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TO IMPROVE THE QUALITY OF LIFE**



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TEACHERS' SKILLS OF TEACHING ACCOMMODATION AND MODIFICATION FOR STUDENTS WITH LEARNING DISABILITIES IN ELEMENTARY INCLUSIVE CLASSROOMS

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Abstract

The aim of this study is to describe the skills of elementary inclusive teachers of teaching accommodation and modification for students with learning disabilities. This research is a descriptive research. Subjects were 40 regular teachers and 20 special teachers of Inclusive Elementary School using proportional sampling technique. Data was collected by using questionnaires, observations, interviews, and documentation and analyzed descriptively qualitative using interactive techniques. Findings from this study indicated that the skills of 60 teachers in teaching accommodation and modification for children with learning disabilities had done still not adequately. Flexibility in teaching accommodation and modification for children with learning disabilities is done in four things: (1) the provision of material and the way of teaching, (2) giving assignments and assessment, (3) the demands of time and schedules, and (4) the learning environment. Model of teaching accommodations and modifications is proven to be effective to improve the skills of teachers in the handling of children with learning disabilities.

Keywords: the skill of teachers, teaching accommodation and modification, children with learning disabilities

1. Introduction

In developing country, the number of children with specific learning difficulty or children with learning disabilities is greater than children with other special needs. A research of Pujaningsih et al. (2002) in Berbah, Yogyakarta, Indonesia, found that 36% children have specific learning difficulty. In detail, 12% is slow learner, 16% is having specific learning difficulty, and 17% is mentally retarded.

The problem of learning disabilities is being a serious matter. Unfortunately, there is no sufficient action for handling the problem. In addition, people, especially teachers, are uncommon with the term of learning disabilities. This condition makes teachers misjudge their student as "stupid child", "lazy child", "underachiever", and so on.

In the other side, the existence of children with learning disabilities is the causal factor of stress experienced by teachers. It happens because the children show divergent attitude continually and low motivation and attention towards learning. Teachers in 18 elementary schools in Yogyakarta municipality clarify that

there are 3-4 students with learning difficulties in class and declare it as a burden.

There are views of importances of the research related to problems about children with learning disabilities. Teacher Preparation Program does not give any material about children with learning disabilities. It makes almost all of regular teachers are difficult to handle the children with learning disabilities. Then, the level of acceptance of teachers also affects their way to treat the children with learning disabilities. Unfortunately, the acceptance of teachers is very rare (Bryan, 1997; Sale & Carey, 1995 on Pavri & Lutfig; Cook, 2000) so it is no wonder if a negative judgment concentrated to the children with learning disabilities. Lopes et al. (2004) agreed with the statements. They said that regular teachers are difficult to handle the children with learning disabilities and feel that the children with learning disabilities are burden for them. The children with learning disabilities need more time and attention to learn compared to other children but they are underachiever. A research of Sari Rudiwati et al. (2009) about learning model of accommodation to handle children with specific learning difficulty in various classes is difficult to apply because the low percentage of

the acceptance of teachers towards the children with learning disabilities. There is bad impact caused by neglecting children's needs. Litch (Smith, 1998) said that wrong adaptation is the cause of failure faced by children with specific learning difficulty. Then, they are difficult to socialize and rejected by their friends (Farmer kin, 1996; Nabasoku & Smith, 1993 on Pavri & Lutfig, 2000). Lackaye and Margalit (2006) found that children with learning disability feel lonely and have bad emotion. The feeling can be developed to depression (Magg & Reid, 2006) and tendency to commit suicide. When teacher give a bad example to neglect student with learning disability, another students will imitate the teacher's attitude. Favazza et al. (2000) explained that the rejection towards children with learning disabilities happens in unsupported places to do rejection. Kim (2011) clarified that the existence of teachers is important to make a better situation that can encourage children with learning disabilities to interact with another children.

The main focus of the research is the existence of teachers as the main actor to establish situation of the class. Teachers expected to accept the children with learning disabilities and to develop strategy which is suitable for children needs. It will be the foundation of developing model of learning accommodation and modification. The model aims to educate teachers how to treat student with learning disabilities without being unaware with another students.

Learning model of children with learning disabilities based on learning accommodation and modification compiled in previous research needs to perfect because it focused only on general children with learning disabilities. Hopefully, this research can perfect previous research by focused on children with learning disabilities. It will be a guide-book which contains various alternatives to accommodate and modify the learning activity with clear applying steps.

Researcher team consists of researchers specialized in several studies that are: Inclusive Learning (Sari Rudyati), Slow Learner Teaching and Intellectual Disability (Mumpuniarti) and Study of Children with Specific Learning Difficulty (Pujaningsih). The problem of national regulation and technical guidance which uninvolved the topic of children with learning disabilities should be solved. It needs the contribution of universities to support government's policy about inclusive learning.

The research will reveal facts such as the existence of children with learning disabilities and the need of knowledge and skill by the teachers explicitly. The difficulty faced by researchers is children with learning disabilities are difficult to recognize; the existence and the needs. Then, there are some similarities between children with learning disabilities with slow learner so an accurate selection through reliable instruments is needed.

2. Method

This research is descriptive research. Subjects were 40 regular teachers and 20 special teachers of Inclusive Elementary School using purposive techniques. The design of the research were preparation, implementation, data analysis, and reportation. Data was collected by using questionnaires, observations, interviews, and documentation and analyzed descriptively qualitative and quantitative using interactive techniques.

The research population was children with learning disabilities in Special Province of Yogyakarta, Indonesia. This research samples were undertaken in some different places in 15 inclusive elementary schools in Special Province of Yogyakarta, Indonesia; each of regency Yogyakarta, Sleman, Bantul, Gunungkidul and Kulon Progo. The details of distribution is 3 inclusive school in each of regency/city with criteria: 1) high prevalence of student with learning disability, 2) high commitment from school to apply inclusive education, 3) has at least 1 special teacher within the school. The variable of this research is teachers' skills of teaching accommodation and modification for students with learning disabilities in elementary inclusive classrooms.

This research used the instruments of gathering data such as questionnaire, observation guide, interview guide and documentation investigation guide. This questionnaire was used to reveal understanding, attitude and skill of teacher nowadays in implementation of learning accommodation and modification of children with learning disabilities. The documentation investigation about service regulation for children with learning disabilities in inclusive schools in national and regional level also becomes target in this research. Observation is directed to gain more information about: 1) implementation of teacher mentorship to understand guide book of learning accommodation and modification for children with learning disabilities, 2) implementation of

learning needs assessment of children with learning disabilities, 3) the making of design of learning accommodation and modification based on student needs, 4) implementation of learning accommodation and modification in high class (3, 4 and 5). Interview is aimed to gain information: 1) quality of implementation of learning accommodation and modification and supporting and obstructing aspects, 2) conformity between selection of learning accommodation and modification with children needs, 3) conformity between learning accommodation and modification guide book and teacher needs. Documentation is in form of student task before and after the implementation of program, and lesson plan containing learning accommodation and modification.

Data analysis was undertaken by descriptive qualitative technique using interactive techniques.

3. Results

The teachers of Inclusive Elementary School had done handling children with learning disabilities by model-based learning accommodation and modification that contains management class situation, the flexibility of the process and evaluation of learning. Flexibility is done in four things: (1) the provision of material and the way of teaching, (2) giving assignments and assessment, (3) the demands of time and schedules, and (4) the learning environment. Four points are supported by management that supports the academic climate situation "supportive learning environment". Climate academic support/enabling is anything related to the attitude, the behavior of the teacher and other students who demonstrate acceptance of the existence of children with learning disabilities. Acceptance of the teacher in this case is associated with positive teacher expectations towards children with learning disabilities.

Procedures for application of the model of learning accommodation and modification were divided into two sequences of implementation. First, preparations are made to realize a conducive academic atmosphere. This is not done by the teachers adequately, it is evident that there are still teachers who leave the classroom situation that is not conducive to such a rowdy class, students did not pay attention to the teacher's explanation. Second, the implementation of collaborative material accommodation and modification between teachers and sustainable. To realize the conducive academic atmosphere, the acceptance of the diversity of the student by the teacher an

absolute must have. Therefore, teachers need to look at the needs of children with learning disabilities and have adequate knowledge. Flexibility in the four domains described as follows: (1) materials and teaching ways, including: (a) The use of the learning method VAKT (visual, auditory, kinesthetic, tactile); (b) the provision of more frequent during the learning process; (c) use of tools (computers, calculators, tape recorders); (d) use of peer tutors; (e) assurance of the child's attention to the teacher before explaining the material; (f) the repetition in explaining the material; (g) flexibility of the children out of the classroom to receive any other additional learning. (2) the assignment and assessment, consisting of: (a) writing a list of tasks for the students who cannot write; (b) making homework somewhat different from his (adjustable capability); (c) provision of tasks easier/less than other friends; (d) question directly to students; (e) provision easier question; (f) provision of assistance in the task; (g) reading matter for students who cannot read. (3) the demands of time and schedule: (a) giving a break to rest; (b) giving more time to do the task. (4) the learning environment, among others: (a) provision of a separate examination for children with limited attention / easy switch; (b) the placement of a child in the front row of seats; (c) request to parents to pay more attention to children's learning at home; (d) the placement of students in a particular group (equivalent to their ability).

The application flexibility of learning that had been adapted to the needs of children with learning disabilities. Some things to note in this stage is a response to children with learning disabilities and friends/other students (verbal and non-verbal) and the smoothness of Teaching and Learning (whether learning competencies can be achieved).

Based on the results of questionnaires, interviews and observations, the activity of which was never performed teachers among others are: (1) provide easier question when having test/quiz; (2) provide a separate test for children which have easily switch attention; (4) allow the use of calculators, tape recorders, or computers; (5) allow the child out of the classroom to earn extra lessons from a special teacher.

Activity ever undertaken of teachers, among others: (1) exploiting the potential of another from children with learning disabilities to raise the motivation to learn; (2) create a task that can be corrected itself by children with learning disabilities; (3) create a task with graded

difficulty levels, easy, rather difficult and tough; (4) consult with other experts.

The activities of teachers rarely performed, among others: (1) encourage other students to help children with learning disabilities; (2) allow another student to help students who have not completed the task; (3) placing children with learning disabilities on certain groups (the equivalent of their ability) while working on the task; (4) using media that can be touched by the children.

Activities which are often done by the teachers among others are: (1) ensure the children's attention to the teacher before describing the material; (2) provide additional lessons to explain the material outside of the effective; (3) create a task with graded difficulty levels, easy, rather difficult and tough .

Activities which are always performed by the teachers among others are: (1) inquiry directly to the student to make sure he understands the material presented; (2) ask parents/families pay more attention to children's learning; (3) provide repetition in explaining the material.

4. Discussion

The result of handling models of children with learning disabilities that the teacher of elementary inclusive school had done based on learning accommodation and modification. It was found the previous model is a general guideline which has not pointed at children with learning difficulties and specifically to learning accommodation and modification. The model contains flexibilities in 4 aspects: a) material giving and way of teaching, b) task giving and assessment, c) time demand and scheduling, d) learning environment. There were in line to the model design of children with specific learning difficulty handling based on accommodation and modification had developed from previous model obtained from Pujaningsih (2007) and continued by research by Sari Rudiwati et al (2009). The previous model is a general guideline which has not pointed at children with specific learning difficulties and specifically to learning modification. This model contains flexibilities in 4 aspects: a) material giving and way of teaching, b) task giving and assessment, c) time demand and scheduling, d) learning area.

The result of analyzing children with learning disabilities and identifying an initial ability in mathematics and Indonesian language to recognize learning needs of student. In 15 elementary inclusive schools were predicted by the teachers of children with learning disabilities

about 115 children, but after done with screening only 50 children indicated as children with learning disabilities. This empirical fact showed the similarity condition between Indonesia and Thailand about identification of children with learning disabilities. In Chiang Mai Thailand 18 elementary inclusive schools were predicted by the teachers of children with learning disabilities about 120 children, but after done with screening only 68 children indicated as children with learning disabilities (Ratchaneekorn Tongsookdee, 2015).

Based on result of the questionnaire that the teachers answer show that most of teacher of elementary inclusive school still less of knowledge, acceptance response and skill to handle the children with learning with disabilities. This fact also similar with the finding of researcher from Chiang Mai University that most of teacher of elementary inclusive school still less of knowledge, acceptance response and skill to handle the children with learning with disabilities (Ratchaneekorn Tongsookdee, 2015). Teachers still not accepted, adapted and developed yet strategies appropriate to the conditions and needs of the children with learning disabilities in learning. It became a strong foundation in the early efforts to model development of the learning accommodations and modifications. This model seeks to meet the needs of teachers' knowledge, acceptance and teaching skills of children with specific learning difficulties without sacrificing other children.

Findings from this study indicated that the skills of 60 teachers in teaching accommodation and modification for children with learning disabilities had done still not adequately. Torey (2004) explained about the accommodation coverage which applied in the process of teaching and learning. There are some coverages of accommodation as follows: (1) material and way of teaching; (2) assignment and assessment in the class; (3) time demand and scheduling; (4) area of learning; (5) use of special communication system. Children with learning disabilities can communicate with surroundings through language with no special specification so that the use of special language is not discussed in this research.

5. Conclusion

Based on the research results and discussion, conclusions can be presented as follows: Findings from this study indicated that the skills of 60 teachers of elementary inclusive schools in teaching accommodation and modification for children with learning

disabilities had done still not adequately. The activities of teachers rarely performed, among others: (1) encourage other students to help children with learning disabilities; (2) allow another student to help students who have not completed the task; (3) placing children with learning disabilities on certain groups (the equivalent of their ability) while working on the task; (4) using media that can be touched and touched by children.

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