

# The Success Story From Inclusive School: A Case Study

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**Abstract**— This paper provided a descriptive explanation about a self-confidence of slow learner student (SLS). Self-confidence is an indicator to measure the successfulness of student with a special need. As the goal of inclusive school that provided an environment to makes all children learning together. The case study method is used to find factors that influence the self-confidence of SLS. The result of the study found there are 3 factors that a teacher should do to improve the self-confidence of SLS. First is trust. Second is behavioral techniques and the last is respectful environment.

**Keywords**— *slow-learner, self-confidence, inclusive school*

## I. INTRODUCTION

The student with IQ 80-89 classified as low average [1]. Most children in this category show immature language patterns and have a problem in speech [2]. They not only lack judgment but also face a problem with social behavior. Sometimes, they are showing anxiety, frustration, aggression [3, 4] They forget easily and have trouble on understanding several steps in a task. In another case, the children show proficiency with detail tasks rather than a subject area [5, 6] In many conditions, they find it difficult to transferring information in one situation to other situation.

A SLS does not meet criteria for an Intellectual Disability (previously called mental retardation IQ bellow 70) (American Association on Intellectual and Developmental Disabilities [7]. However, they understand slower than average students and will need more and specific help to succeed.

The developmental problems that SLS facing, push them to become a lack of confidence [8]. Many people more focused on the disability rather than the ability of SLS. Focus on the disability lead people to distract attention from what the individual can do [6]. So, The estimates from other people decrease their self-esteem.

Many believe that self-esteem is one of the most important portions of self-concept [9]. Indeed, for a period of time, so much attention was seen that self-esteem has the same meaning as self-concept. Self-esteem refers most generally to an individual's overall positive evaluation of the self [10].

Self-esteem is a concept related to a basic sense of efficacy and a fundamental sense of worth. It's also referring to people's competence and worthiness. High self-esteem

gave a positive relationship to positive outcomes for the individual and society as a whole [11]. Low self-esteem tends to depression and anxiety [12].

In the inclusive school, the student with disabilities, likewise SLS, was helped to meet their worthiness and potential [13]. The program of special education is to help students with disabilities to help them live full, happy, productive lives.

## II. METHODS

The case study method was used in this study. The procedures were 1) choose a case, 2) specified the question for investigation, 3) determined the data collection techniques, 4) determined the data analysis technique, 5) data collection, 6) data analysis.

The subject in this study was the SLS with IQ 80. He was in the first grade and at age 16<sup>th</sup>. The location of the study was in SMK Negeri 2 Malang, an inclusive vocational high school in Malang, Indonesia. When enrolled in the school he was silent and passive, lack of confidence but no sign in aggression or another emotional disruption. His name is Doni (not real name).

This study took almost 2 years. It started in August 2013 and finished in March 2015. The researcher's role was as the data collector. The first researcher was his shadow teacher and the main sources in this study. To ensure the validation of data, the second researcher as outsider ensured the validation of data collection. The second researcher checked the data, was it right? Was it important? Was it bound? and so on. The second researcher was responsible for observing the interaction between the first researcher and the subject.

Instruments that used to collect data were anecdotal notes, observation, and interviews. An anecdotal note was the main instrument in this research. Data collection procedure consisted of 1) data reduction, 2) data display, 3) verification and conclusion.

## III. RESULT AND DISCUSSION

### Result

First condition when enrolled the school, then we described that as baseline, were 1) shown the anxiety, 2) rejected to communicate with other students, 3) stayed still and silent whole time in the classroom, 4) drooled, 5) always

run to his shadow teacher office when break time, 6) only communicated with his shadow teacher.

Before the shadow teacher, decided on what approach that will use to improve self-confidence she motivated him to made him trust me.

The shadow teacher persuaded Doni to learn together with his friends in a regular class. Example of instruction that the shadow teacher said:

*"it's ok to be here with me sometimes",*

*"Doni, today you learn in a regular classroom with your friend, ok?"*

*"I know that you able to learn in the regular classroom"*

*"you wrote your note nicely. Your writing are sequences, so I think you can learn independently in the regular classroom"*

*"please try to study with your friend in the regular classroom, take a note for what the teacher (regular teacher) said, then we will discuss it later".*

That were the instructions that the shadow teacher said to motivated Doni. But, after 2 months left, Doni did not show development. He still stuck with his shadow teacher. In the regular evaluation moment, the shadow teacher and other teachers decided to change the approach. We decided to wait until Doni ready to go in the regular classroom. The shadow teacher started to trust him, that he would be going to the regular classroom on his own.

This was the dialog that shadow teacher said to him likes;

*"it's ok to be here with me sometimes",*

*"I trust you, and I know you want to trust me"*

*"I know that you want to play with your friend but you just too shy to start communication"*

*"It's not a big problem to learn slowly"*

*"Fine, we don't need to hurry"*

*"So, would you like to try?"*

*"Sometimes, I feel more comfortable alone, just like you now".*

That trust gave a positive impact on Doni's development. He surprised me, by answering his friend a simple question, like *"good morning", "I'm fine", "you too", "ok", "yes"*. And that situation lasted until this semester ended.

In the second semester, I designed a reinforcement technique to develop Doni's self-esteem. Especially is to build his confidence, so he is willing to learn together with his friend in a regular classroom.

We agreed that he would try to turn in a regular classroom. He would take 10 minutes in the regular classroom. The impact was he drooled, as the indicator of an anxiety. But as time pass, he succeeds in being in a regular class for 10 minutes. This progress took 2 months. Every time he stayed in class for 10 minutes the shadow teacher gave him a reinforcement by saying *"wow", "good job", "you are so cool"*. He was started to say *"hi...."* to his friends too.

For the next month, the time was extended from 10 minutes to 20 minutes. By the end of March, he spent 25 minutes without the shadow teacher in the regular class. But he still found hard to ask and say something not only to his friends but also to his teachers. At the end of this semester,

Doni succeeds in learning in the class for 40 minutes as long as the learning process for one subject.

In the second year, the target was he feel assure to ask and say something to others. From the interview with his parents, Doni did have a trauma. When he was at junior high school, his friend bullied him and force him gave his money. When Doni said something like answer teachers questions his friend laugh at him. Or, when he tried telling his story to his friend, no one pay attention to him.

So, I tried to provide a respectful environment for him. I gave his classmate information about who is a slow learner and how to help them. I did this thing along with religion teacher, social teacher and guidance and counseling teacher. We ensure that his classmate shows respect to him. His friend started to show respect for Doni. His friend gave him to trust to do something like sending an email to their teacher or asked him to prepared papers for a test. Doni started showing confidence. He did not drool anymore. He looked happier. He started talking and laughing with his friend.

Although he began feeling comfortable in school, he communicated with his friends only in the classroom. When break time he spent all the breaktime with me. He ate his lunch with me. Told me what he had done with his friend in class. We decided to make another target. We wanted to make Doni more sociable like ate lunch in the school canteen and signed on talent activity. It is easy to make him signed on talent activity because actually, he wanted to try that. He applied to the photography club.

I worked together with his classmate to made him eager to eat at the canteen with his friend. The respectful classmate had done the big role to build Doni's self-confidence. You can see Doni's self-confidence development. From this case study, I found that to help Doni, first of all, the shadow teacher should trust him. The second is to help him use appropriate techniques and the last is to provide a respectful environment.

## Discussion

Self-confidence or self-esteem is taking part as the main role of the success of SLS [12,3]. Peoples keep themselves in high self-esteem because to preserve and elevate positive information about who is she/he, relative to negative information [13, 14]. So, It is necessary for the student with disabilities.

From this research, Although the shadow teacher has spent 2 months on motivating the student, It did not work. This failed because the teacher did not provide choices. She focused on the instruction to learn in a regular class. This finding is linear to the previous research about motivation. The effective ways to motivate SLS is by giving them choices [15,16]. Providing choices for what are they going to do whether it is in arts, athletic, writing or reading, math, or any other area makes students take a more engaging role in their learning [17].

First, put your trust in your student. Put trust means we believe that the student will improve to some degree [13]. In another way, trust showed by designing the intervention based on an individual characteristic [18]. Self-concept interventions need to be designed individually.

Some educators propose that approaches to build SLS self-confidence by using positive feedback, express acceptance, and a non-judgmental attitude by reducing social comparison, listen, care, respect, and support the child [19]. It can take place in the school and at home. Second, using behavioral reinforcement technique to train the student with disabilities are effective [13]. Detail task and procedural approach to what behavioral provide help SLS learn easily [20].

Respectful environment as one of the main basis of the success of SLS. Social supports are influencing factors that educators should aware of [21,13]. By involving positive peer reporting, peer tutoring, cooperative learning, and engagement found as an effective strategy to build self-concept [18]. Respectful students give a big impact on building a respectful school environment [22].

#### IV. CONCLUSION

This study disclosed three factors that influence the success of a slow learner student. First is teacher trust. Second is the reinforcement behavioral technique. The last is a respectful environment. This study used a single subject case study. That's means information about the problem only focused on the individual situation or characteristic. That became the limitation of this research. Another limitation is in this study focused on the interaction between the student and the school environment (teacher, classmate, and principles). This study was done without put emphasize on student interaction with his family at home. For further study, I want to suggest designing more extensive research by including more subjects as the resources of the study. Research that focused on not only the school environment but also family interaction will be a comprehensive study in special education.

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