



ARTÍCULOS

UTOPIA Y PRAXIS LATINOAMERICANA. AÑO: 24, n° EXTRA 6, 2019, pp. 132-141
REVISTA INTERNACIONAL DE FILOSOFÍA Y TEORÍA SOCIAL
CESA-FCES-UNIVERSIDAD DEL ZULIA. MARACAIBO-VENEZUELA.
ISSN 1315-5216 / ISSN-e: 2477-9555

Daily learning flow of inclusive education for Early Childhood

Flujo de aprendizaje diario de educación inclusiva para la niñez temprana

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ABSTRACT

This study was aimed to analyze the daily learning flow of early childhood inclusive education. The study used qualitative research, with a phenomenological approach in RA. An-Nahl, Jakarta. The data collection techniques used in this study were observation, interviews, focus group discussions, and documentation; then, they are analyzed descriptively with an interactive analysis model. The results obtained were the daily learning flow plan in the form of pre-opener, opener, energizer, activity, linking and summarizing, review, mission, closer applied by RA. The conclusion of this study was the modification of the daily learning flow, which is the flagship characteristic of RA.

Keywords: Daily Learning Flow, Data Collection, Inclusive Education, RA.

RESUMEN

Este estudio tuvo como objetivo analizar el flujo de aprendizaje diario de la educación inclusiva en la primera infancia. El estudio utilizó investigación cualitativa, con un enfoque fenomenológico en la RA. An-Nahl, Yakarta. Las técnicas de recolección de datos utilizadas en este estudio fueron observación, entrevistas, discusiones de grupos focales y documentación; luego, se analizan descriptivamente con un modelo de análisis interactivo. Los resultados obtenidos fueron el plan de flujo de aprendizaje diario en forma de preaperturador, abridor, energizador, actividad, vinculación y resumen, revisión, misión, aplicación más cercana por RA. La conclusión de este estudio fue la modificación del flujo de aprendizaje diario, que es la característica principal de la RA.

Palabras clave: RA, educación inclusive, flujo de aprendizaje diario, recopilación de datos.

Recibido: 14-09-2019 • Aceptado: 14-11-2019



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1. INTRODUCTION

Inclusive education should begin with early childhood education institutions (Jensen et al.: 2010, pp.243-254) because all children with special needs have the same rights as other healthy children in obtaining education (Windarsih et al.: 2017, pp.7-11). Inclusive education is a system of extraordinary education services that requires that all extraordinary children be served in the closest schools in regular classes with friends of their age (O'Neil: 1995, pp.7-11).

Learning systems in inclusive educational institutions for early childhood must be able to accommodate differences in the learning needs of each student (Windarsih et al.: 2017, pp.7-11). An inclusive school is a school that can accommodate all students in the same class, able to provide a proper education program following the abilities and needs of each student, obtain assistance and support from the teacher so that all students achieve success (Kasman et al.: 2004). Children with special needs who receive the most attention from teachers are; a) child development b) learning disabilities or specific learning disability, c) Attention Deficit Disorder with Hyperactive, d) emotional or behavioral disorder, e) communication disorder and deafness, f) partially seeing and legally blind, g) autistic children, h) physical disability, and i) giftedness and special talents (Hallahan & Kauffman: 1991).

In fact, not all schools are able to implement an inclusive education system. Many problems are faced, including teachers having difficulty balancing learning in inclusive early childhood education; children with special needs are difficult to be invited to cooperate in following lessons. Besides the government is less involved in supporting facilities and infrastructure and educational game tools, so that the facilities owned by schools are minimal, as is the lack of helper needs or teacher assistant staff (Windarsih et al.: 2017, pp.7-11). Teachers generally are positive about inclusion. However, they indicate several problems and obstacles to the implementation of inclusion; policymakers should target training and enhancement of educators and funding for education (Lambe & Bones: 2007, pp.99-113).

Many challenges faced in implementing inclusive education, such as many curricula in learning institutions still use 'traditional' student models that create challenges for various types of students. Studies show that teachers do not feel ready to carry out inclusive class responsibilities and often teachers are not sure what is expected socially; learning environments fail to support the different nature of learners and authentic assessment of the achievement of learning outcomes (Mugambi et al.: 2015, pp.90-102). Younger and less experienced teachers without training in special education show less enthusiasm and are less prepared to manage inclusive classes (Mngo & Mngo: 2018). High workloads, as well as inflexible and inadequate educational curriculum policies in the learning experience of teacher education programs, are identified as barriers to inclusive education reform (Singh: 2016, pp.51-77).

Many debates have arisen between the removal of an inclusive education system or retaining it, taking into account many considerations and their implications (Hornby: 2011, pp.321-329). Differences in governance systems in school organizations and influential professionals in the development of inclusive education (Göransson et al.: 2019, pp.559-574). It should also be noted that conformity in interpreting the results of parent and teacher evaluations of children with special needs in an inclusive education environment (Pijl* & Hamstra: 2005, pp.181-192). Teacher awareness, which began to increase towards the principle of inclusive education, created a culture of inclusiveness throughout the school and formed partnerships with parents, strongly supporting the success of inclusive education (Chan & Yuen: 2015, pp.86-97). An inclusive model with constructive partnerships is proven to be able to overcome students in overcoming social, emotional, and behavioral difficulties in school (Botha & Kourkoutas: 2016, pp.784-799).

In line with that, now inclusive education is starting to get special attention from countries in the world, developed countries feel obliged to support inclusive education in a variety of formats, including providing financial assistance and professional and expert consultants for developing countries to support rights human and inclusive like 2015-2030 sustainable development goals (Carrington et al.: 2019). Inclusive education developers provide vision and guidelines for teaching policies, procedures, and strategies that will facilitate

the provision of adequate education for all children with special educational needs (Hornby: 2015, pp.234-256). Now many parties have begun to assume the importance of the implementation of effective inclusive education to ensure sustainable community development (Ignatjeva et al.: 2017).

Learning for early childhood based inclusive uses diverse learning strategies, chooses and uses varied learning methods, and utilizes learning media (Hegarty & Alur: 2002). The learning model can be carried out in the classroom with special accompanying teachers and learning is also carried out directly in an inclusive room with the teacher assistant team (*teacher-assistance team*), namely special teachers and general classroom teachers working together during the learning process (Mundia Ph D: 2009, p.5). Adaptive learning games based on actual development can increase the courage and confidence of children with special needs to try a new skill (Durkin et al.: 2015).

The important thing in the learning process in the inclusive education system is the management of the teaching and learning process (Windarsih et al.: 2017, pp.7-11; Villeneuve et al.), which is commonly known as the daily learning flow. The flow of daily learning in inclusive educational institutions for early childhood runs like a regular school, but educators need to modify the learning process and provide opportunities for children with special needs to carry out high mobility when children are in regular classes (A Harfiani: 2019). The learning process generally includes three activities, namely initial/opening activities, core activities, and closing activities (Amiruddin: 2014, pp.109–118).

The phenomenon was found in this study: the school, RA. An-Nahl has the advantage and uniqueness in managing the learning process for early childhood based on inclusive education, which is designing a daily learning flow to achieve the expected learning outcomes, known as "*day flow*". Even though RA. An-Nahl has obstacles and limitations, such as only utilizing a borrowed-use building, makeshift facilities, and infrastructure. However, with a strong determination to help the community, in this case, parents who have children with special needs, to get proper education services together with children others, making RA. An-Nahl the exemplary inclusive education institution was visited. It became the pilot RA in Indonesia. By paying attention to the appropriate learning strategies and also the right approach for all students, it can improve the quality of better Islamic education in Islamic education institutions (Shah et al.: 2015, pp.243-257; Lubis et al.: 2015, pp.59-68).

Based on this, the scope and formulation of the problem in this study are "What is the flow of daily learning in inclusive institutions for early childhood RA. Nahl Jakarta?" Moreover, the purpose of this study was to analyze the daily learning flow descriptively in RA. An-Nahl, Jakarta.

2. METHODS

The location of this study is Raudhatul Athfal An-Nahl, which is located at Jl. Jeruk Manis IV / 9 Kebon Jeruk, West Jakarta. The time set in conducting this research is in the 2018/2019 school year.

The reason for choosing the research location is: 1) RA. An-Nahl has implemented an inclusive education system since 2005, 2) has competent educators to deal with early childhood with special needs, 3) has appropriate learning methods for all students, 4) many achievements include: Champion I Head National Level RA in 2015, Islamic Education Appreciation Award from the Minister of Religion of 2015, Autism Friendly School Award from the Governor of DKI Jakarta in 2015, and Satya Lencana from the President of Indonesia in 2016, 5) have facilities that are relatively adequate and representative 6) RA. An-Nahl is an early childhood education institution that is in great demand by the community, as evidenced by the number of pivots before the opening of new student registrations every year, and 7) RA. An-Nahl is a pilot school, which is visited by many other schools from various regions in Indonesia for comparative studies.

This type of research is qualitative research with a phenomenological type approach, which is characteristic: describing data, analyzing, and interpreting phenomena captured in field observations in RA.

An-Nahl, Jakarta. Bogdan and Biklen suggest, "Researchers in the phenomenology model try to understand the meaning of events and interactions with people, usually in certain situations" (Bogdan & Biklen: 2007).

This qualitative research is *field research*, namely research that collects data and information carried out directly to the location or object to be studied, namely RA. An-Nahl Jakarta. The basic data in this study is the daily learning flow carried out by RA teachers. An-Nahl Jakarta based on inclusive education.

The main informants of this study were the Principal as the policy controller, the coordinator of inclusive education as the person in charge, and the teaching staff as implementers of day flow for early childhood based on inclusive education. How to determine the informant used purposive and key respondent techniques following the research objectives. The main informant is expected to be able to provide primary data about the flow of daily learning in RA. An-Nahl, Jakarta.

Data collection techniques used in this study, namely: 1) observation, researchers observe the day flow process designed and implemented by teachers in the learning process for early childhood based on inclusive education, 2) interviews, to school principals, as well as educators and education (teachers and staff) RA. An-Nahl Jakarta, as the key respondent for researchers to obtain information about the flow of daily learning on early childhood inclusive education, 3) Focus Group Discussion (FGD), researchers joined RA staff and teachers. An-Nahl Jakarta in a focus group discussion is conducted every day after teaching and learning activities in schools. In this activity, we discussed the development of students. We also designed activities and learning materials tailored to the interests of children, children's development, learning themes, and children's characteristics, to become an effective and efficient day flow design, 4) Documentation, researchers also need documentation data, such as day flow documents designed by the teacher, photos of learning activities and educational game tools used.

The data analysis technique in this study uses the Interactive model Analysis of Miles and Huberman. This interactive analysis model consists of four main things, namely: (1) data collection, (2) data condensation, (3) display data, and; (4) conclusion: drawing / verifying. (Miles, MB & Huberman, AM) *Qualitative Data Analysis: An expanded sourcebook 2nd edition*). The four activities are the activities that intertwine at the time before, during, and after collecting data in a parallel form to build general insights called analysis. The data obtained are generally in the form of words; the results of the analysis of the research are presented in descriptive form (Marandi & Homayonna: 2019, pp.22-25).

In qualitative research, testing the validity of data can be achieved by triangulating data and informants. This means that the researcher must clarify the findings of the third person or the same person at different times. If information is received, either by another person or the same person, but at different times, it still produces the same information; the data is declared "*saturated*". That is when the validity and reliability of research data have been achieved.

3. RESULTS

RA. An-Nahl is an early childhood inclusive education institution that accommodates all children aged 0-6 years in their territory or surrounding areas regardless of the inherent differences in the child. Learning at inclusive education institutions, including RA. An-Nahl, generally facilitates the existence of an Individual Learning Program (Program Pembelajaran Individu / PPI). PPI in RA. An-Nahl is an additional activity for students with special needs conducted after the learning activities in the regular class are over; the PPI is controlled by the classroom teacher accompanied by psychologists, officers from special education, shadow teachers, and therapists, to achieve a progress report maximum. So that it can be said that human resources at RA An-Nahl have good competence in managing early childhood inclusive education institutions.

RA. An-Nahl has 15 teachers and staff, and it does not include external workers, such as shadow teachers (can be from parents of students with special needs), expert psychologists, special education officers, and therapists. The number of students in RA An-Nahl TA 2018/2019 amounted to 119 children divided into six

groups based on age characteristics. In each group, there are 2-3 people with special needs who receive the same educational services as other normal children in an inclusive education system. There are 16 students with special needs in RA. An-Nahl.

Since its inception on June 17, 2003, RA An-Nahl has been determined that this RA not only accepts normal children but also accepts children with special needs, so that what must be done carefully. Although since 2003, it has been declared an inclusive education institution, but only in 2005, the community believed and wanted to include children with special needs in RA. An-Nahl.

RA. An-Nahl, as an Islamic education institution for early childhood based on inclusive education, concocting all learning activities based on Islamic concepts that will be paralleled in learning outcomes in each learning on all the material taught. Of course, there are materials that have to be understood, students can mention, can say, and they do it in terms of their skills and knowledge, they know, know, and understand. But RA. An-Nahl is more concerned with human and task, so trying to make the design of learning as good as possible so that it can create valuable learning experiences for children. The flow of learning one day or *day flow*, students must be able to feel comfortable during the learning process, because of the main purpose of RA. An-Nahl is to build students' attitudes (Ferretti: 2020).

Learning methods used in RA. An-Nahl includes educational games, role play, mini-presentations, and so on. However, what needs to be remembered in the teacher's mini-presentation in the delivery of concepts should not be more than 15 minutes, because the next process is more direct practice. An-Nahl inclusive includes; real learning, storytelling, practice ablution and prayer, learning while playing, musical drama, and farm school.

Various types of games with a choice of games where children need to move and feel, so many experiences and learn to adapt to the environment, including running, playing football, skating on a ball, skating on wheels, coordinating the body and balance, climbing, motor activity smooth, jumping, crawling, swimming, imagination, and so on. The types of games implemented are also adjusted to the conditions of children with special needs so that besides improving their abilities, they can also be used as a therapy facility. The Educational Game Tool (APE) used by RA An-Nahl students consists of indoor APE and outdoor APE, including ball, skateboard, climbing, swing, mini outbound, lego, beam, musical equipment, and drama property (Pakdel & Ashrafi: 2019).

To achieve the expected learning outcomes, RA. An-Nahl designed a daily learning path that was different from early childhood education school in general. Although there are still opening activities, core activities, and closing activities, in RA. An-Nahl is more modified, taking into account the existence of children with special needs in inclusive classes. Practically "day flow" in RA. An-Nahl can be seen in the following figure.

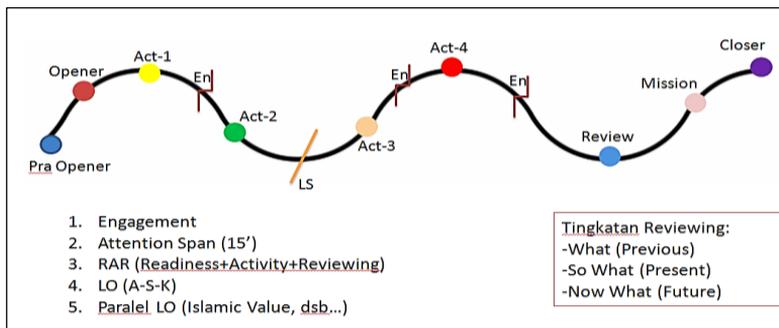


Figure 1. Day Flow in RA. An-Nahl

Pre-Opener: is activity before the opening activity, it starts in the morning at the beginning of the activity at the school, namely at 07.00 until 07.45 WIB. The pre-opener activity is carried out by the teacher, covering the activities of welcoming students, private iqro', private reading, and free play, which later at 07:45, the bell rings as a sign that students must line up in front of the class. Teachers and students carry out assembly activities for 15 minutes that motivate students to be enthusiastic in learning in class, activities carried out include movement and songs, playing pat pattern, and yells An-Nahl, then one by one the students enter in a class.

Opener: is an opening activity carried out by the teacher in the classroom, namely morning material activities such as muraja'ah, memorizing daily prayers, short letters, and hadiths. In this activity, the teacher can modify the learning method so that students do not get bored and stay focused on morning material activities. This activity is carried out by a circle time approach. Namely, the teacher and students sit together in a circle so that the teacher can pay attention to all students in the group. Opener activities take place from 08.00 to 08.30 WIB.

Activity 1: i.e., activities that are routinely carried out are the practice of ablution and dhuha prayer every day. Students go to the place of ablution that has been provided and practice ablution while still being controlled by the teacher. After that, students prepare and use prayer equipment and compile shaf, men arrange shaf in front and women behind. One male student acts as a priest who leads the Dhuha prayer. After praying, students tidy up the prayer equipment and keep it in its original place. This activity takes place from 8.30 to 8.50 WIBB (Sedlák et al.: 2019).

Energizer 1: In this activity, the teacher performs activities that make the child relaxed, generally in the form of gross motor movements that make the child stay uplifted and cheerful. This activity lasts for 10 minutes, namely at 08.50 to 09.00 WIBB.

Activity 2: This is a joint eating activity that is routinely carried out every day. In this activity, students get food from school, in the form of healthy food that varies every day, becoming food for teachers and students with the same type of food. This activity will be trained to socialize, clean, halal, healthy, and nutritious food, and pay attention to eating habits, and read prayers before and after meals. This joint eating activity also includes student and teacher rest activities, lasting until 09.20 WIBB.

Linking and Summarizing: this is a limiting activity between activities in the class and the center. Before students move to their respective centers with a moving class system, the teacher carries out activities that connect and summarize the activities that have been carried out, as well as direct and motivate the child to carry out activities in a predetermined center. This activity lasts for 10 minutes.

Activity 3 and Activity 4: are teaching and learning activities carried out in each center, starting at 09.30 to 10.45 WIBB. RA An-Nahl opened four centers, namely linguistic centers, centers of math and science, art centers, music & movements, as well as centers of religion and character building. In the center class, students will be guided by a central teacher who has prepared various learning activities according to the theme in the center. This activity is also interspersed with *energizers* so that children are not saturated and keep the spirit of learning.

Review: This activity is a recalling activity where the teacher uses the question and answer method to students about the themes and learning activities that have been carried out. Reviewing has several levels, namely what, so what, and now what. Every end of the activity, the teacher asks what has been done during the learning (what), then asks what can be learned from the activities that have been done (so what), then asks the students, after getting the learning, what will they do (now what).

Mission: in this flow, the teacher delivers the learning mission today. The *review* and *mission* activities are learning evaluation activities that last for 15 minutes, namely from 10:45 to 11:00 WIB.

Closer: At the end of the day, flow is a closing activity; mission activities are also included in closer activities. The teacher carries out activities according to the SOP for returning students. Students who have been picked up may go home at 11.00 WIBB.



Figure 2. Teaching and Learning Activities in RA. An-Nahl, Jakarta

In "*day flow*" there are several important steps that must be considered, namely:

Engagement; is a stage that is very important at the beginning of learning, at this stage, the teacher must pay attention and plan carefully in the *pre-opener* and *opener activities*.

Attention Span; the teacher must remember that the child only has an attention span of no more than 15 minutes, for that the teacher must pay attention to activities *energizer* if it appears students begin to lack focus on learning activities, so that the activity *energizer* cannot be determined in number, because it is conditional.

RAR (Readiness, Activity, Reviewing): at the RAR stage, the teacher must strive so that the child is able to animate all learning activities, which include core activities (activity 1, 2, 3, 4), review, mission, to closer.

Learning Outcomes: are expected outcomes. RA. An-Nahl has a different pattern. In general, learning outcomes patterns are KSA or knowledge, skills, and attitude. Knowledge has a higher presentation. But at RA An-Nahl has a different pattern, namely ASK, where the highest presentation is an attitudinal achievement, namely Attitude 70%, skill 20%, and knowledge at school 10%, but that does not mean that the knowledge obtained by children is reduced or neglected.

Parallel Learning Outcomes: i.e., other expected outcomes, meaning they are still written in the design even though they are not included in ASK. Generally, parallel learning outcomes in RA. An-Nahl is Islamic Value, although there are many other parallel learning outcomes to be achieved.

Modifications to the daily learning flow carried out at RA An-Nahl are excellent characteristics, in addition to the strong Islamic content that covers the entire process of activities at school. Teachers at RA An-Nahl drafted "*Day Flow*" every day after school activities were finished. RA An-Nahl conducts *upgrades* teacher once a week, every Thursday so that each learning activity remains monitored and evaluated so that the learning outcome and parallel learning outcomes can be achieved optimally.

4. CONCLUSION

Some conclusions from the results of this study are; 1) modification of the daily learning path designed to be a superior characteristic of RA. An-Nahl, including pre-opener, opener, activity, energizer, linking and summarizing, review, mission, and closer; 2) daily learning flow has important stages that must be considered, namely engagement, attention span, RAR, learning outcomes and parallel learning outcomes 3) the Islamic content that is thick and underlies all learning activities, 4) RA. An-Nahl as an inclusive education institution facilitates Individual Learning Programs (PPI) for children with special needs; 5) learning activities at RA An-Nahl are supported by the right learning model (Sentra and Circle times). Teaching and learning activities and varied learning methods, the choice of the types of educational games and educational tools that are

representative, as well as competent human resources in managing early childhood inclusive education institutions, 6) RA An-Nahl has learning outcomes patterns including Attitude 70%, 20% Skills and 10% Knowledge, besides also there are parallel learning outcomes.

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ACKNOWLEDGMENT

Acknowledgments to the University of Muhammadiyah Sumatera Utara, University of Muhammadiyah Malang, and Raudhatul Athfal An-Nahl Jakarta, who supported the completion of this study.