

Learning Design Layout Indonesian Poetry Writing on Inclusive Education for Children with Special Needs in the Sixth Grade Elementary School 06 Sumur Batu, Central Jakarta

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Abstract -- This study aims to determine the design of the design of Learning Writing Poetry Indonesian on inclusive education for children with special needs in the sixth grade of SD Negeri Batu 06 wells in Central Jakarta. This study uses descriptive qualitative analysis approach. The data source of this research is a sixth grade teacher who teaches Indonesian language teaching, and documentation in the school SDN 06 SumurBatu, Central Jakarta. The data collection technique used is the technique of observation, interviews and documentation. The results showed that learning to write poetry Indonesian on inclusive education sixth grade students of SDN 06 stone wells for mental retardation student's rianganis in need of special care in order to be able to optimize its capabilities.

Indexed Terms: inkluisi learning, Children with special needs, learning strategies. The ability to write poetry

I. INTRODUCTION

In learning activities one must-have capabilities of each student is communicating or English. According Pandeirot, English is the medium to convey messages, ideas, opinions, and experiences that can be understood by others. Language also demonstrates reasoning abilities of children and other affective aspects. While According to Payne, language is both a tool used people for communication and a formal symbolic system. Therefore Activities writing is a form of manifestation of abilities and language skills most last mastered language learners, having the ability to listen, read, and talk.

Inclusive education is the provision of education system that provides opportunities for all students who have the disorder and have intelligence and or special talent to pursue an education or learning in an

educational environment together with the students in RSURSunya. According Hildegun Olsen (Tarmansyah, 2007; 82), inclusive education is schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Education services for children with special needs are essentially a humanitarian task that should be done in an effort to optimize potential and improve the quality and human dignity. Meanwhile, in the perspective of education, special needs education services is a shared responsibility between the community, government, and people as well as educational institutions in particular.

Gerlach and Ely in Character Education Learning Strategy book explains that learning strategies are ways been a teacher to deliver learning materials to students in a particular learning environment. JR David in Vienna Sanjaya said that, in the world of education strategy is defined as "a Plan Method, or series of activities designed to Achieves a particular educational goal", In this case, there are techniques that are applied in learning so that students interested in taking a lesson, of course ditrapkan technique adapted to the material and students' learning needs. Gerlach and Ely in Character Education Learning Strategy book explains that learning strategies are ways been a teacher to deliver learning materials to students in a particular learning environment.

While in Vienna Sanjaya Kemp explains that the strategy of learning is learning activities to be done teachers and students so that learning objectives can be achieved effectively and efficiently. in this case, strategi learning involves not only students, but

teachers play an important role as a facilitator in the realization of the strategy that has been planned.

From the various opinions above, the researchers confirmed that the purpose of the learning strategy is a systematic way to communicate the content of the lesson to the students to achieve the learning objectives.

According to Gagne, who referred to the ability of learners is the result obtained after following study. According SukandarrRSUindi, writing poetry is a process, for which a transferred idea of sRSUber to one or more recipients with a view to changing behavior, perception of something. In line with said SukandarrRSUindi, nice Denny quote sense to write poetry by Effendy (2000: 13), explained that writing poetry is the process of delivering thoughts or feelings by one person to another by using symbols that are meaningful to both parties, in a situation that certain writing poetry uses specific media to change attitudes or behavior of a person or sejRSUlah so there is a certain effect is expected.

Write a poem by Mr. Carl I. Hovland is a process of giving stimulants RSURSunya communicator consists of symbols of language (verbal or non-verbal) so that the change in behavior of the recipient / others. Laswell also expressed his opinion about the notion of writing poetry, he says writing poetry is a process which provide a description of who said what in what way, to whom with what effect. ability to write effective poetry is an ability that needs to be owned by the students for all subjects.

Based on the above it can be concluded that writing poetry is essentially a an interaction or delivery of messages (in the form of information or news) from one person to another, through certain channels either directly / indirectly with the intention of impact / effect to the communicant in accordance with diingikan communicator.

II. METHOD

This study used qualitative research methods to determine how to find, collect, process and analyze the data from these studies. This research is a descriptive

study with the aim of knowing the learning to write poetry Indonesian on inclusive education sixth grade students of SDN SumurBatu 06. According to Nana Syaodih, through a descriptive study, researchers tried to describe the events and incidents that became the center of attention without giving special treatment to these events.

III. RESULTS AND DISCUSSION

Draft Syllabus Learning Indonesian Poetry Writing on Inclusive Education:

Based on observations and interviews on the subject of research, descriptions of research results obtained by researchers are as follows.

Based on the results of interviews conducted with classroom teachers on Monday, July 16, 2018, on the draft syllabus of learning to write poetry Indonesian on inclusive education as follows:

"Teaching and learning activities should be designed in accordance with the capabilities and characteristics of students, but still refer to the curriculum that have been set. In the process of first learning to do the teacher is penuyusunan syllabus. There are five components that must dirRSUuskan in the syllabus, namely (1) the basic competencies, (2) indicators, (3) learning and assessment activities, (4) the allocation of time, (5) learning resources. Basically, all of these components may or should be changed (modified) by the teacher in accordance with the conditions of special needs students. Students with disabilities who experience barriers intelligence will require modification to almost all components of the curriculum. In other words, virtually all components are modified syllabus. For a while suggested that there are three components of a common syllabus that does not need to be changed or modified, namely (1) of core competencies, (2) basic competence, and (3) the allocation of time. However it should be noted this is not a dead formula, meaning that under certain conditions these components it is possible to be modified. Well for this sixth grade students he belongs to the kind of mild mental retardation, because it has been inspected by experts of IQ 70. And although he is a class VI limits only until the fourth grade. Then

syllabus for all lessons, including lessons Indonesian writes poetry modified level with class IV ". Well for these sixth grade students he belongs to the kind of mild mental retardation, because it has been inspected by experts of IQ 70. And although he is a class VI limits only until the fourth grade. Then syllabus for all lessons, including lessons Indonesian writes poetry modified level with class IV ". Well for these sixth grade students he belongs to the kind of mild mental retardation, because it has been inspected by experts of IQ 70. And although he is a class VI limits only until the fourth grade. Then syllabus for all lessons, including lessons Indonesian writes poetry modified level with class IV ".

Source syllabus prepared classroom teachers VI (TS) are of different origins. Here's a transcript of an interview by the class teacher's explanations VI (TS).

"Previous syllabus that make each classroom teacher for all students, but based on the ability of teachers Kemendikbud observation that diverse. Then comes the syllabus prepared Kemendikbud syllabus, the syllabus is what I use in the classroom. But this is not a provision that required, permanent teachers are allowed to change the syllabus if needed. Well, the syllabus is what I use, I modified for the needs of my students mild mental retardation. "

Based on interviews with sixth grade teacher initials TS, the result that the syllabus for children with special needs in inclusive schools can be changed as required. Due to the students who studied in the class of relatively mild mental retardation has a limited ability in the fourth grade then sibunya was modified according to his ability that is equivalent to the fourth grade syllabus. Syllabus prepared and sixth grade teachers come from two sources, for regular students prepared the syllabus of Kemendikbud and for students with special needs are sourced from the preparation of teachers who modified according to the needs of students mild mental retardation.

The observation of the observation of researchers

In addition to interviews, the researchers conducted observations in class VI and observations from research are as follows.

The observation of researchers showed that the manufacture of the syllabus for learning to write poetry Indonesian lessons on inclusive education class VI SDN SumurBatu 06, the class teacher to create two syllabi. The first syllabus for regular students and syllabus both for students with special needs. And judging by the source, the first syllabus for regular students of the syllabus Kemendikbud sourced prepare interim syllabus for students both mild mental retardation sourced from penyusuna classroom teachers (TS).

Based on both sources of information on the above data, the researchers concluded that there is a service tailored to the abilities of regular students with mild mentally retarded students. Teachers present two first syllabuses for regular students and the second for mild mentally retarded students. Syllabus for mild mentally retarded students a syllabus modification of the regular syllabus. Source syllabus regular students coming from Kemendikbud and mild mental retardation syllabus students come from classroom teachers.

- Poetry Writing Learning Objectives formulation Indonesian in Inclusion Education Student Class VI SDN Sumur Batu 06:

Of resources in the can when the study investigators on July 17, 2018 concerning the formulation of learning objectives Indonesian poetry writing on the inclusion by the sixth grade students of SDN SumurBatu 06. Following exposure of the results of the interviews and observations.

The following is a transcript of the interview investigators with the subject teacher researcher Class VI SDN Batu 06 wells (TS).

"How to formulate learning objectives in inclusive education in poetry writing material are not much different way to formulate learning objectives in general, there is a difference in students' abilities tunagrahitanya simplification alone. By definition it's learning objectives will hope that the students have the ability after they finish studying. The purpose of learning refers to the basic competencies that want to be achieved in learning. In addition, the learning objectives as a reference in selecting the type of material, strategy, and media will be used in the

learning process. There are four key elements in the formulation of learning, namely: (1) the audience, (2) behavior, (3) condition, and (4) degree. Audience is auditory. Behavior is related to the student's behavior or activity. Verb operations such as: listening, said, distinguish, explain, and others. Condition is a situation of students before and after the learning activity. And the last degree that comparison. Comparing before and after study. "

From the interview it is known that the class teacher makes learning objectives for students tunagrahuta simplified light. In the formulation is divided in four aspects, namely: (1) the audience, (2) behavior, (3) condition, and (4) degree.

According to interviews with the study subjects (RSU)

In connection with the purpose of learning to write poetry Indonesian in Inclusion education sixth grade students SDN SumurBatu 06 in get another of the sixth grade students as follows:

"The teacher always mentions learning objectives when learning, including when going to learn about poetry."

Based on interviews with study subjects researchers (RSU), that teachers always mention learning objectives at the time of learning.

According to interviews with the study subjects (BMS)

The same thing also expressed by the subject of the study (BMS) regarding the purpose of learning to write poetry Indonesian in Inclusion education sixth grade students of SDN SumurBatu 06. The following transcript of the interview the researcher premises subject of study (BMS).

"Mother said fitting learning objectives early days we want to learn. We should know the goal we learned nothing"

Based on interviews with study subjects (BMS) of these explanations are known that the teacher always a teacher mentions learning objectives mentioned in the beginning of learning.

Interviews with the subject of research (I)

Based on interviews with subjects researcher researchers (I), the researchers asked for an explanation from the student initials I wrote a poem about learning Indonesian in Inclusion education sixth grade students of SDN SumurBatu 06. Here is a transcript of an interview with a student identified as I.

"The purpose of learning which yes, I do not understand. I know which guns learning purposes "

Based on interviews with the subject of research (I) showed that there were students who had not yet understand or know when the teacher explains the purpose of learning.

Results of observation

In addition to collecting information through interviews with the subject of research, researchers collected data through observation. And the observations of researchers are as follows.

The observation of the researcher's show that in the formulation of teacher learning viewed from four aspects: *audience, behavior, condition* and degree. Researchers saw that the teacher is centered on mastering the ability of students, the formulation of the learning objectives of the sixth grade teachers were made according to the characteristics of their students. The formulation can also be affected by the activities and learning strategies.

While in the delivery of learning objectives to their students. The teacher presents classically in front of the class at the beginning of learning. Some students pay attention, there are only the limitations of teachers in regard to the number of students much so that he seems less attention to students who are not focused when the sixth grade teacher explained the purpose of learning to write poetry. And for students tunagrahita the student approached the teacher to provide an explanation about the purpose of learning to write poetry for her.

- Use of Poetry Writing Learning Strategies Indonesian in Inclusion Education sixth grade students of SDN Sumur Batu 06:

The result of research interviews with TS (sixth grade teacher) on Tuesday, July 19th 2018 regarding learning strategies Indonesian poetry writing in the inclusive education of sixth grade students as follows:

"The strategy of learning to write poetry in grade in school inclusion, I chose contextual learning strategies. In addition to this strategy is great for regular students, they're good for mild mentally retarded students. In accordance with the characteristic of contextual learning strategy is to connect or associate learning with real-life material or concrete things. Well, this mild mentally retarded students difficult if you have to learn to think abstractly. That's why he needs to study associated with the real world. It fits perfectly I think if this applied learning strategies in class VI which are mild mentally retarded students. And is also supported by the results of research journals in the field of education, especially Indonesian poetry writing material that was suitable for contextual learning elementary school children whose minds are still concrete,

Based on interviews with classroom teachers VI (TS) showed that the learning strategies used by the teacher in the sixth grade Indonesian lesson poetry writing material is contextual learning strategies. According to this strategy can help the character of elementary school students who still think concretely.

The result of research interviews with RSU on Tuesday, July 19, 2018. Here's a transcript of an interview with the RSU regular students learning strategies as follows:

"The way teachers teach in my classes, namely, bu teacher connects learning with our daily life. Then, at the time of writing poetry, bu the teacher told us out of the classroom. Viewing objects and our school environment. Hmmm, bu said teachers for inspiration about what we want to write, I like to learn like. Its inspiration is so much more than I had in class, which looks at sekililingCRSUa wall. Front wall, rear wall, side walls. Different kalua outside a lot that we can see".

Based on the interview result that the learning strategies used by teachers in class VI RSU regular students are learning linked to everyday life and objects around used as the inspiration. RSU was pleased with this pembelajaran strategy. According to him, he was so much have a lot of inspiration to write a poem written materials.

- Learning Assessment Writing Poetry Indonesian in Inclusion Education Student Class VI SDN Sumur Batu 06:

Interviews with classroom teachers who held on July 25, 2018, the following is a transcript of an interview with the subject of the research.

"For writing assessment between regular students and students alike retarded, the product valuation techniques (work). Aspects assessed on an assessment rubric this poem is composed of four aspects, namely the accuracy of the title, the diction, imagination and mandate. The purpose of assessment for students with special needs is a form of equality of treatment education, because we have already received the special needs students in the school, and then there is equal treatment to them. To avoid discrimination in schools. "

Based on interviews with classroom teachers (TS) found that teteap evaluation conducted for students with special needs as a form of equal treatment for education. Which is used in the class that votes in terms of academic and non-academic? In terms of academic assessment is taken in the form of knowledge, skills and attitudes. Meanwhile, in terms of non-academic ie self-development and pembiasaaan. Evaluation tools used in the form of test and non-test. Testin the form of questions daily tests, midterm repeat, repeat and repeat the semester grade. While the non-test in the form of daily monitoring of the student, parent liaison book, and a visit to an old people's homes.

The results of observations researchers

Based on observations conducted by researchers at the end of learning to write poetry Indonesian on inclusive education sixth grade students of SDN SumurBatu 06

is judgment. Ratings for writing this poetry teachers choose the product assessment technique (work). In the assessment rubric sheet assessment criteria is diction, pengimajian and mandate. Rubik assessment was compiled from start to cover, subject, class / semester, the basic competencies, indicators and scoring guidelines. Based on the idea of researchers in observing this column, the assessment standards still seems unclear kepastiaanya. As the criteria very well if the wording is very appropriate, very effective use of the word, the language used is solid. The use of the word is very precise, highly effective, and solid language still does not have a definite size so that if it is used by other teachers would allow dikarenankan get different results each teacher has a standard assessment of each. While evaluation of this study done in terms of cognitive and non-cognitive evaluation tools such as test and non-test.

Based on information from the two abovementioned data, the researchers concluded, in fact in making judgments poetry writing can be done by all teachers, because this is a simple but appropriate activities to do. Assessment conducted subject teachers to write poetry writing poetry in the form of an assessment rubric, which was considered from the aspect of diction, imagination and mandate. While the evaluation used in the form of cognitive and non-cognitive. While the evaluation tool in the form of test and non-test.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of previous research and discussion in learning to write poetry describing Indonesian on inclusive education sixth grade students of SDN 06 stone wells can be summarized as follows.

1. Syllabus used for mild mental retardation student is a modified syllabus. Teachers use the syllabus to match the students' ability classified mild mental retardation. According to the teachers' teaching and learning activities should be designed according to the characteristics of the students. Teachers provide two syllabuses, the first common syllabus for regular students and the second modified syllabus for students mild mental retardation.

2. How teachers formulate learning objectives poetry writing material on inclusive education is not

much different from determining the formulation of learning in general. There is only a difference in the simplification of learning goals for students only mild mental retardation. Formulation of learning goals, there are four main elements in the formulation of learning, namely: (1) the audience, (2) behavior, (3) condition, and (4) degree.

3. The development of teaching materials teaching of writing poetry Indonesian on inclusive education sixth grade students of SDN 06 wells Stone is an activity created a literary work in the form of poetry. Material poetry for regular students follows a predetermined curriculum school, while students mild mental retardation material provided in accordance with the limits. Although mild mental retardation students sitting in sixth grade but the provision of writing materials with grade III primary school level.

4. Indonesian poetry learning assessment in inclusive education for students mild mental retardation remain to be implemented in order to avoid discrimination educational services. Rate mild mental retardation students with regular students are the same as the rate 4 aspect, the accuracy of the title, the diction, imagination and mandate. They differed only in the provision of a matter or task more simplified for students mild mental retardation.

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