Inclusive Learning from Home Model:
Inclusive School Teacher's Assistance Strategy During The Covid-19 Crisis

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ABSTRACT
This article results from public service activities in inclusive schools. Public service activities are carried out with partners of the Yayasan Lembaga Pendidikan Al Firdaus (YLPAF) of Surakarta to carry out inclusive education, including children with special needs in a climate and learning process. The level of education in YLPAF is kindergarten, elementary school, and Secondary School. Schools are required to provide online education to prevent Coronavirus transmission in schools. The partner's primary problem is that they are not ready to change learning methods during the COVID-19 crisis. Teachers and parents lack understanding and experience in arranging inclusive learning to be held at home. Learning from Home, known as LFH, requires teaching media and methods. The learning-from-home model for inclusive schools that educate children with special needs has a different approach to non-inclusive education. Therefore, this public service assists schools in having an inclusive learning-from-home model with six stages of development in a participatory method with parents, teachers, and professionals. The results of this public service are in the form of increasing the understanding (knowledge) and skills of teachers in using the online-based application as interactive learning media and form Mother's Assistance for Children Learning Assistance Forum or Forum Bantuan Ibu Pendamping Belajar Anak. Implementing the learning-from-home model for inclusive schools must combine parental assistance at home and remote mentoring teachers, students, and professionals.

Keywords: learning from home, inclusion, interactive learning media

1. INTRODUCTION

The rapid spread of the Coronavirus known as COVID-19 shows symptoms that need attention. Recorded the international data on Friday, April 17, 2020, the number of people infected with the Coronavirus reached 2,177,469, while the death cases were 145,304, and patients were declared cured 546,475 people [1]. Based on reports from the government of the Republic of Indonesia, 607 people recovered, and 520 died from 5,923 positive cases infected with the Coronavirus [2]. This figure continues to soar along with the ineffectiveness of the COVID-19 infection treatment strategy. Failure to control the prevention of the Coronavirus is calculated to cause this outbreak to occur until June 10, 2020, and may even enter the second wave of transmission [3].

Given that there is no proven effective method of treating COVID-19 in various countries, the most likely step is to prevent the spread of transmission. This preventive measure is carried out by requiring the public to use masks, wash their hands, social distance and reduce the geographical mobility of the population. However, this health promotion effort has not yet effectively influenced changes in people's behavior. According to Kartono in Imanulhaq [4], sociologically, the weak participation of the community in social distancing efforts to prevent the transmission of COVID-19 is caused by several things: (1) There is a knowledge gap between the community, medical officers, and the government; (2) Cultural orientation that still attaches importance to respect for collective social rituals; and (3) Ineffective social security system (Social Security Net) The pressure of economic needs experienced by the lower social classes, thus demanding to stay out of the house to work a living.

The service Al Firdaus Educational institutions is under the care of Yayasan Lembaga Pendidikan Al Firdaus (YLPAF) domiciled in Surakarta. It was

established on March 17, 1997. Initially, the foundation developed preschool education levels and continued with primary and secondary education. Secondary education or SM (Secondary School) is between junior high and high school. YLPAF combines Islamic, national, and global education values. The foundation has established an inclusive, integrative, Islamic education system based on these educational values. Based on the inclusive education approach, the learning system under the care of the YLPAF applies an education system that includes all children in a climate and learning process. This concept emerged as a solution for discriminatory treatment in educational services, especially for children with disabilities or special needs. As a result of this inclusive education pioneering and innovation, YLPAF received the 2012 Inclusive Education Award, successfully capturing 150 nominations from 33 provinces in Indonesia. To this day, all education service units in Al Firdaus are still implementing the inclusive education model with the support of a class assistant teacher who controls handling children with special needs. In addition, the Education service unit and class assistant teachers are supported by the children with special needs service unit called Puspa Al Firdaus. Currently, the Al Firdaus Educational Institution is in the process of becoming an international school.

To prevent the transmission of the Coronavirus to students, Al Firdaus Educational institutions have changed the strategy of classical education into learning from home (Learning from Home). The policy of Learning from Home made teachers in Al Firdaus Educational institutions feel unprepared to learn from home with an online system. The teachers felt the change in the inclusive learning system from face-to-face at school to inclusive learning from home very suddenly, so the teachers did not have the preparation to develop learning models and learning tools for children with special needs and other students. The school hopes that parents can take on the role of helping teachers accompany students to study from home. However, it turns out that many parents complain because they cannot invite their children to meet during study hours, and it is also difficult for children to focus on learning activities. This condition is increasingly difficult because there are no learning facilities and methods developed to provide learning materials from home, especially materials that the teacher can visually present to the students at home. For children with special needs, the presence of class teachers and accompanying teachers is significant in increasing children's focus and concentration to complete their learning tasks well. It is also difficult to control student learning activities by teachers because there is no system available that can support monitoring activities at home. The role of parents and collaboration with teachers is the mainstay of teachers to carry out monitoring, but this guarantee of validity is still not maximised. In addition, the development of the existing online education system based on WhatsApp and other social media is still not optimal because some teachers have difficulty with internet fees.

As a result of this condition, many questions arise, and protests occur from parents, who demand quality learning, as is the direction of the development of Al Firdaus Education, which is becoming an IB (International Bachelorette)-based international school. The teachers felt this change more heavily because the AL Firdaus education system is inclusive, where students mix with children with special needs. Of course, the transition toward online education is a problem for some special-needs children. In the teaching and learning process in schools, the teachers in the classroom are assisted by a class assistant teacher who helps children with special needs. So, in the condition of children with special needs studying at home, different learning methods are needed. In a transition like this, it is necessary to develop models and online inclusive learning tools that are attractive and can still bring teachers' presence at home.

2. LITERATURE REVIEW

After the school closure in February 2020 due to the COVID-19 pandemic, Italian teachers implemented e-inclusion during the school closure to enable inclusive online teaching/ learning strategies. The school closure imposed during the COVID-19 pandemic forced teachers to create and use online learning environments. Research conducted by Parmigiani et al. [5] indicates that effective e-inclusion depends on technologies, family relationships, collaboration among teachers, and online teaching strategies. Teachers must create personalized activities through asynchronous and synchronous interactive ways for students to engage, preferably in small groups and individually.

Based on research conducted by Alawamleh et al. [6], students still prefer classroom classes over online classes due to many problems they face when taking online classes, such as lack of motivation, understanding of the material, decrease in communication levels between the students and their instructors and their feeling of isolation caused by online classes. Social presence theory emphasises the important role of teachers in using online learning [7]. Teachers' ability to use technology is very useful for creating good communication, so the ability must continue to be developed.

Rahmawati & Sujono [7] also reveals that online learning can offer many advantages as a substitute and complementary to conventional learning patterns. However, online learning cannot replace conventional learning, especially in the dimensions of social context. Online learning still lacks social values that are usually provided by conventional learning, such as social norms in society, soft skills, emotional bonds between teachers and students, and empathy development. In addition to social problems, this study also illustrates that Indonesia still has many technical obstacles that must be addressed to develop online learning rapidly, starting from the readiness of instructors (teachers) to information and communication technology access by students.

Inclusive education is education or school that accepts all children regardless of their potential, physical, mental, social emotions, religion, gender, and economic background. Still, it is a system that adapts to the needs of children, both regular and with special needs [8]. Inclusive education is classified as special education, regulated in Undang-Undang Republik Indonesia No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Article 32 of Undang-Undang Republik Indonesia No. 20 of 2003 explains that special education is education for students who have difficulty participating in the learning process due to physical, emotional, mental, and social disorders and/ or have the potential for intelligence and special talents [9].

Through inclusive education, children with special needs are educated with other (normal) children to optimize their potential. Inclusive education is since in society, there are regular children and children with special needs who children with special needs cannot separate in the community where the child lives [10]. Therefore, the character of inclusive education needs to be instilled in these special needs children to face their real life in the future.

We came to understand how a practice of inclusion, which strives to create of sense of belonging for all participants, drives equity, the goal of providing equal opportunity and fair access to resources for all. These related but distinct principles are inseparable: by seeking to include every individual, one becomes aware of inequities that must be resolved to create a sense of belonging for everyone [11]. According to the literature, the attitudes towards inclusive education and the perception of inclusive teaching practices and resources are important factors for implementing inclusion. Parents' attitudes towards including a student with a physical disability or learning disability were positive. In contrast, the attitudes towards students with behavioral disorders or mental disabilities were neutral. However, parents with children attending inclusive or regular classes perceive no differences concerning resources [12].

Learners with disabilities are at higher risk of exclusion in such circumstances. For instance, many resources are not accessible for blind or deaf students even if the technology exists. Children with mild learning difficulties, such as attention deficit hyperactivity disorder, may struggle with independent work in front of a computer. Apart from technology and learning, the loss of daily school routine adds a layer of difficulty for learners sensitive to change, such as those with autism spectrum disorders. Schools had to scale back or suspend support to reduce infection risks [13].

Based on the existing knowledge that learning interactions among diverse students are a key component of educational inclusion, the research results show that students without Special Educational Needs (SEN) benefit from participating in interactive learning activities with peers with SEN in different ways: (1) they learn to respect others, accept differences, and acknowledge different abilities, thereby creating opportunities for new friendships to develop; (2) they learn about abilities related to helping others participate and learn, to be patient and to gain the satisfaction in helping others learn and behave better; and (3) they benefit from the cognitive effort required to explain themselves and from the contributions of peers with SEN from which they can learn [14]. Interactive learning media can help student learning during the COVID-19 pandemic so that learning is intertwined in two directions without meeting face to face [15].

In this millennial era, using technology devices during learning has become a trend and familiar for teachers and students. Information technology literacy of the teacher and students is relatively fair. The development of computers and smartphones can encourage students to learn independently. Nowadays, there are a lot of learning applications in the market. The applications generally consist of a subject summary, learning video, question examples, and evaluation sheet. Thus, interactive digital learning media can be produced to support more active and dynamic learning. One of the characteristics of effective interactive learning media is if students can independently study using the media to achieve the expected competencies through various activities on the media [16].

The development of language and literacy competencies and mathematical and science knowledge is highlighted. These studies show that interactions with other students and among students and teachers in the educational context have a key role in achieving such improvements. In this regard, drawing on the analysis

of the 17 studies, the main results concerning the impact generated by interactive learning environments on students with SEN have been organised into three main topics: (1) impact on literacy learning, language development and communication skills, (2) impact on science learning and mathematical thinking, and (3) impact on enhancing academic engagement [17].

3. METHODS

The public service activities were mentoring inclusive schoolteachers during the COVID-19 crisis and carried out by a team from Universitas Sebelas Maret Surakarta (UNS). This service involves teachers, parents, students, academics, and practitioners. Implementing this service prioritises a participatory approach and facilitates stakeholder relations between YLPAF, UNS, and psychologists. The forms of activities carried out are in the form of establishing cooperation, training, and mentoring, in detail as follows: (1) Development of cooperation between schools and psychological institutions, and practitioners; (2) Implement online training on inclusive learning models from home to teachers and parents; (3) Assistance for inclusive learning from home; (4) Form the Child Learning Assistance Mother Assistance Forum.

Evaluation of activities is carried out at the end to determine the success and effectiveness of each step taken. Each stakeholder is involved in evaluating the activity to find out what can be improved, and subsequent activities can run better. All-inclusive schoolteacher assistance service activities are carried out online using the Zoom application because social distancing regulations are still in effect from April-August 2020.

4. RESULTS AND DISCUSSIONS

4.1. Inclusive Home Learning Assistance: IHLA Strategy Output for Inclusive Learning From Home Model

After knowing the problems faced by Yayasan Lembaga Pendidikan Al-Firdaus as the organiser of inclusive education schools, the solutions to these problems can be mapped out in Table 1.

This public service implementation method prioritises a participatory approach and facilitates stakeholder relations (teachers, parents, students, academics, and practitioners). The public service team and stakeholders produced the outputs of inclusive learning from home model. The output of this public service activities showed in Figure 1.
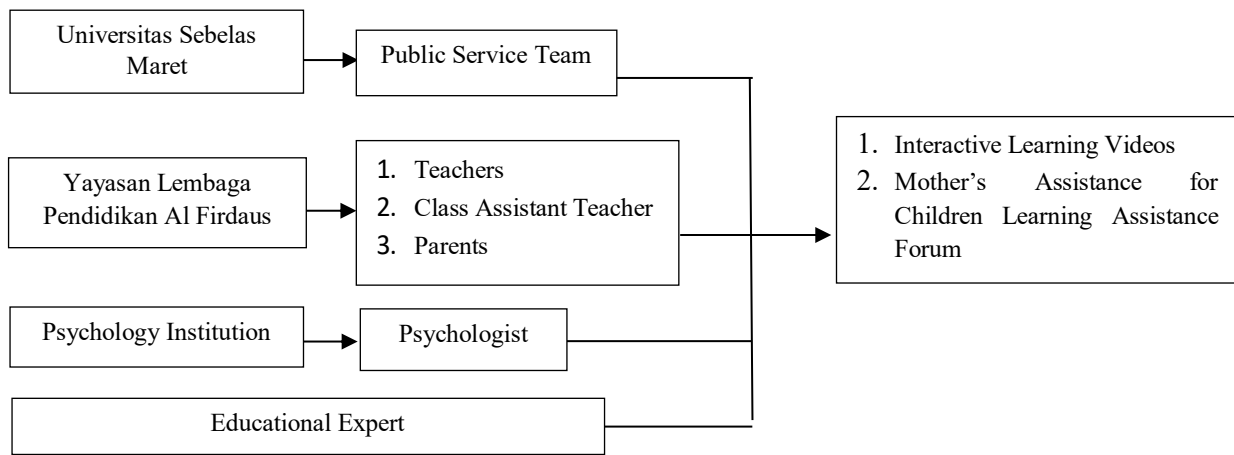
Table 1 Mapping problems and solutions for inclusive learning from the home model

Problems	Solutions	Output
Teachers, class assistant teachers, and parents are not prepared to carry out inclusive learning from home that can be followed by children with special needs and other students.	Carry out assistance to teachers, class assistant teachers and parents by sociologists, education experts and psychologists. A topic is an approach to education outside of school and inclusive education.	The teachers, class assistant teachers, and parents understand the Inclusive Learning From Home model.
The absence of online learning and supervision system development.	1. Develop an interactive, inclusive learning system 2. Develop a monitoring system for student learning at home	1. Interactive learning videos 2. Inclusive learning plans online with learning tools attract the interest of learning with special needs students and regular students 3. Assistance plan for a monitoring system for inclusive learning from home

Figure 1 Inclusive Home Learning Assistance (IHLA) Strategy

The implementation of this public service includes conducting a Forum Group Discussion (FGD) with Yayasan Lembaga Pendidikan Al Firdaus to build a work plan; carrying out a Forum Group Discussion with all service partners to develop cooperation with partners; conducting Forum Group Discussions for training preparation; training for teachers, class assistant teachers, and parents; online inclusive learning activities; form the Child Learning Assistance Mother Assistance Forum; and conducting Forum Group Discussions for monitoring and evaluating service activities. The steps for assisting inclusive schoolteachers during the COVID-19 crisis can be seen in Figure 2.
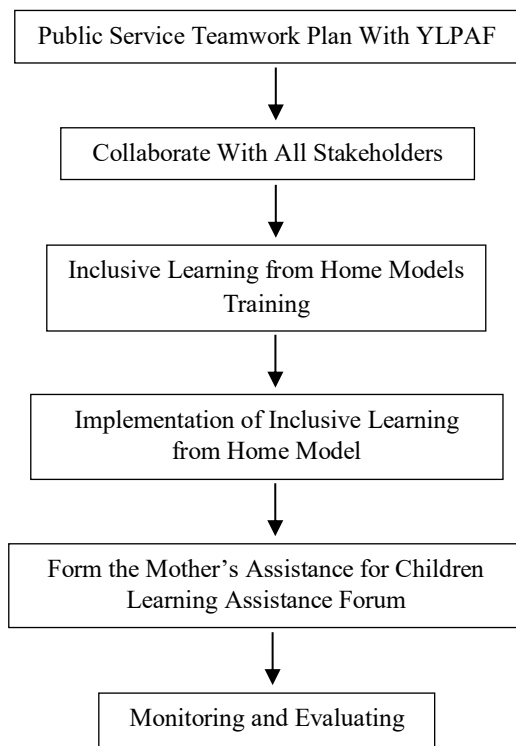
Figure 2 Inclusive school teachers' assistance strategy during the COVID-19 Crisis

The first stage is conducting a Forum Group Discussion (FGD) to build a work plan for the public service team with YLPAF. This activity aims to formulate a model approach for teachers and parents. Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues [18].

The second stage is to carry out a Forum Group Discussion (FGD) with all partners, including YLPAF, psychological institutions, public service officers from UNS, and experts related to inclusive education. The primary function of cooperation is to develop materials and approaches for debriefing activities for parents, teachers, and schools. Teachers and parents need to work together for a vision of carrying out learning for children. This activity is also the basis for joint planning in developing the assistance.

The third stage is online training for teachers, class assistant teachers, and parents using the Zoom apps. This training will present psychologists as well as experts related to inclusive education. This stage aims to increase teachers' understanding, class assistance, and parents toward the out-of-school and inclusive education model. The training aims to prepare video-based (visual) interactive learning systems. Video-based m-learning has the biggest impact on the learning process. Its live and realistic features make learning interactive, easy, and fast [19].

The fourth stage is the implementation of online inclusive learning activities with the concept of learning from home model. Students will learn from home through the Zoom application, accompanied by their parents and class assistant teachers. The teacher holds online lessons and is assisted by class assistant teachers who attend with students at their homes in person. During inclusive learning activities from home, interactive learning media uses the Zoom application, which functions as a virtual class that includes teachers. At the same time, students are accompanied by their

parents and class assistant teachers at home. As a video streaming platform, YouTube is an audio-visual supporting learning medium. In addition, teacher supervision of students is carried out through social media applications, namely WhatsApp.

The fifth stage is forming Mother's Assistance for Children Learning Assistance Forum. Mothers or guardians of students can use this forum to communicate about difficulties while implementing online inclusion learning. In addition, they also often share tricks in solving the problems they face in accompanying their children.

The sixth stage is implementing FGD to evaluate service activities' effectiveness. This evaluation aims to determine what can be improved so that further actions can go well according to plan. The FGD was carried out using an online method using the Zoom application.

The results of public service in assisting children learning with special needs at the Yayasan Lembaga Pendidikan Al Firdaus (YLPAF) were formulated to increase the understanding of teachers in using some online-based applications as a virtual class and form the Mother's Assistance for Children Learning Assistance Forum or Forum Bantuan Ibu Pendamping Belajar Anak (FBIPBA). This assistance involves parents, students with special needs, class assistant teachers, psychologists (psychologists or other professionals), school administrators, and the public service team.

Increasing teachers' understanding (knowledge) and skills is by compiling video learning media and improving parents' skills in using video learning materials to assist students in studying at home. Meanwhile, the formation of the FBIPBA is part of the support for inclusive schools in implementing learning from home (Learning from Home). During the COVID-19 crisis, it has deepened the preparation with partners, both the Yayasan Lembaga Pendidikan Al Firdaus (YLPAF) and the Archana Psychology Institution. This deepening is related to learning strategies and the involvement of parents in monitoring teachers. The implementation of assistance activities in the form of a Mother's Assistance for Children Learning Assistance Forum has been carried out with the following forums:

Figure 3 Mentoring session for mothers who have children with special needs

5. CONCLUSION

The learning from home model for inclusive schools that educate children with special needs has a different approach to non-inclusive education. In inclusive schools, the learning from home model must involve the active participation of multi-stakeholders, such as teachers, class assistant teachers, parents, students, and professionals such as psychologists and education experts. Implementing the learning from home model for inclusive schools must combine parental assistance at home and remote mentoring teachers, students and friends, and teachers and professionals. This collaborative learning process is made so that children with special needs such as playing and learning together with several learning participants. The learning from home model for inclusive schools was developed with six stages of development in a participatory method with parents, teachers, and professionals. The results of this public service are in the form of increasing the understanding (knowledge) and skills of teachers in using the online-based application as interactive learning media and form Mother's Assistance for Children Learning Assistance Forum or Forum Bantuan Ibu Pendamping Belajar Anak (FBIPBA).

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