

Differentiation Learning Model for Students with Special Needs at UNIMA Manado

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Abstract: Differentiated learning is a learning approach process for students with different abilities in the same class. The purpose of differentiated learning is to maximize the growth/progress of each student and individual success through the adjustment of each student (from where he or she is), and assistance in the learning process. It is very urgent for students with special needs to be served according to their capacity.. From the research results obtained data, students with special needs at Unima consist of the blind, deaf, and physically disabled, without intellectual barriers, with diverse learning needs. With the act of making a difference in the media and learning models, they are able to master the lecture material well. Universities such as Manado State University, are able to implement it, and have an influence on the optimization and existence of inclusive learning services.

Keywords: Differentiated Learning Model, Students with Special Needs.

INTRODUCTION

In accordance with Permenristek Dikti Number 46 of 2017 concerning Special Education and Special Services in Higher Education, among other things it is emphasized that the implementation of special education in higher education aims to improve the quality of education services for students with special needs. Students with special needs or persons with disabilities are those who experience difficulties/barriers in carrying out certain activities so that they require special aids, environmental modifications or appropriate alternative techniques so that they can follow the learning optimally so that in the future they can participate fully and productively in social life. There are many people with special needs who have academic potential and high motivation to continue their education to higher education. Many of them succeeded even though they had to go through a very heavy adjustment process. Some of them are even able to complete educational programs up to doctoral level.

Opportunities for people with special needs to participate in education at the tertiary level are increasingly wide open with the issuance of Law Number 8 of 2016 concerning Persons with Disabilities. In the law, it is emphasized in Article 10 Paragraph a: Persons with Disabilities have the right to receive quality education in educational units in all types, pathways, and levels of education in an inclusive and special way. Article 18: Every Person with Disabilities has the right to accessibility in Article 40 Paragraph 1: The Government and Regional Government are obliged to organize and/or facilitate education for Persons with Disabilities in every path, type, and level of education in accordance with their authority. The various regulations above show that the government's attention to persons with disabilities has been very positive in regulations.

The readiness of Indonesian universities to receive and manage education for students with special needs has been stated in the Ministerial Regulation concerning Special Education and Special Services in Higher Education. The Permenristek Dikti regulates, among other things, the rights and obligations of students with special needs, the rights and obligations of

higher education institutions as well as the management of academic, administrative and student services for students with special needs in higher education.

Manado State University (Unima Manado), as one of the state universities that has accepted students from persons with disabilities, since 1995. More than 40 (forty) alumni of students with special needs have successfully completed their studies in the Bachelor of Special Education/Special Education program in Manado State University, even in other study programs, have not yet been identified. This means that Unima Manado, always shows a strong commitment to access for Individuals with Special Needs to get higher education. This is also well received by the community, where there is more and more public interest in entrusting their sons / daughters to study at Unima Manado. Another indicator is the reality on the ground which shows that alumni of Special Needs Students, who experience various types of obstacles (blind, deaf, physically disabled and others) and are currently able to be independent and work in various fields, especially as teachers in various regions in Indonesia.

However, it is realized that the problems and challenges of studying in higher education for students with special needs are definitely greater than the difficulties faced by ordinary students. In addition to the lack of understanding of inclusive education in all study programs at Unima Manado, it is also realized that there are limited disability service units at Unima Manado. The cause is that not all lecturers understand the characteristics of the learning needs of students with special needs.

Indeed, lecturers as learning innovators in the classroom are required to have extensive knowledge about the characteristics and problems experienced by their students. Lecturers are required not only to know students with special needs, their special characteristics and needs, but also to develop innovation and creativity in the learning of students with special needs so that they can follow and succeed in meeting the learning targets set by the lecturers.

There are several approaches, methods, and models that can be used to provide education for students with special needs, one of which is the differentiated instruction model. Differentiated learning is a learning model that pays attention to the special characteristics of students and is focused on determining student readiness, interests, thinking styles and learning styles. Students' abilities, thinking styles, interests, and learning styles that lead/adapted to differentiation in mastery of content, processes, and products/outcomes encourage teachers to change their teaching style which is uniform for all students in the class. Through adjusting the material to be taught, encouraging critical thinking in the learning process, and providing various opportunities for children with learning difficulties to show what they have learned, with this differentiated learning model students who have learning difficulties will have the opportunity to achieve success. academics in the classroom. Based on the above thought, we wish to implement a differentiated learning model for students with special needs in several courses in the Special Education study program FIP Unima.

By considering these real conditions and problems, this study was prepared as a strategic momentum to continue to fight for and maintain the commitment of Unima Manado as an Inclusive Higher Education. The formulation of the problem in this study are: How Urgency of Differentiated Learning Model for Students Special Needs?

CORE PART

Profile of Special Education at Manado State University

Within the scope of Manado State University, it accommodates Disability services through the existence of the Center for Gender and Child Studies, which is one of the Study Centers at the Unima Research and Community Service Institute. This study center collects and develops research and lecturer service on Disability. Likewise, the existence of a Laboratory in the Special Education Study Program that serves the learning needs of students with disabilities. This laboratory provides learning media and assistive devices needed by students with

disabilities, provides assistance to students with disabilities to support the smooth learning process, as well as consulting services.

With experience since 1995 until now, academic services for students with special needs, can not be doubted, because it has been able to lead these students to complete their studies well. Although initially only the Extraordinary Education/Special Education study program accepted students with special needs, but slowly, other study programs have begun to accept students with special needs.

The variety of types of students with special needs is also increasing, including the visually impaired and the physically handicapped, then based on current developments, it is precisely the deaf students who dominate.

In 2020, totally 16 students have special needs study in Unima. Most of them (50%) is hearing impairment, others visual impairment, and physical disability. Unima was also entrusted by the Belmawa Directorate to carry out the Development of Learning Innovations for Students with Special Needs, and was able to have a significant impact where a collective positive perception of the Unima Academic Community became more serious in serving students with special needs.

The ability and readiness of Manado State University in responding to changes and technological developments will certainly strengthen the position of Manado State University as an educational institution that is able to accommodate the learning needs of Students with Special Needs and produce quality output.

Needs Analysis

The learning process in all universities in Indonesia during the Covid-19 pandemic has switched to online (online). Distance learning that has taken place so far has not been without problems. For students with special needs, obstacles can be divided into general and special obstacles. Constraints generally can be in the form of network connections, internet costs and facilities to access information. Meanwhile, the special constraints stem from the needs and learning styles of students with special needs.

In the learning that has taken place through online meeting media, it requires more accessibility. With class conditions that have various types of students with special needs, strategies and techniques that are accommodative to the existing students are needed. This means that there needs to be awareness and effort from lecturers to be able to organize inclusive lecture classes. Lecturers also have various responses to their students with special needs. Some lecturers can interactively meet the needs of students. But there are also some who are not aware of it.

Budiyanto (2005:157) suggests five profiles of learning in inclusive classes, namely:

- a. Inclusive education creates and maintains a warm classroom community, accepts diversity and respects differences.
- b. Inclusive education means the application of a multi-level and multimodal curriculum.
- c. Inclusive education means preparing and encouraging teachers to teach interactively.
- d. Inclusive education means providing continuous encouragement to teachers and their classrooms and the removal of barriers associated with professional isolation.
- e. Inclusive education means meaningfully involving parents in the planning process (Fitria, 2012).

Students with special needs who experience learning difficulties in terms of learning and educational services are certainly not the same as normal students. In this case, both lecturers and study programs must provide special educational services both in terms of strategies, learning methods, use of media, as well as the role of lecturers in learning activities and so on that can support the improvement of student learning outcomes with disabilities.

Basic Principles of Differentiated Learning (Differentiated Instruction)

Differentiation is a view that allows educators to plan strategies in order to accommodate the needs of different students in the classroom to achieve certain goals. Differentiation is not a tool, but a system that educators believe embraces the unique needs of each learner. According to Gayle H. Gregory and Carolyn Chapman (2007:2) the views or philosophies that support this differentiation belief are that:

- a. All students basically have strengths in certain fields.
- b. All students have areas that need to be strengthened
- c. Every student's brain is unique like a fingerprint.
- d. It's never too late to learn
- e. When starting a new topic, students bring their previous knowledge base and experience to learning.
- f. Emotions, feelings, and attitudes affect learning
- g. All students can learn.
- h. Students learn in different ways at different times.

By using differentiation strategies and activities that are tailored to the needs of each student, educators implement the above philosophy in their learning activities that are tailored to the grade level and content areas being taught.

Differentiated learning (Differentiated instruction) is not something new, but a learning model that requires a more serious awareness in an effort to analyze existing data or data obtained and make decisions about what to do and what needs to be adjusted. What should be done. Get rid of unnecessary exercises. Change what needs to be changed.

The differentiated learning model is based on a student-centered teaching approach and focuses on student readiness, interests, and learning styles. Through this learning model, teachers are required to make learning modifications that are tailored to the needs of students, in this case students who have learning difficulties.

Tomlinson (1999) suggests that there is no one best way to create an effective differentiated learning in the classroom, but it depends on the expertise of the teacher in responding to learning that is adapted to the learning style of students with learning disabilities as well as adapted to the needs of children with learning disabilities. From time to time all students will work on the same assignment with different assessment criteria, at other times students will also work on different assignments with a focus on the same concept.

Gregory and Chapman cite the opinion of Carol Ann Tomlinson who suggests that content, process, and product are things that must be differentiated in a differentiated learning model. Content is what is taught. While the process is the ways students interpret, adjust, find their own way of learning something. The product is to show students' personal interpretations and what they already know. Differentiated learning (differentiated instruction) provides various options for the success of achieving certain goals. Teachers can make a strategic and effective differentiation of content, assessment tools, tasks to be done, and learning strategies.

Differentiation in content

One way of differentiation is to differentiate the content that is adapted to the diverse needs of students. The subject matter that will be taught to students is adjusted to the specific needs of students. The information to be taught and the best sources selected to be taught to students are implemented through the use of different ways. The use of varied learning materials, the provision of choices for the material to be studied becomes a reference in differentiation.

Differentiation in content refers to the level of difficulty of the material taught to children with learning disabilities and the number of tasks assigned to each group of students according to the abilities of children with learning disabilities.

Differentiation of assessment tools

Differentiation of assessment tools is usually carried out by teachers during and after learning. The most important thing in this activity is to assess the students' knowledge and main interest in learning. Understanding what students know about upcoming topics/to be taught is a very important thing to plan for the quality of learning and experiences that will arise. In the process, formal and informal assessment tools can be used simultaneously.

Differentiation of tasks to be carried out

Students demonstrate their knowledge in many different ways. Provide opportunities and options for students to show what they know. For example, students can choose how to demonstrate their knowledge through the creation of a tool, through an oral report, or in the midst of an interesting experience.

Differentiation of learning strategies

Done when teachers apply different learning strategies and activities, providing opportunities for students to learn more about content and information and they can also develop the necessary skills. By referring to various intelligences and learning styles, teachers can provide avenues that can help students choose when they work with reference to the areas they master and when to work in areas that still need to be strengthened.

Differentiated learning should challenge all students and stimulate/encourage the adoption of new ways for them. However, teachers need to combine various teaching techniques or educational strategies that provide students with the opportunities needed in the learning process. Through differentiated learning, you can recognize or appreciate students' diverse background knowledge, readiness, language, choices in learning, interests, and react in turn (active interactions between teachers and students and students and students).

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CONCLUSSION

The differentiated learning model will be able to improve the competence of lecturers in serving learning for students with special needs. Differentiated learning models will be able to facilitate the learning difficulties of students with special needs. Differentiated learning models will be able to provide online media as learning media during the learning pandemic for students with special needs. Thus, it is very urgent for students with special needs to be served according to their capacity. And if it is able to be implemented at Manado State University, it will have an impact on the optimization and existence of inclusive learning services for students with special needs at Manado State University, which will continue to be carried out well.

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