



Behavioral Patterns of Placement of CIN (Children In Need) and Regular Students in Inclusive Classes Learning

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Abstract

Purpose – In one school institution, there is two formal education consisting of CIN and regular students so that social inequality does not occur, and the same pattern of behavior is applied without distinguishing students' shortcomings. This study aimed to analyze the behavior patterns of placement of students with special needs and regular students in learning in inclusive classes.

Design/methods/approach – The method used in this research is the qualitative method of the Miles and Huberman case study. The population and sample in this study were 8 grade IV elementary school teachers, while the sampling technique was carried out using the proportional sampling method. The types of research data are primary and secondary, while the research data collection techniques are carried out by observation, interviews, and recording methods. The research stages include data reduction; data analysis starts from teacher planning in learning, evaluation of learning in inclusive classes, as well as teacher behavior patterns during the learning process for students with special needs and regular students; data verification or conclusions are drawn by reporting the results of the analysis.

Findings – The research findings prove that the behavior to not differentiate between CIN and regular students is to use group learning methods consisting of CIN and regular students and to instill character education in CIN students, and through a motivational approach that strengthens the confidence of CIN students to partner with regular students.

Research implications/limitations – This study was limited to where inclusive schools must prepare everything, be it teachers, students, or learning tools.

Practical implications – Pattern behavior placement CIN and regular students in learning same without distinguishing and see the social status, physical, and intellectual intelligence. The differences are not in behavior patterns but learning tools such as syllabi, lesson plans, and exam questions. Teachers and students have stable values and a sense of tolerance for the differences and drawbacks of CIN students.

Originality/value – In one class with special and regular students, learning activities are only in inclusive schools but in formal, informal, and non-formal schools.

Keywords Behavioral pattern, Children In Need, Regular students

Paper type Case study

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1. Introduction

The children with special needs are often referred to as children in need because these children have differences from other normal children. For example, children are late in receiving learning. There are psychological disorders in other children (Desiningrum, 2017). Children who have these disorders are expressly connoted as CIN because they are different psychologically and mentally and in behavior (Efendi, 2006; Hanafy & Abdelmoniem, 2022; Waber et al., 2022). Indonesia has enacted legislation regarding crew members as stated in Law no. 20 of 2003 article 32, namely, "Special education (special education) is education for students who have difficulty in participating in the learning process due to physical, emotional, mental, and social disorders and have the potential for special intelligence and talent" (Anabanu, 2021).

Schools in which two educations are carried out, and there are CIN in formal classes, another meaning of inclusive education (Imam & Endriani, 2021). A place that accommodates CIN to get a proper education is an inclusive school (Desiningrum, 2017). Schools that are carried out with standard and regular students in one place with unique talents and potential in a systemic unit are called inclusive schools (Pratiwi, 2016). Inclusive schools have a concept where education specifically for children with disabilities is equated with normal children. It identifies that every child has the right to get an education regardless of the social, economic, or physical.

Most traditional schools, namely Elementary, Junior, and Senior High (SD, SMP, and SMA), are mandated to provide inclusive education (Agustina & Rahaju, 2021; Salas-Pilco et al., 2022; S. Q. Xu et al., 2022). In addition to elementary schools, inclusive school programs are implemented in secondary schools such as SMP N 29 Surabaya, where this school is believed to implement inclusive education programs by combining standard students and students with special needs (Afsari, 2012). One school institution in Indonesia that has organized inclusive learning programs independently and collaborated with parents since the 2013/2014 school year is SD Muhtadin (SD Muhammadiyah Madiun City).

Inclusive education can cover the differences in children with disabilities from other typical children so that at school, in the community, and at home, it is true that there are children with these unique needs. Through inclusive education, children in need are allowed to socialize and are given education with typical children to develop their skills. In addition, during the classroom learning process, teachers who teach children in need are more innovative and support learning activities so that children in need do not feel different from other children (Simorangkir & Lumbantoruan, 2021).

In the implementation of learning, the teacher has a pattern of behavior that is prepared for harmony with students with special needs and is regular in learning activities (Ramadhan, 2020). The pattern is the structure or form of the picture that the teacher will do in designing a method that will be carried out on CIN and regular students without discrimination or differences (Asriani, 2021; Harris et al., 2022; Velin et al., 2022). In line with the research of Farizka Ayu and Aziz Muzayin, they stated that implementing inclusive education in elementary schools could equalize regular and special needs students. With the presence of special needs students, an educator managed to learn so that the special needs students did not interfere with other students (Muzayin, 2021).

According to Arthur S. Reber, behavior is a general term including actions, activities, responses, reactions, movements, processes, operations, and so on (Reber & Reber, 2010). While behavior here refers to how the teacher treats emotional and interpersonal interactions with special needs and regular students so that they can be placed in the same class and get the same learning. In line with this, so that inclusive classes run in harmony, a teacher uses innovative learning methods so that there is no discrimination and social inequality against children in need. What the teacher does is stated in Suradji's research which suggests that to introduce and teach, teachers can communicate with students by working in groups in a lesson so that CIN and regular students can interact. It is one of the behavioral efforts to prevent discrimination between regular and special needs students during learning activities (Suradji, 2019; Opoku et al., 2020).

It is important not to discriminate against students at school and outside of CIN students. In contrast, Saskia's research states that verbal bullying behavior towards children in need at the

Perwari Padang Special School, Ulak Karang Selatan, such as mocking and laughing by saying mute (Rahayu & Marheni, 2020). The Republic of Indonesia Law Number 20 of 2003 concerning the National Education System states that education is held democratically and reasonably and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. It means that every citizen has the right to get education services provided by the government, whether they are regular (not physically/mentally disabled) or not.

The law above states that all children need education without exception for children who have special needs (Andhi, 2015). That way, every child has the right to receive a proper education regardless of anything. It is also explained in Law Nomor 4 of 1997 concerning persons with disabilities that “people with disabilities or special needs have rights in aspects of life and livelihood”. Judging from the explanation above, the behavior patterns of students with special needs and regular students in learning are interesting because each school in certain areas has a different method or way of treating students with special needs and regular students in one class. The purpose of this study is to identify and analyze how the pattern of teachers in teaching in one class with different students, namely students with special needs and regular students, without any differences in behavior.

2. Methods

The design of this research is a case study with a qualitative approach. Case studies are designed to describe findings and try to find a picture of a situation. The research was conducted at SD Tunas Mekar Indonesia (TMI) Jl. Arif Rahman Hakim No. 36, Jagabaya III, Way Halim, Bandar Lampung City, Lampung. The study was conducted for two months, from February to March 2022. The researcher chose this educational institution because this school has a uniqueness that is different from other schools by giving students with special needs the right to get a proper education by being placed in the same classroom with regular students.

Cases are not only limited to people or organizations but also boundaries, systems, programs, responsibilities, collections, or populations. According to Bogdan and Biklen, a case study is a detailed examination of one background, subject, document storage area, or event (Nirjana & Sari, 2022). The subjects of this study were eight teachers, namely two classroom teachers, two CIN assistant teachers, two study teachers, and two exact teachers—data collection techniques were through observation, interviews, and documentation. Research instruments include writing instruments to record the results of interviews, cell phone cameras, interview guidelines, interview grids, and observation guidelines. The data sources used by the researchers are divided into two: primary data from fourth-grade teachers who teach at SD TMI Bandar Lampung, and secondary data obtained by researchers are documents related to research such as photos and learning tools consisting of lesson plans, PPI, and syllabus.

The case study as part of the research method provides a specific framework for the stages of the process, namely determining the theme and research subject, determining the place, determining an accurate method, determining relevant data collection techniques, analyzing the results of data obtained from research subjects, making conclusions and reports. research (Wijaya, 2020). The data were analyzed by referring to Miles and Huberman, which consisted of data classification, namely the selection of data by being recorded, researched and detailed, and summarized and then selected the main things. Furthermore, the presentation of the processed data by providing a set of information compiled regarding the behavior patterns of students with special needs and regular students in classroom learning. The last stage is the verification/conclusion of the data findings that have been re-examined so that they become data-ready to be presented and reported on a new finding that contains an abstract picture. Then after doing research, the data becomes apparent.

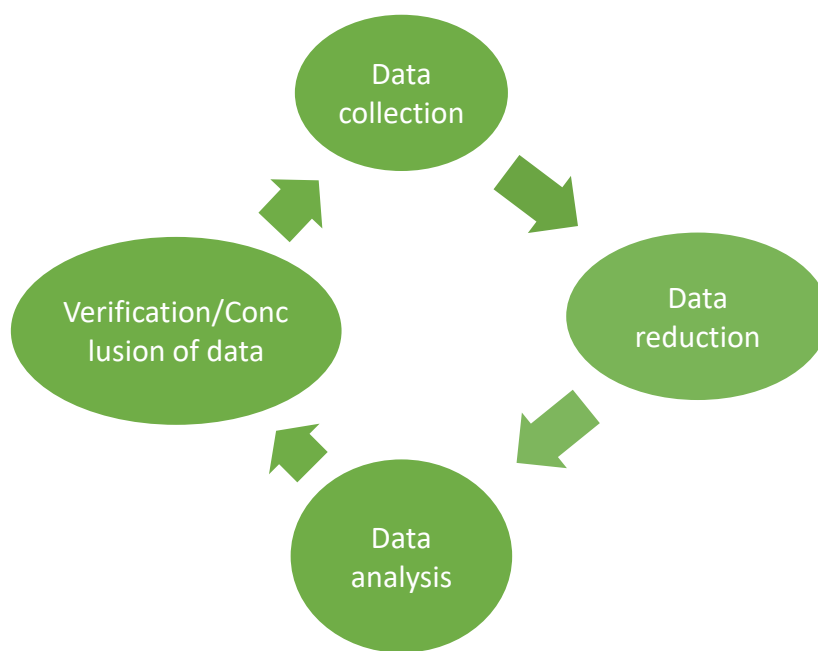


Figure 1. The flow of Research Methods (Miles & Huberman, 1994)

3. Result

3.1. Learning Process CIN and Regular Students in Inclusive Class

Activities that are carried out sequentially and have a precise sequence so that they can be repeated and get the desired results are referred to as processes, While activities in which some people aim to gain knowledge and develop skills and have various learning media that can be utilized are the meaning of learning Learning is not only carried out by regular or non-CIN students but also by CIN students who organize inclusive schools.

Learning activities in inclusive classes are the same as in other formal classes. It is based on the fact that CIN students learn the same lessons and materials as regular students. The connection with the process of implementing learning in the inclusive class is the same as in the regular class, where the teacher does apperception every morning for 15 minutes which is useful for asking how things are, greeting students before learning begins, and providing information related to learning materials to be studied as well as related information on other learning. The following is an excerpt from the transcript of the researcher's interview with one of the class teachers (A):

“Learning in the inclusive class is almost the same as the class in general, where the teacher's opening begins with a greeting, attendance, asking about the situation today, providing information related to the learning objectives to be studied and other information related to learning activities. The time used in opening learning takes approximately 15 minutes. The activity after the opening is the core of the learning to be studied. In the core activity, the teacher teaches according to the design and material that has been informed the previous day—followed by the closing activity, namely doing exercises or tasks that can be done in the form of practice, or assignments in writing” (Interview, 2022).

The learning process is carried out online and offline. Online activities are carried out for regular students. In contrast, offline activities are carried out by CIN students and traditional students with unique problems, so they must be accompanied by teachers at school. The learning activities are carried out starting from 07.15 WIB to 11.00 WIB. Students who study offline continue to carry out online learning activities, meaning that students with special needs and

regular students who have problems are placed in one classroom by following and paying attention to the teacher teaching directly in front of the class, but these students continue to follow the learning process by zooming in one place same. Especially for CIN students apart from class teachers, there are also accompanying teachers who accompany these CIN students. It was clarified through interviews with classroom teachers who teach in grade IV (B). The following is an excerpt from the transcript of the researcher's interview with the classroom teacher:

“Learning activities are carried out in two ways, namely online and offline. It is still not conducive to face-to-face implementation due to the impact of the COVID-19 pandemic. Online activities are intended for regular students who do not experience any problems related to learning, while offline activities are intended for students. CIN because these students need assistance understanding learning material they do not or have not understood. Besides CIN students, some regular students study offline. These regular students usually have obstacles or problems in the learning process, such as many disturbances at home when the learning process is carried out so that students do not focus on learning. The difficulty of asking the teacher to interact with certain materials makes students ineffective in learning. Students play around when learning online because they feel they are not being supervised by the teacher directly at the same time as regular students are accompanied by a special assistant teacher who is usually called a shadow” (Interview, 2022).

Learning the material captured by students with special needs and standard students is very different. In learning activities, regular students are more active than students with special needs. Students with special needs must be explained frequently to understand the material that has been and will be studied. Children in need are assisted by accompanying teachers to direct the learning to be studied. It brings CIN students to receive optimal learning even though CIN students have a prolonged grasping power. The accompanying teacher plays an essential role in learning so that CIN students participate in learning activities in class. There are 2 CIN students in one class. Each CIN student has a special assistant teacher. If there is a lack of understanding in learning, the class teacher will inform the accompanying teacher for CIN students or the accompanying teacher who will ask about learning and assignments if the information conveyed by CIN students is not detailed. The following is an excerpt from the transcript of the researcher's interview with the exact teacher:

“Students with special needs in the inclusion class only consist of two students because the school has given a policy that a maximum of two or three students with special needs in one class has different. CIN and regular students have differences in capturing and understanding learning. Therefore, students with special needs who are slow learning are accompanied by a special assistant teacher who explains the material for CIN so that learning can run effectively. In addition, the accompanying teacher is also in charge of coordinating things related to CIN students at school with the school, class teachers, and other people. This assistant teacher is necessary for CIN students to follow a series of learning processes in inclusive schools well and develop their potential. The accompanying teacher also uses various ways to teach CIN students to understand learning, such as using audio-visuals, which can help the child with special needs to more easily remember things” (Interview, 2022).

In explaining the learning material, the teacher uses the help of zoom and PowerPoint applications to deliver learning activities, or the teacher uses videos and films shared through zoom meetings. After the teacher provides teaching materials for CIN students, regular students are given presentation assignments, which are then reported or presented in front of other students. If CIN and regular students pay less attention or are bored in the learning process, the teacher on the sidelines provides icebreaking such as connecting words, rhymes, poetry, quizzes,

and kahood games. For the collection of assignments given by the teacher, CIN and regular students submit via the Edmodo application

3. 2. Teacher Behavior Patterns in Placing CIN and Regular Students in Inclusive Classes in Learning

In language, behavior is a pattern, action, or action that starts from the word "behavior" (Thalani, 1994). Behavior is something that cannot be formulated and is constantly changing, which is not determined by biological organic systems or instincts but by the mind and soul (Hamoda, 1993; Harefa & Telaumbanua, 2020). Patterns of behavior are all actions that are carried out based on reason and human instincts themselves. Every human being has a pattern of behavior in dealing with something like a teacher in teaching who can regulate his behavior patterns toward students outside and inside the classroom. In positioning the teacher's behavior pattern toward students in a room with two student criteria being placed together, namely CIN and regular students, the teacher must be able to position himself against the two students without discrimination between the two CIN and regular students. The following is an excerpt from the transcript of the researcher's interview with the classroom teacher:

"Teacher behavior in teaching where there are two different students is carried out using innovative learning strategies and methods so that CIN students are not discriminated against by their presence in the class. Teacher behavior so that CIN and regular students are together without any social gaps is carried out by communicating by working together within the classroom. Groups where regular students help CIN students even though CIN students have been accompanied by accompanying teachers, but it does not rule out the possibility of doing joint work. In addition, teachers instill character education in CIN and regular students because character education can prevent students from physical violence or violence. Psychological well-being and increased self-confidence of children in need give them a sense of optimism to live with their uniqueness through a motivational approach, which gives more attention without causing jealousy to other students. It instills interactive behavior, so CIN and regular students get to know each other and socialize. The teacher treats the same when inside and outside the classroom. When students with special needs regularly play, the teacher only supervises. When teaching certain materials, the teacher repeats so that CIN and regular students can understand the material well. It is done by adding study time for CIN because it is sometimes difficult for CIN to accept learning independently" (Interview, 2022).

Children in need are children who have the right to need education even though the child has learning barriers in him (Leung et al., 2022; Ridwan & Bangsawan, 2021; X. Xu et al., 2022). When viewed from a physical, psychological, and cognitive perspective, they are indeed hampered, but to reach their goals and develop their skills to the maximum, CIN has the same rights, so special assistance is needed to handle CIN students. Inclusive learning and education can run well if teachers have more knowledge, especially on implementing inclusive education in schools. It requires teachers to learn more about the value of inclusive education and that inclusive education is based on a sociological basis (Azis & Risfaisal, 2021). This foundation emphasizes that CIN requires equal treatment of other standard students. Students with special needs have the right to get education, appreciation, awards, and abilities that are recognized and appreciated by the community in the abilities they develop. The following is an excerpt from the transcript of the researcher's interview with the subject teacher:

"In behaving, greeting, providing materials, methods, techniques, strategies, media, when dealing directly with CIN and regular students, and how to act as a teacher treat them the same. The difference between CIN and regular students is not in their behavior but terms of questions or assignments in the exercise and semester exams for CIN students, the form of the questions is more simplified, which is not difficult. It differs from regular students who continue to carry out or do assignments or exams with the same questions. In addition, the learning tools are also different. If regular students, the teacher makes RPP, but for CIN

students, the teacher refers to the PPI (Learning Planning in Inclusive Learning). Student differences do not make teachers behave and respond differently” (Interview, 2022).

In learning, teachers take actions such as mainstreaming, which shows an educational strategy in which children in need get educational services combined with other regular children in a typical environment (Iswati & Rohaningsih, 2021). Learning for children in need requires a pattern and strategy to see different abilities and capacities. Teachers must be qualified so that they can regulate the learning process in schools with individual learning methods or systems so that they can better recognize the habits and difficulties of each student. The differences in the characteristics of each CIN will require teachers with unique abilities. Because here, the teacher must have expertise in combining every individual talent in seeing, thinking, speaking, listening, and socializing.

4. Discussion

Based on the results of interviews and observations of researchers, in the inclusion class at SD TMI, four teachers teach in one class. The four teachers are classroom teachers, the field of study teachers, specialist teachers, and CIN assistant teachers. The four teachers have their respective roles and functions in learning in the classroom, but one teacher must exist and is mandatory in the class, namely the class teacher, or called the homeroom. The definition and practice of co-teaching differ between countries, as do their education systems. One general teacher and one special education teacher often form a teaching partner. The practice of co-teaching in German inclusive classrooms is based on teaching pairs formed by one general teacher and one special education teacher who share instruction in several lessons. Subjects taught dyadically vary depending on the needs of students and the resources of special education teachers (Jurkowski & Mueller, 2018). When learning or teaching teachers in inclusive classes, there are no differences. All are equal, given that every student has the same rights in obtaining an education as stipulated in the legislation. There is absolutely no discrimination in treating CIN and regular students, which means that regular students are prioritized because these students have intellectual, emotional, and physical intelligence that is better than CIN students. Teachers do not discriminate between CIN and regular students so that there are no misunderstandings or things that are not wanted. Teachers who teach must be equipped with understanding and mastering the psychological development of students so that they are ready to face different students in one class without discrimination and compare each other.

The teacher’s behavior pattern appreciates the actions taken by CIN students and regular students who have a high sense of tolerance between students regardless of physical, intellectual, and other backgrounds. Among these things, the learning device distinguishes CIN and regular students. Where if the teacher designs learning designs for regular students, namely the syllabus and lesson plans (RPP), while for CIN students, the teacher designs learning tools consisting of an inclusive syllabus and lesson plans in inclusive learning (PPI). In addition, the questions or exercises in learning and semester exams make the difference between CIN and regular students. CIN students work on questions or exams with criteria that are simple and easy to understand, while regular students continue to work on exam questions without specific criteria.

In 1994, 92 countries adopted an article from Salamanca, which stated that students with special educational needs should have access to regular schools committed to providing the necessary support for these students. Based on the discussion, it shows that with the issuance of legislation that regulates people with special needs and those who have deficiencies, it is stated in Law no. 4 of 1997 and Law no. 43 of 1998 concerning persons with disabilities or disabilities or can be said to be lacking and have differences from other people have the right to have and get the same rights as citizens in their lives, including education. So the government reissued an edict regarding the law that equalizes education between CIN and regular students in Law Nomor 20 of 2003 article 32 that special education for students with deficiencies and differences is essential. This law represents the voice of CIN students who are obliged and must be given the right to a decent and equal life regardless of the student’s physical and intellectual. The CIN students are not

students who do not understand or understand when explained. It is just that CIN students have delays in receiving learning, have poor hearing than students in general, or have volatile physical and emotional states, so the inclusion of inclusive schools promoted by the government helps children in need to have the same education and can compete with other regular students.

The government's promotion of inclusive schools is implemented in law and real terms by giving permission and obligations to schools capable and authorized to implement this inclusive school. The United Nations Convention on the Rights of Persons with Disabilities in Germany came into force in 2008. Germany implements an inclusive education system in which students with and without special needs study together in inclusive classes in regular schools (Jurkowski & Mueller, 2018). With an inclusive school, regular students no longer look at CIN students or who have differences from other typical students by making fun of or insulting these students. Inclusive education is helpful for teachers and schools that implement it because it provides opportunities for CIN students not to feel embarrassed, inferior to other standard students, useless or needed, or even clearly distinguished. However, it provides opportunities for CIN students to coexist with regular students. In public life, CIN students or people with delays in receiving information and different physical, unstable emotions can be well received and embraced so that CIN students feel comfortable, valued, and equal. Treat everyone equally, and if there are students facing difficulties, we need to focus more on them. Including everyone in the class, get them to participate and do activities (Khanna & Kareem, 2021).

Learning tools are not only intended as a reference in teaching and evaluating regular students but are also applied to students with special needs. Referring to Law Nomor 19 of 2005 concerning National Education Standards article 20, the learning process consists of a syllabus and lesson plans. For regular students, the learning evaluation is adjusted through three aspects: affective, psychomotor, and cognitive, and for students with special needs. What is very identical in evaluating learning in inclusive classes is referring to Bloom's taxonomy, which looks at the level of ease and difficulty of the questions that will be answered and presented to students. For students with special needs, Bloom's taxonomy refers to C1 and C2 (cognitive levels 1 and 2), while regular students start from C4, C5, and C6, which are said to have a very high level of ability to think critically and have a level to create. So that there are learning tools to provide teacher references in teaching in inclusive classes so that the methods and ways of giving questions or exercises on the exam use a superficial level so that CIN students understand and understand what they are doing. Furthermore, the learning obtained by CIN students is not too difficult.

5. Conclusion

Based on the results of this study, the researchers concluded that preparation for the arrival of a new sibling has a positive and significant relationship with the attitude of children aged 3-4 years, which accounts for 34.7% of the attitude of the older sibling. This means that the more mature the mother's preparation for her child to accept the arrival of their sibling, the more positive attitudes are formed from children aged 3-4 years. For this reason, parents need to prepare their children to accept the arrival of their younger siblings. It is important for children to be given understanding and readiness for the arrival of a younger sibling in their life. A child's readiness to accept a new sibling can be achieved by explaining pregnancy, the birth of a sibling, and involving the child in preparation for the birth of a younger sibling. Likewise, when a younger sibling is born, the child can simply be involved in helping to take care of their younger sibling with the aim that the child feels ready, included, and feels that the attention of parents is not only for the younger sibling, and to prevent sibling rivalry.

Declarations

Author contribution statement

Diah Rizki Nur Kalifah sparked the idea presented. Aninditya Sri Nugraheni developed inclusive education theory and behaviour patterns. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.



Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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