Analysis Of Teaching Materials For Sixth-Grade Students In Inclusive Classrooms At SDN 2 Bengkala

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Abstract

Inclusive education seeks to accommodate students with diverse needs, including those with hearing or speech impairments, ensuring equitable learning opportunities. This study examines the media and learning materials used in inclusive classrooms at SDN 2 Bengkala, a public elementary school renowned for its commitment to inclusivity. The research aims to identify effective strategies for integrating digital media and materials that cater to the specific needs of students with disabilities while adhering to the Merdeka curriculum. Using a qualitative approach, data were collected through in-depth interviews with teachers and observations of sixth-grade classroom activities. The findings reveal that inclusive classrooms require digital media featuring visually appealing content, such as animated cartoons, vibrant images, and integrated sign language, accompanied by audio elements. Such materials play a crucial role in maintaining student engagement and ensuring comprehension, particularly for students with hearing or speech impairments. Additionally, alignment with the Merdeka curriculum facilitates a structured yet flexible learning experience, addressing both academic goals and individual needs. The study concludes that visually stimulating and interactive digital media significantly enhance the learning experience in inclusive settings. Incorporating sign language into visual content further bridges communication gaps, fostering a more inclusive learning environment. These findings underscore the necessity of tailoring educational resources to the diverse needs of students in inclusive classrooms, advocating for broader implementation of such practices to promote inclusive education nationwide.

Keywords: Inclusive Class; Media; Learning

Introduction

Good linguistic intelligence is also associated with being a proficient reader, which may be a valuable skill in the future (Aminatun et al., 2019). Reading is an important skill for intellectual and personal growth, as it is a primary means for individuals to learn new things and acquire information. Across all levels of education, reading proficiency is regarded as a key objective for students. Through reading, individuals can explore various topics, enhance their understanding of the world, and broaden their perspectives. In today's era, particularly in Indonesia, students cannot seem to live without their smartphones. Consequently, teaching and learning processes increasingly leverage digital media to their fullest potential (Oktaviani & Desiarti, 2019).

Unfortunately, many students have been exposed to misleading information because they cannot distinguish between true and false news. This issue is exacerbated by the fact that students, from elementary school to university, are accustomed to using social media platforms such as Facebook, Instagram, and WhatsApp. The widespread prevalence of fake news has had negative impacts, particularly in education. As a result, parents and teachers should work together to avoid and address the negative impact of false information on students. They should remind students of the dangers of misleading information and encourage them to read more. Interacting with various sources helps individuals develop critical thinking skills by exposing them to multiple perspectives and

concepts. This situation empowers them to evaluate information, identify strong arguments, and enhance their analytical abilities. Critical reading skills represent one aspect of reading proficiency. Students with strong critical reading abilities are better prepared to analyze, synthesize, and evaluate what they read, as these cognitive skills hold significant academic importance (Yamasaki et al., 2021). Frequent reading exposes readers to various words, writing styles, and sentence structures, which enhances language competence and expands vocabulary. Such exposure has a substantial positive impact on improving communication skills. It is widely recognized that reading is a foundational skill supporting professional and personal development. Early adoption of reading habits offers long-term benefits, contributing to an individual's well-being across various aspects of their life.

Reading can be viewed as a form of problem-solving in which the information presented must be understood, interpreted, and analyzed. To establish connections and develop a comprehensive understanding of the material, readers in this context must grasp the concepts, ideas, and details within the text by applying problem-solving techniques. Furthermore, reading requires drawing valid conclusions from the information obtained, which involves problem-solving skills to integrate elements into a cohesive whole and derive accurate conclusions. Higher levels of reading interest are correlated with better learning outcomes, demonstrating the impact of reading interest on student achievement. Conversely, declining reading interest is associated with poorer learning outcomes.

Students' academic success heavily depends on their level of interest in what they are studying, and this motivation must stem from within the students themselves (Yunitasari & Hanifah, 2020). Reading also supports vocabulary acquisition, as reading and vocabulary share a reciprocal and mutually beneficial relationship. A common perspective for evaluating the impact of this relationship is its bidirectional nature (Hu, 2005). In addition to fostering vocabulary growth and acquisition, reading establishes vocabulary as one of the most critical prerequisites for proficient reading comprehension. Thus, vocabulary growth should be considered both a cause and an effect of reading proficiency. Reading comprehension uses sentence structure, scenario imagery, and textual understanding to derive literal or implied meaning from a text.

In Eastern or Western societies, reading comprehension is essential for expanding knowledge, achieving career success, enhancing language skills, and improving communication through print-based media. One fundamental aspect of language ability that influences reading accuracy and fluency is grammar comprehension. Through discourse understanding, grammar proficiency can significantly impact reading comprehension (Zheng et al., 2023). One indicator of a nation's civilizational progress is its reading culture-nations with high literacy levels master knowledge, technology, and the arts. Societies living in countries with a strong reading culture will be able to innovate and contribute in various fields and overcome the challenges faced by the nation.

In such a context, it is necessary to build a literacy culture from the ground up using the same techniques that helped societies transition from oral traditions to literacy-based cultures. This situation can be achieved by assessing society's current situation before deciding on the most effective course of action (Rabiah, 2020). According to Nirwana (2017), the taxonomy of activities or comprehension skills has been developed through reading. This taxonomy is divided into four groups, Reading for literal understanding, or literal reading, involves learning facts explicitly presented in a text. The book clearly states the main themes when read literally. To understand the literal intent of the author, the reader only needs to understand what is stated. It is widely recognized that literal comprehension is the most basic level of understanding and requires minimal reasoning and thought. Understanding terminology, phrases, and the meaning of

paragraphs, as well as identifying key concepts, details, causes, consequences, and sequences, is very important. Conversely, interpretive reading teaches the reader how to read between the lines and draw conclusions. This is the process of inferring concepts that are not explicitly stated but are implied. This level of understanding requires the ability to, 1) Identify the main ideas of a passage even when they are not explicitly stated, 2) Identify cause-and-effect relationships when they are not explicitly stated, 3) Identify references to pronouns and adverbs, 4) Infer the meaning of omitted words, 5) Detect tone, 6) Identify the author's purpose in writing, 7) Conclude, then Analytical Understanding, Critical Understanding involves analyzing written content, comparing its concepts to accepted norms, and making judgments about timeliness, accuracy, and appropriateness.

The ability to understand texts is known as reading comprehension. Skilled readers are often selective, focusing on the parts of the text most relevant to their goals. Skilled readers analyze texts by applying their prior knowledge to the ideas they read, going beyond literal meaning. Judging the quality of the text's concepts is often part of this interpretation (Simanullang & Sinaga, 2019). This statement is supported by Aritonang et al., (2019), who claim that reading comprehension is how students assimilate information from reading materials and understand the topics they encounter. Reading comprehension implies a complex process in which readers can identify basic information and anticipate, infer, argue, and recognize the author's point of view.

As a result, it is reasonable to conclude that reading comprehension refers to the reader's capacity to infer meaning from a text using prior knowledge. Nirwana (2017) states that reading is a means of communication between the writer and the reader. It identifies letters, words, sentences, and clauses sometimes, this is not as complex as comprehension. On the other hand, comprehension results from a negotiation of understanding between the writer and the reader. It is a more intricate psychological process involving cognitive and emotional aspects and linguistic elements such as syntax and psychology. Critical readers must be active readers who question, seek information, and delay making judgments until they carefully consider all available information.

They evaluate the author's ideas, which are understood from a lower level of comprehension, by examining them critically and determining their value. The final step is for readers to be able to think and use their imagination while engaging in creative reading. Creative reading goes beyond the author's written words by reusing the author's ideas with other ideas to create new concepts or expand existing ones, as well as applying the text's thoughts to new contexts. The cause-and-effect relationships within a work must be understood by the reader, even if they are not explicitly stated. Through imaginative reading, readers use concepts taken from the text to generate original ideas, solutions to dilemmas, and new perspectives on something.

This theoretical explanation leads us to the conclusion that the following three skills are indicators of reading comprehension, 1) Recognizing main concepts (explicitly or implicitly), 2) Analyzing the text (referring, inferring), and 3) Understanding language. However, due to Indonesia's historical background, which is based on oral traditions and storytelling common forms of oral communication reading has become a challenge for Indonesian students. Only a few centuries have passed since the literacy tradition was established in the country, and since then, oral tradition technologies like radio and television have competed with it. This shift has led to a decline in the newly formed literacy tradition, bringing oral traditions back to their previous supremacy.

This tendency is one of the reasons why Indonesia's literacy tradition has not advanced significantly. Furthermore, among 52 East Asian countries, Indonesia's reading culture received the lowest score in a 2009 study by the Organization for Economic

Cooperation and Development (OECD) according to (Pranowo, 2018). The low reading index of Indonesian society is a concerning finding. Indonesia scored 0.001 on the UNESCO 2012 reading index, meaning that only one in every 1,000 people has an exceptional reading habit (Pranowo and Herujiyanto, 2015). This is a significant issue and raises serious concerns. On the other hand, contemporary oral traditions continue to develop, and the literacy culture, which has not yet flourished, is beginning to fade.

Now that they understand the value of education, Indonesian society needs to work towards fostering reading interest among its people. Both internal and external factors contribute to the low reading culture. Internal components include motivation, interest, habits, emotional conditions, reading strategies, prior knowledge, and intelligence. External influences include the text's difficulty level, socioeconomic background, the time and environment in which the text is read, and the impact of oral culture (Pranowo & Herujiyanto, 2015). Students with disabilities in Indonesia, particularly those with hearing and speech impairments, face challenges in reading due to their reliance on visual cues and sign language.

The current approaches are inadequate, exacerbated by the lack of inclusive resources that hinder their learning and access to crucial information. Reading instruction must accommodate their needs to ensure equitable education and community engagement. Reading is still seen as a way to pass the time rather than a purposeful activity. This suggests reading is more of a leisure activity than a habit (Permatasari, 2015). In Bali, one school has students with hearing and speech impairments, namely SDN 2 Bengkala. This school has been an inclusive school since 2007. There are six deaf and hard-of-hearing students at SDN 2 Bengkala. They are in grades one, two, and three, learning separately in inclusive classrooms.

Meanwhile, those in grades four, five, and six are integrated with other children (DetikBali, 2023). SDN 2 Bengkala also applies the same curriculum for both Kolok (hearing-impaired) and non-Kolok students. When the students mix, two teachers are teaching. One teacher presents the material in sign language, while the other teaches verbally. As a result, other students learn sign language and can communicate with deaf and hard-of-hearing students (DetikBali, 2023). The low reading interest indicates that students' reading competencies and interests have not been fully developed through the education process. Japan only has 712 hours of learning per year compared to 1,095 hours in Indonesia (Endah et al., 2018).

Reading texts is a challenge for Indonesian students with disabilities, especially those who are deaf and hard of hearing or speech-impaired. This difficulty stems from the lack of tailored resources, reliance on oral language in teaching, complex grammar and vocabulary, and inadequate support networks, along with qualified and proficient teachers in sign language. Addressing these challenges requires a comprehensive approach, including an inclusive curriculum, assistive technology, teacher training in inclusive methods, and developing an inclusive classroom environment that celebrates student diversity. The study conducted by Chadijah et al., (2023) entitled Correlational Study on Gadgets Used to Improve Reading Interest aims to investigate the relationship between the reading interest of 12th-grade students and the use of gadgets in one secondary school. However, reading interest may decline if smartphone usage is believed to remain constant. The research population, which is limited to regular students, represents a significant limitation. As a result, it is difficult to apply or extrapolate the study's findings to include groups such as students with disabilities. Therefore, the application of research findings in a more inclusive educational environment may be limited. Another weakness is the lack of information or specific research on how students with disabilities react to or face difficulties when using technology to improve reading

interest. It is possible that this research does not sufficiently represent the demands and barriers they face. Based on the challenges faced by deaf and hard-of-hearing students in reading and the benefits of utilizing teaching media, this research aims to develop interactive videos to improve the reading abilities of deaf and hard-of-hearing students.

The motivation behind this study arises from the awareness that hearing- and speech-impaired students encounter unique difficulties when interacting with literature. Consequently, the context used in this research is the situation at SDN 2 Bengkala, which has drawn attention to its inclusive classrooms. According to (RRI, 2024), universities such as Undiksha have conducted mentoring activities for inclusive students at SDN 2 Bengkala. Given the lack of resources that effectively enhance their reading interest and the limitations of traditional teaching materials in meeting their needs, this project aims to leverage visual and auditory cues by integrating videos into learning materials. This approach provides a more inclusive and engaging method to support hearing- and speech-impaired children's language development and reading interests. The primary goal is to bridge this gap and foster a positive learning experience that addresses the specific requirements of this student demographic.

Methods

This study employs qualitative analysis, where at this stage, learning objectives are determined, the audience is understood, and the current learning environment or issues are examined. The aim is to gather data on the learning environment, students, and their requirements. The analysis phase is a critical step that must not be overlooked. Its primary purpose is to identify reasonable causes for performance disparities. Instructional designers effectively save course tasks, effort, and time when they conduct the analysis step before the planning, development, or implementation stages. During the analysis phase, four main components are examined, the learners (their current conditions, abilities, and requirements), the instructional analysis development (defining desired outcomes and necessary steps), the formulation of instructional objectives, and the analysis of learning goals (determining how to measure the achievement of objectives). Qualitative analysis was conducted on the results of the questionnaire. Using the interactive data analysis methodology proposed by (Miles and Huberman, 2014). The information gathered from the questionnaire is referred to as data collection, and because the analysis is qualitative, the data is transformed into verbal form. The following describes three interactive data analysis processes: Data reduction involves carefully selecting, focusing, and simplifying raw data obtained from the questionnaire results, aligning with the research objectives. This process is continuous and systematically conducted after each data collection session. Data presentation requires organizing the data to draw or validate conclusions. This phase involves transforming the reduced data into narrative text. Observations, interviews, field notes, and documentation results are selected, categorized, and transcribed into narrative text to assist researchers in forming conclusions. This step involves researchers formulating conclusions based on the available data. If the researchers consider the data insufficient, additional data collection will be conducted. The collected data was reevaluated through processes such as data reduction and presentation. This iterative process continued until the researchers were confident that the conclusions sufficiently addressed the research questions.

Results and Discussion

Inclusive education is an educational approach that includes students with special needs learning together with regular students in the same school. It provides genuine educational opportunities for historically marginalized groups, including minority

language speakers and students with disabilities. Inclusive education ensures that all students have access to equitable education without discrimination. According to the Regulation of the Minister of National Education No. 70 of 2009, inclusive education is a system that provides all students the opportunity to learn in the same classroom environment alongside students without disabilities, even if they have impairments or possess exceptional intelligence or unique talents.

All students are generally entitled to equal education without any differentiation in the inclusive classroom system. Education Law No. 70/2009 defines inclusive education as a teaching system that gives students with disabilities and those with potential intelligence or unique talents a chance to participate in learning activities alongside other students in the classroom environment (Masitoh, 2021). Inclusive schools are characterized by their hospitality, evidenced by an educational environment where teachers and students collaborate to eliminate barriers children may face in their schools. This approach emphasizes the belief that every child can learn and possesses unique qualities that serve as strengths.

Although inclusive schools share general facilities and infrastructure, such as classrooms, teachers' offices, libraries, health centers, prayer rooms, toilets, and science laboratories or practice rooms, with other types of schools, they stand out in their provision of specialized spaces. These include counseling sessions, therapy, and resource rooms dedicated to students with special needs. In contrast, most conventional schools lack these specialized facilities. Inclusive schools must adapt to the diverse needs of all students, including those with disabilities, weaknesses, or limitations. After conducting observations, document reviews, and interviews with teachers and students, the author identified the syllabus currently used for sixth-grade learning in inclusive classrooms and the preferred media for these classes, specifically for sixth-grade students.

Based on the documents collected and interviews with teachers, it was found that at SD N 2 Bengkala, the learning media for sixth-grade students consists solely of learning modules, which include the Annual Program (PT), Learning Objective Flow (ATP), Learning Outcomes (CP), Semester Program (PROSEM), and Learning Objectives (TP) from the *Merdeka* curriculum. These modules primarily feature images, text, and materials on past forms. Although the modules are the same, the assessment methods differ between regular and deaf and hard-of-hearing students. Regular students are evaluated based on their progress in completing the material, while deaf and hard-of-hearing students are assessed only on their reading, arithmetic, and writing skills.

From observations and interviews, it was concluded that the learning materials in the *Merdeka* curriculum modules are primarily suitable for regular students because they consist only of images and text. This makes the modules less interactive and engaging for deaf and hard-of-hearing students, who require visually appealing media and sign language to interact effectively with the content. As a result, the modules are ineffective for use in inclusive classrooms. The author interviewed sign language teachers and all sixth-grade students, including deaf and hard-of-hearing students, to determine the types of media they prefer and whether they align with the module materials. The interviews revealed that students preferred visual media, especially cartoons with audio, colorful visuals, and content related to their daily activities. They also expressed interest in trying Interactive Videos, which were new to them, and mentioned enjoying multiple-choice quizzes. Below are the teaching materials in the *Merdeka* curriculum teaching modules for learning in Phase C, Grade VI, Academic Year 2024/2025, at SD N 2 Bengkala.
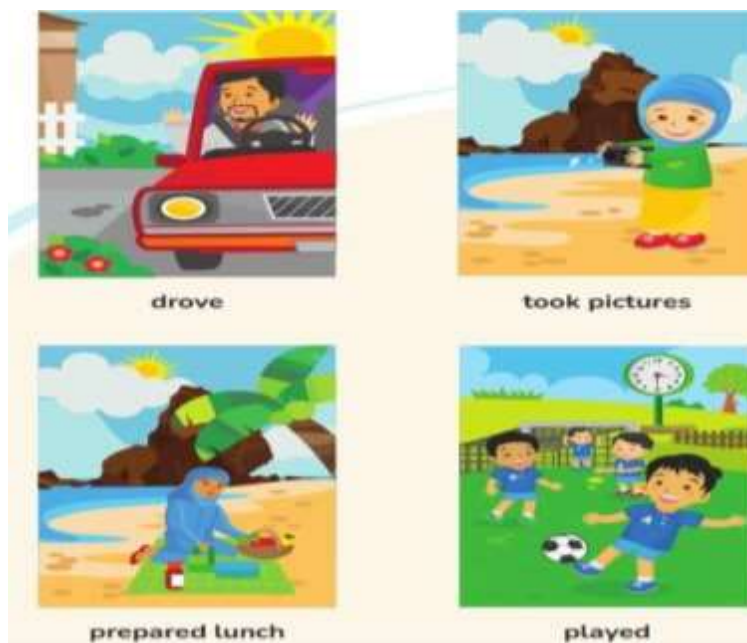
Figure 1. Inclusive Class Media Image

Here is the Bahasa Isyarat Indonesia (SIBI) media model, utilized at SD N 2 Bengkala for grades 4–6, while grades 1–3 use local sign language.

Figure 2. Sign Language Media

The author also conducted interviews with teachers and students to understand the learning facilities they have used. This helped the author develop media that would meet their needs and be suitable for use at SD N 2 Bengkala. Based on the interviews, the school is equipped with various resources, including digital tools such as internet access, LCD screens, speakers, laptops, tablets, mobile phones, and traditional facilities like books, whiteboards, desks, and chairs. Below is an overview of the facilities available at SD N 2 Bengkala:

Figure 3. Facilities of SD N 2 Bengkala

Table 1. Material Analysis Based on Information from Sources

Source person	Aspect			
	Appearance	Contents	Appearance	Quis
I Made Wisnugiri (Sign Language Assistant Teacher)	There must be media, which can be visual or concrete objects	Media that includes pictures, with writing, then translation in Indonesian and spelling in sign language (if possible, use the four sign languages that have been mentioned. If not, it is better to spell using SIBI)	-	-
Ni Kadek Damar Narayani (Sixth-grade student with deafness and mutism)	Wants media with cartoon images and sound	Story of daily activities	Wants to try Interactive Video that can be accessed via mobile phones.	Multiple choice
Putu Riska Pratiwi (Sixth-grade student with deafness and mutism)	Cartoon images and in-color	Fairy tale	Wants to try Interactive Video	Multiple choice
Made Brissel Garjati (Sixth-grade student)	Cartoon images, colored, with sound, and engaging	Activity	Wants to and enjoys learning with Interactive Video using a laptop and LCD	Choose true or false
Komang Soni Januarta (Sixth-grade student)	Images of animals	Daily activities	Wants to and enjoys learning with Interactive Video that can be accessed anytime	Multiple choice
Putu Ayu Dita (Sixth-grade student)	Cartoon images with sound and color	Story of an object	If you want to, using interactive video that can be accessed on a laptop and LCD will be enjoyable.	Choose the correct and incorrect answers.

Putu Keynia Sri Cahyani (Sixth-grade student)	Images of animals and sound	A story about a place	Likes learning with LCD and laptop media	Multiple choice
Ketut Aprillia Maharani (Sixth-grade student)	Cartoon images	Daily activities	Wants to try Interactive Video	Multiple choice
I Made Sedana Putra Yasa (Sixth-grade student)	Cartoon images with sound	Activity	If you want to, using interactive video that can be accessed on a laptop and LCD will be enjoyable.	True and false
Core	Cartoon images with sound and engaging colors	Wants story material about activities	Wants to use Interactive Video that can be accessed anytime	Multiple choice
Conclusion	Interviews with inclusive classroom teachers and sixth-grade students at SD N 2 Bengkala revealed a preference for visual media, particularly cartoons with audio, vibrant visuals, and content related to their activities. The students also expressed interest in exploring Interactive Video media, which they had not used before, and mentioned enjoying participation in multiple-choice quizzes.			

Table 2. Learning Module Analysis

Learning Module Class 6		
Objective	Assessment	Type of Text
1. Students are able to understand images. 2. Students are able to read sentences with correct memorization. 3. Students are able to practice dialogue alternately. 4. Students are able to read texts with proper memorization and intonation. 5. Students are able to answer questions based on the text. 6. Students are able to recall vocabulary with correct pronunciation.	1. Diagnostic Assessment (Before Learning) This is conducted to assess student's readiness for learning with the following questions: a. Are you ready to learn? b. Are you ready to learn new vocabulary? c. Are you prepared to engage in group learning activities? 2. Formative Assessment (During the Learning Process) The formative assessment is conducted by teachers during the learning process, mainly when students engage in discussions, presentations, and written reflections.	Narrative Text in the Past Tense.

a. Assessment Techniques:
　　　　　Observation and Performance
　　　　　Tasks
　　　　　b. Instrument Format:
　　　　　Observation guidelines or
　　　　　sheets
　　　　3. Summative Assessment
　　　　　a. Knowledge Assessment
　　　　　1) Assessment Techniques:
　　　　　　a) Tests: Written
　　　　　　b) Non-tests: Observation
　　　　　2) Instrument Format:
　　　　　　a) Non-written assessment:
　　　　　　　Question list
　　　　　　b) Written assessment:
　　　　　　　Short-answer questions
　　　　　b. Skill Assessment
　　　　　1) Assessment Technique:
　　　　　　Performance
　　　　　2) Instrument Format:
　　　　　　Performance checklist or
　　　　　　sheets

　　　　Based on the findings from documentation and interviews, it can be concluded that the inclusive classroom for sixth-grade students requires digital media with engaging visuals, such as cartoons, combined with audio, colored images, and sign language. This is especially important for students with hearing or speech impairments, as they need visually stimulating content with sign language alongside materials that align with the *Merdeka* curriculum. Additionally, the media should be compatible with the facilities available at the school. The interactive video design developed should cater to the needs of inclusive class students. In this context, the video must be interactive with images that foster a welcoming environment and easy understanding for students. When creating interactive videos for inclusive classrooms, it is crucial to consider the visual design. The choice of images can significantly influence how students comprehend and engage with the content. Friendly, simple, and straightforward visuals are essential for students with cognitive disabilities or those who may feel overwhelmed by complex information. Moreover, the video should help students comprehend sentences because, for meaningful assessments, students need to understand question sentences to answer assessments. A part of the assessment in inclusive classrooms includes written evaluations, so ensuring that students can interact with and understand the content is key to their success.

Conclusion

　　　　The inclusive classroom for sixth-grade students requires digital media with engaging visuals, such as cartoons, combined with audio, colored images, and sign language. These elements serve multiple purposes: they capture students' attention, simplify complex concepts, and ensure equitable access to learning for all students, regardless of their abilities. For students with hearing or speech impairments, visually stimulating content coupled with sign language provides a dual-channel approach that bridges communication gaps. This ensures these students can access the same information as their peers without relying solely on written text or spoken language, which might not meet their needs effectively. Additionally, the use of such multimedia should align with

the principles of the Merdeka curriculum, which emphasizes differentiated learning, student-centered activities, and flexibility in educational delivery. By incorporating interactive and engaging materials, educators can foster an inclusive learning environment that supports diverse learning styles and abilities. Such digital tools also encourage collaborative learning, where all students, regardless of their impairments, can participate actively and develop critical thinking and social skills. This approach ultimately promotes inclusivity, equality, and improved educational outcomes for all students in the classroom.

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