

The Role of Technical Guidance for Inclusive English Teachers at SMP Taman Siswa Rejang Lebong

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Abstract: This study aimed to investigate the role of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong. And find out how it is in the implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong. The subject of this study was an English teacher at SMA N 1 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 teachers 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 Teachers*

INTRODUCTION

To enhance the quality of education, the government's policy on independent learning has prompted us all to strive for excellence in our 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. Per 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 can accommodate the needs of students with special needs and adjust to the applicable curriculum law as outlined in the Merdeka curriculum (Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2022).

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, is one of the important aspects of this curriculum. According to Tomlinson & Strickland (2005), differentiated learning is an approach to learning that recognizes the uniqueness of each

student and their various learning styles. 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 can be done through specialized training designed to strengthen their ability to implement inclusive approaches in teaching (Muhammad Dasep et al., 2023).

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 (Kemendikbud, 2020). 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 (Istiarsyah et al., 2024). The 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 (Candra Pratiwi, 2015). 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 (Kemendikbud, 2020). 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 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. Nevertheless, at SMP Taman Siswa School, only specialized technical guidance for teachers has been implemented.

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 teachers at SMP Taman Siswa.

In the preliminary study, researcher conducted observations and interviews with teachers at SMP Taman Siswa School regarding the implementation stage of the technical guidance. As found from the answers of the teachers 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 Masitoh (2021), entitled "Teacher's Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup," A study by Harsono (2022), entitled "The Role of Technical Guidance and Training on the Performance of Educators in Improving Student Learning Achievement," A study by Kurnianingrum & Darsinah (2023), entitled "Pengaruh BIMTEK Guru Pembimbing Khusus Terhadap Kinerja Guru Pembimbing Khusus TK Inklusi," 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 Teachers at SMP Taman Siswa Rejang Lebong."

METHOD

In this research, the researcher employed a qualitative research design that was based on the case study method. 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 (Coombs, 2022). 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 (2022). The intrinsic case study is the primary focus of the research, with the goal of gaining a deep understanding of the case itself.

The subjects of this research are English teachers at SMP Taman Siswa Rejang Lebong. The sampling technique employed in this research was purposive sampling. 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 seventh-grade students at 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.

To achieve research objectives, the researcher gathered data using interviews, observation checklists, and document analysis, which is suitable for this research. In this research, two types of interviews were conducted. The first interview aimed to answer the question of what is the role of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong. The second interview focused on identifying what the problems are with the implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong. The researcher conducted interviews with English teachers at SMP Taman Siswa Rejang Lebong. 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 observations of inclusive English teachers at SMP Taman Siswa Rejang Lebong. The researcher observed the implementing 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. Document analysis involves an in-depth review of written or printed information using content analysis to assess document quality. This technique includes coding themes and translating qualitative data to identify patterns and categories. Analyzed documents can include reports, records, official documents, newspapers, magazines, books, scholarly journals, websites, and many others. This research employs documentation techniques to collect primary data from observation checklists, with the aim of identifying and knowing the implementing technical guidance for teachers of inclusive English.

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 teachers at SMP Taman Siswa Rejang Lebong by triangulating the data sources. The data collection methods employed included interviews, an observation checklist, and document analysis to obtain correct information. The various sources above will answer research phenomena from different perspectives.

Once all the data has been collected, the subsequent step is data analysis. As stated by Bogdan & Biklen in Zulfah et al. (2022), 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. 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 Sustiyo et al. (2013); this framework encompasses three analytical activities: data collection, data reduction, data display, and drawing conclusions/verification. These activities are conducted simultaneously.

Results & DISCUSSION

Results

The Role of Technical Guidance for Inclusive English Teachers at SMP Taman Siswa Rejang Lebong

1. 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 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.

2. 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.

3. 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.

4. 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.

5. 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 is crucial for creating a successful inclusive environment. Adequate external support is necessary to overcome obstacles and ensure the success of inclusive education.

The Implementation of Technical Guidance for Inclusive English Teachers at SMP Taman Siswa Rejang Lebong

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

Discussion

The Role of Technical Guidance for Inclusive English Teachers 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.

The first role of the technical guidance for inclusive English teachers was the identification of inclusive students. According to Satwika et al. (2019), the training proved effective in improving the ability of inclusive school teachers to identify students with special needs, as shown by the improvement in teachers's abilities after the training. From the statement above in this research through technical guidance, the teacher can better understand and implement the identification process, ensuring that students with special needs at SMP Taman Siswa Rejang Lebong receive the appropriate support and services tailored to their individual needs. So, the teacher gets an important role from inclusive student identification. It can be seen based on the interview results that technical guidance has provided concrete support for the teacher in identifying students with special needs, strengthening the synergy between theory and practice in the field.

The second role of the technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong was the assessment instruments. 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 (Kemendikbud, 2021). Based on the arguments above, it can be seen based on the interview results that technical guidance has an important role in helping inclusive English teachers at SMP Taman Siswa Rejang Lebong develop assessment instruments that suit the needs of students with special needs. Through technical guidance, the teacher develops specific, accurate, and inclusive assessment rubrics, which are aligned with the concept of "student learning profile." This profile becomes the basis for designing assessment instruments that suit the individual needs of students, including the adaptation of curriculum and learning modules to support equitable assessment. This shows the alignment between the practices implemented by the teacher and the theory put forward by Kemendikbud.

The assessment process is the third role of technical guidance for inclusive English teachers. In line with Rofina, 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 following the conditions and needs of the students. Based on the interview results, technical guidance has a significant role in improving the ability of inclusive English teachers at SMP Taman Siswa Rejang Lebong in the assessment process. This guidance helps teachers motivate students with special needs, adjust assessment methods, and carry out assessments thoroughly and objectively. This reflects that technical guidance not only strengthens teachers' competencies but also helps to effectively manage the diverse needs of students in an inclusive classroom.

The role of technical guidance in the Planning Matrix is the fourth role for inclusive English teachers. According to Irvan et al. (2019), 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. Based on the interview results, technical guidance supports teachers at SMP Taman Siswa Rejang Lebong in compiling an accommodating and inclusive "planning matrix." Technical guidance includes learning sequence guidelines, initial assessments during PPDB, and the creation of learning modules. The importance of collaboration with parents and school staff is also emphasized to create a safe and inclusive environment. This shows that technical guidance strengthens teacher competence in the learning planning matrix and supports the implementation of inclusivity in schools. According to Columbia in Gusmuliana (2018), students with special needs are students who have intellectual, physical, sensory, emotional, or behavioral disabilities, have learning difficulties, or have special talents. However, Taman Siswa school does not accept students with severe special needs or physical disabilities due to the lack of special staff and specialist teachers. On the other hand, SMP Taman Siswa accepts students with intellectual needs.

Problem solving is the final role of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong. As stated by Harsono (2022), technical guidance and training play a pivotal role in enhancing teacher performance. Based on the above arguments, in this research, researchers concluded that technical guidance is very supportive for inclusive English teachers at SMP Taman Siswa Rejang Lebong in solving inclusive education problems. This can be seen based on the results of the interviews where the teacher was assisted with case studies and real examples and taught emotional approaches and classroom management techniques. The technical guidance also addresses misperceptions about inclusive education and encourages collaboration with parents, teachers, school staff, principals, and the education office, including students with special needs, to create a safe and inclusive environment. This shows how technical guidance strengthens teachers' competencies and promotes effective problem-solving in an inclusive education environment.

From the explanation above, technical guidance has an important role in supporting inclusive English teachers at SMP Taman Siswa Rejang Lebong. This role includes the identification of inclusive students, the use of assessment instruments, the implementation of assessments, the preparation of a planning matrix, and problem-solving. Technical guidance not only strengthens teachers' competencies but also supports inclusivity in schools through a collaborative and constructive approach. As such, it helps to create a safe and inclusive learning environment for all students.

The Implementation of Technical Guidance for Inclusive English Teachers 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.

The first step in implementing technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong was identifying inclusive students. According to Irvan et al. (2019), the implementation of inclusive education requires supervision, assistance, and evaluation to support the positive progress of inclusive education. From the statement above, supporting this research

shows that technical guidance significantly aids the teacher in effectively identifying students with special needs. Based on observations, the teacher identifies these students by observing their behavior, academic abilities, and interactions during the English learning process, using instruments like forms and guides. Collaboration with fellow teachers, the school committee, and parents ensures accurate identification. The documented results, including observation, interview, and assessment data, form the basis for further actions. Identified students are then referred for special interventions, and learning plans are adjusted to meet their specific needs.

The second implementation of the technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong was the development of assessment instruments. According to Kemendikbud (2021), 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. From the statement above with the results of this observational research through technical guidance, this research shows that technical guidance played a vital role in helping the teacher design inclusive assessment tools tailored to the needs of students with special needs. This included developing specific rubrics aligned with the student learning profile and ensuring assessments were equitable and individualized. By using flexible curricula and collaborative lesson plans, the teacher created various assessment instruments for both special needs and regular students, identifying specific needs such as slow learners, ADHD, tunagrahita, tunadaksa, and hyperactivity. This is in line with Kemendikbud's that the student learning profile is essential for conducting accurate assessments and supporting students with functional difficulties or special needs.

The third step in implementing technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong was the implementation of assessment. Technical guidance significantly enhances the teacher's abilities to motivate students with special needs, adjust assessment methods, and conduct thorough and objective assessments. Based on the observation, by using accommodative lesson plans and learning modules tailored for both special needs and regular students, the teacher set different learning objectives and achievements and implemented various instruments to support the inclusive student learning process. Specific assessment rubrics were prepared to ensure structured and characteristic-specific evaluations, identifying needs like slow learners, ADHD, tunagrahita, tunadaksa, and hyperactivity. Comprehensive technical guidance provided clear references for mapping student needs and offering appropriate support, enabling an inclusive learning process.

The planning matrix is the fourth implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong. Based on the research, technical guidance supports the teacher in creating effective and inclusive planning matrices that begin with initial assessments during PPDB to identify student needs. The teacher collaborates with parents and uses accommodative teaching modules tailored to both special needs and regular students, setting different learning goals and achievements. For instance, in English learning, regular students complete reading and comprehension tasks, while special needs students focus on reading and listening, with assessments adjusted fairly. This process emphasizes time management, collaboration among school staff, and creating a friendly and inclusive environment, enabling the teacher to support the optimal development of all students effectively.

Problem-solving is the fifth implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong. According to Apriawan & Ningsih (2022), the implementation of a problem-solving social learning system can enhance students' social awareness and encourage their active participation in interactions throughout the learning

process. Based on the statement above and the results of this observational research, technical guidance plays a crucial role in helping teachers address challenges in inclusive classrooms. Teachers use case studies to understand the needs of students with special needs, such as ADHD and hyperactivity, and apply strategies to create a conducive classroom atmosphere while fostering inclusivity for all students. Additionally, teachers educate parents and the community to reduce stigma and encourage collaboration among school staff, principals, and the Education Office. By adjusting teaching methods to individual abilities and learning speeds, teachers ensure active participation and comfort for students with special needs. With well-planned problem-solving strategies, technical guidance supports teachers in overcoming challenges and fostering an inclusive, effective learning environment.

Resources and Facilities is the last implementation of technical guidance for inclusive English teachers. Based on observations, the researcher found that teachers at SMP Taman Siswa Rejang Lebong effectively utilized available resources and facilities to support students with special needs. The school is equipped with various facilities, including classrooms with learning media like Infocus and PPT, as well as puzzles used as assistive technology. These tools aid in developing motor skills, logical thinking, and problem-solving skills of students with special needs. With these adequate support facilities, teachers can create an inclusive and effective learning environment.

From the explanation above, the implementation of technical guidance for inclusive English teachers at SMP Taman Siswa Rejang Lebong went well and effectively. The teacher successfully identified the needs of students with special needs, used appropriate assessment instruments, implemented assessments, compiled a planning matrix, and applied 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.

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.

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