Learning Model to Improve Social and Emotional Abillity of the Children with Special Needs in Inclusive School

Nandi Warnandi, Imas Diana Aprilia and Neni Satriani

*Special Education Departement, Faculty of Education, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229
Bandung, Indonesia*
nandiwarnandi@upi.edu

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Abstract: Emotional and social abilities of children with special needs to inclusive schools are very low. This study aims to find out the most effective the learning model to improve emotional and social development of children with special needs to inclusive schools. The research begins with designing the learning model, tested on a limited basis in four inclusive schools. The learning model is selected team's tournament games. Selection of this model because it has one of cooperative the learning model that is easy to implement, involving the activities of all learners without any differences in status, involving students as peer tutors and contain elements of games and reinforcement. The learning activities with games that are designed in a cooperative learning model of team-games tournament enable learners can learn to be more relaxed in addition to foster responsibility, honesty, cooperation, healthy competition and the learning engagement. The results of this study can be applied in improving the emotional and social abilities of children with special needs to inclusive schools.

1   INTRODUCTION

On learning model to improve emotional and social development in an inclusive school is currently becoming the topic of conversation among observers of education. As shown in several researches (Finková and Ludíková, 2013; Sonia, 2012; Samarina et al., 2015; Isosomppi and Leivo, 2015; Dias, 2015; Valeeva, 2015; Nigmatov, 2014; Borca, 2010; Orly, 2015; Westby et al., 1994; Wakefield, 2004; Harrower, 1999; Duhaney, 1999; Wigle and Wilcox, 1996; Lasauskiene and Rauduvaite, 2015; Kostromina and Gnedykh, 2016; Roman, 2013), this issue is attractive, specifically in the ability of children's emotional and social development in an inclusive school actual fact the field is not in accordance with what is written in theory. On learning model to improve emotional and social development in an inclusive school, it is currently becoming the topic of conversation among educators.

The barriers of children with special needs often have an impact on social and emotional development, children often have problems in social adjustment with the environment, because any interaction or work are influenced by their emotional and social factors. The emotional and social abilities of children with special needs in inclusive schools are essentially very low when they are compared with children in general. To optimally develop the emotional and social maturity of children with special needs, the abilities must be improved, because people's emotional and social maturity will affect the aspects their knowledge and skill. Enhancing the emotional and social abilities of children with special needs in inclusive schools requires a customized approach to the character and needs of children with special needs (Finková and Ludíková, 2013; Sonia, 2012; Samarina et al., 2015; Isosomppi and Leivo, 2015; Dias, 2015; Valeeva, 2015; Nigmatov, 2014; Borca, 2010; Orly, 2015; Westby et al., 1994; Wakefield, 2004; Harrower, 1999; Duhaney, 1999; Wigle and Wilcox, 1996; Lasauskiene and Rauduvaite, 2015; Kostromina and Gnedykh, 2016; Roman, 2013).

Emotional and social development of children with special needs inclusive school are often ineffective, namely; feel differently with children in general (disabled), the discriminatory reactions from the public, attitudes towards people with disabilities ranging from indifference to the lack of understanding, thus becoming overprotective or too sympathetic, normal people often do not know how to respond to individuals with disabilities. (Sue,

2005). Learning in an inclusive school is still a classical and yet give greater opportunities to children with special needs to develop their potential. Special needs children are often left to learn on their own, placed in the rearmost row of the table, and not involved in the discussions, or other group activities, so that the potential of the child with special needs does not develop to its potential.

This study is a model that can enhance the emotional and social abilities of children with special needs in an inclusive school, is also a learning model is better than conventional learning models and The purpose of research is to test the model effectiveness. End of this research is to produce a model of learning that can improve emotional and social abilities of children with special needs in inclusive schools that can be used as a reference for subsequent research.

2 METHODS

The method applied in the development of learning models for improving emotional and social abilities of children with special needs in inclusive school is a method of research and development (Research and Development). Instruments are used observation guidelines. While the data analysis through qualitative analysis is by comparing the effectiveness and efficiency of the learning process. Quantitative analysis uses t test of average value. The research steps that are conducted refer to the steps of Gall and Borg (1989), namely; 1) Research and data collection, which includes needs assessment, literature studies, and research on a small scale, 2) Planning of product development, 3) Development of the initial product, 4) Trial of initial product and 5) Completion of the initial product, 6) Trial products which have been improved, 7) Completion of a product that has been enhanced, 8) Testing products which have been enhanced, 9) field tests of products which have been enhanced, 10) implementation and institutionalization of the product. Tenth step above is modified into three stages of researches. These modifications are intended action research became simpler, step namely "The first phase, a preliminary study done by applying a qualitative descriptive approach. Second, the development stage model of descriptive approach, followed by a limited trial and more comprehensive scale trial with descriptive qualitative-quantitative approach. Third, there is the validation of the model by applying quantitative approaches-experimental pretest-posttest.

Table 1: Number of students with special needs.

Number of schools	Number of classrooms	Number of students with special needs	Average of students' age (years old)	Research activity
4	8	23	10-11	Pre-survey
2	4	12	10-11	Pilot-limited
4	5	21	10-11	Trial
3	6	31	10-11	Test validation

Table 1 shows that schools for the research subjects are 13, the number of class are 23, the number of children with disabilities are 87 children, average age ranged from 10-11 years, and research activities include pre-survey, limited testing, extensive testing, and validity testing.

The subject has inability in communication, intellectual, learning, emotional disturb, and autism and was selected based on the observation of very feasible with consideration for the study because the school has implemented a system of inclusive but not optimal. The research had been conducted since February 2013 to July 2014. Duration of initial research until completion is 10 months. The research locations are inclusive schools which are located in the Bandung City / Regency. The schools that became the study sites are:

- Pre surveys; conducted in four schools, 8th grade, and the number of students as research subject is 23 people;
- The limited trial; it was conducted at two schools, in four classes with the number of children with special needs about 12 students.
- The test area; the number of school more than the limited trial, conducted in four schools, five classes, and students with special needs about 21 students;
- Validity test of the model; conducted at three schools, six classes, with the number of children with special needs as many as 31 people.

3 RESULTS AND DISCUSSION

Emotional and social abilities of children with special needs in inclusive schools are very low. This study aims to find out the most effective learning model to improve emotional and social development of children with special needs in inclusive schools. The research begins with designing the learning model, tested on a limited basis in four inclusive schools. The study begins with learning model piloted in four schools on a limited basis inclusive. Learning model has selected team's tournament games. Selection of

this model because it is one of cooperative learning model that has easy to implement, involving the activities of all learners without any differences in status, involves the role of students as peer tutors and contain elements of games and reinforcement. Learning activities with games are designed in a cooperative learning model. Thus, it enables learners for learning more relaxed in addition to foster responsibility, honesty, cooperation, healthy competition, and learning engagement. The result of the research shows that there has improvement on emotional and social abilities of the children with special needs after using team-games tournament model. The teams for learning model are modified and adapted to the conditions of children with disabilities has very suitable to improve emotional and social abilities. The model can improve the ability of children with special needs on aspects of; being responsible, collaborating with others, trusting others, and thinking about other's rights. The results of this study can be applied in improving the emotional and social abilities of children with special needs in inclusive schools.

This study aims to find out the learning model to improve the social and emotional development of children with special needs. The results show that in responsible aspects; students were able to mention their identities, they are able to maintain the appearance (does not show the attitude of moody) when they are in the school environment, and has the ability to be active in following lessons. In accordance with the opinion of Smith (1998), study that was developed in the group would improve social skills, cooperation, tolerance, interaction and communication.

In the aspect of collaboration with others; the students are able to cooperate with other learners, able to show attention and affection towards other learners, able to withstand cry when learning takes place, able to follow the learning like other learners, and have courage to perform in front to present classroom learning materials. Corresponding opinion of Smith (1998) that "children with special needs can imitate peers in learning", in addition to special needs students who do not learn to appreciate classmates with special needs.

The implementation of Team-games Tournament learning model can improve learning outcomes of students with special needs in the aspect trusting others; being able to follow the learning that is considered difficult with patience, able to ask for the help of other students if you have trouble doing schoolwork, able to help calm other learners who are sad or anxious, is able to hang out or play with other learners, and able to withstand feelings offended and angry with the other learners. According to the results of previous research, there are significant differences between the level of achievement of the experimental group using the Team-games Tournament model turned out better than the control group using traditional 'models' (Gokkurt, Dundar, Soylu, and Akgun, 2012).

The success of the Team-games tournament learning model also appear on the aspects to think about the rights of others; Special needs children are capable of supporting other learners who are considered good and right, able to rejoice if there are other students who succeed, and able to rejoice if other students were delighted. According to the results, cooperative learning Team-games Tournament creates a learning environment that is active in solving problems, and discussion between students and teachers (Aziz and Hossain, 2010; Veloo and Chairhany, 2013).

As shown in Figure 1, learning model development is the study was conducted in three stages; initial conditions, which conducted an analysis of the specific needs children as well as the level of emotional and social abilities, and make the initial design. Development of a model on aspects are self-awareness, management of feelings, self-motivation, empathy, and relationship management. After through discussion and revision, the model is developed learning.
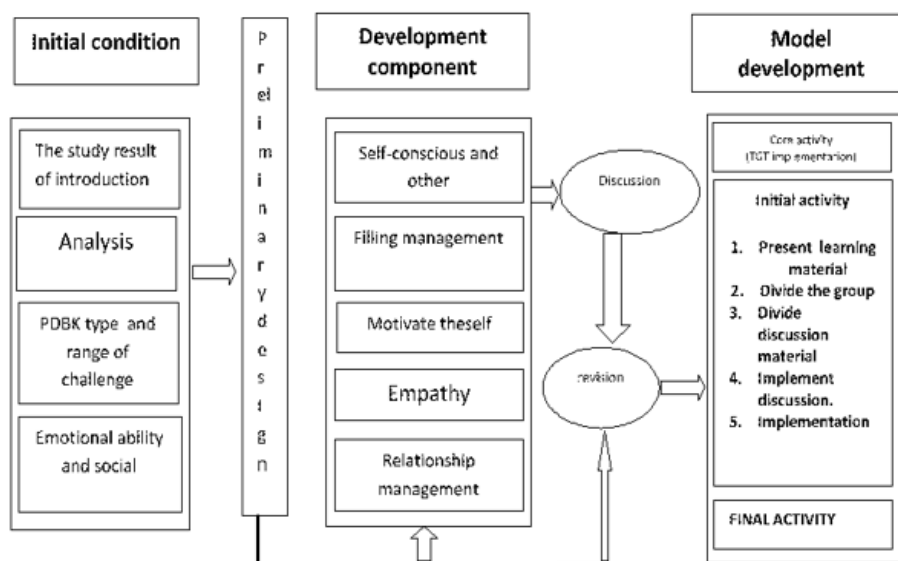
Figure 1: Learning model development framework.

The steps in developing the model are; 1) arranging the draft which is suitable with the findings in the preliminary study, 2) discussing the draft of learning model with teachers 3) trying out the model draft, and 4) improving the draft model. The games performing in the form of a tournament involving all students performed with the following procedures: 1) Teachers determine the serial number of learners and place them on the table tournaments. 2) Students take out a card to determine the first reader (the highest number) and the others become the first and second competitor. 3) Readers shuffle the cards and take the card on top. 4) first reader reads the question based on the number of the card and try to answer them. 5) If the first or second competitors have different answers, they can file an answer in turn, with provisions; a) If the answer of the competitor is wrong, he imposed a fine to return his card with the correct answer (if any). b) Furthermore, the students switch positions (in order) by the same procedure. c) When it finished, the students count the cards and their scores and then those scores are accumulated by all the teams. d) certificate award, a super team to the criteria above, the team is very good (central criterion), both teams (below criteria). The assessment of model draft; the steps of development Team-games Tournament model to develop emotional and social abilities of children with special needs in the developed inclusive schools are shown in Figure 2.

Steps *Teams Games Tournament* model development results are as follows:

1.	**Initial activity:**
(a)	Convey the subject to be taught
(b)	Express purpose of learning
(c)	Provide motivation to learn
(d)	Convey learning strategies that will be used
(e)	Conditioned learners towards learning
2.	**Core activities:**
(a)	Teacher presents learning material
(b)	Teacher announces higher division in heterogenic each learner is given the serial number
(c)	Teacher divides learning material/LKS for discussion.
(d)	Under guidance of teacher, learners discuss accordance with their respective groups, implementation of the games:
(e)	Implementation of the games
(f)	Rotating basis each group come forward to represent the results of the discussion and answer questions
(g)	Each group presents the group discussions.
(h)	Each group selecting envelopes containing questions.
(i)	Each group member asks the question as with serial number of learners.
(j)	Many unanswered questions, one less than perfect or will be cast on other groups, questions can be answered by other groups struggle according to the number of learners.
(k)	Learners that asked with true can be provide the value an entered into group value.
(l)	Closing the learning.

Figure 2: Steps team-games tournament model development.

Team-games Tournament learning model that has been modified / adapted to the type and level of child's abnormality is able to improve the emotional and social development of students with special needs in inclusive schools. the steps of experiments conducted are; conducting limited testing, the result is that at the first, second, and third meeting; applying the Team-games tournament learning model affects the emotional and social abilities of children with special needs in inclusive schools. Extensive trials; the test results can broadly be described that applying the learning model affects the emotional and social abilities of children with special needs.

A validity test; from the analysis of pre-test, post-test, and the gain index, it can be inferred about the comparison of the present learning model with the usual model of the emotional and social abilities of children with special needs. The experimental group was no better than the control class, the experimental class is better than the control class, but the increasing in emotional and social abilities of children with special needs in the experimental class was no better than the control class. At the third meeting, there was an increasing in emotional and social abilities of children with special needs in the experimental class, where the increasing is better than the control class.

4 CONCLUSIONS

Emotional and social abilities of children with special needs to inclusive schools are very low. This study aims to find out the most effective learning model to improve emotional and social development of children with special needs in inclusive schools. The research begins with designing the learning model, tested on a limited basis to four school inclusive. The trial is widely applied to 17 inclusive schools toandung City / Regency Indonesia. The results of the validity test showed that the application of team-games tournament learning model brings the positive impact to the increasing of emotional and social abilities of children with special needs. The team's games tournament learning model is modified and adapted to the conditions of increasing of emotional and social abilities of children with special needs. The team-games tournament learning model is able to improve the ability of children with special needs on aspects of; being responsible, collaborating with others, trusting others, and thinking from other's rights. The results of this study can be applied to improving the emotional and social abilities of children with special needs to inclusive schools. Recommendations for further research to hold

research with different subjects as well as more samples.

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