



Implementation of Individualized Learning Program in Special Education Services

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Abstract. A person's physical-motor, mental-intellectual, and socio-emotional impairments have consequences for their education service strategies. Therefore, they need individualized learning program (ILP) services. There are indications that the implementation of ILP services in special schools or inclusive schools has not been well realized so far because the academic and academic services of children with disabilities have not been programmed systematically as a prevalent ILP adopted from individualized education instruction (IEP). With this in mind, this exploratory study will explore the accuracy of information about the implementation of ILP in Batu City special schools. The selection of this research site is based on the progressiveness of the academic and non-academic achievements of this institution, which has received special attention from the fostering agencies at the city/district and provincial levels. Based on the results of interviews and comprehension tests, it appears that the PPI, which characterizes learning for children with disabilities, has not been interpreted as it should be. The results of the exploration correlated with the test of teachers' understanding of the basic concepts of IEP services, reaching 46%. This further confirms that appreciation of the existence of ILP needs to be improved in learning in special schools/inclusive schools.

Keywords: ILP, Batu City special schools, children with disabilities.

1 INTRODUCTION

Please It is undeniable that the rapid development of science and technology (IPTEK) has encouraged education actors, especially special education teachers (GPK), to work hard to improve the learning process [2]. Many things are considered standard, along with new findings in the field of science and technology; the learning paradigm must adapt so that the substance of learning delivered to students with special needs can be accommodated properly. Special education or education aimed at students with special needs (ABK) because of their condition visibly experiencing obstacles to physical, intellectual, communication, and social interaction functions [4], is temporary or permanent, and their existence does not recognize the bulkhead of time and strata. The presence of children with disabilities in the community is not confirmed by time and place. There are no specific indications to predict the presence of children with disabilities in a particular family other than the clinical/empirical signs that have been believed to lead to the occurrence of abnormal conditions in a person. Indications of the development of civilization, which have been assumed to suppress the frequency of

births of individuals with special needs, have not been able to withstand the explosion of “boom” incidents in autism birth cases.

The problems that accompany their existence arise as part of the normal community, which inevitably requires educational services tailored to their obstacles and needs so that they can develop their maximum potential. “... who deviates from the average or normal child in mental, physical, or social characteristics to such an extent that he requires a modification of school practices or special educational services in order to develop to his maximum capacity [5]. Almost the same opinion about the need for children with special needs to receive special education services was expressed by Schulz, Carpenter, Tumbull [21], namely “...those who require special education and related services if they are to realize their full human potential”. Accuracy in the provision of educational services for children with disabilities that are relevant to their needs and potential is expected to enable them to develop their maximum potential and capacity. Therefore, the variety of educational services for children with special needs must be adjusted to the level of difficulty and needs of the child. This is because not all physical and mental indicators identified as “abnormalities” automatically become an adverse verdict, but accurate assessment references are still needed. Clinically or empirically, a person may appear to experience certain abnormalities/deviations. Still, they do not require special education services in their education, so the child is not included in the category of children with special needs. This step merely provides wider access to services for learners who are identified as having special needs [18].

Currently, efforts to increase the frequency of accessibility of children with special needs to relevant education services have gradually improved. Children with disabilities are not only accommodated in special schools but also in regular schools at various levels ranging from kindergarten, primary school, junior high school, senior high school, and equivalent. However, education and training interventions that are relevant to the needs of children with disabilities need to be considered as part of quality and educational learning [1]. The emphasis on this aspect is based on the results of empirical studies in several special schools or regular schools that provide inclusive education, which indicate that the services provided to children with disabilities do not accommodate the needs of children with disabilities according to their characteristics and gradations. In particular, services that individualize learning for children with disabilities do not seem to be accurately interpreted.

When confirmed by several special education teachers in special schools or inclusive schools, they interpreted the individualized learning program services with a differentiated learning model known through an independent curriculum. To ensure confirmation of the information obtained informally, the following research clarifies formally through interviews and assessment of the understanding of the nature of individualized learning programs (ILP) in special education teachers in Batu City. The results of this study can be used as a prototype of the general perception of special education teachers' understanding of the existence of ILP in learning practices implemented with children with disabilities.

2 **METHODS**

The purpose of this research is to describe and analyze the implementation of individualized learning programs (ILP) in special schools. For this reason, the scope of information needed in this study, in addition to understanding the implementation of individualized learning programs (ILP) carried out by special education teachers in Batu City, is also information related to the determinants of the accurate implementation of this ILP. The assumption is that if this model is deemed effective, then this program will be transmitted to similar institutions or communities in other areas in order to improve the quality of education services for students with special needs.

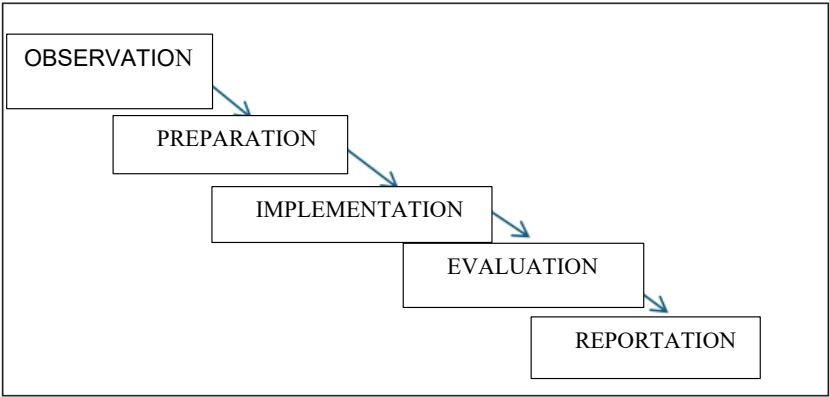


Figure 1: Research Procedure

1. At the observation stage, after the activity proposal was approved, the researchers deepened the problem that became the focus of the study through interviews with several special education teachers who teach in special schools and inclusive schools.
2. In the activity preparation stage, the task force leader and task force members prepare materials used as supplements to the activities. This stage includes linking and coordinating in planning a series of activities according to the time and place of the activity.
3. In the activity implementation stage, the chairperson and task force members extract information related to the problem that is the focus of the research by brainstorming the application of individualized learning programs (ILP) to children with disabilities learning in Batu city special schools.
4. The evaluation stage follows the implementation of the ILP by the GPK SLB Batu City. The researcher then evaluates the results of the training process related to the material that has been discussed.
5. The activity reporting stage reports all research activities carried out by the research team. For this reason, facilitating these activities requires a digital link for confirmation activities when there is information that needs to be deepened.

The subjects of this study were special education teachers at SLBN Batu City, both permanent and non-permanent teachers. No randomization was done, assuming that the sample size in the research area could be reached entirely as sample members (total sampling).

The instruments used in this study, in addition to in-depth interviews, also used a closed questionnaire (quiz) to confirm information on the understanding of ILP in daily learning for children with disabilities, both in special schools and inclusive schools. Quantitative data obtained through this research will be analyzed using descriptive statistical analysis. Meanwhile, data in the form of free information was analyzed using qualitative analysis rules.

3 RESULTS

Real condition analysis. The research school is located in Jalan Masjid, Gang Lapangan, Bumiaji Batu, and currently has 133 students, consisting of 79 boys and 54 girls. This number is divided into 13 study groups, cared for by 10 class teachers and 1 sports teacher. The characteristics of the disabilities that are accepted as students at SLBN Batu include blindness, deafness, intellectual disability (mild/medium), and physical disability (mild/medium). Because the ratio of teachers and students is not balanced, the low-grade study group learning activities are carried out with a shift system (morning - afternoon).



Figure 2: Individualization services in learning

The implementation of learning in the research school is still done classically, meaning that one teacher takes care of many students. For study groups with mild disabilities, the number of students per study group is between 8-10 people. Based on observations and interviews with several special education teachers in several classes, in their opinion, the heterogeneity of gradations of learners who are united in 1 study group is

a difficulty for teachers. This is because teachers have to prepare different materials for the classes they teach. Teachers rely solely on the topics available to teach based on the ability phase of the class. For example, Phase A of the learning design category is used based on the abilities that fall into that category so that in one class, they get the same material from the teacher. Some other teachers appear to provide individualized learning services, but the basis is not the needs and characteristics of the learners but the learning design based on the applicable curriculum.

The results of field detection through interviews and observations showed that the individualized learning program implemented is not identical to its parent model, namely the IEP. The results of cross-checking show that there is an overlapping understanding that the implementation of individualized learning programs has been accommodated in differentiated learning. This is possible because no regulation regulates or requires individualized learning. This is possible because no regulation regulates or requires every teacher to develop this program as a basis for providing accurate and effective services for students with special needs.

Information obtained from most of the teachers who taught in the research schools admitted that up to the time of this research, they had not yet provided individualized education services that were relevant to students' needs. The results of the research elaboration indicated several reasons: 1) a lack of understanding of the urgency of the Individualized Learning Program for the self-development of children with disabilities, 2) learning experiences in pre-service education do not intensely implement individualized learning programs during practicum, 3) there is no transfer of experience learning from seniors to juniors for the same content.

Based on the analysis of the research school teachers' understanding of the basic concepts of ILP, the final score is 46%, meaning that the conceptual understanding of ILP is perceived less accurately (misperception). An inaccurate understanding of ILP certainly impacts GPK's performance in implementing ILP in learning practices, both separately and integrated with institutional programs.

4 DISCUSSION

Individualized Learning Program (ILP), identical to Individualized Education Program (IEP), is one of the service programs intended for students with special needs. This program provides special services and guidance tailored to students with special needs. The program compensates as a substitute for the obstacles experienced due to the disorder. The program is designed and developed to support students with special needs in adapting to the learning environment. The Individualized Learning Program, in its implementation, considers the type of disorder and is associated with specific services, including orientation, mobility, social and communication development, sound and rhythm perception communication development, self-development, self-development and movement, communication development, social interaction, and behavior. A well-implemented Individualized Learning Program can help children with special needs to adapt to learning and improve their capabilities so that they can carry out their developmental tasks well [15].

The Individualized Learning Program has a general goal of facilitating children who experience obstacles in one or more specific aspects that are transferred, replaced, and

compensated to improve other functions, making it possible to replace missing or weak functions. Students with special needs are guided to develop their capabilities through learning activities that are relevant to the needs and characteristics of their disorders [9]. Dewey suggests four main concepts in learning that must be passed by a learner so that he can become a human being who has character and healthy behavior. The four aspects are: (1) Learning to know, (2) Learning to do, (3) Learning to be, and (4) Learning to live together. The last two concepts are very close to character education efforts, and that is the final pattern of human life. Meanwhile, to achieve the last two, students need to go through the previous two types of learning, namely learning to know and learning to do. Through the Individualized Learning Program, life skills are expected to make it easier for children with disabilities to adapt and demonstrate positive behavior, which in turn will enable them to face the demands and challenges of daily life effectively [5].

In its implementation, the individualized learning program needs continuous cooperation between the school and parents. Therefore, the intensity of communication between parents and teachers is very well established. Some of the roles that parents have carried out to help schools related to individualized learning programs include always controlling learning progress and how to learn effectively, monitoring the development of children's academic abilities, checking each child's progress, checking the special programs implemented by the school, monitoring children's development at school, monitoring the effectiveness of learning hours at school by asking what activities their children do. In contrast, at school, as well as what tasks are given by their teachers [11].

The results obtained in this study confirm that the Individualized Learning Program has not been implemented empirically [5], both in SLB and Inclusive Schools [14]. One reason for the non-implementation of the Individualized Learning Program for children with disabilities in special schools is the lack of resources and limited funding, so special program services for students with special needs are not optimal.

As a signature program in special education, the Individualized Learning Program is a learning program designed to encourage children with disabilities to adapt to the environment to the fullest. To achieve this, it is important to know the problems that exist in the implementation process through continuous evaluation activities [13]. Because if a learning program runs continuously without evaluation, what will happen is that the program becomes obsolete and does not meet the needs. So, the role of evaluation in ILP is the basis for program development to maintain its quality. The evaluation process is very important in determining the extent to which educational objectives are actually realized by curriculum and teaching programs [16]. Through program evaluation, at least a real and specific picture can be obtained about the problems of implementing the special programs given to children with disabilities.

Indicators A competent and professional teacher is not only skilled in providing academic services according to the needs of children [7] but must also have other practical skills. Competent SLB teachers are characterized by their work performance based on proper understanding and skills, thus avoiding unnecessary mistakes [6]. Meanwhile, the professionalism of a teacher must fulfill the four professional competencies of teachers that have been stipulated in the Law of the Republic of Indonesia Number 14 of 2005 [4]. In its implementation, these competencies and professionalism will be more meaningful when supported by commitment as a form of

teacher moral responsibility. Commitment can be its own set of ethics and ideology that ensures its effectiveness and integrity in carrying out its work [10]. For this reason, it is necessary to increase the competence and professionalism [8] of the Batu City SLB teachers so that they can provide good professional services to students with special needs. on the analysis of the research school teachers' understanding of the basic concepts

5 CONCLUSION

learning programs as a characteristic of learning for children with disabilities have not been interpreted properly. There is an impression that individualized learning program services are still equated with the differentiated learning model known through the independent curriculum. The results of the understanding test of the basic concepts of the individualized learning program obtained an overview of around 46%. The implications of this research provide a solution to re-establish the individualized learning program as a reference in providing short-, medium-, and long-term education services to students with special needs.

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