



Training On The Development Of Differentiated Learning Tools For Inclusion Teachers At Labschool UNESA Lidah Wetan Surabaya

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Abstract: Children with special needs can be interpreted as children who are slow or have disorders (retarded) who will never succeed in school for children in general. Children with special needs can also be interpreted as children who have physical, mental, intelligence and emotional disorders so that special learning is required. Children with special needs have a classification, namely physical disorders, mental disorders, behavioral disorders. Children with Special Needs (ABK) are increasingly being found day by day. ABK who appear are not only those who are slow to understand lessons slow learners, stand out / gifted or berkebat, but also those who are hyperactive, autistic and other types of ABK. The importance of handling students in the ABK category is very necessary because the success of basic education is very important for students to be able to continue their education at the next level, therefore, teachers in schools need to be given insight, introduction and training about ABK knowledge and methods of handling it. Currently, the Labschool Unesa Lidah Wetan neighborhood school has 9 students with special needs spread across elementary school levels, at school they are served by class teachers and several parents who accompany them while studying. Their disorders tend to be autism and lack of focus. Class teachers and parents of students do not yet have adequate knowledge about special needs, therefore knowledge and understanding of handling special needs are needed so that teachers and parents can work together in providing services, so that they will provide optimal results. This training was conducted for representatives of the inclusive teachers of the Labschool Unesa Lidah Wetan neighborhood school, totaling 16 people. This training activity aims to equip inclusive teachers in handling children with special needs. This training is given to inclusive teachers with special needs students who really need special attention and treatment. The training is conducted in the form of workshops or seminars with theory and practice provided in a balanced manner. Implementation in the classroom will be monitored by the PKM team. The results will be analyzed by describing the implementation of the training results in the field, as well as describing changes in handling special needs students.

Keywords: *Special Needs Children, differentiated learning, learning tools*

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PENDAHULUAN

Inclusive education is imperative for Special Needs Children in school. An article by Smith and Jones (2020) stated that not only does inclusive education allow for every child to be able to learn in a supportive environment, but it also increases the positive societal perceptions all students have about each different background. This strengthens the culture to support diversity in a variety of institutions represented by society. In a study conducted by Taylor (2019), it was found that the

academic performance of special Needs Children is much better when they are taught in such an environment, as well as social interaction among students.

The need for education is the right of everyone, including children with special needs (ABK). The limitations experienced make children with special needs require appropriate education services according to their needs and characteristics. These education services are called inclusive education. The number of children with special needs recorded as studying in special schools (SLB) reached 144,621 students in the 2020/2021 academic year. Of that number, 82,326 children with special needs are in elementary school (SD), 36,884 children with special needs are studying in junior high school (SMP), while there are 25,411 children with special needs who are studying in high school (SMA). <https://databoks.katadata.co.id/datapublish/2021/05/02/pelajar-slb-indonesia-tembus-140-ribu-siswa> However, if observed in 2017 the number of children with special needs (ABK) education in regular or public schools. The low number of ABK who receive adequate, lack of special teachers, and also the stigma of society towards children with special needs (ABK) <https://lifestyle.bisnis.com/read/20190326/236/904431/70-persen-anak-berkebutuhan-khusus-tak-dapat-pendidikan-layak>.

Seen in a literary perspective, methods and strategies for teacher to adapt elementary curriculum including instructional materials to ENVY are discussed by Brown & Green (2018). Research on the teaching of (inclusion) in Kennedy's (2017) book had provided an additional evidence that good teacher training is a key element to work effectively. In conclusion, Williams writes in his journal (2021) that Inclusive education is a positive experience for all students and not only helps special Needs Children.

In Indonesia, education for special Needs Children still faces various challenges, but there are significant efforts to improve their access to and quality of education. According to data released by the Indonesian Central Bureau of Statistics in 2023, there has been an increase in the number of schools serving Special Needs Children, including better facilities and resources in special schools (SLB). However, there are still unmet needs, especially in remote areas.

The implementation of special education and special services currently has two forms, namely segregation and integration. These forms are based on the philosophy of special education used. The segregation model holds that students with special needs must be separated from students who are not special in order to obtain a more appropriate education. The implementation of this view requires students with special needs to be in special schools, namely special schools (SLB) to obtain education and learning. One of the impacts of this model is that children with special needs feel that they are isolated from their environment or society. In addition, the segregation model also gives rise to an attitude of society that is less familiar with and respectful of the existence of ABK in their environment.

Another study shows that inclusive education in Indonesia is making progress, but many special Needs Children still struggle to receive education that meets their needs. SLB schools in Indonesia reportedly have curricula designed for various special needs, from hearing impairments to other learning difficulties. However, challenges such as a lack of trained teachers and adequate facilities remain obstacles.

The implementation of inclusive education in Indonesia faces significant challenges, including a shortage of specially trained teachers. According to Subramaniam and Mahzan (2019), the lack of teachers specifically trained in

inclusive teaching methods results in the diverse learning needs of students not being met. This is exacerbated by the lack of adequate training modules or resources accessible to teachers to enhance their skills in inclusive education. This condition suggests that ongoing professional development for teachers is one of the key factors to improving the quality of inclusive education.

Moreover, the social stigma attached to special Needs Children also becomes a major barrier to the effective implementation of inclusive education. According to research by Stevenson and Cuninggim (2021), the stigma associated with disabilities often leads to social exclusion, which not only impacts the learning process but also the emotional well-being of students. This highlights the importance of social awareness programs aimed at reducing prejudice and increasing community understanding of the importance of inclusive education. Inclusive education is not only an educational issue but also requires a holistic approach involving all elements of society.

At Labschool UNESA Lidah Wetan Surabaya, there are nine students with special needs. They are supported by several experienced inclusion teachers. However, the school faces significant challenges due to the lack of differentiated learning tools specifically designed for each special needs student. This situation often leads to suboptimal learning processes for these students.

The inclusion teachers at this school have expressed concerns about the limitations of the existing learning tools. They have to rely on general learning tools that are not tailored to meet the special needs of each student. As a result, special needs students do not receive learning materials that align with their potential and unique requirements. This becomes a barrier in efforts to provide maximal and inclusive educational services at the school.

The main problem faced by the inclusion teachers is the absence of teaching modules customized to the specific needs of special Needs Children. The teaching modules available at the school are generally designed for typical students and do not account for the diverse special needs of each student. Consequently, the inclusion teachers have to work hard to adapt general learning materials to be applicable to special needs students.

The main problems that teachers complain about in implementing learning for children with special needs include: (1) lack of special guidance teachers; (2) lack of teacher competence in handling special needs; (3) teachers have difficulty in teaching and learning activities; (4) lack of teacher understanding of special needs and inclusive schools; (5) inappropriate educational background of teachers; (6) increasingly heavy administrative burden for teachers; (7) lack of teacher patience in dealing with special needs; and (8) teachers have difficulty with parents (Tarnoto, 2016: 55).

Teachers play a role as service providers in the context of inclusive education according to the characteristics and needs of students. Limited understanding and pedagogical skills must be seen as a challenge in handling students with special needs in schools. (Lopes et al, 2004: 394). Limited understanding and acceptance of the existence of children with special needs, teachers need knowledge and experience in handling children with special needs (Radiyati, 2013: 297).

Based on the results of field observations, teachers who teach in public and private schools, most of them experience and find cases in students suspected of having special needs. However, teachers do not yet know how to conduct the correct assessment and learning strategies for students with special needs so that in the learning process, teachers still treat students with special needs and students in

general in the same way. Teachers have not planned learning specifically, let alone preparing assessments, so that what arises is implementation and assessment that uses general standards and is not in accordance with the special needs of ABK in the classroom. One of the special personnel needed is a Special Guidance Teacher (GPK). A special guidance teacher is a teacher who has a background in special education/extraordinary education or who has received training in special/extraordinary education, who is assigned to an inclusive school (Ministry of National Education. 2007). The competencies that must be possessed by special guidance teachers include: (1) Preparing educational assessment instruments together with class teachers and subject teachers, (2) Building a coordination system between teachers, schools and parents of students, (3) Carrying out assistance for children with special needs in learning activities together with class teachers/subject teachers/subject teachers, (4) Providing special service assistance for children with special needs who experience obstacles in participating in learning activities in general classes, in the form of remedial or enrichment, (5) Providing continuous guidance and making special notes to children with special needs during learning activities, which can be understood if there is a change of teacher, (6) Providing assistance (sharing experiences) to class teachers and/or subject teachers so that they can provide educational services to children with special needs (Ministry of National Education. 2007). Currently, there are still many regular schools that do not have supporting service components for implementing inclusive education, but because of needs, these schools accept children with special needs, or conversely, many children with various problems are not accepted at school, even though in an inclusive education setting all children have the same opportunity to get an education. The tendency for more and more children to be known as having special needs was also stated by Padmadewi and Artini (2017) if there is a tendency for parents to prefer and choose to enroll their children in regular schools. According to Supardi et al. (2013:61) that in the implementation of inclusive education, schools that organize inclusive education not only accept, but also have a role to accommodate the learning and teaching needs of Students with Special Needs (PDBK) in their schools. Schools should know and respond to student needs, use a variety of learning styles and strategies, and provide quality education for all students.

Teachers are needed who are ready to organize inclusive education where educational services for children with special needs are provided optimally in an inclusive and learning-friendly classroom environment. Socialization and implementation of inclusive education carried out in several specific schools, then encourage parents and the community to participate in supporting the provision of educational services for children with special needs in other schools.

The problem in the field, inclusive teachers do not have differentiated learning devices in the form of teaching modules according to the specificity of children with special needs in schools around Labschool UNESA Lidah Wetan Surabaya, therefore activities are needed that can increase knowledge, understanding and can compile differentiated learning devices in the form of teaching modules according to the specificity of children with special needs in schools around Labschool UNESA Lidah Wetan Surabaya.

METODE PELAKSANAAN

Currently, Labschool UNESA Lidah Wetan School has nine students with special needs (SEN) at the elementary level. These students are served by

classroom teachers and several parents who assist during learning. The disorders they experience tend to be autism and lack of focus. The classroom teachers and parents of the students do not yet have adequate knowledge about SEN. Therefore, better knowledge and understanding of SEN management are needed so that teachers and parents can synergize in providing services, resulting in optimal outcomes.

This training is conducted for 10 representatives of inclusive teachers from Labschool UNESA Lidah Wetan. The aim of this training is to equip inclusive teachers with the skills to handle students with special needs. This training is provided to inclusive teachers with students who require special attention and treatment. The training is conducted in the form of workshops or seminars with a balanced approach of theory and practice. Classroom implementation will be monitored by the PKM team. The results will be analyzed by describing the implementation of the training outcomes in the field and describing the changes in handling SEN students.

Based on field observations, most teachers in both public and private schools encounter cases of students suspected of having special needs. However, teachers do not yet know how to conduct proper assessments and learning strategies for SEN students, so they still treat SEN students and general students in the same way. Teachers have not planned special learning, let alone prepared assessments, resulting in the implementation and assessment using general standards that do not meet the special needs of SEN students in the classroom.

One of the special personnel needed is the Special Education Teacher (SET). A SET is a teacher with a background in special education or who has received training in special education, assigned to inclusive schools (Depdiknas, 2007). The competencies required for a SET include: (1) Developing educational assessment instruments with classroom and subject teachers, (2) Building a coordination system between teachers, the school, and parents, (3) Assisting SEN students in learning activities with classroom/subject teachers, (4) Providing special services for SEN students facing difficulties in general classrooms, such as remedial or enrichment activities, (5) Providing continuous guidance and keeping special notes for SEN students to ensure understanding if there is a change of teachers, (6) Sharing experiences with classroom and subject teachers to help them provide educational services to SEN students (Depdiknas, 2007).

To achieve the previously formulated objectives, the implementation of this community service is carried out in several steps including:

1. Identifying partner problems in schools, this is the initial step to formulate what will be used as material for designing training in this community service activity.
2. Conducting an initial orientation to ensure that partners really need this training activity to elementary schools in Lidah Wetan.
3. Compiling PKM Activity Proposals based on field data and literature that has been studied
4. The implementation of activities is planned with (a) Lectures in delivering materials equipped with media, as well as Q&A and assignments. (b) Practice is carried out by involving resource persons to simulate and practice making mentoring programs. (c) Evaluation and monitoring are carried out during the PKM program.
5. The resource person will be present at least twice in each class that has ABK to find out the implementation of the training results.
6. Training materials, training materials as explained in the following Table 1.

No.	Materi Pelatihan	Jam
01.	Pengantar Pendidikan Inklusif	4
02.	Keberagaman Kondisi Anak	4
03.	Perkembangan dan Gangguan pada Anak	14
04.	Asesmen dan Konseling Dasar	4
05.	Anak Cerdas Istimewa dan Berbakat Istimewa	4
06.	Penyusunan Program Pembelajaran Individu	10

HASIL DAN DISKUSI

The first phase in implementing differentiated learning device preparation training is problem identification. In this phase, an analysis is conducted on the needs and challenges faced by inclusion teachers at Lidah Wetan Lab School Surabaya. Methods used include interviews, questionnaires, and observations to identify difficulties teachers encounter in applying differentiated learning. The results of this identification serve as the basis for designing relevant and targeted training materials and methods. Once the problems are identified, the next step is an initial orientation for the training participants. This orientation aims to provide an overview of the concept of differentiated learning, the training objectives, and the expected benefits. During this session, participants are also introduced to the training agenda and the materials that will be delivered. The initial orientation includes a presentation of basic theory, examples of good practices, and group discussions to build a strong initial understanding before entering the more in-depth training sessions.

The training is structured into several sessions, including material delivery, hands-on practice, and evaluation. The first session is the presentation of the theory and basic principles of differentiated learning, delivered by inclusive education experts. The second session is a workshop where participants are invited to develop differentiated learning devices that meet the needs of inclusion students. In this session, participants work in groups to design lesson plans, teaching materials, and evaluation tools. The final session is evaluation and reflection, where participants present their work and receive feedback from facilitators and peers. The training concludes with the awarding of certificates to participants who have completed the entire series of activities.

The differentiated learning device preparation training for inclusion teachers at Lidah Wetan Lab School Surabaya is designed to enhance teachers' competencies in accommodating the learning needs of students from various backgrounds and abilities. This training practice involves a series of interactive workshops that enable teachers to learn and apply differentiated learning strategies. Participants will be trained to develop lesson plans that can be tailored to the individual needs of students, including creating varied teaching materials, different evaluation strategies, and utilizing technology as a learning aid. Additionally, the training includes group

discussions and classroom simulations to provide practical experience in applying the theories learned.

The effectiveness of the training will be evaluated through several stages. First, pre-tests and post-tests will be conducted to measure the increase in understanding and skills of teachers before and after the training. Second, direct classroom observations will be conducted to see how teachers implement differentiated learning strategies in practice. Third, interviews and questionnaires will be used to gather feedback from teachers about the benefits and challenges they faced during the training. The results of this evaluation will be analyzed to identify areas that need improvement and to ensure that the training truly has a positive impact on the quality of teaching at Lidah Wetan Lab School Surabaya.

The implementation of monitoring and evaluation of the results of the differentiated learning device preparation training for inclusion teachers at Lidah Wetan Lab School Surabaya shows significant changes in teaching methods and treatment of Special Needs Children (ABK) in the classroom. Teachers who have attended the training are able to apply more adaptive and responsive teaching strategies to the individual needs of students, especially ABK. These changes are evident from the increased active participation of ABK students in classroom activities, as well as a decrease in cases of discrimination and exclusion in the school environment. This evaluation is conducted through direct observations, interviews with teachers and students, and analysis of student performance data before and after the training. The results indicate that the training is effective in enhancing teachers' competencies in designing and implementing inclusive learning devices, thereby creating a more inclusive learning environment that supports the development of all students, including ABK.

The differentiated learning device preparation training for inclusion teachers at Lidah Wetan Lab School Surabaya has a significant impact on the knowledge and skills of teachers in handling Special Needs Children (ABK). This training equips teachers with effective methods and strategies to identify the individual needs of each ABK student and to develop appropriate learning devices. Based on the data obtained, there is a significant improvement in teachers' abilities after the training. Teachers who previously had difficulty handling ABK students now have a better understanding and more proficient skills in creating inclusive and adaptive learning environments. The analysis of changes shows that after the training, there is an improvement in the quality of interactions between teachers and ABK students, as well as in the application of more varied and responsive learning strategies to students' needs.

Besides the improvement in teachers' knowledge and skills, this training also produces other valuable outputs. Scientific publications resulting from this research contribute significantly to the inclusive education literature, adding insights and best practices in handling ABK. Furthermore, this training contributes to the welfare of ABK through the application of more adaptive learning methods that support their holistic development. Additionally, social changes in society's views towards ABK are also beginning to emerge, where the community becomes more accepting and understanding of ABK's needs and potential. This is expected to create a more inclusive and supportive environment for ABK in the future.

KESIMPULAN

Training in the development of differentiated learning tools for inclusive teachers is crucial in improving the quality of inclusive education in Indonesia. This

training has successfully enhanced teachers' knowledge and skills in handling special Needs Children, creating a more adaptive and responsive learning environment to students' needs. With better understanding and improved skills, teachers can develop effective and innovative learning strategies, which directly impact the academic and socio-emotional development of special Needs Children. The success of this training is evident from the increased interaction between teachers and students, as well as the implementation of more inclusive teaching methods, ultimately enhancing the well-being and potential of special Needs Children.

For further development in inclusive education in Indonesia, more research and investment in educational resources are urgently needed. More in-depth and extensive research can help identify the specific needs of special Needs Children and develop more effective and innovative learning strategies. Additionally, investing in educational resources, such as providing appropriate learning aids and improving inclusive education facilities, is crucial to support the implementation of successful learning strategies. Collaboration between the government, educational institutions, and the community is also needed to create better awareness and understanding of the importance of inclusive education. With these steps, it is hoped that inclusive education in Indonesia can continue to develop and provide maximum benefits for special Needs Children.

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