

PAI Learning Management in Inclusive Schools

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ABSTRACT

Inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence or special talents to participate in education or learning in an educational environment together with students. Based on the cause, there are two influencing factors, namely temporary and permanent disorders. Permanent disorders originating from birth or genetics, while temporary disorders occur due to the environment, such as natural disasters, accidents, etc. The main purpose of inclusive education is to fulfill the human right to education. Children with special needs also have the same rights as ordinary children. There are several classifications of Children with Special Needs (ABK), including visually impaired, deaf, mentally retarded, physically disabled, and mentally retarded. Children with specific learning disorders, slow learners, special talents and autism. While the practical goals of inclusive education can be divided into direct goals, namely students, educators, and parents. The method in this study uses a case study. Data collected through observation, interviews and documentation. The results obtained from this study are to find out how good PAI learning management is in inclusive schools. Includes planning (planing), organization (organizing) (actuating), supervision and evaluation (controlling) PAI learning in inclusive schools.

Keywords/Keywords: Management, PAI, Inclusive Schools

I. preliminary

Learning has the meaning of interaction activities from educators who are in charge of teaching, and students as students who carry out the duties of teachers as educators must be biased and able to carry out learning management in the classroom. The management includes planning, organization, monitoring, and evaluation. Learning is a combination composed of several human elements, materials, facilities, equipment, and procedures that influence each other to achieve goals. (Oemar Hamalik, 1957). In human education involved in it include students as students, teachers as educators, and other personnel. Materials such as books, blackboards, computers, audio, video, and so on. Facilities include classrooms, computers or laptops, and other audio-visual equipment. The procedure includes schedules and methods, delivery of information, practice, learning. In the practice of learning in the classroom, not all students will have the same ability to receive knowledge or material from the teacher. In fact, each student will have

different characteristics with abilities Multiple IQs. Every student has the same rights in class, in other words there is no term to distinguish students, who are normal and those who have limitations or are often called Children with Special Needs (ABK). The presence of inclusive education at the school level needs more attention. Children with Special Needs (ABK) in regular schools will experience difficulties and obstacles, for example it is difficult to get along with friends or difficult to accept the material presented by the teacher. For example, a PAI teacher delivered material on prayer and continued with the practice of prayer movements. If a PAI teacher does not prepare learning management properly, then both the teacher and the students will experience difficulties with each other. The teacher is difficult to convey the material and the students also find it difficult to accept the material. This may be because a teacher is less prepared for good and maximum management in learning. This condition will be a challenge for a teacher to be more creative and innovative in planning both in the selection of methods, models, approaches and learning strategies. The presence of inclusive education is very beneficial and provides opportunities for Children with Special Needs (ABK) to receive and obtain the same rights, namely education for all. Thus in inclusive education, students can learn inclusively with other normal students. (Suparno, 2010, 1). Based on the results of observations with both school principals and teachers, there are several schools that name their schools as inclusive school organizers, but they are not yet fully prepared both in preparation, planning, organization, supervision and even evaluation. Inclusive schools must have a Special Assistant Teacher (GPK) who truly has the qualification of an extraordinary education certificate. Having a Special Assistant Teacher (GPK) is expected to be able to collaborate in PAI learning management. Because dealing with Children with Special Needs (ABK) must have extra patience and individual education programs. Based on this phenomenon, this research is expected to be able to analyze how good management is in PAI learning with an inclusive education paradigm. Where PAI teachers must be able to plan, organize, supervise/control and assess. (Soebagio, 2001, 13). This management function is carried out so that children with Special Needs (ABK) do not experience difficulties and are burdened with studying with their non-ABK friends. In addition, it is also hoped that with this inclusive education there will be no perception that children with special needs (ABK) must attend school with special needs.

RESEARCH METHODS

This research method uses descriptive qualitative research. That is based on direct observation, interviews and documentation. The research data sources consist of primary data sources and secondary data sources. According to (Arikunto Suharsimi, 2006, 14) The data source is the object from which the data can be obtained in the elaboration that the data source is one of the objects that is indeed obtained to get an overview of the problems raised. In selecting data sources or informants, according to Spradley, there are five criteria that can be used to determine good informants, namely as follows: first, those who master or understand something through enculturation, so that something is not only known, but also internalized. Second, those who are classified

as still being involved or involved in the activity being researched. Third, they have sufficient time to be asked for information. Fourth, those who do not tend to convey information on the results of their own packaging. Fifth, those who were initially quite foreign to the researcher so that it was more exciting to be used as a teacher or resource person. Determination of the source of this data is still temporary, and will develop after the researcher goes directly to the field. The types of data obtained from the results of research data sources are divided into.

a. Primary data

Primary data is data obtained directly by researchers from the object under study. The object studied in this study were students. The primary data sources in this study were generated through interview data collection techniques and observations with informants.

b. Secondary data

Secondary data is data obtained indirectly from the object under study. Secondary data is additional data in the form of information to complement primary data. Secondary data in this study in the form of written sources, photos, archives or documents. The secondary data sources in this study were generated through documentation data collection techniques in the form of syllabus, lesson plans (Learning Implementation Plans) and photos.

F. Data Collection Techniques

According to (Sugiyono) there are various data collected by researchers to be processed in research. Distribution of data according to the method of obtaining it: Primary data is data that will be collected by the researcher himself and directly from the source. While secondary data is data published or created by an organization that is not the processor. Data collection techniques in this study are as follows:

1. Interview

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, and also if the researcher wants to know things from respondents who are more in-depth and the number of respondents is small. (Soegiyono, 2014, 43) This research also uses semi-structured interviews, namely this type of interview is included in the in-dept interview category, which is more free in its implementation when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what was stated by the informant.

2. Observation

Data collection techniques with observation are used when the research is related to human behavior, work processes, natural phenomena and when the respondents who are observed are not too large. In terms of the implementation process of data collection, observations can be divided into participant observation (participatory observation) and non-participant observation, then in terms of the instrumentation used, observation can be divided into structured and unstructured observations. (Soegiyono, 2014, 57) In this study, non-participant observations were used, namely in this study they were not involved and only as independent observers.

3. Documentation

The technique of collecting data with documentation is the retrieval of data obtained through documents. In this study, it can be seen in the documentation to make it more relevant based on the facts in the field that will make a description or picture. (Usman H, Akbar, 2004, 32)

G. Data Analysis Techniques

In qualitative research, data is obtained from various sources, using various data collection techniques (triangulation), and is carried out continuously until the data is full. As Miles and Huberman said, that The most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulate. The most serious and difficult in the analysis of qualitative data is because, the analysis method has not been formulated properly. (Soegiyono, 2014, 56) Miles and Huberman in suggesting that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. (Soegiyono, 2014, 249).

1. Data reduction

The data obtained from the field is quite large, for this reason, it is necessary to record it carefully and in detail. As has been stated, the longer the researcher is in the field, the more the amount of data will be, complex and complicated. For this reason, data analysis was carried out immediately through data reduction. Reducing means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection, and look for it when needed.

2. Presentation of data (data display)

After the data is reduced, the next step is display data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. Miles and Huberman stated the most frequent from display data for qualitative research data in the past has ben narrative text. The most

frequently used to present data in qualitative research is narrative text. By presenting the data, it will make it easier to understand what happened, plan further work based on what has been understood.

3. Conclusion Drawing/Verification

The third step in the analysis of qualitative data according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still tentative, and will change if there is no strong evidence to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

Thus the conclusion in qualitative research is possible can answer the problem formulation that was formulated from the start, but maybe not, because as has been stated that the problem and problem formulation in qualitative research is still temporary and will develop after the research is in the field.

H. Data Validity Technique

To obtain valid data, the researcher will test the validity of the data using the following techniques:

1. Extension of observation

Explaining that in the early stages of researchers entering the field, researchers are still considered foreigners, still under suspicion, so that the information provided is incomplete, not in-depth, and perhaps many things are kept secret. With the extension of this observation, the researcher checks again whether the data that has been given so far is the correct data or not. If the data obtained so far, after being checked again on the original data source or other data sources, it turns out to be incorrect, the researcher makes further observations that are wider and deeper so that data that is definitely true is obtained.

2. Increase perseverance

Increasing persistence means making observations more carefully and continuously. In this way, the certainty of the data and the sequence of events will be recorded in a definite and systematic way. As a researcher's provision to increase persistence, it is by reading various reference books as well as research results or documentation related to the findings being studied. By reading this, the researcher's insight will be wider and sharper, so that it can be used to check whether the data found is true/trustworthy or not.

3. Triangulation

Data checking will be carried out from various sources in various ways and at various times.

a. Source triangulation

Source triangulation to test the credibility of the data will be done by checking the data that has been obtained through several sources.

b. Time triangulation

Time also often affects the credibility of the data. Data collected by interviewing techniques in the morning when the informants are still fresh, there are not many problems, will provide more valid data so that it is more credible. For this reason, in order to test the credibility of the data, it can be done by checking with interviews, observations or other techniques in different times or situations.

c. Technique triangulation

Triangulation techniques to test the credibility of the data will be done by checking the data to the same source with different techniques. Data obtained by interview, then checked by observation and documentation.

RESULTS AND DISCUSSION

The findings of these findings are that a well-structured and well-planned management will produce maximum PAI learning for both normal students and Children with Special Needs (ABK).

- Curriculum Management

The first step in management is planning. Planning is setting or choosing goals, determining strategies, policies. The initial step in learning planning carried out by PAI teachers in inclusive schools is to prepare learning tools which include lesson plans, syllabus, Promes and Prota as initial materials before carrying out classroom learning. In this case, a PAI teacher can at least collaborate with a class assistant teacher or commonly referred to as GPK. A class assistant teacher has an important role in this collaboration because he is the one who better understands the condition of students who have limitations or are called Children with Special Needs (ABK). In its implementation, inclusive education uses the 2013 curriculum which is modified by PAI subject teachers and a team of inclusive educators. Covers aspects of objectives, materials, processes and evaluations. This learning device is better known as the Individual Learning Program (PPI). In its implementation, the school does not involve parents or psychologists.

- Management of Educators

Planning for special educators begins with recording the needs of teachers in inclusive schools. The school can then submit it to the district office. As in accordance with the regulation of the Minister of National Education Number 70 of 2009 article 10 paragraph 1, it is stated that the district/city government is obliged to provide at least one student as a special supervisor in the education unit appointed to provide inclusive education. (Permendiknas, 2009) The success factor for inclusive education is professional educators in their respective fields to guide students. A teacher must be able to organize all the components of learning that are carried out in teaching and learning activities in the classroom with students, both normal children and children with special needs (ABK).

- Facilities and Infrastructure Management

In the field of facilities and infrastructure, it is one of the supporting factors. Moreover, the condition of students who some have limitations or the term Children with Special Needs (ABK). Facilities and infrastructure in inclusive schools are in principle the same as regular schools. Schools that are friendly to all need to be equipped with accessibility that can help facilitate mobility and not endanger all students with special needs. The process of procuring facilities and infrastructure owned by each school is different. The average school will buy as needed. Facilities and infrastructure are supporting factors in the implementation of school management. For example: lcd, projector, books, classroom, wifi, special laboratory for religion class, multimedia room, library, hall, prayer room, UKS, extracurricular room, cooperative/canteen, and toilet. The special learning media for students in the ABK category will be given special aids, for example: visual aids, wheelchairs if one cannot walk, Braille aids for the illiterate.

- Management of the learning process includes Planning, Implementation, and Evaluation.

In planning management in inclusive classrooms, PAI teachers must be able to adjust class conditions to the conditions of their students according to the modified curriculum. For example, in the activity of analyzing graduate competency standards and basic competencies. In addition, in the activity of preparing the lesson plans, one must be able to set goals, objectives, materials, media and learning evaluation tools. In making a modified RPP, PAI teachers should consider the results of an assessment involving class assistant teachers (Irwanto Suryana, 2016, Directorate of PPK-LK, 2011, 28). In the learning process there are steps consisting of introductory, core and closing activities. In it a PAI teacher applies methods, media, training materials and learning steps systematically. During learning the teacher conducts written assessments and observations. (Garnida, 2015:123)

In learning management, it is necessary to schedule the use of strategies or components of a strategy, both organizational strategies and learning delivery. Scheduling in learning

strategies usually includes questions when and for how long students use each component of the strategy. For example scheduling in the selection of PAI learning media in inclusive schools. As a PAI teacher, you must be able to choose the right media and according to the conditions of students, both normal and with special needs. In addition, it must be able to adjust whether or not it matches the material to be taught. Besides being a PAI teacher, he must have creativity to support learning so that it is fun.

The next step is assessment. A PAI teacher must be able to evaluate step by step from the process of planning, organization, direction and then assessment. This is done to assess or measure how maximal the level of success in inclusive PAI learning is. In the assessment for ABK there are 3 aspects that are assessed, namely the affective aspect, the knowledge aspect and the skill aspect. This is adjusted to the conditions of each student.

CONCLUSION

The conclusions in this study are as follows:

1. The management of inclusive PAI learning begins with planning through analyzing the needs of students
2. Management of curriculum development. In curriculum management, a PAI teacher can modify and collaborate with special assistant teachers.
3. In general, the management of the learning process begins with lesson planning including assessment activities by involving stakeholders, namely psychologists so that assessments can be accounted for.
4. Always improve cooperation with various parties to support the implementation of good inclusive education management
5. As a PAI teacher, you must be able to collaborate and work well in preparing maximum inclusive learning management

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