THE ROLE OF THE TEACHER IN THE LEARNING PROCESS IN INCLUSION SCHOOLS AT STATE 6 TAKENGON JUNIOR HIGH SCHOOL, CENTRAL ACEH DISTRICT

[1]Sasrita Elidar, *[12]Hariki Fitrah, Sumanti[12]

[1]Department of Social Science Education, Postgraduate, Universitas Almuslim, Indonesia
[2]Department of Geography Education, Faculty of Teacher Training and Education, Universitas Almuslim, Indonesia
e-mail : hafith240@gmail.com

ABSTRACT: The achievement of the planned learning program cannot be separated from the teacher's role in carrying out learning activities. The aim of this research is to explore the role of teachers in the learning process at inclusive schools at the State 6 Takengon Middle School, Central Aceh Regency. The type of research is qualitative research with a descriptive approach. Data collection techniques through observation, interviews and documentation. The informants in the research were the head of the curriculum at the education office, school principals, teachers and students. Data analysis techniques use data reduction, data display and drawing conclusions. To ensure the validity of the data, triangulation techniques were used. The research results show that the role of teachers is very important in learning, (1) the role of teachers as motivators has a good impact in improving student learning achievement, (2) the role of teachers as innovators can be seen from the innovations carried out by teachers in the learning process such as using media, strategies and learning methods, (3) the role of teachers in developing students' self-confidence which is carried out in extracurricular activities.

Keywords: Roles, Teachers, Learning Process, Inclusive Schools

1. INTRODUCTION

Facing the times, the role of teachers is increasing, requiring teachers to increase their professionalism in teaching. The success of a learning activity lies with the teacher as an educator, for this reason teachers are expected to always improve their competence in teaching. According to [1], the challenge of teacher competency in the 21st century is to adapt to understand their discipline from various contexts, and be sensitive to the developing needs of students and society. Meanwhile, according to [2], the teacher is the key holder of whether a learning process is effective or not, therefore teachers are not only required to be able to liven up the classroom atmosphere but are also able to make learning into a process of improving the personality of students. So it can be concluded that the role of the teacher really determines the success of learning.

In order to realize equal distribution of education in Indonesia, the government has created a policy on inclusive education. According to [3] inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for

intelligence and special talents to participate in education or learning in an educational environment together with students in general. Meanwhile, according to [4] an inclusive school is a school that facilitates educational programs that suit the needs and competencies of each child, as well as providing support and assistance that can be provided by educators so that students are successful. The objectives of inclusive education contained in the inclusive education guidebook are (1) to provide the widest possible opportunities to all students who have physical, emotional, mental and social disabilities, or have the potential for intelligence and special talents to obtain appropriate quality education. with their needs and abilities, (2) realizing the implementation of education that respects diversity and is not discriminatory for all students [3].

With inclusive education in schools, it can provide opportunities for all students to get the right to education without exception. However, in its implementation in the field there are still many problems or obstacles. The results of research [5] state that the reality of the implementation of inclusive school implementation policies in Indonesia is still far from the vision and

implementation guidelines put forward, both in terms of students, teacher qualifications, facilities and infrastructure, as well as support from parents and the community, where the success of implementing inclusive education will depends on the cooperation of the state, teachers and parents. Meanwhile, the results of research conducted by [6] show that the implementation of inclusive education in Indonesia is still lacking, which is caused by several factors, namely educational actors, curriculum, facilities, especially children with special needs who still find it difficult to adapt to their friends and the low mentality of inclusive education due to parents doubt and assume that the school contains children who have special needs. [7] further explains the problems or obstacles in inclusive schools, namely the lack of teacher competence in dealing with students with special needs, one of the related problems is the concern of parents towards children with special needs, not only that, apart from the large number of students with special needs in one class, and The lack of cooperation from various parties, for example the community, professional experts and the government, can be a problem in implementing inclusive education.

So it can be said that there are still various problems in inclusive schools, both in terms of teacher competence, infrastructure, parents, curriculum and so on. Research results [8] show that teachers' readiness to implement inclusive education is still low or not yet ready, this is because teachers do not have experience in teaching children with special needs, teachers do not know the specific characteristics of children with special needs, besides that, teachers' abilities are still limited. in terms of carrying out assessments, compiling learning programs according to children's needs and there is no training received by teachers to increase teachers' knowledge and abilities.

Seeing the various problems that occur related to the implementation of inclusive education is a challenge for teachers on how to be able to create inclusive education well so that it achieves the expected goals. The results of research [9] explain three challenges for future teachers in inclusive schools, namely (1) understanding student characteristics which continue to change along with the pace of development (2) being able to adapt and innovate through research activities as a mandatory task apart from teaching (3) being able to maximize the learning community which are available through teacher working groups and other communication platforms so that you can become a professional, inclusive teacher. Meanwhile, according to [10], inclusive education training which provides understanding, knowledge and skills related to inclusive education can strengthen

teachers' positive attitudes so that teacher competence increases in implementing inclusive education in schools. Collaboration between the government, schools, parents and the community is the key to facing various existing challenges and optimizing the implementation of inclusive education in Indonesia [11]. Thus, it can be concluded that to realize inclusive education, the involvement of all parties is needed so that the implementation of inclusive education can run well. Takengon 6 State Junior High School is one of the schools in Central Aceh district that has implemented an inclusive school. Based on the results of observations and interviews with teachers, inclusive education has been implemented several years ago. However, the implementation has not gone as expected. The aim of this research is to describe the role of teachers in the learning process at inclusive schools in the 6 Takengon State Junior High Schools, Central Aceh District

2. METHOD

This research is qualitative research with a descriptive approach. Qualitative research is research that intends to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivation, actions and so on. holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. The data collection process is carried out through the stages of observation, interviews and documentation [12]. The informants in this research were the curriculum section of the education department, school principals, teachers and students. Data analysis was carried out through data reduction, data display and drawing conclusions. Meanwhile, to ensure the validity of the data, data triangulation techniques are carried out.

3. RESULT AND DISCUSSION

Based on research conducted at Takengon State 6 junior high school regarding the role of teachers in the learning process in inclusive schools, the results of the research show that the role of the teacher is as a motivator, this can be seen from the teacher providing motivation to all students to always be enthusiastic about learning. The motivation provided by the teacher is also in the form of sentences or words that can provide encouragement to students. According to [13], in providing motivation, teachers must be able and able to guide each student to become a person who is heading towards mental maturity, so that every learning process must always begin with desire, encouragement and enthusiasm for learning outcomes in order to arouse each student's interest

in learning each lesson. teaching material, which he is also expected to learn. Meanwhile research results [14] The role of teachers in motivating students is very important, especially for students who have weak motivation and the teacher's job is always to provide motivation for learning goals, and provide advice that can soften the hearts of students from being naughty to being obedient, from being lazy to being diligent. from stupid to smart, from failure to success.

Furthermore, research results [15] show that the form of motivation given by teachers to students in learning is giving grades or numbers, giving prizes, creating competition, giving praise, giving punishment, giving tests and evaluations, using varied learning methods, and notifying students' learning results. Thus, it can be said that providing motivation to students is an obligation for a teacher because this motivation can also have an influence on student success in learning. The motivation given by teachers to students not only has an impact on increasing learning achievement but also has an impact on the formation of student character such as students' spiritual intelligence. According to [16], spiritual intelligence is the ability that a person has to face and solve various meanings, control himself and use his conscience in life and is able to give meaning to the value of his life's worship in order to become a perfect human being in order to achieve life in the afterlife. Research results [17] state that there is an influence of teacher motivation on increasing students' spiritual intelligence.

The role of teachers as innovators, research results show that teachers need to make innovations so that the learning carried out by teachers is not boring for students so that with innovation the learning material delivered by teachers becomes more interesting and students become active. The role of teachers as innovators is that teachers should have a great desire to learn, continue to seek knowledge and increase their skills as teachers, without being accompanied by a great desire they cannot produce innovations in learning media, learning methods, evaluation, learning models and so on. other things that are useful for improving the quality of education [18]. Educators are required to master science and technology in transferring learning material to students, so that students' learning in the learning process will be more meaningful or in other words the teaching paradigm will be more inclined towards the "student center" rather than the opposite towards the "teacher center", because the era influences the situation [19].

In this way, teachers can be said to be agents of change so that they are able to adapt learning conditions to current developments. According to [20] his role as an agent of change is not only in the classroom, but also in the school environment and in society as a whole. [21] further explained that teachers as agents of change are an important and main part that brings change to students who do not know and become knowledgeable in learning and teaching activities carried out by teachers which include cognitive, affective and psychomotor aspects. . Several forms of innovation carried out by teachers are in media, methods, strategies and so on. According to [22] (Suhara et al., 2023) learning media greatly contributes to achieving student learning outcomes because learning media functions in conveying learning material to students. Meanwhile, according to [23] educational media has positive and synergistic forces that are able to change their attitudes and behavior towards creative and dynamic change.

Apart from that, teachers must also innovate regarding learning methods. According to [24] Learning methods are a medium of transformation in learning, so that the expected competencies in learning are achieved where varied methods according to the expected competencies will stimulate students' interest and motivation, with strong motivation, learning achievement will increase. Meanwhile [25] also explains that in this case learning innovation can take the form of developing learning models, strategies, and the use of various learning media that make it easier for students to achieve the best learning outcomes.

The role of teachers in developing students' self-confidence, this is important for teachers to become good and intelligent individuals. Having a sense of self-confidence in students will certainly make it easier for them to develop their potential. Self-confidence is belief in oneself in terms of behavior, emotions and spirituality which originates from the conscience to be able to do everything according to one's ability to fulfill life's needs so that life is more meaningful [26]. Furthermore [27] self-confidence can be called a positive attitude, where a person is able to develop positive values towards themselves and the environment they have faced. Meanwhile, research results [28] show that there is a relationship between self-understanding and self-confidence in students. In this way, you will have confidence in yourself and be able to develop your potential.

In learning activities teachers need to build students' self-confidence so that students have confidence in themselves. According to [29] self-confidence has an important role in learning success because with self-confidence students can unleash all their potential. The results of research conducted by [30] revealed that self-confidence plays an important role in the continuity of learning. In line with the results of research [31], there are several strategies for growing students' self-confidence in learning, namely providing appreciation for students' achievements in understanding learning;

provide motivation to create self-confidence in learning; and using visual technology in the form of motivational videos to grow students' self-confidence in following the learning.

Based on the results of the discussion above, it is specifically related to the role of teachers in inclusive schools that teacher professionalism is really needed in teaching because in the learning process students with special needs and students without special needs are combined in one class. Therefore, the role of the teacher really determines students' success in learning. Research conducted by [32] explains the role of special education teachers, namely pedagogical and non-pedagogical roles. Pedagogical roles include teaching, providing assignment instructions, helping students focus on completing assignments, creating individual learning programs), conducting assessments and managing student behavior, while non-pedagogical roles include emotional support, consultation, facilitator between teachers, students and parents. The role of teachers in improving children's social skills is as a motivator and innovator in responding to children's difficulties, as well as as a facilitator who is able to provide good and appropriate facilities to children with special needs [33].

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded: (1) the role of the teacher as a motivator can increase students' enthusiasm for learning and improve student achievement, (2) the role of the teacher as an innovator can be seen from the teacher's activities in carrying out learning innovations, the aim of which is so that students do not get bored with the material being taught. conveyed by the teacher, (3) the role of the teacher in developing students' self-confidence so that they become good and intelligent individuals, this is done in the learning process and also through extracurricular activities at school.

5. ACKNOWLEDGEMENTS

6. REFERENCES

[1] Notanubun, Z. (2019). Pengembangan Kompetensi Profesionalisme Guru di Era Digital (Abad 21). Jurnal Bimbingan Dan Konseling Terapan, 3(2), 54. https://doi.org/10.30598/jbkt.v3i2.1058

[2] Sulastri, D. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. Journal of Education Research, 1(3), 258–264.

[3] Arriani, F. dkk. (2022). Panduan Pelaksanaan Pendidikan Inklusif. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

[4] Fajra, M., Jalinus, N., Jama, J., Dakhi, O., Sakti, U. E., & Padang, U. N. (2020). Pengembangan Model Kurikulum Sekolah Inklusi. Jurnal Pendidikan, 21(1), 51–63.

[5] Alfikri, F. dkk. (2022). Analisis Kebijakan Pendidikan Inklusi. Yntax Literate: Jurnal Ilmiah Indonesia, 7(6), 7955–7966.

[6] Tyas Pratiwi, L., Nur Maghfiroh, M., Septa Andika, D., Nur Marcela, I., & Faza Afifah, A. (2022). Permasalahan Yang Dihadapi Dalam Pelaksanaan Sekolah Inklusi Di Indonesia. Jurnal Pendidikan Dasar Flobamorata, 3(2), 314–318. https://doi.org/10.51494/jpdf.v3i2.704

[7] Ummah, R., Suryani, N., Safara, T., Rahma, A., Kurnilasari, U., Dimas'udah, H. R., Arsariris, V., & Sukma, M. (2023). Tantangan Atau Hambatan Dalam Menerapkan Pendidikan Inklusi. Jurnal Madrasah Ibtidaiyah (JMI), 02(1), 111. https://pusdiklat.perpusnas.go.id/regulasi/download/6

[8] Mujiafiat, K. A., & Yoenanto, N. H. (2023). Kesiapan Guru dalam Pelaksanaan Pendidikan Inklusi. Edukatif : Jurnal Ilmu Pendidikan, 5(2), 1108–1116. https://doi.org/10.31004/edukatif.v5i2.4918

[9] Setiawan, H., Aji, S. M. W., & Aziz, A. (2020). Tiga Tantangan Guru Masa Depan Sekolah Dasar Inklusif. Briliant: Jurnal Riset Dan Konseptual, 5(2), 241. https://doi.org/10.28926/briliant.v5i2.458

[10] Rahman, R., Sirajuddin, S., Zulkarnain, Z., & Suradi, S. (2023). Prinsip, Implementasi dan Kompetensi Guru dalam Pendidikan Inklusi. Aksara: Jurnal Ilmu Pendidikan Nonformal, 9(2), 1075–1082.

[11] Arifa, F. . (2024). Tantangan dalam Mewujudkan Pendidikan Inklusi. Bidang Kesejahteraan Rakyat Pusat "Singkat," XVI(3), 21–25. http://pusaka.dpr.go.id

[12] Moleong, L. J. (2017). Metode Penelitian Kualitatif. Bandung: PT. Remaja. Rosdakarya

[13] Umasugi, H. (2020). Guru Sebagai Motivator. Jurnal Agama Dan Ilmu Pengetahuan, 6(2), 29–38.

[14] Amiruddin, & Zulfan Fahmi. (2022). Peran Guru Sebagai Motivator Dan Pengaruhnya Terhadap Hasil Belajar Siswa. Jurnal Al-

Fikrah, 11(1), 29–44. https://doi.org/10.54621/jiaf.v11i1.259

[15] Rohani, Fika & Ain, S. . (2023). Peran Guru Sebagai Motivator Dalam Minat Belajar Siswa Kelas I di SDIP YLPI Pekanbaru. Jurnal Penelitian Ilmu Pendidikan Indonesia, 2(3), 262–271. https://jpion.org/index.php/jpi

[16] Najari, M. dk. (2022). Peran Guru Sebagai Motivator dalam Meningkatkan Kecerdasan Spiritual Anak di MTs Hubbul Wathan Desa Namu Ukur Utara Kec. Sei Bingai Kab. Langkat. Altafani: Jurnal Pengabdian Kepada Masyarakat, 2(1), 25–31. https://doi.org/DOI: https://doi.org/10.59342/jpkm.v2i1.85

[17] Ananda, S. S., Alawiyah, T., & Idris, S. (2022). Peran Guru Sebagai Motivator Dalam Meningkatkan Kecerdasan Spiritual Siswa Di MTS Nurul Iman Tanjung Morawa Kabupaten Deli Serdang. Jurnal Taushiah FAI UISU, 12(1), 93–107.

[18] Munawir, M., Salsabila, Z. P., & Nisa', N. R. (2022). Tugas, Fungsi dan Peran Guru Profesional. Jurnal Ilmiah Profesi Pendidikan, 7(1), 8–12. https://doi.org/10.29303/jipp.v7i1.327

[19] Prasetyo, I. A. (2023). Meningkatkan Kualitas Peserta Didik dalam Implementasi Inovasi Pendidikan. JSE: Journal Sains and Education, 1(2), 48–55.

[20] Damayanti, R. R., Sumantri, M. S., Dhieni, N., & Karnadi, K. (2021). Guru sebagai Agen of Change dalam Pendidikan Anak. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(2), 960–976. https://doi.org/10.31004/obsesi.v6i2.1602

[21] Herwani. (2022). Peran Guru Sebagai Pelaku Perubahan. Educatioanl Journal: General and Specific Research, 2(3), 391–396.

[22] Suhara, A., Fitrah, H., Khairani, C., Almuslim, U., & Author, C. (2023). Increasing Teacher Competence Through Teacher Activity Centers In Group 1 Tajuk Reggali Central. 7(2), 68–71.

[23] Abdul, W. (2018). Pentingnya Media Pembelajaran Dalam Meningkatkanprestasi Belajar. Istiqra, 5(2), 173–179.

[24] Wahyuni, A. & dkk. (2020). Metode Pembelajaran yang digunakan oleh Guru Sekolah Dasar. PENSA : Jurnal Pendidikan Dan Ilmu Sosial, 2(1), 23–27. https://ejournal.stitpn.ac.id/index.php/pensa

[25] Zunidar. (2019). Peran Guru dalam Inovasi Pembelajaran. Nizhamiyah, IX(2), 41–56.

[26] Tanjung, Z . & Amelia, S. . (2017). Menumbuhkan Kepercayaan Diri Siswa. JRTI (Jurnal Riset Tindakan Indonesia), 2(2), 1–4. http://jurnal.iicet.org/index.php/jrti

[27] Asiyah, D. (2019). Pengaruh Rasa Percaya Diri Terhadap Motivasi Berprestasi Siswa pada Mata Pelajaran IPA. Scholaria: Jurnal Pendidikan Dan Kebudayaan, 9(3), 217–226.

[28] Suryani, O. I., & Gunawan, I. M. (2018). Hubungan Pemahaman Diri dengan Sikap Percaya Diri Pada Siswa Kelas VIII SMPN 7 Woja. Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran, 4(2). https://doi.org/10.33394/jk.v4i2.1128

[29] Yuniar, D. E., & Ramlah, R. (2021). Meningkatkan Kepercayaan Diri Siswa Dalam Pembelajaran Matematika Di Smp Negeri 2 Teluk Jambe Barat. MAJU: Jurnal Ilmiah Pendidikan Matematika, 8(1), 420–424. https://ejournal.stkipbbm.ac.id/index.php/mtk/article/view/649

[30] Nurlaela, S., Hendriana, H., & Alawiyah, T. (2022). Gambaran Kepercayaan Diri Siswa Smp Kelas Vii. FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan), 5(4), 277–281. https://doi.org/10.22460/fokus.v5i4.8432

[31] Rahayu, F. R. (2023). Strategi Komunikasi Efektif Guru dalam Membentuk Kepercayaan Diri Siswa di MTs YPK Cijulang. Jurnal Pelita Nusantara, 1(1), 116–123. https://doi.org/10.59996/jurnalpelitanusantara.v1i1.128

[32] Amalia, N., & Kurniawati, F. (2021). Studi Literatur: Peran Guru Pendidikan Khusus di Sekolah Inklusi Nissa. Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran, 7(2), 361–371. https://doi.org/https://doi.org/10.33394/jk.v7i2.3730