THE LEARNING MODEL IN READING THE LETTER FOR EARLY AGE CHILDREN WITH INTELLECTUAL DISABILITY IN NORTH SULAWESI INCLUSION KINDERGARTEN

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Abstract

The problem identified in this study relates to the lack of ability of teachers to prepare instructional strategies involving early childhood active in the classroom, and the impact on learning outcomes. The purpose of this research study, is (1) describe the implementation of learning to read the letters in kindergarten children inclusion, (2) develop a model of learning that can improve reading skills letters. 3) Obtain information about the impact of the learning model of the workings of teachers in planning, implementing learning and evaluating learning outcomes, 4) Obtain empirical data about the effectiveness of the application of learning models produced. The method used is a method of research and development. The subjects of this study, totaling 15 children and 8 teachers and 3 principals, expert No 3. Data collection techniques, carried out through observation, interviews, and documentation. Data were analyzed using content analysis approach, and analysts descriptive. The results showed that the fifteenth child can speak / pronounce the consonant. Therefore, after the child the learning process by using the model generated proved to be effective to improve learning outcomes well in limited testing and field testing; and it turns learning model application to read the letters have an impact on improving the quality of the teacher's task in preparing lesson plans, implementing the learning, while the evaluation of learning is easy, because the teachers are experienced in the manufacture in the evaluation and implementation.

Keywords: Reading the letter, early childhood, intellectual disability

1. INTRODUCTION

Childhood mental retardation can learn well, if teachers can create and maintain an optimal learning conditions. The lack of a child's attention to the subject matter described by teachers, if left unchecked will lead to the learning objectives are not achieved. It was found in the Kindergarten Inclusion of North Sulawesi. Based on observations, show that learning activities in the classroom is the teacher talking while writing letters on the board. Students then write what is on the blackboard while listening passively. Then there is the question and answer,and then the teacher closes the lesson by assignment exercises at homeand then the teacher closes the lesson by assignment exercises at home. Reading requires the ability to concentrate, without this ability is difficult for someone to assemble graphic symbols in the form of letters into words or meaning (Jamaris, 2009).

The results of observations conducted shows that teachers have not set up a learning environment that gives enough time for more, involving children to learn to practice reading the letter, conveying his reading. As a result, the child is difficult to understand the letter read. In this regard Seefeldt & Wasik (2008), although most teachers of children aged 3-5 years would not teach formal reading lessons to children, it is important for them to have an understanding of the methods used, one approach is the approach of the entire language and the use of methods of science sounds. The weakness in the learning process, especially the ability of teachers to point out is learning and assessment that teachers do more emphasis on the cognitive dimension, the teacher has not been able to create a conducive atmosphere to develop students' skills, learning and passive unidirectional. Teachers' understanding of the standards and basic competencies is very diverse because of the diverse educational background.

Support the supporting facilities such books are very less. Responding to weaknesses in the learning process, is necessary to find the right strategy to solve the learning process. The use of a systems approach to instructional development will generate a model to solve problems encountered in the process of learning to read, especially reading the letter. Seefeldt & Wasik (2008) explains that teachers teach the children how the letter sounds and mix sounds together to form the words. Important to do for teachers to understand the approaches used to teach how to learn to introduce the letter to the younger children with intellectual challenges.

The achievement of learning objectives determined by the accuracy of the use of co-teaching model, because the model selected teachers are expected to optimize the learning activities for early childhood mental retardation. Identified problems actually associated with the weak ability of teachers to prepare instructional strategies that engage students actively in the classroom, and the impact on learning outcomes .Therefore in developing the ability to recite / say the letter requires a design study model which is expected to overcome the weaknesses of the learning model implemented teacher ,

The purpose of this research study is:

(1) describe the implementation of learning to read the letters in kindergarten children inclusion,

(2) develop a model of learning that can improve reading skills letters.

(3) Obtain information about the impact of the learning model of the workings of teachers in planning, implementing learning and evaluating learning outcomes,

(4) Obtain empirical data about the effectiveness of the application of learning models produce.

2. METHOD

The method used in this research is the method of research and development (Borg & Gall, 1983). According to the model approach to research and development, the implementation of this study is to follow the steps, as follows: a preliminary study, the development of the model, testing the model, model validation and dissemination. This study will be conducted in two phases, the first phase is done in the first year namely:

(a) conducting the literature analyzing the abilities or competencies required and mastered by children with intellectual challenges in following the lesson,

(b) conduct a field study that is analyzing the needs models of findings learning conditions performed teachers.

In this first year, also compiled a hypothetical model of learning. Research subjects in this study is that early childhood are 15 children and 8 teachers and 3 principals, and specialists retarded children there are 3 people. This research was conducted in Kindergarten Inclusion of North Sulawesi, conducted over two years, starting from the year 2015 to 2016. Operational definition in this study, that reading the letters. Read the vowels a-i-u-e and o; read / pronounce consonants f, m, b, w, f, v, t, d, n, l, r, c, j, ny, sy, y, s, z, k, g, kh, ng, and h. The research data

was collected using data collection techniques, ie observation, interviews, and documentation. Before the data collection tool used first tested the validity and reliability, so that it can capture the data as objective as possible.

Testing the effectiveness of the model to the learning outcomes for the six times of testing. The design used in this study is a single subject experimental design (single-subject design) to design A-B. Goll and Borg argued single case experimental design with A-B, A is the epitome of baseline data, B is for data treatment. (2007) C is the follow-up, that is done after the intervention, but provides opportunities for children to do the task yourself with teacher supervision. Sukmadinata (2009) suggested that a single subject experimental design is the simplest design of A-B.

Measurement of baseline data only done three times in succession to the data obtained is stable. Once the data base is stable then implemented intervention for 6 sessions to obtain the desired results or criteria that are targeted and the latter carry out follow-up. Data from reading the letter that carried a child for 3 sessions, seated as early ability (baseline), the data can then be poured into a graph depicting the initial conditions of children (baseline) and the results of the intervention and follow-up. The progress of the children read the letter, which conducted trials 3, then do a visual analysis. Sunanto, Takeuchi, and Nakata (2005) suggested a visual chart analysis includes changes in the level or degree of stability trend. Analysis visual in conditions that include:

1) the length of conditions,
2) estimation of the tendency toward,
3) the tendency of stability,
4) trace data,
5) the level of stability, and range,
6) levels of change

Further Sunanto, Takeuchi and Nakata (2005) to determine the stability in this case using the criteria of the stability of 15% then the calculation is the highest score x = span stability criterion stability; Determine the trend line - the highest value of 0.15 x criteria; Determine the average (mean level) = number of frequencies on one condition: the number of sessions on the relevant conditions; Determining the level limit = mean + trend line boundaries; Determine the

lower limit = mean level - trend line boundaries; Stability trend = number of data points within limits - limits of the trend line.

3. RESEARCH RESULT

3.1.The Learning Implementation of Reading Letter

Based on the corrected components of the teacher-made RKH, it obtains information that:

1.The principle of considering the capability of the child is still weak because children are not motivated to learn.

2.The learning activities tend classical, so that the children are difficult to follow the lessons.

3.Still there are indicators that have not been associated with the evaluation procedure.

Learning conditions still need improvement ranging from the mastery of learning materials, learning approaches, use of learning resources, and, in addition, it is also necessary to use various evaluation tools. Therefore, this study may be followed up with the necessary competence analysis that describes the ability that needs to be realized as a result of learning. This ability should be clarified to determine the design of the models that will be produced.

3.2. Model Development Results

1. Conceptual Model

The presented conceptual model departs from learning environment variable that consists of four parts. The first part is the background of learning to read consisting of child-centered approach, learn individually. It is used to build the knowledge, mastering the concept as a learning activity trigger.

The second part is a characteristic feature of integrated reading course material, which is a child-centered, using a conceptual approach, using individual learning strategies, using a variety of learning resources, and appropriate lesson content as needed.

The third part consists of the theory which comes from an expert study that underlies the activities that is sourced from behaviorism philosophy. In terms of learning, the learning

framework is used which consists of conditions, methods and learning outcomes variables. In the fourth section, it contains the principle of the development of the learning model that became the rationale and act principal in realizing the model of learning to read the letter, i.e. the creation of conductive learning climate conditions, providing feedback, learning to distinguish, variety of methods, media and evaluation that requires the active response of children.

2. Procedural Model

The procedural model contains steps of the research work so that it produces learning products which is the ultimate goal of the research and development

a. Conduct a needs analysis
b. Formulate indicators or learning objectives according to the standards and basic competence
c. Developing various learning assessment for competence that will be measured with reference to the indicator
d. Based on the indicators and an assessment plan, the learning strategies are designed
e. Based on the indicators that have been set then the material from a variety of sources and media that is required in learning is developed
f. The fifth step is to compile and the sixth is to compose instructional design in the form of RKH
g. Based on the prepared RKH, a scenario of learning model according to the steps set in preliminary activities, the core activities and cover is written

3. Physical Model

The learning model builds physical concepts in the form of Guidelines for implementation of learning model for teachers which contains the model explanation, daily activity plan, the material summary, and evaluation.

Based on the conceptual theories and learning principles, it obtains a description of the model as a combination of achieving concepts models and the models of direct instruction proposed by Bruce Joyce and Masha Weil (2009) with the consideration of the conditions of learning to read the letters that have not been good, the children still do not know the numbers,

then the initial design designed based on the theoretical basis, i.e. the learning model that combines the activities and the achievement of the concept of direct teaching model, and it is named as the concepts building model. The concept learning model is based on the concept of matters as follows:

1. Assumption

   The assumptions of concept building learning model is a thought process that is deliberately designed to help students to facilitate learning the letters.

2. Objective

   a. Creating learning conditions that allow the active participation of the students explored new things related to what is learned.

   b. Encouraging the growth of the motivation of the students, the pleasant learning climate so that children are able to focus on learning activities that take place.

   c. This learning model may be the evaluation for teacher to measure the success of their students in learning the skills in their daily lives.

   d. To maximize the learning time and develop the independence of the children.

3. Syntagmatic.

   Model building concept is a modification of the model achieving the direct teaching of concepts and models, to suit the ability of teachers and child characteristics. Seels and Richey (1994) explains that the characteristics of the students are aspects of the background experience of the learners that affect the effectiveness of learning

4. Principles of management

   The principle in the learning management by the teacher is to provide the ease of learning. The teacher's role is to train students individually with the assistance and without assistance in accordance to their competence, provide feedback on the responses of children and strengthen the children’s right responses of the and correct the incorrect response, provide ease in learning, as a resource and mentor, as a motivator for the active students, and as an evaluator of learning outcomes

5. Supporting System

   The supporting medium needed is in the form of selected and organized teaching materials.

6. The impact of instructional and accompanist

The instructional impact of teaching model is the children can read the vowels and consonants. The accompanist impact of this model is that students are motivated to learn, have the ability to read vowels and consonants.

Based on initial feedback from the teacher, then from early childhood education experts and the experts on children with special needs education, the result can be concluded that the reading vocal letters lesson is necessary to be explained by example of how to say / pronounce letter sounds. The order of presentation is already good. The contents of Daily Activity Plan (RKH) are adapted with the suggestions of various parties.

Based on the limited test results, it can be stated that the model which is developed to obtain positive responses from teachers is 80% and 20% gains negative feedback from teachers. This means that teachers receive and feel the positive impact of the application of the model, thereby the learning model to read letters by staging concept building is able to activate the students learn.Results Data analysis showed that baseline data before exercise (baseline) of each child are generally only able to recite 1 to 2 vowels of five vowels. When calculated as a percentage only reaches 20% -40% and 23 consonants of only 1 to 2 consonants can be pronounced. Measurement of baseline data is not held constantly remember do not let the child will have learning experiences during the course of basic data.

The effectiveness of the model against the results of learning to read letters on a limited test, ie recite / pronounce the vowels a-i-u-e-o. The number of children there are 4 children. The results of data analysis on limited testing conducted on child A, B, C, and D, show that four children have not been able to understand the names of vowels, forms vowels and can not say or pronounce vowels aiue and o correctly , The results of limited testing can be seen in figure 1 below.

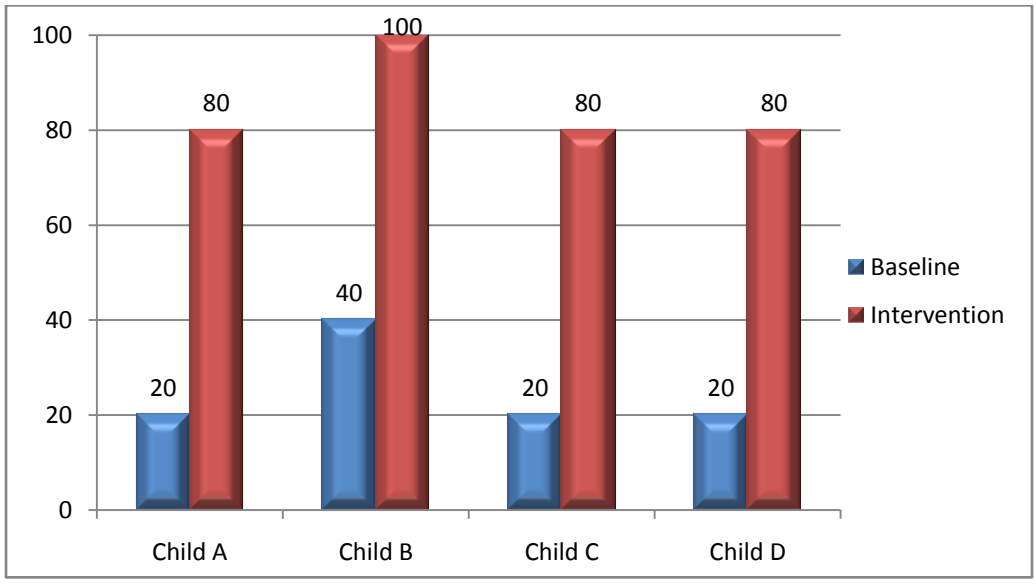

Figure 1. trials very limited, they pronounce / pronounce the vowels

Figure 1 indicates that the trials very limited, they pronounce / pronounce the vowels are indicated by the 4 children, the descendants of ABC and D that the results of the assessment conducted for 3 times in a row, indicating that the four children could only utter / pronounce vowel 1 vowels. Based on the assessment results, program learning about the practice pronouncing / pronounce the vowels do back in the intervention appropriate learning objectives. From the graph 1 visible progress on a child's learning first intervention until the seventh interventions show progress. The intervention was stopped after learning outcomes of the four children achieving the expected target, the researchers checked back by stopping the intervention for 2 weeks, then the next week's four children were asked to recite back vowels without intervention, the results show progress, can even be said to be successful. The lines shown in the first to seventh intervention looks more straight and consistent. This means that the four children can pronounce all the letters vocal and interobserver results of data analysis showed that a child reaches 80%, 100% Child B, Child C 80%, and children D reached 80%. It can be concluded that the learning model generated proved to be effective based on limited testing.

At this stage of field testing, training materials pronounce / pronounce the consonant. At this stage of field tests conducted on 15 children can be explained in Figure 2 below.

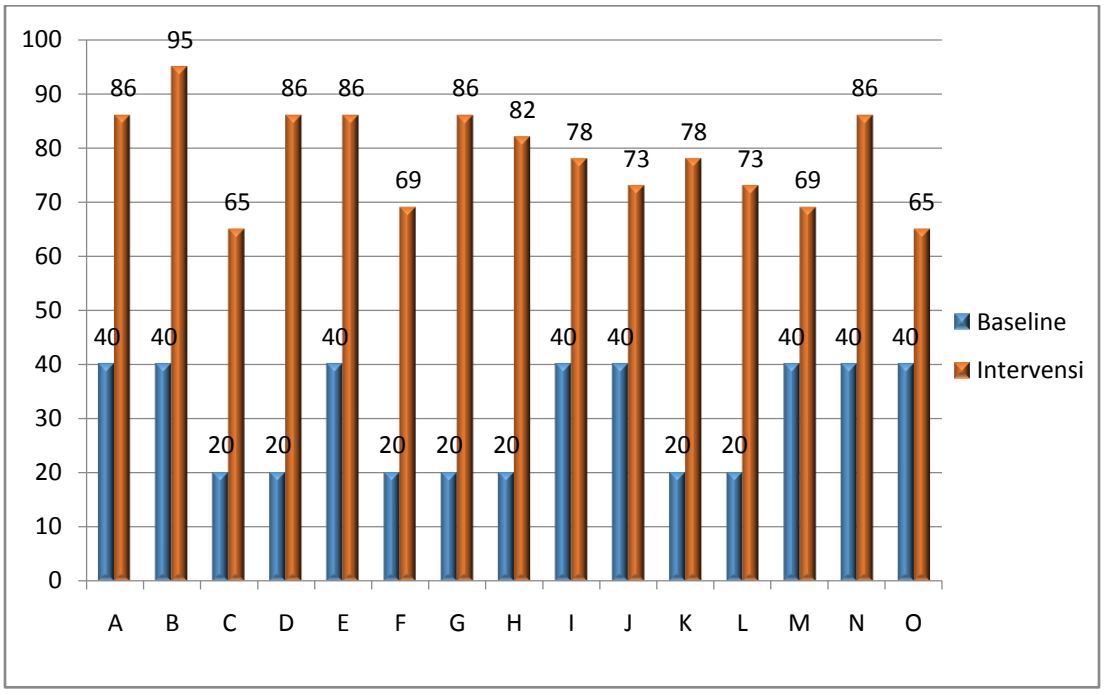

Figure 2. Training materials pronounce / pronounce the consonant.

As Figure 2 can be explained that in trials comprehensive, ie recite / pronounce consonants f, m, b, w, f, v, t, d, n, l, r, c, j, ny, sy, y, s , z, k, g, kh, ng, and h shown by the fifteenth child, the child AB - DE, G, H, I, J, K, L, M, and N ,, that the results of the assessment conducted for 3 times in a row, indicating that the fifteenth child can only recite / pronounce consonants 1-2 consonants. Based on the assessment results, program learning about the practice pronouncing / pronounce the consonants intervention is appropriate learning objectives. From the graph 2 visible progress on a child's learning first intervention until the intervention of the twentieth show progress. The intervention was stopped after learning results of the twelve children achieving the expected target, the researchers checked back by stopping the intervention for 2 weeks, then the next week twelve children were asked to recite back consonants without intervention, showing progress, and even can be said to be successful, The lines shown in the first intervention until the twelfth looks more straight and consistent. That is the twelfth child can pronounce all the letters consonant and interobserver results of data analysis showed that the child A was 86%, and 95% of children, child D was 86%, reaching 86% of children E, G reached 86% of children, child H search 82%, reaching 78% of children first, J reaches 73% of children,

child K reached 78%, reaching 73% of children L, M reached 69% of children, and child N reaches 86%. There were three children have not reached the targeted criteria, because the results indicated by C is only 52%, the child reaches 43 F,%, and children O reaches 56%. Based on the results achieved by the three children C, F and Child O son of this, the researchers trained the three children for five times in a row. The intervention was stopped for two weeks so that the child does not get a learning experience, then researchers conducted a follow-up for three consecutive days without intervention. Based on the analysis of data among observers suggest that children C reached 65%, reaching 69% of children F and O child reaches 65%. It can be concluded that the learning model generated proved to be effective to improve learning outcomes for early childhood intellectual disability

Application of model of learning to read the letters have an impact on the quality of the teacher's task in preparing lesson plans, but still needed to solidify the teachers' efforts Daily Lesson Plan (RPPH) makes. In terms of implementation of learning, but still require training to be better, while the evaluation of learning is easy, because the teachers are experienced in the manufacture and implementation of evaluation tools

4.CONCLUSION

Based on the results of research and discussion after the application of learning models, obtained the following conclusions:

(1) Implementation of learning to read the letters in kindergarten inclusion for pre-learning activities is in conformity with the expected, things are not maximized is the core activity of learning and evaluation, can be explained as follows:

(a) teachers tend not mastered the material because there is material that is not in accordance with the basic competencies, still less clearly associate the material with the daily life of the child;

(b) the implementation of learning strategies, tend still not up, teachers tend not to train children to read the letter over and over again, and teachers have not set up a special media that attract children and facilitate the child to learn to read the letter;

(c) Implementation of teacher assessment indicates less inclined still to monitor the learning progress during learning process and reflect, however, the teacher has a maximum perform formative tests;

(2) In the limited testing performed on four children, the results indicated that all four children could pronounce all the vowels, and the field test conducted on 15 children, showed that the fifteenth child can speak / pronounce the consonant. Therefore, after the child the learning process by using the model generated proved to be effective to improve learning outcomes well in limited testing and field testing;

(3) It turns out that the application of the learning model read the letters have an impact on improving the quality of the teacher's task in preparing lesson plans, but still needed to solidify the teachers' efforts Daily Activity Plan (RKH) makes. In terms of implementation of learning, still require training to be better, while the evaluation of learning is quite easy, because the teachers are experienced in the evaluation of draft manufacture and implementation

4.1 Suggestions

1. Learning model generated in this study should be used to implement effective learning experience for teachers, and it is expected to inspire teachers to undertake innovative activities through action research.
2. The department heads, principals, and supervisors need to consider the importance of professional guidance and academic support in the academic field, and the provision of learning facilities such as the provision of learning facilities.

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