

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion dealing with the finding and discussion as presented in the previous chapter of the research.

A. Conclusion

Concerning with the result of the finding and discussion of the study, it can be conclude that the inclusive education is not always gathering the students with special need with normal students into the class, but there are some classification to gather them into class. There are some classification classes in inclusive class, they are the first is full inclusive class for students with special need who have highest level of disabilities and their mind like normal students, so they are gathered into class with normal students, the second is therapist class for students with special need who have lowest level of disabilities than another class, so they have to do therapy, and the last the accompanied class, this class for students special need who have higher level than students who studied in the therapist class.

The lesson plan and the use of curriculum are different in each class. In SMP Islam Al Azhaar has four type of curriculum which as reference in teaching and learning process, they are omission, substitution, modification and duplicate. In the full inclusive class the teacher use duplicate curriculum, it is duplicate all

of content curriculum, that is duplicated the 2013 curriculum as reference, so there is not different lesson between students with special need and normal students. In the therapist class used omission curriculum as reference in teaching and learning process, it is make all of component curriculum for students who have lowest level of disabilities, there is not lesson plan for English lesson because they do not able yet to receive English lesson, so English lesson as interlude lesson only. In the accompanied class used substitution and modification curriculum that take the part of regular curriculum then develop and modify the curriculum which modify and develop the 2013 curriculum, the lesson plan of this class is same with full inclusive but the difference on the steps in teaching and the material, which the steps of teaching in this class the students guided by the inclusive teacher and the teacher, beside it the material is simpler than full inclusive class.

The treatment in each class is different, because the level of disabilities is not same. In the full inclusive class, there is difference treatment done by the teacher between students with special need and normal students, the differences are the students with special need do not force when they do not want to answer the question or give example. In the therapist class the students with special need give some facilities like pillow to take rest when they finished the task and one student guided by one inclusive teacher. The treatment in

accompanied class is the students with special need always accompanied teacher who sit beside them called as “shadow”, so there are some teachers in the class.

The assessment that used in full inclusive class and the class which inclusive teacher who accompanied is same, but there are some differences in giving task to them which in the class which has inclusive teacher who accompanied is simpler than full inclusive class. While in the therapist class the assessment focused on the physical and memorize some prayer, because in this class have lowest level than another, so the students is created to be useful people in the society.

So from these case, the difference between this study and the previous study are the researcher focus on the inclusive instruction that find the use of lesson plan, the treatment, and the assessment at SMP, while the previous study focus on the good curriculum for inclusive education and the instruction for Elementary school. We can conclude that this study is different with previous study.

B. Suggestion

Based on the finding here the researcher would like to offer the following suggestions:

1. For Student of Islamic Education Department in IAIN Tulungagung

The suggestion for students of Islamic education departement should get the material of inclusive education, because they are candidate of teacher, so they have been ready to teach the students when they get the students with special need in the class.

2. For other Researcher

The suggestion for other researchers, this topic is very interesting to be reference and many topics that can be gotten by the inclusive education.