ICES
International Conference on Educational Sciences

1st International Conference on Educational Sciences

"Education and 21st-Century Challenges"

Proceedings

2017

Faculty of Educational Sciences
Universitas Pendidikan Indonesia

Proceedings of the 1st International Conference
on Educational Sciences
November, 2nd & 3rd 2017, Bandung, West Java, Indonesia

ICES 2017

Proceedings of the
1st International Conference on Educational Sciences

Bandung - Indonesia

November 2 - 3, 2017

Organized by
Faculty of Educational Sciences, Universitas Pendidikan Indonesia

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Edited by Ade Gafar Abdullah, Achmad Hufad and Vina Adriany

Printed in Portugal
ISSN: 2184-271X
ISBN: 978-989-758-314-8
Depósito Legal: 441900/18

http://ices.conference.upi.edu
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FOREWORD

Praise be to Allah, Almighty God who has given opportunity, guidance and ability for us continuously to take part in developing of education.

This proceeding is one of the outcomes of the 1st International Conference on Educational Science (ICES) that was held in November 2017 in Bandung. ICES is one of the annual agenda of the Faculty of Education (FIP) Universitas Pendidikan Indonesia (UPI) that was aimed to provide a venue for education experts and practitioners in dissemination, exchange and expansion of scientific experiences at the international forum level.

This Proceeding contains a number of research articles, studies and best practice selected in the field of education such as educational psychology, educational administration, curriculum and educational technology, guidance and counseling, early childhood education, primary school education, out of school education, special education , and library & information science.

On this occasion I do thank and express my highest appreciation to all parties who have supported and contributed to during the implementation of the conference until the proceeding publication. My highest appreciation is also specially addressed to all article authors, reviewers, and steering committees as well as organizing committe who have spent their expertise and worked cooperatively and seriously . Hopefully they have got the rewards that are worthy of Allah SWT. Aamiin.

Finally, I do hope the 2nd ICES as annual academic event that will be held in the Faculty of Education UPI can be implemented better and more effectively. It is also hoped that ICES as an international academic forum will provide significant benefits for the development education in terms of theory as well as practices.

Dean of Faculty of Education UPI,
Agus Taufiq

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FULL PAPERS

Increasing Teachers' Ability in Handling Children with Learning Disabilities through Training and Mentoring of Teaching Accommodation and Modification

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Keywords: The Ability of Teachers, Children with Learning Disabilities.

Abstract: This study aims to improve the ability of teachers in handling with children with learning disabilities through training and mentoring of teaching accommodation and modification. This research is action research. Subjects were 42 regular teachers and 21 special teacher of Inclusive Elementary School using proportional sampling technique. Data was collected using tests, questionnaires, observations, interviews, and documentation and analyzed descriptively quantitative and qualitative using interactive techniques and percentages. Findings from this study indicate that the ability of 63 teachers in the knowledge and understanding of dealing with children with learning disabilities has increased by training, but in a sense, teachers still need mentoring. Model and product guidebooks of teaching accommodations and modifications effective to improve the ability of teachers in handling children with learning disabilities.

1 INTRODUCTION

There are view things importance of previous research relating to the problems of children with learning disabilities. The Teacher Preparation Program does not provide materials on children with learning disabilities. It makes almost all regular teachers are difficult to deal with children with learning disabilities. Then, the acceptance rate teachers also affect the way they treat children with learning disabilities. Unfortunately, perception teacher of children with learning disabilities are still very rare (Pavri and Lutfig, 2001; Cook et al., 2000), so the negative votes are upon children with specific learning disabilities. Lopes et al. (2004) agree with the statement. They say that the regular teachers are difficult to deal with children with learning disabilities and feel that children with learning disabilities are a burden to them. Children with learning disabilities need more time and attention to learn compared with other children but they are underachiever. Research conducted by Rudiyati et al. (2010) about learning model accommodation for dealing with children with specific learning difficulties in different classes is difficult to implement because of the low percentage of acceptance of teachers to children with specific learning difficulties.

There are the adverse effects caused by the neglect of the needs of children. Litch (Smith, 1998) says that the adaptation is one of the causes of failure faced by children with specific learning difficulties. Then, they are difficult to socialize and be rejected by their friends (Pavri and Lutfig, 2001). Lackaye and Margalit (2006) found that children with learning disabilities feel bad emotions and loneliness. The feeling can be developed into a depression (Magg and Reid, 2006) and suicidal tendencies. When the teacher gives a bad example to the students ignore children with learning disabilities, other students will emulate the attitude of the teacher. Favazza et al. (2000) explains that the rejection of children with learning disabilities occur in places that are not supported to perform denial.

The main focus of this research is the teacher as the lead actor to build a classroom situation. Teachers are expected to accept children with learning disabilities and develop strategies suitable for the needs of these children. It will be the basis of the development model of accommodations and modifications learning. This model aims to train teachers how to treat students with specific learning

Rudiyati, S., Mumpuniarti, M. and Pujaningsih, P.
Increasing Teachers' Ability in Handling Children with Learning Disabilities through Training and Mentoring of Teaching Accommodation and Modification.
In *1st International Conference on Educational Sciences (ICES 2017)*, pages 1043-1047
ISBN: 978-989-758-314-8
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difficulties without ignoring the other students. Issues specific learning disabilities or children with disabilities learn to be a serious problem. Unfortunately, no action is sufficient to address the problem. In addition, people, especially teachers, are still rarely understood by the term learning difficulties or specific learning disabilities. These conditions make teachers misjudge their students as "stupid boy", "lazy boy", "underachiever", and so on.

This research can train primary school teachers and provide information on specific learning disabilities or learning disability through the learning model of accommodations and modifications in handling children with learning disabilities. The study also improved the quality of learning in the classroom, indirectly. Through the guide books handling system that uses "in-service training" teachers are expected to accept children with learning disability and to handle them well. The handling model of children with learning disabilities based on teaching accommodation and modification compiled in previous studies need to be completed because only focused on children with learning difficulties generally. Hopefully, this research can enhance previous studies with a focus on the handling of children with learning disabilities. This will be a guide that contains a variety of alternatives to accommodate and modify the teaching and learning activities by implementing measures is clear. Design models of handling children with specific learning difficulties based on accommodations and modifications will be developed from the previous model obtained from Pujaningsih (2007) and continued with her research Rudiyati et al. (2010 to 2012). The previous model is a general guideline that has not pointed to children with specific learning difficulties and special teaching accommodations and modifications. This model provides flexibility in four aspects: a) Submission of materials and how to teach, b) the provision of duty and assessment, c) Timing and scheduling, d) learning environment. It is thus very important that the ability of teachers in handling children with learning disabilities need to be improved.

This study aims to improve the ability of teachers in handling children with learning disabilities through training and mentoring of teaching accommodation and modification. This study is limited to the training and mentoring of teachers in handling children with learning disabilities with teaching accommodations and modifications provides flexibility in four aspects: a) Submission of materials and how to teach, b) duty assignment and assessment, c) Timing and scheduling, d) learnings' environment.

2 RESEARCH METHODS

This type of research is action research. Subjects were 42 regular teachers and 21 special teachers in Inclusive Elementary School using proportional sampling techniques. The study was conducted over eight months from March to October 2016. The research location is at 15 Inclusive Elementary School in five districts in Yogyakarta Special Province, Indonesia. Actions taken by the training and mentoring of teaching accommodations and modifications to the children with learning disabilities for 63 inclusive elementary school teachers in 4 counties and municipalities in the special province of Yogyakarta, Indonesia. Data were collected using tests, questionnaires, observations, interviews, and documentation and analyzed descriptively quantitative and qualitative used interactive techniques and percentages.

3 RESULTS

There has been increased knowledge and insight of inclusive primary school teachers in handling children with learning disabilities, but in its implementation teachers still need mentoring. Therefore, mentoring is needed in the implementation of teaching accommodations and modifications for children with learning disabilities from inclusive primary school teacher.

This study was conducted in 15 primary schools of four districts and municipalities distribution in Yogyakarta Special Province, Indonesia. Based on the data obtained in this study can be divided into descriptions before training, after training, and after mentoring them.

3.1 Teachers' Understanding in the Identification of Children with Learning Disabilities

Teachers can identify children as children with learning disabilities to use instruments that contain some aspects of observation. It contains observations on aspects of motor consists of 8 behaviors, language consisting of 16 behaviors, reading consists of 14 behaviors, written language consists of 12 behaviors, mathematics consisting of 12 behaviors, social and emotional consists of 6 behaviors, attention consisting of 7 behaviors, and other aspects which consists of 10 behaviors so all there are 85 indicators observations. Through the existing data can be seen

that 55% of teachers identified behavioral indicators that experienced by children with learning disabilities. Results of identification that has been done by the teacher, showed average difficulty children with learning disabilities in every aspect can be seen through the figure 1 below:

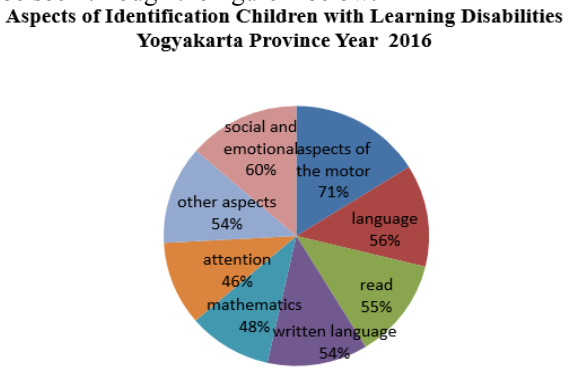

Figure 1: Teachers' understanding in the identification of children with learning disabilities.

3.2 Teachers' Understanding Mapping Needs of Teaching Accommodations and Modifications

In Figure 2 below can be observed in the percentage increase teachers' understanding mapping needs of teaching modification and accommodation. Increased counted from after the training given and after direct mentoring in schools.

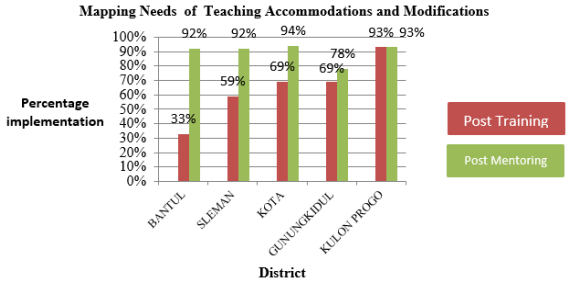

Figure 2: gTeachers' Understanding Mapping Needs of Teaching Accommodations and Modification.

3.3 Teachers' Understanding in Implementing Teaching Accommodations and Modifications

In Figure 3 below can be observed percentage increase teachers' understanding in carrying out this type of teaching accommodation and modification. Increased counted from after the training given and after direct mentoring in schools.

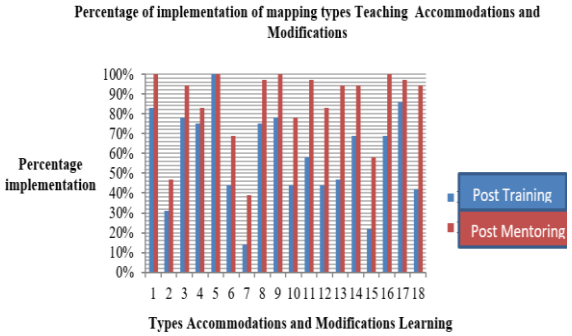

Figure 3: Teachers 'Understanding in Implementing Teaching Accommodations and Modifications.

Information:

1. Help in the learning process
2. The use of equipment
3. Peer Tutor
4. Ensure the child's attention
5. Repetition of material
6. Other additional learning material
7. Write down a list of tasks
8. Homework and tasks according to the child
9. Direct questions
10. Decrease in the level of difficulty
11. The provision of assistance in the task
12. The reading matter for students
13. Pause break
14. The additional time on assignments
15. Separate Exam
16. Sitting in front
17. Requests of parental attention
18. Placement in a group

Implementation of teaching accommodations and modifications by inclusive primary school teachers in describe the handling children with learning disabilities by teaching model that contains flexibility in four aspects: a) How the delivery of content and how to teach, b) duty assignment and assessment, c) Timing and scheduling, d) learning environment. Of the four aspects of flexibility there are several types of teaching accommodations and modifications, among others: (1) help in the learning process; (2) The use of equipment; (3) Peer Tutor; (4) Ensure the child's attention; (5) Repetition of material; (6) other additional learning material; (7) Write down a list of tasks; (8) Homework and tasks according to the child; (9) Direct questions; (10) Decrease in level of difficulty; (11) The provision of assistance in the task; (12) The reading matter for students; (13) Pause break; (14) The additional time on assignments ; (15) Separate exam; (16) Sitting in the front; (17) Request

for parental attention; (18) The placement in the group.

Implementation in the field closely related to the selection of teacher responses in this type of teaching accommodation and modification, reactions on children with learning disabilities, and the reaction of their peers. Based on the linkages several aspects mentioned above obtained results of implementation of teaching accommodations and modifications focuses on the difficulties faced by children with learning disabilities. This was evidenced by an increase in teachers' competency in handling children with learning disabilities of 12 people or 19.5% are poor and 51 people or 80.95% of teachers enough, to 7 people or 11.11% good and 56 or 88, 89% is very good.

4 DISCUSSION

There has been increased knowledge and insight inclusive primary school teachers in handling children with learning disabilities, but on the level of implementation the teachers are still needs mentoring. Results of handling children with learning disabilities based on teaching model of accommodations and modifications. This model provides flexibility in four aspects: a) Providing material and how to teach, b) Duties and assessment, c) Timing and scheduling, d) learning environment. In line with the design model of handling children with learning difficulties based on teaching accommodation and modification has been developed from the previous model obtained from Pujaningsih (2007) and continued with the research Rudiyati et al. (2010 to 2012). The previous model is a general guideline that has not pointed to children with specific learning difficulties and special teaching accommodations and modifications. This models Provides flexibility in four aspects: a) Providing material and how to teach, b) Duties and assessment, c) Timing and scheduling, d) Learning environmental. Hayden (2004) indicated resources the scope of accommodation applied to the learning process. There was some coverage of the property as follows: (1) Materials and methods of teaching; (2) The tasks and assessment in the classroom; (3) The time and scheduling demands; (4) Location of learning; (5) The use of communication systems. Special communication of children with learning disabilities are not investigated, because they can communicate with the environment through special language without specifications so that the use of specific language is not addressed in this study.

To achieve optimal results, the implementation of the handling of children with learning disabilities based on teaching accommodation and modification, as a model for the handling of children with learning disabilities in inclusive primary school, need a guide that can be used as a guideline in the implementation of the handling of children with learning disabilities. Therefore, the model and product handling of children with learning disabilities who have been tested and validated, it should be disseminated and applied further. Training and mentoring for the implementation of teaching accommodations and modifications for handling children with learning disabilities for inclusive primary school teacher turned out to be understood and applied as a model of teaching accommodations and modifications for handling children with learning disabilities.

5 CONCLUSIONS

Based on the research results and discussion, conclusions can be presented as follows: Knowledge and insight inclusive primary school teachers in dealing with children with learning disabilities has increased, but the level of implementation of the teachers are still need in mentoring. This was evidenced by the teachers' ability of handling children with disabilities study of 12 people or 19.5% are poor and 51 people or 80.95% of teachers enough, to 7 people or 11.11% good and 56 people or 88.89% is very good.

The effectiveness of the model and product of handling children with learning disabilities can be evidenced by indicators that inclusive primary school teachers have implemented a model and products such as in the implementation guide book teaching accommodations and modifications of children with learning disabilities. Application of teaching accommodations and modifications of children with learning disabilities in the form of flexibility of learning is done in four aspects: (a) the provision of material and how to teach, (b) the provision of duty and assessment, (c) the time and scheduling, and (d) the learning environment. Four aspects are supported by a management climate conducive academic situation. That the implementation of teaching accommodations and modifications can improve the learning of children with learning disabilities in terms of: (a) motivation to learn; (b) social interaction; and (c) Academic Achievement.

6 SUGGESTION

For elementary school teachers can implement inclusive accommodation and modification of models of learning and manual handling of children with learning disabilities in the form of learning flexibility. Flexibility learning is done in four aspects: (a) the provision of material and how to teach, (b) the provision of duty and assessment, (c) the time and schedule, and (d) the learning environment. Four aspects are supported by a management climate conducive academic situation; and the results can be recorded in a diary "logbook".

ACKNOWLEDGEMENTS

Thanks to all those who have assisted the implementation of research and publications, especially the organizers of International Conference Special Educational Needs and PERTANIKA Journal Editorial Board.

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ICES

International conference on educational sciences

The First International Conference on Educational Sciences (ICES) will be conducted on 2nd-3rd November 2017, at the Grand Tjokro Hotel, Bandung. This year, the ICES' theme is Education and 21st-Century challenges. The Conference is a event Faculty of Educational Sciences, Universitas Pendidikan Indonesia (UPI). http://ices.conference.upi.edu/.

Through this conference, we invite experts, practitioners, and observers of education from all around the globe to sit together to explore various issues and debates on educational research, policies, and experiences. The conference aims to provide a platform to redefine the meaning of education in the 21st century.

Scopes of the Conference

The scopes of the conference are ranged from but not limited to:

21st century challenge to education: Skills for 21st century (roles and objectives of education), Inclusive education (formal and informal education). Learning assessment, New Learning/Teaching Models, Neuroscience in Education, Creativity in Education, Development of body of knowledge21

21st-century challenges to teachers' education: Strengthening Teachers' Profesional Identity, Teachers' Development Program, Best Practice of Teacher Education Model, The roles of teachers' Association, Accreditation system

Current Issues in Education: Guidance and Counseling in Education, Non-Formal and Continuing Education, Special Needs Education, Curriculum and Educational Technology, Quality Assurance/Standards and Accreditation, Educational Management and Leadership, Policy, Legal, and Financial Issues in Education, ICT skills and Digital Literacy, Early Childhood Education, Primary Education

Educational research paradigm in 21st century: New paradigm of educational research, Academic research projects, Research methodologies in education, Linkage between education and research, Collaboration models in educational and research

Educational and Sustainable Development Goals (SDGs)Diversity of Learning, Education and Globalization, Multicultural and Peace Education, Impact of Education on Development, Empowering local wisdom, Ecology Education, Sustainable education

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