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TEACHER CREATIVITY IN CLASS MANAGEMENT FOR CHILDREN WITH SPECIAL NEEDS (ABK) AT INCLUSIVE SCHOOLS IN SABANG CITY

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Abstract

The effort to develop the creativity of classroom teachers in schools with special needs is an effort to develop children's potential, in order to have religious spiritual strength, to create interactive and educational classroom management that is comfortable and conducive. However, the creativity of classroom teachers has not been realized and the teacher's own lack of creativity in managing education classes for children with special needs in inclusive schools in Sabang City. Based on the results of research through observation, documentation and interviews with the head of SDN 1 and SDN 4 Sabang as the main subject and four teachers (each school two teachers), it is known that SDN 1 and SDN 4 strongly support every teacher who teaches in class who have children with special needs separately always develop their creativity in planning classes for special needs students. Class planning is very necessary in inclusive schools, because inclusive schools are not separated between normal children and children with special needs. In every planning involved an element of determination which means that in planning implied decision making. Teacher creativity in class planning for children with special needs in inclusive schools in Sabang is: First: Creativity in giving direction. Second: Creativity in helping students to motivate themselves. Third: Creativity in prioritizing the goals or objectives set. Fourth: Creativity in making guidelines for the preparation of strategic plans and operational plans and the selection of alternative decisions. Fifth: Creativity in evaluating progress to be achieved. The constraints of teachers in managing class children with special needs in inclusive schools in Sabang are: First: Lack of training, Second:

lack of funds, Third: lack of human resources (HR), Fourth: lack of time.

Keywords: *Teacher Creativity, Management, Children with Special Needs.*

Introduction

Education basically has a very important role in determining the development and manifestation of individual self. In general, education is responsible for optimally developing talents and abilities so that children can realize themselves and function fully according to personal and community needs.

The core of the formal education process is teaching, while the core of the teaching process is student learning. Therefore the teaching and learning process is essentially focused on one problem, namely how the creativity of the teacher carry out an effective teaching and learning process in order to achieve a goal.

The success of a teacher in teaching is determined by several factors, both internal and external factors. Internal factors consist of motivation, self-confidence, and creativity of the teacher himself. And the creativity of the teacher itself. Whereas external factors are more emphasized on the facilities and climate of the school concerned. Every progress made by humans always involves creativity. When humans yearn for Productivity, Effectiveness, Efficiency, and even happiness that is better and

higher than what was previously achieved, then creativity is the basis for achieving it.

Creativity is basically a gift that God gives to every human being. The implementation of one's creativity is not the same, depending on the extent to which the person is willing and able to turn his creativity into a creation or work. A teacher must be able to optimize his creativity and activities, the teacher must be able to be an inspiration for his students. Munandar Utami (1999: 199) explains that creative teachers have high enthusiasm and motivation so that they can be motivators for their students to improve and develop student creativity, especially those contained in an innovative form of learning. This means that in addition to being an educator, the teacher must also be a creator who is able to create comfortable and conducive learning conditions for students.

The position of the teacher as an educator has a very important role in the teaching and learning process, one of which is as a class manager. The teacher should be able to manage the class well and master matters relating to the classroom, because the class is a gathering place for students in order to receive learning material from the teacher. Classes that are well managed will support the course of educational interactions, whereas classes that are not well managed will hinder teaching activities.

To be able to create conducive classrooms, the teacher must have the strategies or skills needed in teaching, create optimal learning situations and be able to restore them if there is a disruption in the learning process. The creativity of classroom

teachers, especially for children with special needs, is a conscious and planned effort in preparing students to recognize, understand, appreciate, to believe, to be pious and to have good character in practicing Islamic teachings from the main sources of the Holy Qur'an and hadith through activities guidance, teaching, practice and use of experience.

The creativity of a class teacher is needed, especially for children with special needs so that children with special needs also get the same learning as other students they should get, meaning that not only normal people get education, but children with special needs are also entitled to get appropriate education with the physical condition of the child.

Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Included in the children with special needs include: blind, deaf, deaf, mentally disabled, disabled, disabled, learning difficulties, behavioral disorders, gifted children, children with health problems. Another term for children with special needs (ABK) is extraordinary children and children with disabilities. Because of the characteristics and constraints they have, ABK need a form of special education services that are tailored to their abilities and potential. Andrian Ashman and John Elkins (1994: 32).

So the most important thing is the creativity of the classroom teacher is needed, especially in the classroom management of children with special needs in addition to the

teacher seeing the problems that occur in class, so that with the creativity of a classroom management teacher can be conducive comfortably. With that the teacher is required to have a strategy in dealing with children with special needs so that the learning process runs smoothly. And able to minimize the problems faced by children with special needs. Class teachers should be sensitive to the situation of children with special needs so that children with special needs do not feel constrained in the classroom. Basically, the teacher must be able to invite someone to think critically, critically and innovatively in dealing with various actual practices and issues in education to be studied and examined from their foundational dimensions so as not to lose the spirit and spirit of Islam.

The effort to develop the creativity of class teachers in schools with special needs, is an effort to develop children's self potential, in order to have religious spiritual strength, to create comfortable and conducive interactive and educative classroom management. However, the creativity of the class teacher was not realized and the lack of creativity of the teachers themselves in managing the education classes of children with special needs in inclusive schools in Sabang City.

The creativity of a classroom teacher must be able to provide the best for children with special needs with the creativity and abilities possessed so that the power created in classroom management for children with special needs and can run conducive educatively does not cause problems so that it can

hinder the process of teaching and learning specifically in schools with special needs in inclusive schools in Banda Aceh.

A teacher's creativity is very much needed in order to create creativity and motivation as well as the learning interest of children with special needs is very possible in ordinary schools so there is no need for separation, this can be realized if the creativity of a teacher is perfect and effective.

The existence of children with special needs of elementary school age is very likely to be spread in various classes and schools so that teacher creativity is needed in conducting classroom management so that a good teaching and learning process is created.

Today, the term inclusive is used to propose the rights of children with certain disabilities to be educated in a school educational environment that is not separated from other children who do not have certain abilities. Olsen. G. & Fuller M. (2003: 167).

Based on the results of research conducted by many experts, it was found that inclusive education has many benefits for all students and school personnel because inclusive education serves as an example or model for an inclusive society. Hallahan & Kauffman (1988: 13).

Inclusive management elementary schools really need a creative teacher, especially class teachers who are able to recognize individuals and are able to manage classes with

children with special needs to the maximum so that they will be able to provide the right label and not have a negative impact.

It should be remembered that education or an inclusive school is not a school for students with special needs but a school that provides effective services for all (education for all). In other words, inclusive education is education where all children can enter, the needs of each child are accommodated or embraced and met, not just tolerated. Watterdal, T (2002: 72).

Student management is the arrangement of students in the class by the teacher so that each gets service according to needs. Class management has general and specific goals. In general the purpose of classroom management is to provide and use classroom facilities for a variety of learning and teaching activities in order to achieve good results. While specifically the aim is to develop students' ability to use learning tools, provide conditions that enable students to work and study and help students to obtain the expected results.

According to Suharsimi Arikunto (1986:7), class management is an effort made by the person in charge of teaching and learning activities or who helps with the aim of achieving optimal conditions so that teaching and learning activities can be carried out as expected.

Inclusive education is essentially how to understand all the educational difficulties faced by students. Students with disabilities for example, they have difficulty in following some of the existing curriculum, or are unable to access normal literacy, or difficulty accessing school locations, and so on. The

inclusive education approach in this case should not see these obstacles from the side of children / students who have disabilities, but should look at these obstacles from their own education system, a curriculum that is not yet suitable for them. The available facilities are inadequate, teachers are not ready to serve them and so on.

Based on elementary schools in the city of Sabang such as SDN 1 and SDN 4 Sabang City which are the research locations, have children with special needs. They feel safe and comfortable receiving learning because school fikaks always give special attention to them but do not distance themselves from other normal children. To be able to provide optimal services for individuals with special needs in elementary schools in Sabang City, the implementation of inclusive education is not enough just to depend on the special tutor teacher, it is necessary to have the ability of creative classroom teachers to identify children with special needs.

With the creativity of classroom teachers who are able to identify children with special needs, it will be very influential in providing educational services, and the creation of comfortable and conducive and educative classroom management. From the initial assessment in the two elementary schools, the author would like to see further the Teacher's Creativity in the Management of Class Children with Special Needs (ABK) at the Inclusive Schools in Sabang City.

Methodology

In accordance with the formulation of the problem and the purpose of the research, this research is a related study in order to obtain complete and detailed data. This research supports to get a picture related to the creativity of teachers in storage classes for children with special needs in inclusive schools in Sabang by using Qualitative approval, Noeng Muhadjir (2007: 135-136).

This research is a qualitative research with a qualitative approach. According to Sanapiah Faisal (1990: 22) Qualitative approach is able to describe as well as understand the food that underlies the behavior of patrisipation, describing complex settings and interactions, exploration to identify types of information and describe phenomena.

Data is collected from natural data (natural setting) as a direct data source. Naturalistic paradigm is used because it allows researchers to find meaning (meaning) of each phenomenon so that it is expected to find wisdom (local wisdom), traditional wisdom (traditional wisdom), moral values (emic, ethical and noetic) as well as theories of the subject under study.

In this study, the study sites are inclusive schools in the Sabang region, specifically at SDN 1 and SDN 4 Sabang City. The choice of this location, because the nature of this study is naturalistic. In addition, the two primary schools in Sabang are in the Aceh environmental area which has an inclusive primary school that has children with special needs at every level.

Rochiati Wiraatmaja (2007: 96) explained that the main instrument in collecting data in this study is the researchers themselves, who must present themselves to the field directly for data collection. This is caused in qualitative research, the main instrument (its key person) is human. Researchers conducted observations, interviews and documentation taking. During the collection of data from research subjects in the field, researchers try to avoid the influence of subjectivity and protect the environment in an effort to make the processes that occur in the field run as they should.

Retrieval of data in this study by snowball sampling is key informants designating people who know the problem to be investigated to complete their information and those who are appointed will appoint other people if the information is inadequate, and so on W. Manja (2003:7).

Data collection techniques using three techniques, namely; in-depth interviews, participant observation and documentation. The main instrument of data collection in this study is the researcher himself with a recorder, camcorders, cameras, interview guides, notebooks and other tools needed by incidental.

Researchers analyze the data as an effort to search and organize systematically. Note the results of participant observation, in-depth interviews and documentation to improve researchers' understanding of the issues the researcher researched and present them as findings, while to enhance this

understanding, the researcher's analysis continues with the search for meaning.

Because this is a qualitative study, data analysis in practice cannot be separated from the data collection process. Both of these activities go hand in hand, meaning that the researcher analyzes the data together with the data collection and the researcher continues after the data collection is complete. Analysis and data collection of researchers carried out repeatedly in order to solve the problem.

Result and Discussion

SDN 1 Sabang

The vision of SDN 1 Sabang is the realization of a comfortable school, achievers in the field of science and technology and environment-friendly IMTAQ and trusted by the community. The mission is: 1) Creating a healthy and comfortable school environment. 2) Cultivating curiosity and creativity as well as developing the ability of various languages, 3) instilling honest, polite and independent behavior in daily life, 4) Love and care for the environment, and 5) Establishing harmonious cooperation between school residents and the environment.

The number of children with special needs in SDN 1 Sabang City currently has only 1 person. The child with special needs has a physical disability and is currently in grade VI of the elementary school. In the placement of sitting in the classroom,

children with special needs are not separated from other normal children.

SDN 4 Sabang

The vision of SDN 4 Sabang is: The creation of quality schools as a basis for developing basic knowledge based on IMTAQ and Science and Technology. And environmentally friendly. While its mission is: Improving student achievement in science, Improving professional guidance and discipline in carrying out tasks, establishing harmonious cooperation between school residents and the environment, sharpening belief in God Almighty through the introduction of his religious teachings.

Teacher Creativity in Class Planning for Children with Special Needs at Inclusive Schools in Sabang

Based on the results of research through observation, documentation and interviews with the head of SDN 1 and SDN 4 Sabang as the main subject and four teachers (each school two teachers), it is known that SDN 1 and SDN 4 strongly support every teacher who teaches in class who have children with special needs separately always develop their creativity in planning classes for special needs students.

Class planning done by teachers is intended to make it clear what to do, when to do it and who does it. Class planning is very necessary in inclusive schools, because inclusive schools are not separated between normal children and children with special needs. In every planning involved an element of determination which means that in planning implied decision making.

Therefore, class planning can be understood as a process in order to make decisions and arrange a series of further actions that must be taken while in the existing ABK class. A good plan will formulate goals and objectives to be achieved.

There is some creativity done by teachers in inclusive schools in Sabang.

First: giving direction. SDN 1 Sabang teachers who are charged with teaching assignments in inclusive classes try to give directions that are easily understood by ABK. The same thing happened at SDN 4 Sabang. In giving attention, the teacher does not distinguish at all between normal children and children with special needs in the class.

Second: helping students to motivate themselves, Teachers who teach at SDN 1 Sabang try as much as possible to always make ABK in their class to understand that the shortcomings in themselves are not shortcomings that must be regretted. Teachers of SDN 4 Sabang also always motivate ABK that they and other normal children are the same.

Third: prioritize the goals or objectives set. Since SDN 1 and SDN 4 Sabang were designated as inclusive schools, the two schools have determined to prioritize attention to ABK, but did not give significant attention so that they are different from other normal children. At SDN 1 Sabang, ABK are children who have physical disabilities but are normal in other activities so that they do not have too many obstacles in their treatment. Whereas in SDN 4 ABK spread across several classes. There are those who have physical disabilities and some who have delays in receiving

lessons from teachers, children with autism and hyperactive children. For children who are hyperactive, autistic and late in receiving lessons, the teacher will separate the ABK for 2 hours during the lesson to intensify attention and repeat the lesson that is difficult for ABK.

Fourth: make guidelines for the preparation of strategic plans and operational plans and the selection of alternative decisions. In SDN 1 and SDN 4 Sabang they have their own guidelines in planning the learning process for ABK. From the notebooks the development of the learning process of ABK was then born decisions that are useful for ABK itself.

Fifth: evaluate the progress that will be achieved. The evaluation form carried out by SDN 1 and SDN 4 Sabang is done the same as other normal children. This happens because all the teaching and learning processes that exist have similarities between ABK and other normal children.

From the fifth class planning creativity for children with special needs above it can be seen that a plan is needed to bring about changes in every teaching-learning process that occurs. In addition, improvement is also a solution for every problem that arises in the management of special needs classes. The development of the improvement plan is carried out by the principal by providing useful ideas on the existing problems. Providing positive solutions for improvement of existing problems.

Although class planning is the responsibility of every teacher who teaches, but without the support of the chief Seoklah, it will be difficult to walk. Teacher creativity should always be supported by the principal, so that teachers are able to freely develop their creativity in giving lessons to ABK.

Teacher Constraints in Classroom Management of Children with Special Needs at Inclusive Schools in Sabang.

From the results of interviews and observations conducted by the author in SDN 1 and SDN 4 Sabang. The writer finds some of the same obstacles experienced by teachers in inclusive classes. The constraints include:

First: Lack of training. Training provided for teachers who teach ABK is still lacking. According to the teacher at SDN 1 Sabang, the training conducted by the department for inclusive school teachers is still lacking, and even if there are those who participate in the training, it is still just those people. This is also similar to what was stated by SDN 4 Sabang teachers, where teachers included in teaching training in inclusive classes are PNS teachers, while those who teach ABK are non PNS teachers.

Second: lack of funds. According to an interview with the school principal and agreed by the teacher, that in SDN 1 Sabang, the problem of funding is not too much of an obstacle because the ABK in the school only amount to one person and the ABK is like a normal child in general except for physically disabled. However, based on the results of interviews with school principals and teachers at SDN 4 Sabang, that sometimes the

problem of insufficient funds becomes an obstacle in educating ABK. This happens because there are a total of 15 special needs children who are divided into two special classes for children who experience learning delays, hyperactivity and autism, special time is needed to help them. Because the teacher who teaches ABK is not a teacher with civil servant status, it is necessary to support their own funds.

Third: lack of human resources (HR). The results of the interviews with school principals and teachers in SDN 1 and SDN 4 Sabang are known that, in both schools there are still less teachers who have special expertise in attending ABK. So that the teachers have been guiding and educating ABK by using their instincts as a mother with her child.

Fourth: lack of time. Based on the results of interviews and observations made by the author to the teachers at SDN 1 and SDN 4 Sabang, it was found that in SDN 1 Sabang, the problem of time was not too much of a problem because the special needs at the school were very mixed with other normal children without any separation in learning. However, in SDN 4 Sabang there is a slight difference because in SDN 4, ABK will be separated 2 weeks a week to provide special reinforcement to the lessons learned by them.

Conclusion

Based on the discussion of research results, the following conclusions can be drawn: Teacher creativity in class planning for children with special needs in inclusive schools in Sabang are: *First*: Creativity in giving direction. *Second*: Creativity in helping students to motivate themselves. *Third*: Creativity in prioritizing the goals or objectives set. *Fourth*: Creativity in making guidelines for the preparation of strategic plans and operational plans and the selection of alternative decisions and, *Fifth*: Creativity in evaluating progress to be achieved. Teacher constraints in managing class children with special needs in inclusive schools in Sabang are: *First*: Lack of training, *Second*: lack of funds, *Third*: lack of human resources (HR) and, *Fourth*: lack of time.

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