

TEACHER'S TEACHING METHOD FOR INCLUSIVE STUDENTS USED IN ALAM MAHIRA SCHOOL BENGKULU

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Abstract

This study aims to determine the teaching methods used by teachers for inclusive children used in Mahira Alam School (SD, SMP, SMA) and how is the implementation of the inclusive teaching method used by student teachers at the Mahira Alam Bengkulu School. The type of research used in this research is qualitative research. The data collection technique used was direct observation at school. The subjects of this study were English teachers at Mahira Alam School (elementary, junior high, high school). The results of the study show that there are 4 teaching methods that the teacher uses in teaching inclusive students at the Alam Mahira Bengkulu School, namely; use of Direct Teaching Methods 92%, Indirect Teaching Methods 59%, Scaffolding 63%, Self-Training 74%. the teaching method is often used by teachers at the Alam Mahira school Direct Teaching Method and the method that is rarely used is Indirect Teaching Methods. Implementation of the teaching method by Teachers for inclusive students at the Alam Mahira School of Bengkulu Almost all the elements of teaching method for inclusive students at Alam Mahira Schools (SD, SMP, and SMA), namely the Direct teaching method by providing training with guidance, submission of materials and providing feedback. Indirect teaching method by means of the teacher as a facilitator and Student-centered learning. Self-training method by means of Facilitating Students to be able to work Self, Train students to practice a small number of skills, and Provide exercises so students can develop abilities. Scaffolding method by means of Set the difficulty level of the difficulty of the subject matter, utilize a variety of learning models, and Practice responsibility for future researchers, it is suggested that it can be used to find out student responses to the teaching methods used by several teachers in inclusive schools.

Key Words: Inclusion, Teaching, Method

INTRODUCTION

Teaching can be called running and succeeding well, if educators are able to change students themselves in a broad sense and are able to raise students' awareness to learn, so that the experience gained by students while they are involved in the teaching process, the benefits can be felt directly for personal development. Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other (Sohail Naqvi, 2012). Based on Hamdani (2011: 199), the term teaching can be distinguished from education, but it is difficult to separate it. If it is said, "children are taught to write well" it feels more like teaching, but if "children

develop a passion for good writing", more like education. Teaching is a combination of two activities, namely teaching activities and learning activities (Edy Setyo Prayitno, 2013). As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. The main duties and responsibilities of the teacher/instructor are to manage teaching more effectively, dynamically, efficiently and positively, which is characterized by awareness and active linkages between the two subjects, namely the teacher as the initial initiator and director and supervisor, while students as the experiencing and being actively involved to gain self-change in teaching. In every teaching, the effectiveness shown in learning objectives is very necessary. The teacher who is one of the determining factors in increasing the effectiveness of learning, in order to support the achievement of the expected results the teacher needs to choose the appropriate model, media and method.

Method as a Tool to Achieve Goals, the goals of teaching and learning activities will never be achieved as long as the other components are not needed. One of them is the method component. Teachers need to know the teaching methods that must be mastered in order to develop students' potential. Teaching method is a presentation technique that is mastered by a teacher to present subject matter to students in class both individually and in groups so that subject matter can be absorbed, understood and utilized by students properly. The method is also an implementation that works in a system that is designed to facilitate an activity to achieve the desired goal. Therefore, the teacher must be able to use teaching methods that can be absorbed by students and create learning activities with situations that are active on the cognitive, psychomotor and effective aspects of students can arouse student learning interest. Refers to Wina Sanjaya (2009), teaching method is the method used by the teacher to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. The teaching method is a plan or a pattern that is used as a guide in carrying out learning in tutorials. A good teaching method is a teaching method that can be applied to the right student problems and conditions (Imamatul Azizah, 2022). Therefore, the teacher must be able to choose the most appropriate teaching method so that learning is structured optimally and can be understood by normal students and inclusive students.

Inclusive students refer to students who have learning difficulties that make it more difficult for them to learn or access education than most students of their age. Children included in the category of children with special needs. The term Children with Special Needs is addressed to children who have disabilities in such a way that as a result of the disorder they experience obstacles in their development both in terms of physical, mental, emotional, social and personality, so they need special services to achieve optimal development. Based on Ria Angraini et al 2022, learning for inclusive students must be flexible in order to differentiate between students with special needs and other students. This results in them experiencing obstacles to achieving optimal development so that they need special education services to achieve optimal development. Therefore, students with special needs require special services or special learning programs in inclusive education

Inclusive education is a system of providing education that is open to anyone, with different backgrounds and different conditions. Based on Makiyah (2019), inclusive education is a special education service system

that requires all children with disabilities (with special needs) to be served in nearby schools in regular classes (regular schools) with friends of their age. Inclusive education is an educational concept that does not discriminate between backgrounds. behind student life due to physical and mental limitations (ilahi, 2013). So it can be concluded that inclusive education is education provided to students with special needs specifically to get education at the inclusive school level.

Therefore researchers are interested in conducting this research based on the theory of Rosenshine and Stevens (in Friend 2015). The forms of teaching methods used by teachers in the classroom include direct teaching methods, indirect teaching Methods, Scaffolding, And Independent Training. Therefore, This Research Is Entitled " **Teacher's Teaching Method for Inclusive Students Used In Alam Mahira School Bengkulu**".

RESEARCH METHODOLOGY

Design

This study used a qualitative approach because the problems discuss in this study are not related to numbers, but describe and describe the teaching methods for inclusive students used by teachers at Alam Mahira schools.

Subject

The subjects of this study are 2 English teachers, consist of 1 teacher from elementary school and 1 teacher from junior high school & senior high school at Alam Mahira School in Bengkulu

Instrumentation

The instrument that had been used for Observasi Checklist

Technique of Data Collection

The data was analyzed through several steps, namely:

- 1) The researcher asked permission from the principal and English teacher to teach English to inclusive students.
- 2) The researcher observed the teaching method used by the teacher for inclusive students in the class when teaching English 9 times using an observation checklist.

Technique of Data Analysis

This research used technique of data analysis from Miles and Huberman(1992) are data collection, data reduction, data display, and conclusion

FINDING AND DISCUSSION

In analyzing video observations to determine the results of the analysis in knowing teaching methods at the Alam Mahira school, researchers need a Co-Researcher to help analyze research, so that the results of the analysis of researchers and Co-Researchers are added and divided into two to find the final results of the study. Researchers used an observation checklist to obtain data. In this study, researchers used handy cams to record the process of teaching and learning English in class. Based on the theory of Rosenshine and Stevens (in Friend 2015), there are 4 forms of teaching methods used by teachers in the classroom, including direct teaching methods, indirect teaching methods, scaffolding, and independent training. The results of the observation analysis are described in detail below:

4.1.1. Teaching Methods Used By Teachers For Inclusive Students

Based on the results of the observation analysis, four teacher teaching methods were found in teaching inclusive students which were analyzed in this study, namely; direct teaching methods, indirect teaching methods, scaffolding, and independent training. The results of the checklist observation for one meeting are as follows.

1. Direct Teaching Method

The direct teaching method is a teaching that is teacher center. There are three items in the direct teaching method: Provide training with guidance, Submission of material and Provide feedback

The results of the video analysis are in the appendix

Table 4. 1. Direct Teaching Method (Researcher)

No	Items	Meeting									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	Provide training with guidance	√	√	√	-	-	√	-	√	√	78%
2	Submission of material	√	√	√	√	√	√	√	√	√	100%
3	Provide feedback	√	√	√	√	√	√	√	√	√	100%
Mean											92%

Table 4.9 shows that the English teacher at Alam Mahira school applies the Direct Teaching Method item in teaching inclusive students in the class. Thus, 92% of the English teacher applies the Direct Teaching Method.

Table 4. 2. Direct Teaching Method (Co-Researcher)

No	Items	Meeting									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	Provide training with guidance	√	√	√	√	√	√	-	-	√	77%
2	Submission of material	√	√	√	√	√	√	√	√	√	100%
3	Provide feedback	√	√	√	√	√	√	√	√	√	100%
Mean											92%

Table 4.2 shows that the English teacher at Alam Mahira school applies the Direct Teaching Method item in teaching inclusive students in the class. Thus, 92% of the English teacher applies the Direct Teaching Method.

2. Indirect Teaching Method

There are two items in the indirect teaching method: The teacher as a facilitator and Student-centered learning

The results of the video analysis are in the appendix

Table 4.3. Indirect Teaching Method (Researcher)

No	Items	Meeting									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	The teacher as a facilitator	√	√	√	√	-	-	√	-	-	56%
2	Student-centered learning	√	√	√	-	-	-	√	√	√	67%
Mean											61%

Table 4.3 shows that English teachers at Alam Mahira schools apply indirect teaching method items in teaching inclusive students in class. Thus, 61% of English teachers apply indirect teaching methods.

Table 4.4. Indirect Teaching Method (Co-Researcher)

No	Items	Meeting									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	The teacher as a facilitator	√	√	√	√	-	-	√	-	-	45%
2	Student-centered learning	√	√	√	-	-	-	√	√	√	67%
Mean											56%

Table 4.4 shows that English teachers at Alam Mahira schools apply indirect teaching method items in teaching inclusive students in class. Thus, 56% of English teachers apply indirect teaching methods

3. Scaffolding

Scaffolding is a form of assistance provided by teachers and other students with the aim of bridging the distance between their abilities and the goals to be achieved. There are three items in the Scaffolding Method: Set the difficulty level of the difficulty of the subject matter, Utilize a variety of learning models and Practice responsibility.

The results of the video analysis are in the appendix

Table 4. 5. Scaffolding Method (Researcher)

No	Items	Meetings									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	Set the difficulty level of the difficulty of the subject matter	√	√	√	√	√	√	√	√	√	100%
2	Utilize a variety of learning models	-	-	-	-	-	√	-	-	-	11%

3	Practice responsibility	√	√	√	-	-	-	√	√	√	78%
Mean											55%

Table 4.5 shows that the teacher did not apply all the Scaffolding Method items. Elements that are not always used by teachers are Utilizing various learning models. Therefore, it can be concluded that 55% of English teachers apply the Scaffolding Method

Table 4. 6. Scaffolding Method (Co-Researcher)

No	Items	Meetings									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	Set the difficulty level of the difficulty of the subject matter	√	√	√	√	√	√	√	√	√	100%
2	Utilize a variety of learning models	-	√	√	-	√	-	-	-	-	34%
3	Practice responsibility	√	√	√	√	√	√	√	-	-	78%
Mean											70%

Table 4.6 shows that the teacher did not apply all the Scaffolding Method items. Elements that are not always used by teachers are Utilizing various learning models. Therefore, it can be concluded that 70% of English teachers apply the Scaffolding Method

4. Self- Training Method

This method provides opportunities for students to learn independently by providing individual assignments with the aim of building each student's initiative and independence. There are three items in the self-training method: Facilitate Students to be able to work independently, Train students to practice a small number of skills and Provide exercises so students can develop abilities

The results of the video analysis are in the appendix

Table 4.7. Self- Training Method (Researcher)

No	Items	MEETINGS									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	Facilitate Students to be able to work independently	-	-	√	-	-	√	√	√	-	45%
2	Train students to practice a small number of skills and Provide	√	√	-	-	-	-	√	√	√	56%

3	Provide exercises so students can develop abilities	-	-	√	√	√	-	√	√	-	89%
Mean											63%

Table 4.7 shows that English teachers at Alam Mahira schools apply Self-Training Method items in teaching inclusive students in class. Thus, 63% of English teachers apply apply Self- Training Method

Table 4.8. Self- Training Method (Co-Researcher)

No	Items	MEETINGS									Percentage
		Teacher 1 (SD)						Teacher 2 SMP & SMA			
		1	2	3	4	5	6	7	8	9	
1	Facilitate Students to be able to work independently	√	√	√	√	-	√	√	√	-	78%
2	Train students to practice a small number of skills and Provide	√	√	√	√	√	√	-	√	√	89%
3	Provide exercises so students can develop abilities	√	√	√	√	√	√	√	-	√	89%
Mean											85%

Table 4.8 shows that English teachers at Alam Mahira schools apply Self-Training Method items in teaching inclusive students in class. Thus, 85% of English teachers apply apply Self- Training Method

Table 4.9. Summary of Analysis

No	Aspects	Percentage (Co-Researcher)	Percentage (Researcher)	Results Percentage
1	Direct Teaching Method	92%	92%	92%
2	Indirect Teaching Method	56%	61%	59%
3	Scaffolding	70%	56%	63%
4	Self-training	85%	63%	74%

In inclusive schools based Rosenshine and Stevens (in Friend 2015), that inclusive education, the forms of teaching methods used by teachers in the classroom include, direct teaching methods, indirect teaching methods, scaffolding learning methods, and self training. Based on the In the table above, there are 4 teaching methods used by teachers in teaching inclusive students at the Alam Mahira Bengkulu School, namely; 92% Direct Teaching Method, 59% Indirect Teaching Method, 63% Scaffolding, 74% self-Training. The teaching method most often used in Alam Mahira schools is 92% Direct Teaching Method the inclusive student teaching method with the items Provide training with guidance, Submission of material, and Provide feedback. 74% Self-training with the items Facilitate Students to be able to

work independently, Train students to practice a small number of skills, and Provide exercises so students can develop abilities . 63% Scaffolding item Set the difficulty level of the difficulty of the subject matter, Utilize a variety of learning models and Practice responsibility. The method most rarely used by teachers at Alam Mahira school is Indirect Teaching Method 59% with the item The teacher as a facilitator and Student-centered learning.

Discussion

This study aims to determine the teaching methods used by teachers in teaching English to inclusive students at Alam Mahira School Bengkulu. Research based on the theory of Rosenshine and Stevens (in Friend 2015). The forms of teaching methods used by teachers in the classroom include direct teaching methods, indirect teaching methods, scaffolding, and independent training. The formulation of the problem in this research is What is the teaching method at Alam Mahira School in accordance with the theory of Rosenshine and Stevens (in Friend 2015) teaching methods for inclusive children and How is the implementation of the inclusive teaching method used by student teachers at the Mahira Alam Bengkulu School.

After finding the data, the researcher wants to discuss it further. From the data above, it can be seen that there were nine (9) observations made by the researcher. It consists of 5 observations in elementary school, 2 observations in junior high school, and 1 observation in SMA Alam Mahira Bengkulu.

Based on observational data at SD, SMP and SMA at Alam Mahira School, out of 9 meetings most of the teachers used all the elements in the teaching method. The results of this study indicate that almost all educators apply teaching methods based on theory, indicating that there are 4 teaching methods used by teachers in teaching inclusive students at the Alam Mahira School Bengkulu, namely; use of Direct Teaching Methods , Indirect Teaching Methods, Scaffolding , Self-Training . the teaching method is often used by teachers at the Alam Mahira school Direct Teaching Method and the method that is rarely used is Indirect Teaching Methods.

First, the direct teaching method is teacher centered teaching. In the learning process educators apply this direct teaching method by providing guided training, delivering material and providing feedback. The results of the study show that the teacher applies the direct teaching method, namely the teacher guides students more to complete the exercises well, the teacher also explains what material will be learned that day, by telling the topic, and giving directions for viewing the material. material in their class book, In providing feedback the teacher says "good job", "give applause", "very good", "thank you", and corrects if students make mistakes in answering questions. This is in line with saying that this teaching method is a method that has the highest teacher-centered level and is most often used, Majid (2013).

Second, this indirect teaching method is inversely proportional to the direct teaching method. In the direct teaching method the teacher is the center, in indirect teaching the teacher is only a facilitator and student centered . The teacher assumes that students can develop their own knowledge while the teacher only provides feedback from the inquiries carried out by students. . The results of the study show that the teacher applies all indirect teaching methods, namely the teacher acts as a facilitator

by providing instructions, examples, and explanations, then students work on assignments independently and the learning is student-centered learning, where the teacher speaks less and requires students to do more. more during the learning process. This is in line with saying that In this method the teacher's role changes to that of a facilitator, supporter, and personal resource (Lusia Eka Ristanti, 2016) and Based on Tiia Rütmann and Hants Kipper (2011), indirect instruction is an approach to teaching and learning in which concepts, patterns and abstractions are taught in the context of strategies that emphasize learning concepts, inquiry learning and problem-centered learning.

Third, scaffolding is a form of assistance provided by teachers and other students with the aim of bridging the gap between their abilities and the goals to be achieved. In the learning process educators apply this method by determining the level of difficulty of subject matter, utilizing various learning models and exercising responsibility. The results showed that the teacher did not apply all scaffolding methods. In determining the level of difficulty of subject matter, the teacher provided material according to the student's level, based on the material outlined in the student book. However, most teachers were monotonous in using the learning model. Teachers do not vary teaching models and in giving responsibility to students, teachers ask students to complete each exercise or instruction given by the teacher. This is in line with saying that scaffolding is a structured assistance to students at the beginning of learning and then gradually activates students for independent learning (Hari, 2004)

fourth, the self-training method provides opportunities for students to learn independently by giving individual assignments with the aim of building each student's initiative and independence. in the learning process educators apply this self-training method by facilitating students to be able to work independently, training students to train a small number of skills and providing training so students can develop their abilities. The results showed that the teacher applied the scaffolding method a little, students were trained to practice the material that had been given by the teacher and students were given training to develop their language skills by completing the exercises. This is in line with saying that independent practice is a form of practice questions that researchers develop themselves so that the learning process becomes more meaningful (Wiwiek Sriwati Wahyuningsih, 2019).

Based on the results of video observation analysis, researchers also found that in the learning process, inclusive students learn with other normal students in the class, therefore, inclusive students also use the Shadow Teacher to support the teaching process. According to Mangunsong (in Aziz, 2015: 59) states that the types of inclusion children consist of, autism (Autistic Spectrum Disorder), Attention Deficit Hyperactivity Disorder (ADHD), gifted children, children with speech and language barriers, children with learning disabilities. , blind, deaf, and mentally retarded. of several types of inclusion requiring a companion teacher is a shadow teacher who accompanies during the learning process in class.

Conclusion and Suggestion

Conclusion

The results of the study show that there are 4 teaching methods that the teacher uses in teaching inclusive students at the Alam Mahira Bengkulu

School, namely; use of Direct Teaching Methods, Indirect Teaching Methods, Scaffolding, Self-Training. the teaching method is often used by teachers at the Alam Mahira school Direct Teaching Method and the method that is rarely used is Indirect Teaching Methods.

Implementation of the teaching method by Teachers for inclusive students at the Alam Mahira School of Bengkulu Almost all the elements of teaching method for inclusive students at Alam Mahira Schools (SD, SMP, and SMA), namely the Direct teaching method by providing training with guidance, submission of materials and providing feedback. Indirect teaching method by means of The teacher as a facilitator and Student-centered learning. Self-training method by means of Facilitating Students to be able to work Self, Train students to practice a small number of skills, and Provide exercises so students can develop abilities. Scaffolding method by means of Set the difficulty level of the difficulty of the subject matter, Utilize a variety of learning models, and Practice responsibility

Suggestions

The teacher is suggested to implement all elements in teaching method, in order that the teaching and learning can be more effective to inclusive students.

For future researchers, it is suggested that it can be used to find out student responses to the teaching methods used by several teachers in inclusive schools.

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