

Learning Model of Peer Tutor in Accompanying Special Needs Children at Inclusive School

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Abstract—This development describes about the prototype of peer tutor learning model in accompanying children with special needs at inclusive school. By the development of peer tutor model is expected to determine the way/pattern of peer tutor in helping and accompanying ABK in learning at inclusive school. This study is a research and development (R & D) adapted into two phases that are needs analysis and product design phase. The result of the development of peer tutor learning model in accompanying children with special needs at inclusive school include 1). Part I. The Intensity of Peer Tutor Service Model is the intensity of the activity phases in the peer tutor approach that will be implemented, 2). Part II. Model Treatment of ABK at Inclusive School includes the acceptance of ABK, as well as an understanding of the importance of ABK's learning mentoring at inclusive school, 3). Part III, Learning Needs of ABK at Inclusive School is a phase of activity for peer tutor to explore the needs of ABK in learning, 4). Part IV, Implementation of Peer Tutor Mentoring for ABK at Inclusive School is the phases of the implementation of peer tutor mentoring at the inclusive school.

Keywords—*peer tutor, special needs children, inclusive school*

I. INTRODUCTION

Inclusive education gives the widest opportunity to children with special needs and actualizes education providers who appreciate diversity, does not discriminative to all learner participants who have abnormality of physical, emotional, mental, and social, and have the potential of intelligence or special talent to gain a quality education according to their needs and abilities.

In the presence of inclusive education, regular school can serve all children including those with special educational needs. Inclusive school is based on principles of equality, justice, and individual rights [1]. Although the placement of inclusive education takes on a different form, it will teach children from belonging, participating, and forming positive social relationship [2].

The involvement of regular school and special needs children (ABK) is done by giving opportunities/learning activities which will create and maintain a warm class community, accept diversity and respect for differences, and obtain some ways to overcome children's barriers in learning, thereby to fulfil warm class or an inclusive class thus one of the factors that affect is peers [3].

Peers can be one of the tutors in learning of ABK because in inclusive education teachers are encouraged to teach more interactive which makes learner participants work together, learn each other and actively participate in their own education

and their friends' education, so that the appreciation and recognition of the diversity of children, which will give an understanding of the importance of receiving children who have barriers to the curriculum, environment, and social interactions that exist in school [4]. Although peer tutors have many benefits in terms of learning, these activities can be frustrating and unproductive if learner participants are not equipped with the skills of helping others.

The fact in the field found that in the learning of peer involvement for ABK has not been seen at all, when the classroom teacher asks the students to discuss, ABK has not been involved in the discussion, it should be in the context of inclusive education in which all learner participants are involved in both ABK and non-ABK. The lack of involvement of peers is affected by the ignorance and incomprehension of peers in helping, accompanying and cooperating with ABK in learning due to the characteristics of ABK children which is certainly different from non-ABK so that the role of peer tutors cannot be applied in the learning process, and the lack of guidance learning for peer tutors in accompanying ABK in learning at inclusive school.

Based on the above description it is exceedingly needed peer tutor learning guide in accompanying ABK's learning at inclusive school to involve peers in ABK's learning. Peer tutor learning guides in accompanying ABK which will be designed is limited by learning model that is adjusted with ABK's learning needs which include learner participants of blind, deaf, physical disability, autistic, and slow learners to be implemented at inclusive school.

This peer tutor learning model has a function to see suitable patterns which are given as guidance for peer tutors in ABK's learning mentoring at inclusive school. Peer tutors preparing ABK and non-ABK students give an opportunity to interact during their educational experience, this foundation will be provided for students to embrace all individuals throughout their lives. Therefore, with the learning model of peer tutors in accompanying the learning of ABK at inclusive school is expected to help the obstacle of ABK in learning.

The rest of this paper is organized as follow: Section II describes the proposed methodology. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work and highlights suggestions.

II. PROPOSED METHOD

The research method used was research and development or Research and Development (R&D). The development model used in this research was a model of Dick & Carey in

[5], consisted of 10 phases, and this research was limited into four (4) phases because this research only made the model/pattern of peer tutor learning in accompanying ABK at inclusive school and this research was a continuous research. The steps taken in this research were: (1) Identify Instructional Goals, (2) Conduct Instructional Analysis, (3) Identify Entry Behaviours, (4) Write Performance Objectives. Based on four (4) steps at the phase of R & D development, the development phase of Dick & Carey was adapted into this development research into two (2) phases:

A. Needs Analysis Phase

This phase aimed to examine the objectives of the learning model that would be developed. Learning model that would be developed was peer tutor learning model. Data in this development were collected through focused discussion techniques, observation, interviews, and literature studies. Sources of data were taken from classroom teachers, special escort teachers, principals, peers and literature books as well as journals about ABK, ABK’s learning, peer tutor, inclusive school.

B. Product Design Phase

The results of the next needs analysis would determine the design of the learning model that would be developed. Phase of product design, its activities included: determining component of peer tutor learning model in accompanying ABK at inclusive school, concept of delivery and organizing material. This phase would produce the initial product design in the form of model/pattern of peer tutors in accompanying ABK at inclusive school. Procedures/development steps could be seen in the following Figure 1:

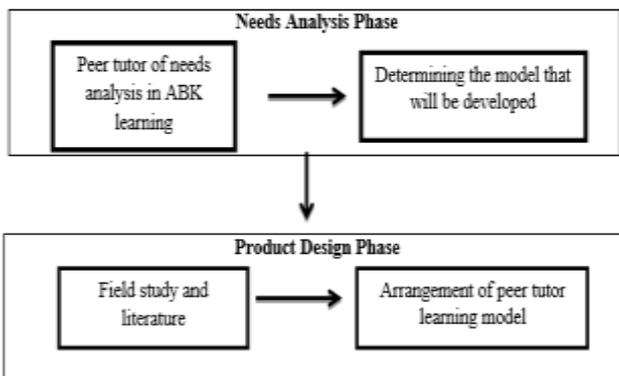


Fig 1. Procedure/ Development Step of Peer Tutor Model In Accompanying ABK at Inclusive School.

III. RESULT AND DISCUSSION

The results of this research are formulated to refer to the observations of several inclusive schools and classroom teacher interviews, special escort teachers, principals, and peers that the role or involvement of peers is very needed for both ABK in learning and social development. The lack of involvement of peers is affected by ignorance and incomprehension of peers in helping, accompanying and cooperating with ABK in learning, because peers do not understand the pattern/manner of giving mentoring and guidance of ABK who have characteristics that are different

from non-ABK. From the results of preliminary study of empirical conditions in some inclusive schools, thus the prototype model/pattern of peer tutors in accompanying the learning of ABK at inclusive schools is depicted in Figure 2 as follows:

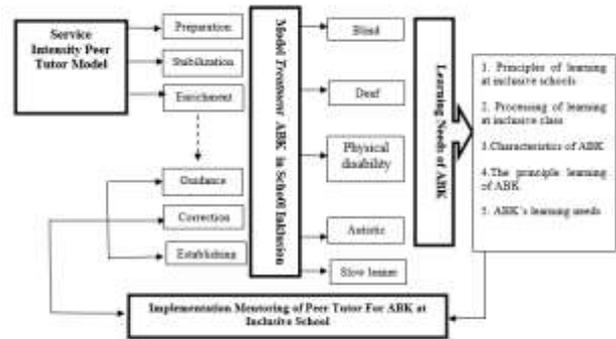


Fig 2. Prototype Model of Peer Tutor in Accompanying Learning of ABK at Inclusive School.

Figure 2 above depicts the model development in this research results in the prototype of peer tutor model in accompanying children with special needs at inclusive schools to optimize and determine the way/pattern of peer tutor learning in helping and accompanying ABK in learning, and social development at inclusive schools covering 4 (four) main sections, namely: (1). Service intensity of peer tutor model, (2). Model treatment of ABK at inclusive school, (3). Learning needs of ABK (4). Implementation mentoring of peer tutor. The explanation of charge component and how to do for each part as follows:

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A. Intensity of Peer Tutor Service Model

This part is the intensity of the phases of activity in the peer tutor approach that will be implemented. Phases of activities developed in adaptation as in [6] include:

- Preparation, that is to define a student is eligible or not used as tutors thus the student must fulfill some requirements to be a tutor that is as follows:
 - Acceptable (approved) by students who get the improvement program so that students have no fear or are reluctant to ask him / her.
 - Not high-hearted, cruel or hard-hearted toward fellow comrades.
 - Have sufficient creative power to give guidance that can explain learning to friends.

- Stabilization, namely, to strengthen peer tutor's knowledge about the duties, roles, and functions of peer tutors in accompanying the learning of ABK at inclusive schools [7]. Although peer tutors have many benefits, these activities can be frustrating and unproductive if students are not equipped with the skills of helping others.
- Enrichment, that is to expand the knowledge and experience of peer tutors about ABK's mentoring at inclusive schools so that in the later implementation becomes more obvious, and integrated.

B. Treatment Model of ABK at Inclusive School

This section includes the acceptance of ABK and an understanding of the importance of ABK's learning mentoring at inclusive school which include children that are blind, deaf, physical disability, autism, and slow learner. Understanding ABK's learning at inclusive schools for peers and peer tutors is very important, because in learning of ABK desperately needs mentoring, this is what makes ABK's self-confidence can grow, able to interact with the surrounding environment, and accept the difference.

Hallahan, *et al.* in [8], explain the meaning of an inclusive school as an educational institution that places all learner participants with special needs in regular schools throughout the day. Inclusive Schools give the widest possible opportunity and realize educational diversity that respect diversity, and is not discriminatory to all learner participants. Therefore with peer tutors can prepare ABK for the real world means by giving the opportunity to all students to interact with special needs students during their educational experience, thus can give students awareness to embrace all ABK throughout their lives.

C. Learning Needs of ABK at Inclusive School

This part is a phase of activity for peer tutors to explore the needs of ABK in learning. This phase will give an understanding to peer tutors regarding the ABK's learning at inclusive schools. The results of observation and monitoring in the field about the needs in the implementation of peer tutor methods gained some important components that must be understood by peer tutors before doing ABK's mentoring at inclusive schools such as: (1). Principles of learning at inclusive schools, (2). Learning process at inclusive class, (3). Characteristics of ABK, (4). Principles of ABK's Learning, (5). ABK's learning needs. By this understanding of learning, peer tutors will be able to define some learning strategies that are suitable for ABK.

Peer tutor learning is a cooperative learning strategy where mutual respect and understanding are built among learner participants who work together. For stimulate students about the importance of understanding and comprehensive with each other, and to support acceptance, they are asked to reflect on the needs of each other [9]. Thus, this peer tutor facilitates learning, students participate actively, and can solve problems together, and equitable understanding of learning materials provided can be achieved.

D. Implementation Mentoring of Peer Tutor for ABK at Inclusive School.

This section is the phases of the mentoring implementation of peer tutor at inclusive school. At this phase, peer tutors are equipped with learning needs and understanding of ABK's mentoring at inclusive school. Phases of developed activities adapted from the phases of Ahmadi and Prasetyo in [6] include :

- Guidance is the phase of helping and guiding ABK in overcoming difficulties in learning and problem solving.
- Improvements are the steps to repair the weaknesses or deficiencies of ABK
- in studying module materials, through remedial teaching
- Guidance is the phase of building ABK, especially in terms of self-study
- making tasks, assessment procedures and others.

Peer tutor model in accompanying ABK's learning at inclusive schools is done by looking at some literature and field needs that manage inclusive schools. This model needs to be followed up for the development of teaching materials, guidance books or peer tutor modules that contain each component of the ABK's mentoring model at the inclusive schools that have been developed.

According to the results of the development of Prototype Model of Peer Tutor In Accompanying ABK's Learning at Inclusive School, describes that in the implementation of peer tutors, the thing that is needed is the acceptance of ABK at school. This refers to opinion [10]. Realizing a positive relationship with schoolchildren is essential to fully understand the learning needs of learner participants. Therefore, the acceptance of ABK will be a filter for schools in creating and maintaining a warm class community, accepting diversity, and respecting differences.

IV. CONCLUSION AND SUGGESTION

The conclusion of this development research is prototype model of peer tutor in accompanying ABK's learning at inclusive school. The model obtained are: (1). Part I, Intensity of Peer Tutor Service Model is the intensity of activity step in peer tutor approach that will be implemented, (2). Part II, Model Treatment of ABK at Inclusive School includes acceptance of ABK as well as an understanding of the importance of ABK's learning mentoring at inclusive schools, (3). Part III, ABK's Learning Needs at Inclusive School is a phase of activity for peer tutors to explore the needs of ABK in learning, (4). Part IV, Implementation of Peer Tutor Mentoring for ABK at Inclusive School is the phases of the implementation of peer tutor at the inclusive school.

Based on the conclusion of the above research results to complete the application of the suggested model: (1) it needs to do the development of teaching materials, guidance books or peer tutorial modules that contain each component of ABK's mentoring model at inclusive schools that have been developed (2) need to be tested feasibility of peer tutor model in accompanying ABK at inclusive school (3). it is necessary to test the effectiveness of peer tutor model in accompanying ABK at inclusive schools.

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