Dwi Handayani, Headmaster of Summersari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

¹¹ Observation on Monday, October, 28, 2013

¹² Observation on Thursday, November, 28, 2013



Picture 4.4: Shadow accompany student with special needs to prepare subject book

The observation report above is strengthened with Lia's statement, shadow student with special needs of first grade:

"Saya shadow, tugas saya adalah menemani, dan menjaga mereka, kalau tentang mata pelajaran itu hak guru kelas."¹³

The other shadow Aini, also has same statement:

"Ini kegiatan saya Mbak, ya *ndulang*, ya njagain. Mulai pagi sampai pulang nanti."¹⁴

Shadows for student with special needs in this school commonly from one institution namely Insan Mandiri yang located in Pisang Kipas street, number 34 A Malang. Sumber Sari 1 State Elementary School of Malang has coordination with that institution

¹³ Interview with Lia, shadow Sumber Sari 1 State Elementary School of Malang on Monday November, 11, 2013

¹⁴ Interview with Aini, shadow Sumber Sari 1 State Elementary School of Malang on Monday November, 30, 11, 2013

to get shadow for student with special needs. Systematic for parents to get shadow for their children is like statement below:

“Orang tua menghubungi sekolah, kemudian sekolah yang menghubungkan dengan yayasan. Kemudian yayasan yang memberi tugas shadow untuk menemani mereka.”¹⁵

Meanwhile school has cooperation with institution Insan Mandiri, school still giving rights to parents to looking for shadow by themselves.

“Tapi tidak semua shadow dari lembaga, kalau orang tua mau nyari sendiri, itu hak mereka”

Strengthen with headmaster statement Agusti Dwi Handayani below:

“Ya, orang tua yang mencari sendiri, kita bekerjasama dengan lembaga. Tapi kalau orang tua ingin mencari sendiri ya tidak apa-apa. Itu hak orang tua.”¹⁶

Not all student with special needs need shadow in school. During researcher doing observation, in a class which has more than one student with special needs just there is one shadow. This shadow is just for one student with special needs. One shadow for one of student or two student, while other student with special needs are not accompany with shadow, because the parent believe that their child can follow learning process without shadow. Agusti Dwi Handayani said;

Interview with Agusti Dwi Handayani, Headmaster of Sumber Sari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

“Belum tentu, kadang ada yang tidak memakai shadow, yang bisa dilepas ya tidak memakai shadow. Disini juga ada, seperti kelas 6 kan itu kan sudah tidak butuh shadow. Secara pembelajaran mereka sudah bisa mengikuti tapi secara emosi kadang-kadang juga masih labil”

Shadow also assist all student in class, if they need help. Like this picture:



Picture 4.5: Special Assistant Teacher Help Student To Doing Assingment

3) Source Room

Source room is a special room in inclusive school. Source room is special treatment room for children with special needs. When researcher follow learning process in source room, researcher know that source room is same with classroom, 4x5 meter, there are desk, whiteboard, book spot and cupboard, but there are some equipment that are for children with special needs, such as: matras, trampolin, music, etc.

In source room there data of student with special need on the wall. Photos and their identity arrage in a tree picture. Students with special needs of sixth grade, are in upper tree then the student of

lowe class under them. Also there are photos about student with special needs follow school activity, such as reading poems, dancing, drama, sholat, music and etc.

There are big banner on the wall wit word “Motto of Inclusive Education Summersari 1 State Elementary School of Malang Serve Student With Special Needs, Kind, Friendly, Care, No discrimination and Serve All. (Education For All)”. Learning activity in source room and source room atmosphere in this picture bellow:



Picture 4.6: Learning Activity In Source room



Picture 4.7: Special Assistant Teacher
Give Explanation In Source Room

Three components above are three components of education personnel and standards of building in inclusive education. In Sumber Sari 1 State Elementary School of Malang. They are making interaction for success of inclusive education implementation and implementation of education for all.

2. Interaction Between Student With Special Needs And Teacher In Inclusive Education Learning.

a. Introducing Student With Special Needs Concept to Regular Student.

Becoming a teacher in an inclusive school has challenges and is unique compared to teaching in other schools. This is because an inclusive school has two kinds of students. There are students with special needs, and normal students which teach together. This school is a state elementary school that operates an inclusive program. This is a big step ever for this school. Teachers start to understand how to be a teacher in an inclusive school. Fifth grade class teacher, Suka Ekana, said:

“Pengalaman pertama sekolah ini jadi inklusi. Jadi tentang pertama, saya tidak bisa tidur. Saya kebingungan menangani anak ABK dan lain sebagainya.”¹⁷

For approved students with special needs study in Sumber Sari 1 State Elementary School of Malang, school opening registers early before

¹⁷ Interview with Suka Ekana, Class teacher of 5 grade Sumber Sari 1 State Elementary School of Malang, Friday, January, 10, 2013

the other school open about regular student register. If regular student register on July, student with special needs register on March. This is according Andayani, 1 grade class teacher below:

“Kami membuka lebih awal, kalau siswa reguler kan tahun ajaran barunya bulan Juli. Kalau anak berkebutuhan khusus daftarnya bulan Maret. Orang tua harus membawa assessment dari terapis atau psikolog tentang karakteristik kebutuhan khusus yang dimiliki siswa tersebut. Lalu dia mengikuti penyesuaian dulu di kelas. Selama waktu yang ditentukan sebelum ujian kenaikan. Kalau dia kami pandang bisa mengikuti dan kami bisa menangani ya berarti dia diterima.”¹⁸

After student approval become student in this inclusive school, it is time for teacher give explanation to new student about their special friends. This introducing conducted in first day new student entering class.

“Pertama mereka awal mengenal temannya, hari pertama. Orang tua sudah saya beri pengertian bahwa tidak menular, tidak mengganggu. Biasa saja.”

Similiar with Andayani, headmaster Agusti Dwi said:

“Sejak awal masuk kelas satu kami sudah memberikan pemahaman itu. Jadi sejak awal anak-anak sudah paham. Mereka akan terus belajar memahami sampai tahun-tahun selanjutnya karena mereka tetap satu kelas. Untuk lebih jelasnya silahkan dikonfirmasi ke Bu Anda, wali kelas 1 ya”¹⁹

¹⁸ Interview with Andayani, Class teacher of 1 grade Summersari 1 State Elementary School of Malang, Monday, November, 11, 2014

¹⁹ Interview with Agusti Dwi Handayani, Headmaster of Summersari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

Introducing student with special needs to regular student start from beginning entering first grade. Student in first grade understand the simple word. Teacher using word “Sick”. So student in first grade know his special needs friends as “ sick friend” They must help and love his special needs friends.

The sick friends concept will always in the student mind till they know and understand that their sick friend is student with special needs. Regular student who become student with special needs classmate has understood that their friends is student with special needs, so that teacher in the next grade not introducing again about student with special needs concept, teacher just give reinforcement. Budi Santoso, class teacher of second grade said:

“Mereka sudah tahu dari kelas 1, jadi saya hanya melanjutkan saja, kan mereka sudah kenal satu sama lain.”²⁰

Similiar with Budi Santoso, Abdul Hafi teacher of third grade said:

“Saya rasa anak-anak sudah paham sendiri karena mereka sudah bersama sejak kelas 1. Saya Cuma memberi penguatan. Kalau anak berkebutuhan khusus ya dimaklumi. Memangnya kamu mau jadi anak berkebutuhan khusus?”²¹

Suka Ekana, fifth grade class teacher also give similiar statement:

“Ya, kalau sudah kelas 5 sudah mudah Mbak, mereka sudah paham dan sangat mengenal teman istimewa tersebut. Karena

²⁰ Interview with Budi Santoso, second grade class teacher of Sumber Sari 1 State Elementary School of Malang on Thursday, November, 28, 2013

²¹ Interview with Abdul Hafi, Class teacher of third grade Sumber Sari 1 State Elementary School of Malang on Thursday January, 16, 2014

konsep itu sudah dimatangkan dulu di kelas 1 dan kelas 2. Mereka sudah tahu.”²²

Understanding of student is next grade teacher to give reinforcement about the importance of togetherness, understanding and give thanks to Allah SWT.

Teachers has different manner to give understanding. If Abdul Hafi says to his student “student with special needs should be understand. Do you want to be special needs student? Suka Ekana prefer to give reflection to give reinforcement for her student.

“Kadang saya mengajak anak-anak untuk melakukan refleksi. Jadi kadang mereka saya suruh berdoa lalu memejamkan mata. Disaat mata mereka terpejam itulah saya memasukkan kata-kata yang memotivasi mereka. Disitu pula saya masukkan tentang teman istimewanya, yaitu anak berkebutuhan khusus. Mereka harus bersyukur memiliki teman itu. Kalian bisa melakukan apapun daripada mereka. Jadi harus lebih bersyukur sama Allah. Tidak boleh jahat sama temannya, harus saling membantu dan menjaga.”²³

b. Teaching and Learning Process

In learning process of inclusive school Summersari 1 State Elementary School of Malang is conduct in the same time, same

²²Interview with Suka Ekana, Class teacher of fifth grade Summersari 1 State Elementary School of Malang, Friday, January, 10, 2013

curriculum. Because of student with special needs have their unique characteristic, teacher using this manners:

1) Modified Subject

To give understanding of subject for student with special needs, modified subject according student capability. Researcher observation is report below:

“Today is observation in first grade, subject in that day is thematic learning. Sub theme is family. Teacher ask student to write again the reading text theme. The reading text is ththree paragraph, shadow ask student with special needs to come to class teacher to get modified assignment. Class teacher ask student with special needs just write one paragraph, because he face difficulty in writing.”²⁴

When researcher doing observation again in first grade in the next meeting, shadow demonstrate to research her manner to make student with special needs understand in writing. She makes a rectangle line in student book to make student with special needs easy in writing for each alphabet.²⁵

“Saya menggunakan buku bergaris persegi seperti ini, biasanya saya membuat sendiri perseginya, karena jika menggunakan buku strimint perseginya terlalu kecil”

Budi Santoso, second grade class teacher said that orientation of student study in inclusive school is not according student understand subject but to build student social interaction.

²⁴ Observation on Thursday October, 28, 2013

²⁵ Observation on Monday, November, 11, 2013

“Ya saya sesuaikan dengan kemampuan mereka lah. Kan tujuannya sekolah disini bukan pada pemahaman materi kalau untuk siswa berkebutuhan khusus, tapi lebih pada sosialisai”²⁶

Budi statement is suitable with researcher observation in second grade,

That day is mathematics learning. All student doing assignment from teacher which written on blackboard. Teacher give student with special needs chance to do according their capability. All answer are false. But teacher still give them assessment.²⁷

Researcher observation in the other chance on second grade, researcher know about :

“That day is islamic religion subject. Mrs Siti, religion subject teacher ask student to make suitable arabic word with its meaning. Student with special needs just bold the arabic words. Also read in front of class”²⁸ Appear in this picture bellow:



Picture 4.5: Learning Interaction in Islamic Subject With Mrs. Siti

²⁶Interview with Budi Santoso, second grade class teacher of Sumber Sari 1 State Elementary School of Malang on Thursday, November, 28, 2013

²⁷ Observation on Thursday November, 28, 2013

²⁸ Observation on Thursday, Januari, 2013

In the effort to modified subject, in inclusive school. There are Individual Learning program. Individual Learning program is same with lesson plan in regular learning but there are some modified.

If in lesson plan, teacher just make one lesson plan for all regular student. Individual Learning Program, teacher make interaction for one student. Each student with special needs, has their own Individual Learning Program.²⁹

Learning Program created by a special assisstant teachers, as the authorities gave a simplification of the material to students with special needs based on the material provided by the class teacher. Because of student with special needs is many and school just has three special assisstant teacher. Special assistant teacher Siti Muslihah said;

“Program Pembelajaran Individual itu dibuat untuk semua siswa berkebutuhan khusus, tapi karena kami siswanya banyak dan tenaga sedikit, pengawas bilang nggak apa-apa hanya buat satu yang lainnya ngikut”³⁰

Individual learning programs and curriculum materials charged the same, only its contents tailored to the abilities of students with special needs. Children with special needs with each other have

²⁹ Interview with Suka Ekana, Class teacher of 5 grade Summersari 1 State Elementary School of Malang, Friday, January, 10, 2013

³⁰ Interview with Siti Muslihah, Guru Special assisstant teacher of Summersari 1 State Elementary School of Malang, Thursday, Januari 9, 2014

different Individualized Learning Program contents. Examples of individual learning program attached.

Simplification of this material was applied in the manufacture of student worksheets. Especially for students with special needs. Making this worksheet is the authority of the class teacher. Class teacher indicate if student need modified subject, they made, if teacher think the student can follow regular subject, they do not use modified”.

Not all class teacher made worksheets for students with special needs contain material that has been simplified. As far as researchers from first grade untill sixth grade, only the teacher of first grade and fifth grade are s made worksheets for the students. As the Andayani statement :

“Ada buku khusus untuk anak ABK, tapi tergantung kelasnya dan tingkat disabilitasnya tergantung kebijakan guru kelas dan GPK jadi tidak setiap kelas menggunakan buku khusus”

Similiar with Andayani statement, Suka Ekana said:

“Misal pelajaran tentang kerajaan. Disitu kan ada kerajaan, raja-raja dan peninggalannya. Saya buat bagan. Tapi ternyata mereka tidak bisa, tetap tidak paham. Jadi saya buat lagi gambar dan kata-kata. Jadi benar-benar harus hanya dua opsi tidak bisa lebih. Mengaitkan. Menarik garis antara gambar dan penjelasannya. Kalau begitu malah dia paham.”³¹

³¹ Interview with Suka Ekana, Class teacher of 5 grade Summersari 1 State Elementary School of Malang, Friday, January, 10, 2013

2) Giving Same Chance

In the process of learning in Summersari 1 State Elementary School of Malang. Teachers provide the widest possible opportunity for students to participate in the learning process. This provision is intended to make students with special needs have a sense of confidence and courage to do the same as a regular student. Despite their special needs, they are also part of the student in Summersari 1 State Elementary School of Malang.

Observations researchers obtain the following events:

11:30 pm routine activities student with special needs with regular students in second grade before the school was over to read prayers and Sholawat. Each child holds the copy paper prayer that has been in laminating. Children with special needs in the grade also moving his lips, as if to read, but he can not read. After reading the prayer, class teacher chose one by one the students are allowed to go home. He deliberately leaving two children with special needs. Once everything is back, he ordered the two children to come forward for prayer. Because it can not fluently pray, then he ordered students to sing their favorite songs child. And they sing.³²

When researchers confirm about it, Budi Santoso, said:

"Ya saya sesuaikan dengan kemampuan mereka lah. Kan tujuannya sekolah disini bukan pada pemahaman materi kalau untuk siswa berkebutuhan khusus, tapi lebih pada sosialisai. Kalau mereka bisanya hanya menyanyi ya saya suruh menyanyi"³³

³² Observation on Wednesday Nopemberm, 27, 2013

³³ Interview with Budi Santoso, Second grade class teacher of Summersari 1 State Elementary School of Malang, November, 28, 2013

When observation in class 3, researchers found;
 "The lesson that day was Indonesian, the children were asked to tell in front of his friends. When that one of the children with special needs in the grade raised their hands. He stepped forward and began to tell. Although pronunciation is less clear but the teacher and other students still and listen "

At other observations, of fifth grade, researchers found other opportunities provided by the teacher;

"At the time of Civic Education materials about the organization. Mrs. Eka as class guardian give students an understanding of the relevant organization. Giving examples of organizations that exist in society. He also gives an understanding that there are also classroom organization. Namely the class officials. Administrators classroom also takes care of the organization. Mrs. Eka, ask one of the students with special needs to read the name of the management classes that is tacked on the wall. "Come you (the name of the student with special needs), to the front of the class, please read what our class administrator"

Then the students read out one by one the name of class administrator. Start of class, secretary, treasurer, and the sections in class. Students with special needs reading slowly. Mrs. Eka listened beside and other friends who listen to his reading. After he finished reading the class guardian class to ask a friend to give him applause. He also thanked and returned to her seat with a smile. Then the teacher gives an explanation and confirmation of material organization.³⁴

Various researchers discoveries while writing the above observations indicate the seriousness of the teacher to provide the

breadth of students with special needs to sharpen his courage, giving equal opportunity to participate in the learning process s regular students with attention abilities they possess

3) Exam Policies And Class Level

In a teaching and learning in school, to determine the extent of students' ability to understand the material held an activity, called examination. Exam conduct for a variety of levels, there are daily exams, midtest, and final exams.

To go up to the next class students are required to attend final exams and to proceed to the next level students must attend the national final examination, as the institution that runs the state government policies, inclusive schools also run the test as a step to determine.

Exam policy and the class level for students with special needs follow government regulations, if the student meets the mastery learning crittrria, they can the next grade or graduate school, but if the student does not meet the completeness criteria revealed he did not learn in the next grade or graduate.

For students with special needs are given the policy as follows:

a) Advanced Class

In school inclusion of students with special needs may not study in the next grade. The term is used is not “next level” but but “advanced class”. This means that no student with special needs who are not ascend class, however they have disability and circumstances.

As revealed by the principal, Agusti Dwi Handy following;

“Siswa ABK harus naik kelas, tidak ada yang tinggal kelas. Istilahnya LANJUT untuk naik kelas dan TAMAT untuk kelulusan.”³⁵

If in logic to see the ability of children with special needs under the regular course children with special needs capable far below the regular child due to obstructions owned.

If students with special needs do not ascend they will face psychological impact on the course class, he will be inferior because of his friends left behind. In addition there will be a buildup of students with special needs in the class, because students who live class will join the younger students in the next year which there are special needs children from previous levels.

The build up these students would give an unfavorable impact on the learning process, because both teachers, and special assistant teacher and shadow would have trouble handling a lot of students with special needs in the class, because they certainly have

³⁵ Interview with Agusti Dwi Handayani, headmaster of Sumbersari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

every kind of disabilities, the characteristics and needs are different.

This is in line with the statement of, Abdul Hafi following:

“Siswa berkebutuhan khusus itu harus naik Mbak, bagaimanapun dan berapapun nilainya. Istilahnya yang dipakai adalah lanjut lanjut. Meskipun dia tidak bisa apa-apa di kelas, ya dia tetap naik”³⁶

b) Learning Evaluation for Chilgren With Special Needs

Examination system for students with special needs is to follow the schedule provided by the school. Students with special needs take the test along with regular students in the classroom, if it was considered to be quiet, do not disturb the other participants in the test and doing well in the classroom.

As said Aini, shadow students with special needs;

“Untuk siswa yang bisa tenang dan tidak mengganggu. Ujiannya tetap di dalam kelas, sedangkan yang lain dikumpulkan di ruang sumber diawasi oleh guru pendamping khusus. Saya diluar.”³⁷

Similar with Aini, Siti Muslihah, special assistant teachers revealed that students with special needs in exams with other students with special needs in the source room;

“Mereka tetap mengikuti ujian seperti teman-temannya. Disana bu di ruang sumber, tapi beda-beda itu. Grade

³⁶ ³⁶ Interview with Abdul Hafi, Class teacher of third grade Summersari 1 State Elementary School of Malang on Thursday January, 16, 2014

³⁷ Interview with Aini Shadow on , Thursday Januari 9, 2014

soalnya ada yang sama ada yang berbeda. Tergantung siswanya bisa atau tidak mengikuti pelajaran di kelas. Kalau dia bisa ya soalnya sama. Kalau tidak ya kami beri soal modifikasi Mbak. Tergantung Program Pembelajaran Individual"³⁸

In a test for students with special needs, regardless of its value. He still graduated. Which is not considered a numeric value, but the value of courage and effort they have given. Because after the value of children with special needs would not be the same as regular students. As revealed by, Suka Ekana, the following;

Oleh karena itu anak-anak berkebutuhan khusus mengikuti ujian biasa sama seperti siswa reguler. Kami persiapkan siswa berkebutuhan khusus itu untuk bisa mengikuti ujian dengan soal yang sama seperti siswa reguler. Tentu saja nilainya tidak mencukupi atau sepadan dengan siswa reguler, tapi setidaknya mereka sudah mencoba."³⁹

In the process of school exams are held together either in the classroom or in the resource room, students with special needs to experience a wide range of adjustments and difficulties in the national examinations. The problems include the following;

(1) Difficulty adjusting to the new environment

Eka added that the final exams, teachers in inclusive schools find it difficult to give the students an understanding of the exam, which will be guarded by class teachers from other

Interview with Siti Muslihah, Spesial Teacher Assistant of Summersari 1 State Elementary School of Malang, Thursday, January, 9 2013

³⁹ Interview with Suka Ekana, Class teacher of 5 grade Summersari 1 State Elementary School of Malang, Friday, January, 10, 2013

schools who served as an invigilator. Because students with special needs, especially autism are very sensitive to environmental changes

“Saat ujian berlangsung anak-anak yang sudah dipersiapkan itu menerima kondisi yang baru. Dengan penjaga yang belum dikenal sebelumnya. Disitulah anak mengalami perubahan. Anak-anak menjadi down. Akhirnya sesuatu yang kita harapkan sama akhirnya tidak sesuai dengan harapan Padahal sehari-hari dia dapat nilai tujuh dan delapan, tapi karena ia sensitif dengan perubahan jadi tidak sesuai harapan. Siswa yang mengalami seperti itu adalah siswa autis karena siswa autis sangat sangat sensitif dengan perubahan dan situasi yang berbeda”

Answering these problems, then taken steps to make one of the special teacher assistant supervisor of schools to be a school final exam

“Oleh karena itu ada guru pendamping khusus yang dipersiapkan menjadi pengawas. Guru tersebut juga disumpah pengawas. Sehingga siswa berkebutuhan khusus autis tersebut merasa ada ‘orang lama’ saat ujian. Sehingga mereka bisa tenang”

(2) Difficulties continue to the next level

Students with special needs who have revealed graduation from Sumber Sari 1 State Elementary School of Malang certainly wish to continue their education to the next level to junior high school.

Unlike previous primary school level as students receive their arrival with open arms, to attend school to the

secondary level, students with disabilities have difficulty because they do not have a test number.

Like Suka Ekana reveal to researcher;

“Setelah di SMP anak-anak tersebut mengalami kesulitan karena tidak punya nomer ujian. Ada orang tua yang menginginkan agar anaknya mendapatkan nomer ujian. “Biar anak saya nilainya berapapun asalkan mendapatkan nomer ujian dan bisa melanjutkan ke jenjang berikutnya.”

In addition to the specific exam, graduation certificate are awarded to students with special needs is a certificate that there is code inclusion. Suka Ekana add;

“Ijazah kelulusan dari siswa berkebutuhan khusus ini ada ijazah khusus. Ada kode inklusi ijazahnya. Itupun setelah di SMP mereka mengalami kesulitan karena mereka tidak punya nomer ujian”⁴⁰

This is confirmed by the statement of the principal, Agusti Dwi Handy following;

“Ijazah ABK berbeda dengan ijazah anak regular”⁴¹

c. Understanding Character Teacher And Students Students with Special Needs Regular

Being a teacher in inclusive schools is different from being a teacher in a regular school. Being a school teacher in inclusion means to

⁴⁰ Interview with Suka Ekana, Class teacher of 5 grade Summersari 1 State Elementary School of Malang, Friday, January, 10, 2013

⁴¹ Interview with Agusti Dwi Handayani, headmaster of Summersari 1 State Elementary School of Malang on Wednesday, November, 27, 2013

be a teacher who has two different students. Regular students and students with special needs. In an effort to educate students, teachers must understand the character of students with special needs students are no exception. Teachers in inclusive schools must understand the types of needs experienced of students with special needs.

Based on the observations of researchers during research researcher found:

“Perform every interviews with teachers in every classroom with a teacher or a special companion. Researchers are always asking "where students with special needs? What type of needs? "The researchers asked all the teachers know the kinds of needs of their students, they even tell the characteristics and uniqueness of each of the students with special needs in the research. They said "Oh he's autistic, he's ADHD, he was slow to learn”

Teachers understanding of the character and the type of student needs will assist teachers in teaching and learning.

- 1) Teachers know how to treat children with special needs.

Observation in fifth grade, showed:

“Two fifth class students with special needs spend time together while learning shadow sport in the source room by playing a trampoline. Having tired of playing trampoline one student are asked shadow to help students apply balm on the thigh. He also greasing the hands. After greasing, shadow told the students. "Try her nose given to your friend, let him smell it. He's like smell "Then the students

did on the advice of both shadow and the special needs of students laughing together.”⁴²

Interaction above shows that the shadow knows very well the student customs special bekebutuhan he accompanied, that he likes kissing wide range of odors. With instructions to give the affected hand balm to his nose so he smell it, creating a slick and touching interaction between the three of them.

- 2) Provide advice to students based on behavior improvement, as well as barriers to its character.

It is appropriate with the observations of researchers in the first class;

The shadow began to organize lunch on the table. Students with special needs are still joke with his friend. Then shadow called him and asked him to sit. Come eat, Bismillah first.⁴³

In the other chance researcher find ;

“9:30 o'clock. Time to go to class, grade 5 students with special needs up the stairs to enter the left hand to the pants. Then class guardian 5, Eka Sukana out of the class and see the students. Eka said, "Let's do! It was a slob, come here wash hands with Mrs. Eka "Eka Then invite the children wash hands”⁴⁴

Teachers try to change bad habits Grade 5 students with special needs by constantly reminding and led him to do what he should d

⁴² Observation on Friday, Januari, 10 2014

⁴³ Observation on Wednesday, Nopember 27, 2013

⁴⁴ Observaton on Saturday, January, 11, 2014

d. Coordinating Teacher And Related Parents Students with Special Needs

In the implementation of inclusive schools would not be separated from the role of the parents who are the ones that give credence to the school to educate their children in school inclusion, To realize a neat coordination and communication between the school and parents the school take the following steps:

- 1) Introduce parents about the concept of inclusive schools and children with special needs

Introduction to the parents about the concept of inclusive schools and children with special needs from the outset to class 1. Teachers and principals to disseminate to parents of grade 1, both parents of regular students and parents of students with special needs. As the narrative Andayani, first grade teacher who provides socialization for the parents of new students, related to the concept of inclusive schools and children with special needs. The meeting was attended by the parents of regular students and students with special needs.

“.... Harus ada, kami memberi pengertian satu sama lain . Dan mereka bisa memberikan pemahaman kepada anak-anak mereka di rumah.”⁴⁵

The introduction is given to the parents to understand, that the student is also a boon child of God, do not disturb or not contagious. Both regular students and students with special needs can interact with both the learning.

- 2) Provide continuous reports on the activities and interactions of students with special needs during the school.

Reports given to parents is a journal for student activities at the school. Journal made by classroom teachers and shadow. The following narrative Aini, shadow students with special needs class 2:

“Setiap shadow memegang buku penghubung yang isinya melaporkan perkembangan anak selama di sekolah hari itu kepada orang tua. Kami laporkan seminggu sekali atau saat orang tuanya mendampingi terapi. Karena banyak siswa berkebutuhan khusus disini yang setelah pulang sekolah mengikuti terapi di yayasan kami.”⁴⁶

3. Interaction Regular Students with Special Needs Students

a. Students with Special Needs and Regular Students Together In The Classroom

⁴⁵ Interview with Andayani, Class teacher of 1 grade Summersari 1 State Elementary School of Malang, Monday, November, 11, 2014

⁴⁶ Interview with Aini Shadow on , Thursday Januari 9, 2014

Unification of students with special needs and regular students in the class began to make their first-class know each other, understand each other. Kebersamaan started grade 1 students with special needs foster an attitude in students.

1) Mutual knowing

This is an interview with one of the student researchers:

“... Tahu, mereka tahu dari kelas satu...”⁴⁷

This is reinforced by the narrative of the teachers on the introduction of the student, Abdul Hafi following narrative, related introduction

"Ya, mereka tahu. Mulai awal kelas 1. Kadang kami kesulitan juga."⁴⁸

This is reinforce with Andayani statement:

“Saya beri pengertian kalau anak ABK itu berbeda. Jadi kaau mereka nakal, jangan dibales”

2) Mutual Understanding

Mutual understanding among students is demonstrated by the teacher since first day in school. Behavior of students with special needs who sometimes bored his friends, they have mutual

⁴⁷ Interview with student on second grade, Wednesday, November, 27, 2013

⁴⁸ Interview with Abdul Hafi, Class teacher of third grade Summersari 1 State Elementary School of Malang on Thursday January, 16, 2014

understanding between them that a friend with special needs are different and must be understood

“Kenapa kamu tidak marah saat dipukul temanmu? Saya kasihan Bu. Jadi mereka memahami, lalu dia menambahkan. Kalau anak yang lain ya saya pukul balik bu dia” Look at this picture bellow:



Picture 4.9: Regular Student Try to Make Student With Special Need Chary, But That Just Joking

3) Mutual Care

The concern over the attitude of students with special needs seen in the observations of the researcher. Students has good communication with students with special needs

“Aku pinjam perautmu ya? Iya, tapi nanti kalau sudah selesai balikin lagi”⁴⁹ Look at this picture

⁴⁹ Observasi on Friday 10 Januari 2014



Picture 4.10: Student Help His Friends to Borrow Sharpener

Mutual caring among students is also seen when regular students helping students with special needs to doing tasks. Coloring picture. Regular students come to the bench and start help student with special needs choose a suitable color for drawing “What do you colour? I’m here to help”

4) Regular student as Terapist for student with special needs

Togethernees everyday make the student with special needs try to doing something like regular student. One student with special need who has autism and cannot eat by himself, since he study in this school he try to eat autonomously. Because everyday his friends always give support him to eat by himself.

B. Research Findings

Based on the above data exposure, the research findings obtained in the form below:

1. Interaction Between Special Needs Students And Teachers With Teachers In Inclusive School

- a. Introduce the concept of Children with Special Needs Students In Regular
- b. The process of Teaching and Learning Activities

In the process of learning in the classroom inclusion in Sumber Sari 1 State Elementary School of Malang Sumber Sari conduct in one time, the same material and the same curriculum. Because students with special needs is unique, then the learning of teachers take the following steps

- 1) Simplifying the subject matter
- 2) Provision of Equal Opportunities
- 3) Exam Policies And Increase Class

For students with special needs are given as follows policies:

- a) Advanced Class and End Class
- b) Learning Evaluation for Students with Special Needs

In performing school exams for students with special needs teachers experienced problems, including:

(1) Difficulty adjusting to the new environment

(2) Difficulties continue to the next level

c. Understanding Character Teacher And Students Students with Special Needs Regular

Teachers' understanding of the character and the type of student needs will assist teachers in teaching and learning, about:

- 1) Teachers will know how to treat children with special needs.
- 2) Provide advice to students based on behavior improvement, as well as barriers of their character.

d. Coordinating Teacher And Related Parents Students with Special Needs

- 1) Introduce parents about the concept of inclusive schools and children with special needs
- 2) Provide continuous reports on the activities and interactions of students with special needs during the school.

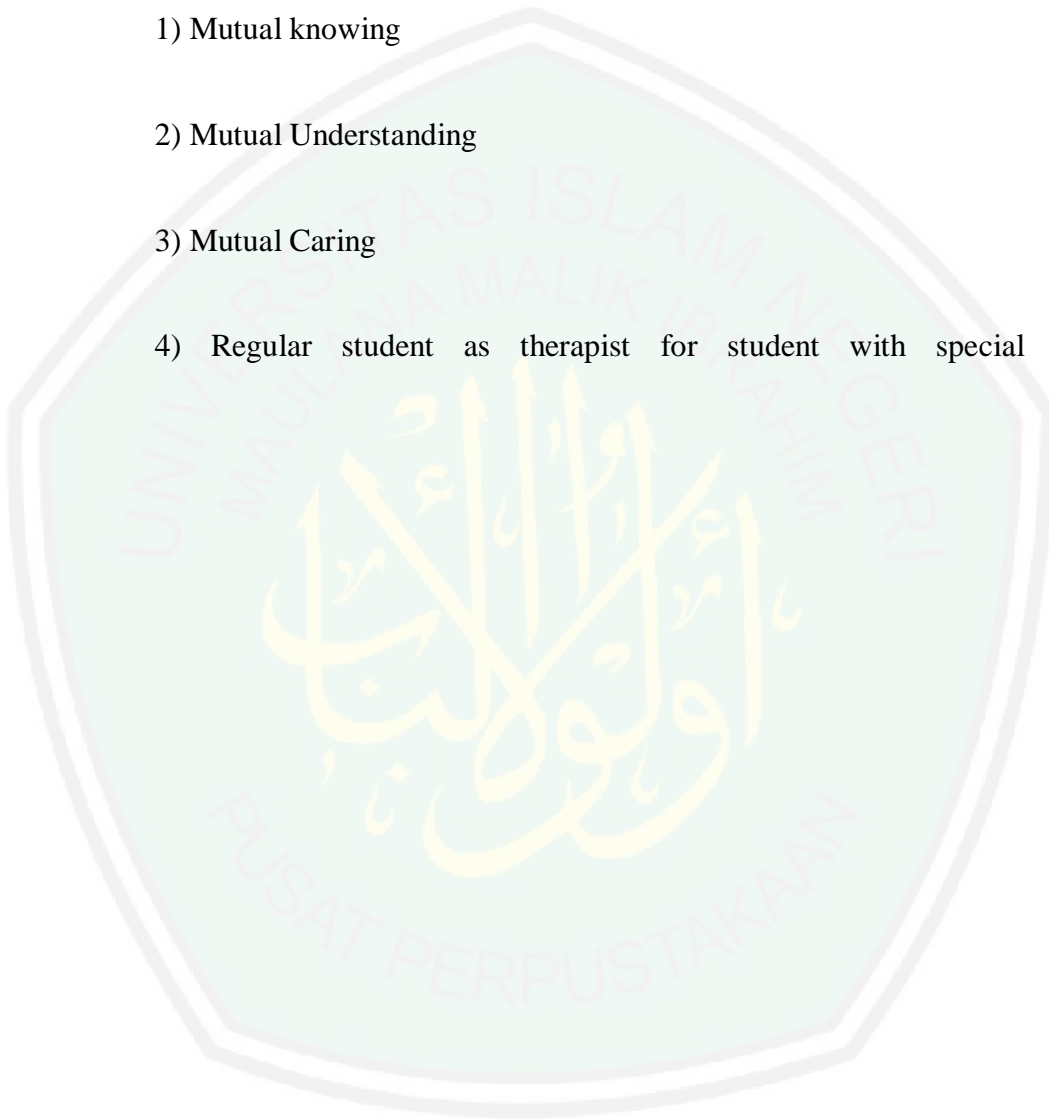
2. Regular Student Interaction with Students with Special Needs

a. Students with Special Needs and Regular Students Together In The Classroom

Unification of students with special needs and regular students in the class began to make their first-class know each other, understand

each other. Togetherness started first grade students with special needs grow an attitude in students.

- 1) Mutual knowing
- 2) Mutual Understanding
- 3) Mutual Caring
- 4) Regular student as therapist for student with special need





CHAPTER V

FINDING AND DISCUSSION

In chapter IV In chapter has presented the data and research findings related to research both on the interview, observation and documentation. Thus, in this chapter, the findings resulting from the research related to the learning interaction models of inclusive school In Summersari 1 State Elementary School of Malang which will be analyzed to reconstruct the concept based on empirical information.

Data analysis techniques chosen by the researchers, which is a qualitative descriptive analysis (exposure) by analyzing data obtained from interviews, observation, and documentation for researchers to conduct research in related institution Summersari 1 State Elementary School of Malang. The data obtained by the researcher from the research will be analyzed according to the research focus As for the parts that will be discussed in this chapter is adapted to the research focus include: (a) How the interaction of teachers and students with special needs in learning in inclusive schools? (b) How the interaction of students with special needs and normal students in learning in inclusive schools? For more details, will be described in detail analysis of the results of the study as follows:

A. Interaction Between Student with Special Needs And Teachers In Inclusive School Learning

Based on the research findings in Chapter IV, the conclusion about the results of research into the interaction of teachers with special needs students and special needs students with regular students in learning. The findings below are related to the interaction of teachers and students with special needs in learning, which is:

1. Introduce the concept of Children with Special Needs Students In Regular

Introduce students to the new environment from beginning is the the right way so that students have a preliminary view of what is going to happen in the new environment. As a new student of course he had a lot of things that had not previously experienced. Introducing children to the concept of children with special needs since first day

“Pertemuan pertama saya beri pemahaman kalau anak berkebutuhan khusus itu bukan penyakit dan tidak menular.”

Similiar with Andayani, headmaster. Agusti Dwi said:

“Sejak permulaan, mereka kami beri pemahaman tentang ini. Untuk itu dari awal mereka sudah paham, dan mereka akan terus belajar memahami, karena mereka selalu bersama seterusnya di sekolah, jadi satu kelas.”¹

Teachers conducted Elementary School's Summersari 1, shown to neutralize the misconception among parents about the presence of students with special needs in the school. Know the concepts of inclusive and inclusion makes the school and the parents, both regular students and

¹ Interview with Agusti Dwi Handayani, Headmaster of Summersari 1 State Elementary School of Malang on Wednesday, November, 27, 2013.

parents of students with disabilities to learn, to understand that not all children with disabilities or special needs are children who are not useful.

The presence of inclusions in middle of Summersari also provide an opportunity for people to learn, that children with special needs were also able to learn, able to school. Because during these special needs children commonly considered an idiot, crazy, useless, and so on.

Society must learn. The concept of public interest to be confirmed again in this era because of its important role in promoting society.² Ordinary people tend to put children with special needs in the lower levels, and so excluded ribbing material. Quite often arise acts of violence to them. All acts of violence that will be recorded in their subconscious and will be brought to life throughout adulthood even.

Children who get unpleasant treatment or discrimination in childhood will make the child has a mental disorder. With so terrible, Lawson illustrates that all types of mental disorders (*mental disorder*) something to do with the ill-treatment received by a human when she was a child³

The specific needs of children should be given a high confidence that he was able to contribute to the life of the obstacles he has. School inclusion

² Ngainun Na'im, *Rekonstruksi Pendidikan Nasional* (Yogyakarta: Teras, 2010), page. 250

³ Jalaluddin Rakhmat, *Kecerdasan Majemuk Untuk Sekolah Para Juara* (Bandung, Kaifa 2007), page. 106-107

is the first step to build up their confidence by integrating children with special needs in mainstream schools.

2. Teaching and Learning Activity

In the process of learning in the classroom inclusive in Summersari 1 State Elementary School is conduct in one time, the same material and the same curriculum. Because students with special needs is unique, then the learning of teachers take the following steps:

a. Simplifying the subject matter

Students with special needs are born with its hanbatan menjadin he has a lot of things are limited. If someone else could easily understand the special needs children must strive to understand or even have tried hard to understand but still not gain an understanding.

Simplification of the material through the Individual Learning and Development Program Worksheet for students with special needs showed that teachers strive to provide the right students in learning abilities based on their individual. If correlated with theory, it is consistent with the theory initiated by Howard Gardner. The paradigm of education have tended to place the intellectual aspect of one's ability as a benchmark. Though not everyone can afford to have sufficient intelligence for a variety of obstacles that he has.

This is where the concept of Howard Gardner becomes important to consider. Intelligence paradigm that has been dominated by the intellectual aspect, totally overhauled with his theory of multiple intelligences (Multiple Intelligence). According to Gardner intelligence is the ability to solve a problem or create something of value in a culture⁴

When applying intelligence in the field of teaching means that there are changes that need to be done at the teacher. This is because multiple intelligence coupled to a new paradigm, sehingga when applied as a result is to change some of the components in the learning.

According to Daniel Muijs and David Reynolds, there are some consequences of multiple intelligences in the teaching field, which is;

- 1) Extending the school curriculum so that sharpen the skills and capacities that are highly rated in society and not just the subjects taught in schools
- 2) Self focuses on the key topics of topics that can be explored in depth. Exploring key topics in depth and laterally allowing teachers to handle various kinds of intelligence

⁴ Ngainun, op.cit.,page. 173

3) Attention to individual differences. Education very effective when considering the variety of different strengths and different ways of thinking individuals.⁵

In the learning process for students with special needs. Teacher made worksheets for students with special needs. Steps to be taken if the teacher is linked to existing theories, the teacher steps in accordance with 5 worksheets following form:

- 1) Simplification worksheets that help students understand the concept
- 2) Worksheets that help students apply and integrate the various concepts that have been found
- 3) Worksheet as a study guide
- 4) Worksheet as a reinforcement
- 5) Worksheets that serve as practical guidance⁶

God has indeed created man with its uniqueness. One person and others is not the same person. So even with the ability of students in inclusive schools. Teachers in inclusive schools simplify the matter according to ability students. The concept of inclusive schools understand that people have different intelligence. That intelligence is not measured merely an intellectual aspect.

⁵ Daniel Mujis dan David Reynolds, *Effective Teaching, Teori dan Aplikasi* (Yogyakarta: Pustaka Pelajar, 1999), page. 34-35.

⁶ Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Yogyakarta: Diva Press, 2011) page. 209-211

b. Provision of Equal Opportunities

From observational studies, teachers in Summersari 1 State Elementary School of Malang provide equal opportunities for students with special needs participate in the learning process, according to the ability that they have.

Teachers put aside their obstacles and still see that students with special needs that they have is the kids who have right to get the science right, the right opportunity to actualize himself. Teachers give full credence to the student, that he was able to perform and utilize the opportunity well.

According to Shariah, a human are free beings who have the duty and responsibility, and therefore he also has the right and freedom. Is essentially ditagakkan justice on the basis of equality or egalitarian, indiscriminately. That is, the duties would not exist without the freedom, while freedom is not possible without the presence of existential responsibility themselves.⁷

This is in accordance with the following verse of the Qur'an's. By Islamic a human beings have placed as glory and virtue, have the dignity of high, as stated in the Qur'an.

⁷ M. Luqman Hakim, Deklarasi Islam tentang HAM (Surabaya: Risalah Gusti, 1993), page. 12. Daniel Mujis dan David Reynolds, Effective Teaching, Teori dan Aplikasi (Yogyakarta: Pustaka Pelajar, 1999), page. 34-35.

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ
عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا (70)

And indeed we have honored the children of Adam, we were carried them on land and in the ocean, we were give them sustenance of good things and favored them with we were perfect advantages over most of the creatures that we have created.”(Q.S. Al-Isra:70)

Provide equal opportunities for children to follow and actualize the learning process itself is the fulfillment of human rights, which is right equation. Islamic Principal Islam not only recognizes absolute equality among people regardless of color, race or nationality, but making it a reality is important.

The Quran describes the idealist about a human equality in Sura al-Hujurat verse 13, which means:

“O mankind, We created you from a male and a female and made you nation-states and tribes that may know each other know. Verily the noblest among you in the sight of God is the most pious”

c. Exam Policies And Increase Class

Based on observation and interview researchers, students with special needs are given the policy as follows:

1) Advance and End Class

In school inclusion policy run up and finish school class for students with special needs. That is, there are no special needs students who are not first class, however intellectual ability and condition.

2) Evaluation of Learning for Students with Special Needs

Evaluation of Learning,

School exams, daily tests, repeat the semester is closely related to teacher competence in conducting an assessment of learning. Conduct assessment of learning processes and outcomes are part of the pedagogic competence that must be mastered by every teacher⁸

Law No. 20 Year 2003 on National Education System, Article 1 paragraph 1 states that "education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state".

Furthermore, Article 3 affirms that national education "serves to develop skills and form the character and civilization of dignity in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable,

⁸ Dr. Wahidmurni, dkk. *Evaluasi Pembelajaran Kompetensi dan Praktik* (Yogyakarta: Nuha Litera, 2010), page. 13.

skilled, creative, independent, and become citizens of a democratic and responsible”.⁹

Assessment of learning outcomes of students in primary and secondary education is based on the following principles;

- a. Objective, meaningful assessment based on standards and not influenced by the subjectivity of the assessor.
- b. Integrated, meaningful assessment by educators conducted in a planned, integrated with learning activities, and sustainable.
- c. Economical, efficient means of assessment and effective planning, implementation, and reporting.
- d. Transparent, means the assessment procedures, assessment criteria, and the basis of decision-making can be accessed by all parties.
- e. Accountable, means the assessment can be accounted to the school's internal and external to engineering aspects, procedures, and results.
- f. Educative, meant to educate and motivate learners and teachers.¹⁰

⁹ Salinan Lampiran Permendikbud Nomer 66 tahun 2013 tentang Standar penilaian

¹⁰ Ibid..

The study findings suggest that in implementing school exams for students with special needs teachers experienced problems, including:

a) Difficulty adjusting to the new environment

Difficulty adjusting to this new environment experienced by students with autism barriers. Before you take the exam, he had prepared for the exam mengikuri. But after being in the exam room because he felt comfortable as electronegative as previously supervised by the supervisor he did not know.

If connected with the theory, experienced special needs students for the exams can be categorized in social phobia. Social phobia is an irrational fear and settle, usually associated with the presence of another person, the individual avoids situations where he might be evaluated or criticized, which made him feel humiliated or embarrassed and show signs of anxiety or embarrassing display behavior¹¹

b) Difficulties continue to the next level

Students with special needs who have been declared and obtained a diploma of graduation inclusion certainly intend to continue their education at a higher level. Unfortunately a

¹¹ Tristiadi Ardi Ardani, *Psikologi Abnormal* (Bandung: Lubuk Agung, 2011) hlm. 71

higher level than the elementary school students with special needs most refuse to attend school.

The paradigm of the school is a place of education of students with special needs are at school or at the Outstanding Elementary School. If the children are already attending school 6 years ago inclusion at the next level he was placed in Outstanding Schools, will lead to the progress obtained during the child's stunted or halted.

This unrest is answered by the Government of Malang City since December 2013 proclaimed that "All schools from elementary to secondary school level shall be inclusive schools, means obliged to accept students with special needs in the school despite not getting into Shelah inclusion decree. As expressed Siti Muslihah the following researchers:

“Sejak bulan Desember pemerintah Kota Malang mengharapkan semua sekolah menjadi inklusi, meskipun mereka belum menerima SK”¹²

3. Understanding Character of Teacher About Students with Special Needs And Regular Student

Teachers understanding of the character and the type of student needs will assist teachers in teaching and learning, about;

¹² Interview with Siti Muslihah, Special Assistant Teacher of Sumber Sari 1 State Elementary School of Malang

- a. Teachers will know how to treat children with special needs are.
- b. Provide advice to students based on behavior improvement, as well as barriers to its character.

4. Coordinating Teacher And Related Parents Students with Special Needs

- a. Introduce parents about the concept of inclusive schools and children with special needs
- b. Provide continuous reports on the activities and interactions of students with special needs during the school day. Teachers' understanding of the character of students with special needs and continuous communication with parents will give birth to an integrated interaction. Both will make the child more self-confidence as well timbul get proper treatment on their needs.

Three domains are formulated Benjamin S. Bloom. namely cognitive, affective and psychomotor, the more visible is getting attention and psychomotor aspects of cognitive, psychomotor aspects while giving emphasis to the personality still ignored. With the inclusion of school both regular students, special needs students, teachers and parents started to pay attention to the affective aspects in depth. There are human factors that must be respected and fulfilled right right, not just the cognitive and psychomotor aspects are a major concern.

B. Interaction Between Regular Student and Student With Special Needs

1. Students with Special Needs and Regular Students Together In The Classroom

The unification students with special needs and regular students in the class began to make their first-class know each other, understand each other. Kebersamaan started grade 1 students with special needs grow an attitude in students. There are:

- a. Mutual Knowing
- b. Mutual Understanding
- c. Mutual Caring
- d. Regular Students As Peer Therapist

William James, who developed the theory of self-concept found a person's feelings about himself emerges from the interaction with other people. A famous phrase of James is *"a man has as many social selves as there are individuals who recognize him"*¹³

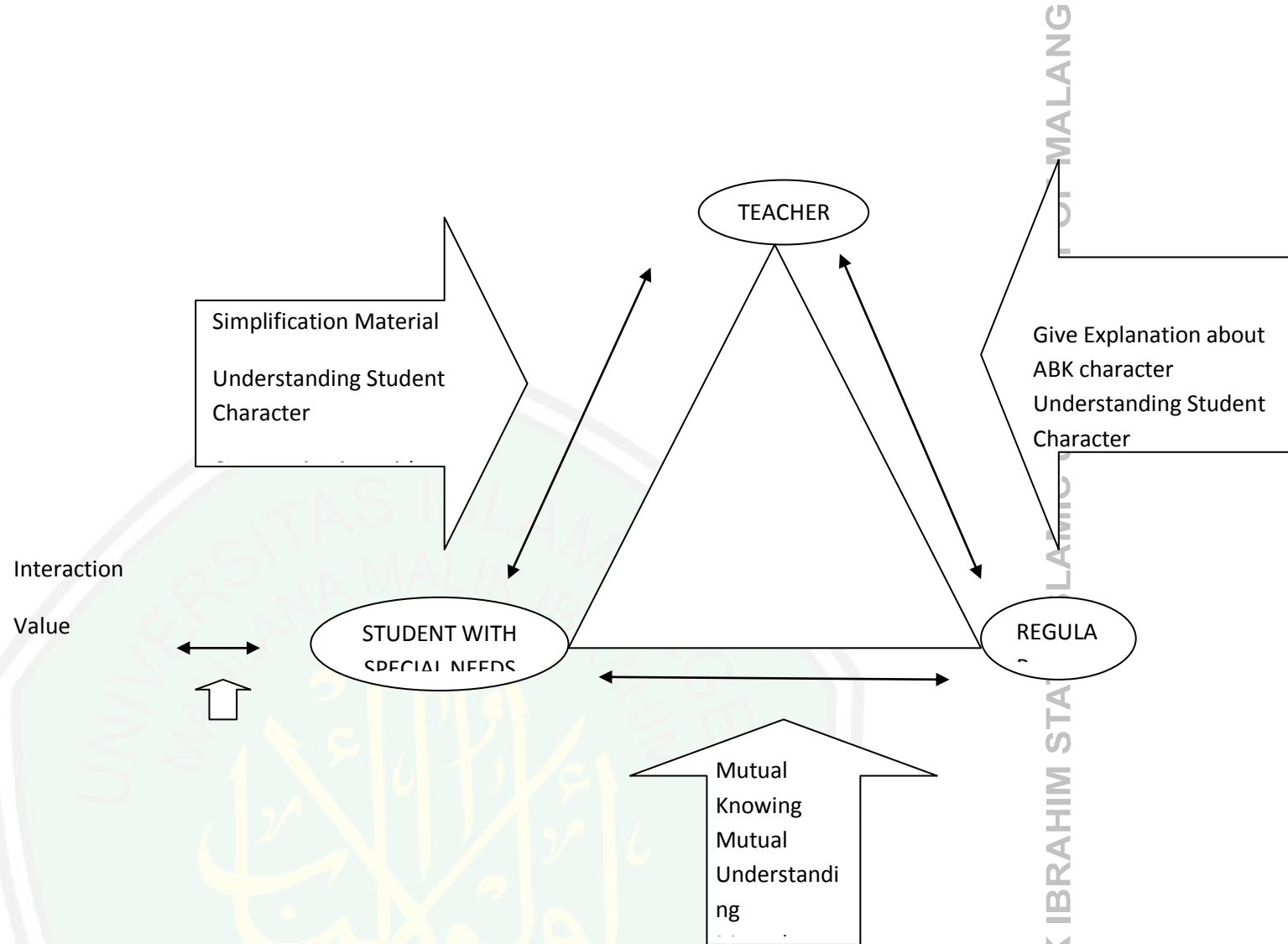
Charles Horton Cooley, developed the concept of looking glass self which in essence is a person evaluate themselves on the basis of the attitude and behavior of others to it. Here it appears that according to Cooley person develops in interaction with others.¹⁴ In line with Cooley, John Dewey found

¹³ Kamanto Sunarto, Pengantar Sosiologi (Jakarta: Lembaga Penerbitan Fakultas Ekonomi Universitas Indonesia, 2004), page.222

¹⁴ Ibid., page 222

that developing one's mind in order to attempt to adjust to the environment and the mind is supported by its interaction with other.







CHAPTER VI

CLOSING

A. Conclusion

Based on explanation of research focus, this is the conclusion of this research:

1. Interaction with teachers of students with special needs in learning in inclusive schools namely: Interaction is totally Good Impact. Teacher push student to be better but its according their ability. The effort is Introduce the concept of children with special needs in the regular students. In the process of learning in the classroom inclusion is done at one time, the same material and the same curriculum. Because students with special needs is unique, then the teacher takes a step Simplification learning subject matter, granting equal opportunities, policy evaluation of learning, namely advanced class, graduate school. b. Teachers understand the character of students with special needs and regular students. Teachers' understanding of the character and the type of student needs will assist teachers in teaching and learning. Understanding that makes the teacher knows how to treat the child with special needs, Provide advice for the improvement of students based on behavior, as well as barriers to its character. c. Coordination of teachers and parents of students with special needs related, Introduce parents about the concept of inclusive schools and children with special needs, Provide continuous reports on the activities and interactions of students with special needs during the school day.

2. The interaction of regular students and students with special needs students with special needs and regular students together in one class. The unification students with special needs and regular students in the class began to make their first-class know each other, understand each other. Togetherness started grade 1 students with special needs grow an attitude in students. The value is about a) Mutual Understanding b) Mutual Understanding c) Mutual Caring d) Regular students as peer therapists

B. Sugestion

Learning interaction models in inclusive schools Summersari 1 State Elementary School of Malang provide insights into the school community about inclusion and contribution in education as the implementation of the "Education For All". As the researchers hope this study can be a material consideration that:

1. For institutions of the State Islamic University of Maulana Malik Ibrahim Malang especially for managers of science education majors to provide courses or briefing on children with special needs. So that they are ready to become a teacher with a wide variety of students, including if the student has special needs.
2. For school Summersari 1 State Elementary School of Malang, this study as a written description of the educational activity that has been happening at

school. Schools can provide better services for their students and be a correction to the good of the educational process forward

3. For Further Research. Further research needs to be conducted to enhance the inclusion of school-related research, given the inclusion of the school has not been known in the community and school inclusion is the right solution to improve the development and interaction abilities of students with special needs and regular students. As the implementation of education for all.



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Appendix II: Evidence of Consultation

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

TARBIYAH AND TEACHING SCIENCES FACULTY

Jalan Gajayana Nomor 50 Telepon (0341) 552398

Faksimile (0341) 552398

Website: [www. Tarbiyah.uin-malang.ac.id](http://www.Tarbiyah.uin-malang.ac.id)

EVIDENCE OF CONSULTATION

Name : Rizza Mar'atus Sholikhah

Number of Students : 10140068

Faculty/ Program : Tarbiyah and Teaching Science/ Teacher Education of Islamic Elementary School

Supervisor : Dr. Esa Nur Wahyuni, M.Pd

Title of Thesis : Learning Interaction Model of Inclusive School In Summersari 1 State Elementary School of Malang

No	Date of Consultation	Consultation Material	Signature
1	November 4th, 2013	Proposal Consultation	
2	November 20th, 2013	Chapter I,II,III	
3	December 4th, 2013	Revised Chapter I,II,III	
4	February 6th, 2014	Chapter IV	
5	February 12th, 2014	Revised Chapter IV	
6	March 5th, 2014	Chapter IV,V,VI	
7	March 17th, 2014	Revised Chapter IV,V,VI	
8	April 7th, 2014	Agreement All Chapter	

Acknowledged by,

Dean

Dr. H. Nur Ali,M.Pd
NIP.196504031998031002

APPENDIX III: Modified Lesson Plan

PROGRAM PEMBELAJARAN INDIVIDU

A. IDENTITAS SISWA

NAMA :
 Tempay/tgl lahir :
 Jenis Kelamin :
 Nama Orang Tua :
 Kelas /Semester :
 Guru : Suka Ekana A,S.Pd

B ASSESMENT**Aspek Yang Dinilai**

- **Kecakapan Awal**

Kemampuan berkomunikasi kurang, artikulasi kurang jelas. Suka marah, tidak taat pada perintah, suka menentang dengan ucapan dan tindakan yang kurang sopan.

- **Permasalahan Belajar**

Kurang mampu mengikuti proses pembelajaran di kelas. Sulit menangkap dan mengingat konsep. Kadang tidak mau mengikuti aktifitas belajar bila marah. Pemahaman terbatas tiga kata dan tidak bisa menempatkan pemahamannya dalam bentuk tulisan yang runtut dan benar. Kurang mampu dalam operasi pengurangan. Mengurutkan hanya satu bilangan, belum bisa menjumlah dengan menyimpan.

- **Kecakapan Sosial**

Kemampuan berinteraksi dengan orang lain kurang, karena terkendala pada emosi dan artikulasi. Sering memaksakan kehendak, dengan memunculkan Sikap

dan ucapan tidak baik pada teman. Mulai mau kerja sama dan menurut bila dibimbing teman, meski hanya pada teman tertentu.

- **Kategori Anak berkebutuhan Khusus**

Tuna Grahita

C. KESEHATAN

Penglihatan : Normal

Pendengaran : Respon kurang jelas

Kondisi Fisik : Normal

Motorik : Normal

Psikologis : Emosional

D. Anggota Tim

Guru : Suka Ekana ayullawidah, SPd

Dokter :

Orang Tua : Kun F/ Suli

Guru Pembimbing Khusus : Silvi

E. Jadwal Pelajaran

Waktu	Senin	Selasa	Rabo	Kamis	Jumat	Sabtu
-------	-------	--------	------	-------	-------	-------

07.00-07.35	Upacara	PJOK	MAT	MAT	SPI	PKN
07.35-08.10	B.Ind	PJOK	MAT	MAT	Jumat Bersih	PKN
08.10-08.45	B.Ind	PJOK	MAT	B.IngGris	IPS	B,Ind
08.45-09.20	B.Ind	PJOK	B.Jawa	B.Inggris	IPS	B,IND
09.20-09.35	Istirahat	Istirahat	Istirahat	Istirahat	Istirahat	Istirahat
09.35-10.10	MAT	B.Ind	AGAMA	IPA	IPA	SBK
10.10-10.45	MAT	B.Ind	AGAMA	IPA	IPA	SBK

F.KEMAMPUAN SAAT INI

LAMPIRAN 4

INSTRUMEN PENILAIAN

A.Penilaian Proses

NO	KEGIATAN	ASPEK PENILAIAN				
		Ketepatan jawaban	Emosi	Kemandirian	Jumlah	Keterangan
1	Siswa mewarnai gambar sesuai dengan warna masing-masing bangun datar					
2	Menyebutkan nama-nama					

	bangun datar					
3	Siswa mengurutkan bangun datar sesuai ukurannya dari terbesar maupau terkecil					
	JUMLAH NILAI					

Kriteria Penilaian

- A = 90 – 100, Jika siswa apabila siswa menyelesaikan tugas dengan jawaban yang tepat
secara mandiri dan emosi yang stabil
- B = 70 - 89, Jika siswa mampu menyelesaikan tugas dengan jawaban yang kurang te-
Pat secara mandiri dan emosi yang stabil
- C = 50 – 69, Jika siswa menyelesaikan tugas dengan jawaban yang tepat dengan
Bantuanan emosi stabil
- P > 50, Jika siswa menyelesaikan tugas dengan bantuan penuh dan emosi
Yang tidak stabil

Perhitungan nilai Proses (n P)

Ketepatan + emosi + kemandirian

3

B. Penilaian Hasil Tes

Perhitungan Nilai Hasil (n H)

a. Jawaban benar I = 1 x 2

b. Jawaban benar II = 1 x 2,5

PerhitungNilai Hasil a + b





APPENDIX IV: MODIFIED SYLLLABY

SILABUS MODIFIKASI

NAMA SEKOLAH : SDN.SUMBERSARI I
MATA PELAJARAN : Matematika
KELAS : II/ 2
NAMA SISWA :
SK MAPEL : Mengenal unsur-unsur bangun datar sederhana

KOMPETENSI DASAR	INDIKATOR	MATERI	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU	SUMBER dan MEDIA	EVALUASI
4.1 Mengelompokkan bangun datar	4.1.1 Mengenal macam-macam bangun datar	Unsur dan sifat Bangun datar	Memperhatikan gambar dan model bangun datar Mewarnai Bangun segitiga, lingkaran, persegi dengan warna yang berbeda Menyebut Nama bangun Segitiga, persegi dan lingkaran	2 X 35	Model Bangun Datar (gambar) Model bangun datar dari guntingan asturo	Menanyakan Nama bangun Menurut warna yang sama
	4.1.2 Mengurutkan bangun datar menuurut ukurannya	Unsur dan sifat Bangun datar	Mengurutkan bangun datar	2 X 35		<p> Δ Δ Δ Δ A B C D </p> <p>Urutkan gambar bangun di atas dari yang terbesar</p>

	<p>bangun-bangun</p> <p>Mengelompokkan datar menurut bentuknya</p>	<p>Unsur dan sifat Bangun datar</p>	<p>Tar sesuai ukuran-nya(dari besar/dari kecil)</p> <p>Siswa memasukan bangun sesuai dengan namanya.yang ditandai dengan warna berbeda</p> <p>Contoh: lingkaran merah,segitiga hijau Persegi kuning</p>	<p>Model bangun datar-</p> <p>Tar .Lingkaran-me</p> <p>Rah,segitiga-hijau</p> <p>Persegi-kuning.</p>	<p>Kelompokkan bangun sesuai dengan bentuknya!</p> <p>○ △ △ ○</p>
--	--	-------------------------------------	---	--	---

	4.1.3 Menentukan Pola dari sera- Rangkaian Atau barisan Bangun lingka Ran, segitiga Dan persegi	Unsur dan sifat Bangun datar	Meniru meng- Gambar pola Yang memben- Tuk rangkaian Bangun datar Merangkai bebas berba- Gai bentuk bangun datar Dengan teman sebangku	2 X 35	Gambar pola Bangun datar Model Bangun Datar(gasmat) Model bangun datar dari gunti ngan asturo	Gambarlah Pola bangun Datar ini dengan Benar!
--	--	------------------------------------	---	--------	---	--

Mengetahui Kepala sekolah

SDN. Sumbersari I

Drs.Sudjito

NIP:196004141982011017

Guru Kelas II

Suka Ekana Ayullawidah

NIP: 1966122005012004

ANALISIS MODEL KURIKULUM DAN PEMBELAJARAN INKLUSI

NAMA : SALSABILLA IZZA P

MATA PELAJARAN : MATEMATIKA

	TUJUAN	MATERI	PROSES	WAKTU	ALAT	EVALUASI
DUPLIKASI						
MODIFIKASI	✓	✓	✓	✓	✓	✓
SUBSTITUSI	✓	✓				
OMISI						

KETERANGAN :

Pemahaman siswa pada konsep sulit sehingga perlu dimodifikasi, yaitu tujuan materi proses, waktu, alat, dan evaluasi diubah beberapa bagian dari kurikulum disesuaikan dengan kemampuan anak.

Dalam tujuan dan materi juga disubstitusi, yaitu bagian dari kurikulum umum ditiadakan. contoh: bangun datar hanya

Lingkaran, segitiga, dan persegi.

SILABUS MODIFIKASI

NAMA SEKOLAH : SDN.SUMBERSARI I

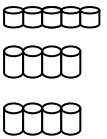


MATA PELAJARAN : Matematika

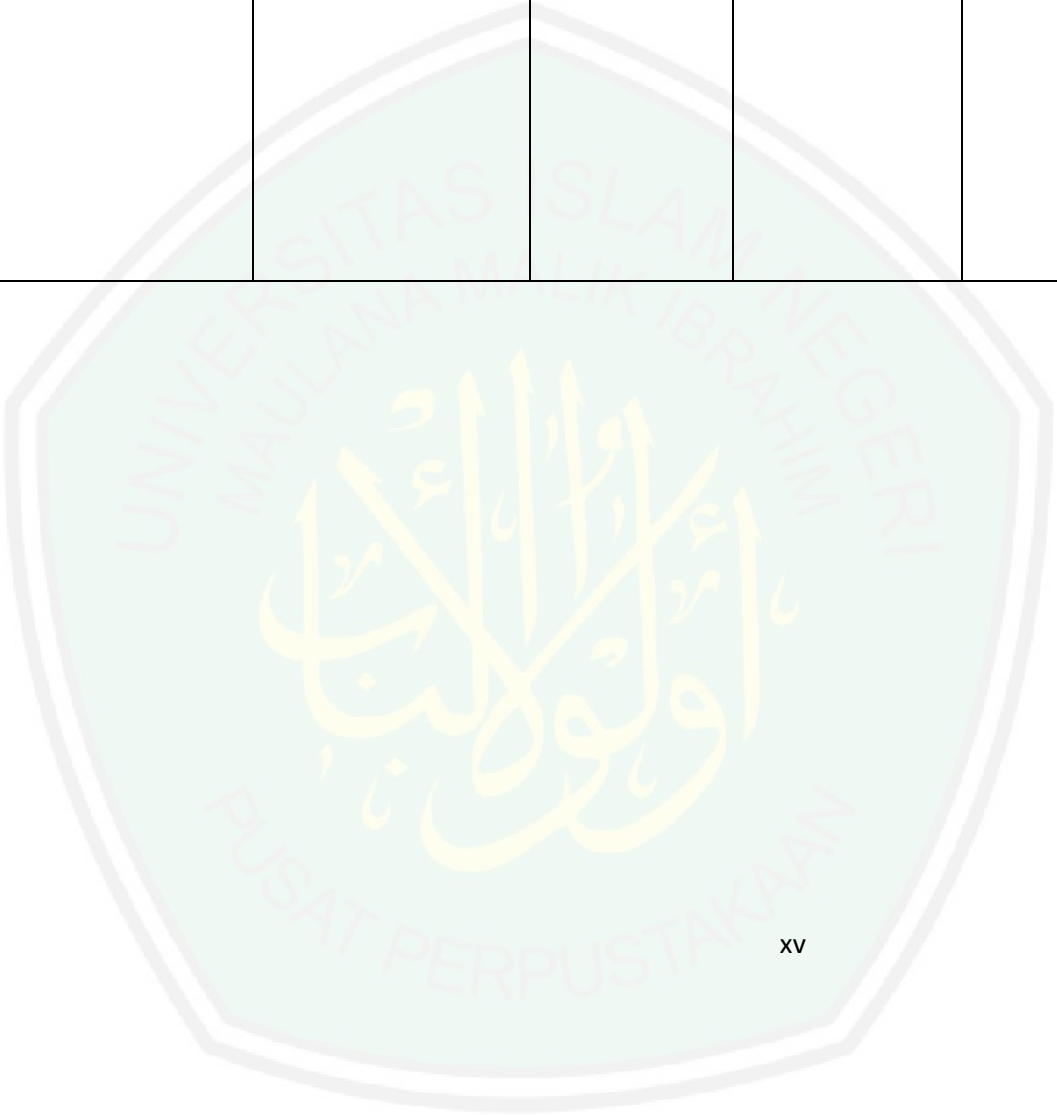
KELAS : II/ 2

NAMA SISWA :

STANDAR KOMPETENSI : Melakukan perkalian bilangan yang hasilnya satu angka

KOMPETENSI DASAR	INDIKATOR	MATERI	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU	SUMBER dan MEDIA	EVALUASI
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3,1 Melakukan perkalian Bilangan yang hasil – Nya bilangan satu angka	3.1.1 mengenal arti Perkalian sebagai Penjumlahan berulang.	Perkalian Operasi hitung Bilangan.	<p>Menghitung Jumlah benda Dalam gambar</p> <p>Menuliskan Jumlah benda Dengan bilangan yang Tepat</p> <p>Menghitung beberapa kali menggunakan penjumlahan</p> <p>Berlatih penjumlahan berulang dengan alat peraga</p> <p>menulis penjumlahan dalam perkalian</p>	4 X 35	<p>Gambar benda</p> <p>Batu ,lidi</p>	 <p>.....+.....+....=</p>  <p>= 2</p> <p>= 2</p> <p>=2</p> <p>=2</p> <p>2+2+2+2=.....</p> <p>..</p>  <p>= 2</p> <p>=2</p> <p>=2</p> <p>2+2+2=3X2=.....</p>
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Appendix VII: Interview Guide

Wawancara dengan Kepala Sekolah, Agusti Dwi Handayani

di ruang kepala sekolah hari Rabu, 27 November 2013 pukul 09.00 WIB

Kapan sekolah ini mulai menerima siswa berkebutuhan khusus Bu?

Tahun 2004, sampai sekarang sudah meluluskan lima angkatan. Ya, berarti sudah sepuluh tahun ya

Apakah ada pelatihan khusus guru-guru yang mengajar di sekolah inklusi?

Kami pihak sekolah selalu mengikuti, seminar, workshop, pokoknya kalau ada tentang inklusi selalu ikut

Ada berapa guru pendamping khusus disini Bu?

Dua GPK honorer dan satu GPK pegawai negeri, di seleksi

Bagaimana dengan ujian untuk anak ABK?

Sama dengan anak yang lainnya, hanya saja bobot nilainya berbeda antara siswa reguler dan ABK dibedakan sesuai dengan kemampuannya.

Ijazah ABK apakah berbeda?

Ijazah anak ABK berbeda dengan anak reguler

Bagaimana dengan sistem classical dan terpisah yang diterapkan?

Classical dicampur dengan siswa reguler, termasuk agama dan olah raga, jika tidak bisa maka di ruang sumber.

Anak ABK yang seperti apa yang ditempatkan di ruang sumber?

Anak yang berkebutuhan ABK yang tidak bisa di *classicalkan*

Apakah semua siswa ABK naik kelas?

Siswa ABK harus naik kelas, tidak ada yang tinggal kelas. Istilahnya LANJUT untuk naik kelas dan TAMAT untuk kelulusan.

Untuk GPK dan shadow itu apa perbedaannya Bu?

Shadow hanya bayangan, pendamping anak yang dibawa dari rumah. GPK Guru Pendamping yang tugasnya membantu anak belajar

Shadow orang tua yang mencari sendiri?

Ya, orang tua yang mencari sendiri, kita bekerjasama dengan lembaga. Tapi kalau orang tua ingin mencari sendiri ya tidak apa-apa. Itu hak orang tua.

Jika disini ada 19 ABK berarti ada 19 shadow?

Belum tentu, kadang ada yang tidak memakai shadow, yang bisa dilepas ya tidak memakai shadow. Disini juga ada, seperti kelas 6 kan itu kan sudah tidak butuh shadow. Secara pembelajaran mereka sudah bisa mengikuti tapi secara emosi kadang-kadang juga masih labil

Jika ada anak ABK yang mengganggu temannya, treatment apa yang bisa dilakukan?

Kita peringatkan langsung

Apakah selama ini ada kejadian anak reguler dan ABK yang mengalami kontra?

Tidak ada, karena sejak awal, kami sudah memberi pengertian ke anak-anak reguler bahwa temannya tersebut ABK, tidak sama dengan mereka. Jadi kalau ada perilaku ABK yang berbeda dari mereka, anak-anak sudah paham. ABK harus disayang dan peduli.

Pemahaman tentang siswa ABK itu diberikan kapan Bu?

Sejak awal masuk kelas satu kami sudah memberikan pemahaman itu. Jadi sejak awal anak-anak sudah paham. Mereka akan terus belajar memahami sampai tahun-tahun selanjutnya karena mereka tetap satu kelas. Untuk lebih jelasnya silahkan dikonfirmasi ke Bu Anda, wali kelas 1 ya

Apakah ada pesan khusus dari orang tua tentang bagaimana memperlakukan anaknya, karena kebutuhan tiap ABK berbeda?

Secara kebutuhan, kebutuhan tiap ABK memang berbeda, kami memahami itu, tapi untuk perlakuan yang berbeda dalam arti diistimewakan, tidak ada. Anak ABK harus tetap mengikuti peraturan sekolah. Harus mau dengan aturan sekolah, datang pagi, ikut sholat dhuha dan sebagainya. Kan tujuannya sekolah inklusi itu membawa anak berkebutuhan khusus ke dunia anak reguler. Jadi mereka punya hak yang sama, hak belajar dan hak mendapatkan ilmu.

**Transkrip wawancara dengan Bu Andayani, wali kelas 1
wawancara dilaksanakan pada Hari Senin, 11 November 2013 pukul 11.00 WIB**

Bagaimana sistem pendaftaran siswa berkebutuhan khusus di sekolah inklusi?

Kami membuka lebih awal, kalau siswa reguler kan tahun ajaran barunya bulan Juli. Kalau anak berkebutuhan khusus daftarnya bulan Maret. Orang tua harus membawa assessment dari terapis atau psikolog tentang karakteristik kebutuhan khusus yang dimiliki siswa tersebut. Lalu dia mengikuti penyesuaian dulu di kelas. Selama waktu yang ditentukan sebelum ujian kenaikan. Kalau dia kami pandang bisa mengikuti dan kami bisa menangani ya berarti dia diterima.

Bagaimana cara ibu mengajar di kelas inklusi ini Bu? Kan siswanya ada yang berkebutuhan khusus

Saya mengajarnya biasa saja. Sama, materinya juga sama. Kalau anak-anak berkebutuhan khusus itu, nanti ditangani guru pendamping khusus dan shadow

Kapan anak diberi pemahaman bahwa ada anak ABK di kelas?

Pertama mereka awal mengenal temannya, hari pertama. Orang tua sudah saya beri pengertian bahwa tidak menular, tidak mengganggu. Biasa saja.

Apakah pada hari itu orang tua ABK ada di forum tersebut?

Ada, harus ada. Jadi saling bertemu dan memberi pemahaman, dan untuk memahamkan putra putrinya di rumah. Diberi pengertian bahwa dia tidak sama dengan temannya. Kalau dia nakal atau menjahili tidak boleh *mbales*. Tapi kalau sekarang sudah saya suruh *mbales* kalau dia berulah, biar dia juga tahu yang penting nggak *nemen-nemen, lek nakal balesen dewe*

Bagaimana pertama kali, sekolah tahu kalau anak tersebut ABK?

Kan ada assesmentnya jadi saat mendaftar disini mereka sudah bahwa assesment dari psikolognya. Kalau anak-anak yang lain daftar masuk bulan Juli, anak ABK daftarnya Maret.

Apakah sekolah mengadakan tes kembali untuk mengetahui apakah sekolah bisa menerima mereka atau tidak?

Sekolah cukup melihat dari assesmentnya. Selama ini kami tidak menolak dan menerima semuanya.

Kalau saya ingin pinjam salinan assesmentnya boleh Bu?

Ada di GPK, ada di Bu Ika

Saya lihat ada buku khusus untuk ABK di kelas ini ya Bu?

Ada buku khusus untuk anak ABK, tapi tergantung kelasnya dan tingkat disabilitasnya tergantung kebijakan guru kelas dan GPK jadi tidak setiap kelas menggunakan buku khusus.

Wawancara dengan Bapak Budi Santoso, S.Psi Guru, Pendamping Khusus sekaligus wali kelas 2.

Wawancara dilaksanakan pada Kamis, 28 November 2013 di ruang kelas 2. pukul 11.30 WIB

Bagaimana cara Bapak memberi pemahaman pada siswa tentang teman yang berkebutuhan khusus?

Mereka sudah tahu dari kelas 1, jadi saya hanya melanjutkan saja, kan mereka sudah kenal satu sama lain

Bagaimana dengan materi yang diberikan pada siswa? Apakah anak berkebutuhan khusus dapat menerimanya?

Ya saya sesuaikan dengan kemampuan mereka lah. Kan tujuannya sekolah disini bukan pada pemahaman materi kalau untuk siswa berkebutuhan khusus, tapi lebih pada sosialisai. Kalau mereka bisanya hanya menyanyi ya saya suruh menyanyi



Wawancara dengan Guru Kelas 3, Bapak Abdul Hafi, S.Pd terkait interaksi pembelajaran

Wawancara dilaksanakan pada hari Kamis, 16 Januari 2014 di ruang kelas 3 pukul 12.30 WIB

Menurut Bapak bagaimana interaksi siswa di kelas 3 ini Pak?

Sampeyan lihat sendiri kan tadi, interaksinya normal. Siswa juga belajar bersama teman-temannya, tidak ada masalah. Komunikasinya juga biasa. Ada yang ADHD, hyperaktif dan autis di kelas ini tapi tetap bisa menyatu dengan temannya dan teman-temannya menerima dengan baik.

Apakah pernah ada siswa yang bertengkar, antara siswa berkebutuhan khusus dan teman-teman lainnya?

Ya, pernah ada. Tapi kebanyakan siswa berkebutuhan khusus itu yang memulai. Misalnya mengolok nama orang tuanya. Nama orang tua temannya Muslih misalnya, maka dia memanggil temannya dengan Slih Muslih! Terus dibales sama temannya. Misal nama orang tua siswa berkebutuhan khusus itu Tholib, ya dibales iya Lib Tholib! Tapi anak berkebutuhan khusus itu malah marah. Ya cuna sebatas itu saja, kalau bertengkar hebat sih enggak ya. Anak-anak setelah begitu ya main lagi.

Apakah mereka tahu kalau teman itu berkebutuhan khusus?

Iya, mereka tahu, dari dulu sudah mulai kelas 1. kadang kalau temannya kesulitan dibantu.

Apakah Bapak memberi pemahaman kepada anak-anak?

Saya rasa anak-anak sudah paham sendiri karena mereka sudah bersama sejak kelas 1. Saya Cuma memberi penguatan. Kalau anak berkebutuhan khusus ya dimaklumi. Memangnya kamu mau jadi anak berkebutuhan khusus?

Karena kadang ada yang iri Mbak. Kan pernah ada

Apakah keempat siswa berkebutuhan khusus disini bisa mengikuti pelajaran yang sama dengan siswa lainnya?

Kalau yang tiga anak lainnya bisa. Jadi pembelajarannya sama, tapi kalau yang satu ini karena memang dia agak parah, makanya butuh shadow. Materinya juga disederhanakan. Meskipun yang tiga anak berkebutuhan khusus tersebut nilainya di bawah siswa lainnya tidak apa-apa. Kalau nilainya 3 ya saya tulis 3

Apakah pernah ada komplain dari orang tua siswa?

Ya pernah ada, waktu ada siswa reguler yang tidak naik kelas, sedangkan siswa yang nilainya dibawahnya tetap naik kelas. Padahal siswa yang naik kelas itu kan siswa berkebutuhan

husus. Siswa berkebutuhan khusus itu harus naik Mbak, bagaimanapun dan berapapun nilainya. Istilahnya yang dipakai adalah lanjut lanjut. Meskipun dia tidak bisa apa-apa di kelas, ya dia tetap naik

Kami beri pemahaman dan mereka menerima, buktinya setelah liburan dia masuk lagi, kalau dia tidak terima kan dia pindah sekolah, tapi ternyata tidak kan.

Ada juga komplain dari orang tua, yang tidak mau anaknya disebut anak berkebutuhan khusus. Padahal guru pendamping khusus mengatakan dia berkebutuhan khusus dilihat dari ciri-cirinya. Bukan autis atau apa, tapi dia lemot anaknya, pandangan matanya juga tidak fokus. Tapi sebenarnya dia bisa mengikuti pelajaran meski nilainya di bawah teman-temannya. Tapi kalau matematika dia unggul.

Orang tuanya menghubungi saya, apakah anak saya masih berkebutuhan khusus? Saya bilang, tidak, mulai kelas 3 ini dia sudah bisa mengikuti meski agak lemot. Jadi orang tuanya sudah tidak perlu mengikuti kumpul bersama orang tua anak berkebutuhan khusus

Memang disini ada forum khusus yang dibuat untuk orang tua siswa berkebutuhan khusus, tujuannya untuk sharing dan sosialisasi.

Bagaimana dengan interaksi antara siswa berkebutuhan khusus dan siswa reguler?

Dampaknya positif ya, kalau siswa berkebutuhan khusus mengikuti terapi itu kan bayar, tapi dengan dijadikan satu diinklusi begini kan dia bisa melihat temannya, sehingga bisa merubah perilakunya seperti anak-anak pada umumnya.

Yang pada awalnya sering berontak atau rewel setelah di sekolah inklusi ini menjadi terkontrol. Nggak terkontrolnya anak-anak berkebutuhan khusus itu kan karena emosi. Ya dia merasa sendiri. Teman-temannya menerima dengan baik, tidak ada bolo-boan disini.

Apakah sebagai wali kelas Bapak juga mengikuti pelatihan dan pembekalan untuk sekolah inklusi? Apakah pelatihan tersebut terlaksana?

Oh iya, sering, sering ada pelatihan begitu. Guru pendamping khusus dan wali kelas juga ikut.

Apakah ada perhatian dari pemerintah terkait anak berkebutuhan khusus disini?

Iya ada, pemerintah kota memberikan beasiswa kepada anak-anak berkebutuhan khusus. Disini kan ada 19 anak berkebutuhan khusus, tapi yang dapat cuma sepuluh. Mereka yang dinilai berhak. Berdasarkan data awal kemudian orang tuanya mau menerima beasiswa itu

Wawancara dengan Bu Eka Sukana, Guru kelas V terkait interaksi siswa saat ujian

Dilaksanakan pada hari Jum'at, 10 Januari 2014 di ruang kelas V pukul 09.42 WIB

Menggunakan Ipod Apple

Bagaimana sistem saat ujian bu? Baik ujian nasional maupun ulangan harian?

Oleh karena itu anak-anak berkebutuhan khusus mengikuti ujian biasa sama seperti siswa reguler. Kami persiapkan siswa berkebutuhan khusus itu untuk bisa mengikuti ujian dengan soal yang sama seperti siswa reguler. Tentu saja nilainya tidak mencukupi atau sepadan dengan siswa reguler, tapi setidaknya mereka sudah mencoba.

Saat ujian berlangsung anak-anak yang sudah dipersiapkan itu menerima kondisi yang baru. Dengan penjaga yang belum dikenal sebelumnya. Disitulah anak mengalami perubahan. Anak-anak menjadi down. Akhirnya sesuatu yang kita harapkan sama akhirnya tidak sesuai dengan harapan. Padahal sehari-hari dia dapat nilai tujuh dan delapan, tapi karena ia sensitif dengan perubahan jadi tidak sesuai harapan.

Siswa yang mengalami seperti itu adalah siswa autis karena siswa autis sangat sangat sensitif dengan perubahan dan situasi yang berbeda.

Oleh karena itu ada guru pendamping khusus yang dipersiapkan menjadi pengawas. Guru tersebut juga disumpah pengawas. Sehingga siswa berkebutuhan khusus autis tersebut merasa ada 'orang lama' saat ujian. Sehingga mereka bisa tenang.

Ijazah kelulusan dari siswa berkebutuhan khusus ini ada ijazah khusus. Ada kode inklusi ijazahnya. Itupun setelah di SMP mereka mengalami kesulitan karena mereka tidak punya nomer ujian.

Setelah di SMP anak-anak tersebut mengalami kesulitan karena tidak punya nomer ujian.

Ada orang tua yang menginginkan agar anaknya mendapatkan nomer ujian. "Biar anak saya nilainya berapapun asalkan mendapatkan nomer ujian dan bisa melanjutkan ke jenjang berikutnya"

Saat ulangan harian guru pendamping khusus dan guru kelas membuat soal untuk mereka. Sehingga mereka bisa dengan mudah mengerjakannya.

Apakah sehari-hari ada masalah antara siswa berkebutuhan khusus dan siswa reguler?

Ya, masalah atau penyesuaian itu selalu ada dan bersifat terus menerus. Pada awal kita menerima siswa berkebutuhan khusus tahun 2004 kita masih belum ada apa-apa. Jadi kita meraba, belajar. Nah awal-awal saya mengajar mereka. Saya tulis itu. Waktu itu saya juga masih belajar ngetik. Tapi saya tulis saja karena saya suka dan ini pengalaman yang sangat berkesan.

Bagaimana dengan interaksi siswa saat pembelajaran?

Anak autis itu kurang bisa memahami konsep. Mereka suka dengan film, gambar. Mereka kesulitan jika memahami kata-kata atau bahasa dalam jumlah banyak. Untuk itulah mereka lemah di pelajaran bahasa Indonesia.

Saya kesulitan, bagaimana biar mereka bisa paham dengan materi. Akhirnya saya buat mereka rangkuman yang bergambar. Kata-katanya sedikit. Saya masukkan konsep pelajaran itu lewat gambar.

Misal pelajaran tentang kerajaan. Disitu kan ada kerajaan, raja-raja dan peninggalannya. Saya buat bagan. Tapi ternyata mereka tidak bisa, tetap tidak paham. Jadi saya buat lagi gambar dan kata-kata. Jadi benar-benar harus hanya dua opsi tidak bisa lebih. Mengaitkan. Menarik garis antara gambar dan penjelasannya. Kalau begitu malah dia paham.

Apakah perbedaan yang Anda rasakan saat sekolah ini belum menjadi sekolah inklusi dan setelah menjadi sekolah inklusi?

Ada Mbak, dulu kan sekolah ini sudah lumayan dikenal, sering menjuarai banyak lomba karena anak-anaknya yang pintar. Sejak sekolah ini menjadi inklusi, input siswa berkurang. Banyak orang tua yang enggan mendaftarkan anaknya di sekolah ini karena takut adanya siswa berkebutuhan khusus mengganggu pembelajaran anaknya.

Bahkan ada orang tua yang memilih memindahkan anaknya ke sekolah lain karena alasan tersebut. Sejak sekolah ini menjadi inklusi, banyak siswa dari sekolah lain yang dikirim ke sekolah ini Mbak. Jadi sekolah ini seperti tempat pembuangan siswa yang nakal di sekolah sebelumnya.

Tapi alhamdulillah, setelah disini beberapa waktu. Mereka bisa menyesuaikan diri dan malah lebih berprestasi.

Kami juga harus profesional. Kami terima murid tersebut untuk kami bina. Karena kami yakin, sebenarnya dia tidak nakal. Hanya mungkin pengaruh lingkungan saja. Mau nolak juga gimana, kita ini kan sekolah tujuannya kan mendidik.

Kalau untuk siswa autis kami sekarang membatasi. Kalau tidak dibatasi maka siswa kami mungkin autis semua. Jadi satu kelas mungkin hanya satu sampai tiga siswa. Untuk memudahkan pembelajaran dan penanganan. Selain itu kami juga masih kekurangan tenaga Mbak, GPKnya Cuma tiga orang.

Setelah sekolah ini menjadi inklusi. Guru-guru jadi belajar bagaimana cara menangani siswa dengan kebutuhannya. Kebiasaannya gimana. Kami coba mengerti dan memahami itu

Bagaimana guru mengkomunikasikan tentang kejadian saat pembelajaran dan interaksi siswa di sekolah kepada orang tua siswa berkebutuhan khusus?

Dulu itu, siswa ini pernah hampir setiap hari buang air besar di kelas. Tentu saja itu mengganggu. Karena dia kan makannya banyak, jadi buang air besarnya juga banyak. Anak-anak selalu menghambur keluar kelas. Akhirnya kami guru-gurunya membersihkannya.

Akhirnya saya tanya ke orang tuanya, kenapa dia begitu. Oh ternyata dia sedang berganti obat. Dampak dari obat tersebut adalah dia sering buang air besar. Saya bilang ke ibunya. Kalau mau ganti obat, tolong saat liburan saja sehingga penyesuaiannya tidak mengganggu. Saya bilang ke orang tuanya. Ini sekolah inklusi Pak yang muridnya campur. Saya nggak masalah kalau murid saya Cuma dia saja tapi ini murid saya banyak. Saya bilang ke ibunya, jujur saja kami terganggu Bu dan itu juga mengganggu teman-temannya. Alhamdulillah, orang tuanya mengerti.

Ada juga anak berkebutuhan khusus yang sering muntah karena susu. Saya dudukkan orang tuanya. “Bu ibu tahu kalau anak ibu suka muntah?” Iya, saya tahu. “Kalau ibu sudah tahu, jangan diberi makanan tersebut ya, saya rasa njenengan lebih tahu dari saya kalau makanan itu berdampak buruk bagi dia.

Contoh lagi, anak berkebutuhan khusus yang sukanya menceracau acara televisi, langsung saya sms orang tuanya. Beberapa hari ini dia kok sering menceracau acara tivi. Kalau saya ajak bicara juga begitu. Melihat seperti ini apakah masih perlu dia melihat televisi Pak? Lalu bapaknya membalas. “Iya Bu” Besoknya dia sudah nggak diajak melihat televisi lagi.

Ada juga anak berkebutuhan khusus yang sehari bisa menghabiskan tiga ratus ribu untuk membeli lotion, segala macam lotion dan pelembab. Kadang-kadang dibawa ke sekolah. Padahal dia laki-laki/ Akhirnya saya tanya, kenapa kamu bawa ini? Dia bilang ini untuk buat kue Bu.

Saya beri pemahaman pada dia kalau belanja itu harus selektif. Saya sampai datang ke rumahnya. Saya kira saudaranya semua perempuan tapi ternyata laki-laki semua. Dia juga hafal semua katalog isi katalog Sophie Martin milik ibunya.

Ketika dia membawa kresek besar isi lotion ke kelas. Saya suruh dia menata

Bagaimana cara ibu memberi pemahaman pada siswa reguler kalau ada temannya yang istimewa?

Ya, kalau sudah kelas 5 sudah mudah Mbak, mereka sudah paham dan sangat mengenal teman istimewa tersebut. Karena konsep itu sudah dimatangkan dulu di kelas 1 dan kelas 2. Mereka sudah tahu.

Kadang saya mengajak anak-anak untuk melakukan refleksi. Jadi kadang mereka saya suruh berdoa lalu memejamkan mata. Disaat mata mereka terpejam itulah saya memasukkan kata-kata yang memotivasi mereka. Disitu pula saya masukkan tentang teman istimewanya, yaitu anak berkebutuhan khusus. Mereka harus bersyukur memiliki teman itu. Kalian bisa melakukan apapun daripada mereka. Jadi harus lebih bersyukur sama Allah. Tidak boleh jahat sama temannya, harus saling membantu dan menjaga

Saya beri penghargaan buat siswa yang peduli dengan temannya yang berkebutuhan khusus. Penghargaan bagi siswa yang berhasil membawa perubahan siswa berkebutuhan khusus menjadi lebih baik.

Perubahan seperti apa yang ibu maksudkan?

Jadi begini, dulu saya bagi siswa berkebutuhan khusus di kelas untuk duduk sebangku dengan siswa reguler. Saya beri tanggung jawab kepada siswa normal untuk mendampingi teman berkebutuhan khusus. Dulu dia tidak taat peraturan tapi setelah sebangku dengan teman tersebut dia jadi taat aturan. Karena setiap melanggar selalu diingatkan.

Ada juga siswa berkebutuhan khusus yang jika dia bersin selalu mengundang tawa teman sekelasnya. Ketika temannya tertawa akhirnya dia mengulangi lagi. Pura-pura bersin. Saya bilang ke teman-temannya. Kalian jangan tertawa ya, kalau kalian tertawa akhirnya dianggap benar kan?

Setelah saya bilang begitu anak-anak tidak tertawa lagi setiap dia bersin. Dan dia lama-lama capek juga pura-pura bersin.

Lagi contoh siswa itu, dia sudah mulai puber. Dia sudah mulai suka teman perempuan. Dia suka memegang pipi teman perempuan. Akhirnya, anak-anak perempuan itu kan takut. Mereka lari setiap dia mendekat. Dan itu membuat dia merasa harus mengejar. Jadi mereka uber-uberan

Akhirnya saya bilang ke teman teman perempuannya, “kamu jangan lari kalau lari kamu malah dikejar. Bilang saja kalau tindakan itu tidak boleh, tidak sopan. Alhamdulillah siswa berkebutuhan khusus tersebut mengerti dan manut. Akhirnya dia mengerti dan dan tidak mengejar cuma melihat saja.

Dia termasuk tipe anak yang doyan makan. Dulu pertama disini dia selalu meminta bekal temannya. Bekal teman-temannya itu habis dicawuki sama dia. Dia juga suka menuangkan air minum ke makanan teman-temannya.

Apakah teman-temannya tidak marah diperlakukan seperti itu?

Enggak, enggak, mereka nggak marah. Ya itu kelebihanya disitu. Dulu saya merasakan sebelum sekolah ini menjadi sekolah inklusi, disini banyak anak yang bolo-boloan, berantem. Semenjak ada anak berkebutuhan khusus autisme berantemnya anak-anak itu tidak ada.

Padahal dia pernah memukul temannya keras sekali, tapi temannya itu juga nggak marah. Padahal anak yang dipukul ini termasuk kategori anak jagoan disini. Saya tanya dia. “Kenapa kamu tidak marah, kamu kok nggak mbales?”

“Nggak Bu, kasihan, kalau anak yang lain ya saya anem sendiri Bu”

Kemajuan anak-anak ya dari hal semacam itu. Mereka jadi ngerti sendiri. Kalau mereka harus ngalah dan memahami satu sama lain

Ada juga anak berkebutuhan khusus yang tidak mau memahami apa yang terjadi. Misalkan saya sudah menulis soal nomer 1 sampai 2 lalu saya menghapus papan karena tidak cukup tempatnya. Saya tuliskan nomer 3 disitu. Anak tersebut bilang “nggak mau, nggak mau, nomer satu nomer satu” dia terus berteriak seperti itu. Anak-anak lainnya lalu bilang ke saya pelan-pelan “nggak papa Bu ditulis nomer 1 saja, kata mereka sambil mengedipkan mata. Saya pun menuruti.

Rupanya anak berkebutuhan khusus tersebut mendengar teman-temannya aneh klesak-klesik dengan saya. Lalu dia sadar dan berkata “Oh, saya salah ya? Sekarang nomer 3 ya? Ya sudah nomer 3

Kalau saya yang ngomong “sekarang nomer 3 nomer 1 tadi kan sudah. Dia tetap bersikukuh “tidak tidak nomer 1” tapi kalau teman-temannya yang bilang dia menurut. Lalu dia bilang “Tepuk tangan semuanya” dia menyuruh sendiri teman-teman temannya untuk bertepuk tangan untuknya.

Ada juga siswa berkebutuhan khusus yang unik, segala macam bau dia suka, bau enak atau tidak enak pokoknya segala macam bau. jadi dia punya kebiasaan ogok-ogok pantat. Atau ngupil lalu dihirup. Itu kan jorok. Nah, saya bilang sama dia “Ayo jangan begitu, itu jorok, tidak baik. Ayo segera cuci tangan!”

Nah kata-kata saya itu ditirukan oleh teman-temannya yang lain, mungkin karena keseringan mendengarkan saya bilang begitu kali ya. Jadi setiap dia melakukan hal itu. Teman-temannya selalu mengingatkan “Ayo jangan begitu, Ayo segera cuci tangan!”

Bagusnya disitu Mbak, jadi semua berkesinambungan dari saya lalu ke teman-temannya. Anak-anak jadi saling mengerti. Anak-anak yang dulunya nakal jadi tidak nakal. Mereka lebih besar rasa syukurnya.

Saya sering mengajak anak-anak relaksasi. Jadi saya buat titik lalu anak-anak terpejam. Berdoa bersama lalu saya masukkan mereka harus besar rasa syukurnya. Termasuk adanya teman istimewa itu juga saya masukkan saat relaksasi itu. Jadi kepedulian dan pemahaman mereka semakin besar.

Kepedulian dan empati itu terlihat waktu mereka saya ajak keluar. Nah ada pengemis dipinggir jalan. Mereka sampai urunan lho memberikan bantuan ke pengemis. Kepedulian mereka semakin besar. Kalau di sekolah lain kepedulian anak akan hal seperti ini semakin luntur, tapi kalau di sekolah ini anak-anak tidak. Malah semakin menguat kebersamaannya dengan teman istimewa.

Saya juga mengajak siswa berkebutuhan khusus. Saya libatkan aja, mereka. Seakan-akan mereka nggak berbeda. Akhirnya disitu saya melihat anak berkebutuhan khusus itu ekspresif sekali. Padahal waktu itu dia kurang lancar membaca. Tapi karena mendapat semangat dan selalu dibenarkan temannya kalau salah. Akhirnya dia pede

Kalau dikelompok sering dilibatkan. Kalau dia bisanya hanya menggaris ya temannya bilang. Yang menggaris ini bagian dia

Bagaimana cara Ibu mengintegrasikan materi untuk meningkatkan rasa empati pada teman istimewanya?

Seperti yang sampeyan lihat, di mading itu kan? Itu tulisan anak-anak tentang cerita mereka tentang anak-anak berkebutuhan khusus. Lewat tulisan itu saya menilai tugas sebagai karangan, keberanian membacakan di depan kelas dan melihat sejauh mana penilaian anak-anak terhadap teman istimewanya itu.

Wawancara dengan Bu Eka Sukana, Guru kelas V terkait interaksi pembelajaran

Dilaksanakan pada hari Sabtu, 11 Januari 2014 di ruang kelas V pukul 08.21 WIB

Menggunakan Ipod Apple

Pengalaman saya mengajar itu saya tulis, jadi waktu itu saya baru bisa komputer, jadi belajar ngetik-ngetik begitu. Saya ceritakan tentang pengalaman saya mengajar, anak-anak ABK dan kesehariaannya. Bahasanya ya bahasa apa adanya, sebisa saya. Dulu pernah saya presentasikan di Karya Guru Menulis Malang Raya. Pengalaman pertama sekolah ini jadi inklusi. Jadi tentang pertama, saya tidak bisa tidur. Saya kebingungan menangani anak ABK dan lain sebagainya. Saya beri judul Elang-Elang Perkasa di Langit Sekolahku.

Pada awalnya saya, saya disini jadi guru bantu tiga tahun



Wawancara dengan Guru Pendamping Khusus, Ibu Siti Muslihah, S.Pd terkait kebijakan inklusi dan sistematika ujian bagi siswa berkebutuhan khusus

Wawancara dilaksanakan pada hari Kamis, 9 Januari 2014 di beranda kelas 3 pukul 10.00 WIB

Bagaimana dengan Surat Keputusan Inklusi Bu, apakah surat keputusan diberikan langsung?

Kami mulai menerima siswa berkebutuhan khusus itu tahun 2004. Sedangkan Surat keputusannya baru kami dapatkan tahun 2009 dengan nomer 425/ 0555/ 35.73.307/2009

Bulan Desember kemarin ujian semester ya Bu? Bagaimana sistematika ujian bagi siswa berkebutuhan khusus?

Mereka tetap mengikuti ujian seperti teman-temannya. Disana bu di ruang sumber, tapi beda-beda itu. Grade soalnya ada yang sama ada yang berbeda. Tergantung siswanya bisa atau tidak mengikuti pelajaran di kelas. Kalau dia bisa ya soalnya sama. Kalau tidak ya kami beri soal modifikasi Mbak. Tergantung Program Pembelajaran Individual

Bagaimana dengan Program Pembelajaran Individual tersebut Bu?

Program Pembelajaran Individual itu dibuat untuk semua siswa berkebutuhan khusus, tapi karena kami siswanya banyak dan tenaga sedikit, pengawas bilang nggak apa-apa hanya buat satu yang lainnya ngikut

Bagaimana dengan pengawasan dan pembekalan bagi Guru Pendamping Khusus Bu?

Sering, setiap satu bulan sekali kita selalu ada workshop atau kayak pelatihan begitu. Guru Pendamping Khusus dan Guru Kelas.

Apakah guru pendamping khusus dan shadow mendampingi di ruang ujian?

Tidak Mbak, anak-anak kami lepas sendiri, mengerjakan di kelas. Sedapatnya, semampu dia

Terkait inklusi di sekolah ini. Bagaimana tanggapan Anda selaku guru pendamping khusus? Mengingat siswa berkebutuhan khusus disini banyak, sementara guru pendamping khususnya hanya ada tiga, yaitu Anda, bu Indri dan Pak Budi

Tentu saja awalnya saya kesulitan. Apalagi background pendidikan saya bukan sarjana psikologi tapi pendidikan matematika. Awalnya dulu saya ingin mendaftar sebagai guru, tapi karena lowongan yang ada sebagai guru pendamping khusus, jadilah saya guru pendamping khusus.

Saya belajar mengenali karakteristik anak-anak setiap hari, selain itu saya juga cukup terbantu dengan adanya perkumpulan seluruh guru pendamping khusus se-Kota Malang. Dari

mereka lah saya belajar. Kami juga sering mengadakan workshop atau pelatihan untuk peningkatan skill dan pembaharuan informasi terkait sekolah inklusi dan siswa berkebutuhan khusus.

Menurut Ibu, apakah adanya sekolah inklusi ini dapat memberi dampak besar bagi perkembangan siswa?

Sangat, sangat berdampak positif. Anak-anak menjadi lebih nurut. Sayang sama teman istimewanya. Saling membantu dan bermain bersama. Ini juga sebagai terapist sebaya.

Bagaimana pendapat Anda tentang anak-anak yang dianggap tidak mampu mengikuti pelajaran di sekolah lain?

Iya itu Mbak, saya kan kalau pagi disini sebagai guru pendamping khusus, tapi klaau sore saya ngelesi di sekah dasar saya dulu. Nah, disana itu ada siswa kelas 5 dan 6 yang masih kesulitan membaca. Mereka dianggap bodoh dan idiot. Saya sangat miris jika melihat anak yang notabene dia berkebutuhan khusus dyslexia, tidak bisa memahami huruf dan kata-kata. Guru langsung menejudge bahwa dia bodoh dan tidak bisa membaca. Makanya saya diminta mengajar calistung disana. Bahkan ada siswa yang Cuma nyonto tulisan gitu saja nggak bisa lurus

Saya sudah memberi tahu ke gurunya kalau anak tersebut tidak bodoh, kalau di kota itu ada namanya anak berkebutuhan khusus, dia berkebutuhan khusus sehingga butuh penanganan tersendiri dan intensif untuk membantu dia meahami pembelajaran. Kalau dia tidak mampu ya diberikan semampu dia. Tapi rupanya pihak sekolah itu tak mau mengerti.

Tapi alhamdulillah, sejak bulan Desember 2013 ini pemerintah Kota Malang menetapkan bahwa semua sekolah di Malang wajib inklusi. Baik yang sudah mempunyai surat keputusan inklusi maupun yang belum. Intinya semua wajib meneriama siswa berkebutuhan khusus sebagai perwujudan dari pendidikan untuk semua.

Apakah harapan Anda untuk dunia pendidikan ke depannya Bu?

Saya sangat berharap konsep inklusi ini benar-benar diterapkan oleh semua instansi pendidkan, baik yang sudah diberi surat keputusan sebagai sekolah inklusi maupun yang belum. Kan pendidikan itu untuk semua *ta*? Jadi ya harus memahami dan menerima.

Wawancara dengan Guru Pendamping Khusus, Ibu Tatik Indriyani, S. Psi terkait kebijakan inklusi dan sistematika interaksi siswa di ruang sumber

Wawancara dilaksanakan pada hari Kamis, 27 November 2013 di ruang sumber pukul 10.00 WIB

Bagaimana jadwal siswa belajar di ruang sumber Bu?

Untuk kelas 6 kami beri jadwal yakni seminggu tiga kali. Untuk pemantapan ujian nasional juga. Karena kalau di kelas reguler kan mereka kesulitan menyesuaikan diri dengan pembelajaran cepat teman-temannya. Lagipula siswa berkebutuhan khusus di kelas 6 ini bermacam-macam, ada yang autis, tunarungu dan ADHD

Bagaimana dengan siswa berkebutuhan khusus dari kelas 1 sampai 5?

Ruang sumber terbuka untuk semua anak. Anak-anak lainnya dibawa ke ruang sumber jika di sedang tantrum atau mengganggu temannya di kelas. Jika anak berkebutuhan khusus itu dirasa mengganggu saat pembelajaran, maka ia dibawa ke ruang sumber. Setelah tenang ia kembali ke kelas mengikuti pembelajaran dengan teman-temannya.

Bagaimana Anda memberikan pemahaman pada siswa di ruang sumber yang semuanya berkebutuhan khusus?

Pada dasarnya pembelajarannya kan berbarengan. Di jam yang sama dan materi yang sama. Untuk memahami siswa ya kami pahami satu per satu. Sesuai dengan kebutuhan mereka dan tingkat pemahaman mereka. Dibantu shadow.

Wawancara dengan shadow, Ibu Aini terkait ujian bagi siswa berkebutuhan khusus dan interaksi siswa

Wawancara dilaksanakan pada hari Kamis, 9 Januari 2014 di ruang kelas 2 pukul 10.30 WIB

Tidak pernah ada pertemgkaran antara siswa ABK dan reguler Bu?

Teman-temannya *welcome* ya dengan ABK. Kalau masalah *welcome* ya namanya anak-anak Mbak, kadang kadang ada yang jahil juga, tapi mereka sayang sama teman yang ABK. Kalau temannya butuh bantuan ya dibantu

Di kelas waktu pembelajaran bagaimana Bu?

Ya seperti yang *sampean* lihat tadi, semua anak fokus pada Pak Budi, anak ABK juga *manut, kan?* Kalau ada teman ABK yang kesulitan teman satu bangkunya juga membantu. Seperti sekarang ini. Lihat, anak-anak reguler dan ABK juga bisa bermain bersama. Mereka tidak membedakan atau menjauhi teman yang ABK itu. Alhamdulillah anak-anak rukun.

Apakah Anda ikut di ruang ujian saat ujian semester kemarin Bu?

Enggak, saya tidak ikut. Saya biarkan dia di kelas mengerjakan soal sebisanya. Sebenarnya saya ya deg-degan, nanti dia bisa atau tidak. Tapi ya mau bagaimana lagi. Dia juga harus dibiasakan mandiri, termasuk saat ujian.

Apakah ruang ujian siswa berkwbutuhan khusus dicampur dengan siswa reguler Bu?

Untuk siswa yang bisa tenang dan tidak mengganggu. Ujiannya tetap di dalam kelas, sedangkan yang lain dikumpulkan di ruang sumber diawasi oleh guru pendamping khusus. Saya diluar.

Wawancara dengan shadow, Ibu Aini terkait sistem perekrutan siswa berkebutuhan khusus dan shadow di Sekolah Dasar Negeri Summersari 1

Wawancara dilaksanakan pada hari Kamis, 9 Januari 2014 di ruang kelas 2 pukul 11.00 WIB

Bagaimana dengan masuknya anak dampingan ibu disekolah ini

Dia langsung masuk, jadi anak-anak sudah mulai pembelajaran. Asalkan dia lulus tes awal dan sekolah merasa mampu.

Bagaimana Anda bisa menjadi shadow bagi anak dampingan Anda?

Kalau saya lewat lembaga. Namanya Insan Mandiri, jadi disitu menaungi para shadow dan terapist. Jadi sekolah bekerjasama dengan yayasan kami. Orang tua menghubungi sekolah dulu lalu sekolah yang menghubungkan orang tua ke lembaga dan shadow. Tapi tidak semua shadow disini melalui lembaga. Ada pula yang dibawa orang tua sendiri.

Bagaimana cara Anda mengkomunikasikan perkembangan anak di sekolah dengan orang tua?

Setiap shadow memegang buku penghubung yang isinya melaporkan perkembangan anak selama di sekolah hari itu kepada orang tua. Kami laporkan seminggu sekali atau saat orang tuanya mendampingi terapi. Karena banyak siswa berkebutuhan khusus disini yang setelah pulang sekolah mengikuti terapi di yayasan kami.



Wawancara dengan Pak Bayu, (shadow) di ruang sumber

Hari Rabu, 27 November pukul 11.00 WIB

Kalau selain hari itu di kelas belajar bersama teman-temannya yang lain. Di ruang sumber hanya untuk pemantapan mata pelajaran untuk ujian akhir.

+Apakah mereka cukup bisa menangkap jika berbagai kebutuhan di jadikan satu dalam ruang sumber begini?

Iya bisa, mereka hanya butuh penguatan untuk memahami soal



Apa ibu tidak kesulitan menangani tiga siswa berkebutuhan khusus?

Sejauh ini saya tidak mengalami kesulitan. Karena tiga siswa berkebutuhan khusus ini berbeda. Tidak berat semua. Saya hanya fokus pada Raka dan Billa, sementara Trisna, karena dia sama sekali tidak bisa menerima pelajaran. Jadi selama ini Trisna hanya duduk mendengarkan dan mengikuti peraturan saja.

Bagaimana awalnya ibu tertarik untuk menjadi shadow? Apakah ibu melamar disini?

Tidak Mbak, saya menjadi shadow karena kemauan saya sendiri. Kemudian saya bergabung di Yayasan Insan Mandiri. Yayasan tersebut yang selama ini menaungi para shadow di sekolah ini. Yayasanlah yang menghubungkan saya menjadi shadow bagi Trisna, Raka dan Billa.

Mbak nanti kalau mau wawancara sama Ibu Eka saja ya, soalnya shadow itu saat bertugas harus fokus pada siswa

**Wawancara dengan Tata Usaha Ibu Feni Maulina Tentang Pembagian tugas sekolah
(Kesiswaan)**

Wawancara pada hari Jum'at 10 Januari 2014

Di ruang guru pukul 07.46 WIB

+ Bu bagaimana dengan bagian kesiswaan di sekolah ini? Siapa yang handle? Saya ingin berbincang dengan beliau

Bagian kesiswaannya langsung terpusat ke kepala sekolah Bu Dwi Mbak, tidak ada pembagian khusus, kalau SD kan *ngabehi*.

Wawancara dengan Siswa, Haikal (teman sebangku ABK) terkait persepsi tentang temannya yang ABK

Wawancara dilaksanakan pada, Rabu, 27 November 2013 pukul 09.30 WIB di ruang kelas 2

Kamu sayang sama dia (teman yang ABK) ?

Iya Bu, dia lucu

Kamu tahu tidak kalau dia sakit?

Iya Bu, tahu

Sakit apa?

Nggak tahu, pokoknya sakit aja

Siapa yang ngasih tahu kalau dia sakit?

Tahu sendiri Bu, dari dulu kelas satu

Kamu pernah nggak dinakalin sama dia

Pernah

Diapain?

Dipukul Bu

Kamu *mbales* tidak kalau dipukul sama dia?

Nggak Bu

Kenapa tidak *mbales* kan kamu dipukul?

Kasih Bu, nanti dia nangis

Kalau dengan yang lain bagaimana pernah dinakalin? (di kelas 2 ada tiga ABK)

Tidak Bu, mereka kan cewek jadi jarang main sama aku

Wawancara dengan Siswa, teman sebangku ABK terkait persepsi tentang temannya yang ABK

Wawancara dilaksanakan pada, Kamis, 16 Januari 2014 pukul 09.30 WIB di ruang kelas 3

Kamu tahu teman-temanmu yang berkebutuhan Khusus?

Iya Mbak, tahu. Itu, itu dan itu (dia menunjuk teman-temannya yang berkebutuhan khusus)
Kalau yang ini mantan anak berkebutuhan khusus Mbak

Kamu tahu anak berkebutuhan khusus itu anak yang bagaimana?

Anak berkebutuhan khusus itu anak yang seperti apa? Ya pokoknya berkebutuhan khusus gitu Mbak

Kamu sayang sama mereka?

Iya sayang lah mereka itu lucu banget, tapi kadang nyebelin juga

Kenapa nyebelin?

Ya kadang suka jahil sama teman temannya yang lain

Kamu marah?

Ya marah Mbak, tapi ya nggak apa-apa. Soalnya kalau mau mbales, sama shadow dibilangi nggak boleh mbales

Temanmu yang itu kok kamu bilang mantan anak berkebutuhan khusus kenapa?

Soalnya dulu dia berkebutuhan khusus sekarang sudah nggak, sudah dilepas sama ibunya. Sebenarnya dia itu tidak anak berkebutuhan khusus Mbak, Cuma dia itu lambat, lemot gitu lho Mbak

APPENDIX VIII: Picture

1. School Profile



That is source room. A special room for children with special needs



That is a school building. In this school, regular student and student with special needs built interaction

2. Learning Activity



Children with special needs study together in a group with regular student



Learning process in inclusive school is conducted by class teacher, in the same class and material

3. Before entering Class



Student prepare enter in class, this activity make both of regular student and student with special needs being discipline children.

4. Sunday's Ceremony



This activity conduct every Monday, every student should follow. No exception for children with special needs. They also follow this activity.

5. Activity before entering the class in Sunday morning



Teacher builds a respect felling of student, both of regular student and student with special needs.

6. Teachers



That are teachers of Summersari 1 State Elementary School of Malang who teach both of regular student and student with special needs everyday.

7. Maulid Nabi Agenda



In Maulid Nabi Muhammad agenda, all student try to give their performances together

8. Praying Activity





All student should follow dhuha prayer and dhuhur prayer together. There are student with special needs also follow this activity.

6. Classroom Activity



Regular student try to help student with special needs doing his assingment



Shadow teacher giving guidance in learning process

7. Students activity in the classroom



8. Learn traditional music instruments



Student of Summersari 1 State Elementary School of Malang has playing music together, to built solidarity, togetherness and sense of belonging in Indonesian culture



Appendix IX: Researcher Curriculum Vitae

BIODATA PENELITI



Nama : Rizza Mar'atus Sholikhah
NIM : 10140068
Tempat/ Tanggal lahir : Kediri, 05 Juli 1992
Fakultas/ Jurusan : Ilmu Tarbiyah dan Keguruan/ PGMI
Tahun Masuk : 2010
Alamat Rumah : Desa Jarak Kecamatan Plosoklaten Kabupaten Kediri
No. Handphone : 085755280243
Riwayat Pendidikan : TK Dharma Wanita Jarak II (1996-1998)
SDN Jarak III (1998-2004)
MTsN Kediri 2 (2004-2007)
MAN 3 Kediri (2007-2010)
Pendidikan Guru Madrasah Ibtidaiyah UIN Maulana
Malik Ibrahim Malang (2010-2014)
Motto : Believe that you can do everything and do the best for
everything you do
Organisasi : -Ha'iah Tahfidz Al-Qur'an
-UKM Lembaga Kajian Penelitian dan
Pengembangan Mahasiswa (LKP2M)
-Lembaga Dakwah Kampus (LDK) At-Tarbiyah
-Forum Lingkar Pena (FLP) Ranting UIN Maliki
Malang
-Forum Lingkar Pena (FLP) Cabang Malang