

**THE ROLE OF TECHNICAL GUIDANCE FOR INCLUSIVE ENGLISH
TEACHER AT SMP TAMAN SISWA REJANG LEBONG**

**(A Case Study of Seventh Grade at Taman Siswa Junior High School
Academic Year 2024/2025)**

THESIS

**This Thesis is Submitted to Fulfill the Requirement for “Sarjana”
Degree in English Language Education**



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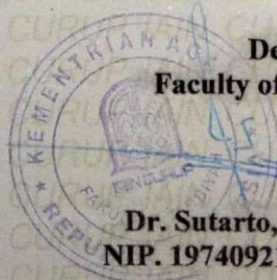
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Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi atas nama **Mia Tenola, 20551035** Mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul " **THE ROLE OF TECHNICAL GUIDANCE FOR INCLUSIVE ENGLISH TEACHER AT SMP TAMAN SISWA REJANG LEBONG (A Case Study of Seventh Grade at Taman Siswa Junior High School Academic Year 2024/2025)** " sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan agar dapat diterima, terlebih dahulu diucapkan terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh.

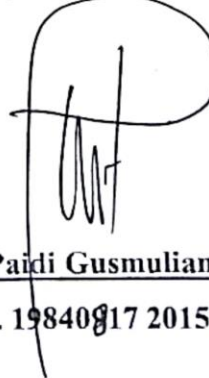
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled “**The Role of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa Rejang Lebong.**”

This thesis is submitted as a part of the completion for the undergraduate degree of strata 1 (S1) in the English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect and therefore really appreciates some suggestions and critiques for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup , 2024

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A handwritten signature in black ink, featuring a heart symbol on the left and a vertical line on the right with the number '24' written next to it.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Alhamdulillah *robbil'amin*, all praises to Allah SWT for the almighty and merciful god who has given the researcher mercy, blessing, and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad, saw. (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and have brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research, **“The Role of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa Rejang Lebong.”**

This thesis is presented in order to fulfill the requirement for the degree of Strata 1 in the English Tadris study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution, and motivation from others. Because of those reasons, the writer would like to present her deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd.I., as the Rector of IAIN Curup
2. Mr. Dr. Sutarto, S.Ag., M.Pd., is the dean of the Tarbiyah faculty of IAIN Curup.
3. Mrs. Jumatul Hidayah, M.Pd., as the head of the English Study Program of IAIN Curup and also an advisor who always gives the time for guidance, support, motivation, and suggestions along the process of this thesis.
4. Mr. Dr. Paidi Gusmuliana, M.Pd., as my co-advisor, who always gives me support, advice, guidance, and suggestions in the whole process of this thesis.
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Finally, the researcher needs suggestions for being perfect in the future because this thesis is not perfect yet, even in the grammar, structure of writing, discussion, or anything else that is not suitable with hope. Hopefully the result of this research can give a beneficial contribution to the development of education in other schools. For acknowledgment above, and those not mentioned, may Allah SWT give them the best reward. Amen.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

Curup , 2024
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MIA TENOLA

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MOTTO AND DEDICATION

“Enjoy the process; be grateful for the results”

“Success is the result of hard work, perseverance, and confidence”

“Everything that happens is the will of Allah SWT, which is best for us”

This thesis would never have been complete without the help of many people. Best thanks to my advisor, Mrs. Jumatul Hidayah, M.Pd., and my co-advisor, Mr. Dr. Paidi Gusmuliana, M.Pd., who have guided and supported my thesis to completion.

This thesis is dedicated to:

- ✚ *My wonderful and beloved family, the greatest man ever, my father, **Mr. Mahipal**, and the most patient and beautiful woman ever, my mother, **Mrs. Asmawati**. Thank you for everything.*
- ✚ *My beloved siblings, three sisters, **Meri Agustina Merdeka Wati, Lia Ariani Manda Sari**, and **Sisca Ariati Maya Sari**, who always become my partner and support me.*
- ✚ *My great advisor, **Mrs. Jumatul Hidayah, M.Pd.**, who always gave me motivation, suggestions, and guidance in finishing my study at IAIN Curup.*
- ✚ *My great co-advisor, **Mr. Dr. Paidi Gusmuliana, M.Pd.**, who gave the researcher guidance, support, and suggestions in finishing this thesis and also finishing my study.*
- ✚ *My beloved lecturers of the English Tadris Study Program in IAIN Curup for support, suggestions, and advice.*
- ✚ *For **Rachman Prasetio** Thank you for the support and direction that have always been given when the writer felt discouraged so that the writing of this thesis can be completed well and with enthusiasm. Thank you.*

- ✚ For **Hans Citra Admaja**. Thank you for always providing internal motivation in the form of inner support when the writer feels down so that the writing of this thesis can be completed well. Thank you.
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- ✚ My best friend **Leksi** and my niece **Anggun** thank you for everything. Without the inspiration, encouragement, and support you gave me, I might be nothing today.
- ✚ My dearest friends, **Wenty** and **Zenda**, thank you for being my best friends all this time. Thank you for everything you have done every day to encourage me.
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ABSTRACT

The Role of Technical Guidance for Inclusive English

Mia Tenola : **Teacher at SMP Taman Siswa Rejang Lebong**

Advisor : Jumatul Hidayah, M.Pd.

Co – Advisor : Dr. Paidi Gusmuliana, M.Pd.

This study aimed to investigate the role of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong. and find out how is in the implementation of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong. The subject of this study was an English teacher at SMP Taman Siswa Rejang Lebong who participated in technical guidance. Utilizing a qualitative case study approach, data were collected through interviews, observations, and document analysis. The findings reveal that technical guidance plays a critical role in equipping teachers with the skills to identify inclusive students, assessment instruments, implementation of assessments, planning matrices, and problem-solving effectively. The study highlights the importance of collaborative efforts among teachers, parents, and the school community in fostering an inclusive educational environment. And then the implementation of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong went well and effectively. With the support of adequate technology and facilities and collaboration with parents and the school community, the teacher was able to create an inclusive learning environment and support the optimal development of all students. This study provides valuable insights and recommendations for improving teacher training and support, enhancing the quality of inclusive education, and fostering an inclusive learning environment that benefits all students, particularly in the context of English teaching.

Keywords: Technical Guidance, Inclusive Education, English Teacher

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CHAPTER I

INTRODUCTION

Chapter I contains the introduction of this research, or it can be referred to as the background of the research. There are also several parts in this chapter, such as the introduction, research problem, significance of the research, delimitation of the problem, and definition of key terms and other matters related to it. The details of each of the points previously mentioned will be further explained below.

A. Background of the Research

Education is a fundamental human right and an essential component of individual development. It provides individuals with the opportunity to gain extensive knowledge and skills in various fields. According to Law No. 20 of 2003, Education is a deliberate and structured effort to create a learning environment and learning process that enable learners to actively develop their potential, including spiritual strength, self-control, personality, intelligence, good morals, and skills needed for personal, social, and national interests. Education can serve as a foundation for acquiring the knowledge and skills necessary for success in life. However, in order to ensure that every individual has access to education according to their needs, it is essential to recognize that there are specific needs that must be met. Education should not only be generalized, but also specialized, with a more individualized approach and a focus on the needs of students facing special challenges. This approach is an integral part of the education system, known as inclusive education. According to Phytanza et al., inclusive education represents an educational delivery system that provides

opportunities for all learners, including those with abnormalities or special intelligence and talent potential, to attend education or learn in the same educational environment as students in general.¹ From this explanation, the researcher concludes that regular classes are a relevant place of learning for students with disorders, regardless of the type or level of other disorders. Consequently, students with special needs must be afforded the same opportunities and prospects to access the same educational services as students in general. This conclusion is reinforced by a statement from Jannah & Hermanto, which asserts that all students are entitled to a comprehensive education, regardless of their circumstances.²

In an effort to enhance the quality of education, the government's policy on independent learning has prompted all to strive for excellence in endeavors to educate students with special needs. This is the essence of independent learning in the context of learning for students with special needs, namely education that aligns with their unique characteristics. In accordance with the Merdeka Curriculum, as outlined in the Ministry of Education, Culture, Research, and Technology's No. 56/M/2022 concerning Curriculum Implementation Guidelines for Learning Rehabilitation (Kemendikbudristek), the community is able to accommodate the needs of

¹ Diajeng Tyas Pinru Phytanza et al., "Pendidikan Inklusif: Konsep, Implementasi, Dan Tujuan" (2023): 1.

² Irradhiatul Jannah and Hermanto, "Implementation of Inclusive Education at Elementary Schools During the Covid-19 Pandemic," *Jurnal Prima Edukasia* 10, no. 2 (July 23, 2022): 171–79, <https://doi.org/10.21831/jpe.v10i2.48884>.

students with special needs and adjust to the applicable curriculum law as outlined in the Merdeka curriculum.³

The Merdeka Curriculum, which is based on the principles of inclusivity, flexibility, differential learning, diagnostic assessment, and collaboration, has been designed to ensure that all students, including those with special needs, receive a quality and inclusive education. Differentiated learning, which is one of the important aspects of this curriculum. According to Tomlinson & Strickland, differentiated learning is an approach to learning that recognizes the uniqueness of each student and their various learning styles.⁴ It can be concluded that with differentiated learning strategies, quality and inclusive education can be provided to all students, including students with special needs, because teaching can be tailored to individual abilities and learning styles, thus creating a learning experience that suits the needs and interests of students. With this, the role of the teacher becomes very important. To achieve this ideal condition, teachers must fulfill four competencies in accordance with the Law of the Republic of Indonesia Number 13 of 2005 Article 10 concerning Teachers and Lecturers. These competencies include pedagogical, personality, social, and professional competencies. In line with Kusumastuti, improving teachers' competencies

³ Kemendikbudristek, Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia 56/M/2022 Tentang “Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran Pendidikan, Kebudayaan, Riset, Dan Teknologi,” accessed March 18, 2024: 1. <http://bskap.kemdikbucl.go.id>.

⁴ Caro A. Tomlinson and Cindy A. Strickland, “Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12,” 2005.

can be done through specialized training designed to strengthen their ability to implement inclusive approaches in teaching.⁵

The technical guidance for inclusive teachers is a training or coaching program designed to enhance the competence and understanding of teachers in the education of students with special needs in inclusive schools. Technical guidance program is a program designed to provide special training to special mentor teachers in order to meet the needs and improve the competence of teachers in inclusive education schools, as well as teachers in general schools that serve students with special needs.⁶ The function and aim of the technical guidance training that teachers participate in is to provide a reference for teachers in improving the quality of educational services, increase teachers' understanding of the basic concepts and principles of implementing an inclusive education system, and, with this technical guidance, improve teacher skills in learning practices for participants. Students with special needs in schools providing inclusive education. According to Istiarsyah et al., the results of the Technical Guidance Program for Special Mentor Teachers successfully improved the understanding and skills of the participants (teachers), especially with regard to the identification of inclusion students, instruments, assessments, a planning matrix, and solving problem for inclusion students.⁷ The

⁵ Retnaningrum Kusumastuti, "Pentingnya Kompetensi Guru Dalam Memfasilitasi Keberagaman Gaya Belajar Siswa Sekolah Dasar," n.d.: 11.

⁶ Op.cit., 8.

⁷ Istiarsyah, Dadang Garnida, and Kamarullah, "Peningkatan Kompetensi Guru Penyelenggara Pendidikan Inklusif Melalui Bimbingan Teknis Pemenuhan Guru Pembimbing Khusus," *Jurnal Abdimas (Journal of Community Service)*: Sasambo 6, no. 01 (February 2024): 64–73, http://journal-center.litpam.com/index.php/Sasambo_Abdimas.

technical guidance provided covers various aspects, including identifying students' special needs, developing differential teaching strategies, and providing inclusive classroom management skills training. As stated by Pratiwi notes, teaching students with special needs frequently presents teachers with a number of challenges.⁸ These include a lack of preparedness in teaching students with special needs and a dearth of experience or knowledge of students with special needs in inclusion classes. Therefore, inclusive teacher technical guidance is essential to ensuring that all students have equal opportunities to learn and develop in an inclusive and supportive educational environment. According to Kemdikbud, technical guidance guidebook outlines the principles of inclusion implementation, which include equality and equity, sustainability, competency-based learning, and systematic approaches.⁹ By understanding these principles and utilizing technical guidance, teachers can create more inclusive learning environments that support the development of all students, including those with special education needs. So that all students have equal opportunities to achieve their potential in education, this is a pivotal means of supporting the sustainable implementation of inclusive education.

Based on researcher observation, there are some educational institutions in the Rejang Lebong district that have demonstrated their commitment to providing inclusive education. One illustrative example is SD Taman Siswa, SMP Taman Siswa, SMA Taman Siswa, and SMP

⁸ Jamilah Candra Pratiwi, "Sekolah Inklusi Untuk Anak Berkebutuhan Khusus: Tanggapan Terhadap Tantangan Kedepannya," ISBN: 978-979-3456-52-2, November 21, 2015: 237.

⁹ Op.cit., 11-12.

Muhammadiyah 2, as well as several other schools. These examples illustrate schools that have adopted an inclusive approach to their curriculum. This action evinces their dedication to establishing a comprehensive learning environment where each student, without exception, can derive benefit from collaboration, support, and mutual understanding. However, Kemendikbudristek has only implemented specialized technical guidance for teacher at SMP Taman Siswa School. Therefore, the researcher discovered that, following a preliminary study conducted at SMP Taman Siswa School, the implementation of inclusive education technical guidance is not observed in other schools but is solely observed at SMP Taman Siswa School. The school is situated in Curup, with an address at Jalan Ahmad Marzuki, Talang Rimbo Baru, Curup Tengah sub-district, Rejang Lebong district, Bengkulu province. In addition, this school is officially responsible for the organization of inclusive education and the provision of technical guidance for inclusive teacher at SMP Taman Siswa.

In the preliminary study, researcher conducted observations and interviews with teacher at SMP Taman Siswa School regarding the implementation stage of the technical guidance. As found from the answers of the teacher at SMP Taman Siswa School, the implementation stage of the technical guidance includes the identification of inclusion students, instruments, assessments, a planning matrix, and solving problem for inclusion students. As the theory above explains the results of the technical guidance program for special mentor teachers, the researcher can conclude the importance of teachers' understanding and skills of these concepts in the

context of inclusive teaching so that they can more effectively support the successful learning of inclusive students in the classroom.

A study by Siti Masitoh, entitled “Teacher’s Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup,”¹⁰

A study by Budi Harsono, entitled “The Role of Technical Guidance and Training on the Performance of Educators in Improving Student Learning Achievement,”¹¹ A study by Dinda Kurnianingrum & Darsinah, entitled

"Pengaruh BIMTEK Guru Pembimbing Khusus Terhadap Kinerja Guru Pembimbing Khusus TK Inklusi,”¹² This research differs from previous

studies in that it focuses on the role of technical guidance for inclusive English teachers at Taman Siswa Rejang Lebong. This study supports a larger study that aims to explore and analyze the role of technical guidance in providing support to inclusive teachers in English language learning at Taman Siswa School.

Therefore, from those explanations above, the researcher wants to explore further with the title **"The Role of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa Rejang Lebong."**

¹⁰ Siti Masitoh, “Teacher’s Techniques In Teaching English Toward Students In Inclusive Class At Smp Taman Siswa Curup” (2021).

¹¹ Budi Harsono, “The Role of Technical Guidance and Training on the Performance of Educators in Improving Student Learning Achievement,” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 6 (December 31, 2022): 7359–66, <https://doi.org/10.31004/obsesi.v6i6.3449>.

¹² Dinda Kurnianingrum and Darsinah Darsinah, “Pengaruh BIMTEK Guru Pembimbing Khusus Terhadap Kinerja Guru Pembimbing Khusus TK Inklusi,” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 4 (August 2, 2023): 3935–45, <https://doi.org/10.31004/obsesi.v7i4.4807>.

B. Research Question

Based on the above phenomena, researchers can raise existing problems, and then the problem is formulated as follows:

1. What is the role of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong?
2. How is the implementation of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong?

C. The Objective of the Research

Based on the research questions, there are research objectives:

1. To find out what the role of technical guidance is for inclusive English teacher at SMP Taman Siswa Rejang Lebong.
2. To find out how is in the implementation of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong.

D. Delimitation of the Research

Based on the identification of the phenomena, the researcher focused the phenomenon of the research on The Role of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa Rejang Lebong.

E. Significances of the Research

This research has the benefits are the following:

1. Students

This research could give students insight into how the procedure for technical guidance becomes inclusive for English teachers. This

research could provide better insights and knowledge about effective teaching strategies for students with special needs. Students could use the results of this research as a source of reference and guidance in preparing themselves for teaching in an inclusive environment.

2. Teachers

This research could provide practical guidance and strategies that can help teachers to design learning that matches the needs of inclusive students. The teachers could use these research findings to improve their teaching skills, address the specific challenges faced by inclusive students, and create an inclusive and responsive learning environment.

3. Researchers

This research could contribute to existing knowledge in the fields of inclusive education and inclusive English teaching. Researchers can generate new insights into best practices, effective strategies, or teaching models that can be applied in an inclusive context.

4. Society

This research could also benefit a wider society. Effective inclusive education could help create a more inclusive society where every individual has an equal opportunity to learn and thrive. This research could contribute to educational equality and promote social inclusion for students with special needs.

F. Definition of Key Terms

To avoid misunderstandings and misinterpretations of terms in this research, the term should be defined as follows:

a. Merdeka Curriculum

According to Tuerah & Tuerah, the Merdeka Curriculum is an educational framework that gives educators and educational institutions the freedom to design curricula that are specifically tailored to the diverse needs of students and the specific characteristics of local communities.¹³ Similarly, According to Gumilar et al., the Merdeka Curriculum is an innovative approach to education that aims to improve the quality and relevance of learning by incorporating the freedom, creativity, and adaptability of students.¹⁴ In this research, Merdeka's curriculum is to provide relevant, quality, and tailored education to students' needs while giving freedom to schools and teachers to develop innovative and interesting curricula for students.

b. Differentiated learning

According to Tomlinson & Strickland, that differential learning is a learning approach that recognizes that each student is unique and has a different way of learning.¹⁵ According to Fitriyah

¹³ Roos M. S. Tuerah and Jeanne M. Tuerah, "Kurikulum Merdeka Dalam Perspektif Kajian Teori: Analisis Kebijakan," *Jurnal Ilmiah Wahana Pendidikan*, Oktober 2023, no. 19 (n.d.): 986, <https://doi.org/10.5281/zenodo.10047903>.

¹⁴ Gungum Gumilar et al., "Urgensi Penggantian Kurikulum 2013 Menjadi Kurikulum Merdeka," *Jurnal Papeda* 5, no. 2 (2023): 148.

¹⁵ Tomlinson and Strickland, "Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12."

& Bisri, differential learning is learning that facilitates all the differences that students have openly with the needs that will be achieved by students.¹⁶ In this research, differential learning is a learning approach that recognizes that each student has a different way of learning. It leads to an attempt to facilitate these differences openly by considering the needs and learning goals that students want.

c. Technical Guidance

According to the Ministry of Education and Culture, technical guidance is a program to address the shortage of special teachers in schools that provide inclusive education and schools that serve diverse students.¹⁷ According to Pusdikpemd, technical guidance is an activity where the participants are given training that is useful in improving the competence of the technical guidance participants.¹⁸ In this research, technical guidance is the provision of technical support or guidance to individuals or groups with the aim of improving accessibility, inclusiveness, and/or competence in different contexts. Both relate to the use of information and communication technology (ICT) in counselling and training

¹⁶ Fitriyah and Moh Bisri, "Pembelajaran Berdiferensiasi Berdasarkan Keragaman Dan Keunikan Siswa Sekolah Dasar," *Jurnal Review Pendidikan Dasar* 9, no. 2 (2023): 73, <http://journal.unesa.ac.id/index.php/PD>.

¹⁷ Kementerian Kebudayaan Dan Pendidikan, "Petunjuk-Teknis-Bimtek-Pemenuhan-Guru-Pembimbing-Khusus-Sekolah-Inklusif," 2020: 3.

¹⁸ Pusdikpemd., "Bimbingan Teknis (BIMTEK)," 2024: 1, <https://www.pusdikpemd.co.id/bimtek/>.

services, which is vital to supporting counseling and training in schools Inclusive Education.

d. Inclusive Education

According to Staub & Peck, stated that inclusive education is the process of educating students with special needs as well as at the light, medium and heavy levels fully together with other students in the regular classroom which is a place of study for students with varying differences regardless of the type of pleasure.¹⁹ According to Skjorten in Yuwono et al., inclusive education is a concept of education that embraces all students without exception, including assuming that living and learning together is a better way, which can benefit everyone, not just students labeled having a difference.²⁰ In this research, Inclusive is about the importance of inclusion in education, where all children are received, supported, and taught together, with the belief that this will benefit all individuals involved.

G. The Organization of Thesis

This thesis provides the organization from chapter one until chapter five. Chapter I consists of an introduction covering the background of the study, researcher questions, the objective of the researcher, delimitation of

¹⁹ Charles A. Peck, Crysian Gallucci, and Debbie Staub, "Children with Severe Disabilities in Regular Classrooms: Risk and Opportunity for Creating Inclusive Communities. Schools as Community: From Promise to Practice," 2002, 217–31.

²⁰ Imam Yuwono, Dewi Ratih Rapisa, and Eviani Damastuti, "Laporan Penelitian Implementasi Kurikulum Fleksibel Di Sekolah Penyelenggara Pendidikan Inklusif," n.d.

the researcher, the benefit of the study, the definition of the key term, and the organization of the thesis. Chapter II deals with a review of related literature. It provides a review of related theory and a review of related studies. Chapter III is research methodology. It deals with kind of the research, the subject of the research, the technique of data collecting, the research instrument, and the technique of analyzing data. Chapter IV includes finding and discussion, and the last is chapter V. This chapter talks about conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Teaching English as a Foreign Language (TEFL)

The teaching of English as a foreign language is the instruction of the English language in educational institutions. While English is the most commonly taught foreign language, it is not a common language in society. Furthermore, it is not widely spoken in everyday societal interactions. In line with Moeller and Catalano, a language is classified as foreign when it's predominantly acquired in educational settings and isn't commonly used in the surrounding community.²¹ As stated by Rahmayanti & Fitria, the objective of English language instruction in educational institutions is derived from the decree of the Minister of Education and Culture No. 060/U/1993, dated February 25, 1993, and the 1989 Constitution on the National Education System. The ultimate objective of the English subject in schools is to equip students with the proficiency in the English language that is necessary for them to function effectively in the context of the globalized world.²² In line with Sulistiyo, teacher competence is essential for facilitating successful English exposure and learning during classroom activities.²³ It can be

²¹ Aleidine Kramer Moeller and Theresa Catalano, "Faculty Publications: Department of Teaching, Learning and Teacher Education," 2015, <http://digitalcommons.unl.edu/teachlearnfacpub><http://digitalcommons.unl.edu/teachlearnfacpub/200>.

²² Rahmayanti, Husni Mubarak, and Bella Ayu Fitria, "The Use Of L1 In Teaching English To Young Learners At The Elementary School," n.d., <https://doi.org/10.33659/cip.v12i1.330>.

²³ Urip Sulistiyo, "English Language Teaching and EFL Teacher Competence in Indonesia," 2016.

reasonably concluded that English language instruction is a necessity for students in the context of English as a Foreign Language (EFL) learning, in order to maximize the language exposure. Consequently, the proficiency of teachers in spoken language has become a critical issue in language learning, as it serves as a model for students in the classroom.

In the context of TEFL, it is not only with regular students that considerations must be made; those who have special needs in English language teaching must also be taken into account. It is of the utmost importance that teachers possess the requisite skills to adapt materials and instruction to accommodate the distinctive needs of each student, as well as to integrate strategies that align with diverse learning styles and abilities. As stated by Suharsih, the teaching of English to students with special needs necessitates the utilization of an appropriate methodology. It is of the utmost importance that educators are able to recognise the unique characteristics of each category of students in order to determine the most effective strategy or approach for facilitating learning.²⁴

2. Inclusive Education

a. Definition of Inclusive Education

According to the Regulation of the Minister of National Education (Permendiknas) the Ppk-Lk is defined as follows: No. 70/2009 Article 3 paragraph (2), inclusive education is an approach

²⁴ Siti Suharsih, "Learning English for Students with Special Needs: Approaches, Challenges, and Expectations" Vol. 9, no. 2 (December 2022): 1.

that provides opportunities for students with abnormalities and potential intelligence and/or special talents to learn in the same environment as students in general.²⁵ This is achieved by providing facilities, educators, education personnel, and a curriculum tailored to the needs of learners. According to the Directorate of Ppk-Lk, inclusive education is an educational and social philosophy that recognizes that every individual is equally important.²⁶ In line with Skjorten in Yuwono et al., defines inclusive education as an educational concept that encompasses all children without exception.²⁷

The researcher concluded that inclusive education is an approach that provides opportunities for students from various backgrounds to learn together. This is evidenced by the provision of facilities, educators, education personnel, and a curriculum that is tailored to the needs of learners. Inclusive education is also regarded as an educational and social philosophy that acknowledges the intrinsic value of each individual. While the challenges in implementing inclusive education systems remain, inclusive education has proven to be very effective in helping all students, both students with disabilities and students with other learning challenges.

²⁵ Direktorat Ppk-Lk, "Konsep Pendidikan Inklusif, Pedoman Umum Penyelenggaraan Pendidikan Inklusif" (Jakarta, 2011): 1.

²⁶ Direktorat Ppk-L, 8.

²⁷ Imam Yuwono, Dewi Ratih Rapisa, and Eviani Damastuti, "Laporan Penelitian Implementasi Kurikulum Fleksibel Di Sekolah Penyelenggara Pendidikan Inklusif" n.d., Banjarmasin.

According to Peck et al., stated that inclusive education is the process of educating students of special needs as well as in the light, medium and heavy levels fully together with other students in the regular classroom which is a place of learning for students with varying differences regardless of the type of enjoyment.²⁸ As stated by Yuwono, inclusive education means that all students receive services that are tailored to their specific needs wherever they are, with an open, non-discriminatory, and child-centred education system, and accommodating all students in the same classroom.²⁹

It can be concluded that inclusive education is an educational process that integrates students with special needs, whether at mild, moderate, or severe levels, together with other students in regular classes. It creates a learning environment for students with diverse differences, regardless of the type of need, and students receive appropriate services tailored to their special needs, wherever they are. The education system is open, non-discriminatory, and child-oriented, and it accommodates all students in the same class.

b. Objectives of Inclusive Education

The primary objective of inclusive education is to create an environment that supports diversity, appreciates differences, and ensures that every student has access to quality education. According

²⁸ Charles A. Peck, Crysian Gallucci, and Debbie Staub, "Children with Severe Disabilities in Regular Classrooms: Risk and Opportunity for Creating Inclusive Communities. Schools as Community: From Promise to Practice," 2002, 217–31.

²⁹ Joko Yuwono "Buku Saku Penyelenggaraan Pendidikan Inklusif Di Sekolah Dasar," 2021: 6. <http://ditpsd.kemdikbud.go.id/>.

to Yuwono & Utomo, the objective is to provide all students (including those with special needs) with extensive opportunities to obtain an adequate education, assist with compulsory basic education programs, enhance the quality of education, establish an educational system that respects diversity, discrimination, and the rights of all students.³⁰ As stated by Baharun & Awaliyah in Putri & Ain, the purpose of inclusive education is to provide the widest possible opportunity for students who have physical, social, emotional, and mental disorders, as well as students who have special intelligence or talent to obtain quality education according to their needs and abilities.³¹

In conclusion, the primary objective of inclusive education is to create an environment that is conducive to diversity, respects differences, and ensures that every student has access to quality education. This goal encompasses the provision of extensive educational opportunities for all students, including those with special needs, as well as the assistance of compulsory basic education programs, the improvement of the quality of education, and the establishment of an education system that respects diversity, discrimination, and the rights of all students.

According to Phytanza et al., there are several inclusive educational goals. The elimination of discrimination, the

³⁰ Imam Yuwono and H Utomo, "Pendidikan Inklusi," 2021: 12.

³¹ Meri Septiana Putri and Siti Quratul Ain, "Teacher Readiness in Handling Inclusive Students in Elementary School," *Jurnal Ilmiah Sekolah Dasar* 6, no. 2 (June 4, 2022): 197–203, <https://doi.org/10.23887/jisd.v6i2.46845>.

establishment of equality, the integration of students, the encouragement of collaboration, the preparation for a better life, the creation of inclusive societies, the fulfillment of human rights, and the improvement of education quality serve as guidelines in the design of inclusive education policies and learning practices that support all students.³² In line with Herawati, asserted that the objective of inclusive education in Indonesia is (1) To provide all students, including those with special needs, with extensive opportunities to obtain an education that meets their needs. (2) To facilitate the acceleration of compulsory basic education programs. (3) To enhance the quality of basic and secondary education by reducing the number of students who remain or leave school.³³

This implies that the objective of inclusive education is to facilitate compulsory basic education programs, to enhance the quality of education, to establish an educational system that respects diversity, is non-discriminatory, and is conducive to learning, and to fulfill the mandates of UUD 1945, in particular Article 32, paragraphs 1 and 2, state that every citizen of the country has the right to education and that every citizen is obliged to follow the basic education and the government is obligated to pay for it. In particular, Article 5, Paragraph 1 of Law No. 20 of 2003 on the National Education System rejects the notion that "equal citizens have equal

³² Diajeng Tyas Pinru Phytanza et al., "Pendidikan Inklusif: Konsep, Implementasi, Dan Tujuan," 2022: 87.

³³ Nenden Ineu Herawati, "Pendidikan Inklusif," n.d. 5-6.

right to access to quality education and mental and physical education." The researcher concluded that the objective of inclusive education is to guarantee that all students have equal opportunities to learn and develop. It is imperative to create a safe and supportive learning environment for all students. It is recommended that students be encouraged to appreciate differences, diversity, and to be prepared to live in an inclusive society.

c. Principles of Inclusive Education

According to Budiyanto, outlines three basic principles of inclusive education: (1) Every student belongs to a local community fund in a class unit or group. (2) School days are organized full of cooperative learning tasks with educational differences and flexibility in choosing with satisfaction. (3) Teachers work together and gain knowledge of general education, specialty and individual learning techniques as well as training needs and how to evaluate individual diversity and differences in the organization of the classroom.³⁴ According to Christine, five principles of inclusive education: (1) Diversity in the classroom enriches and strengthens education (2) A strength-based and personalised curriculum (3) Student engagement, agency and voice (4) Engaging with all your critical stakeholders (5) Inclusive teachers need commitment, knowledge and practical skills. According to Rahman. The principle of adaptation in inclusive education necessitates that schools attend

³⁴ Budiyanto, "Pendidikan Inklusif Berbasis Budaya Lokal," *Filosofi dan Prinsip-prinsip Dasar Pendidikan Inklusif*. (Jakarta, 2017): 39-56.

to three dimensions: curricular, instructional, and learning environments (ekologis).³⁵

In order for the principle of inclusive education to be effective, it must be approachable and welcoming, fostering a sense of comfort among students with diverse backgrounds or conditions. The primary key to the principle of inclusive education is that all students without exception can learn. Learning is a collaboration between teachers, parents, and society. From the aforementioned theories, the researcher concludes that the principles of inclusive education place significant emphasis on the recognition of diversity, learning based on individual strengths, student involvement, the involvement of all stakeholders, commitment, knowledge and practical skills for inclusive teachers, and adaptation in three dimensions: curriculum, instructional and learning environment.

3. The Problem of Inclusive Education

In order to create an inclusive education system, it is necessary to address a number of challenges that cannot be overlooked and require our attention. Problems in the maintenance of inclusive education are faced with barriers that affect the components of the educational force, including the class teacher and special tutoring teacher, student participants, school management, curriculum, learning process,

³⁵ Ina Agustin, “Permasalahan Dalam Penyelenggaraan Pendidikan Inklusi Di SDN Se Kecamatan Soko Kabupaten Tuban,” *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 3, no. 2 (August 31, 2019), <https://doi.org/10.30651/else.v3i2.3104>.

cooperation, and lack of facilities that support the implementation of inclusive schools. As stated by Agustin, the problem also arises due to the lack of cooperation from various parties, including the government or related services and the parents and guardians of the students.³⁶

Furthermore, problems also arise in the policy of inclusive education programs that are not fully prepared to be inclusive education. Among these issues are: As stated by Wibowo & Anisa, there are still a limited number of educational institutions that are willing to accept students with a range of disabilities, including physical, intellectual, emotional, and social barriers. (b) Some schools that have been designated as inclusion schools have not yet achieved the necessary level of preparedness, with some still exhibiting a tendency to prioritize certain aspects of the viewpoint without a comprehensive and thorough preparation process. (c) There is a notable scarcity of educators with expertise in special education and experience in providing educational services for students with special needs. (d) A lack of public awareness regarding the assumption that students with special needs can be contagious.³⁷ This becomes one of the dividing gaps between students with special needs and the "normal" student in general.

According to Yuliawati et al., the problem experienced during the implementation of inclusive education is the lack of effective

³⁶ Ina Agustin, "Permasalahan Dalam Penyelenggaraan Pendidikan Inklusi Di SDN Se Kecamatan Soko Kabupaten Tuban," *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 3, no. 2 (August 31, 2019), 21-25.
<https://doi.org/10.30651/else.v3i2.3104>.

³⁷ Agung Tri Wibowo and Nur Laila Anisa, "Problematika Pendidikan Inklusi Di Indonesia," 2011: 18.

coordination between policy makers and school administrators.³⁸ This is particularly evident in the handling of students with special needs, where the learning process is not optimally supported due to the absence of a teacher's presence. The absence of a curriculum and individual learning programs has resulted in the continued use of curricula and regular learning programs. Identifying the challenges associated with inclusive education is a crucial initial step in the process of implementing the necessary reforms. These problems include a lack of resources, diverse individual needs, stigmatization, a lack of teacher training, classroom management challenges, a lack of support for the education system, and a lack of collaboration. By acknowledging and comprehending these concerns, the researcher is able to dedicate themselves to the pursuit of novel solutions, the dissemination of policies, and the enhancement of educational practices, with the objective of establishing a system that is inclusive, equitable, and receptive to diversity.

4. Teaching Inclusive English Students

According to Suharsih, the teaching of English to students with special needs necessitates the utilisation of an appropriate approach.³⁹ It is imperative that educators recognize the distinctive characteristics of each category of students. In line with Hanifa et al., the manner in which learning is facilitated for students with disabilities is more gradual and

³⁸ Yuliawati, Johar Permana, and I Wayan Lasmawan, "Issues and Problems of Implementing Inclusive Education Policies in Elementary Schools," *MIMBAR PGSD Undiksha* 11, no. 2 (August 21, 2023): 188, <https://doi.org/10.23887/jjsgsd.v11i2.56550>.

³⁹ Siti Suharsih, "Pembelajaran Bahasa Inggris Untuk Siswa Berkebutuhan: Pendekatan, Tantangan, Dan Harapan" Vol. 9, no. 2 (2022): 1.

not imposed, as these students possess distinctive values that differentiate them from their peers.⁴⁰ This enables them to select diverse and flexible teaching strategies, methods, or approaches that accommodate the learning styles and individual needs of each student in the class, regardless of their differences. With the appropriate approach and sufficient patience, educators can establish an inclusive learning environment that facilitates the growth and development of all students.

a. English Teaching Strategies For Inclusive Students

According to Takriyanti et al., the teaching strategies for normal students with special needs are different. The efficacy of teaching strategies is contingent upon the teachers' ability to ascertain their students' needs and abilities.⁴¹ According to Mahisa et al., teachers' strategies in teaching English to students with special needs in inclusive schools use co-teaching and differentiated teaching strategies with the help of visual media to teach English to students with special needs. Consequently, the combination of these strategies has proven to be an effective and encouraging approach for teaching English to students with special needs.⁴² In addition to English language teaching, teachers can select appropriate strategies or approaches for students with special needs in the broader context

⁴⁰ Diva Salma Hanifa et al., "Tantangan Anak Berkebutuhan Khusus (Abk) Dalam Menjalani Pendidikan Inklusi Di Tingkat Sekolah Dasar" 2, no. 3 (2021): 473–83.

⁴¹ Rizky Takriyanti et al., "Teachers' Strategies in Teaching English to Students With Special Needs," *Pioneer: Journal of Language and Literature* 14, no. 2 (December 31, 2022): 446, <https://doi.org/10.36841/pioneer.v14i2.1746>.

⁴² Refka Darmayanthi Putri Mahisa, Yanti Sri Rezeki, and Surmiyati, "English Teaching Strategies To Students In An Inclusive School," 2023, 316–29, <https://doi.org/10.31571/edukasi.v21i1.6262>.

of the learning process. In line with Capin & Vaughn in Suharsih, teachers may employ parallel learning strategies or approaches, individual learning techniques, and the use of visual media.⁴³

The researcher can conclude from the theories that state English teaching strategies for inclusive students that teaching strategies for ordinary students with special needs are different. The success of these strategies depends on the teacher's ability to understand the needs and abilities of their students. Effective teaching strategies for students with special needs include the use of co-teaching, differentiated teaching, and visual media. A combination of these strategies has been demonstrated to be an effective approach to teaching English to students with special needs. In addition, educators may select strategies or approaches that are suitable for students with special needs within the broader context of learning. This may include parallel learning strategies, individual learning techniques, and the use of visual media.

5. Technical Guidance

a. Definition of Technical Guidance

Technical guidance, which is organized by the government, can serve as a forum for the training of educators. As stated by the Ministry of Education and Culture, Technical Guidance is a programmatic initiative designed to address the shortage of special

⁴³ Siti Suharsih, "Pembelajaran Bahasa Inggris Untuk Siswa Berkebutuhan: Pendekatan, Tantangan, Dan Harapan" Vol. 9, no. 2 (2022): 196.

guidance teachers in inclusive education schools and those serving diverse learners.⁴⁴ In summary, technical guidance can be defined as specialised training attended by teachers to teach students with special needs in inclusive schools. Technical guidance is defined as the provision of expert advice and support to educators with the objective of enhancing their pedagogical practices. Technical guidance may take the form of workshops, mentoring, or training.

According to Pusdikpemd, the Technical Guidance is defined as an activity where participants are given training that is useful in improving their competence. The material provided includes training on the following topics: building an effective work team, communication techniques in the context of excellent service, the community satisfaction index survey, and handling customer complaints. Additionally, training on topics such as good governance and apparatus professionalism, leadership, and others are also provided.⁴⁵ As stated by Fitriansyah, education and training (diklat) and technical guidance are integral components of the training and development of human resources, which can be utilized to address the challenges encountered by individuals and specific agencies.⁴⁶ It is thus hoped that by participating in training and technical guidance, individuals and agencies, both private and

⁴⁴ Kementerian Kebudayaan Dan Pendidikan, "Petunjuk-Teknis-Bimtek-Pemenuhan-Guru-Pembimbing-Khusus-Sekolah-Inklusif," 2020: 3.

⁴⁵ Pusdikpemd., "Bimbingan Teknis (BIMTEK)," 2024: 1.

⁴⁶ Fitriansyah, "Upaya Meningkatkan Profesionalisme Guru Dalam Kegiatan Belajar Mengajar Melalui Penyelenggaraan Bimbingan Teknis (Bimtek) Di Gugus Inti Uptd Pendidikan Kecamatan Selat Kabupaten Kapuas Tahun Pelajaran " 2017/2018," 9.

government, will be able to derive benefits that are performance-oriented.

6. The Role of Technical Guidance in Inclusive English Teaching

Technical guidance is an activity that can support teachers' abilities in several aspects, such as identification of inclusive students, assessment instrument, implementation of assessment, planning matrix, and problem solving. These aspects are beneficial for teachers engaged in teaching in inclusive classrooms. This is also as stated by Istiarsyah et al., which indicate that the role of technical guidance is as follows:⁴⁷

1. Identification of Inclusion Students

An important step in understanding the needs and potential of students with special needs in inclusive schools is to identify them. Identification is also the first activity that precedes the assessment process. According to Putra & S, identification is a subsequent process aimed at categorizing students based on their abilities and needs. This ensures that students receive appropriate treatment and specialized services tailored to their specific needs.⁴⁸ According to Mirnawati, identification is the process of recognizing or marking something, which is understood to be a screening or discovery procedure for

⁴⁷ Istiarsyah, Dadang Garnida, and Kamarullah, "Peningkatan Kompetensi Guru Penyelenggara Pendidikan Inklusif Melalui Bimbingan Teknis Pemenuhan Guru Pembimbing Khusus," *Jurnal Abdimas (Journal of Community Service)*: Sasambo 6, no. 01 (February 2024): 64–73, http://journal.center.litpam.com/index.php/Sasamo_Abdimas.

⁴⁸ Irdhan Epria Darma Putra and Neviyarni S, "Identifikasi Anak Berkebutuhan Khusus Di Sekolah Inklusi: Studi Awal," *Jurnal Basicedu* 7, no. 1 (January 24, 2023): 202–12, <https://doi.org/10.31004/basicedu.v7i1.4193>.

determining whether a student has a disorder or problem. It is also an early detection process for students who are suspected of having special needs. Identification is comprised of two primary concepts: screening and actual identification.⁴⁹ The researcher can conclude that identification is crucial for the provision of appropriate interventions and services for students with special needs. In addition, teachers must collaborate and coordinate with parents, experts, and special assistant teachers for students with special needs in order to ensure that they receive the special services they require and that they have access to the same learning materials as other normal students.

2. Assessment Instrument

According to Kemendikbud, the instrument utilized by educators for the purpose of conducting instrument assessments is the student learning profile. The student learning profile is a data collection instrument designed for students who are suspected of having functional difficulties or special needs.⁵⁰ The researcher concluded that the instrument utilized by educators for instrument assessment purposes is the student learning profile. The student learning profile is a specific data collection instrument designed for students who are expected to

⁴⁹ Mirnawati, "Identifikasi Anak Berkebutuhan Khusus Di Sekolah Inklusi," ed. (Yogyakarta, 2020): 11.

⁵⁰ Kebudayaan, Riset, dan Teknologi Kementerian Pendidikan, "Instrumen Profil Belajar Siswa (PBS)," Panduan Pendataan Siswa Penyandang Disabilitas Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan 2 (April 2019): 183. (<http://pgdikmen.kemdikbud.g o.id/profil-belajar-siswa/>), <http://pgdikmen.kemdikbud.g o.id/?ddownload=639>).

experience functional difficulties or have special needs. Consequently, educators employ the student learning profile to gather data and information essential for the instrument assessment and support of students who require additional assistance in the learning process.

3. Implementation of Assessment

In order to ensure that assessments yield optimal and accountable results, it is essential to involve relevant experts in their implementation. According to Ediyanto et al., the assessment of students with special needs is an action undertaken with the objective of identifying their condition in several aspects, including their potential, competence, and characteristics. This information is used to determine education programs and interventions designed to develop students' full potential.⁵¹ In line with Tedemaking, the assessment of students with special needs is a process of collecting information about the students as a whole with regard to their conditions and characteristics of disorders, their strengths, and their weaknesses. This information is then used to prepare learning programs and special needs programs that are in accordance with the conditions and needs of the students.⁵² The assessment of

⁵¹ Ediyanto et al., "The Education And Training Program Guideline For Special Guidance Teacher Competence Development In Indonesian," *Inclusive School Indonesian Journal of Disability Studies (IJDS)* 5, no. 2 (2018): 251, <http://IJDS.ub.ac.id/>.

⁵² Rofina Sabu Tedemaking, "Laporan Rencana Tindak Lanjut bimbingan Teknis guru Pembimbing Khusus tahap Pemahaman pendidikan Inklusif," 2022.

inclusive education management is based on the characteristics of inclusive student assessment and learning outcome reports.

The researcher concluded that the implementation of assessments of students with special needs is an action undertaken with the objective of identifying the condition of students in several aspects, including their potential, competence, and characteristics. This assessment is conducted within the framework of determining education programs and interventions designed to develop the students' full potential. The results of assessments can be utilized to ascertain students' initial abilities prior to the receipt of educational services and to establish a baseline for the educational services or special interventions that may be required.

4. A Planning Matrix

According to Irvan, the Planning Matrix is a straightforward, tabular framework that prioritizes a collaborative and constructive approach. The objective of this framework is to streamline the process of identifying characteristics, determining learning methods, and evaluating students with special needs.⁵³ As stated by Tedemaking, the planning matrix is a mapping description of the condition of individual students with special needs. It describes the actual

⁵³ Muchamad Irvan, "Penerapan Strategi Planning Matrix Terhadap Guru Tklb Dalam Memberikan Intervensi Dini Anak Dengan Autism Spectrum Disorder," 2019, <https://www.researchgate.net/publication/336845392>.

conditions of their characteristic barriers, impacts, service strategies, and media needed in intervention.⁵⁴ Both perspectives underscore the significance of the planning matrix in facilitating efficacious and focused interventions for students with special needs. It was concluded that the framework refers to special service programs designed for students with special needs, the objective of which is to prevent or reduce potential delays and to optimize their development.

5. Solving Problem

Technical guidance represents a crucial component in the establishment of an inclusive and effective learning environment, particularly in addressing the challenges encountered by students with special needs. The concept of "solving problems," in this context, refers to an approach that considers the unique needs, potential, and challenges of all individuals, including those with special needs, in order to identify and resolve issues effectively. In the context of education, the objective of inclusive problem solving is to establish a supportive and convivial environment for all students, thereby ensuring that every student, without exception, is able to participate in and derive benefit from the learning process. As stated by Harsono, technical guidance and training

⁵⁴ Rofina Sabu Tedemaking, "Laporan Rencana Tindak Lanjut bimbingan Teknis guru Pembimbing Khusus tahap Pemahaman pendidikan Inklusif," 2022.

play a pivotal role in enhancing teacher performance.⁵⁵ With the appropriate technical guidance, teachers can be better equipped and more assured in developing a learning environment that is inclusive of all learners, including students with special needs.

7. The Implementation of Technical Guidance in Teaching Inclusive Students

According to Rahman et al., the implementation of inclusive education entails the planning, organization, direction, supervision, and evaluation of each component of education.⁵⁶ According to Rokhaniawati, the teacher's strategy in the learning process in inclusive classes is to create lesson plans, provide media and materials. Some classes arrange student seating, with students who experience barriers sitting at the front close to the teacher. The methods that teachers apply between students with special needs and students without special needs are still the same, namely the lecture method, questions and answers, discussions, and games.⁵⁷ In line with Sahrudin et al., the implementation of inclusive education management is viewed through the lenses of a modified curriculum, learning strategies tailored to the

⁵⁵ Harsono, "The Role of Technical Guidance and Training on the Performance of Educators in Improving Student Learning Achievement."

⁵⁶ Rahman et al., "Prinsip, Implementasi Dan Kompetensi Guru Dalam Pendidikan Inklusi" 09, no. 2 (2023): 1075, <https://doi.org/10.37905/aksara.9.2.1075-1082.2023>.

⁵⁷ Zulfi Rokhaniawati, "Strategi Guru Dalam Proses Pembelajaran Pada Kelas Inklusi Di Sd Taman Muda Ibu Pawiyatan Yogyakarta," 2017, 192–93.

needs of inclusive students, and learning media that facilitate learning and mentoring inclusive students.⁵⁸

The researcher concluded that in addition to preparing a classroom management system that can accommodate the diversity of students' special needs, including the provision of facilities and infrastructure, it is essential to ensure the availability of competent teachers. It is of paramount importance for educators to engage in continuous professional development in order to enhance their competencies. In order to do so, they must adhere to the technical guidelines for inclusive students. Teachers are more likely to devote attention to students with special needs and to monitor their development.

8. The Implementation of Technical Guidance in Teaching Inclusive Students

Problems encountered during the implementation of the technical guidance program for teaching inclusive students, namely:

a) The Problem of Identification for Inclusive Students

Identification in an educational context is an important process that aims to categorize students based on their abilities and needs. This process aims to ensure that students receive appropriate treatment and services according to their specific needs. Identification also serves

⁵⁸ Mirna Sahrudin, Novianti Djafri, and Arifin Sukung, "Pengelolaan Pendidikan Inklusif," *Jambura Journal of Educational Management* 4, no. 1 (May 2023): 177–79, <https://doi.org/DOI:10.37411>.

as a screening procedure to detect whether a student has a disorder or problem, as well as early detection for students who may need special attention.

As for the problems in the application of implementing inclusive student identification, according to Hermanto, the identification of students with special needs is influenced by a number of factors, including the educational background of teachers, the lack of training in both the identification and management of students with special needs, and the handling of students with disabilities.⁵⁹

b) The Problem of Assessment Instrument

In this research, the instrument used by educators in conducting assessments is the student learning profile. This student learning profile is a data collection tool designed for students who are suspected of having functional difficulties or special needs. By using the student learning profile, educators can collect the data and information needed to conduct instrument assessments and provide support to students who require additional assistance in the learning process.

As for the problems in the application of the inclusive student assessment instrument, according to Hasanah et al.,

⁵⁹ Hermanto, "Kemampuan Guru Dalam Melakukan Identifikasi Berkebutuhan Khusus Di Sekolah Dasar Pendidikan Inklusi," 2010: 30.

there are still many teachers who have difficulty preparing assessment instruments due to the unfinished curriculum reference on students with special needs, besides the lack of teacher ability to identify the types of needs of students with special needs. The solution that teachers can provide is to form a special team to design learning for students with special needs. Besides that, teachers must also be able to map students based on their types of difficulties and needs so that they can determine the appropriate assessment instruments.⁶⁰

c) The Problem of the Implementation of Assessment

Assessment of students with special needs is conducted to identify their conditions in various aspects, including their potential, competencies, and characteristics. This assessment process aims to gather comprehensive information about the student's condition, impairment characteristics, strengths, and weaknesses. As for the problems in the application of the inclusive student, the implementation of assessment, according to Mufidah et al., there are several problems faced by teachers in implementing learning assessment in inclusive classrooms:

(1) Lack of student motivation to participate in learning

⁶⁰ Mutia Nur Hasanah et al., "Identifikasi Kesulitan Guru Dalam Menyusun Instrumen Penilaian Anak KhususIdentifikasi Kesulitan Guru Dalam Menyusun Instrumen Penilaian Anak Khusus," *Jurnal Penelitian Pendidikan Kebutuhan Khusus* 11, no. 2 (2023): 62–70.

assessments (2) Difficulty identifying the types of special needs of students with special needs. (3) Lack of understanding of how to modify learning assessment techniques that are appropriate for students with special needs in inclusive classes. (4) Lack of time available to conduct assessments in inclusive classes. (5) Demands for objective learning assessment based on the abilities of students with special needs. (6) Lack of parental participation.⁶¹

d) The Problem of a Planning Matrix

The Planning Matrix is a simple framework in tabular form that prioritizes a collaborative and constructive approach. This matrix serves as a description of the mapping of the condition of students with special needs, describing their characteristic barriers, their impact, service strategies, and the media required in the intervention. As for the problems in the application of the inclusive student planning matrix, according to the Ministry of Education and Culture, in planning PPI, after the implementation of identification and assessment, the teacher must then compile a learner profile (planning matrix).⁶² Thus, it can be concluded that if

⁶¹ Yuraeda Mufidah, Lalu Hamdian Affandi, and Ida Ermiana, "Identifikasi Tantangan Yang Dihadapi Guru Dalam Implementasi Pendidikan Inklusif Di Sekolah Dasar Negeri 1 Gemel Dan Sekolah Dasar Negeri Batutulis," *Renjana Pendidikan Dasar 1*, no. 1 (2021): 1–9.

⁶² BSKAP Kemendikbudristek RI., *Pendidikan Inklusif*, 2022.

both aspects are constrained, the preparation of the planning matrix will also be affected.

e) The problem of problem solving.

Problem solving in the context of an inclusive approach that considers the unique needs, potential, and challenges of each individual to create a supportive learning environment that ensures all students can participate and benefit from the learning process. With regard to the problems encountered in the implementation of inclusive student problem-solving strategies, according to the Ministry of Education and Culture, in planning PPI, after the implementation (planning matrix), the teacher must develop problem-solving skills.⁶³ It is evident that any issues related to problems in implementing inclusive technical guidance will have a cascading effect.

The problems in the implementation of technical guidance encompass a number of different areas. The researcher concluded that there is a need for enhanced teacher training, a revised curriculum, and augmented support to ensure the efficacy of inclusive teaching programs. To address these issues, it is necessary to adopt a comprehensive approach that considers the diverse needs of teachers, the effectiveness of instructional delivery, and

⁶³ BSKAP Kemendikbudristek RI.

support in order to ensure the efficacy of inclusive teaching programs.

Moreover, according to Rokhaniawati, the implementation of learning strategies in inclusive classes is hindered by the problems teachers face in determining appropriate learning strategies and methods, given the considerable number of students with special needs. Moreover, the specific types of special needs exhibited by students in each class vary considerably. The school lacks special media for students with special needs, and students with special needs tend to complete tasks at a slower pace.⁶⁴ Furthermore, most students with special needs exhibit a passive learning style and rarely seek assistance from their teachers when encountering difficulties. According to Maghfiroh et al., the implementation of inclusive education in Indonesia is arguably still lacking due to a number of factors. From an educational standpoint, the curriculum, facilities, and the integration of students with special needs into their peer groups are significant challenges. One reason for the low level of implementation of inclusive education is that parents are reluctant to send their students to schools where there are students with special needs.⁶⁵ According to Hanifa et al., the problem for students with special needs in inclusive education is still the lack of

⁶⁴ Zulfi Rokhaniawati, "Strategi Guru Dalam Proses Pembelajaran Pada Kelas Inklusi Di Sd Taman Muda Ibu Pawiyatan Yogyakarta."

⁶⁵ Meilani Nur Maghfiroh et al., "Permasalahan Yang Dihadapi Dalam Pelaksanaan Inklusi Di Indonesia," *Jurnal Pendidikan Dasar Flobamorata (JPDF)* 3, no. 2 (2022): 314–18, <https://e-journal.unmuhkupang.ac.id/index.php/jpdf>.

adequate teaching staff in relation to their educational background.⁶⁶ So the teachers in the school who do not meet their qualifications need to receive more training in assisting students with special needs. In addition, the facilities provided in public schools are not complete enough to cover all the criteria of students with special needs. According to Andre Andriyan et al., problems or obstacles faced in organizing inclusive education include lack of support facilities for inclusive education, limited understanding and competence of teachers in inclusive schools, curriculum systems that have not accommodated the needs of students with special needs, negative stigma from the community, inadequate school management and resources, and so on.⁶⁷

From the various theories on "The Problem of the Implementation of Technical Guidance in Teaching Inclusive Students," the researcher can collectively conclude that to achieve effective solutions, it is necessary to adopt a holistic approach that encompasses improvements to the quality of the education system, the training of teachers, the provision of adequate facilities, and the implementation of campaigns to challenge the negative stigma associated with inclusive education.

⁶⁶ Diva Salma Hanifa et al., "Tantangan Anak Berkebutuhan Khusus (Abk) Dalam Menjalani Pendidikan Inklusi Di Tingkat Sekolah Dasar". vol 2, no. 3 (2021): 473–83.

⁶⁷ Ade Andriyan, Wiwin Hendriani, and Pramesti Pradna Paramita, "Pendidikan Inklusi: Tantangan Dan Strategi Implementasinya," *Jurnal Psikologi Terapan Dan Pendidikan* 5, no. 2 (2022): 104–6, <http://journal.uad.ac.id/index.php/Psikologi/index>

B. Review of Related Studies

1. First, a study by Dinda Kurnianingrum & Darsinah (2023) with the title “Pengaruh BIMTEK Guru Pembimbing Khusus Terhadap Kinerja Guru Pembimbing Khusus TK Inklusi” employs a quantitative research design. The objective of this study was to ascertain the impact of technical guidance for special mentor teachers on the performance of special mentor teachers in inclusive schools. The findings of this study indicate that there are alternative forms of training that can be employed in addition to technical guidance to maintain the performance of special mentor teachers.⁶⁸
2. Second, a study by Budi Harsono (2022) entitled “The Role of Technical Guidance and Training on the Performance of Educators in Improving Student Learning Achievement”. This study used a quantitative research design. For instance, the study included 60 students enrolled in the Tadris English program at IAIN Curup. The findings from this study indicate that mentoring and technical training initiatives can improve teachers' competencies, leading to improved teaching performance and, subsequently, improved student learning outcomes.⁶⁹
3. Third, a study by Siti Masitoh (2021) with the title “Teacher's Techniques in Teaching English Toward Students in Inclusive Class

⁶⁸ Dinda Kurnianingrum and Darsinah Darsinah, “Pengaruh BIMTEK Guru Pembimbing Khusus Terhadap Kinerja Guru Pembimbing Khusus TK Inklusi,” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 4 (August 2, 2023): 3935–45, <https://doi.org/10.31004/obsesi.v7i4.4807>.

⁶⁹ Budi Harsono, “The Role of Technical Guidance and Training on the Performance of Educators in Improving Student Learning Achievement,” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 6 (December 31, 2022): 7359–66, <https://doi.org/10.31004/obsesi.v6i6.3449>.

at SMP Taman Siswa Curup” employs a descriptive qualitative methodology. This study aims to ascertain the teacher's challenges prior to implementing techniques in inclusive classrooms, the efficacy of these techniques in English language instruction, and the teacher's techniques in teaching English at SMP Taman Siswa Curup. The findings of this study indicate that teachers encountered five challenges before implementing these techniques in inclusive classrooms. These included a lack of interest, a lack of concentration in class, a lack of repetition and frequent practice, a lack of motivation, and a lack of student discipline. However, the implementation of these techniques in inclusive classrooms at SMP Taman Siswa Curup was found to be effective.⁷⁰

4. Fourth, a study by Istiarsyah et al. (2024) entitled "Peningkatan Kompetensi Guru Penyelenggara Pendidikan Inklusif Melalui Bimbingan Teknis Pemenuhan Guru Pembimbing Khusus" was conducted with the objective of enhancing the capacity of teachers in inclusive educational settings, particularly in the context of educating students with special needs. The results of this evaluation demonstrate that the technical guidance program for fulfilling special mentor teachers was effective in enhancing the understanding and skills of the participants, particularly in the domains of identification, assessment, and curriculum adaptation for students with special needs. Furthermore, the participants' positive

⁷⁰ Siti Masitoh, “Teacher’s Techniques In Teaching English Toward Students In Inclusive Class At Smp Taman Siswa Curup” (2021).

responses to the program indicate the quality of the technical assistance provided. Nevertheless, there is still room for improvement, particularly in the presentation of materials and time allocation, which may require further attention to enhance the program's effectiveness and efficiency for participants.⁷¹

5. Fifth, a study by Haniifah & Efendi (2022) with the title “Peran Penting Guru Pembimbing Khusus Dalam Pendidikan Inklusi Di SDI Al-Muttaqin” employs a qualitative research design. The objective of this research is to ascertain the impact of the unavailability of special mentor teachers in inclusive schools and to identify the strategies employed by these schools to mitigate the effects of this unavailability. The findings of this study indicate that the role of the special mentor teacher in the implementation of inclusive education is significant.⁷²

In light of previous studies, the similarity and difference between the aforementioned studies and this research can be seen in the use of teacher technical guidance to enhance teacher competence in the context of inclusive education. Previous studies have demonstrated the significance of technical guidance in enhancing teacher performance and have indicated that improved teacher performance has a positive

⁷¹ Istiarsyah et al., “Peningkatan Kompetensi Guru Penyelenggara Pendidikan Inklusif Melalui Bimbingan Teknis Pemenuhan Guru Pembimbing Khusus,” *Jurnal Abdimas (Journal of Community Service)*: Sasambo 6, no. 1 (2024): 60–74, <https://doi.org/10.36312/sasambo.v6i1.1794>.

⁷² Hanaa Haniifah and Mia Evani Efendi, “Peran Penting Guru Pembimbing Khusus Dalam Pendidikan Inklusi Di SDI Al-Muttaqin,” *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 8, no. 3 (September 2022): 167–71, <http://journal.unesa.ac.id/index.php/PD>.

impact on student learning outcomes, including students with special needs. Previous studies have had a broader focus on teacher training outside of technical guidance, while this research is more specific in discussing the role of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong. In terms of context and scope, previous studies have involved a larger sample or environment, while this study is limited to inclusive English teacher in a specific location. In terms of methodology and approach, while the desired outcomes are similar, this study employs different methodologies or techniques to identify and assess the impact of technical guidance on teacher performance and student learning outcomes. By examining the similarities and differences between the two cases, it becomes evident that this research contributes to an understanding of the significance of technical guidance in enhancing inclusive teacher performance in specific educational contexts.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

In this research, the researcher employed a qualitative research design that was based on the case study method. As defined by Punch in Ugwu and Eze's research, qualitative research is a form of inquiry that employs data in the form of written or spoken words, as opposed to relying on calculations or numbering.⁷³ Moreover, in accordance with Coombs, a case study is a methodical research technique employed to generate a comprehensive understanding of a contemporary issue or occurrence within a constrained system.⁷⁴ It may be defined as a research approach that involves the analysis of a real-world phenomenon through a comprehensive examination of a person, organization, or event. The researcher selected the qualitative case study method for its capacity to provide an in-depth and comprehensive examination of the inclusive technical guidance program implemented exclusively at SMP Taman Siswa in Rejang Lebong.

This research is of the qualitative intrinsic case study type, as defined by Coombs. The intrinsic case study is the primary focus of the research, with the goal of gaining a deep understanding of the case itself.⁷⁵ By adopting this approach, the researcher can capture details and nuances that may not be revealed in instrumental or collective case studies, thus

⁷³ Ugwu Chinyere Nneoma and Val Hyginus udoka Eze, "Qualitative Research," *Idosr Journal Of Computer And Applied Sciences* 8, no. 1 (2023): 20–35, www.idosr.org.

⁷⁴ Hayden Coombs, "Case Study Defined," September 22, 2022, 2, <https://www.researchgate.net/publication/364126131>.

⁷⁵ Coombs, 3.

providing a comprehensive and contextual understanding of the role of technical guidance for inclusive English teachers at SMP Taman Siswa in Rejang Lebong. Therefore, it can be concluded that the objective of this research is to investigate the role of technical guidance for inclusive English teachers and identify the implementation of technical guidance at SMP Taman Siswa Rejang Lebong.

B. Subject of the Research

The subjects of this research are English teachers at SMP Taman Siswa Rejang Lebong. The sampling technique employed in this research was purposive sampling. As stated by Notoatmodjo in Kumara, purposive sampling is a method of selecting a sample based on a particular research that is related to certain characteristics or traits of the population that are thought to be relevant to the research's objectives.⁷⁶ This implies that the sample has been selected not at random, but deliberately, on the basis of its perceived importance for the research. The primary objective of purposive sampling is to guarantee that the sample will yield a comprehensive and pertinent understanding of the research focus, thereby enhancing the utility and significance of the findings.

The researcher selected a teacher who taught in class 1 of SMP Taman Siswa because the English teacher had already had experience teaching inclusive students and had participated in an inclusive student technical guidance program in the area of English language teaching.

⁷⁶ Agus Ria Kumara, "Metodologi Penelitian Kualitatif," In Subjek Penelitian Kualitatif Dengan Teknik Purposive Sampling, 2018, 3–5.

C. Technique of Data Collecting

The objective of this research is to investigate the role of technical guidance for inclusive English teachers and to identify the implementing such guidance at SMP Taman Siswa Rejang Lebong. To achieve this, the researcher gathered data using interviews and observation checklists, which is suitable for this research.

1. Interview

According to Bastian et al., an interview is a method used to obtain primary data. It is also defined as a meeting between an interviewer and an interviewee, where both are involved in a direct conversation.⁷⁷ Consequently, in-person interviews were employed to gather primary data. In this research, the researcher was using structured interviews to answer the first question to find out what the role of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong was; the researcher had interviewed the one English teacher who participated in inclusive technical guidance at SMP Taman Siswa Rejang Lebong. The questions are based on theory about the role of technical guidance for inclusive English teachers as the indicators. In the interview, the researcher conducted in-depth interviews, and the researcher used the Indonesian language. The researcher used an interview and a tape recorder as the data collection. The researcher conducted direct or in-person interviews with a respondent. The

⁷⁷ Indra Bastian, Rijadh Djatu Winardi, and Dewi Fatmawati, "Metoda Wawancara," 2018, 1–42, <https://www.researchgate.net/publication/331556677>.

researcher interviewed the teacher on October 12, 2024. The respondent was an English teacher who is also the principal of SMP Taman Siswa in Rejang Lebong.

2. Observation

According to Sahir, observation is the process of collecting data by observing the daily activities of the source directly.⁷⁸ This implies that during observation, the researcher records findings based on what the researcher sees, hears, and feels. The observational approach employed in this research is non-participatory. This means that the researcher does not become involved in the observed phenomenon. In this research, the researcher conducted direct observation of one inclusive English teacher at SMP Taman Siswa Rejang Lebong.

This research involved direct observation of one inclusive English teacher at SMP Taman Siswa Rejang Lebong. To find out the implementation of technical guidance for inclusive English, the teacher at SMP Taman Siswa Rejang Lebong, the researcher conducted observations in class 1 of SMP for four meetings. Class 1 of SMP consists of one class with 10 students, consisting of four male students and six female students. The researcher employed an observation checklist to ascertain how the teacher at SMP Taman Siswa Rejang Lebong implemented technical guidance in teaching inclusive English. The researcher also directly observed the teacher's teaching in class from October 14, 2024, to October 17, 2024. The researcher found

⁷⁸ Syafrida Hafni Sahir, "Metodologi Penelitian," ed. Try Koryati (Medan, 2022), 46–47, www.penerbitbukumurah.com.

information after directly observing the teacher teaching students in the English class. The researcher observed the implementation of technical guidelines and noted any differences between expected and actual practices. The observational data obtained through direct observation provides a comprehensive understanding of the application of technical guidance in inclusive English teaching practices in schools.

D. Instrument of the Research

1. Interview

In this research, the researcher employed an interview as a means of corroborating the data obtained from the questionnaire. The structured interview, which had been pre-designed by the researcher, was employed. This type of interview entails the questions being organized in advance. The researcher selected this methodology of interviewing because it permitted the English teacher's responses to be obtained orally. A further insight into the data obtained from the questionnaire was provided by means of an interview with an English teacher. In this research, the interviewer employed a set of guidelines for the interview, which ensured consistency and reliability in the data collection process. Subsequently, the interview data was transcribed into written form. The objective of this research is to address question 1. The researcher utilized this interview to ascertain the role of technical guidance for English teachers at SMP Taman Siswa Rejang Lebong.

The following is the table of the interview blueprint for this research:

Table 3.1 The Interview Guidance Blueprint of the Role of Technical Guidance for Inclusive English Teachers

No	Aspect	Indicators	Questions
1.	The Role of Technical Guidance for Inclusive English Teachers	1. Identification of Inclusive Students	1. How has technical guidance helped you develop the skills necessary to identify students with special needs in your classroom? 2. In what ways has technical guidance improved your ability to collaborate with parents and special education experts during the identification process? 3. Can you provide an example of how technical guidance influenced your approach to early detection and identification of students with special needs?
		2. Assessment Instrument	4. How has technical guidance enhanced your understanding of the assessment instruments used for students with special needs, such as student learning profiles? 5. Can you describe how technical guidance has supported you in adapting assessment methods for students with special needs? 6. How has the technical guidance you received affected your confidence and effectiveness in using specific assessment instruments for inclusive students?
		3. Implementation of Assessment	7. In what ways has technical guidance supported you in implementing assessment strategies that accurately evaluate the potential and competence of students with special needs? 8. How has technical guidance influenced the development of individualized education programs based on assessment results? 9. Can you share how technical guidance has helped you better understand and apply the results of assessments to your teaching practices for inclusive students?
		4. Planning Matrix	10. How has technical guidance helped you implement a planning matrix for organizing

			<p>and prioritizing learning methods for students with special needs?</p> <p>11. In what ways has technical guidance improved your ability to plan and execute effective service strategies and interventions for inclusive students?</p> <p>12. Can you provide an example of how technical guidance has helped you utilize the planning matrix to create a more inclusive learning environment?</p>
		5. Problem Solving	<p>13. How has technical guidance prepared you to address the unique challenges faced by students with special needs in your classroom?</p> <p>14. Can you explain how technical guidance has supported your problem-solving process when dealing with complex issues in inclusive education?</p> <p>15. In what ways has technical guidance influenced your approach to creating a supportive and inclusive learning environment for all students?</p>

2. Observation

In this research, the researcher employed direct observation of inclusive English teachers at SMP Taman Siswa Rejang Lebong to ascertain the extent to which technical guidance contributes to the teaching of students with special needs. The researcher employed the method of non-participant observation to obtain data. Non-participant observation is an appropriate methodology in this case, as it allows the researcher to observe certain key aspects of the process without being directly involved. The researcher identified several key aspects related to the identification of inclusion students, instruments, assessments, a

planning matrix, and solving problems for inclusion students. The observation checklist is the way the researcher checks all activities done by the teachers in order to answer research questions. The researcher conducted observations in class 1 of SMP for four meetings. The aim of the observation is to ascertain how teachers at SMP Taman Siswa Rejang Lebong implement technical guidance in the inclusive teaching of English.

The following is the table of the observation checklist for this research:

Table 3.2 The Observation Checklist Blueprint of the Implementation of Technical Guidance for Inclusive English Teachers

No	Aspect	Indicators	Items	Yes	No
1.	The Problems of the Implementation of Technical Guidance for Inclusive English Teachers	1. Identification of Inclusive Students	1. Teachers have adequate qualifications and training to identify and assist students with special needs. 2. Teachers demonstrate a good understanding of early detection for students with special needs due to adequate technical support.		
		2. Assessment Instruments	3. Teachers can easily prepare assessment instruments because the curriculum and guidelines used do not have certain limitations that restrict teachers' creativity and flexibility in the assessment process. 4. Teachers can easily identify in mapping student needs because the guidance does not cover various learning difficulties adequately.		
		3. Implementation of Assessment	5. Teachers are able to deal with problems in motivating students with special needs to participate in assessments. 6. Teachers have adequate technical guidance on how to modify assessment methods to accommodate students with special needs.		

			<p>7. Teachers are able to efficiently manage time to conduct assessments in inclusive classrooms.</p> <p>8. Teachers are capable of providing objective learning assessments based on the abilities of students with special needs.</p> <p>9. Teachers are adept at selecting appropriate assessment methods that cater to the diverse range of special needs present in their classrooms.</p>		
		4. Planning Matrix	10. Teachers are proficient in creating planning matrices by effectively navigating challenges in both the identification and assessment phases.		
		5. Problem-Solving Strategies	<p>11. Teachers are effective in addressing inclusive classroom challenges by utilizing well-developed problem-solving strategies in the technical guidance.</p> <p>12. Teachers effectively support students with special needs by recognizing their individual learning paces and encouraging active participation, ensuring that students feel comfortable seeking help when needed.</p>		
		6. Resources and Facilities	<p>13. Schools effectively utilize available resources and facilities, including special media, to support students with special needs.</p> <p>14. Schools effectively provide a variety of assistive technologies for teachers to use in inclusive classrooms.</p>		

E. Data Triangulation

In qualitative research, the researcher needed to verify the trustworthiness of the data. As a result, the researcher used the triangulation technique to check the verification of data analysis. As stated by Wahyuni in Fiantika et al., triangulation is a technique that combines various data

collection methods and data sources, thus increasing the completeness, consistency, and certainty of the data obtained.⁷⁹

In this research, the researcher employed triangulation to validate previous findings and achieve a more comprehensive understanding of the significance of technical guidance support for inclusive English for the teacher at SMP Taman Siswa Rejang Lebong by triangulating the data sources. The data collection methods employed included interviews and an observation checklist to obtain correct information. The various sources above will answer research phenomena from different perspectives.

F. Technique of Data Analysis

Once all the data has been collected, the subsequent step is data analysis. As stated by Bogdan & Biklen in Zulfah et al., qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, and determining what is important and what is not.⁸⁰ The objective of this research is to identify and prioritize the information that can be shared with others. The analytical approach employed in this study is based on the framework proposed by Miles & Huberman in Wandu et al.; this framework encompasses three analytical activities: data collection, data reduction, data display, and drawing conclusions/verification. These activities are

⁷⁹ Feny Rita Fiantika et al., "Metodologi Penelitian Kualitatif," ed. Yuliatr Novita, 2023, www.globaleksekuatifteknologi.co.id.

⁸⁰ Zulfah, Mumtahanah, and Husnussaadah, "Analisis Data Kualitatif Teori Dan Terapan," 2022, www.sttjaffray.ac.id.

conducted simultaneously.⁸¹

1. Data Collection

To ensure the role of technical guidance for inclusive English, the teacher at SMP Taman Siswa Rejang Lebong used a comprehensive data collection process. Data collection in this study was conducted through structured interviews with the teacher and direct observation sheets in the classroom. Interviews were conducted with one English teacher who participated in inclusive technical guidance at SMP Taman Siswa Rejang to collect in-depth information about experiences and a little about technical guidance. Observation sheets were used to systematically observe and record the implementation of technical guidance in the classroom.

2. Data Reduction

The data obtained from structured interviews and observation sheets taken by the researcher at SMP Taman Siswa Rejang were then systematically reduced by categorizing responses and observations into themes related to technical guidance. This step involves selecting, focusing, simplifying, abstracting, and transforming the raw data obtained from the field. The researcher followed the following steps: Transcription All collected data was transcribed in detail. The researcher then coded each section of the

⁸¹ Sustiyo Wandu, Tri Nurharsono, and Agus Raharjo, "Pembinaan Prestasi Ekstrakurikuler Olahraga Di Sma Karangturi Kota Semarang," *Journal of Physical Education, Sport, Health and Recreations* 2, no. 8 (2013): 527, <http://journal.unnes.ac.id/sju/index.php/peshr>.

transcription to identify categories and indicators.

3. Data Display

The reduced data from the structured interviews and observation sheets are presented in a table to provide a clear and organized picture of the research findings. The table displays categories and subcategories of findings based on key themes, such as identification of student needs, use of appropriate assessment instruments, implementation of assessments, preparation of planning matrices, and problem-solving strategies. In addition, the narrative explains the key findings presented in the table, showing how technical guidance has helped the inclusive English teacher at SMP Taman Siswa Rejang Lebong in creating an inclusive learning environment.

4. Drawing Conclusions/Verification

Based on the data presented, conclusions are drawn regarding the role of technical guidance in supporting inclusive English for the teacher at SMP Taman Siswa Rejang. To ensure validity, triangulation was used, meaning that the findings were cross-checked with data from the structured interviews and observation sheets to ensure accuracy and consistency. Discussions with colleagues and inclusive education experts were also conducted to verify the findings.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented the findings from the interview and observation checklist. The goal of this research was to find out what the role of technical guidance is for inclusive English teacher at SMP Taman Siswa Rejang Lebong and how the implementation of technical guidance for inclusive English teacher at SMP Taman Siswa Rejang Lebong is. In collecting the data, the researcher used interview guidance for the interview and a checklist for observation. In addition, the researcher found several documents during the observation process, which provided important information regarding the implementation of technical guidance. This chapter entails research findings and discussion.

A. Finding

1. The Role of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa Rejang Lebong

The researcher was using interviews to answer the first question, and the question is: "What the role of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong?". The researcher had interviewed the one English teacher at SMP Taman Siswa Rejang Lebong. The questions are based on theory about the role of technical guidance for inclusive English teachers as the indicators. In the interview, the researcher used Indonesian language. In this segment, the researcher lays out the results of the interview.

Based on Chapter III, the researcher used an interview and a tape recorder as the data collection. The researcher conducted direct or in-person interviews with a respondent. The researcher interviewed the teacher on October 12, 2024. The respondent was an English teacher who is also the principal of SMP Taman Siswa in Rejang Lebong. For the interview, the researcher used five indicators, namely identification of inclusive students, assessment instrument, implementation of assessment, planning matrix, and problem solving.

a. Identification of Inclusive Students

Based on the interview, the researcher found that the technical guidance was able to improve the teacher's ability to identify inclusive students. This was expressed by the teacher who participated in the technical guidance as follows:

“Okay, well, since 2007, I happened to join here in 2012. There we ee... quite a lot of getting technical guidance, yes, both from the district education office, provincial education office, as well as from the central Ministry of Education and Culture Research and Technology. Well, there they teach us how to process the initial identification of students well with the technical guidance. We know that it turns out that identification has steps; the initial assessment has steps.”

Moreover, the researcher found that technical guidance had significantly improved the ability to collaborate with parents and special education experts during the identification process. This was expressed by the teacher who participated in the technical guidance as follows:

“Well, lately we have had technical guidance on inclusive education in the independent curriculum, so there is something called real action, so to carry out the success of the technical guidance activities, we hold real action by collaborating to invite the school committee, teachers, all teachers, and people or guardians of students whose students have special needs.”

Then, the researcher found that technical guidance has influenced teachers' approaches to early detection and identification of students with special needs by providing effective strategies and tools. This was expressed by the teacher who participated in the technical guidance as follows:

“Okay, for example, from the results of the technical guidance, initially we did not know how to identify the beginning of students with special needs; now with the technical guidance, there are steps like, so we know what the next steps are, and we know the child is included in the inclusion of what groups, like that. For example, in the PPDB of initial student admissions, we have done an initial assessment by identifying; he has a form, and there is a formula, so there are instruments where they enter it, and the instrument I got during the technical guidance.”

It can be concluded that technical guidance is organized by the district/city and provincial education offices and the Ministry of Research and Technology. Furthermore, the student identification process involves collaborative “real action” activities between the school committee, teachers, and parents of students with special needs. In carrying out identification, the teacher is given a rubric of assessment instruments to determine the type of student inclusiveness, which means that technical guidance is effective in helping teachers identify inclusive students at SMP Taman Siswa Rejang Lebong inclusive school.

b. Assessment Instrument

Based on researcher findings that the technical guidance significantly enhanced the teachers' skills in creating assessment instruments for inclusive students. This improvement was noted by a teacher who participated in the technical guidance, stating:

“So, when the technical guidance covers a lot, starting from the adaptive curriculum, then if now it is called an open module, if in the past the RPP was called RPP varied like that, then about the assessment instrument, when the technical guidance that was followed there was something called collaborative RPP, yes, it was there, eee... what is it called, differentiating the assessment of students with special needs and regular students, now with the technical guidance we know that the learning objectives and learning achievements are different for students with special needs, but the material is the same.”

Additionally, technical guidance has supported the teacher in adjusting assessment methods for students with special needs. This support was shared by a teacher who participated in the technical guidance, stating:

“Yes, to be honest, without technical guidance, we don't know where to go, so with technical guidance, we are taught how to prepare assessment instruments. ee... if now it's called an assessment rubric, it's specifically for students with special needs like that.”

Moreover, technical guidance has positively affected the teacher's confidence and effectiveness in using specific assessment instruments for inclusive students. This was shared by a teacher who participated in the technical guidance, stating:

“Well, with the existence of technical guidance on inclusive school activities and inclusive education, we are more focused and more confident in knowing which group of students with special needs (ABK) we are dealing with, so initially we thought the students were naughty, recalcitrant, etc. When we have used the instrument to recognize it, we know, oh... this student is a slow learner, has ADHD, then tunagrahita, and tunadaksa, and is hyperactive.”

It can be concluded that technical guidance equipped the teacher with curriculum adaptation knowledge, module preparation skills, and collaborative lesson plans to differentiate assessments for special needs and regular students. In instrument assessments, the teacher is trained to create special assessment rubrics, identify students' needs, clarify behaviors, and recognize conditions such as slow learners, ADHD, hyperactivity, tunagrahita, and tunadaksa. As a result, technical guidance is improving teachers' ability to develop an inclusive and accurate assessment process based on students' individual needs.

c. Implementation of Assessment

The interview results show that the technical guidance strongly supports teachers in implementing accurate assessment strategies for inclusive students. This was revealed by a teacher who participated in technical guidance as follows:

“Well, okay, in the technical guidance, one of the contents is that we have, eee... what's it called, eee... discussions with colleagues, so to... what's it called, to make, to maximize, how the teacher's assessment system

evaluates students with special needs, we need input from colleagues.”

In addition, the researcher found that technical guidance has influenced the development of individualized education programs based on assessment results. This was revealed by a teacher who participated in technical guidance as follows:

“Eh... so from the results of the assessment, we can group the students into what type of students with special needs, so specifically for inclusive education, there is no individual grouping. Yeah, so all in the class are students with special needs mixing with regular students like that. Then with that technical guidance, we know that students with special needs should not differentiate their classes, so they must be in the same class mixed with regular students; well, that's what an inclusive class is called.”

Furthermore, technical guidance has helped the teacher better understand and apply the results of assessments to the teacher's teaching practices for inclusive students. This was revealed by a teacher who participated in technical guidance as follows:

“Okay, in the technical guidance, we are given examples yeah, for example case studies. With the case studies, we know the steps to take in the future for ee... what the assessment of students is like.”

It can be concluded that technical guidance helps the teacher implement accurate assessment strategies through collaborative discussions with fellow teachers, which include exchanging ideas and feedback for optimal evaluation of students with special needs. Based on the assessment results, the teacher is able to identify students' special needs and emphasize

the importance of an inclusive classroom, where all students, regardless of their needs, can learn together. In addition, case studies are used to clarify the process of assessing students with special needs and integrating the assessment results into teaching practices.

d. Planning Matrix

In determining the planning matrix or the right strategy in inclusive education, the teacher first conducts an initial assessment, collaborates with parents, and then develops a learning plan that includes learning objectives. This is consistent with what the teacher who participated in the technical guidance said as follows:

“Okay, this learning method is like syntax, yeah, structure, yeah, sequence, yeah, haah... so from that, when the technical guidance was delivered, inclusive education started from the beginning of the acceptance of new students (PPDB), and with that we started to identify the initial assessment of the sign, the initial assessment of students, and from the technical guidance we were given instruments, and then we had a collaboration. What's it called? assessment with the parents of students or guardians of students too. so that both of them know the learning planning matrix and what the assessment process will be like, because if the student has special needs, ee... the important role of parents is very much needed.”

Technical guidance has improved the teacher's ability to plan and execute effective service strategies and interventions for inclusive students. This is consistent with what the teacher who participated in the technical guidance said as follows:

“Okay, in the technical guidance, we were told to do what is it called, group discussions too, making... if in the past name during the K13 era lesson plan (RPP), for now teaching modules, well there we teach how the sequence is like that, so the name of it was a teaching module... eh... what eee... what is it called if it is mixed, what is it called, in the mix it becomes eh... there is an accommodative lesson plan (RPP), so now it becomes an accommodative teaching module.”

The researcher found examples of teachers planning and implementing effective service and intervention strategies for inclusive students in the planning matrix. As exemplified by the teacher as follows:

“For example, in English learning for assessment, ee... students in reading learning "descriptive test," well, in the descriptive test regular students are asked to read and then identify several questions according to the descriptive test given, but yeah, it varies differently from students with special needs; we only ask students with special needs to read and listen. Not the same as regular students. Therefore, the learning objectives and learning achievements included in the assessment are different; for example, in the assessment of score 90, regular students and students with special needs are entitled to a score of 90; only their achievements are different. because the learning objectives and learning achievements of students with special needs and regular students are different even though they are still included in the same material.”

At the end, the researcher found that technical guidance has helped the teacher utilize the planning matrix to create a more inclusive learning environment. This is consistent with what the teacher who participated in the technical guidance said as follows:

“So here, ee... in the technical guidance, we are... what, guided, reminded, and emphasized that the importance of what, collaboration between all residents in this

school, so for me... make it effective, minimize bullying; in addition, it is important to avoid situations where regular students feel there is injustice. We called regular students to give them an understanding of the process of friends with special needs; don't let students with special needs feel discriminated against. Therefore, it is important to have collaboration, an important role from all residents in SMP Taman Siswa, both students, eeh... all the officials, including school guards and TU staff and canteen guards, are also important for achieving learning. What is the success of this inclusive school, so that inclusive children are not afraid to socialize and join others, and they also unite together, yes. Regular students help students with special needs. Coincidentally, the school here does not limit students with special needs who enter; if they are classified as having severe special needs, the school does not accept them because here we do not have special teachers. Taman Siswa school only accepts intellectual students; if for students with physical disabilities, the school does not accept them because there are no special staff.

It can be concluded that the technical guidance at SMP Taman Siswa is useful in helping the teacher create an inclusive learning environment through the planning matrix. This includes initial assessments to identify students' individual needs, collaboration with parents in developing learning plans, and training in creating accommodative modules. For example, in English learning, regular students read and answer questions from descriptive texts, while students with special needs only read and listen, with assessment tailored to individual achievements.

In addition, technical guidance helps teachers explain the different tasks and assessments to regular students to create an inclusive environment, reduce discrimination, and involve all

school staff for the success of inclusive schools. However, Taman Siswa school only accepts students with intellectual needs and does not accept students with severe special needs or physical disabilities due to the lack of special staff and specialist teachers.

e. Problem Solving

Technical guidance can help teachers address the needs of inclusive students, maintain classroom harmony, and explain the benefits of inclusive education as well as prepare teachers to handle the unique problems faced by students with special needs in the classroom. This is in line with the results of interviews with teachers who participated in the technical guidance in solving problems as follows:

“Well, I have said that in the technical guidance there is a case study; well, there are examples, and what are they called... Inclusive students have various forms; some have ADHD, some are hyperactive, and then there we are given tricks on how to calm down students with special needs, such as having a more emotional approach with children with special needs, especially those with ADHD and hyperactivity, because these students cannot stay still. So there must be an emotional approach with them. However, this does not make other students feel jealous because the teacher has given an understanding at the beginning.”

Technical guidance has supported the teacher problem-solving process when dealing with complex issues in inclusive education by providing structured approaches, strategies, and resources to effectively address and manage the unique challenges presented. This is in line with the results of

interviews with teachers who participated in the technical guidance in solving problems as follows:

“To be honest, we as an inclusive school face two challenges. First, not all people understand the meaning of inclusive schools. They often assume that inclusive students are idiots who should go to special schools (SLB). As a result, they view Taman Siswa as no different from special schools (SLB). In fact, this school helps students with special needs become regular students. Alhamdulillah, many graduates of SMP Taman Siswa who were initially ADHD, hyperactive, slow learners, or tunagrahita, Alhamdulillah, have experienced significant changes. Then from technical guidance, we...what is it called, learn tricks for conducive inclusive activities. One of them is explaining the importance of inclusive education to the community and parents of regular students so that they do not worry about their children being put together with children with special needs. This inclusive education helps students with special needs who are classified as (tunagrahita) to develop like other students, even though they still have difficulty reading or writing in grade one of junior high school. But if students with special needs, including inclusive students, enter special schools (SLB), they can experience severe intellectual disabilities due to the different environment. However, in inclusive schools, they are motivated by regular students to do better just like other regular students.”

At the end, the researcher found that technical guidance has positively influenced the teacher's approach by enhancing the teacher's ability to create a supportive and inclusive learning environment for all students. In addition, collaboration between all school members and support from the education office were essential for the success of inclusive education at SMP Taman Siswa Rejang Lebong. This is in line with the results of interviews with teachers who participated in the technical guidance as follows:

“So, to create an inclusive environment in this inclusive education, it is important to have collaboration between all residents here at Taman Siswa school, and in addition, the important role of the education office; if there is no support from the education office, the efforts we make will be difficult.”

It can be concluded that technical guidance helps teachers in problem-solving and equips them with strategies for managing inclusive classrooms, particularly for students with ADHD, hyperactivity, and other mild intellectual special needs. It provides techniques for maintaining classroom harmony and emotional approaches for students with special needs. This guidance also helps teachers explain the benefits of inclusive education to the community and parents, fostering mutual respect and understanding. Moreover, inclusive education accommodates students with mild intellectual special needs, such as ADHD, hyperactivity, slow learning, and tunagrahita. Collaboration among all school members and support from the education office are crucial for creating a successful inclusive environment. Adequate external support is necessary to overcome obstacles and ensure the success of inclusive education.

The researcher's findings from interviews with the teacher found that technical guidance plays an important role in helping inclusive English teachers at SMP Taman Siswa Rejang Lebong to develop confidence and competence in implementing inclusive education. Through technical guidance, the teacher can face social problems that

arise, both from the community and the school environment, and create a supportive, inclusive, and equitable learning environment for all learners, both regular students and students with special needs.

2. The Implementation of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa Rejang Lebong

To find out how the implementation of technical guidance for inclusive English is, the teacher at SMP Taman Siswa Rejang Lebong is, the researcher conducted observations in class 1 of SMP for four meetings. The researcher employed an observation checklist to ascertain how teachers at SMP Taman Siswa Rejang Lebong implemented technical guidance in inclusive English teaching.

The researcher also directly observed the teacher teaching in the classroom from October 14, 2024, to October 17, 2024. The researcher found some information after directly observing the teacher teaching the students in the English class. For the observation checklist, the researcher used six indicators, namely identification of inclusive students, assessment instrument, implementation of assessment, planning matrix, problem solving, and resources and facilities.

a. Identification of Inclusive Students

Based on the results of the researcher's observations of the implementation of technical guidance carried out by teachers at SMP Taman Siswa Rejang Lebong, it went well. The researcher found that when the teacher identifies students with

special needs, the teacher observes the behavior, academic abilities, and interactions of students during the English learning process and uses identification instruments such as forms and guides from technical guidance. After that, the teacher discusses with other teachers to collect additional information and collaborates with the school committee and interviews with parents or guardians of students to collect data to ensure more accurate identification. Then the teacher records the results of the identification of students who are indicated to have special needs, including evidence from observations, interviews, and initial assessments. This documentation is the basis for recommendations for further action. Consultation with experts if further validation is needed. After identification is carried out, students are referred for special interventions, and the teacher adjusts the learning plan by modifying methods, materials, and evaluations according to student needs.

b. Assessment Instruments

Based on the researcher's observation of the implementation of technical guidance carried out by teachers at SMP Taman Siswa Rejang Lebong, the researcher found that when teachers implemented assessment instruments, the teacher used learning modules and collaborative lesson plans that were adjusted for students with special needs and regular students while still setting different learning objectives and

achievements. The teacher prepared specific assessment rubrics for students with special needs so that the assessment became more structured and in accordance with the characteristics of students with special needs and used assessment instruments to identify student needs such as slow learners, ADHD, mental retardation, physical disabilities, and hyperactivity. With a curriculum and guidelines that do not limit flexibility and creativity, the teacher can prepare various assessment instruments. Comprehensive technical guidance provides a clear reference for the teacher to map student learning needs and provide appropriate support. and by using accommodating lesson plans, the teacher prepares various assessment instruments, sets different learning achievements, and implements various instruments to support the inclusive student learning process.

c. Implementation of Assessment

Based on the researcher's observation of the implementation of technical guidance carried out by teachers at SMP Taman Siswa Rejang Lebong, the researcher found that when the teacher implemented assessment instruments, the teacher used learning modules and accommodative lesson plans that were adjusted for students with special needs and regular students while still setting different learning objectives and achievements. The teacher prepared specific assessment rubrics

for students with special needs so that the assessment became more structured and in accordance with the characteristics of students with special needs. Assessment instruments were used to identify student needs such as slow learners, ADHD, mental retardation, physical disabilities, and hyperactivity.

With a curriculum and guidelines that do not limit flexibility and creativity, the teacher can prepare various assessment instruments. Comprehensive technical guidance provides a clear reference for the teacher to map student learning needs and provide appropriate support. By using accommodative lesson plans, the teacher prepares various assessment instruments, sets different learning achievements, and implements various instruments to support the inclusive student learning process.

d. Planning Matrix

Based on the observation results, the researcher found that the teacher at SMP Taman Siswa Rejang Lebong succeeded in compiling an effective planning matrix for inclusive learning. This process begins with an initial assessment during PPDB using instruments from technical guidance to identify student needs. The teacher collaborates with parents to align learning plans and assessments. In the planning matrix, the teacher uses accommodative teaching modules that are tailored to the needs of special needs and regular students, with different learning

goals and achievements. For example, in English learning, regular students are asked to read and answer questions, while special needs students only read and listen. The second group is assessed fairly according to their respective learning achievements. The teacher also manages time efficiently and ensures collaboration among all school residents to create a friendly and inclusive environment. The school policy only accepts special needs students with intellectual challenges due to the limited number of special educators. With this approach, the teachers are able to create an inclusive learning environment and support the optimal development of all students.

e. Problem-Solving Strategies

Based on the results of the observation, the researcher found that the teacher at SMP Taman Siswa Rejang Lebong successfully implemented problem-solving strategies in inclusive classes with the help of technical guidance. The teacher uses case studies to understand the needs of students with special needs, especially for students with ADHD and hyperactivity, to create a conducive classroom atmosphere without causing ordinary students to feel excluded by providing an understanding of inclusivity. In addition, the teacher's inclusive approach encourages students with special needs to develop and be motivated by the presence of regular students. Also educate the community and parents of regular students to

eliminate the stigma against students with special needs. Through an inclusive approach, students with special needs are encouraged to develop and are motivated by the individual essence of regular students. The teacher ensures that teaching methods are adjusted to the abilities and learning speed of individuals so that students with special needs feel comfortable and actively participate in the learning process. Then collaboration between everyone in the school, including support from the Education Office, is also key to creating an effective inclusive environment. With a mature problem-solving strategy, the teacher is able to overcome various challenges without difficulty, thus supporting the creation of inclusive and effective learning.

f. Resources and Facilities

Based on observations, the researcher found that the teacher at SMP Taman Siswa Rejang Lebong utilized available resources and facilities to support the needs of students with special needs. The school is equipped with various facilities such as classrooms equipped with learning media such as Infocus, PPT, and needs of learning media. In addition, puzzles are also used as assistive technology that can help in the development of motor skills, logical thinking skills, and problem-solving skills of students with special needs. With

these adequate support facilities, the teacher is able to create an inclusive and effective learning environment.

The findings of the researcher from classroom observations show that the implementation of comprehensive technical guidance, the teacher at SMP Taman Siswa Rejang Lebong successfully supports adaptive and fair inclusive learning according to the needs of each student. The teacher is able to identify student needs, use appropriate assessment instruments, prepare planning matrices, implement problem-solving strategies, and utilize resources and facilities effectively. With the right approach, collaboration with parents, and support from everyone at school, the teacher succeeded in creating an inclusive learning environment and supporting the optimal development of all students.

B. Discussion.

Based on the explanation of the findings, the researcher describes the results of this research. The findings contain the role of technical guidance for inclusive English teachers and the implementing technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong.

1. The Role of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa Rejang Lebong

Based on the findings obtained from interviews with the teacher, the researcher can conclude that technical guidance has a very important role in supporting inclusive English teachers at SMP Taman Siswa

Rejang Lebong. And technical guidance not only helps teachers in mastering teaching and assessment techniques for students with special needs but also in building an inclusive school environment, which provides equal and supportive learning opportunities for all students.

According to Budi Harsono, this study's result is that technical guidance and training initiatives can improve teachers' competencies, which leads to improved teaching performance and better student learning outcomes.⁸² This is in line with the findings of the researcher's research results, which emphasize the importance of technical guidance in supporting inclusive English teachers and building an inclusive school environment. Both show that technical guidance plays a role in improving teacher performance and student learning outcomes. According to Haniifah & Efendi This study highlights the significant role of special mentor teachers in the implementation of inclusive education.⁸³ It supports the researcher findings that technical guidance plays a crucial role in helping teachers master teaching and assessment techniques for students with special needs, thereby fostering an inclusive school environment. The second study emphasized the importance of technical guidance in improving teacher performance and inclusive educational environments.

According to Siti Masitoh, teachers face five main challenges before implementing teaching techniques in inclusive classes, namely lack of interest, lack of concentration in class, lack of repetition and

⁸² Budi Harsono, *op.cit.* 7364.

⁸³ Haniifah and Efendi, *loc. cit.*

frequent practice, lack of motivation, and lack of student discipline. Nevertheless, the implementation of teaching techniques in inclusive classes at SMP Taman Siswa Curup has proven effective.⁸⁴ This is in line with the conclusion that technical guidance helps teachers overcome challenges in inclusive teaching and create an effective learning environment at the junior high school level. This suggests that appropriate support and training can overcome these challenges and improve the effectiveness of inclusive teaching.

The results of the study stated that technical guidance plays an important role in supporting inclusive English for the teacher at the SMP. This is in line with the research of Dinda Kurnianingrum & Darsinah, which shows that technical guidance is also effective at the TK.⁸⁵ Although the age levels of students vary, technical guidance and alternative training still have a significant influence on teacher performance at both the TK and SMP. These two studies are in line with emphasizing that technical guidance is effective in improving teacher performance at all levels, both at the TK and SMP.

From the explanation above in this research, it can be concluded that technical guidance has a positive effect on inclusive education, both at the TK and secondary SMP. Adequate support and training help the teacher overcome challenges in inclusive teaching and create an inclusive learning environment that supports the optimal development

⁸⁴ Siti Masitoh, *loc. cit.*

⁸⁵ Kurnianingrum and Darsinah, *op. cit.* 3943.

of all students. The results of this study and the same theory emphasize the importance of technical guidance in improving teacher performance and creating an inclusive educational environment.

2. The Implementation of Technical Guidance for Inclusive English Teacher at SMP Taman Siswa rejang Lebong

To find out the implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong, the researcher used an observation sheet. It was found that the implementation of this technical guidance went well and effectively. The teacher was able to identify the needs of students with special needs, use appropriate assessment instruments, implement assessments, compile planning matrices, and apply problem-solving strategies. With the help of adequate technology and facilities, as well as cooperation with parents and everyone at school, the teacher succeeded in creating an inclusive learning environment and supporting the optimal development of all students.

According to Siti Masitoh, this study highlights the effectiveness of techniques implemented in inclusive classrooms at SMP Taman Siswa Curup, despite initial challenges. Findings emphasize the successful implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong, which aligns with the results of this research on the importance of overcoming challenges to create an inclusive learning environment. And according to Istiarsyah et al., this study demonstrates that technical guidance

programs enhance the understanding and skills of teachers, particularly in identifying, assessing, and adapting the curriculum for students with special needs.⁸⁶ It aligns closely too with findings that technical guidance helps teachers identify the needs of students with special needs, use appropriate assessment instruments, and apply problem-solving strategies to create an inclusive learning environment.

In this study, it is also in line with the findings of Budi Harsono, which show that technical guidance and training initiatives can improve teacher competence and ultimately improve teaching performance and student learning achievement.⁸⁷ The point is to support the view that effective technical guidance and training are essential for the development of teacher competence and success in inclusive education.

Based on the above statement, this study shows that technical guidance is very important for the development of teacher competence and success in inclusive education. The implementation of effective technical guidance helps teachers in identifying student needs, using appropriate assessment instruments, and implementing problem-solving strategies to create an inclusive learning environment and support optimal student development.

⁸⁶ Istiarsyah, loc. cit.

⁸⁷ Budi Harsono, loc. cit.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the acquired data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer to the research questions of this research, while the suggestion is intended to give information to the researchers who are interested in doing further research in this area.

A. Conclusion

Based on the findings and discussions, the researcher concluded that technical guidance plays an important role in supporting inclusive English teachers at SMP Taman Siswa Rejang Lebong in five aspects: identification of inclusive students, assessment instruments, implementation of assessments, planning matrices, and problem solving. This guide has improved teacher competence, encouraged collaboration, and encouraged a safe and inclusive learning environment. and then the implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong went well and effectively. The teacher succeeded in identifying the needs of students with special needs, using appropriate assessment instruments, implementing assessments, compiling planning matrices, and implementing problem-solving strategies. With the support of adequate technology and facilities and collaboration with parents and the school community, the teacher was able to create an inclusive learning environment and support the optimal development of all students.

B. Suggestion

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The college

This research can be a reference for inclusive teachers, especially inclusive English teachers, by participating in ongoing training such as inclusive technical guidance.

2. The teacher

Creating an inclusive environment requires collaboration from all parties in the school and support from the education office. With adequate facilities and parental cooperation, the teacher can create a learning environment that supports the optimal development of all students and maintains inclusivity.

3. For researcher

The researcher hopes that this research can be improved and serve as motivation for future research to explore this research in greater depth.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



SURAT REKOMENDASI

Nomor : B-047/FT.2/PP.00.9/TBI/03/2023

Yang bertanda tangan dibawah ini :

Nama : Jumatul Hidayah, M.Pd
NIP : 19780224 200212 2 002
Jabatan : Ketua Program Studi Tadris Bahasa Inggris

Merekomendasikan :

Nama : Mia Tenola
NIM : 20551035
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah IAIN Curup

Untuk melakukan Observasi di Sekolah yang Bapak/Ibu Pimpin dalam rangka mengumpulkan data awal penyusunan Skripsi.

Curup, 25 Mei 2023
Ketua Prodi TBI,



Jumatul Hidayah, M.Pd
NIP19780224 200212 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 1637 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Mia Tenola tanggal 29 Agustus 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis tanggal 25 Juli 2024

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Dr. Paidi Gusmuliana, M.Pd** **19840917 201501 1 004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Mia Tenola**

N I M : **20551035**

JUDUL SKRIPSI : **The Role of Technical Guidance for Inclusive English Teachers at SMP Taman Siswa Rejang Lebong**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal 29 Agustus 2024

Dekan,



Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



IAIN CURUP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 1752 /In.34/FT/PP.00.9/09/2024
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

24 September 2024

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)
Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Mia Tenola
NIM : 20551035
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Role of Technical Guidance for Inclusive English Teacher at SMP Taman
Siswa Rejang Lebong
Waktu Penelitian : 24 September 2024 s.d 24 Desember 2024
Lokasi Penelitian : SMP Taman Siswa

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

an Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP-19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/363 /IP/DPMPTSP/IX/2024

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
- Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 - Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor: 1752/In.34/FT/PP.00.9/09/2024 tanggal 24 September 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Mia Tenola/ Kepahiang, 24 April 2002
NIM : 20551035
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bhasa Inggris/ Tarbiyah
Judul Proposal Penelitian : **The Role Of Technical Guidance For Inclusive English Teachers at SMP Taman Siswa Rejang Lebong**
Lokasi Penelitian : SMP Taman Siswa Rejang Lebong
Waktu Penelitian : 25 September 2024 s/d 24 Desember 2024
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 25 September 2024

Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong



ZULKARNAIN, SH

Pembina/ IV.a

NIP. 19751010 200704 1 001

Tembusan :

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Kepala SMP Taman Siswa Rejang Lebong
- Yang Bersangkutan
- Arsip



YAYASAN PERSATUAN PERGURUAN TAMANSISWA CABANG CURUP
BAGIAN : TAMAN DEWASA (SMP TAMANSISWA)
STATUS : TERAKREDITASI
Alamat : Jalan Ahmad Marzuki Talang Rimbo Baru ☎ (0732) 22053 Curup 39113

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
NOMOR : Per.Ts080/Tade.X/KS/CRTG/2024

Yang bertanda tangan dibawah ini :

Nama : Surya Lestari, S.Pd.I
Jabatan : Kepala Sekolah SMP TAMANSISWA

Dengan ini Menyatakan bahwa Mahasiswa Yang beridentitas :

Nama : MIA TENOLA
Tempat/ Tgl. Lahir : Kepahiang, 24 April 2002
NIM : 20551035
Pekerjaan : Mahasiswa
Program Studi : Tadris Bahasa Inggris
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Telah melaksanakan penelitian di SMP Taman Siswa Curup untuk memperoleh data guna menyusun skripsi dengan judul **“The Role Of Technical Guidance for Inclusive English Teachers at SMP Taman Siswa Rejang Lebong”**

Demikian surat keteranga ini dibuat untuk dapat digunakan sebagaimana mestinya.

Rejang Lebong, 24 Desember 2024

Kepala Sekolah
TAMANSISWA
SURYA LESTARI, S.Pd.I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	: MIA TENOLA
NIM	: 20551035
PROGRAM STUDI	: TADRIS BAHASA INGGRIS
FAKULTAS	: TARBİYAH
DOSEN PEMBIMBING I	: JUMATUL Hidayah, M.Pd
DOSEN PEMBIMBING II	: Dr. PAIDI GusmuliANA, M.Pd
JUDUL SKRIPSI	: THE ROLE OF TECHNICAL GUIDANCE FOR INCLUSIVE ENGLISH TEACHERS AT SMP TAMAN SISWA REJANG LEBONG
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF	
			PEMBIMBING I	
1.	26/08 2024	Bimbingan Bab I	k	
2.	02/09 2024	Revisi Bab I	k	k
3.	25/09 2024	Revisi Bab II	k	
4.	03/10 2024	Revisi Bab III	k	k
5.	15/10 2024	Revisi Instrumen	k	
6.	30/10 2024	Acc Instrumen	k	k
7.	04/11 2024	Acc Penelitian	k	
8.	19/11 2024	Analisis Data	k	k
9.	28/11 2024	Revisi Bab IV	k	
10.	12/12 2024	Revisi Bab V	k	k
11.	18/12 2024	Acc Bab I, II, III, IV, V	k	
12.	29/12 2024	Acc Sidang Monaqasah	k	k

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

JUMATUL HIDAYAH, M. Pd
NIP. 197802242002122002

CURUP, 29 Desember 2024
PEMBIMBING II,

Dr. PAIDI GUSMULIANA, M. Pd
NIP. 198408172015031004

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	MIA TENOLA
NIM	:	20551035
PROGRAM STUDI	:	TAPRIS BAHASA INGGRIS
FAKULTAS	:	TARBIYAH
PEMBIMBING I	:	JUMATUL HIDAYAH, M. Pd
PEMBIMBING II	:	Dr. PAIDI GUSMULIANA, M. Pd
JUDUL SKRIPSI	:	THE ROLE OF TECHNICAL GUIDANCE FOR INCLUSIVE ENGLISH TEACHERS AT SMP TAMAN SISWA BEJANG LEBONG
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	29/09/2024	Acc judul Bimbingan BAB I	
2.	02/10/2024	Revisi BAB I	
3.	11/10/2024	Revisi BAB II	
4.	15/10/2024	Revisi BAB III	
5.	23/10/2024	Revisi Instrumen	
6.	28/10/2024	Acc Instrumen	
7.	11/11/2024	Acc Penelitian	
8.	20/11/2024	Analisis Data	
9.	05/12/2024	Revisi bab IV	
10.	10/12/2024	Revisi bab V	
11.	16/12/2024	Acc bab IV dan V	
12.	24/12/2024	Acc sidang munaqosah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

PEMBIMBING I,

JUMATUL HIDAYAH, M. Pd
NIP. 197802242002122002

CURUP, 24 Desember2024

PEMBIMBING II,

Dr. PAIDI GUSMULIANA, M. Pd
NIP. 198408072015031004

Appendix 1

Validation

Table 3.1 The Interview Guidance Blueprint of the Role of Technical Guidance for Inclusive English Teachers

No	Aspect	Indicators	Questions
1.	The Role of Technical Guidance for Inclusive English Teachers	1. Identification of Inclusive Students	1. How has technical guidance helped you develop the skills necessary to identify students with special needs in your classroom? 2. In what ways has technical guidance improved your ability to collaborate with parents and special education experts during the identification process? 3. Can you provide an example of how technical guidance influenced your approach to early detection and identification of students with special needs?
		2. Assessment Instrument	4. How has technical guidance enhanced your understanding of the assessment instruments used for students with special needs, such as student learning profiles? 5. Can you describe how technical guidance has supported you in adapting assessment methods for students with special needs? 6. How has the technical guidance you received affected your confidence and effectiveness in using specific assessment instruments for inclusive students?
		3. Implementation of Assessment	7. In what ways has technical guidance supported you in implementing assessment strategies that accurately evaluate the potential and competence of students with special needs? 8. How has technical guidance influenced the development of individualized education programs based on assessment results?

			<p>9. Can you share how technical guidance has helped you better understand and apply the results of assessments to your teaching practices for inclusive students?</p>
		<p>4. Planning Matrix</p>	<p>10. How has technical guidance helped you implement a planning matrix for organizing and prioritizing learning methods for students with special needs?</p> <p>11. In what ways has technical guidance improved your ability to plan and execute effective service strategies and interventions for inclusive students?</p> <p>12. Can you provide an example of how technical guidance has helped you utilize the planning matrix to create a more inclusive learning environment?</p>
		<p>5. Problem Solving</p>	<p>13. How has technical guidance prepared you to address the unique challenges faced by students with special needs in your classroom?</p> <p>14. Can you explain how technical guidance has supported your problem-solving process when dealing with complex issues in inclusive education?</p> <p>15. In what ways has technical guidance influenced your approach to creating a supportive and inclusive learning environment for all students?</p>

Overall Validation Notes:

The validated version provides more focused, actionable, and practical questions compared to the draft version. It shifts from theoretical explanations to real-world applications of technical guidance, making the interview more relevant for teachers' day-to-day experiences in inclusive classrooms.

Curup, September 13, 2024

Validator



Rizki Indra Guci, M.Pd.

Table 3.2 The Observation Checklist Blueprint of the Implementation of Technical Guidance for Inclusive English Teachers

No	Aspect	Indicators	Items	Yes	No
1.	The Problems of the Implementation of Technical Guidance for Inclusive English Teachers	1. Identification of Inclusive Students	1. Teachers have adequate qualifications and training to identify and assist students with special needs. 2. Teachers demonstrate a good understanding of early detection for students with special needs due to adequate technical support.		
		2. Assessment Instruments	3. Teachers can easily prepare assessment instruments because the curriculum and guidelines used do not have certain limitations that restrict teachers' creativity and flexibility in the assessment process. 4. Teachers can easily identify in mapping student needs because the guidance does not cover various learning difficulties adequately.		
		3. Implementation of Assessment	5. Teachers are able to deal with problems in motivating students with special needs to participate in assessments. 6. Teachers have adequate technical guidance on how to modify assessment methods to accommodate students with special needs. 7. Teachers are able to efficiently manage time to conduct assessments in inclusive classrooms. 8. Teachers are capable of providing objective learning assessments based on the abilities of students with special needs. 9. Teachers are adept at selecting appropriate assessment methods that cater to the diverse range of special needs present in their classrooms.		
		4. Planning Matrix	10. Teachers are proficient in creating planning matrices by effectively		

			<p>navigating challenges in both the identification and assessment phases.</p>		
		<p>5.Problem-Solving Strategies</p>	<p>11. Teachers are effective in addressing inclusive classroom challenges by utilizing well-developed problem-solving strategies in the technical guidance.</p> <p>12. Teachers effectively support students with special needs by recognizing their individual learning paces and encouraging active participation, ensuring that students feel comfortable seeking help when needed.</p>		
		<p>6.Resources and Facilities</p>	<p>13. Schools effectively utilize available resources and facilities, including special media, to support students with special needs.</p> <p>14. Schools effectively provide a variety of assistive technologies for teachers to use in inclusive classrooms.</p>		

Overall Validation Notes:

The validated version of the observation checklist is more concise and user-friendly. It condenses and refines the draft's more detailed content, focusing on actionable indicators rather than lengthy descriptions. This ensures that the checklist can be applied efficiently in various educational settings, particularly when identifying and addressing the challenges of inclusive education.

Curup, September 13, 2024

Validator

A handwritten signature in black ink, appearing to read 'Rizki Indra Guci', written in a cursive style.

Rizki Indra Guci, M.Pd.

Appendix 2

The Result

INTERVIEW TRANSCRIPT

English Teacher = Surya Lestari

Researcher : Assalamualaikum wr.wb bu.

Respondent : Waalaikumusalam wr.wb.

Researcher : Oke Mia sekarang mau memperkenalkan diri dulu, perkenalkan nama saya Mia Tenola, saya dari Tadris Bahasa Inggris. Izin mewawancarai Ibu untuk mendapatkan data penelitian Mia.

Respondent : Boleh.

Researcher : Langsung saja kita ke pertanyaan bu.

Respondent : Iyaa hmm, sebelumnya ibu mau bertanya dlu ni.

Researcher : Boleh.

Respondent : Ee... penelitiannya tentang apa ni judul skripsinya.

Researcher : Ee... The Role of Technical Guidance for Inclusive English Teachers.

Respondent : Oke.

Researcher : Jadi ingin menanyakan peran bimbingan teknis ee terhadap guru Bahasa Inggris di kelas inklusif.

Respondent : Ee... kalo sejujurnya dalam SMP Taman Siswa ini adalah sekolah penyelenggara inklusif sejak tahun 2007 yah.

Researcher : 2007.

Respondent : Iya itu sudah lumayan lama, jadi disini ibu tekankan semua guru itu wajib berperan penting dalam ee... proses kegiatan pendidikan inklusi itu, jadi khususnya untuk bahasa Inggris sama sebenarnya dengan guru

mapellain, dia berperan penting juga dalam ee pendidikan dunia ee...
anak inklusi itu khusus di bidang bahasa inggris.

Researcher : Oke ee... sekarang kita mulai pertanyaannya ya bu yah.

Respondent : Boleh.

Researcher : Emm Bagaimana bimbingan teknis telah membantu ibu mengembangkan
(01.23) keterampilan yang diperlukan untuk mengidentifikasi siswa
berkebutuhan khusus di kelas ibu?

Respondent : Oke gini, sejak 2007 kebetulan saya bergabung disini itu baru 2012
disana kita ee... lumayan banyak mendapatkan bimtek-bimtek ya baik
dari dinas pendidikan kabupaten, dinas pendidikan provinsi, maupun dari
kemendikbud ristek pusat, nah disana em... mereka mengajarkan kita
bagaimana proses identifikasi awal dai peserta didik, nah dengan adanya
bimtek itu kita mengetahui ternyata kalo identifikasi itu ada langkah
langkahnya, assesmen awal itu ada langkah-langkahnya.

Researcher : Ee... Dengan cara apa bimbingan teknis telah meningkatkan kemampuan
(02.06) ibu untuk berkolaborasi dengan orang tua dan ahli pendidikan khusus
selama proses identifikasi bu?

Respondent : Nah kalo untuk akhir akhir ini kita kan ada bimtek pendidikan inklusi di
kurikulum merdeka tu, nah ada yang namanya aksi nyata jadi untuk
melaksa apo mensukseskan kegiatan bimtek itu kita mengadakan aksi
nyata dengan berkolaborasi mengundang pihak komite sekolah, guru,
semua guru dan orang atau wali murid yang anaknya berkebutuhan
khusus.

Researcher : Dapatkah ibu memberikan sebuah contoh tentang bagaimana bimbingan
(02.43) teknis mempengaruhi pendekatan ibu terhadap deteksi dini dan identifikasi siswa berkebutuhan khusus?

Respondent : Oke contohnya ya dari hasil bimtek itu awalnya kita tidak tau bagaimana cara untuk mengidentifikasi awal dari peserta didik berkebutuhan khusus itu, nah dengan adanya bimbingan teknis itu kan disana dikasih langkah-langkahnya seperti apa jadi kita tau langkah selanjutnya apa dan kita tau ee... anak itu termasuk inklusi dari golongan apa seperti itu, misalnya di PPDB penerimaan peserta didik awal, kita sudah mengassesmen awal dengan mengidentifikasi, dia itu da foamnya, ada rumusnya jadi ada instrumennya, mereka itu masuknya kemana dan instrumen itu saya dapatkan waktu bimtek itu.

Researcher : Oke eem... bagaimana bimbingan teknis telah meningkatkan pemahaman
(03.38) ibu tentang instrumen penilaian yang digunakan untuk siswa berkebutuhan khusus, seperti profil pembelajaran siswa?

Respondent : Nah begini jadi ketika bimtek itu kan, cakupannya banyak itu mulai dari kurikulum ada adaptip, terus itu modul ajar kalo sekarang, kalo dulu RPP

Researcher : Heemm...

Respondent : RPP nya namanya RPP bervariasi kayak gitu, kemudian itu tadi pertanyaannya tentang?

Researcher : Tentang instrumen penilaian yang digunakan.

Respondent : Nah tentang instrumen penilaian, ketika bimtek kami itu ada yang namanya RPP kolaboratif ya, dia itu disana eee... apa namanya membedakan penilaian anak berkebutuhan khusus dan siswa reguler, nah

dengan adanya bimtek itu kita jadi tau ternyata tujuan pembelajaran dan capaian pembelajaran itu di bedakan dengan anak berkebutuhan khusus tetapi materinya sama seperti itu.

Researcher : Oke bu, terus lanjut, dapatkah ibu menjelaskan bagaimana bimbingan teknis mendukung ibu dalam mengadaptasi metode penilaian untuk siswa berkebutuhan khusus?
(04.44)

Respondent : Iya jujur saja, tanpa adanya bimbingan teknis itu kita gak tau alurnya harus kemana yah, jadi dengan adanya bimbingan teknis itu kita di ajarkan bagaimana menyusun instrumen penilaian ee... kalo sekarang namanya rubrik penilaian ya, khusus untuk siswa berkebutuhan khusus gitu.

Researcher : Owh rubrik namanya.

Respondent : Iya sekarang namanya rubrik penilaian.

Researcher : Oke ee... bagaimana bimbingan teknis yang ibu terima mempengaruhi kepercayaan diri dan keefektifan ibu dalam menggunakan instrumen asesmen khusus untuk siswa berkebutuhan khusus?
(05.15)

Respondent : Baik, dengan adanya bimbingan teknik tentang kegiatan apa sekolah inklusif, pendidikan inkluif ini, kami itu lebih terarah, lebih PD untuk mengetahui mereka itu termasuk gologngan ABK apa, jadi awalnya yang kami sangka mereka itu bandel, nakal, dan lain-lainnya. Ketika kita sudah menggunakan intrumen identifikasi itu kita tau, oh... dia ini termasuk slow leaner, ADHD kemudian apa namanya Tunagrahita, Tunadaksa.

Researcher : Hyper aktif.

Respondent : Iya hyper aktif.

- Researcher : Oke untuk selanjutnya, dalam hal apa bimbingan teknis telah mendukung
(06.05) ibu dalam menerapkan strategi penilaian yang secara akurat mengevaluasi potensi dan kompetensi siswa berkebutuhan khusus?
- Respondent : Nah oke, dalam bimbingan teknis itu salah satu isinya kita ada, eee... apa namanya eee... diskusi dengan teman sejawat nah jadi untuk meng... apanamanya membuat, memaksimalkan bagaimana sistem penilaian kita, evaluasi peserta didik ABK itu, kita perlu masukan-masukan dari teman sejawat.
- Researcher : Dan bagaimana bimbingan teknis mempengaruhi pengembangan ee...
(06.41) program pendidikan individual berdasarkan hasil asesmen?
- Respondent : Eh... jadi dari hasil asesment itu, kita bisa mengelompokkan siswa itu tergolong ABK apa, nah jadinya kalo khusus pendidikan inklusi ini tidak ada pengelompokkan perindividu ya, jadi semua dalam kelas itu mereka bercampur siswa regular seperti itu.
- Researcher : Jadi siswa yang.....khusus.
- Respondent : Iya jadi dengan bimbingan teknis itu kita tau bahwa nggak boleh siswa berkebutuhan khusus itu dibedakan kelasnya, jadi dia harus satu kelas bercampur baur dengan yang siswa regular, nah ABK itu tadi.
- Researcher : Namanya inklusif.
- Respondent : Iya itula namanya kelas inklusif.
- Researcher : Dan dapatkah ibu menceritakan bagaimana bimbingan teknis telah
(07.27) membantu ibu untuk lebih memahami dan menerapkan hasil asesment dalam praktik mengajar ibu untuk siswa inklusif?

Respondent : Oke dalam bimtek itu kita dikasih contoh misalnya study kasus yah, dari study kasus itulah kita tau langkah-langkah kedepannya untuk ee... assessment penilaian peserta didik itu seperti apa.

Researcher : Dengan adanya study kasus ya bu ya.

Respondent : Iyaa di kasih contoh studi kasus.

Researcher : Dan bagaimana bimbingan teknis telah membantu ibu (07.55) mengimplementasikan matriks perencanaan untuk mengatur dan memprioritaskan metode pembelajaran bagi siswa berkebutuhan khusus?

Respondent : Oke method pembelajaran ini kayak syntax ya, susunan ya, runtutan ya, haah... nah jadi dari situ ketika bimtek itu disampaikan bahwa pendidikan inklusif ini dimulai dari awal PPDB, ada PPDB disana kita mulai mengidentifikasi asesment awal tandannya, asesment awal peserta didik, dan dari bimtek itu kita dikasih instrument terus itu kita ada kolaborasi apanamanya asesment wali, wali muridnya juga.

Researcher : Owh bersama orang tuanya.

Respondent : Iya jadi sama-sama tau seperti itu kan.

Researcher : Perencanaan pembelajaran.

Respondent : Iya perencanaan pembelajaran dan nanti proses penilaiannya seperti apa, karena kalo siswa ABK itu, ee... peran penting orang tua itu sangat di perlukan.

Researcher : Dalam hal apa bimbingan teknis telah meningkatkan kemampuan ibu (08.52) dalam merencanakan dan melaksanakan strategi dan intervensi layanan yang efektif untuk siswa inklusif?

Respondent : Oke dalam bimtek itu kan kita disuruh apa ya namanya, diskusi kelompok juga tu, membuat... kalo dulu jaman K13 RPP (rencana pembelajaran) kalo sekarang kan modul ajar, nah disana kita diajarkan bagaimana rentetannya seperti itu, nah jadi namanya itu tadi modul ajar kolaborat... e... apa eee...

Researcher : Kolaborasi.

Respondent : Bukan kolaborasi ee... apa namanya kalo aponi namanya dicampur itu apa namanya, di mix itu jadi dia ee... ada RPP akomodatif namanya, nah jadi modul ajar akomodatif jadi dia itu bercampur disana, misalnya diberi tanda warna kalo yang reguler, seperti pembelajaran bahasa inggris ni misalnya penilaiannya, ee... siswa dalam pembelajaran reading ya, reading misalnya tes deskripsi, nah dalam tes deskripsi itu peserta didik reguler diminta membaca terus mengidentifikasi beberapa pertanyaan sesuai dengan tes deskripsi yang diberikan, nah tapi apanamanya beda, variatif ya, beda dengan peserta didik yang ABK kita cukup menyuruh mereka itu membaca dan menyimak saja.

Researcher : Owh tidak mesti harus...

Respondent : Tidak mesti harus menjawab pertanyaan, menganalisis dari teks itu, jadi apanamanya tujuan pembelajaran, capai pembelajarannya termasuk di nilai itu berbeda, jadi apanamanya nilai 90 peserta didik reguler dan peserta didik ABK itu beda, karena tujuan pembelajaran dan capaian pembelajarannya itu beda cuma mereka berhak mendapatkan 90 juga seperti itu.

Researcher : Owh yang penting kan kita sudah memperbedakannya tadi.

Respondent : Iya mengakomodatif dari...

Researcher : Masih masuk ke dalam materi yang sama.

Respondent : Iya tapi tujuan pembelajaran dan hasil yang mereka dapat itu beda dengan si reguler.

Researcher : Berarti buk walaupun inklusif ini disatukan dengan reguler dan anak ABK pelajarannya berbeda.

Respondent : Pembelajarannya itu... proses pembelajarannya itu sama cuman yang kita harapkan.

Researcher : Pencapaiannya itu.

Respondent : Iya pencapaiannya beda.

Researcher : Terus dapatkah ibu memberikan contoh bagaimana bimbingan teknis (11.15) telah membantu ibu menggunakan matriks perencanaan untuk menciptakan lingkungan pembelajaran yang lebih inklusif?

Respondent : Nah jadi disini, ee... dalam bimbingan teknis itu kita di... di apa, di bimbing, diingatkan dan di tegaskan bahwa pentingnya apa ya kolaborasi antara seluruh warga yang ada disekolah ini, nah jadi untuk me.. efektifkan itu meminimalisis pembulian itu tadi kan, jadi kita memanggil siswa non ABK memberi pengertian kepada mereka bagaimana proses temannya, jangan sampe mmereka merasa diskriminasi kan.

Researcher : Iya.

Respondent : “Enak nian dio, saya disuruh mbaco, di suruh jawab pertanyaan, dio disuruh membaca ajo”
nah kyk gitu kan, jadi pentingnya ada kolaborasi peran penting dari semua warga yang ada di sekolah ini, baik peserta didiknya ee... seluruh

pamong, termasuk juga penjaga sekolah dan staf TU juga penjaga kantin, juga penting itu untuk ketercapaian, apanamanya keberhasilan dari sekolah inklusi ini tadi

Researcher : Jadi anak inklusif itu tidak takut untuk ber... sosialisasi, bergabung.

Respondent : Iya bergabung ya, dengan yang lainnya. dan mereka juga menyatu ya, apa siswa lain yang normal itu membantu mereka yang ABK, kebetulan kita juga disini tidak membatasi siswa ABK yang masuk, jika tergolong ABK berat tidak menerima karena disinikan kita tidak punya guru... apa?

Researcher : Guru khusus.

Respondent : Guru khusus inklusi seperti itu, jadi yang cukup yang apanamanya intelektual saja kalo yang untuk fisik kita gak terima karena tidak ada tenaga khususnya.

Researcher : Ee... bagaimana bimbingan teknis mempersiapkan ibu untuk mengatasi
(12.58) tantangan unik yang dihadapi oleh siswa berkebutuhan khusus di kelas?

Respondent : Nah baik disitukan tadi sudah saya sampaikan bahwa dalam bimtek itu ada study kasus tu, nah di sana di kasih contoh-contoh dan apanamanya siswa inklusi itu beragam bentuknya, ada yang ADHD tadi ada yang *hyper aktif* nah jadi disana kami dikasih triks-triks bagaimana cara menenangkan mereka seperti misalnya, lebih ada pendekatan emosional dengan anak yang berkebutuhan khusus itu terutama yang ADHD dan *hyper aktif* karena mereka tidak bisa diamankan.

Researcher : Iya iya.

Respondent : Nah jadi harus ada pendekatan emosional dengan mereka.

Researcher : Tapi tidak membuat ee... yang lain juga cemburu.

Respondent : Iya tidak, karena itu tadi sudah apa, ngasih pengertian di awal dengan siswa yang lain jadi dia gak cemburu.

Researcher : Ee... dapatkah ibu menjelaskan bagaimana bimbingan teknis telah
(13.52) mendukung proses pemecahan masalah ibu ketika berhadapan dengan isu-isu yang kompleks dalam pendidikan inklusif?

Respondent : Nah jujur saja ya mbak ya, kita sebagai sekolah inklusi ini ee... ada dua tantangan disatu sisi tidak semua masyarakat itu tau apa makna dari sekolah inklusi, yang mereka tau anak inklusi itu anak idiotkan seharusnya sekolahnya di LB kan seperti itu, jadi pa apa bayangan orang luar ketika melihat taman siswa mereka ngomong,

”Ai dkdo bedanyo taman siswa ni dengan LB”

padahal kami itu benar-benar membantu masyarakat yang anaknya tidak apa ya masih bisa disembuhkan dari siswa berkebutuhan khusus itu untuk menjadi siswa reguler karena Allhamdulillah sudah banyak lulusan kami itu yang awalnya jadi anak ADHD, *Hyper Aktif*, *Slow Learner*, *Tunagrahita*. Ketika tamat dia sudah sama dengan apa peserta didik yang lain, jangankankan tamat udah kelas 9 nya aja, Allhamdulillah perubahannya sudah terlalu signifikan seperti itu. Jadi dari bimbingan teknik itu tadi kami me... apa namanya, supaya kegiatan inklusif itu tadi apa konduksif nah kita ada triks-triksnya salah satunya itu tadi, memaparkan kalo ada kegiatan di masyarakat sekitar bahwa pentingnya pendidikan inklsif, pendidikan inklusif itu apa seperti itu.

Researcher : Menjelaskan kepada orang tua.

Respondent : Iya betul terkhusus untuk siswa yang reguler, jangan sampai mereka merasa “Ai ak dak mau menyekolahkan anak aku disini, masa di campurkan dengan anak idiot”
seperti itukan, jangan sampai seperti itu.

Researcher : Berarti juga bermanfaat ya buk ya dengan adanya inklusif ini membantu anak itu ee... penyembuhanlah.

Respondent : Iya betul karena kalo seperti sama-sama yang kita ketahui kalo masuk di LB itukan banyak tegolong, intelektual beratkan, nah tidak perlu saya jelaskan lah ya, mungkin mbak mia tau, nah sedangkan kategori anak inklusif ini terkdang dia sudah kelas sudah 1 SMP masih susah dalam membacakan, nggk.... bisa membaca tetapi nggk bisa menulis, bisa menulis tetapi sulit membaca seperti itu, itukan sudah termasuk intelek apanamanya inklusi tunagrahita, nah disini kami benar-benar membantu, guru-gurunya benar-benar telaten dan open untuk membantu mereka, ketika nantinya mereka tadi di masukkan ke LB, nah jadi mereka nanti akan ada kegangguan intelektual lainnya karena lingkungannya itu berbeda nah tapi ketika mreka bergabung dengan teman-temannya peserta didik reguler yang normal, nah mereka termotifasi kayak gitu, untuk jadi lebih baik.

Researcher : Bisa menjadi sama dengan anak-anak reguler.

Respondent : Iya Betul.

Researcher : Oke dengan cara apa bimbingan teknis telah mempengaruhi pendekatan (16.35) ibu dalam menciptakan lingkungan pembelajaran yang mendukung dan inklusif bagi semua siswa?

Respondent : Nah itu tadi untuk menciptakan apa lingkungan inklusif di pendidikan inklusi ini adanya, perlu pentingnya adanya itu tadi kolaborasi antara seluruh apa warga yang ada disini disekolah ini, dan tambahan lagi peran penting dari dinas pendidikan, kalo tidak ada dukungan dari dinas pendidikan kita susah jugakan gitu.

Researcher : Oke selesai buk ee... wawancaranya, terimakasih banyak sudah meluangkan waktu, mohon maaf kalo mengganggu ya buk.

Respondent : Iya sama-sama, okeeyy.

	9. Teachers are adept at selecting appropriate assessment methods that cater to the diverse range of special needs present in their classrooms.								
4. Planning Matrix	10. Teachers are proficient in creating planning matrices by effectively navigating challenges in both the identification and assessment phases.								
5. Problem-Solving Strategies	11. Teachers are effective in addressing inclusive classroom challenges by utilizing well-developed problem-solving strategies in the technical guidance.								
	12. Teachers effectively support students with special needs by recognizing their individual learning paces and encouraging active participation, ensuring that students feel comfortable seeking help when needed.								
6. Resources and Facilities	13. Schools effectively utilize available resources and facilities, including special media, to support students with special needs.								
	14. Schools effectively provide a variety of assistive technologies for teachers to use in inclusive classrooms.								



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN**

SERTIFIKAT

Nomor : 5329/B.B6/GT.01.12/2022

Diberikan Kepada :

**SURYA LESTARI
SMP TAMAN SISWA**

Peserta

Bimbingan Teknis Pemenuhan Guru Pembimbing Khusus
di Sekolah Penyelenggara Pendidikan Inklusif yang diselenggarakan oleh
Direktorat Guru Pendidikan Menengah dan Pendidikan Khusus
pola 84 JP dengan Hasil MEMUASKAN

16 Agustus 2022

Direktur Jenderal Guru dan Tenaga Kependidikan



Dr. Iwan Syahril, Ph.D

STRUKTUR PROGRAM
BIMBINGAN TEKNIS PEMENUHAN GURU PEMBIMBING KHUSUS DI SEKOLAH
PENYELENGGARA PENDIDIKAN INKLUSIF

No.	Materi Bimbingan Teknis	Alokasi Waktu (JP)
A. Materi Umum		
1	Kebijakan Pendidikan Nasional	2
2	Penguatan Pendidikan Karakter dan gerakan Literasi nasional	2
B. Materi Pokok		
1	Konsep Dasar Pendidikan Inklusif	6
2	Keberagaman Jenis Kebutuhan Peserta Didik	10
3	Bentuk Layanan Pendidikan bagi ABK	12
4	Sistem Layanan Pembelajaran	20
5	Pengenalan Program Kekhususan	16
6	Sistem Dukungan	12
C. Materi Penunjang		
1	Profil Belajar Siswa (PBS)	
2.	Pendidikan di Era Industri 4.0	4
3.	Implementasi Kurikulum Merdeka	
	Jumlah	84

IDENTITAS ANAK

Nama : M. Fauzan
 Tempat, tgl lahir : Keban Agung, 07 Mei 2017
 Jenis kelamin : Laki - laki
 Nama Sekolah : SMP Tamansiswa Cabang Cunup Bengkulu
 Kelas : VIII (Delapan)
 Alamat rumah : Kelurahan Padang Lekat, Perumahan Rowinda Kab. Kepahiang Prop. Bengkulu
 Alamat sekolah : Jl. Ahmad Marzuki, Kelurahan Talang Rimbo Baru Kec. Cunup Tengah Kab. Rejang Lebong Provinsi Bengkulu. Kode Pos 39119
 Tanggal : 03 Agustus 2022
 Nama Asesor : Surya Lestari
 Tanda tangan :

Teknik 1. Observasi 2. Wawancara 3. Dokumen 4. Perintah 5. Gabungan 1,2,3
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IDENTIFIKASI GANGGUAN PEMUSATAN PERHATIAN DAN HIPERAKTIVITAS (GPPH)/ADHD

PETUNJUK

Ketik angka 1 jika ya dan angka 0 jika tidak pada kolom warna kuning pernyataan sesuai dengan gejala yang tampak/ diperoleh

KATEGORI	NO	PERTANYAAN	BOBOT	TEKNIK	YA=1, TIDAK=0	Skor
ADHD	1	Tangan dan kaki sering tidak bisa diam	10	1		0
	2	Sering meninggalkan tempat duduk	17	1	1	17
	3	Sering berlari atau memanjat berlebihan dalam situasi yang tidak sesuai	17	1	1	17
	4	Sering kesulitan bermain dengan tenang	17	1	1	17
	5	Sering dalam keadaan "siap bergerak"	17	1		0
	6	Sering bicara berlebihan	17	1	1	17
	7	Sering melontarkan jawaban sebelum pertanyaan selesai ditanyakan	17	2	1	17
	8	Sering sulit menunggu antrian	17	1	1	17
	9	Sering menyela atau memaksakan diri terhadap orang lain	17	2	1	17
	10	Sering membuat kesalahan pada hal kecil (ceroboh)	17	2	1	17
	11	Sering sulit mempertahankan perhatian	17	2	1	17
	12	Sering seperti tidak mendengarkan saat diajak bicara langsung	17	2	1	17
	13	Sering gagal menyelesaikan pekerjaan	17	5	1	17
	14	Sering sulit mengatur tugas dan kegiatan	17	1	1	17
	15	Sering enggan terlibat dalam tugas yang memerlukan ketekunan	17	2	1	17
	16	Sering menghilangkan benda yang diperlukan untuk melakukan tugas	17	2		0
	17	Sering mudah teralih perhatian oleh rangsangan dari luar	17	2	1	17
	18	Sering lupa dalam kegiatan sehari-hari	17	4	1	17
		Skor gejala				256

(GPPH)/ADHD di bawah ini:

1. Memiliki wawasan yang luas tentang pemahamannya terhadap lingkungan sekitar 2. Rasa Peduli dengan teman serta lingkungan sekitar yang sangat tinggi 3. Pandai dalam hal elektronik, seperti mampu memperbaiki TV/ VCD yang Rusak

KESIMPULAN	Diduga	ADHD/HIPERAKTIF
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PLANNING MATRIX

Nama : M. Fauzan
 Tanggal Lahir : Keban Agung, 07 Mei 2017
 Kelas : VIII (Delapan)
 Jenis Kelamin : Laki – laki

No.	Indikator	Deskripsi Kondisi Saat Ini	Dampak dari Kondisi	Strategi Pelayanan
1.	Membaca jenis –jenis Ungkapan greeting dengan menggunakan pronunciation yang benar dan tepat.	<ul style="list-style-type: none"> ➤ Peserta didik (Fauzan) mampu membaca ungkapan greeting dengan baik dan benar menggunakan pronounciation yang tepat dengan bantuan guru. 	<ul style="list-style-type: none"> ➤ Fauzan sudah mampu belajar membaca sendiri ungkapan greeting tanpa bantuan guru dengan baik sesuai dengan pronounciation bahasa inggris. 	<ul style="list-style-type: none"> ➤ Mempertahankan kemampuan fauzan di kelas dan melatih fauzan untuk membaca ungkapan – ungkapan lainnya selain ungkapan greeting di kelas sesuai dengan pronounciation bahasa inggris yang benar dan tepat.
2.	Mengungkapkan Ungkapan greeting kedalam teks conversation sederhana bersama teman.	<ul style="list-style-type: none"> ➤ Peserta didik (fauzan) belum mampu Mempraktekkan conversation sederhana bersama teman sebangku dengan baik dan benar 	<ul style="list-style-type: none"> ➤ Fauzan belum mampu mempraktekkan conversation greeting sederhana bersama teman sebangku secara mandiri. Masih membutuhkan bimbingan khusus guru. 	<ul style="list-style-type: none"> ➤ Melaksanakan Bimbingan khusus untuk peserta didik atas nama fauzan untuk berlatih melaksanakan conversation ungkapan greeting dengan cara membimbing di sela – sela pelajaran dan waktu istirahat.

RENCANA PELAKSANAAN PEMBELAJARAN AKOMODATIF (RPP)

Satuan Pendidikan : SMP Tamansiswa Cabang Curup Bengkulu
Mata Pelajaran : Bahasa Inggris
Materi Pokok :Ungkapan Greeting
Kelas /Semester : VIII/ Semester 1
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 2 JP (2 X 35 MENIT)

Kemampuan Awal ABK

1. Peserta didik (Fauzan) mampu membaca ungkapan greeting dengan baik dan benar menggunakan pronounciation yangtepat secara mandiri.
2. Peserta didik (fauzan) belum mampu Mempraktekkan conversation sederhana bersama teman sebangku dengan baik dan benar

A. Kompetensi Inti

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	3.1.1 Menyebutkan contoh ungkapan greeting, leave taking, thanking dan apologizing pada dialog sederhana serta respotnya. 3.1.2 Mengidentifikasi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya 3.1.3 Menguraikan struktur teks teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya 3.1.4 Membaca jenis –jenis Ungkapan greeting dengan menggunakan pronounciation yang benar dan tepat. 3.1.5 Mengungkapkan Ungkapan greeting kedalam teks conversation sederhana bersama teman. 3.1.6 Menggunakan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta

	menanggapinya, sesuai dengan konteks penggunaannya
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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, pada akhir pembelajaran peserta didik diharapkan dapat:

1. Menyebutkan ungkapan-ungkapan greeting Bahasa Inggris (Pronunciation) dengan tepat
2. Memberi contoh penggunaan ungkapan-ungkapan greeting
3. Menjelaskan fungsi sosial terkait ungkapan greeting
4. Menyusun dialog (interaksi interpersonal) secara tertulis yang melibatkan ungkapan greeting and leave taking serta responnya dengan tepat.
5. Peserta didik mampu Membaca jenis –jenis Ungkapan greeting dengan menggunakan pronunciation yang benar dan tepat.
6. Peserta didik mampu Mengungkapkan Ungkapan greeting kedalam teks conversation sederhana bersama teman.
7. Berpartisipasi dalam interaksi interpersonal secara lisan yang melibatkan ungkapan greeting serta responnya dengan tepat
8. Bersikap disiplin, rasa percaya diri, rasa tanggung jawab dan bekerja sama.

D. Materi Pembelajaran

1. Materi pembelajaran regular

a. Fungsi sosial

Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.

b. Struktur teks

Ungkapan Greetings	Response
Hi/hello	Hi/hello
Good Moring/ afternoon/ evening/ nite/ night	Good Moring/ afternoon/ evening/ nite/ night
How are you?	I am fine/good
How are you today?	I am not fine/good
How about you?	I am not fine/good
Nice to meet you	Nice to meet you too
Good night	Good night
Take care	You too
Bye	Bye
See you later/next time/tomorrow	See you

c. Usur kebahasaan:

1. Ungkapan-ungkapan yang lazim digunakan
2. Ucapan, tekanan, intonasi,ejaan dan tanda baca

d. Prinsip

1. Menganalisis berbagai fungsi sosial hubungan interpersonal
2. Menganalisis struktur teks ungkapan greeting melalui video folem singkat yang di tampilkan.
3. Menganalisis unsur kebahasaan dalam ungkapan greetings

e. Prosedur

1. Peserta didik di berikan contoh ungkapan – ungkapan greetings yang biasa di gunakan sehari – hari

2. Membaca atau mempraktekkan ungkapan – ungkapan greetings dengan conversation sederhana bersama teman satu bangku.
3. Mencari ungkapan greetings dari tayangan film Frozen 2 yang di tampilkan melalui projector di dalam kelas.

2. Materi pembelajaran remedial

- Menemukan ungkapan formal dan informal dari video tentang Greeting
- Mempraktekkan ungkapan greetings dengan teman sebangku dengan conversation sederhana dalam kehidupan sehari – hari.

3. Materi Pembelajaran Pengayaan

Peserta didik membuat 5 contoh ungkapan Greetings dalam kehidupan sehari - hari

E. Metode Pembelajaran

- Pendekatan : Scientific Learning
- Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)
- Metode : Ceramah, Diskusi dan Penugasan
- Diskusi group

F. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat, Bahan Pembelajaran

1. Media LCD projector,
2. Laptop,
3. Bahan Tayang (Video Singkat Film Frozen 2)

2. Sumber Belajar:



Buku Bahasa Inggris:

- Wachidah, Siti., Asep Gunawan, Diyantari dan Yuli Rulani Khatimah. 2017. *Bahasa Inggris When English Rings A Bell SMP/Mts kelas VII*. Jakarta: Kementerian Pendidikan dan Kebudayaan, Hal. 1- 20.
- Wachidah, Siti., Asep Gunawan, Diyantari dan Yuli Rulani Khatimah. 2017. *Buku Guru Bahasa Inggris When English Rings The Bell SMP/Mts Kelas VII*. Jakarta: Kementerian Pendidikan dan Kebudayaan, Hal.1- 20
- Buku Pembelajaran Interaktif Bahasa Inggris (Bupin)

G. Langkah-langkah Pembelajaran

TAHAP PEMBELAJARAN	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
A. Kegiatan Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam, membaca Surat Pendek bersama dan berdoa bersama untuk memulai pembelajaran. • Mengecek kehadiran peserta didik atau mengabsen sebagai bentuk sikap disiplin. • Menyiapkan dan memastikan peserta didik sudah siap dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi pembelajaran dengan kegiatan sehari – hari peserta didik dengan materi sebelumnya. • Mengingatnkan kembali materi sebelumnya dengan bertanya. • Mengajukan beberapa pertanyaan terkait dengan jenis – jenis ungkapan greeting kepada peserta didik. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan di pelajari • Apabila materi ungkapan greeting ini di pelajari dan di kuasai dengan sungguh – sungguh maka peserta didik akan 	10 Menit

	<p>menantaskan satu KD pembelajaran.</p> <ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran pada pertemuan ini • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan di bahas pada pertemuan hari ini. • Memberitahukan tentang kompetensi Inti, Kompetensi Dasar, Indikator, dan KKM pada peretemuan yang sedang berlangsung • Pembagian Kelompok Belajar. 	
<p>B. Kegiatan Inti</p>		
<p>Presentation</p>	<p>➢ Peserta didik menonton tayangan video interaksi interpersonal yang melibatkan ungkapan greeting untuk mengetahui cara pengucapan yang benar dari ungkapan greetings.</p> <p>➢ Menayangkan Video singkat film Frozen 2</p> <p>➢ Peserta didik menonton/ Menyimak film Frozen 2 yang menggunakan ungkapan greeting dengan di damping oleh guru.</p> <p>➢ Peserta didik membaca beberapa percakapan pendek yang melibatkan ungkapan greetings untuk mengidentifikasi fungsi sosial</p> <div data-bbox="715 943 1321 1317" style="text-align: center;"> <p>we use say the words clearly, slowly, and correctly.</p> </div> <p style="text-align: center;">Untuk ABK</p> <div data-bbox="655 1406 1321 1675" style="text-align: center;"> </div> <p>➢ Peserta didik membaca beberapa percakapan pendek yang melibatkan ungkapan greeting untuk mengidentifikasi fungsi sosial.</p> <p>➢ Peserta didik membaca percakapan sederhana tentang ungkapan greeting bersama dengan teman satu bangku di damping oleh guru</p>	<p>45 Menit</p>

	<p style="text-align: center;">We will say the sentences loudly, clearly, and correctly.</p>  <p>Rose : Hi, Anne! Anne : Hello, Rose! How's your doing? Rose : Really great! Anne : Wow! You look so happy. What's the matter? Rose : Tomorrow is my birthday and my dad will have my party held in Four Season Hotel. Anne : That's really amazing! Happy birthday Rose. Rose : Thanks. Please come to my party at 7 p.m. Anne : O.K. See you tomorrow. Rose : See you.</p>  <ul style="list-style-type: none"> • Peserta didik menonton tayangan video interaksi interpersonal yang melibatkan ungkapan greeting untuk mengetahui cara pengucapan yang benar dari ungkapan greetings. • Menayangkan Video singkat film Frozen 2 https://www.youtube.com/watch?v=fOL58H7IOE • Peserta didik menonton/ Menyimak film Frozen 2 yang menggunakan ungkapan greeting dengan di damping oleh guru. • Peserta didik menuliskan ungkapan greeting yang ada dalam film Frozen 2 yang di tayangkan 	
<p>Mengorganisasikan Peserta didik</p>	<p>Memberikan Pertanyaan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar conversation yang di sajikan dan film Frozen 2 yang di tonton terkait dengan materi ungkapan greeting • Peserta didik di berikan pertanyaan langsung terkait pemahaman peserta didik tentang ungkapan greeting dalam contoh conversation dan film frozen 2 yang sudah di tayangkan. 	
<p>C. Kegiatan Penutup</p>		<p>15 Menit</p>
	<p>Peserta didik</p> <ul style="list-style-type: none"> • Membuat rangkuman/simpulan pelajaran. tentang point-point penting yang muncul dalam kegiatan pembelajaran yang 	

	<p>baru dilakukan.</p> <ul style="list-style-type: none"> • Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. <p>Guru</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf dan nilai • Memberikan penghargaan kepada kelompok dan peserta didik yang memiliki kinerja dan kerjasama yang baik. • Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan). • Menyampaikan rencana pembelajaran pada pertemuan berikutnya • Menutup pembelajaran dengan kata – kata motivasi penyemangat belajar dan di lanjutkan dengan doa. 	
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Mengetahui
Plt. Kepala Sekolah SMP Tamansiswa Curup



Rejang Lebong, 09 Agustus 2022
Guru Mata Pelajaran Bahasa Inggris


Surya Lestari, S.Pd.I

I. Teknik Penilaian

a) Penilaian Sikap

Penilaian sikap dilakukan berdasarkan pengamatan sikap dan perilaku peserta didik sehari – hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrument penilaian sikap spiritual untuk peserta didik.

No	Nama Peserta didik	Aspek Perilaku yang di Nilai				Jumlah skor	Skor sikap	Kode nilai
		BS	JJ	TJ	DS			
1.	75	75	50	75	275	68,75	C
2.							

Keterangan:

BS: Bekerja Sama

JJ: Jujur

TJ: Tanggung Jawab

DS: Disiplin

Catatan:

Aspek perilaku dinilai dengan kriteria

100 = Sangat baik (A)

75 = Baik (B)

50 = Cukup (C)

25 = Kurang (D)

b) Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan di nilai, kemudian menentukan kriteria penilaian yang akan digunakan dan merumuskan format penilaiannya, jadi singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut contoh format penilaian:

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap
1.	Selama Kegiatan Belajar, saya memperhatikan dengan baik				
2.	Ketika berdiskusi dengan teman sebangku saya memberikan kesempatan kepada teman saya untuk memberikan pendapat				
3.	Saya ikut serta dalam diskusi bersama teman sebangku saya.				

Catatan:

1. skor penilaian YA = 100 Tidak = 50

2. Skor Sikap dinilai dengan kriteria

100 = Sangat baik (A)

75 = Baik (B)

50 = Cukup (C)

25 = Kurang (D)

2. Pengetahuan

- Tes tertulis dengan menyalin kata ungkapan greetings dari film Frozen 2 yang di tayangkan
- Tes Lisan/ observasi terhadap diskusi dengan teman sebangku, tanya jawab dan conversation bersama teman sebangku.
- Penilaian Aspek percakapan/ Conversation:

No	Aspek yang dinilai	Skala				Jumlah Skor	Skor Sikap	Kode Nilai
		25	50	75	100			
1.	Intonasi							
2.	Pelafalan							
3.	Kelancaran							
4.	Ekspresi							
5.	Penampilan							
6.	Gestur							

3. Keterampilan

Instrumen penilaian keterampilan pada peserta didik adalah sebagai berikut:

No	Aspek yang dinilai	Sangat Baik (100)	Baik (75)	Kurang Baik (50)	Tidak baik (25)
1.	Kesesuaian respon dengan pertanyaan				
2.	Keserasian pemilihan kata				
3.	Kesesuaian penggunaan tata bahasa				
4.	Pelafalan				

Kriteria Penilaian (Skor)

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

Cara mencari Nilai (N) = Jumlah skor yang di peroleh siswa dibagi jumlah skor maksimal dikali skor ideal (100).

Appendix 3

Documentation









skripsi 1

ORIGINALITY REPORT

18% SIMILARITY INDEX	15% INTERNET SOURCES	10% PUBLICATIONS	3% STUDENT PAPERS
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PRIMARY SOURCES

1	e-theses.iaincurup.ac.id Internet Source	5%
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BIOGRAPHY



The researcher's full name is MIA TENOLA, usually called Mia, Mi, or Anggel. She was born in Kepahiang City, Bengkulu, on April 24, 2002. She lives in Pensiunan, Kepahiang Regency. She is the fourth daughter of Mr. Mahipal and Mrs. Asmawati. She studied at SDN 02 Kepahiang, Bengkulu Province, SMPN 01 Kepahiang, Kepahiang Regency, and SMAN 01 Kepahiang.

In 2020, she entered IAIN Curup and chose the English Language Study Program. She went through various challenges, twists and turns, ups and downs until finally, Alhamdulillah, she managed to complete her studies and took the final exam to become a graduate of bachelor of education (S.Pd) In other words, she completed her bachelor's degree (S-1) in (2025).