



IMPLEMENTATION OF THE PULL OUT LEARNING MODEL IN INCLUSIVE EDUCATION PROGRAMS TO OPTIMIZE THE DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS AT PELANGI ANAK NEGERI YOGYAKARTA ISLAMIC KINDERGARTEN

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ABSTRACT

Inclusive education is a form of implementation of the law article 31 paragraph 1 concerning education, because the purpose of inclusive education is to give children with special needs the same educational rights as normal children. In the implementation of inclusive education, it certainly requires a learning model that can help optimize the development of children with special needs, bearing in mind that the learning process for children with special needs requires special assistance so that it requires different learning strategies and models. Therefore, this study describes the pull out learning model used in the learning process of inclusive education at the Pelangi Anak Negeri Yogyakarta Islamic Kindergarten. The purpose of this research is to find out: 1) The implementation of inclusive education, 2) The application of the pull out learning model, 3) The implementation of the pull out learning model in optimizing the abilities of children with special needs. Data collection techniques used are observation, interviews and documentation. The data analysis was carried out in 3 stages, namely data reduction, data presentation, and drawing conclusions. The results of this study state that the application of the pull out learning model can help optimize the ability of children with special needs to balance the abilities of normal children.

KEY WORDS

Pull Out Learning Model, Inclusive Education, Children with Special Needs.

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Manuscript submitted March 21, 2022; accepted December 7, 2022.

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ECRJ (Early Childhood Research Journal)

ISSN Numbers: Print, 2655-6448; Online, 2655-9315

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INTRODUCTION

Article 31 paragraph 1 of the Law on Education states that every citizen has the right to education. This can be interpreted that every human being has the same right to learn and get an education regardless of ethnicity, status, religion, race, class, and children with special needs are no exception. Education is very important for human life. With education it is hoped that a person can gain a lot of knowledge that will direct people towards a better life. Likewise for children with special needs education plays an important role for their survival in society because through education children can interact with other people and get the same treatment as other normal children. with education, Children with special needs can develop their potential, because every human being must have potential within himself that must be continuously stimulated so that these potentials can develop. Children with special needs are children who experience obstacles in participating in learning that require special methods, services, materials and education in order to achieve optimal development.

One of the efforts so that children who need special services can grow and develop according to their developmental tasks is the inclusive education program (Sri Muji Rahayu, 2013). Inclusive education has begun to be widely discussed and has become the focus of attention in recent years. In accordance with the contents of the module, (Suparno, 2010) explains that inclusion is an educational model that has begun to receive attention from various countries, in the context of meeting the educational needs of children with special needs.

Inclusive education is indeed moving, but the current conditions in the field show that there are still many obstacles faced by the founders of inclusive schools, because schools in general, including PAUD institutions, are still unprepared.

Starting from inadequate facilities such as lack of therapy equipment, therapy rooms and human resources who are experts in the field of psychology. This unpreparedness also comes from the anxiety of the parents of students who refuse and object if their children are put together with children with special needs. This is because in the implementation of education in the field it tends to judge that if children with special needs are put together with normal children, it will have a bad influence and can interfere with the education process of normal children.

This pattern of thinking will have an adverse impact on normal children and children with special needs. The impact on normal children that can arise from this pattern of thinking is indifference or ignoring, not appreciating, and not respecting. Meanwhile, children with special needs will have an impact on the child's psychology, such as a lack of self-confidence, tend to be individualism, and a sense of unpreparedness to live in society. In addition, the unpreparedness of the inclusive education program also comes from teachers, where many teachers prioritize normal children and feel burdened if they have to get students with special needs. no respect, no respect. Meanwhile, children with special needs will have an impact on the child's psychology, such as a lack of self-confidence, tend to be individualism, and a sense of unpreparedness to live in society. In addition, the unpreparedness of the inclusive education program also comes from teachers, where many teachers prioritize normal children and feel burdened if they have to get students with special needs. no respect, no respect.

Meanwhile, children with special needs will have an impact on the child's psychology, such as a lack of self-confidence, tend to be individualism, and a sense of unpreparedness to live in society. In addition, the unpreparedness of the inclusive education program also comes from teachers, where many teachers prioritize normal children and feel



burdened if they have to get students with special needs.

Even though in essence the inclusive education program has the goal of realizing the implementation of education that respects diversity and is not discriminatory and provides values of difference so that children can help each other and respect each other so that children are ready and have the provisions to live life in society, both children with special needs and normal children. In addition, according to (Smith, 2006) inclusive education also aims to provide the widest opportunity for students who have physical, social, emotional, mental disorders, as well as students who have intelligence or special talents to obtain quality education in accordance with needs and abilities.

The learning process for children with special needs in inclusive schools or in regular classes certainly requires different assistance, children need special treatment to achieve aspects of their development. Therefore, the learning process for children with special needs to be more optimal, requires strategies and learning models that are different from regular children. One model that can be used is the pull out learning model. The pull out learning model is expected to help optimize the abilities of children with special needs so that children can join regular classes.

The pull out learning model is a learning model for children with special needs so that they can learn together with normal children in regular classes, however, at certain times, children with special needs are transferred to the resource room to study with a special supervising teacher. The purpose of this pull out learning model is so that children can express themselves maximally without being embarrassed by other students (Siyam Mardini, 2016).

In accordance with research conducted by (Mardini, 2016) states that the use of pull out learning models for children with special needs can increase interest in learning for students with

special needs. Besides being able to increase children's learning interest, the pull out learning model can also improve cognitive abilities, skills, and psychomotor. Furthermore, in the research of Anitasari Anwar, Masnupal Marhun, and Arif Hakim, also stated that the pull out learning model can provide learning to children when children are unable to take part in regular class learning (Anitasari, dkk. 2013).

One of the early childhood education institutions that implements inclusive education is the Pelangi Anak Negeri Yogyakarta Islamic Kindergarten which opens inclusive learning services for children aged 2-10 years. The implementation of inclusive education at Pelangi Anak Negeri Islamic Kindergarten is carried out by providing special services in the form of accompanying class teachers (GPK), this school also has a therapy room, and provides therapy facilities for children with special needs. From the results of preliminary observations, it was found that children in Islamic Pelangi Anak Negeri Kindergarten are seen doing learning activities together regardless of differences, children with special needs also look happy when they can play with other friends. Teachers at this school also look so enthusiastic in providing educational facilities to achieve child development.

This is what makes researchers interested in conducting research at Pelangi Anak Negeri Islamic Kindergarten. Researchers want to know how the implementation of the learning process of inclusive education in Pelangi Anak Negeri Islamic Kindergarten, and want to know the application of the pull out learning model in optimizing the development of children with special needs.

RESEARCH METHOD

This study used a descriptive qualitative research method, with the research subject being Kindergarten B children at Pelangi Anak Negeri Yogyakarta Islamic Kindergarten. Retrieval techniques and data collection is done by observation techniques, interviews and



documentation. Observation techniques are used to observe the process of implementing the pull out learning model. While interview techniques were conducted with teachers and school principals regarding the implementation of inclusive education and the application of the pull out learning model. The documentation technique is carried out by looking at the results of the portfolio of children's learning activities and the achievements of children's development. The data analysis technique uses the Miles and Huberman models which go through several stages, namely the data reduction stage, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Institution Identity

Pelangi Anak Negeri Umbulharjo Yogyakarta Islamic Kindergarten is an educational institution that provides inclusive education services in the city of Yogyakarta. Pelangi Anak Negeri Islamic Kindergarten is located on Jl. Highlights No. 25B Kec. Umbulharjo, Yogyakarta City. This school opens inclusive education services by accepting children with various social backgrounds, conditions, economics, culture, race, and abilities. In accordance with this, (Kustawani, 2016) states that inclusive education is non-discriminatory education that provides services to students regardless of their physical, mental, social, emotional, intellectual, gender, ethnicity, culture, economic, live language and so on.

Pelangi Anak Negeri Islamic Kindergarten opens inclusive learning services for children aged 2-10 years, namely Kindergarten (age 4-6 years), KB (age 2-4 years), Baby Class (age 2-24 months), after school (age 6 -10 years), inclusion (age 2-6 years). In each learning class, there are children with different diversity, all children belong to the same class, and activities are made according to their needs. Inclusion data for Kindergarten A included 11 children with special needs including 5 children with ADHD, 2 children with autism, 2

children with speech delay, 1 crew with behavioral disorders, 1 crew member with down syndrome. While the TK B inclusion data contained 8 children with special needs, including 5 children with ADHD, 1 crew member with autism, 1 crew member slow learner, 1 crew member with down syndrome.

Implementation of Inclusive Learning

The implementation of inclusive learning at Pelangi Anak Negeri Kindergarten starts from Monday to Friday from 07:00. Activities start at 08:00 and go home at 12:00, and for the full days program go home at 17:00. Implementation of learning is done with the opening sequence, core activities, and closing. In the learning process TK A and TK B are given the same learning, both from RPPM, RPPH.

The inclusive education program that is given to children with special needs at this school is in the form of therapy services, an examination program by a psychologist once every 3 months, regular children's joint study programs, individual study programs, and the provision of healthy food. In accordance with Masnipal's statement (2013) that the implementation of inclusive education programs for children with special needs in early childhood/kindergarten schools includes regular class learning programs (Anitasari, dkk. 2013),

Forms of inclusive education activities held at Pelangi Anak Negeri Islamic Kindergarten include being environmentally friendly, getting to know Indonesian culture, English, reading and writing arithmetic/calistung stimulation for children, field trips, professional visits, and others. And the flagship program at Pelangi Anak Negeri Islamic Kindergarten includes an Islamic-based curriculum, active learning system learning, basic English and Arabic, cooking classes/cooking classes, professional visits, field trips/outbound activities.

In supporting inclusion services, the school provides a GPK (class assistant teacher). The GPK at Pelangi Anak Negeri Islamic Kindergarten is a permanent school teacher. One GPK is responsible for 1 class. Not all children with special needs at



Pelangi Anak Negeri Islamic Kindergarten are accompanied by a GPK, only those who are still in therapy receive special GPK assistance. It is intended that ABK learn to socialize with peers and be independent. Procurement of GPK in schools is in accordance with Sari Rudiwati's theory which says that professional educators are one of the determinants of the successful implementation of inclusive learning. Educators in inclusive schools include general teachers and accompanying teachers. General teachers include class teachers and subject teachers, while accompanying teachers are special accompanying teachers or what are called GPK (Rudiwati, 2013).

Apart from the GPK, the school also provides a fingerprint test service, this service is provided at the beginning of the school year. And this service aims to determine the level of abilities, talents, interests, ways of learning, and child development. So that in the learning process the school will adjust to the needs of each child. In line with this, according to Dewi Asiyah says that every child is born with their own differences and uniqueness. This means that every child must be given space or opportunity and the right to develop according to the capacity and needs he carries (Asiyah, 2018).

The results of interviews with the principal of the Pelangi Anak Negeri Islamic Kindergarten regarding the implementation of inclusive education, the principal said that in carrying out the inclusive education program the teachers strive to provide quality education according to the needs and abilities of students who have physical, emotional, mental, social disorders and have potential and intelligence of special talents. Then to train the interaction of children with special needs with non-special needs children, with good interaction it will be able to foster mutual respect for differences so that children grow with self-confidence, dare to associate with regular students and it is hoped that when they become adults they dare to socialize with the

general public.

This is in accordance with the results of Nurul Kusuma Dewi's research which states that there are many benefits from implementing inclusive education in early childhood and has a positive impact on children (Dewi, 2017). The benefits obtained from the results of this study are that children have a high sense of sympathy, children can accept various differences, respect each other, children enjoy helping friends, children have high self-confidence, provide benefits for children's development with Vygotsky's concept of ZPD (Zone Proximal Development) where aspects of child development can develop with the help of other people (friends, teachers, or parents). Then in the research results of Dewi Asiyah, states that the most essential impact of implementing inclusive education is teaching social values in the form of equality (Asiyah, 2018), At Pelangi Anak Negeri for inclusive classes children are also trained with several supporting skills in the form of painting skills, playing angklung, worshipping in congregation, socializing with peers.

Pull Out Learning Model

Based on the results of research conducted at Pelangi Anak Negeri Islamic Kindergarten, the learning model used is the pull out learning model. The results of teacher interviews, it was said that the pull out learning model is that children with special needs study together with regular children, but within a certain time are transferred to the resource room to study with a special supervising teacher. This learning model is able to provide holistic roles and development for the progress of children with special needs which include intellectual, physical, mental and social development.

The implementation of the pull out learning model in Pelangi Anak Negeri Islamic Inclusive Kindergarten is scheduled every day, which is carried out in the morning after children with special needs and regular children perform Duha prayer activities, question and answer, and memorize prayers and



short surahs. During the implementation of this pull out, all regular children entered their respective classes. Meanwhile, children with special needs are still in the transition room with special companion teachers and equipped with various learning media. This is in accordance with the words of Siyam Mardini that the pull out learning model requires a special room, special tools, special media, and a special time (Mardini, 2016).

The implementation of this pull out model is believed by the school as a warm-up for children with special needs before entering class to carry out learning with regular children, or in other words to make children's moods good so that children with special needs are not surprised when they have to be with regular children to carry out the process. learning. Siyam Mardini (2016) also said that the pull out learning model was carried out as a form of providing good service to students with special needs.

The process of implementing the pull out model of learning is not given to all children with special needs, only children who need guidance from the teacher. Pull out learning is done to repeat the learning given the previous day in the regular class. Besides that, pull out learning is also carried out to provide reinforcement to students about learning that will be carried out in regular classes later.

When the child is able to complete assignments with the accompanying teacher, the child may enter the regular class to study with other children. The application of the pull out learning model is carried out in various ways and uses learning media that are in accordance with the aspects to be achieved, activities can be in the form of questions and answers, giving assignments, using media such as dancing, collages, and so on. There is not much learning in the pull out model, only a repetition of the previous day's learning. Therefore, the special accompanying teacher has communicated in

advance with the class teacher about child development and about the obstacles in learning. After that, the GPK also made an assessment of the child's development to be discussed again with the class teacher.

In line with the opinion of Siyam Mardini it is explained that the implementation of the pull out model needs to be prepared carefully. Schools need to conduct studies on the needs of students with special needs. The steps in implementing the pull out model are as follows: 1) the preparation stage, namely the stage of providing media, facilities and infrastructure, classes and teachers. 2) the implementation stage, namely the class teacher communicates with special companion teachers or vice versa to communicate about proper implementation and about what learning is needed by children with special needs. 3) the evaluation stage, namely after completing the mentoring, the GPK evaluates the mentoring process that has been carried out. 4) follow-up stage (Mardini, 2016).

The assistance provided by special companion teachers in the learning process with the pull out model must provide a sense of comfort, calm, and feel valued and be able to explore all the abilities that children have. With this pull out based learning model, it can overcome the weaknesses of regular and inclusive class learning models to understand and accept learning. Even so, inclusive children still get the same learning in regular classes without any differences. The pull out learning model is carried out to optimize the development of children with special needs. The development of children with special needs is seen from the Standards for Achievement of Child Development in cognitive, language, social-emotional, religious moral, physical-motor and artistic aspects.

Providing learning to children with special needs is certainly not the same as normal children. Children with special needs require higher attention and patience, therefore an accompanying teacher must really understand the character of each student. In the Pelangi Islamic Inclusion Kindergarten for state



children, a special accompanying teacher must have a connection with the doctor where the child performs therapy and other treatments. This is so that accompanying teachers can exchange information with doctors about the developments that children are experiencing. On another occasion, this pull out learning model was supported by the arrival of doctors who treat children as a form of therapy for children. Activities carried out by children at school are also adjusted to the inputs given by the child's personal doctor. Then every three months this school also holds meetings with psychologists to provide teachers with an understanding of what to do with children with special needs and to consult about the problems teachers face when guiding children. This is done to optimize the development of children with special needs and normal children and to provide knowledge and understanding to accompanying teachers when carrying out pull out activities.

CONCLUSION

Inclusive education is an educational program that opens the widest possible opportunities for children who experience disorders in physical, social, emotional, mental and so on to get the same education as normal children. The results showed that Pelangi Anak Negeri Islamic Inclusive Kindergarten implements an inclusive education program by providing various programs to support the development of children with special needs, including therapy programs, regular class study programs, individual study programs, consulting programs, and healthy food delivery programs. In implementing an education, it is necessary to use learning models to optimize child development and to achieve the educational goals to be achieved. At the Pelangi Anak Negeri Islamic Inclusion Kindergarten educational institution, the inclusive education program uses a pull out learning model, namely by bringing together children with special needs in regular classes, but

at certain times children with special needs are transferred to transitional classes to study with special accompanying teachers. The pull out learning model is believed to be able to help optimize the development of children with special needs in all aspects of child development, which are adapted to the abilities and needs of children with special needs.

Based on this, it can be concluded that the application of the pull out learning model can help optimize the abilities of children with special needs in balancing the abilities of normal children. This is in accordance with the results of Salpina's study which stated that children with special needs who have Down syndrome are basically difficult to perform gross motor movements, but with the application of locomotor motion exercises using the pull out method it turns out that children's gross motor skills can develop optimally even though they are not as agile as normal children (Simahate & Munip, 2020). In addition, the results of Mardini's research also show that the use of the Pull Out model can increase students' interest in learning, this is evidenced by the data obtained, namely that there is a significant increase in the cognitive abilities, skills, and psychomotor skills of students with special needs. This result is evident from the results of achieving success which has reached above 76%. This shows that it is true that the pull out learning model can optimize the abilities of children with special needs.

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