

Developing Learning For Children With Special Needs In Inclusive Education Through *Mitra Bimbing* Learning Model

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Abstract. A teacher as educators, is required to create a system environment or conducive conditions so that learning activities can achieve its goals effectively and efficiently. Thus, it is necessary to determine learning approach that would be used to establish a strategy or model of learning as a conceptual framework that describes a systematic procedure in organizing the learning experience of learners to achieve specific learning and serve as guidance to designers of learning and teachers in planning and implementing activities of teaching and learning. Basically, the implementation of strategies and models of learning for learners who have normal physical and psychological conditions can be said easy for experienced educators to implement. Various models of learning can be implemented smoothly and finely. Different with learning that cater learners with special needs. Model and learning strategies for students with this category need to consider various aspects of their physical and psychological, considering they have a deficiency in them, both in terms of physical, psychological, intellectual, and emotional. This is where the design of “*Mitra Bimbing*” learning model for children with special needs become one of the alternative. This design of *Mitra Bimbing* learning model for children with special needs shows that there has been three phases of learning which it should be applied in more integrated, which is concentrating students to one learning domain that they can rich, encouraged students feeling or revealing his opinion freely, so that it wouldn't there is an impression impose the students to acquire something, but it develop their ability on their own, show the common examples or analogy that was familiar for them which deals with the material is being studied. In practice, the *Mitra Bimbing* learning model cannot be separated from many factors that influence it, which is teachers involvement directly who have basic of special education, either in planning or implementing and evaluating of learning, the availability of adequate learning facilities and infrastructure for children with special needs, and the attention and awareness of from the government, parents, community, and stakeholders to the efforts of special needs education.

Keywords: special needs, *mitra bimbing*, learning model

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INTRODUCTION

Education is a process to train students to find their own, so education become a maturation activity as stipulated in the Indonesia Act No. 20/2003 article 1 verse 1:

Education is conscious effort and planned to realize the atmosphere of learning and learning itself so the students could develop their potential of themselves actively to enter and sacrifice having the power of religious, self control, personality, intelligence, noble attitude, and skills that be needed by themselves, community, and their nation.

The restriction implying that education is a process of activities to transform personality values from every components of education to achieve educational objectives that containing the description of system of values, nobleness, the truth, and comfortable life.

This is in accordance with national education goals that be directed to student's potency development to be a human kind who have believe and grace to God, have noble attitude, healthy, knowledge, creative, independent, and to be a democratic and responsible citizen (Indonesia Act No. 20/2003, article 1 verse 2).

With regard to it's implementation in education, especially in teaching process at schools, teachers as educators are required to be able to create environment system or according to Sudirman (Maulinar, 2015, p. 147) it is called class management as an effort to empower the class potency for supporting the success of educational interaction process.

Thus, it is also required to determine learning approach which will be used to set a strategy or model of learning as a conceptual framework which describe procedure that is systematically in

organizing students learning experience to gain learning goals dan serve as guidance for learning designers and teachers in planning and executing activity of teaching and learning.

Basically, the implementation of the learning strategy and learning model for students who having "normal" physical and psychic wasn't too difficult to be enforced by teachers who had experienced. There're several learning models can applied to relatively well and smoothly. In contrast to learning that provided for children with special needs. Learning strategy and learning model for children in this category need to consider any aspects both their physic and psychic, because they have deficiencies to themselves, either in terms of their physical, mental-intelectual, and emotional.

As an illustration, among the children with special needs are the children who have orthopedic or other health impairment, they can be said more lighter in learning service relatively. However, they are likely difficult to access or participate in learning, especially in mobility, writing, speaking, and do their habitual activities (Abdullah, 2014, p. 6). It is expressed by The Queensland The Smart State (Allgozzine dan Ysseldyke, 2006, p. 15-17):

Learners with a physical disability may have difficulty with:

- access to buildings, transport, resources and amenities
- absences due to ongoing commitments to rehabilitation or treatment programs, hospitalisation
- fine and gross motor control, for example inefficient handwriting, difficulties manipulating resources
- speech
- fatigue related to the increased level of exertion required to access facilities and perform day-to-day tasks.

As human beings, children with special needs had been given sense of the same mind with another. The barriers right

of a lack of understanding, the awareness and access to human rights resulting inability for children with special needs to participate in their entirety in the community. Basically this fact have to be a turning point to understand that they may have the ability to compete with children generally if given education. Only through a good education, someone would find out the right and responsibilities as individuals and community members.

This view indeed asserted that education is the human rights, and based on it, government have been setting the learning service system for learners with special needs as set out in Indonesia Act No. 23/ 2002 about Children Protection that the children who won a physical or mental is given equal opportunities and accessibility to obtain education and special education (Indonesia Act No. 23/2002 article 51). It is so in Indonesia Act No. 20/2003 about National Education System article 5 verse 1, it has been setted that the special education as education for learners has difficulty in learning activities such as physical, emotional, mental and social disorder.

At that condition, it is required the implementation of an adequate learning model, effective, and efficient, so that, any student's difficulties can overcome. Thus, the educators need to find a way of learning strategy optimally with the condition of circumscribed carrying capacity relatively. This is where the need for the development of a proper learning model, effective and efficient in provide learning services for children with special needs as referred to.

Basic Concept of Learning

Conceptually, learning is interpreted as a process of changing behavior or appearance through a series of activities, as through reading, listen to, imitation, and so on, as explained by some scientists as Cronbach, Harold Spears, Geoch, Gagne, as well as contemporary education scientists as Illeris (Illeris, 2009, p. 7) who defined learning as a process where humans are

directed at their permanent capacity changes, unlike the biological growth or age.

Aligned to that definition, Burns (Dunn, 2002, p. 1) stated, "Conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions". Through his view, Burns made that learning process can occur when someone who undergo to the learning process shows the different behaviors than before where the behavior changes are resulted from experience, settled relatively (within one person), to good, and shaped positif-kualitatif change. In other words, learn put a person in one ability to go to other the ability. Based on this view, learning is a composing meaning process through every interaction with environment, builds relationships between conception that had been owned with the phenomenon to be being learned.

In accordance with reality students in the conscious maturation process and to acquire and increase steadiness of their competencies, the essence of learn aims to obtain full of learning wisdom or as well as the learned lesson (UNEP, 2007, p. 4). This is where learning is seen as general conclusions that rooted in evaluating of experiences, program or policy which is abstracted from the specific condition to the condition of being more attention was given to.

The concept of learning focused on how does someone influence the others for learning happened. For that reason, the concept of learning associated with efforts to control the variables that be specified in learning theory to be easily learned. In this case, the condition and lessons placed as givens. However, both learning concept and learning held synergy basically.

With regard to the process of composing meaning through the interaction that carried out by someone, especially students, there are some type of learning which can occur, starting from the most

simple to the most complex. In this case, Suryanto and Hariyanto (2011, p. 137-139) suggested eight type of learning which based on Robert M Gagne opinion that are learning cue, stimulus-respons, chain deeds, verbal association, learn to differentiate, learning the concept, rules, and solve the problem.

Those type of students learn performances determined learning process so much which should be applied by teachers as well as learning material, including the curriculum, teaching, and a assessment as measure of the success of learning. Especially the thing that really have to cared for by teachers is conformity of the method or learning model to the style or type of students learning. Models of learning that could be applied in learning process have many kind and function, but of course it would be very depends on the situation and understanding of the conditions and faktor-faktor which influence it, both directly and indirectly, such as the student's physical condition and psychic, cultural and social norm in where the students are, facilities and supporting media of learning that available, competence of teachers in designing, implement, control, evaluate, and follow up on learning, and learning itself. So that, a teacher, especially in the school, will be required to make learning that fit to be applied precisely and effectively in provide subject matter to students. This is where, the ability to choose and develop learning model that proper be turning point of effective learning, so that students can reach their performance optimally.

In learning process, teaching steps need to be considered carefully. The initial step of learning is designing learning model (lesson plan). Functions and meaning of designing learning model will help teachers to define and figure out how to gain learning goals, choosing techniques and methods wisely and systematically, and help teacher to use the principle of correlation and

integration by associating new knowledge of existing theory and linked to the practice.

In developing learning model (lesson plan) in order to have the function and proper meaning, we need to consider many aspects, of these possible activities that be included instructional goals, students behavior/ability before they learn (entering behaviour), instructional procedures, and performance assessment. In addition, there're other principals that need to be care, which are sequence of instruction, form of learning style, enrichment (reinforcement), and feedback.

Pertaining to function and meaning of learning model, Malik and Pandith (2011) describe 13 lesson planning meaning. Some of which are making it easier for teachers to provide learning in teaching which are:

1. Lesson-planning helps us to achieve the pre-determined and well defined objectives of lessons.
2. It helps us to make wise selection of different methodes and techniques in order to carry out teachig systematically so that it becomes effective and fruitful ...
6. It helps the teacherto make use the principle of correlation and integration by linking new knowledge with previous knowledge, linking theory with its practical aspects, etc..

Pertaining to learning model as a pattern or plan that can be used to reform curriculum (long-term education plan), set learning matter and shadowing, then in planning of subjects learning, the fourth phases in the instructional system need to be considered and designed gradually, starting from the formulation of instructional goals, entering behaviour, instructional procedures and performance assessment.

Learning for Children with Special Needs

None of the countries in the world is free of children with disabilities. This

means that every countries. This means that every country, both developed countries and developing countries, been confirmed has a number of its citizens who has disability.

The progress of technologi and science and public welfare does not guarantee the country free from its resident flaws. Sunanto (2010, p. 1) even said that the percentage of it unchanged significantly every years. In other words on people defect remain in every country. Hence every country, directly or indirectly, will always have a challenge pertaining to service issues to its citizens that have disability. The same is true for children with disability that known as “children with special needs”.

Diversity type and the disorder that is owned by children with special needs gave impact to their service of education, especially in certain subject mater. In learning process for children with special needs, demanded an attainment goals that are dual purpose, namely the relating to the targeting rehabilitation to recover physical function and or psychic, and related to the purpose of education.

Rehabilitation of physical function and psychic of learning and education system for children with special needs can't be separated. Rehabilitation program has to be integrated in learning and education entirely. So that, rehabilitation program in education for children with special needs is given earlier and then given simultaneously with other education and learning programs.

Despite the rehabilitation program being done and aimed to recover physical and psychic condition of student with special needs, teachers have to had knowledge of this rehabilitation. In this case, teachers need to have basic knowledge for handling their condition (Abdullah, 2014, p. 82)..

Relating to preparing students with special needs themself in facing the future, the teacher for certain matter also should have to familiarized them to work, gave the academic practice, and provide healty interpersonal relationships skill

With regard to target or orieb]ntation of special needs education, the goal that would be achieved is establishment of independence and personality intact of children with special needs. The same is true for their personal wholeness, its accomplishment is highly dependent and being affected by their heterogeneous ability and potency. In other words, their personal wholeness is very subjective and each individual having norm reference to himself as its benchmark. Quite mistaken if their learning achievements or measurement of the level of education goals achievement is compared to each other, especially when they are compared with children in “normal” category.

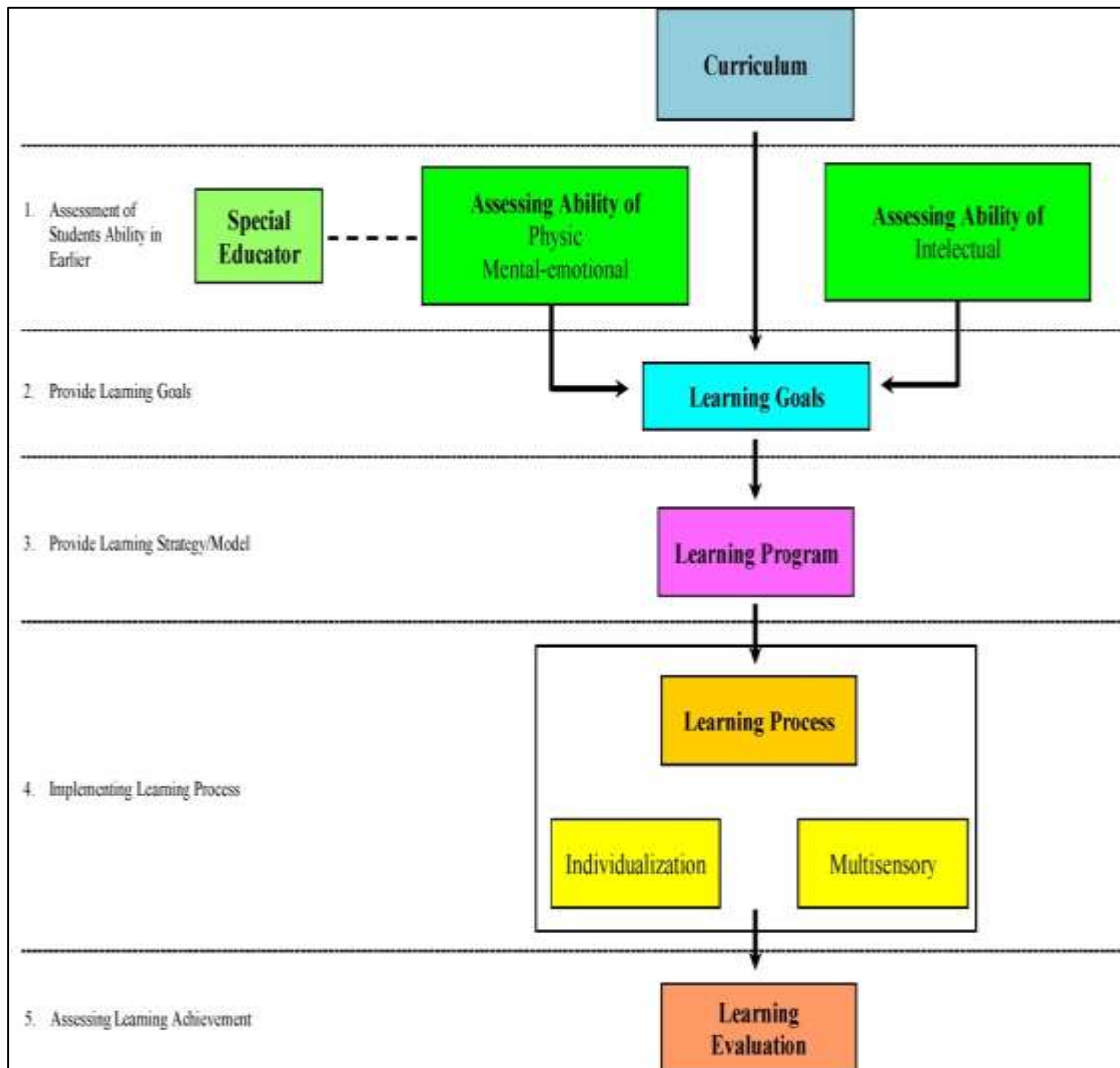
For that reason, need to pay attention to principles of learning for children with special needs relating to dual purpose learning. Basically, those priciples are aimed to achieve the education goals and learning for themself. To achieve this aim, need to be done through learning process which is aligned to the level of education and learning to be given. That education level is divided into seven levels of education services model remarkable in accordance with heavy casually disability and the number of students can occupy in each stage offered which are in form: residential school, special day school, full-time special school, part time regular class and part time regular class, regular class with suportive instructional service, regular class placement with consulting services for regular teachers, maupun regular classroom (Cartwright and Cartwright in Abdullah, 2014, p. 85-86).

In any level, children with special needs obtain education and learning service, general principles such as affection, integrity and concurrence to the relationship inter-domain, development of their interests and giftedness, ability, model or example, habituation, repetition and strengthening, and specific principles such as multisensory learning principles and individualization learning in education and the learning

process for them should be given with necessary attention.

By taking into account all discussion on principles of learning for children with special needs and steps of developing learning model that be described before with started in identification of students learning needs that be known trough

disability identification and disability assessment and their needs, and continued in determination of the goals, implementation, and evaluation of learning, illustratively it can be described in figure below.



focused on auditory ability, reading, writing, and counting. Basically, to measure this aspect could be done by general teacher him/herself. The result of this entering behaviour will be a prerequisite to determine learning goals with reference to curriculum subjects that have determined by the government. However, the limit of capability should be adapted and adjusted with the students own. From this step, general teacher can set and develop learning

Procedure of Instructional System), Glasser model, Gerlach & Elly model, Jerold E. Kamp model and Contextual Teaching-Learning (CTL) model, and there're many other basic theories of learning model development left. Pertaining to learning model for children with special needs which is considered it could accurate to be applied in inclusive education system, there is a

kind of learning model that known as *Mitra Bimbing* model.

Learning model that I called “*Mitra Bimbing*” is one of the learning model that be used to provide better training and learning for students with special needs with involve both general teacher and special teacher.as a sharing partner as well as a guide for general teachers in taking measures in student with special needs learning process and shadowing students to engage in learning process (Abdullah, 2014, p. 165).

Basically, *Mitra Bimbing* learning model wasn't different from anyother learning models that be implemented in special school, but the focus of this model lied on involvement actively of “*mitra*” (partner) who has knowledge and experience in dealing with education

services for children with special needs (see figure 2).

Implementing this model be started from lesson plan that include the study of curriculum, assess students ability in earlier (entering behaviour), provide learning goals, choose learning strategy, metode and approach, and provide learning evaluation system.

With an implement of the whole series of term in the *Mitra Bimbing* learning model, the so the effort to enhance the student's (with special needs) knowledge in learning at school can be delivered more optimal and more effective .

As learning process in general, the application of *Mitra Bimbing* learning model design cannot be separated from many factors, such as educator, student, facilities or environment.

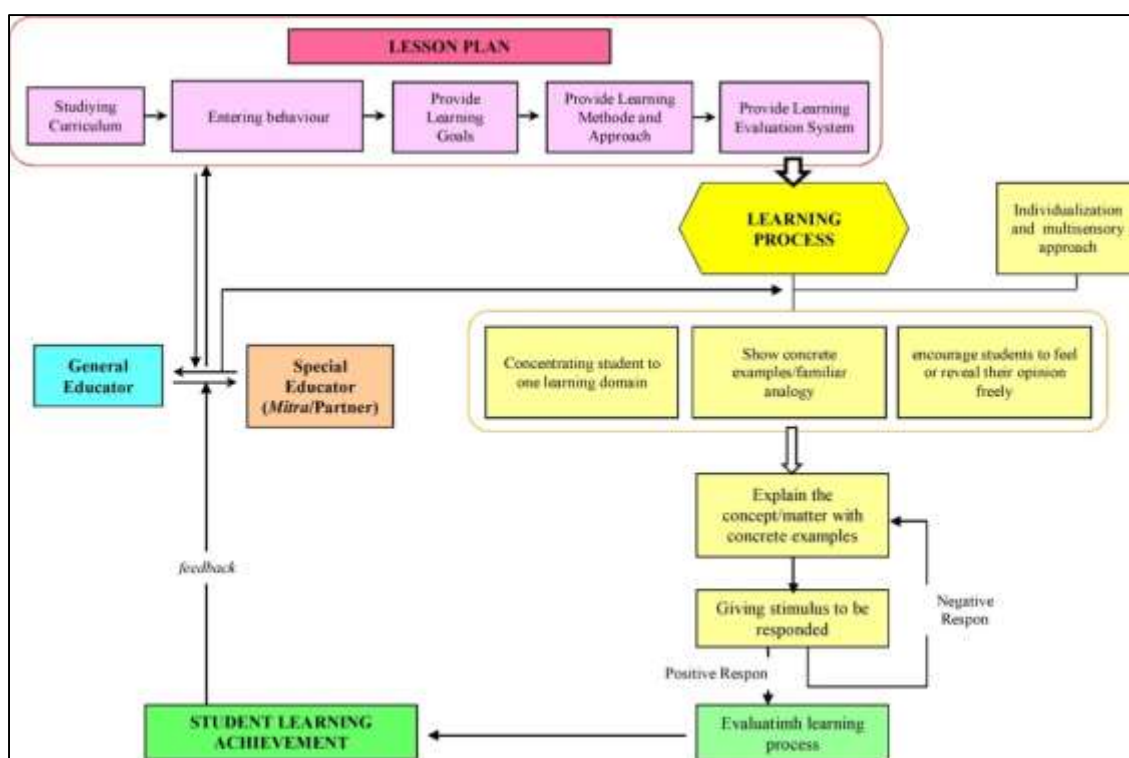


Figure 2. Implementation Steps of *Mitra Bimbing* Learning Model for Children with Special Needs

Educator or teacher has a great influence on process of students learning. It

same thing happens in the process of applying *Mitra Bimbing* learning model,

teachers have to be very understand on student's physical condition, mental-emotional, intellectual, and demands needs. This has been the main concern that the students are guided is the one who need guidance specifically.

Meanwhile, the students condition should be paid attention first in each lesson plan where the student with special needs have demands for learning that different service dependent on their weakness and also in emotional condition.

Implementing this model won't last effectively without supported by the availability of learning facilities, especially facility for students with special needs follow learning activities easily.

The same thing with learning environment. The comfortable learning environment can be providing easier way for activity of students with special needs, and social environment that could receive their existence is necessary to form confidence of students with special needs.

CONCLUSION

Based on the discussion that be described before, I concluded that design of *Mitra Bimbing* learning model for children with special needs show three phases of learning that have to be done in integrated which is concentrating students in a learning domain that could be occupied by them, encourage students to feel or reveal their opinion freely, so there was no impression force students to mastering something, but develop the ability to himself, explained and show the concrete examples or familiar analogy for learners relating to the material that is being studied.

In practice, the *Mitra Bimbing* learning model cannot be separated from many factors that influence it, which is teachers involvement directly who have basic of special education, either in planning or implementing and evaluating of learning, the availability of adequate learning facilities and infrastructure for children with special needs, and the attention and awareness of from the

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