

INCLUSION-BASED SCHOOL LEARNING STRATEGY THROUGH PLAY ACTIVITIES AT ANNA HUSADA PAUD BANGKALAN

Surya Kumala Dewi^{1*}, Fikri Nazarullail², Dwi Nurhayati Adhani³

^{1,2,3} Early Childhood Teacher Education, Faculty of education, Universitas Trunojoyo
Madura, East Java, Indonesia

correspondence e-mail: suryakumaladewi26@gmail.com,
fikri.nazarullail@trunojoyo.ac.id, dwi.adhani@trunojoyo.ac.id

ABSTRACT

This research is motivated by the existence of PAUD institutions that are not optimal in implementing learning, especially in inclusion-based PAUD institutions. The purpose of this study was to determine the strategy for implementing learning through play activities at the Anna Husada Inclusion PAUD school. The subjects in this study were Anna Husada's early childhood education staff and students. The research approach used is qualitative with a case study approach. The main data collection techniques used in this study were interviews, observation, and documentation. Data analysis for this research is data collection, data reduction, data presentation and conclusion, as well as recall or validation. The data validation techniques were extended participation, observer persistence, and triangulation. The results showed that the implementation of Anna Husada PAUD inclusive school learning used the central learning model strategy. Play activities that are packaged in the center learning model aim for children to be able to play with a feeling of calm, mingle with their friends and accept each other between normal good friends and those with special needs.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

ARTICLE INFO

Article History:

Received 20
September 2022
Revised 26 December
2022
Accepted 29 December
2022
Available online 10
January 2023

Keywords:

Inclusive Education,
Learning,
Play Activities.

A. Introduction

Education is the right of every citizen. As mandated by Article 31 paragraph 1 of the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System, it is explained that every citizen has the same right to education. This means that all Indonesian citizens have the right to access education, including children with special needs. Children with special needs have the same rights as other normal children in all fields of education, they have the right to go to school and get proper education and socialize with their peers. This prompted the Indonesian government to issue a policy to provide inclusive education services.

According to Sapon-shevin in O'Neil, John (1994: 1) describes inclusive education as a special education service that allows all children with special needs to get services in regular schools with friends of their age. In inclusive education, it is believed that all children should receive proper educational services according to their age and developmental stage without exception. The main thing that needs attention is how inclusive schools can accommodate children with special needs at an early age. Until now the implementation and implementation of education for children with special needs in inclusive PAUD institutions has not been optimal especially in the learning process.

Inclusive-based learning activities should be an educator making adjustments to the curriculum, learning approaches, and strategies in a direction that can accommodate the needs of all children based on their age. The purpose of PAUD is not only in terms of education, but also includes efforts in providing stimulus, guidance, parenting and honing children's skills. The task of educational institutions is to provide space for the needs of all children in each institution. In accordance with the opinion of Sujiono (2011) who argued that inclusive education respects differences, race, ethnicity, as well as social and cultural backgrounds.

Previous researchers have made observations and observations regarding the existence of inclusive schools in the field. The results of observations at PAUD institutions in Bangkalan, it is very rare to find inclusive PAUD institutions. One of the inclusive PAUDs in Bangkalan is Anna Husada PAUD. The researcher then made initial observations by going directly to the field at the Anna Husada PAUD institution. Researchers focused on making observations on the process of playing activities that took place at school. The implementation of

learning that is packaged with play activities in this inclusive school is very interesting to study in more depth. Therefore researchers feel interested in observing and researching more deeply about learning strategies with play activities in inclusive schools and taking the title "Strategy for Implementing Inclusive School Learning through Play Activities in PAUD Anna Husada Bangkalan".

B. Method

This study uses qualitative research methods by focusing on the process of concluding and analyzing a unique phenomenon that is observed on the dynamics of relationships using scientific logic. This study uses qualitative research with a case study approach. The use of a qualitative case study approach with an intrinsic type was chosen because it is in accordance with the objectives of this study, namely the researcher wants to analyze, explore the phenomenon studied in more depth and describe the overall strategy of educators in implementing learning activities through play activities in Anna Husada Bangkalan PAUD.

Data collection techniques in this study using observation techniques, interviews, and documentation. The technique for checking the validity of the data in this study used only three techniques, namely Extension of Participation, Persistence of Observation and Triangulation. In this study using data analysis techniques, namely qualitative descriptive analysis which includes data collection, data reduction, data presentation and drawing conclusions.

C. Result and Discussion

The discussion is carried out by discussing the results of research conducted with relevant theories, opinions or research results. This is done to gain an in-depth understanding of the learning process at Anna Husada PAUD. The discussion is learning strategies in inclusive schools through play activities at Anna Husada Bangkalan PAUD. The results obtained from this study focused on the analysis stage of inclusive school learning strategies through play activities, the following results were obtained:

Children with special needs have a level of specificity in terms of service and learning. In this case, the role of the educator apart from being a teacher also acts as a guide. The use of learning strategies or methods must be adapted to

the characteristics of students, especially for students with special needs. Because this is very influential for children in receiving meaningful learning material or knowledge.

Ginintasari (2009) explains the principles of service in dealing with children with special needs, including 1) educators show positive feelings towards children, 2) educators must be able to adapt to children 3) educators must be able to interact with children, 4) educators can give praise and appreciation to children with special needs who succeed in achieving developmental achievements, 5) educators help children focus their attention, 6) educators help provide meaningful experiences for children, 7) educators help explain, 8) educators help children achieve self-discipline.

The process of inclusive education at the Anna Husada Bangkalan PAUD inclusive school has been going on since 2014. In each inclusion class there are various types of diversity of special children, for example in group A there are students with special characteristics or needs with types of speech delay, hyperactivity, passivity, mild to moderate ADHD, dyslexia . The different characteristics of children in this inclusive class allow educators to make adjustments to the learning process being carried out.

The implementation of learning at Anna Husada PAUD tries to accommodate all the characteristics of children, both normal children and ABK. Prior to the implementation of learning, educators at Anna Husada PAUD compiled learning tools with reference to the 2013 curriculum and the CBHE curriculum. In planning teaching materials, educators have paid attention to several considerations including the selection of strategies, learning steps or playing steps. This is because at an early age children are the golden age, because at this time it is a period of their rapid development and will affect the next course of life. Therefore PAUD has the main task of encouraging the growth and development of children as a whole or emphasizing the development of various aspects of a child's personality both motor coordination (fine and gross), emotional intelligence, multiple intelligences (multiple intelligences) and spiritual intelligence, in accordance with the uniqueness and growth the early childhood. Because Anna Husada PAUD is an inclusive education institution, various considerations related to implementing learning policies must also be able to accommodate all children. As stated by Yuwono (2010), there are three stages

before conducting learning with children with special needs: 1) identifying children, 2) conducting assessments, 3) developing individual learning programs.

In line with the opinion of Sri Hidayati (2017) in the book "Early childhood learning strategies" explains that in making plans in learning must pay attention to several principles, including:

1. Competence in lesson plans must be clear, simple, flexible and comprehensive
2. The activities prepared must support and be in accordance with KD
3. The developed RPP must be intact and comprehensive
4. There must be coordination between the implementing components of the program in schools

Based on the results of observations in institutions, educators have paid enough attention to several points regarding the principles of making plans in the lesson. Based on the results of researchers' observations and interviews conducted with educators, in formulating learning strategies in inclusive classes. The learning strategy is the teacher's effort in applying learning methods to achieve the planned goals. According to Fadillah (2012: 72) "Early Childhood Learning Strategy is defined as a method or system used for learning intended for students to know, understand, use, and master a particular subject matter. Educators use indirect learning strategies. The indirect learning strategy is a way of learning that is centered on students and educators act as facilitators who help students in the learning process so they can learn well.

In selecting indirect learning strategies in inclusive classes, it is expected that students can learn while playing as a whole and the class teacher here acts as a guide or facilitator and occasionally helps students in playing activities given in learning. As it is well known that playing is an activity that is inherent and is liked by children. Massitoh, et al (2006: 9.4) argues that: by playing children can express the demands and needs of aspects of their development such as cognitive, creative, linguistic, emotional, social, moral values. Slamet (2005: 119) explains that essentially all children like playing activities, only children who are sick do not like to play, either playing alone or playing with peers or adults.

In the learning process in the classroom, educators package learning with play activities using the center model. Playing activities in the center model are considered by educators to be more suitable because children can play together for one purpose and better accommodate children with special needs. In each

play activity in the center, educators prepare more than 2 to 3 different types of play activities to anticipate if children with special needs are not conducive. After formulating the strategy, educators carry out planning in playing activities. The following are things that educators do in learning through play activities in inclusive classes:

1. Planning

In this stage, educators act as facilitators in children's play activities. Educators design a play activity that will be implemented in the learning process, both playing while learning in the classroom and outside the classroom. In this planning stage, educators carry out several stages including:

- a. Prepare play materials and tools
- b. Tidy up the place or environment around the play activity
- c. Communicate with parents regarding activities to be carried out

2. Execution

At this stage the teacher begins to prepare the types of play activities that are in accordance with the indicators of learning objectives that have been made before. Children are given 2 to 3 types of play that support the achievement of indicators in the learning objectives. In carrying out play activities, educators generalize between normal children and ABK but still pay attention to the abilities and achievements according to the child's age.

3. Evaluation

At the evaluation stage, it is carried out to find out the weaknesses and strengths of children's learning outcomes. The results of this evaluation are then used as material for consideration for the future, whether the play strategy made by the teacher and implemented in class is appropriate and can accommodate all children. If it is deemed appropriate, the teacher continues to implement the themes in learning. But on the contrary, if it is felt that the previous use has not been sufficient to accommodate children, especially children with special needs, educators need to reformulate new learning strategies.

D. Conclusion

Based on the results of this study, it can be concluded that the implementation of learning in the Anna Husada PAUD inclusive school uses the central learning model strategy. Playing activities that are packaged in the center learning model aim for children to be able to play with a feeling of calm, mingle

with their friends and accept each other between normal good friends and those with special needs. The selection of this strategy is in accordance with the characteristics of early childhood where at that age playing is something that children really like. In addition, the implementation of this strategy in learning has been well prepared according to the principles of inclusive education in early childhood.

References

- Herawati, N. I. (2016). Pendidikan Inklusif. *EduHumaniora| Jurnal Pendidikan Dasar Kampus Cibiru*, 2(1).
- Hibana, H., & Surahman, S. (2021). PELAKSANAAN MODEL PEMBELAJARAN AREA DI PAUD PUTRA HARAPAN KALIDENGEN KECAMATAN TEMON KABUPATEN KULON PROGO YOGYAKARTA. *EARLY CHILDHOOD: JURNAL PENDIDIKAN*, 5(2), 213-222.
- Hidayati, S. (2021). Strategi Pembelajaran Anak Usia Dini. Surabaya: CV. KANAKA MEDIA.
- Kemendikbud, B. P. (2014). Model PAUD inklusi 2014.
- Latif, M. A. (2019). Model Pembelajaran PAUD Inklusi (Studi Kasus Lembaga PAUD ECCD-RC Yogyakarta). In *Annual Conference on Islamic Early Childhood Education (ACIECE)* (Vol. 4, pp. 139-146).
- Madyawati, L., & Zubadi, H. (2020). Pelayanan Anak Berkebutuhan Khusus di PAUD Inklusi. *Insania*, 3(1), 34-56.
- Nuraeni, N. (2014). Strategi pembelajaran untuk anak usia dini. *Prisma Sains: Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 2(2), 143-153.
- Purnama, A. (2017). Optimalisasi Keterampilan Sosial ABK Melalui Metode Bermain Kooperatif Pada Paud Inklusi. *Prosiding SNasPPM*, 1(1), 39-46.
- Safitri, D., & Hijriyani, Y. S. (2022). PENDIDIKAN INKLUSIF SEBAGAI STRATEGI MEWUJUDKAN PENDIDIKAN MENYELURUH BAGI ANAK USIA DINI. *Prosiding Lokakarya Pendidikan Islam Anak Usia Dini IAIN Ponorogo*, 1, 27-39.
- Saputra, A. (2016). Kebijakan Pemerintah Terhadap Pendidikan Inklusif. *Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 1(3), 3.
- Yuwono, J. (2021). TRANSFORMASI SEKOLAH MENUJU SEKOLAH INKLUSI SCHOOL TRANSFORMATION TO INCLUSIVE SCHOOL. *Exponential (Education For Exceptional Children) Jurnal Pendidikan Luar Biasa*, 2(2), 254-263.
- Widiyanto, W. E., & Putra, E. G. P. (2021). Pendidikan jasmani adaptif di sekolah inklusif bagi anak berkebutuhan khusus. *Sport Science And Education Journal*, 2(2).
- Zaini, A. (2015). Bermain sebagai metode pembelajaran bagi anak usia dini. *Jurnal Thufula*, 3(3), 130-131



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).