



## Guidance and Development of Learning Models in the Pandemic Era for students with Special Needs through Blended Learning at the Kevala Cibarusah Inclusive School

Yuan Badrianto\* , Muhamad Ekhsan, Santi Kurnia

Universitas Pelita Bangsa  
E-mail : [yuan.badrianto@pelitabangsa.ac.id](mailto:yuan.badrianto@pelitabangsa.ac.id)

Received: 12 November 2021

Accepted: 03 December 2021

DOI: <https://doi.org/10.32479/CCDJ.11346>

### ABSTRACT

Inclusive schools are educational services provided for children with special needs (ABK) in obtaining a better education. Coaching needs to be carried out on inclusive school teachers by increasing the competence of teachers because learning with special needs children has different obstacles and challenges. The method used is to provide motivational training to teachers and make learning administration and apply the blended learning model. With the guidance and development of the blended learning model, teachers feel that they work more effectively when compared to online only, which is relatively difficult for children with special needs, this is due to the limited response of ABK, different and easily distracted. With blended learning, children can learn to adapt to the demands of technology but also still get exclusive services from teachers and therapists.

**Keywords:** Inclusive Schools, Learning Models, Blended Learning

### 1. INTRODUCTION

Conducting learning for children with special needs (ABK) requires different skills when compared to normal children in general. According to Diana, the Principal of the Kevala Inclusion School, teachers are very challenged to be better able to deliver learning materials with various methods and personal and strengthening approaches. hidden potential. According to David J. Smith (2012) Inclusiveness is a term used to describe the integration of children with disabilities (disabled/disabled) into school programs. Seeing the different conditions, absorption capacity, social interaction ability, it is not surprising that some schools make a subtle rejection of children with special needs on the grounds that they are not ready to provide educational services for ABK students even though the Government has provided compulsory education regulations and is also encouraged by UNESCO in the form of an International appeal. Education for All (EFA) and with the mandate of the 1945 Constitution article 31 paragraph 1 and paragraph 2 regarding the rights and obligations of every citizen to obtain education, as well as Law number 20 of 2003 article 5 paragraph 1 concerning the right of every citizen to obtain education (Elisa, 2013 ).

Talking about challenges and obstacles according to Sumiyati (2011) states that one of the obstacles to implementing learning for children with special needs is the lack of appropriate facilities such as narrow classes, so that when children want to learn they have to wait their turn and this of course hinders the learning process. Obstacles are increasingly felt in this pandemic era, because students are generally asked to study at home by monitoring or online with teachers and of course they need to be accompanied by parents, then what about learning for children with special needs? It is conceivable that even when there is no pandemic/normal, crew members need extra assistance and full assistance. For this reason, teachers need to get coaching and know the models and methods as well as special preparation in educating children with special needs so that they are in accordance with the objectives of learning which generally focus on independence, self control and adaptation.

Inclusive schools are educational services provided for children with special needs in obtaining a proper education. Government policies contained in Law Number 20 of 2003 in Article 32 and Permendiknas Number 70 of 2009 are to provide opportunities and opportunities for children with special needs to obtain education in regular schools (Pratiwi, 2015). Inclusive schools

are regular schools that are adapted to the needs of children who have disabilities and have the potential for intelligence and special talents in a systemic unit (Ilahi, 2013).

Learning model is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (Kemp, 1977). According to Carey (1985) the learning model is a learning strategy consisting of materials and procedures that are used together to produce learning outcomes for students or students. In this case, there is an element of cooperation between teachers and students in achieving the goals of learning that have been determined previously. In learning activities there are two approaches, namely teacher-centered and student-centered (Kellen, 1998). Teachers can choose models and approaches that are appropriate and efficient in achieving educational goals (Rusman, 2014). Various kinds of learning models include social interaction models, information processing models, personal models, computer-based models, instructional system development procedures models, problem-based learning models, contextual learning models, thematic learning models, web-based learning models / e-learning, independent learning model (Rusman, 2014).

The Blended Learning model is basically a combination of the advantages of learning that is carried out face-to-face and virtually (Semiva, 2020). Along with the development of technology and the internet and with the restrictions in the pandemic era, teachers and students are forced to be able to adapt to the learning process by combining face-to-face and online methods. Blended learning is an ease of learning that combines various modes of delivery, teaching models, and learning styles, introducing a variety of media options for dialogue between the facilitator and the person being taught. Blended learning also as a combination of direct teaching (face-to-face) and online teaching, but more than that as an element of social interaction (Semiva, 2020).

## 2. IMPLEMENTATION METHOD

One method that needs to be developed is blended learning, namely by combining online and offline learning. Due to the pandemic conditions, regular learning is not allowed, so what is done is home visits when cases have started to subside and permits are available, in the implementation of coaching and skills development is also carried out, including through training where implementation is carried out with strict health procedures. The method used is moderate observation where observations are made from outside and from within (directly involved). The coaching and development steps are carried out by combining psychological, pedagogic and andragogic approaches.

Psychological approaches include providing motivational training to teachers, IQ tests, student interests and talents,

consulting with parents and counseling students who feel they are able to communicate, in this pandemic era there are additional programs with mental strengthening of parents affected by the pandemic. The pedagogic approach includes the preparation of curriculum, syllabus, lesson plans and modified session plans with a blending approach.

According to the Directorate of Special Schools in 2008 that the inclusive class curriculum is the regular school curriculum, modified curriculum and individualized curriculum according to the character abilities of students, these modifications can be done by modifying the place, method or content of the material. The materials made must be adapted and used as homework for ABK, but please note that there are preparations and online learning simulations in the classroom carried out by teachers and students before students go online with parental assistance at home, in addition to home therapy visits. / learning that is carried out where teachers / therapists come to students' homes with learning materials or modules. The andragogic approach is a method in which teachers are given motivation, courage, practice and monitoring of the implementation of blended learning so that self-confidence arises, independence and shows more creativity in packaging online learning or home visits. Coaching in this approach is carried out by providing motivational training that is oriented towards the goal of educating ABK students and followed by making learning administration.

## 3. RESULTS AND DISCUSSION

The results of the coaching show that teachers and therapists are increasingly motivated to provide the best service in the pandemic era for students. In total, teachers show the ability to take learning actions in the midst of a pandemic with strict health protocols in carrying out blended training in order to maintain the quality and development of students/ABK, strict health protocols are carried out such as wearing masks, face shields, maintaining contact, sterilizing materials and tools, reproduce individually distributed materials or modules. Teacher work motivation is reflected in high performance, and this has a positive impact on the image of the Kevala inclusive school, so that the school becomes a reference for parents with special needs in the South Cikarang area, so it's not surprising that the student quota is always full every year even many of the parents who bought the seats for next year.

The results of learning administration are shown by the existence of a clearer and tiered concept of curriculum and syllabus. In addition, teachers feel very helpful with the making of a session plan so that parents are more aware of the flow of learning that is carried out so that they can prepare their children with special needs. Another knowledge gained is that the teachers are familiar with the large program of Applied Behavior Analysis. A therapy program that is applied in the morning for learning children with special needs.

The results of the training also show a better attitude and readiness to teach even though they have to visit the house which is of course more difficult to condition children with special needs. Differences in children's responses at home and at school occur because children feel they have the area and area of residence and patterned life or habits, It's a different case if they go to school independently, which has gone through a process of adaptation and is more conditioned.

#### 4. CONCLUSION

Blended learning is felt to be more effective when compared to online only, which is relatively difficult for the condition of children with special needs, this is due to the limited response of children with special needs, different and easily distracted. With blended learning, children can learn to adapt to the demands of technology but also get exclusive services from teachers and therapists. This activity still requires learning that is body contact such as physiotherapy which is very necessary but difficult to implement due to health protocols, so further discussion is needed in the development of physiotherapy methods to improve motor movement which is very supportive of ABK independence activities.

#### REFERENCES

- Basrowi. 2008. Memahami penelitian Kualitatif, Jakarta: Rineka Cipta.
- David J. Smith. 2012. Sekolah Inklusi. Penerjemah Denis N. Enrica. Cetakan Ketiga. Jakarta: Nuansa Cendikia.
- Ilahi, Mohammad Takdir. 2013. Pendidikan Inklusi Konsep dan Aplikasi. Yogyakarta: Ar-Ruzz Media.
- Kemp, Jerold E. 1977. Instructional Design. Belmont: California Lou, Carey. Walter Dick. 1985. The systematic Design of Intructional, 2nd Edition, Glenview, Illinois : Scoot, Forestman Company.
- Norman, K. Denzin. 2009. Handbook of Qualitative research, Yogyakarta; Pustaka Pelajar.
- Pratiwi, Jamilah Candra. 2015. SEKOLAH INKLUSI UNTUK ANAK BERKEBUTUHAN KHUSUS : TANGGAPAN TERHADAP TANTANGAN KEDEPANNYA PROSIDING SEMINAR NASIONAL PENDIDIKAN “Meretas Sukses Publikasi Ilmiah Bidang Pendidikan Jurnal Bereputasi”
- Kerjasama Program Studi S-3 Ilmu Pendidikan, Program Studi S-2 Pendidikan Luar Biasa Universitas Sebelas Maret Surakarta dan ISPI Wilayah Jawa Tengah Surakarta, 21 November 2015 ISBN: 978-979-3456-52-2.
- Roy, Kellen. 1998. Effective Teaching Strategis Lesson From Research and Practice. South Melbourne, Vic: Thomson Social Science Press, 2007.
- Rusman. 2015. Model-Model Pembelajaran Mengembangkan Profesional Guru. Jakarta: Raja Grafindo.
- Semiva. 2020. Pengertian dan Manfaat Model Pembelajaran Blended Learning. 02 Agustus 2020. <https://sevima.com/pengertian-dan-manfaat-model-pembelajaran-blended-learning/> diakses tanggal 26 Desember 2021.
- Sumiyati. 2011. Kelas Inklusi PAUD. Jakarta : Gramedia
- Syafrida Elisa, Aryani Tri Wrastari. 2013. Pendidikan Inklusi Ditinjau dari Faktor Pembentukan Sikap. Jurnal Psikologi Perkembangan dan Pendidikan Vol. 2, No. 01, Februari 2013.