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Effective Learning Model to Improve the Emotional and Social Capability of the Crew in Inclusive Schools

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ABSTRACT

The emotional and social abilities of CSN in inclusive education elementary schools are very low, there are many underlying factors Recently , in inclusive schools there has been no learning model that specifically focuses on improving emotional and social abilities. The TGT type cooperative learning model is a learning model that can improve the five emotional and social dimensions. This model begins with a presentation activity in front of the class by the teacher to introduce the learning material that will be taught. Then students are grouped into several groups. Each group consists of three to five students, the group members have heterogeneous academic abilities. The use of the TGT model has had a positive impact on increasing the emotional and social abilities of CSN. The results of learning using the TGT model always show a very significant increase in numbers, so it can be concluded that the TGT learning poetry model, which is adapted to the conditions of CSN, is considered appropriate for improving emotional and social abilities. The use of the TGT learning model is better than the conventional model in improving the emotional and social abilities of CSN in inclusive schools.

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1. INTRODUCTION

Children with special needs who attend education in inclusive schools certainly require special attention and services in certain aspects. Learning must be adjusted to consider the needs of students, including aspects of their emotional and social development. Every child has different characteristics, interests, abilities and learning needs, therefore the education system should be designed and implemented by considering the diversity, characteristics and needs of students.

The obstacles faced by Children with Special Needs (CSN) often have an impact on emotional and social development, CSN often experience delays when compared to the emotional and social development of their peers. CSN often experience obstacles in social adjustment to the environment because every interaction or work is influenced by the emotional and social factors that each child has. The emotional and social aspects of crew members are often ineffective, as stated by Soe, (2003), namely; 1) Feeling that they do not meet their cultural standards of physical attractiveness (disability), resulting in discriminatory reactions from society, 2) Attitudes towards people with disabilities vary from indifference to a lack of understanding, resulting in being overprotective or even overly sympathetic, 3) Normal individuals often do not know how to respond to individuals with disabilities.

The problem faced by CSN in inclusive schools is weak emotional and social abilities. Psychologically, CSN are not ready to face a heterogeneous environment, lack social interaction skills, experience emotional deprivation, and often have negative emotional patterns, such as feelings of fear, shame, worry, anxiety, irritability, envy, and deep sadness. Shelvin (2005) in Hadi (2012) stated the problems faced by individuals due to their disabilities, namely; 1) Ridicule and harsh treatment are broader issues than friendship, 2) The social climate in the classroom plays an important role in equalizing dignity in learning, but teachers are often busy with curriculum and exam matters, 3) Everyone needs strategies to deal with boldly any oppressive language and behavior lectus.

The results of studies from several elementary schools providing inclusive education can be concluded;

1. Inclusive schools do not yet have a learning model that specifically aims to develop emotionally and socially. To optimize emotional and social development, of course there must be a learning model that specifically develops emotions and social development. According to the author's observations, the weakness that occurs is that teachers do not make learning modifications. As a result of using conventional learning models, CSN are unable to actively participate in learning.
2. Weak competence of teachers regarding learning methodology for CSN; If you look at the academic qualifications of the regular teachers in elementary schools providing inclusive education, they actually have bachelor's degrees, the teachers have received training on inclusive education but in dealing with special needs students still need to improve, the teachers have not yet mastered planning, implementing learning and evaluation. according to the characteristics of the crew.

Based on the explanation above, the author concludes that the emotional and social abilities of CSN in inclusive education settings are very weak, this is thought to be because there is no learning model that is considered capable of developing the emotions and social skills of all students.

2. METHODS

The research method used in this study uses a qualitative descriptive method. Qualitative descriptive methods are used to assist in obtaining comprehensive data. This study focuses on CSN in one of the inclusive education.

3. RESULTS AND DISCUSSION

3.1. Emotional and Social Development CSN

1. Responsible

CSN in inclusive education elementary schools can be concluded that emotional and social development in the responsible aspect is; some crew members are able to state their identity before entering school, some are less able, and some are unable. Most of the crew members were able to state their identity clearly after entering school, and a small number were less able. Some crew members can maintain their appearance (not show a gloomy attitude) when they are in the school environment, some are less able, and a few are unable. Some crew members can actively participate in learning, some are not able, and a few are less capable.

2. Collaborate with other people.

CSN in inclusive schools can be concluded that emotional and social development in the aspect of collaborating with other people is Some crew members are able to collaborate with other students in carrying out certain tasks or activities, some are less able, and a small number are not able. The ability of CSN to show attention and affection towards other students, some of whom are unable, some of whom are less capable and some of whom are capable. Most of the crew members were able to hold back crying while learning was taking place, some were less able, and a few were unable. Most of the crew members are able to take part in learning like other students, and a small number are less capable. Most of the crew members were able to appear in front of the class presenting the learning material, and a small portion were less capable.

3. Trust others

CSN in inclusive education elementary schools can be concluded that emotional and social development in the aspect of trust in other people; some are less able to follow learning that is considered difficult with patience, some are able to follow, and a small number are unable. Some crew members can ask other students for help if they have difficulty doing school assignments, some are less able, and only one student is unable. Some crew members can help calm other students who are sad or anxious, some are less capable, and a few are unable. Most of the crew members were able to socialize or play with other students, some were less able, and only one student was unable. Some crew members are less able to hold back feelings of offense and anger towards other students, a few are unable, and a few are able.

4. Other people's rights

CSN in inclusive education elementary schools can be concluded that emotional and social development in the aspect of thinking about the rights of others; some are able to support other students who are considered good and correct, some are less capable, and a few are not capable.

Some crew members are capable be happy if there are other students who are successful, some who are less capable, and a few who are unable. Some crew members are less capable hold back an attitude of displeasure if other students help complete their work, some are capable, and a few are unable. Most of the crew members can join in the fun if other students are happy, and a small number are less able.

3.2. Model Development

Learning model is intended to find a service model for CSN without abandoning inclusive principles, meaning that in learning teachers should not specialize in dealing with CSN, while other students do not receive maximum service. In this research the steps taken in developing the model were; 1) prepare a draft model according to the findings in the preliminary study, 2) discuss the draft learning model with teachers in inclusive schools and lecturers who are experts in inclusive education, 3) test the draft model, and 4) refine the draft model.

a. Early Models

TGT model developed by [Slavin \(2008\)](#) suggests four main steps in learning using the TGT technique, which is a regular cycle of learning activities, as follows: 1) Stage one of learning; At this stage the teacher delivers the lesson material. 2) Stage two team learning; Students work on activity sheets in their teams to discuss and master the material. 3) Stage three of the tournament; students play academic games in homogeneous abilities, with a three-participant tournament table (competition with three participants). 4) Stage four recognition team, Team scores are calculated based on the team members' tournament scores, and the team will be recognized if they succeed in exceeding previously established criteria.

Meanwhile, the implementation of games in the form of a tournament involving all students is carried out using the following procedure: 1) The teacher determines the student's serial number and places them on the tournament table (three people, equal ability). Each table has one game sheet, one answer sheet, one box of number cards, one game score sheet. 2) Students draw cards to determine reader one (highest number) and the others become challengers one and two. 3) Reader, one shuffles the cards and takes the top card. 4) Reader, one reads the question according to the number on the card and tries to answer it. If the answer is wrong, there are no sanctions and the card is returned, if correct the card is kept as proof of score. 5) If challenger one/two have different answers, they can submit answers in turn. a) If the challenger's answer is wrong, he is subject to a fine of returning the correct answer card (if any). b) Next, students change positions (in order) with the same procedure. c) Once finished, students count their cards and scores and accumulate them with all teams. d) Certificate award, super team for upper criteria, very good team (middle criteria), good team (lower criteria).

The learning model developed to improve the emotional and social abilities of inclusive schools is based on the learning model developed by [Slavin \(1995:76\)](#), namely "TGT". In implementation in the field, it is adjusted to the learning needs of CSN. The learning model developed refers to the steps of learning activities that are usually implemented, namely; a) Initial activities; There are five things that are considered very important in initial learning activities, namely (1) conveying the subject matter that will be taught, it is important to convey it so that students ask questions and are curious about the subject matter

(2) conveying the learning objectives, namely conveying what abilities they have must be achieved by students at the end of learning, (3) providing learning motivation, providing learning motivation is seen as very important before learning begins, intended to make the urge to learn even stronger, (4) conveying the learning strategies that will be carried out, clarity on the strategies that will be used in learning it is very possible for students' learning motivation to increase, apart from that, clarity about learning strategies allows learning to run effectively, (5) conditions students towards learning. The framework for developing learning models to improve the emotional and social abilities of CSN in inclusive education elementary schools is as follows.

b. Draft Models Assessment

Tabel 1. The steps for using the developed TGT model are as follows:

Initial activity:

- (a) Present the main topics that will be taught
 - (b) Convey learning objectives.
 - (c) Provides learning motivation.
 - (d) Convey the learning strategies that will be used.
 - (e) Conditioning students towards learning.
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Core activities:

- (a) The teacher presents learning material.
 - (b) The teacher announces the division into heterogeneous groups, each student is given a serial number.
 - (c) The teacher distributes learning materials / worksheets for discussion.
 - (d) Under the guidance of the teacher, students discuss according to. each group.
 - (e) Game implementation:
 - (f) Each group takes turns coming to the front of the class to present the results of the discussion and answer questions.
 - (g) Each group presents the results of the group discussion.
 - (h) Each group chooses an envelope containing questions.
 - (i) Each group member answers questions according to the student's serial number .
 - (j) Questions that are not answered, wrong or imperfect, will be thrown to other groups , questions can be answered by other groups according to the student number.
 - (k) Students who answer correctly can be given a mark and included in the group score.
 - (l) Closing learning.
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End activities:

- (a) Announcement of results and determination of the group with the highest score
- (b) Giving awards to the group with the highest score.
- (c) Provide learning follow-up.
- (d) Conditioning students to take part in the next lesson.

c. Test Results

At the first, second and third meetings, a limited trial of the use of the TGT learning model influenced the emotional and social abilities of CSN in inclusive elementary schools. In extensive trials at the first, second and third meetings, the use of the TGT learning model influenced the emotional and social abilities of CSN in inclusive elementary schools.

d. Validation Test Results

From the results of pretest, posttest and gain index data analysis; So it can be concluded about the comparison of the use of the TGT learning model (experimental class) with the usual model (control class) on the emotional and social abilities of CSN. At the first meeting, the emotional and social abilities of CSN in the experimental class were no better than those in the control class. At the second meeting, the emotional and social abilities of the experimental class were better than the control class, but the improvement in emotional and social abilities of CSN in the experimental class was not better than the control class. At the third meeting, there was an increase in the emotional and social abilities of CSN in the experimental class, where the increase was better than in the control class.

4. CONCLUSION

The research results concluded that the TGT model can improve the emotional and social abilities of CSN in inclusive education elementary schools. The complete research conclusions are the use of the TGT model in inclusive elementary schools has had a positive impact on the development of emotional and social abilities of CSN, this can be seen in limited and extensive trials, as well as validation tests, the results of observations from each CSN in inclusive schools always show significant increases in numbers. very significant. From the description above, it can be concluded that the TGT learning poetry model, which has been adapted to the learning conditions for CSN, is considered suitable for improving the emotional and social abilities of CSN in inclusive education elementary schools.

The learning model developed to improve emotional and social abilities in inclusive education elementary schools has proven to be very effective. The effectiveness of the TGT model can be seen in the comparison of validation test scores, where the experimental group always gets higher scores when compared to the control class scores. From the results of the pre-test , post-test and gain index data analysis , it can be concluded about the comparison of the use of the TGT learning model (experimental class) with the regular model (control class) on the emotional and social abilities of CSN for each meeting at each elementary school, namely; at the first meeting the emotional and social abilities of the experimental class were better than the control class, at the second meeting there was an increase in emotional and social abilities, where in the experimental class it was better than the control class, while at the third meeting there was an increase in the emotional and social abilities of CSN, where in the experimental class was better than the control class. Based on the research results, it can be concluded that the TGT model is better than the conventional model in developing the emotional and social abilities of CSN in inclusive elementary schools.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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