

Developing Learning Service Models for Slow Learners to Optimize Inclusive Education in Semarang Junior High School

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Article Info

History Articles
Received:
Mei 2021
Accepted:
July 2021
Published:
November 2021

Keywords:
Adaptation; children with special needs; inclusive school; junior high school; learning service model; slow learner.

Abstract

The preparation of adaptive learning models for children with special needs is important because nowadays there is no policy set out in providing appropriate education services based on their specific needs. The slow learner inclusivity type is currently could be accommodated in regular schools. Therefore, this study aims to develop a model of learning services for slow learners. Using research and development methods, we conducted qualitative analysis for model preparation and quantitative analysis to analyze its effectiveness. The curriculum adaptation service model used is substitution. The results of the trials showed that there was a significant average difference before and after the implementation. Providing learning services with this model can make children better at responding to conversations and working with others, able to do independent activities, and able to control concentration in learning. These results require more operational policy support so that they can be implemented more easily.

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INTRODUCTION

Inclusive education is a global movement aimed to eradicate discrimination and marginalization in the current education system (Engelbrecht, Nel, Smit, & Van Deventer, 2016; Gordon, 2013; Mulyadi, 2017; Wibowo & Muin, 2018). Circa in the late 90s, advocacy measures had taken to push inclusive education to be included in international law so that every country, province, and city could later implement it through their local policy. The current education system is described as practicing discrimination because being influenced by medical approach in seeing special needs students as a medical impairment that needs special treatment to make them as normal as the others. Which in turn, they too, disabled people, had equal access to education and be accepted as well in society. As we know, access to an appropriate education is a right for all children (Slee, 2018). As the medical approach is influencing, the special school is seen as a measure to exclude disabled children from society (Garnida, 2015). Consequently, marginalization towards disability exists (Wibowo & Muin, 2018). While on the other side, divine conditions should be treated as a variation of human needs.

Theoretically speaking, inclusive education is an umbrella term to accommodate all students with all their personalized needs and conditions in a formal education system. Slee (2018) argues that inclusive education is eradication geopolitical or cultural discrimination in the school. He added that inclusive education is both a learning method and an education goal. As a broad term, no surprise that the implementation of this concept is challenging. It is regarded as an expensive practice as it needs to provide appropriate infrastructure, school supply, and human resources (Gordon, 2013). This fact is resonating with what happens in Indonesia.

Wibowo and Muin (2018) briefly explain that inclusive education in Indonesia is facing challenges in the context of regulation and laws. There are already quite enough law products that allow regions to move towards implementation.

The inclusion of a student with such special need in regular school had been regulated in Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusive Education for Students who Have Disabilities and Have Potential Intelligence and/or Special Talents and related to the management of the curriculum of inclusion students is regulated in the Regulation of the Minister of National Education No. 154 of 2014 on Curriculum for Students who Have Disabilities and Have Potential Intelligence and /or Special Talents. Specifically, the Semarang City Education Office has issued a Regulation of the Head of Semarang City Education Office Number 800/2319 on April 3, 2018 concerning Technical Guidelines for the Implementation of Inclusion Schools within the Semarang City Education Office. Challenges come from human resources and infrastructure that does not meet the standard of fully inclusive education.

The physical appearance of slow learners and regular students shows no difference. It is the most challenging moment where the teacher should be able to catch student's inclusivity while there are no such specific characteristics. A social label that previously being put on the slow learners is the stupid student. Slow learners experiencing obstacles or delays in mental development (Lisdiana, 2012). Slow learners need more time and more detailed and extensive accompaniment rather than the other to understand, which makes them included as a student with special needs (Glazzard, 2018).

They do need special education, but it is not appropriate to be included in a special school. Slow-learning children are usually labeled as borderline mentally retarded and Malik (2009) calls "they are generally slower to 'catch 3 on' to whatever is being taught if it involves symbolic, abstract or conceptual subject matter". Furthermore, Malik suggests that they also have characteristics of lack of concentration, lack of persistence in abstract thinking. This results in difficulty in achieving learning outcomes by the achievements of the peer age group.

Education experts think that slow learners better be included in regular school. As they have no physical impairment, they still could interact

with other regular students at their age. Slow-learning children can interact with normal children, increase participation in groups, and learn to adjust to social life. Also, normal students can change their views and eliminate negative views of disabled children (Arjmandnia & Kakabarace, 2011).

In Semarang, inclusive education had recently been discussed intensively between governmental stakeholders in line with the city's development orientation towards a child-friendly city. Nowadays, children with special needs in Semarang city are increasing in number. Therefore, inclusion model schools become a necessity to accommodate their education. Education in regular schools in Semarang has been serving children with special needs. But in reality, the school is not used to serving children with special needs to the maximum, there are even schools that are not aware of the existence of inclusion students. Besides, teachers had previously been evaluated by difficulties in teaching some specific students. After being professionally psychologically assessed, those students which currently studying in regular school is regarded as a slow learner. Based on this fact, Semarang's understanding of inclusive education is how to accommodate current and future slow learners into the regular education system. This research is aimed to contribute to that process by developing a learning service model specific for treating slow learners in a regular school.

Research on developing learning services model for teachers as a whole (both classroom teachers, subjects, and assisted teachers) for slow learners has not been conducted in any research. Inclusive education implementation had previously been observed by Putri (2020) using qualitative method. Through interviewing key stakeholders, she concluded that the school had taken any measures to optimizing inclusive education although on the other hand, parents of the special needs student is still lacking in knowledge on how to give their children appropriate education. Another qualitative research is done by Lukitasari et al. (2017). They evaluate the implementation of inclusive

education which resulted in importance of enhancing policy communication between sectors and stakeholders that should be actively collaborating.

In Karesidenan Surakarta Khakim et al (2017) focus on the discussion of inclusion schools that have not provided adequate accessibility facilities and make it easier for children with special needs to get equality of opportunity to make it easier for them in all learning activities in their schools. This study has not discussed how the curriculum should be or even the learning model used in inclusion schools.

Mukarromah (2016) conduct research in Sekolah Dasar Negeri Giwangan, Yogyakarta. She focused on the process and results of adaptive curriculum implementation. Curriculum is indeed an important key in the implementation of school learning, but for technical discussions how the model of good learning services/appropriate for inclusion schools, has not been discussed.

The urgency of innovation in the formation of a learning service model for ABK is reinforced by evidence that mentoring factors and parenting patterns are one of the factors that cause deviant sexual behavior in adolescents with visual impairment (Farisa, Deliana, & Hendriyani, 2013). The importance of mentoring to reduce the potential for unwanted things to be done by students is also evident in the moral judgement research conducted by (Patrikasari & Deliana, 2016). Not only done by parents, but also teachers who face students in the classroom. The implication of this mentoring in the future is on optimizing the development of adolescents.

The importance of educational assistance for children with special needs is expressed in the urgency of the establishment of a comprehensive learning service model. According to research (Haryono, Syaifudin, & Widiastuti, 2015), Central Java Province gets a C score (from the A-E scale) for inclusive education. The absence of this model of learning services is one of the concerns that makes the score in this province only reach the "enough" category. Therefore, Semarang city as the provincial capital is used as a research location in the hope that later all

schools in the province can also implement a model of learning services for abk, in order to create inclusion education that can optimize the potential of students.

This study intends to develop a Slow Learner Special Needs Children Learning Service SOP at SMP Inklusi Kota Semarang to improve the ability of slow learner inclusion students to socialize with regular students. This is done by developing a learning service model that can facilitate teachers in providing learning services to children with special needs / inclusion slow learners as well as testing the feasibility of the service model.

METHODS

This research uses research and development method. Borg and Gall (1983) mention that the method is a process used to develop and validate policy products / tools for educational activities. In addition, Samsudi (2009) said that this method is an experiment. This method of research allows researchers to conduct experiments on research objects, to then analyze the events after the treatment. The results of the analysis can underlie the researchers to convey the strategy of change / development of the original condition as an output / output of research and development research methods. The procedure of making guidance on the model of learning services of ABK is divided into 3 stages of analysis, namely: (i) the preparation stage; (ii) the stage of development; and (iii) the trial phase (Sugiyono, 2012).

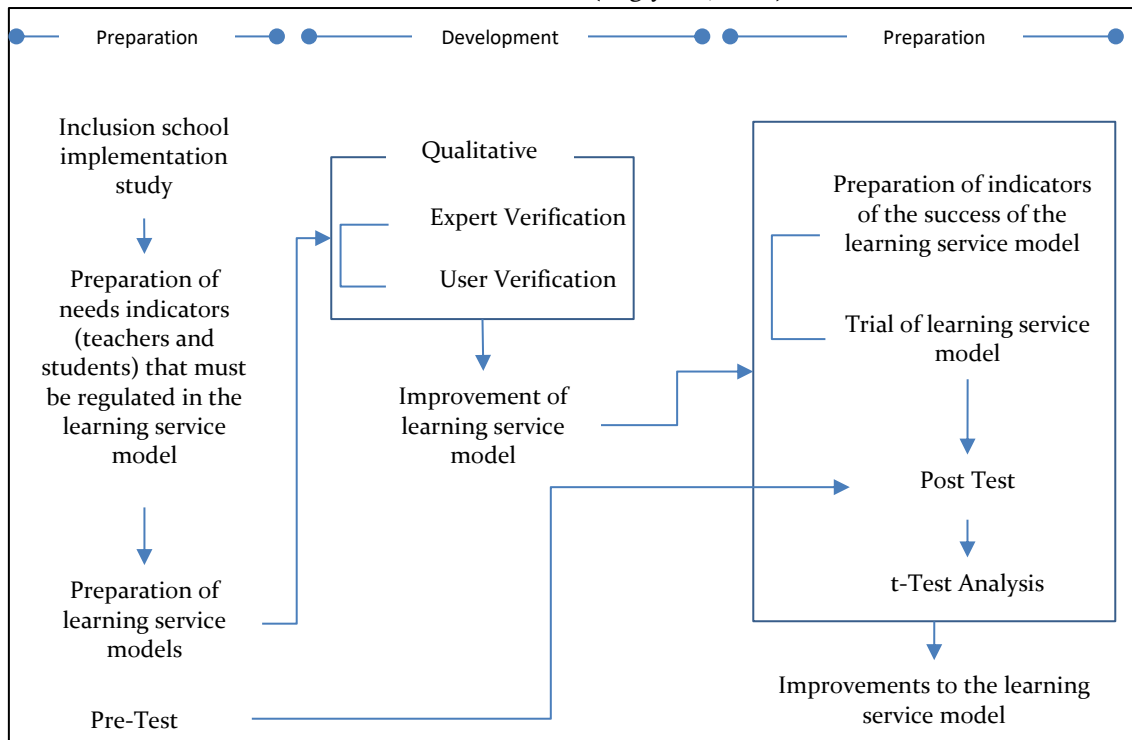


Figure 1. Learning Services Model Development Procedure (Researcher’s Analysis, 2021)

In the preliminary stage, the research will be conducted at SMP Negeri 5, 12, 15, 39, 31, SMP Muhammadiyah 8, SMP IT Harapan Bunda and SMP Alam Ar Ridho. This is based on the fact that the school is the school with the most inclusion students in Semarang. In addition to quantity, the school also has a high heterogeneity

in the type of inclusivity of students. Therefore, the preliminary study in this school is expected to represent the conditions of inclusion education in Semarang. Subjects at the introductory stage are principals, subject teachers, accompanying teachers, regular students, and, inclusion students. At the stage of model development,

trials of learning models and evaluation instruments are conducted. It will be held at SMP Negeri 39 with the number of inclusion students as many as 5 people. The basis of the school's selection as a limited trial location of the learning model is the cooperative of teachers and the location of the school that allows researchers to conduct surveys within a short deadline but obtain solid information. Subjects at this stage of model development are subject teachers, accompanying teachers, and, inclusion students. In the last stage of model validation, the research

will be conducted in State 12 with the number of inclusion students as many as 3 people. The selection of these schools is based on the main consideration that the school has a good learning reputation on the scale of Semarang City, as well as nationally. In addition, these schools have a large and fairly heterogeneous number of inclusion students. Subjects at this stage of model development are subject teachers, accompanying teachers, and, inclusion students. The variables used in this research as follows.

Table 1 List of Variables, Data, and Source

No	Variable	Data	Data Type	Source
1	GTK	Primary	Quantitative	Teacher
2	Curriculum	Primary	Quantitative	Teacher
3	Development of language and communication aspect	Primary	Quantitative	Teacher
4	Development of emotion and social aspect	Primary	Quantitative	Teacher
5	Self Control	Primary	Quantitative	Teacher
6	Relationship with others	Primary	Quantitative	Teacher
7	Curriculum regulation	Secondary	Qualitative	Education Office
8	Textbooks, module, and other references	Secondary	Qualitative	Education Unit
9	Approach and/or learning model	Secondary	Qualitative	Education Unit
10	Ministerial Regulation of Ministry Education and Culture No 43/2019	Secondary	Qualitative	Ministry of Education and Culture
11	Curriculum document such as KTSP, syllabus and RPP	Secondary	Qualitative	Education Unit
12	Curriculum related policy maker	Secondary	Qualitative	Education Unit
13	Planning, execution, and evaluation of learning model	Secondary	Qualitative	Education Unit
14	Individual development program maker, guidance for slow learner students	Secondary	Qualitative	Education Unit
15	Students in formal school	Secondary	Quantitative	Education Unit
16	Number of students with special needs who attend regular school	Secondary	Quantitative	Education Unit

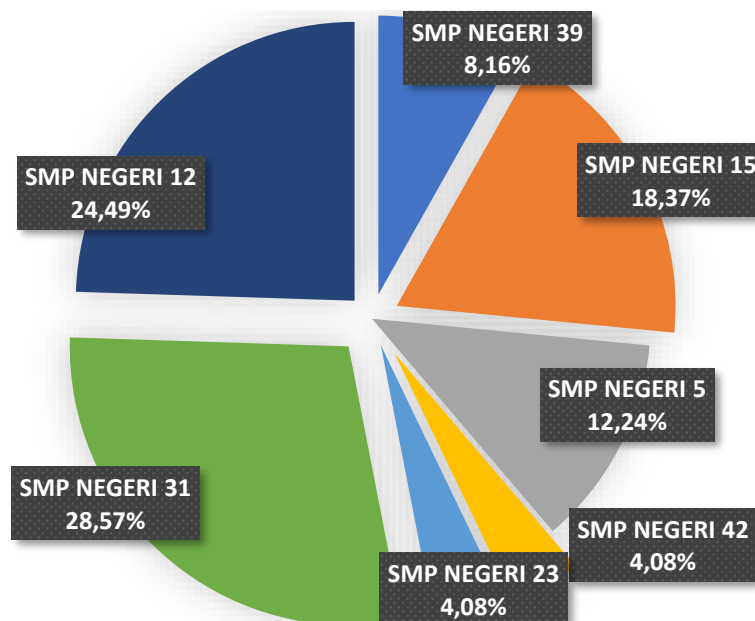
RESULTS AND DISCUSSION

A. Data

Semarang city shows that the students who are in the slow learner category are quite a lot. From 81 inclusion students in junior high school,

55 of them are slow learners (67.9%). The slow learners are spread in 16 from 23 inclusive schools. From that number, this research took most of them which is 49 students from seven different junior high school. Most of them are

attending 31 State Junior High School (as described in the Picture 1 below).



Picture 1. The spread of slow learner students in junior high school of Semarang

B. Pre-test Before The Implementation of Slow Learner’s Learning Service Model

The pre-test is taken to understand the empirical condition of inclusive education in Semarang. As mentioned above, we used set of questionnaires and sending it to seven junior high school. The respondent are teachers, students, and any policy maker that related with this issue. Teachers and academic staff had understood that there is an inclusive education model that should be implemented in their school (63,23%). While on the other side, the headmaster of the school tend to have less understanding about this issue. Regarding the current curriculum that being used nowadays, regarded as “good enough” which is chosen by 63,19% respondent.

Portraying the slow learners’ condition, the ability to communicate and socialize with others is quite bad. More than 45% of them are having bad language and communication skills such as lack ability of listening others, retelling the stories, and they hardly ask critical question such as using the word “why” or “how” in a proper sentence. On the other side, the emotional and social aspect is quite satisfying. 59,7% of them are regarded as students with quite good

emotional and social development. Although in a more detailed indicator, most of them (50,82%) is rarely taking extra effort whenever they do not understand the teaching materials. Also, they are less likely to have interest in trying new things (45,90%). Another perspective in understanding the slow learner is that 61,78% and 51,02% of them have self-control and relationship with peers respectively in a quite enough level. Regarding relationship, slow learner tend to have lower ability to interact with elder people, proved by only 47,82% of them that having quite enough level of relationship quality, and 41,92% is having quite bad level of relationship quality. With the teacher, slow learners are having better relationship with the non-teaching in class teacher rather than the teaching-in-class teacher. Because 64,26% students reported having quite good relationship with teacher that doesn’t attend the class, and the other side is reported only 52,46%. In the communication aspect, slow learners reported had quite good communication skill (56,64%), but they tend to have difficulty in giving effective responses or asking for help.

C. Planning and Design

This study developed an adaptation curriculum for the type of slow learner inclusiveness. As seen in Table 2 below, that this adaptation curriculum has some differences with the latest curriculum, namely Curriculum 2013. The main thing that stands out most is the emphasis on creating a curriculum based on the capacity and needs of inclusion students. In the 2013 curriculum, student graduation standards (SKL) are generally determined for all students based on the results of school deliberations. As for the curriculum of inclusion adaptation, not only on school deliberations but also based on the intellectual capacity of inclusion students. In addition, the teaching materials in the adaptation curriculum are also adapted to the needs of students' inclusiveness. In the end, the consideration of student inclusiveness is entirely important to be outlined in the Syllabus and the learning implementation plan (RPP).

Table 2 .Comparison of 2013 Curriculum and Slow Learner Inclusive Curriculum

No	Aspect	2013 Curriculum	Slow Learners Adaptive Inclusive Curriculum
1	Learning Objectives	Graduate Competency Standard (SKL) based on the results of school deliberations	Graduate Competency Standard (SKL) based on the results of school deliberations with regard to the intellectuality of inclusion students
		Basic competencies in attitude aspects, knowledge aspects and skill aspects are presented coherently (already paired)	Basic competencies in attitude aspects, knowledge aspects and skills aspects are presented in a coherent manner (already paired), adapted to student inclusiveness
2	Content and subject matter	Integrative	Integrative and integrated learning
		Attitude is coaching and as a facilitator	Attitude is coaching as a facilitator and mentoring to children inclusion
		Lesson materials in student books and teacher's books	Lesson materials in student books and teacher's books, adapted to slow learner inclusiveness levels based on IQ and or mental age
		There is graduation in the understanding of the subject matter	There is a graduation in the understanding of the subject matter, in accordance with the curriculum adaptation policy
3	Learning Activities	Using scientific approach	Using scientific and individual approach
		From being told to finding out	From being told to finding out with guidance
4	Evaluation	Referring to permendikbud no 43 year 2019	Referring to permendikbud no 43 year 2019
		All subjects provide assessment on aspects of attitude, knowledge and skills	All subjects provide assessment on aspects of attitude, knowledge and skills, by adjusting/lowering the standards for slow learner inclusion
5	Education Implementation Plan (RPP)	The RPP is developed by teacher	RPP developed by teachers by lowering the standard of adjusting IQ and or mental age of slow learner inclusion

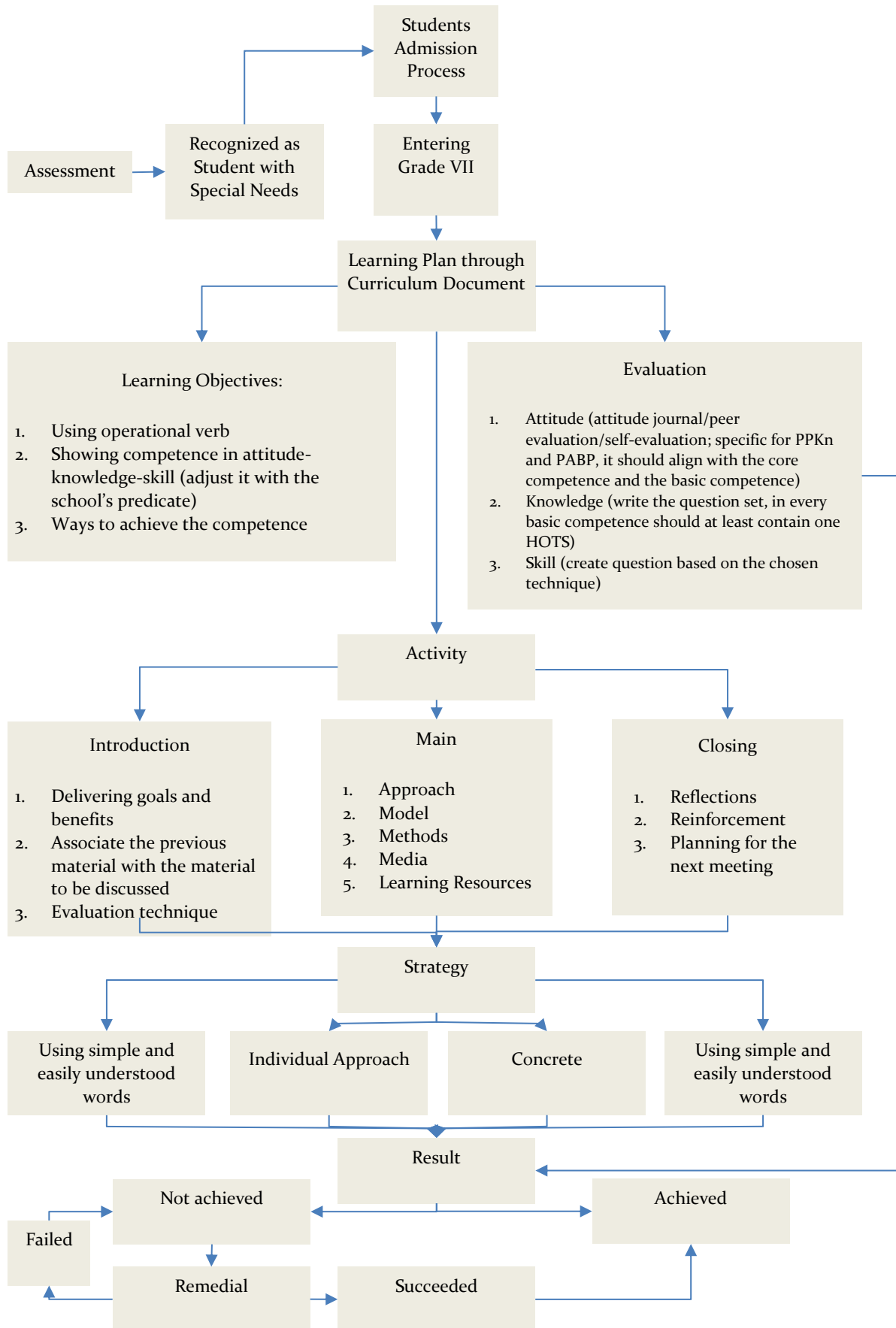
We also tend to force the enhancement of assessing student's intellectual capability psychologically before entering the school environment and system. Because it would ease teachers and academic staffs to understand student's individual needs and preventing the mishandling. In addition to using competency-based tests and various intelligence ability measurement tools, children can also be identified from the child's learning performance, opinions from parents, and teachers (Vasudevan, 2017: 309). Accuracy in determining assessments will make it easier to help handle expected behavior (Purwanta, 2015). To be able to provide services to children with special needs, educators must understand the psychology of development (Desmita, 2012).

The other consequence of the inability of detecting student's special need is how the services provided to students become less optimal. The teacher does not understand how the learning process is right for the student. In fact, the phenomenon of most severe that occurs is finding teachers who engineer grades so that students can continue to move up the class even though in fact the capacity has not reached the minimum completion criteria.

This phenomenon began to become an important note for education people in Semarang around 2014, where the follow-up step taken is to start the process of observing cases of learning problems in students in the education unit (ex: cases of not going to very severe classes, cases of grade engineering, etc.). This process is as shown at Picture 2.

The response of the review process was then eventually established a policy of two admission path; the regular and inclusion in 2017 which was eventually exposed the following year. On the second path, there is an early detection process by a team of psychologists to determine the category of student inclusiveness. The Team of Psychologists is Rumah Duta Revolusi Mental (RDRM) and/or from 5 (five) universities that are partners of Semarang City Education Office; (i) Diponegoro University (UN-DIP); (ii) Semarang State University (UNNES); (iii) Semarang University (USM); (iv) Walisongo State Islam University (UIN WS); and (v) Catholic University (UNIKA) Soegijapranata. In addition to the special path, the determination of inclusion-specific is by 10% directly reduces the overall quota. The assessment result was submitted to the Semarang City Education Office to then be given a recommendation explaining that the Child with Special Needs entered the PPDB through the Inclusion line.

The Education Unit also need to prepare teachers and education personnel. This effort aimed to provide learning strategies that are in accordance with the inclusiveness of students both Subject Teachers and preparing Special Guidance Teachers (SGT). Subjects Teacher in regular schools do not need much dealing with Special Assistant Teachers who directly handle inclusion students. As for Subject teacher in inclusion schools, coordination between these two teachers is very important in order to achieve optimal inclusion learning services.



Picture 2 Standard Operational Procedure (SOP) Strategy for Learning Services for Children with Special Needs (Slow Learner) at SMP Kota Semarang in 2019

The role of SGT can be said to be quite important as well as heavy. In general, SGT is a bridge between inclusion students and Mapel Teachers and the entire school community. So-called because the results of assessment conducted by SGT to know the inclusiveness of students, is the basis for each policy of learning strategy that is prepared in each subject, namely incorporated into the Individual Learning Program (PPI). The challenge in the implementation process is the gap generation that exists among teachers. Where SGT is dominated by a relatively younger and new age, compared to other teachers. This age and level difference is not uncommon to make coordination between teachers become hampered.

In addition, SGT also acts as a companion for inclusion students in the learning process. SGT takes full responsibility for the student in all subjects, class level, and all activities participated by the student. In quantity, it is necessary to prepare one SGT for one school. This number is quite a number, but the next challenge lies in the implementation of the mentoring itself.

The most widely used pattern in empirical conditions is a mixed regular class accompanied by SGT. This pattern is considered to be the most effective and efficient to provide the best service for inclusion students. In this class model, there is sufficient accommodation for SGT to assist inclusion students, and Subject Teachers can also be helped in optimizing the learning process of inclusion students in the classroom.

Adaptation of the curriculum in inclusion schools is possible for alignment or adaptation of the curriculum. There are five forms of alignment: (1) excaation; (2) modifications; (3) substitutions; (4) omisi; and (5) duplication. Children with Special Needs (ABK) slow learners at SMP Kota Semarang take the policy of curriculum adaptation in the form of modifications, where the national standard curriculum is adapted to the ability of students with special needs. Adjustments are made to

learning objectives, materials, processes, and evaluations. This curriculum adjustment is contained in the curriculum document from documents 1, 2, and 3.

The use of this form of adaptation modification is done because in the selection process of inclusion students themselves, the city of Semarang limits to children with special needs mental retardation of the moderate category. For heavy categories and various other inclusiveness, it is directed to obtain educational services through The Extraordinary School. Therefore, the inclusion students in Semarang city are most suitable by using the mechanism of adaptation of the modified curriculum.

D. Post-test After the Implementation of Slow Learner's Learning Service Model

The post test result is satisfying. At first, the teacher and education staff understanding about the presence of special needs students need special treatment is increasing. They got more awareness as this model is being implemented from school to school. Also the implementation itself regarded as a good work. More than a half respondent consider the model's implementation is good and excellent (43,28%; 10,49% respectively).

Regarding student's communication skill development is also become better after the models' implementation. They become more able to listen and involve in discussion, giving effective response, to follow the complex instruction, and using more various verbs in their conversation. In addition, they tend to have more ability in retelling stories, events, or experience. Emotionally, they also have better ability to control themselves in handing their own stuffs and bringing books as scheduled. They too had increasing their confidence for joining a small group or even more expressing themselves in an appropriate manner.

The paradigm that is feared when combining children with various characters and inclusiveness is the emergence of bullying activities. However, this is not found in empirical conditions in Semarang City. Where students of inclusion actually feel recognized and accepted.

Openness given in the classroom by not covering up the condition of student inclusiveness in the classroom, making regular students and all academic community in the school able to accept student's inclusion well. The good impact, inclusion students who are initially very minder, become more able to socialize with the surrounding environment. This is in accordance with the purpose of the implementation of inclusion education where basically educational people want to lift the dignity and dignity of inclusion students, so as not to be isolated, but can be accepted by the public at large.

The absence of bullying is also a good result of the implementation of complementary

programs from the implementation of inclusion education, namely the Child-Friendly School Program (CFS). One of the character education emphasized in realizing CFS is the implementation of positive discipline.

E. Before-After Statistical Result Analysis

From the results of all data indicators before learning and after learning with average values are as follows. Of all the data there appears to have been a positive difference, the final data is higher than the initial data, which indicates an increase in data from before learning to data after learning.

Table 3. Initial data and End data of each Indicator

Indicator	Mean		
	Before	After	Difference
Teacher and Education Staff	18.403	21.003	2.600
Curriculum	23.784	26.852	3.069
Development of Language and Communication Aspects	24.875	30.721	5.846
Development of emotional and social aspects	27.820	33.256	5.436
Self-control	19.534	22.980	3.446
Relationship with peers	13.879	16.266	2.387
Relationship with adults	17.669	21.803	4.134
Relationship with teacher	12.934	15.518	2.584
Relationships with Teachers Not Teaching	11.134	13.049	1.915
Speech Response	10.452	12.436	1.984
Total Mean	18.049	21.389	3.340

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	S_GTK - A_GTK	2.600	4.896	.280	2.048	3.152	9.274	304	.000
Pair 2	S_Kur - A_Kur	3.069	6.613	.379	2.324	3.814	8.104	304	.000
Pair 3	S_PABK - A_PABK	5.846	7.421	.425	5.010	6.682	13.757	304	.000
Pair 4	S_PAES - A_PAES	5.436	6.563	.376	4.697	6.176	14.466	304	.000
Pair 5	S_KD - A_KD	3.446	4.915	.281	2.892	4.000	12.245	304	.000
Pair 6	S_HT - A_HT	2.387	4.759	.272	1.851	2.923	8.760	304	.000
Pair 7	S_HD - A_HD	4.134	5.696	.326	3.493	4.776	12.677	304	.000
Pair 8	S_HGP - A_HGP	2.584	3.861	.221	2.149	3.019	11.686	304	.000
Pair 9	S_HGTM - A_HGTM	1.915	3.226	.185	1.551	2.278	10.366	304	.000
Pair 10	S_RB - A_RB	1.984	2.983	.171	1.648	2.320	11.614	304	.000
Pair 11	S_Total - A_Total	33.400	38.709	2.216	29.038	37.762	15.069	304	.000

Picture 4. T-test Result

From Table 4 above it appears that the significance of t in each pair of data before and after learning is entirely 0.000 this indicates that the average difference in data of each pair of indicators before and after learning is significant because it is $0.000 < 0.05$. Thus, it can be concluded that the difference in data before and after learning occurs a significant difference in the average data with the average data after learning is higher than the average data before the implementation of defense.

The results showed that there was a significant improvement in all indicators including Teachers and Educational Personnel, Curriculum, Development of Language and Communication Aspects, Development of Emotional and Social Aspects, Self-Control, Relationship with Friends, Relationships with Adults, Relationships with Teachers, Relationships with Teachers Not Teaching, and Speech Response of junior high school slow learners in Semarang City.

From the test results of the difference in the average of the initial data before the learning and the final data after the implementation of the learning shows an increase in differences that significant, it shows that the implementation of slow learner learning in inclusion education in the city of Semarang has been implemented and gives significant meaning.

F. Learning Model Future Development

The challenge in the selection process to enter admission process then comes after the establishment of zoning policy. With a zoning system where the student selection system is more dominant based on the distance of proximity of learners to educational units, compared to their intelligence capabilities. This is stated in Regulation of the Minister of Education and Culture No. 44 of 2019 and the Policy of the Ministry of Education and Culture on Zoning System in admission process. The selection consideration process based on this zone; it is very possible for inclusion students to be able to enter through the regular PPDB path instead of through the inclusion path as appropriate. In this case, it is very possible that an entrance error has

implications for the mishandling of students in the future, as has previously been the case. This repetition shows that teachers again play an especially vital role in early detection of children who may fall into the inclusion category. If the teacher finds any irregularities or abnormalities in the child, then the subject teacher must communicate with other teachers, both subject teachers, homeroom teachers, Counseling Guidance teachers (BK) and Special Guidance Teachers (SGT). If the teachers mostly say that the child has a deficiency or is different from the other child, then the school communicates with the parents of the student to immediately conduct an assessment at a predetermined institution to identify the student about the root of the problem there is a difference from the other students. Whether the child falls into the regular category, inclusion or precisely to the Extraordinary School (SLB).

Challenges in the selection process of inclusion students also come from parents who do not understand the condition of their child's inclusiveness. Where not only do not realize that the child has special needs, but even not infrequently also who do not receive the results of the assessment that has been done by the team of psychologists. This is another challenge where parental communication becomes difficult.

Supposedly, every inclusion student needs to be accompanied by SGT. However, it is not impossible that the students themselves feel uncomfortable and do not want to be accompanied by SGT. Thus, what happens is that the implementation of this assistance is incidental. Where SGT should be ready whenever inclusion students need it. But on the other hand, SGT mentoring process is in addition to ensuring that inclusion students can follow the learning optimally, this mentoring is also related to individual learning policies. SGT's personal approach will greatly help his task to understand the needs and desires of students related to the learning process. This will contribute well to the improvement of ppi quality that will be compiled. Which will be more appropriate to the needs of students.

Connecting with parents is also a challenge for SGT. Where SGT plays a role as a bridge between schools, students, teachers, and parents, one of its main functions is child educators when at home. This is challenging because in empirical conditions, not all parents want to accept their child's condition. Understanding the needs and inclusiveness of children is also a thing that needs to be really able to be prepared by SGT. In order to create learning at home and school that complement each other in order to realize a superior generation of inclusion.

Further challenges as a consequence of the COVID-19 pandemic at the end of 2019 forced all learning activities to change from off-network to online. SGT inevitably has to rotate the brain harder in order to be able to provide the best mentoring for inclusion students. One of their adaptation efforts is to keep giving off-network meeting sessions. SGT visits the residences of its inclusion students at least once a month.

The challenge that exists from a mixed class (between inclusion students and regular students) from the Teacher's perspective is, the difference in the learning methods used. In this case, if there are three inclusion students in the classroom, then there are three different curricula, not to mention the regular curriculum applied to regular students. In addition to being smarter in implementing learning methods in these differences, Mapel and SGT teachers must also be able to patiently face students with different characters.

CONCLUSION

The model of learning services that can facilitate teachers in providing learning services to children with special needs / inclusion (ABK) slow learner, is through the provision and use of inclusion curriculum in accordance with the regular curriculum in line with the vision and mission of the school, which is adapted to the absorption ability of ABK. The inclusion curriculum in its modified implementation is included in the Education Unit Level Curriculum (KTSP) document, the Learning Implementation Plan (RPP), in the learning process adapted to the

absorbency of Slow Learner ABK, as well as the implementation of curriculum adaptation ksususnya curriculum model and learning Modifications with adjustments to the objectives, materials, processes, evaluations that are also adapted in the assessment process of learning outcomes.

The implementation of learning services at ABK at SMP Negeri in Semarang has been running well starting from the understanding of the principal, education and education personnel towards inclusion education, curriculum obtained, and the development of learners including aspects of language and communication, emotional and social aspects, self-control, and relationships with others: relationships with friends, adults, teachers, and teachers who do not teach , as well as a speech response.

The test results differed in data differences before and after the implementation of inclusion learning in junior high schools in Semarang, there was a significant average difference at the level of significance of 5%. The average score of data after learning is higher than the average data before the implementation of learning on all indicators that include: Teachers and educational personnel, curriculum, development of language and communication aspects, development of emotional and social aspects, self-control, relationships with friends, relationships with adults, relationships with teachers, relationships with teachers not teaching, and speech response of junior high school slow learners in semarang city.

Inclusion education can be implemented in all schools, especially junior high schools in Semarang with curriculum adaptation. Curriculum adaptation should be adapted to the development and absorption of ABK, especially on the development of language and communication aspects, the development of emotional and social aspects, self-control, relationships with friends, relationships with adults, relationships with teachers, relationships with teachers not teaching, and speech responses. Curriculum adaptation must be well documented in all educational and learning documents. It

needs more operational policy support so that it can be implemented easily by all education units.

Inclusive education discussed in this paper may differ from fully inclusive education model which encourage the inclusion full range of disability in the common education system. According to disability education model explained by Gordon (2013), the inclusive education in Semarang is more likely to be defined as integrative education. It showed that there's still need a lot of work to create an inclusive education system which enables everyone, with various needs, get access to appropriate education.

ACKNOWLEDGMENT

Education Authorities of Semarang City, with its derived teams such as school supervisors, teachers, headmasters, are contributing in this research with their input about the empirical conditions of the inclusive education in Semarang, as well as giving input for the model. Siti Sholihat, ST, M.Hum. and Dyah Indah Noviayani, S.Psi., M.Psi Psikolog, is helping on developing theoretical understanding about inclusive education from political, administrative and psychological perspective. Drs Akhmad Fathurrohman, M.Kom is helping in statistical analysis. There is no external funding for this research, but it aligned with the local government's policy because it is also a part of author's work in Semarang Education Office.

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