

# Availability and Utilization Analysis Learning Media at Inclusive Schools in Malang City

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## ABSTRACT

The research aims to; know the teacher's opinion in selecting media and analysing availability, utilization, and constraints learning Media. This study uses qualitative research methods with the type of study case. Data collection techniques using observation, interviews, and documentation. The data analysis technique uses the Miles and interactive technique Huberman. The results of this study show availability of good learning media, media and adaptive available, 63 learning media and 11 adaptive media, media saved in the Media room. Media selection learning includes; (1) lesson planning; (2) selection considerations consists of learning objectives, material suitability, and student characteristics; (3) the function and use of media that serves to facilitate the learning process and primary use; (4) alternative choices such as making, buying, and search the internet; (5) choose media according to learning objectives; (6) no compiling teaching materials but using what is in school and appropriate media with teaching materials; (7) the teacher has chosen the media according to the target and accommodate slow learners.

**Keywords:** *Availability and Utilization, Learning Media, Inclusive School.*

## 1. INTRODUCTION

Children with special needs are children who have differences significantly inter-individually and intra-individually so that it requires special services to meet their needs. Inter-individual differences comparing individuals with others in various ways such as circumstances mental, five senses, motor skills, communication skills, social behaviour, and physical condition. While intra-individual differences compare the potential of the individual itself. Children with special needs have deviations in characteristics physical, mental, intellectual, emotional, and social. So that children with special needs require special education or services to develop their potential [1].

Children with special needs require special education to stay fulfil its potential, in line with Law Number 23 of 2002 concerning Child Protection in article 51 states that "Children who with physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary education and extraordinary education". Child with special needs have the same rights in obtaining education without there is discrimination, this is

confirmed in Law No. 20 of 2003 Article 5 paragraph 2 of the National Education System explains that "Citizens" countries that have physical, emotional, mental, intellectual, and/or people have the right to special education". It can be concluded that the government must ensure education for children with special needs and every child with special needs have the same rights as normal children to get an education.

Services for children with special needs that are usually provided in general are medical and physiological services, socio-psychological services, and services pedagogical or educational [2]. Education services for children with special needs, one of which is through inclusion or education programs inclusive. Inclusive education was born due to dissatisfaction with education services for children with special needs with a segregation system for children with special needs specifically, special schools. According to Budiyanto in [1] stated that the segregation system tends to be discriminatory and can no longer afford it carry out the main mission of education, namely humanizing humans.

The purpose of inclusive education according to the Regulation of the Minister of Education National Number 70 of 2009 concerning inclusive education, namely "realizing" providing education that respects diversity, and does not discriminatory for all students. This is the basis for realizing non-discriminatory education. Segregation education is not in line with Law Number 20 of 2003 concerning the National Education System article 11 paragraph (1) which states "the government and local governments are obliged" provide services, and convenience, as well as guarantee the implementation of quality education for every citizen without discrimination. Therefore, inclusive education is a solution for the education of children with special needs humane and non-discriminatory. Inclusive education is a special education service system that requires that all children with special needs be served in schools closest in ordinary class with friends his age [3].

Meanwhile, according to the Directorate of Special Education Development [4], inclusive education is education that provides opportunities for all children to learn together in public schools by taking into account the diversity and individual needs, so that the potential of children can develop optimally. According to the Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education, Inclusive education is an education delivery system that provide opportunities for all students who have abnormalities and have the potential for special intelligence and/or talent to attend education or learning in one educational environment together with students in general. The opinion that has been explained that inclusive education is a providing educational services for children with special needs in regular schools by taking into account diversity and the need for the potential of students can develop optimally. Service delivery like children with needs by paying attention to diversity and needs individual.

Educational services in the implementation of the learning process occurs. The learning process is a teaching and learning activity that will occur reciprocal process between teachers and students. Learning is an activity assistance provided by the teacher so that the process of acquiring knowledge occurs knowledge, mastery, skills, character, and the process of forming the attitude of the-participants students [5]. The process of teacher assistance activities in a learning must meet the standards that have been set so that it must be planned first. Learning planning is an activity carried out by the teacher by determining the things that must be done so that the learning process going well [6]. Lesson planning, This is done by developing a lesson syllabus. According to Standards Board National Education [7] there are 7 stages in developing the KTSP syllabus that is Assess competency standards and basic competencies, identify subject matter of learning, developing learning activities, formulate indicators of competency achievement,

determine the types of assessment based on competency achievement indicators, determine allocation of time for each learning activity, and determine the resources study.

The teacher in determining learning resources must determine the object and/or materials used for learning activities [7]. Learning media is part of learning resources. Learning media is a distributor of messages or teach information for student's condition someone to learn. In other words, during the activity learning takes place learning materials received by students are obtained through the media [8]. Learning media is one of the factors that affect the learning system, namely the factors of facilities and infrastructure.

Learning media is a learning tool because it supports directly to the smooth learning process [9]. Garnida [1] argues that facilities and infrastructure are a subsystem of inclusive education system that affects the learning process. Internal facilities inclusive education subsystems include student desks and chairs, stationery, media and learning resources. While infrastructure is an object that does not move and support the function of the unit, such as a school building. Lesson planning especially for inclusive education, it can be concluded that it is important to pay attention to sub-systems, one of which is facilities and infrastructure, because subsystems influence each other in learning and learning media is one of the factors that influence learning.

Researchers have conducted pre-research activities or observations at the location research in August 2020. Class model. The inclusion method used is a cluster, where children with special needs with normal children in one class and each class is evenly distributed, although there are some classes that do not have children with special needs. The child with special needed given assistance when evaluating learning, and during learning more often with the class or subject teacher. Assistance for children in need specifically by the Class teacher. The impact of the cluster model results in teachers having to plan learning carefully and carefully consider sources and learning media and consider appropriate sources and learning media because of the high heterogeneity in the class.

### ***1.1. Education Services for Children with Special Needs***

Children with special needs are children who have a disorder, deviations, and have differences in intellectual, physical, social, and psychological aspects psychological. So that in meeting their needs, special services are needed so that can develop their potential. From the above understanding it can be interpreted to developing the potential that exists in children with special needs services special. This special service can provide adaptive for children with special needs in order to reach their potential. [10]. Service general for children

with special needs there are 3 (three) kinds, namely; (1) medical service and physiological; (2) socio-psychological services; and (3) educational services. On this section will discuss educational services for children with special needs. Education services for children with special needs need to be equip children with knowledge, skills, and affective. Service education for children with special needs has a variety of service models. Pradana [11] argues that the service model for children with needs specifically with the school system there are 3 (three) models, namely; segregation school, integrative schools, and inclusive schools. Here's the explanation.

Inclusive education was born because of dissatisfaction with education for children with special needs with a segregation system. The segregation system is trusted already cannot bring the goals of the education of children with special needs, namely, humanize humans [12]. Education through a segregation system result in discrimination against children with special needs. Mission carried out by the segregation system it is believed that it is no longer in accordance with educational goals for children with special needs, an inclusive education system solution was born.

Inclusive education is an educational service system that provides opportunities for children with special needs are combined with other children in one class without considering the limitations of each [1]. Meanwhile, according to [5] inclusive education is a special education service system that requires that all children with special needs are served in nearby schools in common classes together friends his age. According to the Regulation of the Minister of National Education No. 70 2009 concerning Inclusive Education, Inclusive education is an education delivery system that provide opportunities for all students who have abnormalities and have the potential for special intelligence and/or talent to attend education or learning in one educational environment together with students in general.

The opinions that have been explained can be concluded that inclusive education is education that places children with special needs and normal children others in public schools without considering the limitations experienced by students. Inclusive education is a new educational solution from segregated education.

### ***1.2. Inclusive Classroom Learning Planning***

Inclusive education is education for children with special needs and other students together in regular schools. Learning activities at school inclusion also needs a learning plan. Actually, planning inclusive learning is the same as learning planning in schools regular in general however, it is necessary to know the curriculum for students with special needs if in inclusive schools through curriculum modification there is a learning plan for students with special needs, namely the Individual

Learning or the so-called PPI. The Individual Learning Program is a program learning based on the needs of each individual in accordance with the characteristics [13]. Individual Learning Program development is based on personal data of students with special needs that have been recorded through current assessments acceptance of new students [14]. Individual learning program prepared by the relevant parties. Garnida [1] and the results of Haryono's research [14] states that individual learning programs as support for students with special needs compiled by class teachers, field of study, psychologist (if possible), parents, accompanying teachers special, and other parties who are part of the Individual Learning Program team. The preparation of individual learning programs is arranged in accordance with Individual Learning Program preparation procedure. The following is the procedure for preparing the Individual Learning Program according to Triani and Amir [13], (1) formed the Individual Learning Program team; (2) assessing children's special needs; (3) develop short and long term learning objectives; (4) designing learning methods and procedures; and (5) determine the evaluation of the child's progress.

The preparation of the Individual Learning Program begins with forming the Individual Learning Program team. Individual Learning Program team on duty planning and preparing learning programs. The PPI team consists of teacher's class or subject, principal, parents, expert team (if possible). The goal of the PPI team is that parents and the school are equally active in providing necessary learning programs. After the Individual Learning Program team is formed then assess the child's special needs. Determine the special needs that will be provided through the results of the self-assessment students so that information can be found, suitable learning programs. Specific needs that have been assessed by the Individual Learning Program team to develop goals long and short term learning. Learning objectives are achievements that will be achieved by students in learning. Long-term learning objectives length is the achieved goal stated in the competency standard so that achievement for a relatively long time. While the long-term learning objectives short is the goal stated in the basic competencies.

The final Individual Learning Program preparation is to determine the evaluation of the child's progress. The evaluation that will be prepared should be able to measure the degree of achievement of the objectives predetermined learning. Evaluation can describe the condition of the participant's students before and after learning, so that the level of progress can be measured student. Completeness in the Individual Learning Program is in accordance with the potential it has.

Individual Learning Programs are not only structured in special schools, inclusive schools also develop individual learning programs with the aim of can assess

the progress of students with special needs according to their characteristics. The findings of research from Haryono, et al [14] found that the program individual learning in inclusive schools that do not have student personal data with special needs, then the school does not have a program individual learning. The impact of this results in a tendency learning program is not suitable for these students. So it's important personal data assessment of children with special needs and individual learning programs in inclusive schools. to support learning programs in accordance with his needs.

### ***1.3. Learning Media for Children with Special Needs***

Learning media must consider the characteristics of students, then learning media for children with special needs must be in accordance with their needs special he has. Learning media for children with needs is a adaptive media. Adaptive learning media are learning media that are made and adapted to the conditions of the needs of students with special needs so that learning media adapts to the needs of the student learning process with special needs [2], [15]. Learning Media for students with special needs adapted to the type of disability, for example a blind people need media in the form of braille to read.

The use of adaptive media in the learning process has meaning important in learning for students with special needs. Media can channel information that students cannot understand when using teacher's explanation. So that learning media can be a tool to use achieve learning objectives [15]. Adaptive media for children with special needs vary according to with its characteristics. Learning media for slow learners are equated with a mentally retarded child. The media that is usually used for example the gradation of the cube, block gradations, ring towers, puzzles, geometry boards, sandboxes, etc. Examples of learning media for slow learners, it can be seen that If the media is used by slow learners, it can stimulate students because learning while playing so slow learners feel happy. Need the existence of learning media so that it can be concluded that children with special needs requires adaptive media.

The use of media for children with special needs is not only used on the education system of segregation. The use of learning media is also carried out the inclusive education system. Availability of learning media in schools inclusion based on the results of research conducted by Haryono [14] that, the results of questionnaires and interviews that have been conducted in inclusive schools Central Java Province, it was found that the facilities and infrastructure among students with special needs are not discriminated against. Facilities in learning media too not found. This is reinforced by Sunardi [16] stating the percentage the highest respondents answered 23% answered yes or agreed to your question school provides special equipment, media,

and resources for students with intellectual problems. Special needs other than intellectual problems below 10%. So it can be concluded that the availability of media is still low learning of children with special needs in inclusive schools and media selection teacher learning in inclusive schools must be extra in choosing media learning.

Based on the expert opinion, it can be concluded that the learning media for students with special needs, its existence is very important in learning. Availability of learning media for students with special needs should be sufficient. Learning media that need to be available are media adaptive learning, so that it can stimulate students with needs special.

## **2. METHOD**

This study uses a qualitative method because the object under study is a phenomenon regarding inclusive learning media in the city of Malang. The use of qualitative research methods is used because the research is a natural state [17]. Qualitative methods are used to obtain natural facts. According to opinion from Denzin and Lincoln (1987) in Moleong [18] stated that Qualitative research is research that uses a natural setting with the purpose of interpreting phenomena that occur in the field. So that the data obtained in accordance with what is in the field is natural without any treatment.

Qualitative research is explored and deepened from a social phenomenon. So that it can express certain social situations by describing reality correctly, forming words based on collecting and analysing techniques analysis of relevant data obtained from natural situations [19]. The problem-solving approach in this study uses a study case. A case study is a type of qualitative research, in which the researcher explore in depth the events of one or more people [17]. The same thing was also stated by Arikunto [20] that case study research is research that is carried out intensively, detail, and depth to a particular symptom. Judging from the area case study research covers a narrow area, but the nature of the research deeper. So it can be concluded that the solution of this research is using case studies, where researchers will explore in depth regarding inclusive learning media in Malang City.

Starting from the planning stage of the selection of learning media, the availability of media, the use of media in the classroom, and the obstacles experienced by teachers. This research begins by collecting data and exploring in-depth according to the focus and research questions. After the data is collected, an in-depth analysis is carried out so that it can be interpreted and linked with certain theories so as to get conclusions and provide recommendation.

This study uses data analysis techniques Miles and Huberman model [21]. Miles and Huberman [21] state that qualitative data analysis is a continuous, repeated,

and continuous effort. Data reduction, presentation data, and drawing conclusions to be a picture of success as a series of activities that follow each other in sequence, but this is part of the from the field. Huberman's data analysis process can be seen in Figure 1.



**Figure 1** Caption content. The title “Figure” and the label should be in **bold**.

### 3. RESULT

Research findings are the results obtained by researchers when data collection in the field. Research findings according to technique data collection used. What will be discussed in the research findings are findings obtained from various techniques such as interviews, observation, and documentation as well as from various sources from informants. Following research findings found by researchers.

#### 3.1. Availability of Learning Media

Availability of learning media including the infrastructure owned. Based on the results of interviews, observations, and documentation obtained availability of learning media at the Inclusive School of Malang City. Based on the informant's narrative, it can be concluded that the characteristics of the media if in terms of media delivery, there are audio, visual, audio visual, KIT, and projections. Meanwhile, if viewed from the type of use, there are those that are consumable and long term. Observations that have been made by researchers, availability of media. There are 63 kinds of media and 11 adaptive media available at the Inclusive School of Malang City. There are 63 learning media consisting of 1 types of audio media, 1 type of projection media, 10 types of audio visual media, 20 KIT media, and 31 types of visual media. In addition to learning media, the Malang City inclusive school is also has 11 adaptive media for children with special needs. 11 adaptive media are included in visual media. Availability of consumable learning media is not observational researcher because the media is incidental and depends on the needs of the teacher. Media. The available learning needs to be stored, especially long-term media, so it needs a place for storage and maintenance. According to informants, all learning media KITs are stored in a special warehouse for learning media. Researchers also made observations at the

research site. Media learning is stored in the laboratory room, teacher room, classroom and library. Meanwhile, adaptive media is available in a special room.

#### 3.2. Selection of Learning Media

The availability of adequate media in schools can be taken into consideration teachers in the selection of media, but teachers can also buy, search, or create media if it is not available. The teacher before teaching, first prepares an implementation plan learning. The preparation of lesson plans also considers the media which will be used. According to the informants, the teacher has prepared a plan implementation of learning. Learning planning has been carried out by the teacher before teaching.

Learning planning is carried out before teaching and learning activities begin, this means that the teacher arranges before the students enter. Researchers have also asked some lesson plan that has been prepared by the teacher and given in the soft file form. Here's a screenshot of the implementation plan learning that has been prepared by the teacher.

Before the teacher uses the media to be used, the teacher first choose the media with certain considerations. Consideration This is what will make the teacher choose the media used. Based on the results of interviews with teachers, teachers choose media based on learning objectives to be achieved, then adjust the characteristics students, and the type of media to be used. Teachers in choosing more types of media using audio-visual media. Other teachers can also conclude that in choosing media based on the characteristics of students that are appropriate or not appropriate to the age of their education level.

In addition, it also considers the material to be taught and according to the narrative of the informant choosing media according to school culture, one of which is closed clothing. Based on the informant's narrative, it can be concluded that the teacher when choosing the learning media the teacher considers as follows; (1) goal learning that will be achieved so that the media is adjusted to the objectives learning; (2) the suitability of learning materials is the most essential thing so it must be in accordance with the material; (3) student characteristics because each class and students have different characters; (4) the type of media to be used.

The selection of media must have a function or purpose why the media can be used. In addition, the function of the media selection that will be used can affect the nature of the use of the media in learning. The function of the media used can affect the nature of the utilization. Is the media just a distraction or does the media become main channel of learning. The results of observations made by researchers that the nature of the use of media used by teachers is primary media which

contains teaching materials in accordance with teaching materials. So it can be concluded that the teacher in choosing media with functions to facilitate learning so that the nature of its use makes the media an appropriate primary media with teaching materials. The suitability of teaching materials with the media will be discussed in the findings teaching materials.

When the teacher chooses the media to be used, if the teacher has determine what media to use. Sometimes the availability is not available or if you make no materials, the media might also be difficult to get. That matter can be solved by the teacher if the teacher has alternative choices that will used. The information provided by 6 (six) informants can be concluded that teachers have alternative choices in choosing media. Possible alternatives selected teachers are as follows; (1) the teacher makes the media if it is not available in school; (2) the teacher can buy the media to be used; and (3) The rapid development of technology makes it easier for teachers to choose alternative choices that will be used, for example searching on YouTube about tutorial video. Media target grouping according to target grouping in large groups and for children with special needs placed in a place sit in the front. Grouping targets in the selection of learning media can In conclusion, the teacher provides seating for students with needs specifically up front. Teachers do not compartmentalize students in learning. Media used to adjust the learning objectives. PowerPoint and video media learning is suitable for large target groups.

### ***3.3. Utilization of Learning Media in Class***

If the selection of learning media has been done by the teacher, then the teacher applies or utilizes media in the classroom. Here are the research findings what researchers get about the use of learning media in the classroom. Before learning is carried out, the teacher should give apperception to prepare students in learning, for example greeting, inviting prayer, attend students, relate the previous material, and most importantly is to convey learning objectives. Before the teacher uses the media should convey learning objectives. In this section, the researcher will discuss the delivery of learning objectives in the classroom.

The results of interviews and observations can be concluded that the teacher has convey learning objectives in class. Submission of learning objectives in classes are as follows; (1) so that students focus on the learning being taught; (2) so that students focus on doing assignments; (3) students understand what which will be studied in the learning carried out; and (4) students can achieve learning objectives.

In addition to preparing the media to be used. Media utilization in learning, teachers need to prepare assignments that will be carried out by students. The

following are the results of research findings regarding the tasks that will be carried out by students. Based on the observations that have been made. Can be concluded that the teacher has prepared tasks that will be carried out by students, in the form of questions and answers, students to pay attention, instruct to open the task book, and give task with several questions that have been explained. Assignments to be carried out by students based on good interviews from the teacher counselling, teachers, principals, and students, observations, and documentation that has been done. The conclusion from this discussion is that the teacher has prepared a task that students will do. Tasks that will be carried out by students, for example, are as follows: the following: (1)giving work sheets; (2)make clippings; (3)job assignment House; (4) the task of the media delivered; (5)write what is conveyed teacher; (6)group discussion; and (7)working on worksheets.

Learning by using the media, the teacher must be able to present media according to their characteristics. In addition to presenting media, the teacher must also skilled in using it. From the interviews and observations that have been made, it can be concluded that that teachers can use media well such as presenting videos learning or power point media. The teacher in presenting the media in a way deliver material. Before the teacher conveys the material to be taught the teacher prepares the students first then conveys the material by media.

After the learning activities are over, the teacher should be able to provide follow-up in learning. In this discussion, researchers will discuss the follow-up in learning. What do you do teacher after the lesson is finished. The results of interviews and observations can be concluded that the teacher has carry out follow-up learning. The follow-up provided can be in the form of giving a conclusion, providing an opportunity to ask questions, giving assignments or giving feedback homework, and provide work sheets.

### ***3.4. Barriers to Media Development and Learning Activities***

Learning by using media from selection to use in the classroom, must have obstacles experienced by the teacher. Other than that the development of learning activities must also experience the same thing especially if there are students with special needs with slow students study. In this section, the researcher will discuss the barriers media development and learning activities. The process of selecting and developing media to take advantage of the moment learning cannot be separated from the obstacles experienced by the teacher, especially when the teacher teaches with students with special needs so that they have high heterogeneity. Like the alternative choice is the answer to barriers experienced by teachers in selecting and developing media.

From the interviews that have been conducted, it can be concluded that each teacher have their own obstacles in developing the media. Researchers too found that the media used by teachers when teaching in class inclusion does not discriminate, meaning that learning is simultaneous without distinguished from both the learning and the media. The obstacles experienced by teachers in developing learning media are as follows: (1) time in making or providing services; (2) otherwise AID teacher for students with special needs difficult to accept learning; (3) media material sometimes not found; (4) could not find the media; (5) cost which are issued; and (6) when using a wired LCD and the power supply plays a role important.

The teaching and learning process in its implementation must have obstacles experienced by the teacher. Every teacher has their own set of obstacles. Teacher who teach in inclusive classes also definitely have obstacles in development learning activities, especially if using the cluster model. From the interviews and observations that have been made, it can be concluded that that students with special needs experience obstacles in their activities learning. Barriers experienced by students with special needs such as: do not memorize formulas because of their memory, difficulty in doing assignments because students are slow learners, cannot immediately understand one or two times, do not understand or moody so the teacher must rotate the seat. Learning using media requires teachers to give assignments to be done by students and follow-up given after learning ends. Giving assignments both during learning and the follow-up given, especially in student inclusion classes, there must be some experiencing difficulties in assigning tasks. In this section we will discuss regarding barriers to assignments in inclusive classes. In this section it can be concluded that the assignment can be divided into two, namely assignments during learning and assignments in the form of assignments at home or work House. From the research findings, students with special needs experience obstacles in assigning tasks, but can be circumvented by mentoring, IEP, and decreasing the level of difficulty so that students with needs do not experience difficulty.

Learning media is as a tool to channel messages or information from teachers to students. There is this section, the researcher will discusses the findings of student barriers when learning with the media. Barriers to students with the media can be concluded, for students with special needs are still experiencing obstacles because they are influenced by catch those students who are low. Learning by using media although students still experience obstacles, students understand the material better. From interviews with teacher informants, it can be concluded that students are happy with the media used by the teacher. The reason students are happy with media is learning is more interesting, easier, and not boring. If the teacher not using media students will tend to be bored in

learning that done. Informants, both students and teachers regarding the level of fun, can concluded that the learning media used by the teacher has level of enjoyment by students. Learning by using more media easy, not bored, more understandable, more fun, more modern, and more interesting. If the teacher does not use the media, students will tend to get bored at school learning done.

#### **4. DISCUSSION**

Learning media is the media used in the process learning as a channel of messages between teachers and students so that the goals learning is achieved [22]. Availability of important learning media being at school. Learning media is a facility that exists in schools.

According to Sanjaya [9] argues that the learning process if is seen as a process of delivering material, it requires a means of learning in the form of tools and materials that can convey messages effectively and efficient. Meanwhile, if the learning process is a process of organizing environment so that students can learn, it requires related facilities so that students can encourage students to learn. So it can be concluded when school have the availability of complete facilities such as learning media, then allows teachers to have a variety of options that can be used to carry out the learning process. Furthermore, Sanjaya [9] also convey that the more complete the availability of facilities, the more allows students to learn well according to learning styles.

The research findings in the Malang City inclusive school, learning media facilities are available. Availability is divided into 2 (two) namely: learning media and adaptive media. There are 63 kinds of media available at the inclusive school in Malang, consisting of 1 type of media audio, 1 type of projection media, 10 types of audio visual media, 20 KIT Media, and 31 types of visual media. Learning media in schools can be used as one of the considerations in choosing learning media. Variations of learning media found in schools can make teachers more flexible in choosing media so that they can overcome the barriers of media development such as time in making.

Adaptive media available 11 kinds of media with all media types are visuals. This is in accordance with research conducted by Haryono, Syaifudin and Widiastuti [14] found that "in addition, special facilities according to the type of disorder and the needs of children are not provided and even facilities and infrastructure in the form of learning media are also not found. So, facilities and infrastructure for special need students are still neglected." On research findings related to learning media for students with special needs in schools are available and suitable for slow learners, even if compared to the availability of normal student learning media more dominant.

The available adaptive media are all visual, but that to train children's focus, train fine motor skills, recognize shapes and colour slow learner students. This is in line with what was conveyed by Garnida [1] that students are slow learners in addition to experiencing obstacles in terms of academics, slow learners also have obstacles in their coordination such as: using stationery, sports, or wearing clothes. If you revisit then the available media are useful for training slow learners, especially in coordination, for example, pencil grip media which is useful for practicing writing made by slow learners in holding a pencil or pen. The availability of adaptive media can be used as a solution to the obstacles that often occur experienced by slow learners. Adaptive media can be a stimulus when the teacher counselling or AID teacher providing assistance.

The availability of adequate media in schools can be taken into consideration teachers in the selection of media as conveyed by Sanjaya [9] the availability of adequate learning allows teachers to have various options that can be used to carry out the learning process. Before the teacher uses the media, the teacher should make the selection of media learning to be used. The following is a discussion of the selection learning media at the Malang City inclusive school.

Learning planning is a process and way of thinking that can help the expected learning outcomes. The purpose of lesson planning according to Sanjaya [9] argues that through lesson planning, teachers can avoid success by chance. The design that systematically the teacher can describe the obstacles that will be faced and through teacher learning planning can determine learning media, resources learning, and existing facilities to achieve goals.

Findings in the field found that learning planning implemented by the teacher before teaching. Lesson planning carried out before teaching and learning activities begin, meaning that the teacher before students enter. Lesson planning made by the teacher at the time semester break. Learning planning as well as teacher administration in teach. The learning implementation plan made by the media teacher and learning resources is also written in the lesson plan.

Research findings in the field in choosing teacher learning media consider the following; (1) learning objectives to be achieved so that the media is adapted to the learning objectives; (2) material suitability learning becomes the most essential thing so it must be in accordance with the material; (3) student characteristics because each class and student has a different character different; (4) the type of media to be used; and (5) school culture for example closed clothes.

Learning objectives are things that will be achieved in a learning. According to [23], the purpose of learning is to: consideration in choosing learning media.

Furthermore, a plan implementation of learning, the teacher should make the selection of media that according to the learning objectives. This can help teachers to achieve regarding the learning objectives. The suitability of the material is a consideration made by the teacher. According to [24] argue that the material in learning is the subject of the information that will be conveyed to students. Material as the main information conveyed by the teacher, then the media chosen must be appropriate with the material in order to achieve the learning objectives achieved. It is already teachers do in choosing learning media.

Considerations for selecting the next learning media are: student characteristics. Characteristics of students are the overall pattern of behaviour and abilities that exist in students as a result of their nature and experience [23]. Teachers need to understand the characteristics of students who will receive the learning process, so teachers need to consider the characteristics of students. Information on the characteristics of student teachers will be able to reconstruct and organize material, choose more appropriate methods and media, so that there will be an interaction process from the teaching and learning components optimally [23].

The selection of media made by the teacher is in accordance with the objectives learning. According to [23], the purpose of learning is to consideration in choosing learning media. Furthermore, a plan implementation of learning, the teacher should make the selection of media that according to the learning objectives. This can help teachers to achieve regarding the learning objectives.

It can be concluded that the teacher has chosen the media according to the learning objectives to be achieved. The learning objective is an achievement that will achieved in learning. So it is important to select the appropriate media with learning objectives. The importance of learning objectives in a lesson, the teacher must choose learning media based on learning objectives. Teacher before in utilizing the media, the teacher first designs the implementation of learning. After that, the teacher chooses the learning media according to the learning objectives have been arranged in learning planning, so that the media created can effective when used in learning. After the teacher chooses the learning media, then the teacher uses media that have been selected in class. The most basic findings in this study is the teacher equating the media used both students with special needs as well as normal students, this is in line with the research of Haryono, Syaifudin, and Widiastuti [14], namely from questionnaires and interviews conducted at schools which organizes inclusive education, information is obtained that the use of the facilities and infrastructure between ABK and normal children are not differentiated. Media is a means used by teachers in learning. Regardless of the media used the

same as normal students, the following is a discussion of the use of learning media in the classroom.

The availability of adequate learning allows teachers to have a variety of options that can be used to carry out the process learning [9]. Sometimes teachers have obstacles in develop media even though media at school are available. Those obstacles. For example, the costs incurred. Arsyad [25] argues that the obstacles to the development of learning media include factors of funds, facilities and resource available equipment, available time (teaching time and media development), and available resources. Research findings in the field, barriers to media development that what the teacher does are as follows: (1) time in making or giving service; (2) otherwise the AID teacher for students with special needs is difficult to receive learning; (3) media materials that are sometimes not found; (4) could not find the media; (5) costs incurred; and (6) when using LCD cables and electricity plays an important role. Existing research findings are in accordance with Arsyad's opinion (2016: 69) that is; (1) time in making because the time available is quite small with the condition of the school which is a full day school so that it hinders media development; (2) time in providing services due to time teaching a Guidance and Counselling teacher is not only in learning; (3) media materials and media that are sometimes not found are factors of available sources; (4) electricity is included in the source factor that available; (5) the costs incurred are a factor of the funds issued by the teacher in making or buying media; and (6) absence. The AID teacher who assists students with special needs is a factor of available resources are humans.

#### **4. DISCUSSION**

Learning media is everything that can be used to channel messages from teachers to students so that they can stimulate the mind, feelings, concerns and interests of students, as well as students' attention so that the more efficient learning. The availability of learning media is important in school. Learning media is a facility that exists in schools. The more the complete availability of facilities, the more it is possible for students to learn with well according to learning style. Malang city inclusive school is available learning media, both learning media and adaptive media, although learning media is more dominant than adaptive media. Adaptive media works to train slow learners, for example in using stationery. Besides that adaptive media can train focus, recognize shapes, colours, and fine motor skills child. After the teacher chooses the learning media with the teacher's consideration use media in class.

#### **AUTHORS' CONTRIBUTIONS**

The author's contribution in this case is as chairman and research member who conducts research which is then converted into an article published in proceedings or

in a journal that has an active and quite extraordinary role in providing input and suggestions so that it becomes an article that has quality.

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