

**THE MANAGEMENT OF INCLUSION LEARNING
AT *ELEMENTARY SCHOOL STATE BLOTONGAN 3*
*SALATIGA***



MANUSCRIPT PUBLICATION

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Subject: Manuscript Publication of Muhlisun

To : The Director of Graduate School

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**THE MANAGEMENT OF INCLUSION LEARNING
AT ELEMENTARY SCHOOL STATE BLOTONGAN 3
SALATIGA**

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Abstract

This study has three objectives. The first objective is to describe the characteristic of classroom design at Elementary School State Blotongan 3 Salatiga. The second objective is to elaborate the characteristic of teaching and learning interaction at Elementary School State Blotongan 3 Salatiga. And finally, this study aims to describe the characteristic of learning evaluation at Elementary School State Blotongan 3 Salatiga.

It is a qualitative research which was done at Elementary School State Blotongan 3 Salatiga. During the research paper process, it involved several informants such as the principal, teacher and parents. In collecting data, this study used observation, interview, and documentation. Data collection technique uses an analysis model of data collection, data reduction, data display, and drawing conclusion. Data validity of this research paper includes credibility, transferability, dependability, and confirmability.

This finding suggests that The available facilities and infrastructure are very needed to support teaching and learning activity in school. The existence of inclusion students in the general class does not change the classroom design. Generally, the classroom is designed by arranging the table and chairs to face the blackboard. Inclusion students are placed in the front row for facilitating teacher to help their difficulties. The teachers in general feel less able to teach children who have heterogeneous abilities in the inclusion class. Generally, teaching and learning activities in the inclusion class is same with the teaching and learning activity in the regular class whether in the strategy, activity, media and the method. The instructional method in class affects on students' enthusiasm in participating the learning activities. The use of varied instructional methods that is able to make the students not to get bored in following the teaching and learning activity. The students' interaction is influenced by the content of material delivered by teacher and physical condition of students. The inclusion students begin to be difficult to interact when teaching and learning activity more than two hours. The evaluation also aimed to determine the quality of students in school. The evaluation can be done every day when teacher finishing a material, midterm test or final test. Kind of evaluation usually consists of three activities such as written evaluation, spoken, evaluation in the form of tasks. Teachers of Elementary School State Blotongan 3 Salatiga have problems in determining the result of the evaluation. Due to the inclusion students must follow a predetermined standard score. Whereas, the inclusion student' score is under the standard score. Teacher gives the material in a remedial and enrichment.

Keywords: classroom design, interaction, evaluation

Background

Along with the historical development of social change from time to time, people's understanding of the existence of group with special need, disabled, handicapped, person with disabilities and other term that refers to the same subject (with a different ideology and conception) also has undergone many changes. Broadly speaking, there are at least two conceptions during the history development of social change and theoretical are more dominant (Anonymous, 2010: 4).

Every human has the same right and obligation in life including obtaining educational services. The right to get education is inherent in all people without exception, including children with disabilities. This thought starts that the handicapped or exceptional children have a right to get educational services as well as normal children and children live together in a natural social situation.

In accordance with the mandate of the Constitution of 1945 and article 31, paragraph 1 of Law No. 20 of 2003 on National Education System Chapter IV Article 5, paragraph 1 states that every citizen has equal opportunity to obtain the qualified education, in this case includes children with special need/. Inclusive Education system provides learning opportunities to children with special need together with normal children, so that they can adjust to real life everyday.

Children with special need are children who have problems in the field of intelligence, physical, sensory, emotional, or behavior, have learning disorder, or have a special talent. Those also include children with mental health problem (e.g. depression, suicide), medical health (e.g., autism, Asperger's, dyslexia, dysgraphia, and asthma), information processing difficulties, language disorder, sensory damage, and the living in the difficult environment.

Development of inclusive education is an implementation or a description of the inclusion community. It is that all children and adults as an equal member of the group interact with each other, help each other, mutually tolerant, accepting the fact that some children or adults have different needs of the majority, then the people who tend to work together from the competition or competing. Inclusion

community also means that all children or adults have a sense of ownership and partnership. Everyone would look at something as natural (Skjorten, 2003).

Inclusive education means that education is seen as an effort to empower individual with diversity. The child is no longer undifferentiated based on Label or certain characteristics and there is no discrimination between children with one another, thus all children are in the same educational system. Therefore, the most important educational mission is to minimize barriers to learning and meet the learning need of children. Every child is valued his existence, fostered self-esteem, developed his motivation and accepted as is, so that each child will develop optimally in line with their own potential.

Through inclusive education, children with disabilities are educated together with other normal children to optimize their potential. It is based on the fact that in society, there are normal children and children with disabilities that can not be separated as a community.

In setting of inclusive education in class level, it requires education or child-centered learning. Inclusive education means creating and maintaining a warm classroom community, accepting diversity and respecting differences. Inclusive education also requires the implementation of a flexible curriculum. Inclusion also means encouraging the teacher as facilitator and conducting the process of communicative and interactive teaching and learning, encourages teamwork of teachers.

Inclusion allows adjustment of teaching material, evaluation tool, and structuring the learning environment of children. Inclusive education means encouraging parents to engage in a proactive and meaningful in the process of educational planning, and teaching and learning for children.

With the inclusion class, it is intended will be able to meet the individual need of every child in it, one example is a category of children with special need of gifted children. Actually gifted children can also be well served in inclusion classroom. However, Shevin (1994/1995) as cited by Sunardi (2002) questioned the attitude of the experts of gifted children who are not so positive toward inclusive education for gifted children. They worry that the inclusion model will

reduce the quality and result in the termination or acceleration of the individual, the curriculum restriction, and denial of individual differences.

By looking at reality, the observers of education highlight the need to have a place for those with special need to school. All the citizens have a right to get the same education and teaching. They are also human who need an education. Therefore, then it is opened an education that can accept children with

Inclusive education aims to those who could not send their children in special education with its limitation, so they have a right to school in the regular school. Its technical and implementation is tailored to the school and need.

This study has a focus on the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga*, with three subfocuses such as (1) What are characteristic of classroom design at *Elementary School State Blotongan 3 Salatiga*? (2) What are characteristic of teaching and learning interaction at *Elementary School State Blotongan 3 Salatiga*? And (3) what are characteristic of learning evaluation at *Elementary School State Blotongan 3 Salatiga*?

The purposes of this study are to describe the characteristic of classroom design at *Elementary School State Blotongan 3 Salatiga*, characteristic of teaching and learning interaction at *Elementary School State Blotongan 3 Salatiga*, and characteristic of learning evaluation at *Elementary School State Blotongan 3 Salatiga*.

This study has several benefits such as providing a clear information about the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga*, contributing ideas about the importance of managing the inclusion learning at *Elementary School State Blotongan 3 Salatiga*, providing useful input in improving the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga*, and doing such improvement and development so the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga* is expected to be better.

The term inclusion is becoming more popular in the world of education in Indonesia, especially the Special Education. In the explanation of the Act No. 20

of 2003 on national education system, it is explained that inclusive education is held inclusively or in a special education unit.

Inclusive education is a regular education tailored to the need of the students who have disorder or have intelligence and special talent in regular school in an integral and systemic. Inclusive education is education in ordinary school that accommodates all children with special need who have a normal IQ, have the disorder (intellectual challenge), a special talent, intelligence, or who require special education and special service (Rahmah, 2009: 3).

Learning by Hamalik (2008: 57) is a combination of elements including human, material, facilities, equipment, and procedure that affect each other to achieve the learning objectives.

Children with special need are children who have problems in the field of intelligence, physical, sensory, emotional, or behavior, have learning disorder, or have a special talent. They are also children with mental health problem (e.g. depression, suicide), medical health (e.g. autism, Asperger's syndrome, dyslexia, dysgraphia, and asthma), information processing difficulties, language disorder, sensory damage, and the difficult living environment.

Learning for children with special need is not only done by teacher in the classroom. The entire school staff, friends in class, and the whole family should be involved in this learning process. Involvement of all people in contact with those children would make them more proactive in solving the problem (e.g. avoiding bullying), increase awareness of all members of the school for the fact of individual differences, enhance skill and support in learning, emotional, and social for children with special need, and the more important is the creation of a conducive situation to support the learning process for all children with special need in a long time.

Classroom management is one of teacher's tasks which has never abandoned (Djamarah, 2004: 195). It is intended to create a conducive learning environment for students so that teaching objectives are achieved effectively and efficiently.

Teaching and learning activities should be designed in accordance with the capabilities and characteristics of students, as well as referring to the curriculum that have been developed. Things that need to be considered in designing learning activities in inclusion class are to plan learning activities, carry out teaching and learning activities, interpersonal relationship, and implement Evaluation (Anonymous, 2004b: 5).

In teaching and learning interaction, there is a process of influence each other. Not only the teacher that influences student, but student can also influence the teacher. Teacher's behavior will be different, when facing an active class with a passive class, and the discipline class with a lack of discipline. This interaction occurs not only between student and teacher, but can also student with other students and instructional media (Syaodih and Ibrahim, 2003: 30-31).

There are three basic steps performed in the evaluation of the overall teaching program. The three basic steps are initial evaluation, implementation of teaching, and final evaluation.

Initial evaluation or pre-test conducted before the lesson is given. The purpose and function is to determine the early ability of the students in learning. By knowing the initial activities of students, teachers will be able to determine the way of delivery that will be pursued later. For materials that have been mastered by the student, the teacher will not give more explanation. With the initial evaluation, teachers will be able to see the result that is actually achieved through the implementation of the program, after comparing it to the final evaluation.

The next step is to do the teaching in accordance with the steps of teaching and learning activities that have been planned. During this step, the evaluation activities undertaken by teachers, among others, in the form of quizzes, assignment, observation and ask the students about the lesson presented, is it quite clear, and so on. From this evaluation, the teacher can find out which part of the material that is not understood by students, and what part of the learning activities that appear to be less effective or difficult to be implemented properly.

Post test serves to gain an idea of skill achieved by students at the end of teaching. If we compare the result of the final evaluation and the initial

evaluation, it is known how much effect or influence of the teaching we have given. It is also able to know which part of the teaching material that is not understood by most students.

Principles of education that are tailored to inclusive school led to a huge demand for regular teachers and special educators. This means, requires a paradigm shift in teaching and learning process. Another major shift is changing the tradition of teaching the same material to all students without concerning the individual differences become teaching each child based on individual need but in the same class setting, from centered to curriculum become centered to children and other changes (Jhonsen: 2003).

In setting of inclusive education in class level, it requires education or child-centered learning. Inclusive education means creating and maintaining a warm classroom community, accepting diversity and respecting differences. Inclusive education also requires the implementation of a flexible curriculum. Inclusion also means encouraging the teacher as facilitator and conducting the process of communicative and interactive teaching and learning, encourages teamwork of teachers.

Inclusion allows adjustment of teaching material, evaluation tool, and structuring the learning environment of children. Inclusive education means encouraging parents to engage in a proactive and meaningful in the process of educational planning, and teaching and learning for children.

One of the learning strategies of the most widely used in inclusion is cooperative learning. They consider the use of this learning model does not provide appropriate challenges for talented children. It just put the talented children in a position as tutor of their peers.

A research of Zarghami and Schnellert (2004) entitled *Class Size Reduction: No Silver Bullet For Special Education Students' Achievement*. They stated that “*In this paper we explore the effects of class and caseload on student academic achievement, teaching methods and special education teacher attrition rates.*” The results of this study expressed about the effect of classroom on the student academic achievement and teaching method. Due to the inclusion students

are the students with special need, they need a classroom design that is a little different with the general class and also the teaching method used by teacher.

Another study conducted by Nugent and Mooney (2008), entitled *The Educate Together Ethos and Parental Participation*. The result of this study states that Parental participation is therefore a key element of the Educate Together Ethos. This paper draws together findings from international research on the significance of parental participation.

Connor (2007) in his article entitled *Parental Involvement in their Children's Education* stated that *these brief summaries explore the theme of the various ways in which liaison and direct collaboration between school staff and parents/carers can enhance the educational experience and attainments of the children*. This paper describes the relationship of cooperation made by the school with parents in improving school education. This may imply the involvement of parents in education is very important.

Another study of inclusion class (Steven: 2009) entitled *Inclusive Classroom Management Strategies; Including students with learning disabilities into the primary school classroom*. It has a result that a child with a learning difficulty is a child who's difficulties do not relate to an intellectual disability, significant hearing or vision impairment, nor are they emotionally disturbed.

Research conducted by Jessie and kay-Cheng (2005) on the implementation of curriculum for children with special need, entitled *Teacher Perceptions On What A Functional Curriculum Should Be For Children With Special Needs.* The result of this study states that curriculum planning for the intellectually disabled must be forward looking, giving due consideration to the students' current and future needs, sensitive to the environments in which the individuals will ultimately be expected to adapt and function after leaving school.

Method

It is a qualitative descriptive study using an ethnographic approach. This study expects the researcher to come directly to the research as a form of

involvement of researcher in each stages of research (Moleong, 2006: 163). The presence of researcher in the field can act as a student and as an instrument.

Moleong (2006: 157) describes the primary data sources in a qualitative research are the words, and action, the rest is additional data such as document or other material. In connection with the last description, in this section, type of data is divided into words and action, the source of written data, photograph and statistic.

Data collected in research on the management of inclusion learning at *Elementary School State Blotongan 3 Salatiga* are from interview with the principal, teacher and parents. Various sources of data used in this study are: (1) Informants (people) including the principal, teacher and parents. (2) Documents of the archives of the inclusion learning, instructional material books, photograph of learning activities and other archives. And (3) place or event consists of the implementation of inclusion learning and school environment and students activities during learning process.

There are three techniques of data collection in this study, such as observation, interview, and documentation. Observation is a technique or a way of collecting data by observing the ongoing activities (Sukmadinata, 2007:226). Observation can be done in a participatory or non-participatory. In participant observation, the observer participates in ongoing activities, while non-participatory observation the observer does not participate in the activities but just observes the activities, not involved in it. The purpose and goal of interview is to construct about people, event, activities, organization, feeling, motivation, demand, concern and other roundness; reconstruct the roundness as that experienced in the past; projecting the roundness as would have been expected to be experienced in the future; verify, modify and expand the construction that was developed by researcher from other people. The document is required as an instrument to find the source of data because the document can be used to test, interpret, and even to predict. A documentary study is a data collection technique to collect and analyze the document, whether written document, drawing and electronic (Sukmadinata, 2007:221).

Data analysis technique used in this research is an analysis technique arranged in site. Data that have been collected then be analyzed based on an interactive analysis model from Miles & Huberman. There are four analysis components of this model such as data collection, data reduction, data display, and drawing conclusion.

Data reduction is defined as the process of selecting, focusing on the simplification of rough data that appear in written records in the field. This process continues throughout the study. Data reduction is a form of analysis that sharpens, classifies, directs, disposes of unnecessary data and organizes data. Data Display is defined as a structured set of information which gives the possibility of making inferences and action. With the presentation of data, the researcher is able to understand what is happening and what to do based on an understanding of data presentation.

Conclusion drawn will be handled loosely and keep it opens so that the conclusion which is originally not clear, then will increase to be more detailed and firmly rooted. This conclusion is also verified during the study period with the purposes of testing the correctness, robustness and suitability of the validity.

Techniques used in the examination of the validity of the data as proposed by Moleong (2006: 327), is an extension of the participation, persistence observations, triangulation, peer checking, negative case analysis, referential adequacy, and checking with members involved in the research. Furthermore, testing the validity of the data using the four criteria as suggested by Sugiyono, namely: credibility, transferability, reliability, and conformability (Sugiyono, 2008: 266-267).

Result

1. Characteristic of Classroom Design at *Elementary School State Blotongan 3 Salatiga*.

- a. The inclusion class at *Elementary School State Blotongan 3 Salatiga* has a purpose to make the special need children surrounding this school can get a decent education in accordance with their right.

- b. The available facilities and infrastructure are very needed to support teaching and learning activity in school.
- c. Those facilities and infrastructure such as wheelchair and musical organ.
- d. The existence of inclusion students in the general class does not change the classroom design.
- e. Generally, the classroom is designed by arranging the table and chairs to face the blackboard.
- f. Inclusion students are placed in the front row for facilitating teacher to help their difficulties.

2. Characteristic of Teaching and Learning Interaction at *Elementary School State Blotongan 3 Salatiga*.

- a. The teachers in general feel less able to teach children who have heterogeneous abilities in the inclusion class.
- b. The teachers and principal just follow training on inclusion students, so that they can help inclusion students in their school.
- c. Generally, teaching and learning activities in the inclusion class is same with the teaching and learning activity in the regular class.
- d. Teaching and learning activity in inclusion class at *Elementary School State Blotongan 3 Salatiga* is implemented as the general class whether in the strategy, activity, media and the method.
- e. The method that is usually used by the teacher includes demonstration, discussion, expository, deductive, answering, and exercise that have been listed in the lesson plan`.
- f. The instructional method in class affects on students' enthusiasm in participating the learning activities.
- g. The use of varied instructional methods that is able to make the students not to get bored in following the teaching and learning activity.
- h. Teaching method that is applied at *Elementary School State Blotongan 3 Salatiga* for inclusion students is same with the normal students, so the enthusiasm of the inclusion students is not same.

- i. The inclusion students at *Elementary School State Blotongan 3 Salatiga* are able to interact properly.
- j. In the beginning of learning activity, the inclusion students are usually still interested to interact with teacher and their friends.
- k. The inclusion students begin to be difficult to interact when teaching and learning activity more than two hours.
- l. In teaching and learning activity at the inclusion class, a teacher should be able to understand the condition of students in order to create a good interaction between teacher and student.
- m. The students' interaction is influenced by the content of material delivered by teacher and physical condition of students.
- n. The inclusion class at *Elementary School State Blotongan 3 Salatiga* involves all school members and also parents.
- o. Participation of parents that can be done at home such as helping students in reviewing the material that has been taught at school, so they more understand the material.

3. Characteristic of Learning Evaluation at *Elementary School State Blotongan 3 Salatiga*

- a. The evaluation also aimed to determine the quality of students in school.
- b. The instructional media for inclusion students at *Elementary School State Blotongan 3 Salatiga* is same with the normal students.
- c. The evaluation can be done every day when teacher finishing a material, midterm test or final test.
- d. There are many kinds of evaluation, such as daily test, giving homework, portfolio, and questioning when the teacher finishes explaining the material.
- e. Kind of evaluation usually consists of three activities such as written evaluation, spoken, evaluation in the form of tasks.
- f. Teachers of *Elementary School State Blotongan 3 Salatiga* have problems in determining the result of the evaluation. Due to the inclusion students

must follow a predetermined standard score. Whereas the inclusion students' score is under the standard score.

- g. At *Elementary School State Blotongan 3 Salatiga*, the follow up activity is done by teacher after doing evaluation. Teacher gives the material in a remedial and enrichment.

Discussion

1. Characteristic of Classroom Design at *Elementary School State Blotongan 3 Salatiga*.

Inclusion class is a class that has inclusion children (special need children) in it. Inclusive education is a regular education that is tailored to the need of students who have disorder or special talent and intelligence potential in the regular school in an integral and systematic.

Elementary School State Blotongan 03 Salatiga as an inclusive school helps parents who have children with special need. With the establishment of this school, it can be said that this school can give opportunity to children with special need to get education and more learning that is adjusted to the children's ability. The existence of this school also gives opportunity to the children with special need to be able to socialize and interact with children their age.

The implementation of inclusion class at *Elementary School State Blotongan 3 Salatiga* has a purpose to make the special need children surrounding the school can get a decent education in accordance with their right. In addition, it is also because the distance of *Elementary School State Blotongan 3 Salatiga* is nearer with student's house than the Extraordinary School.

Elementary School State Blotongan 3 Salatiga is a public school that has several students with special need. Students with special need that have problem of the intelligence, physical, sensory, emotional, or behavior, have learning disorder, or have a special talent. The special need students need facilities that are appropriate to their condition. Because of they are only

minority in the public school, so the facilities used are same with other students.

Basically, facilities at *Elementary School State Blotongan 3 Salatiga* are quite complete but it still needs to be improved and needs the participation of government to help the special need children. The available facilities at *Elementary School State Blotongan 3 Salatiga*, for example are wheelchair and musical instruments.

In general class, students with special need are minority because they are just a little of students. Generally, the number of students in the class is 30 until 36 students who are guided by a teacher. At *Elementary School State Blotongan 3 Salatiga*, each class has two or four students with a classroom teacher. Whereas, the inclusion students need a teacher assistant that is usually called a psychologist. The number of inclusion students at *Elementary School State Blotongan 3 Salatiga* is two or four students for each class with a classroom teacher. Whereas the inclusion students need a teacher assistant in order to make their difficulties can be helped by the teacher.

The existence of inclusion students in the class basically does not change the general classroom design. Classroom design in general is that the table and chair facing the blackboard. Seating is neat because they are normal students who are easy to be set. The class is comfortable and quiet to study. As for the inclusion children placed in the front row to ease teacher who help the students' difficulties.

A research of Zarghami and Schnellert (2004) entitled *Class Size Reduction: No Silver Bullet For Special Education Students' Achievement*. They stated that "*In this paper we explore the effects of class and caseload on student academic achievement, teaching methods and special education teacher attrition rates.*" The results of this study expressed about the effect of classroom on the student academic achievement and teaching method. Due to the inclusion students are the students with special need, they need a classroom design that is a little different with the general class and also the teaching method used by teacher.

Elementary School State Blotongan 03 Salatiga as public school children in which there is inclusion, inclusion of spatial structure for the child seat in the front row. The goal is the inclusion of students more focus when the teaching is in progress.

2. Characteristic of Teaching and Learning Interaction at *Elementary School State Blotongan 3 Salatiga*.

Teaching and learning activity of inclusion class at *Elementary School State Blotongan 3 Salatiga* is implemented as the general class whether in its strategy, activity, media, and method. The method that is usually used by teacher includes demonstration method, discussion, expository, deductive, questionings and exercise that have been listed in the lesson plan.

The instructional method that teachers do in class affects students' enthusiasm in participating to the learning activities. The use of varied instructional methods is able to make the students not to get bored in following the learning activity. The instructional methods used by teachers are usually also associated with the material to be delivered. In addition, students' condition also influences the teacher in using the methods. Because instructional methods for inclusion students at *Elementary School State Blotongan 03 Salatiga* are same with normal students, so the enthusiasm of inclusion students is not same.

Steven (2009) in his study of class inclusion, entitled *Inclusive Classroom Management Strategies; Including students with learning disabilities into the primary school classroom*. It has a result that a child with a learning difficulty is a child who's difficulties do not relate to an intellectual disability, significant hearing or vision impairment, nor are they emotionally disturbed.

In the beginning of teaching and learning activity, the inclusion students usually still interest to interact with teacher and their friends. But they are getting hard to interact after two hours learning. They just want to listen not understand the material. They usually scream, suddenly cry, and much more.

The students' interaction in teaching and learning activity is usually influenced by the content of material that is delivered by teacher. Sometimes teaching and learning activity is influenced by the students' physical condition whether tired or sleepy so they are difficult to interact. The condition of special need students is really different with the normal students. Although not all students in the inclusion class are difficult to interact with their friends, but if the condition happened, the teaching and learning activity is disturbed.

In the implementation of inclusive classroom learning, teachers sometimes have problems. Barriers usually arise when the teacher deliver the subject matter. To minimize the barriers, the role of teacher and parents is needed. The role of parents can do at home, while the role of the teacher is seen when they help students in teaching and learning in the classroom. They help students who are experiencing difficulties and also to motivate students to study harder.

Research conducted by Nugent and Mooney (2008), entitled *The Educate Together Ethos and Parental Participation*. The result of this study states that Parental participation is therefore a key element of the Educate Together Ethos. This paper draws together findings from international research on the significance of parental participation.

The participation of parents in the children education is also justified by Connor (2007) in his article entitled *Parental Involvement in their Children's Education* stated that *these brief summaries explore the theme of the various ways in which liaison and direct collaboration between school staff and parents/carers can enhance the educational experience and attainments of the children*. This paper describes the relationship of cooperation made by the school with parents in improving school education. This may imply the involvement of parents in education is very important.

Participation of parents that can be done at home such as helping students in reviewing the material that has been taught at school, so they more understand the material. If parents rely on teachers to educate their special need children, their progress in learning to be difficult. So that it is requires a

special care from parents in order to make teaching and learning process can run properly for the children's progress. The parents' support such as by inviting a private teacher at home and give more attention to their children.

The parents' support for the special need students at *Elementary School State Blotongan 3 Salatiga* is also very good. They communicate to teachers to know their children's development and participate to teach their children at home that is by reviewing the material that has been taught in school and also help their children to lean when they have homework.

3. Characteristic of Learning Evaluation at *Elementary School State Blotongan 3 Salatiga*

In an activity, it always needs an evaluation to know the result of the activity, whether the result is good or not. Likewise the implementation of learning in school is needed an evaluation to know whether the activities carried out in school run as planned or not. The evaluation also aims to know the students' quality in school because with the evaluation can be known whether students' ability has been increased or not.

Research conducted by Jessie and kay-Cheng (2005) on the implementation of curriculum for children with special need, entitled *Teacher Perceptions On What A Functional Curriculum Should Be For Children With Special Needs.*” The result of this study states that curriculum planning for the intellectually disabled must be forward looking, giving due consideration to the students' current and future needs, sensitive to the environments in which the individuals will ultimately be expected to adapt and function after leaving school.

The evaluation for the inclusion class is to know the students' ability in following learning. Whether they have understood the material taught by teacher or not, and the instructional method or model applied by teacher based on the students' condition or not. The evaluation can be done every day when teacher finish giving the material, midterm test or final test. Kinds of evaluation can be varied such as daily test, giving the homework, portfolio, and questioning after teacher explaining the material.

Kind of evaluation in school usually consists of three activities, such as written evaluation, spoken, and evaluation in the form of tasks. The written evaluation is done in a daily test, basic competence, midterm test, and final test.

Teachers of *Elementary School State Blotongan 3 Salatiga* conduct a written evaluation in the form of daily test, basic competence, midterm test, and final test. In addition to the written evaluation, there is also a spoken evaluation. The spoken evaluation is done after the learning process or when the learning process is ongoing.

Teachers of *Elementary School State Blotongan 3 Salatiga* have problems in determining the evaluation. Due to the inclusion students must follow the predetermined minimum standard score, whereas the inclusion students' score is under the minimum standard score.

In a learning process, after evaluation then get a result. If the learning outcome has been known, it allows teacher to conduct follow up. Generally, teacher conducts follow up for students that have less score, they get a remedial. While for students whose score has been good, they get the enrichment.

At *Elementary School State Blotongan 3 Salatiga*, the follow up is done by teacher after doing the evaluation. From the evaluation, it can be known whether students have mastered the instructional material that is delivered by the teacher or not. Teacher gives the follow up in a remedial and enrichment activities.

Conclusion

1. Characteristic of Classroom Design at *Elementary School State Blotongan 3 Salatiga*.

The available facilities and infrastructure are very needed to support teaching and learning activity in school. The existence of inclusion students in the general class does not change the classroom design. Generally, the

classroom is designed by arranging the table and chairs to face the blackboard. Inclusion students are placed in the front row for facilitating teacher to help their difficulties.

2. Characteristic of Teaching and Learning Interaction at *Elementary School State Blotongan 3 Salatiga*.

The teachers in general feel less able to teach children who have heterogeneous abilities in the inclusion class. Generally, teaching and learning activities in the inclusion class is same with the teaching and learning activity in the regular class whether in the strategy, activity, media and the method. The instructional method in class affects on students' enthusiasm in participating the learning activities. The use of varied instructional methods that is able to make the students not to get bored in following the teaching and learning activity. The students' interaction is influenced by the content of material delivered by teacher and physical condition of students. The inclusion students begin to be difficult to interact when teaching and learning activity more than two hours.

3. Characteristic of Learning Evaluation at *Elementary School State Blotongan 3 Salatiga*

The evaluation also aimed to determine the quality of students in school. The evaluation can be done every day when teacher finishing a material, midterm test or final test. Kind of evaluation usually consists of three activities such as written evaluation, spoken, evaluation in the form of tasks. Teachers of *Elementary School State Blotongan 3 Salatiga* have problems in determining the result of the evaluation. Due to the inclusion students must follow a predetermined standard score. Whereas, the inclusion student' score is under the standard score. Teacher gives the material in a remedial and enrichment.

Recommendation

1. For the Principal.
 - a. The principal should more increase the number of facilities and infrastructure to the inclusion students and provide an adequate access.

- b. The principal and government try to provide a special coach teacher or psychiatrist.
 - c. The principal should develop the wider cooperation to the related parties.
2. For teacher.
 - a. Teachers should more improve their competence in managing the class in order to create a good interaction between teacher and student.
 - b. Teachers try to provide the appropriate learning devices.
3. For the next researchers are expected to be more creative and objective in choosing the problem to be observed related to the management of inclusion class.

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