Teacher's Strategies In Assisting Learning Disability Students In Inclusive Classroom of SDN 3 Karangrejo Banyuwangi

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ABSTRACT

The high number of students with learning disability in Banyuwangi Regency requires teachers to implement appropriate strategies in the learning process. Learning disability can be interpreted as a condition in the learning process which characterized by obstacles that are realized or not by people who experience in psychological, sociological, or physiological in the whole learning process that interfere the listening, speaking, reading, writing, and counting. The purposes of this study are: (1) Determine the application of teacher strategies who have learning disability in SDN 3 Karangrejo Banyuwangi. (2) Understand the factors support and inhibit teacher strategies in helping students' disability. The method applied is a descriptive qualitative approach. The results showed that, (1) The strategies implemented by teachers are applying cooperative learning models so that students who have learning disability can work together with other students, implementing classes with a pull out system which means students who have learning disability can learn with the teacher at a certain time by using several learning media (2) Supporting factors of teacher strategies are supported by parents and the existence of private tutor. While the factors inhibiting are students' mood swings and inadequate school facilities.

INTRODUCTION

Every child born has different potencies. Children are being born with an abnormal condition and others being born with some disorder (Yulianto, 2014). Either physically or psychic. Children being born with the condition of a thrall be called the special needs children. The special needs children having certain characteristic is different from children generally good in terms of mental, emotion or physical limitation in which two of them blind, hearing impaired, mental retardation, a serious emotional disorder, a learning disability, behavior disorder and children with health problems. Even though they have the ability and different potential, they also will be entitled to receive the same treatment as others (Wajdu, 2019).

Every citizen has an equal right to receive a quality education (Pemerintah Republik Indonesia, 2003). Education is a container for every individual to develop, IQ, EQ, SQ, skill and found in each individual through learning. The Indonesian government has warrants education for every citizen. It is contained in article 5 law no. 2 years 1989 mentioned,

"Setiap warga Negara mempunyai hak yang sama untuk memperoleh pendidikan".

In the broadest sense education is the whole process of life and the interaction individuals with the environment, whether formal and informal to realize people reached a stage phases of adolescence (Suteja, 2016). One of the education system in Indonesia is the inclusive. Inclusive education is a general school that accept all students, both general student and special needs student (Darma & Rusyidi, 2015).

Children with special needs were created by God on earth there is no such thing as a failed product. Cognitive or cognitive disabilities as well physical will not be able to deter someone to pretend to the top. The truth is they also harbor their potential enormous. However, treat to children with special needs in obtaining education is still marginalized. For example, many people who have the ability different physically have to be knocked out from the world of education and work (Asyhabuddin, 2008). The same is true shown by Purwandari (Purwandari, 2009), that children with special needs get treat it differently in terms of service education, because they are viewed has obstacles in several dimensions life, so in educational services must be separate from the children who are "Normal" so that the learning process is not disturbed (Haryono et al., 2015).

According to the Directorate General of PLB, inclusive education is an education system that provides opportunities for all students from different conditions and backgrounds to get education in the same environment with educational services in accordance with children's abilities. In Permendiknas No. 70 on 2009 about inclusive education expect in every educational institutions can set inclusion school. At least, in one subdistrict have primary or junior high school who use the inclusion system (Purwandari, 2009).
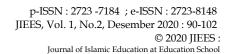
One of special student in inclusive classroom is student with the category learning disability. According to National Joint Committee on Learning Disability (NJCLD) is a community consisting of several proffesional organizations argue that the meaning of learning disability is a term that refers to several disorders that can be seen in hearing, speaking, writing, thinking, or counting. This is an internal disability and impact on daily life of students (Gartland & Strosnider, 2011).

Learning disability is a condition in several of abnormalities that impact to acquisition, organizing, storing, understanding and disrupting information, thinking, remembering, and learning process. These abnormalities include of phonology, visual, speedy process in remembering, focus attention and execution process that includes the ability to plan and make deisions (Jamaris, 2015).

Generally, the problem that found in children with learning disability are understanding in speaking or writing which naturally arises as an imperfect ability to listen, think, speak, read, write or count, and motoric weakness, emotional disability and impact of their social (Desiningrum, 2016).

Several regions in Indonesia from year to year there are always indications of students having learning disability. For example in the research of Pujaningsih dkk., (Pujaningsih, 2006) in 2002 di Berbah District, Yogyakarta found learning disability students by 36% with details of 12% including slow learners, 16% have specific learning difficulties (Learning Disability), and 17% mentally retarded, and research conducted by Marlina (2006) found 55 children with specific learning difficulties (Learning Disability) at 8 Elementary Schools in Padang (Marlina, 2015).

In Banyuwangi district there are also students with learning disability. In the 2018/2019 school year, there were 1,345 students with learning disabilities spread in 176 schools with the inclusion system in 25 districts. Overall students learning disability is a fairly large number. This data is based on the results of researchers' interviews (Head of Elementary School Division in Education Authorities Banyuwangi, 2019).

Children with specific learning disability are usually accommodated in inclusive classroom (regular school which accept learning disability children to study with their peers in the same place). So, teachers must have learning strategies and special ability to manage classes and specifically to face up learning disability students. In fact, apply and manage inclusive classroom isn't easy thing to do, one of the factor is there is no common perception of teachers in the school about existane learning disability student and the concept of inclusive schools which is the main obstacle in the implementation of inclusive education (Adiarti, 2014). This inequality perception affect the ability of teachers teaching. Teacher must have an ability and the right strategy in order to reach an expected learning goals.

Discuss about strategy, one of teacher's strategy in learning disability student must be able to recognize their students. Teacher has to understand about influecing factors include of support and inhibit processes and learning outcomes. Teacher has to more active to solve any problem in learning processes.

Actually there are previous resource discussed about teacher's strategy in inclusive classroom, there is *Teacher Strategy in the Learning Process in the Classroom Inclusion in SD Taman Muda Ibu Pawiyatan Yogyakarta Academic year 2016/2017* (Rokhaniawati, 2017). But, this research discuss about teacher strategies in the learning process generally. There is not spesifically strategy in dealing learning disability student. Then, research with the tittle *Teacher Strategies in Dealing Dyslexia Learning Difficulties in Learning Process of III B Degree in MI Islamiyah Jabung Malang*. But, this research only focused on learning disability with dyslexia, doesn't discuss about learning disability generally.

Talk about inclusive school, Sekolah Dasar Negeri 3 Karangrejo Banyuwangi (SDN) is one of state elementary school applied inclusive education system since 2008. Acording to interview with Mrs. Yayuk Prayuwati as the headmaster of this school, SDN 3 Karangrejo has been declared into reference school of inclusive education system since 2014 by regent of Banyuwangi, Abdullah Azwar Anas (Prayuwati, 2019).

In this school, there are special need students studied there. There are with categories autistic, deaf, physically disabled, and learning disability student. Researcher wants to delve further into the teacher's strategies that applied in assisting learning disability student in learning process both in the class or around of school. So, researcher rise up this research tittle "*Teacher's Strategies in Assisting Learning Disability Students in Inclusive Classroom of SDN 3 Karangrejo Banyuwangi*". The researcher limited this research only in class 3.

Based on explained background, researcher concentrate on research focus, among others: (1) How the implementation of teacher's strategis in assisting learning disability students in inclusive classroom of SDN 3 Karangrejo Banyuwangi? (2) What are support and inhibiting factors in assisting learning disability students?

RESEARCH METHOD

This research uses descriptive approach. It means, researcher only describe about the facts actually occur in the field, and the research report contains excerpts of data to give an overview the presentation of the report (Moleong, 2018). The type of this

research is qualitative research, it's mean research that intends to understand the phenomena about what is happened by research subjects such as behavior, perception, motivation, action, and others holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Moleong, 2018).

Researcher not only observe the implementation of teacher's strategy to assisting learning disability in inclusive classroom but also to know the support and inhibit factors.

This research held in SDN 3 Karangrejo Banyuwangi in Jalan Kapten Ikan Paus No. 23 Kelurahan Karangrejo, Banyuwangi District, East Java. The reason choose SDN 3 Karangrejo Banyuwangi is the school has been declared as reference school for other schools with an inclusive education system in Banyuwangi District and this school has implemented inclusive education since 2008. This school have several students with special needs in categories of autism, hearing impairment, and learning disabilities.

Data resource are everything that can provide information about data, can be form of objects, motion, people, places and so on (Pratiwi & Ariawan, 2017). The data in this study are divided into 2 types, primary data and secondary data. (1) Primary data are data collected by the researcher, processed, and presented from the main source to solve the problem that is being handled. The primary data used in this research were observation and interviews. (2) Secondary data were supporting data that has been collected by researcher be in the form of diaries, literature, articles, journals, and some of internet link relating to research conducted. This data were obtained from outside of the school.

Technique of Collecting Data in qualitative research can be done with: (Hamidi, 2004)

(1) Observation method

Observation method is a technique of collecting data which requires researcher to go to the field to observe matters relating to space, place, actors, activities, objects, time, events, goals and feelings. For this research, researcher will use participatory observation method.

(2) Qualitative Interview

Data collected in interviews are verbal data obtained from questions and answers or conversations. The researcher also prepared the tools needed when conducting interviews with informant, including interview guides and cellphones that were used as documentation tools in interview activities. Data obtained from interviews in the form of audio or sound, then researcher record the dialogue and then process the interview dialogue in writing. Researcher conducted interviews with the headmaster of SDN 3 Karangrejo Banyuwangi, teacher class in grade 3, source teacher, and learning disability students. The interview data include of: (1) interview with the headmaster of SDN 3 Karangrejo Banyuwangi. (2) interview with teacher in the class of 3. (3) interview with source teacher. If data from this interview uncomplete, so researcher will look for another interviewes to do interview.

(3) Documentation

Document is important data sources because they are proof and analysis of past concepts and research (Susiyanti, 2017). Documents have long been used in research

as data sources are used to test, interpret, and even to predict. In this research, researcher use documentation method to search about strategy that used by the school, the data of teacher and learning disability students, and also archives needed for example photos when teaching and learning activities or photos related to research

Data extracted must be recorded and collected. Then, the data have been collected must be tested for validity and credibility. In this study, the researcher used triangulation to test the validity of data. Triangulation is a technique for checking the validity of data to check or compare data with one another (Moleong, 2018).

Researcher chooses source triangulation or data triangulation to know the validity of research. Source triangulation means comparing two different information data to check back the data has been obtained (Hamidi, 2004). In this study, the triangulation of sources used the results of interviews with related documents. Checking the validity of the data can be compared to the results of interviews with observations.

RESULTS AND DISCUSSION

According to research that obtained in SDN 3 Karangrejo Banyuwangi about the teacher's strategy in assisting learning disability student in inclusive classroom showed the data based on observations, interviews and documentation, there were several things found, among others.

A. Teacher's Strategy in Assisting Learning Disablity Student in Inclusive Classroom

Based on the results of research can be stated that learning disabilities is a problem that cannot be left alone. Not only schools that have the responsibility of solving problems of learning disabilities, but parents also have a large role to support in minimizing student learning disabilities.

However, the implementation cannot be done optimally by teachers because of the busy schedule of teachers who get a dual assignment as a teacher and school operator. To overcome this, some teachers optimize in the learning process by trying to implement several strategies to help students learning disabilities.

The following definition as quoted by Hallahan, Kaufman, and Lloyd written by Abdurrahman explains that special learning disabilities are one of the disturbances in one or more basic psychological processes that include the understanding and use of speech or written language. These disorders may manifest themselves in the form of difficulty in listening, thinking, speaking, reading, writing, spelling and arithmetic. These limits include conditions such as perceptual disorders, brain injury, dyslexia and developmental aphasia (Abdurrahman, 2003).

This explains that learning disabilities are one of the disorders that interfere with the child's brain function so that there are disturbances in children's reading, speaking/ language skills.

Many diagnostic steps that can be taken by the teacher, among them are quite well known are the Weener & Senf procedure as quoted by Wardani as following below (Syah, 2009):

1. Classroom observations to see students' deviant behavior when following the lesson
2. Checking the vision and hearing of students' especially those suspected of having learning disabilities.

   This is done by SDN 3 Karangrejo Banyuwangi in detecting student learning disabilities. In its implementation, as written by Muhibbin Syah, a teacher at SDN 3 Karangrejo Banyuwangi, he conducted a test when accepting new students about the ability to recognize letters, read, and count addition, the teacher observes the response of students following the learning and see the development of the value obtained by students whether getting better or decreasing. The teacher also ensures the child's vision and hearing are still functioning properly. Interviewing parents is the last step taken by the teacher to detect learning disabilities experienced by students.

   The strategy which has been implemented by teacher in SDN 3 Karangrejo Banyuwangi as below:

1. Learning Model

   In the implementation of learning process, teachers apply cooperative learning models. According to Johnson & Jonshon (Johnson, David W.; Johnson, Roger T.; Holubec, 1994), cooperative learning is grouping students in the classroom into small groups so that students can work together with their maximum ability and learn from each other in the group.

   In this class the students' seats are made in groups. In one group there are 4-5 students. Class teachers form groups with the aim that students can help one another if they lack understanding of the learning material or there are other difficulties, especially for students with learning disabilities. In addition, it was formed in groups to improve students' social attitudes.

2. Implement Reguler Class by Pull Out system.

   This school applies an inclusive class with a pull out system. Students with special needs learn with other children (normal) in regular classes, but at certain times they are drawn from the class to the resource room to study with special mentor teachers/source teachers/visiting teachers (Geniofam, 210 C.E.).

   In implementation, schools bring in source teachers every Friday. All students with special needs including students have difficulty learning to follow learning by the source teacher, in the school resource room. On this chance, the source teacher gives basic materials back to students learning disabilities. Like learning to read, write, memorize the alphabet, and operations in counting.

   In addition to teaching the basics, the source teacher sometimes trains students to discover the talent or potential in students. For example inviting students to draw, if the teacher finds students have the potential to draw, the teacher continues to practice and provide material on drawing techniques. Then students are included in various competitions held.

3. Learning Media

   In implementing of learning, the teacher provided several media to assist in the learning process. There were:

   a. Pictures

Picture is one of the visual media for the sense of sight (Sadiman, 2005). The pictures that is used by teacher in the form images of letters, numbers, fruits and objects around. The letters and numbers picture media are used by the teacher to help train students' learning disability in the category of dyslexia and dyscalculia by students being asked to copy or imitate those letters and numbers into their books repeatedly so that students understand and remember the delivery of the pictures.

This is in accordance with the theory which has explained in the book Asnawir and Basyiruddin Usman about media of picture that media of pictures are media that are often used in the learning process in which there are visual symbols or images to understand and remember the information or messages contained (Asnawir dan Usman, 2002).

b. Stick and Can

Thos media is made by teacher that use stick, usually from stick ice cream which are given striking colors with used cans as containers. This has done by the teacher to train students with numeracy difficulties. Especially in basic number operations, such as addition, subtraction, multiplication and division. Students are very interested in this technique, in addition to attractive appearance as well as in application, the teacher gives awards to students if they can do the instructions well.

c. Bowling and Legos

Mulyono classifies learning disabilities divided into two groups, one of which is learning disabilities related to development including motor disturbances (Abdurrahman, 2003). In addition to practicing writing to improve students' motor skills, the teacher also applies bowling and lego games to improve their motor skills. In implementation, the teacher gives the ball to students to be played in accordance with teacher instructions such as throwing, kicking, and receiving. The bowling pin that is used also has a beautiful and striking color, this is in order to attract the attention of students.

The effort made by the teacher is a strategy of developing fine motor skills. Fine motor skills are abilities related to physical skills that involve small muscles and eye-hand coordination. Fine motor development strategies include (1) throwing, (2) catching, (3) playing ball, (4) playing inner tubes, (4) playing ball from fabric, (5) playing ball from fabric, (6) eye coordination activities hands, (7) plagiarized (Abdurrahman, 2003).

Besides bowling, legos are also used to train children's motor skills and enhance their creativity. Because the lego games are pairs and make students to rearrange them according to what is in their imagination.

d. Story Book

The teacher provides picture story books for students who have learning disabilities especially in reading. The story book given by the teacher with simple sentence narrative. Every day students learning disabilities are trained to read. By practicing reading, students can find new vocabulary words so as to increase children's creativity and imagination. In addition, by practicing reading students also find old vocabulary that they read

repeatedly. This can sharpen students memory about the vocabulary so that makes it easy to read.

4. Strategy For Dysgraphia

There are some strategies that implemented by teacher in assisting learning disability student with dysgraphia category, there are:

a. The Strategy of Imitate Letters

This activity begins with the teacher writing a few letters and sentences in the student notebook using a pencil. Then students are asked to imitate the writing with a pen. Besides imitate letters and writing, the teacher writes several letters or sentences with a distance about 2 cm. This distance is used for students to imitate what the teacher has written.

b. Beam Writing Strategy

This strategy is carried out by the teacher by first showing the letters and then mentioning names while demonstrating how to write. Then students write on paper. Writing written in bold and then filled in with writing, i.e., letters written in bold, then thinned by the form of dots or dashed lines, or letters with dots on the corner only.

This is accordance with the teaching of beginnings or hardwritting stated by Lerner (1988: 422) in Mulyono's book that there are 15 types of activities that serve to practice the beginning of writing, one of which is to copy down increasingly. In this case, at first the teacher writes the whole letter and students are asked to trace the letter, then the teacher writes the majority and a small portion of the letter, then students are asked to continue writing (Abdurrahman, 2003).

B. **Supporting and Inhibiting Factors of Teacher's Strategies**

There are supporting factors in implementation of teacher's strategies in Assisting Learning disability Student. There are:

1. Teacher's Parent Support

Education is a shared responsibility between schools (teachers), guardians of students, the community, and the government. Thus all parties involved must always undergo an interaction relationship in creating learning conditions for students. A good interaction between the teacher and the student's guardian can help the learning process go well.

Student guardians at this school provide full support to the teacher. The teacher also provides unrelenting motivation to always work together in dealing with students learning disabilities. According to Mercer (1979) there are various activities that can be done by parents at home to help children, (1) observing the child's behavior, (2) improve children's behavior, and (3) teach children (Abdurrahman, 2003).

This is what parents do, because parents have more time to get along with children. So, they are free to observe the behavior of children when compared to the teacher. Then, the parents' observations are reported to the teacher and counselor as consideration in determining the strategic problem solving of learning disabilities of children.

As is the case in forming a community of guardians between students and teachers. In addition to fostering a sense of brotherhood and solidarity

between guardians of students, the association aims to bridge communication between the school and parents of students relating to the substance of education and technical teaching. And also discussed a lot of things for school improvement and progress.

Holding a meeting or forming a community conducted by the teacher is in accordance with Mulyono's theory which says that in establishing relationships with parents, schools need to organize between parents and teachers. All parents and teachers can become a bridge between home and school. The parent and teacher meeting should be seen by both parties as a vehicle to help the child, and work together to help the child achieve progress (Abdurrahman, 2003).

2. Special Assistant Teacher (GPK)

Special Assistant Teacher (GPK) is a teacher who serves as a learning consultant for children with special needs in an inclusive education institution environment. There are 3 teacher assistants in this school.

According to Lerner in the book of Mulyono Abdurrahman mentioned there are 9 roles of the Special Asistance Teacher (GPK), here are (Abdurrahman, 2003):

1. Develop a program to identify, assess, and study children's learning disabilities;
2. Participate in the selection, assessment and evaluation of children's learning disabilities;
3. Consult with relevant experts and interpret their reports;
4. Do the tests, both formal and informal tests;
5. Participate in the preparation of individualized education programs;
6. Implement individualized education programs;
7. Organizing meetings and interviews with parents;
8. Collaborate with regular teachers or class teachers to understand children and provide effective learning; and
9. Assist children in developing self-understanding and gain hope for success and confidence in overcoming learning disabilities.

From the role of the special assistant teacher (GPK) mentioned above, there are a number of points that have been made by the special assistant teacher in this school. First, participating in the selection, assessment, and evaluation of children's learning disabilities. In the new school year, school principals, class teachers, and accompanying teachers specifically conduct a selection in the acceptance of new students. In this selection, a test is conducted to identify the child's learning disability. Then, do the assessment and report it to Banyuwangi Education Office.

Second, consult with relevant experts and interpret their reports. In addition to reporting the results of the assessment to the Banyuwangi Education Office, the special assistant teacher also consulted the visiting source teacher/teacher from Sekolah Luar Biasa (SLB) to get direction in an effort to help students learning disability.

Third, hold a meeting with the guardians of students. As mentioned above, that the special assistant teacher and the school hold regular meetings and

form a community association in an effort to bridge teacher and student guardian communication to discuss in handling students' learning disability.

Fourth, working with regular teachers or class teachers to understand children, and provide effective learning. The existence of special assistant teachers at this school is very helpful. Because GPK can share experiences about the right way to deal with students learning disability, for example in modifying learning components between teachers.

GPK conducts collaborative consultations with other teachers or class teachers. Collaborative consultation is a collaboration of both parties, both teachers for children with learning disabilities and class teachers are assumed to have an equivalent level of expertise to the situation of the problem at hand that allows for open interaction (Abdurrahman, 2003).

The phenomenon of a student's learning disabilities is usually apparent from the decline in academic performance and learning achievement. But learning disabilities are also evidenced by the emergence of students' behavioral abnormalities (misbehavior) such as the joy of shouting in class, teasing friends, fighting, often not attending school, often leaving school (Syah, 2009).

Based on the research that has been done it can be concluded that the factors that hinder the implementation of the teacher's strategy include:

a. Student's Mood Swing

The implementation of the learning strategy will run smoothly if the student is in a good mood. In a sense, their emotions are stable and students are easy to control. If they are emotionally unstable, then the teacher will find it difficult to control them. So the implementation of learning strategies is less effective.

If students' moods start to not good and it is difficult to be invited to cooperate in the teaching-learning process, then the way that is done by the teacher is to provide motivation to them. Before giving motivation, the teacher first invites him to speak heart to heart. For example the teacher asks about a desire, or something that is liked, and the ideals of students. Then the teacher provides motivation and understanding to students regarding what efforts should be done to achieve this.

Learning motivation given by the teacher is closely related to the learning objectives. Because motivation has a function as: (1) encouraging students to act. Motivation as a driver or motor of every learning activity. (2) Determine the direction of learning activities that is towards the learning objectives to be achieved. Learning motivation provides direction and activities that must be done in accordance with the formulation of learning objectives (Suprijono, 2010).

b. Inadequate Facilities

Lack of facilities is one factor that hinders the implementation of teacher strategies. From the results of research that has been done, school facilities used are limited. Like the absence of a school library. The existence of a library is very important for students, especially students learning disabilities. Because the library has a goal to encourage and accelerate the process of mastery and reading techniques of students (Prastowo, 2012).

Regarding reading books, actually the teacher has provided several story books in the class. It's just that the books provided are limited, and that's all. It makes students get bored easily in reading story books. Because what is presented is a limited story. As a result, students are lazy to learn to read.

CONCLUSIONS

Based on the results of research conducted by researchers, conclusions from "Teacher's Strategy in Assisting Learning Disability Student in Inclusive Classroom of SDN 3 Karangrejo Banyuwangi" the researcher concludes that:

1. Teacher's Strategies in Assisting Learning Disability Students.

The strategies taken by the teacher in assisting learning disability students include the planning, implementation and evaluation stages. Planning activities, before the teaching and learning process in order to adjust related learning methods and media to be used. The implementation of the teacher's strategy in dealing with students learning disabilities is the teacher applying the cooperative learning model of learning and also arranging student seating in groups. In the evaluation, some evaluations carried out by the school are evaluating classroom teachers, evaluating midterm and final exam, consulting with parents, and consulting with visiting teachers/ sources.

2. Supporting and Inhibiting Factors in implementation of Strategies.

Factors that support the implementation of the strategy are the support of student guardians and the existence of special assistant teachers (GPK). GPK can share experiences about appropriate ways of dealing with students learning disabilities, for example in modifying the learning components that are carried out between teachers. While the inhibiting factors that the implementation of the strategy, there are, depend on students' moods and inadequate facilities. The teacher must understand in advance how the students are, whether they are in a good or bad atmosphere. So the teacher can determine what treatment should be done.

ACKNOWLEDGEMENTS

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