

INCLUSIVE EDUCATION IN CLASS 2: CASE STUDY AT SDS CITRA MONTESSORI SCHOOL TANGERANG

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Abstract: The purpose of this research was to analyze more deeply the cases found in class 2 at SDS Citra Montessori School. The research method used was a case study. The research was conducted on a grade 1 student at Nature School Mekar Bakti Tangerang. The research was conducted through observation and interviews. The results were the student has a disorder problem or commonly known as autism. This child have 4 disorders in their development, namely in communication, interaction, behavior, and movements and utterances that are often repeated. It's hard to concentrate in studying and too active in class, to the point of disturbing his friends studying. The parents choose SDS Citra Montessori School, because this school uses the montessori method and there is a therapy schedule for children with special needs.

Keywords: case study, elementary school, inclusive education

INTRODUCTION

Learning problems are all problems that occur during the learning process itself. Learning problems will still be encountered (Fajrin & Wulandari, 2021). This is a sign that learning is a dynamic activity, so it is necessary to continuously observe the changes that occur in students (Wulandari, 2018a).

An understanding of learning problems enables teachers to anticipate various possible problems that may hinder the achievement of learning objectives. With this understanding, teachers can also find action solutions that are considered appropriate if they find problems in the implementation of the learning process (Wulandari, 2015). These problems are influenced by internal factors (which come from within the students

themselves) and also by external factors (which come from outside the students themselves) (Fajrin & Wulandari, 2020).

When observing grade 2 and interviewing the class teacher named Samsul Hidayat, I found one child who had learning problems. The child's name is Rifqi. He has a disorder problem commonly known as autism. Children with autism have 4 disorders in their development, namely in communication, interaction, behavior, and movements and utterances that are often repeated. It's hard to concentrate on studying and too active in class, to the point of disturbing his friends studying. Even though Rifqi is different from other children, Rifqi's parents enroll Rifqi in SDS CITRA MONTESSORI SCHOOL, because this school uses the Montessori method and there is a therapy schedule for children with special needs. Rifqi is the son of Mrs. Maya and Mr. Herman who work as private employees. Therefore, I am interested in doing a case study on Rifqi's problem.

Problems experienced by students if not immediately resolved will certainly hinder the student learning process and will have an impact on achieving learning goals (Wulandari et al., 2022). Students will be successful in the learning process if the student does not have problems that can affect the learning process (Wulandari, 2018b). If there are students who have problems and these student problems are not immediately found a solution, students will experience failure or learning difficulties which can result in low achievement, low interest in learning, or unable to continue learning (Wulandari, S., & Fajrin, N. D., 2022).

RESEARCH METHODOLOGY

1. Place of research:

SDS Citra Montessori School, Cikupa, Tangerang Regency, Banten Province.

2. Research subjects:

Name: Rifqi

Age : 9 Years

Address: Cikupa, Tangerang Regency

3. Time of research:

Friday, June 9, 2023 at 08.00 AM

4. Type of research:

Case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. (Phelan, 2011)

5. Case Study Flow



Figure 1 Case Study Flow

RESULT AND DISCUSSION

RESULT

1. Case Identification

When my colleagues and I visited the SDS Citra Montessori School, I interviewed one of the teachers there, his name was Samsul Hidayat. He has worked there for 11 years. And when I asked if there were any problems in this class, he replied that in this class there were 3 children who were different from children in general, 3 of these children had autism and some had Down syndrome. And one of the worst is Rifqi's son, Rifqi is the son of Mrs. Maya and Mr. Herman. Rifqi's parents work as private employees.

2. Analysis

The first problem found was that Rifqi often waved his hands while talking, did not look at the other person's eyes, often shouted and could not respond quickly to questions asked by his teacher or friends. For example, when the teacher asked Rafi about the lesson being given at that time, his response was just dumbfounded, the teacher had to repeat the question over and over before Rafi understood.

The second problem that was found was that Rifqi had difficulty concentrating on studying and often threw tantrums in class and even disturbed the concentration of his classmates. For example Rafi was asked by the teacher to do an assignment in his package book, but he moved and looked here and there.

3. Synthesis

From the data analysis or from the information, it can be seen that Rifqi is autism student. Rifqi has two main problems and must be addressed immediately. Because, if it is not addressed, it will affect other student and make the class not conducive.

4. Diagnosis

I tried to correlate data about things that might have been the cause of learning difficulties experienced by Rifqi either by talking with the child, discussing with the class teacher, subject teacher, and his parents. The following is a diagnosis of internal and external factors.

a. Internal Factors

Autism syndrom

b. External Factor

Lack of accompanying teachers for student with special needs

5. Prognosis

If the problem is not resolved immediately, then the possibility that can occur is

- a. Get a score less than standard
- b. Don't want to study
- c. His friends are also not concentrating on studying

If the problem is immediately resolved, then the possibility that can occur is

- a. Get a score in standard
- b. Always go to class and happy to study
- c. His friends became concentrated

6. Treatment

After weighing various decisions, finally my part to give alternative suggestions such as:

- a. Ask teachers and parents to pay more attention to this child
- b. When in class, the child must always be accompanied by one special teacher. This is in accordance with the rules for inclusive child learning in the classroom by the government.



Picture 1 SDS Montessori School Tangerang

DISCUSSION

The first problem found was that Rifqi often waved his hands while talking, did not look at the other person's eyes, often shouted and could not respond quickly to questions asked by his teacher or friends. This is the same case in the research of (Anjani et al., 2008) and

The second problem that was found was that Rifqi had difficulty concentrating on studying and often threw tantrums in class and even disturbed the concentration of his classmates. This is the same case in the research of (Borualogo & Jefferies, 2019)

If the problem is not resolved immediately, then the possibility that can occur is

- a. Get a score less than standard (Budiarti & Sugito, 2018)
- b. Don't want to study (Korkmaz, 2011)
- c. His friends are also not concentrating on studying (Cain, Fanshawe, Armstrong, Lieberman, 2023)

I give alternative suggestions such as:

- a. Ask teachers and parents to pay more attention to this child (Wangqian Fu, Xiaohan He, Ying Sun, Chonggao Wang, Jingyi Wang, Yuhan Dong, 2023)
- b. When in class, the child must always be accompanied by one special teacher. This is an accordance with the rules for inclusive child learning in the classroom by the government. (Hopkins, O'Donovan, Subban, Round, 2023)

It turns out that the limit of teachers for children with special needs is still a major problem for inclusive education. Therefore, I hope the government can pay more attention to this matter

CONCLUSION

Rifqi has a disorder problem or commonly known as autism. Children with autism have 4 disorders in their development, namely in communication, interaction, behavior, and movements and utterances that are often repeated. It's hard to concentrate in studying and too active in class, to the point of disturbing his friends studying. Even though Rifqi is different from other children, Rifqi's parents enroll Rifqi in SDS CITRA MONTESSORI SCHOOL, because this school uses the Montessori method and there is a therapy schedule for children with special needs.

If the problem is not resolved immediately, then the possibility that can occur are: a) Get a score less than standard; b) Don't want to study; c) His friends are also not concentrating on studying. So, I give alternative suggestions such as: a). Ask teachers and parents to pay more attention to this child; and b). When in class, the child must always be accompanied by one special teacher. This is in accordance with the rules for inclusive child learning in the classroom by the government.

It turns out that the limit of teachers for children with special needs is still a major problem for inclusive education. Therefore, I hope the government can pay more attention to this matter.

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