

## The Development of Action Learning Contexts Input Process Output (Alcipo) Model Design with Character, Career and Gender (Gender) Insights in Special Education

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### Abstract

Inclusive education, it provides the widest possible opportunity for all students who have physical, emotional, mental and social disabilities or have the potential intelligence and / or special talents to obtain quality education according to their needs and abilities. Given that students with special needs at every level of education really need cultivation and understanding of the correct character formation and get services regarding the career that they will choose after completing their education. The CIPO model developed by JaapScheerens aims to determine the quality of the school and the development of existing achievements in students. In a review of "Perspectives on Educational Quality" this framework was chosen due to the fact that the framework was found to be comprehensive, flexible and applicable to describe the functioning of the education system. The product of the book instrument of the Alcipo Career model and the Authentic Assessment Instrument in Learning based on the Alcipo Career model is only developed with a few sub-themes. The product developed can be an alternative to thematic learning, especially in self-assessments, written tests, and the Alcipo Career model. This research can be used as a basis for developing an authentic assessment instrument based on the Alcipo Career model which is innovative and more creative

**Key Words :** *Alcipo Model, Character, Carrer, Gender*

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### A. INTRODEUCTION

Inclusive education is education given to students who have disabilities, have the potential for intelligence and special talents. Also children are not able to learn because of one thing: disabilities, autism, mental retardation, homeless children, have other talents and potentials. Inclusive education is an education service system for children with special needs in regular schools. This is in accordance with government policies contained in Law Number 20 of 2003 in article 32 and Permendiknas Number 70 of 2009, namely by providing opportunities and opportunities for children with special needs to obtain education in regular schools starting from elementary schools, junior high schools and schools. Middle Upper / Vocational. The success of implementing inclusive education will depend on the good cooperation of the government,[1].Inclusive schools are no longer foreign to education managers and the community. However, very few educational institutions are willing to implement inclusive education programs. The policy on inclusive schools is a further consequence of the global policy "Education for All" launched by UNESCO in 1990. With inclusive education, it provides the widest possible opportunity for all students who have physical, emotional, mental and social disabilities or have the potential intelligence and / or special talents to obtain quality education according to their needs and abilities.[2]Character education is education to form a pattern of traits or character from an early age, so that good character is embedded and rooted in the child's soul. Character education is education that is not only oriented to the cognitive aspects, but is more oriented towards the process of fostering the potential that is in children, developed through habituation of good qualities, namely in the form of teaching good character values. In character education, each individual is trained to maintain good character (fitrah) so that the character will be strongly attached to training through education so that good morals will be formed. In the

context of education in Indonesia, the substance of character education has been mandated in Law Number 20 of 2003 concerning the National Education System (Sisdiknas).[3],[4]. In article 1 of the Law it is stated that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. society, nation and state. The development of the character of the nation's children is an effort to embody the mandate of Pancasila and the Preamble of the 1945 Constitution motivated by the reality of current national problems, such as: disorientation and the absence of Pancasila values; limited integrated policy instruments in realizing Pancasila values; shifting of ethical values in the life of the nation and state; waning awareness of the nation's cultural values; threat of national disintegration; and the weakening of national independence. In providing educational services, educational institutions must no longer look at the backgrounds of their students, both with regard to their intellectual abilities, physical weaknesses, as well as mentality and emotions. By uniting into the same classroom, it will provide understanding to students that in life there will be many differences. These differences should not be used as obstacles, but as a reality that must be faced and respected. That is the reality of life that must be experienced together. These multiple learning conditions and situations can be a very effective medium for character education for all students. A sense of empathy, sympathy, care, and self-awareness will emerge in the learning setting of this model. Another problem faced by children with special needs (ABK) is how after they finish their education at school. Are they able to compete and be able to choose a decent career in a world that sees children with special needs as a disorder, underdevelopment, and other forms of discrimination. Until now, only a few children with special needs have the opportunity to compete and choose a viable career, given the complex problems they face. In this regard, the effort to prepare children with special needs for the world of work can be said to be absolute, considering that they will return to society and live in an era that continues to change rapidly. This change includes all aspects of life, which require adaptability and very fierce competition. Thus children with special needs are required to have reliable skills for life provisions. Therefore, considering their limited education levels, since the beginning when they enter the elementary school level, they are required to provide appropriate career guidance services for children with special needs.[5] Career guidance services are defined as guidance that is oriented to help individuals think about career planning and prepare for work life. Manrihu (1992) argues that career guidance services are a systematic program designed with the aim of helping individuals understand self-competence, recognize types of work, education, and develop abilities or skills in making decisions related to planning and managing career development. ABK's career guidance service is a guidance service provided to ABK to be able to plan and develop their future, related to education and career world. In general, career guidance services for Children with Special Needs are defined as an effort to provide assistance to children with special needs to encourage and provide convenience in understanding career choices that are suitable for the child's condition. The assistance includes career planning, decision making and job (career) adjustments.[6]. In addition to character and career issues, one area of concern for students with special needs in this case is gender equality. Schools are institutions that play an important role in changing the mindset of students, including behaviors that are considered gender biased. Therefore, this gender-oriented school plays a strategic role and function in preparing students for multi-intelligence to develop optimally without being constrained by social values that sometimes culture is gender biased. The learning process in the classroom that has not fully Encouraged active participation between boys and girls equally, a physical school environment that does not answer the specific needs of boys and girls as well as general teaching materials, gender bias,[7]. Actually, in any field, including education, gender equality has not been realized between men and women, one of which is influenced by the patriarchal culture that has manifested itself in the mindset of society. This is as emphasized by KhoffifahIndarParawansa (2002), that several things that affect gender harmony have not been realized, among others, is still strong patriarchal socio-cultural values. These values place men and women in different and

unequal positions and roles. This situation is marked by the existence of standardization of roles, multiple burdens, subordination, marginalization and discrimination against women which causes women to not have access, opportunity and control over development and do not benefit from development that is just and equal to men.[8].In the Women's Studies Encyclopedia it is explained that gender is a cultural concept that seeks to make a distinction in terms of roles, behavior, mentality, and emotional characteristics between men and women that develop in society. Meanwhile, Hilary M. Lips defines gender as cultural expectations for men and women (cultural expectations for women and men). This opinion is in line with the opinion of feminists, such as Lindsey, who considers all the decisions of society regarding the determination of a person as a man or a woman, including the field of gender studies (What a given society defines as masculine or feminine is a component of gender.[9].The potential of children with special needs does not develop due to a lack of parental care in providing for their rights or needs of the child. According to ZakiyahDaradjat, children who usually get what they want naturally and in moderation will have an optimistic outlook on life when they grow up and their lives are full of joy and joy. On the other hand, a child who often fails to fulfill his needs will have a pessimistic, doubtful, and dare not face difficulties, even though they are small and light.[10].Therefore, the goal of inclusive education with the learning of career and gender characters for students with special needs will be very important to always be applied at all levels of school. With learning about character, career and gender to students with special needs, after completing education, both SD, SMP, SMA / SMK and up to college they can have insight into how to become individuals who have character and careers and understand gender differences without gaining discrimination. in social life even though it has flaws.

## **B. PHILOSOPHY FOUNDATION**

The philosophical basis of the model developed for inclusive education is the universal view of human rights which states that every human being has the right to live a decent life, the right to education, the right to health and the right to work. Legally formally the right to get quality education for all citizens. Including persons with disabilities or disabilities has been guaranteed by various laws and regulations in Indonesia. By taking into account two passages from the constitution, there are two things: (a) Education is an aspect that is considered very important for the Indonesian nation and state; (b) Education is guaranteed for every citizen regardless of the circumstances[11].Humanist education philosophy and values are the main pillars in the implementation of education. The concept of inclusive education is to make all humans learners. Although with different modalities all students have the right and opportunity to get educational services. Children with special needs cannot be understood by children with disabilities or abilities, because children with special needs can have intellectual and emotional abilities that exceed regular students. Changing the perspective of inclusive education is also an important point that needs to be strengthened in society, especially managers of educational institutions. The concept of education for all provides initial enlightenment for inclusive education providers. This is the basic value in education that needs to be instilled in society. The concept of inclusive schools no longer discriminates against students' conditions; whether with regard to physical conditions, intellectuality, social conditions, emotional, linguistic, ethnicity, religion, gender, skills or others. The concept is educational services for all human beings[12].Doni (2010) states that character education applied in educational institutions can be a means of humanizing and civilizing. Education should create an environment that respects human life, respects the wholeness and uniqueness of creation, and produces personal figures who have balanced intellectual and moral abilities so that society will become more humane. As well as character education that is implemented in schools that provide inclusive education. The existence of students in inclusive classes adds to the diversity of individual differences. Through the existing diversity, character values such as compassion, cooperation, mutual respect, and self-confidence can be instilled in students.[13].In the learning process children with special needs with various specifications have their own modalities, and even differ from one another. What needs to be

emphasized, even though children with special needs are different, they still have learning modalities. The learning services provided by school management and teachers should accommodate the various modalities that all students have. Inclusive character learning must also be given in accordance with the specific needs of students who are in regular schools. Children with special needs are not only seen from their shortcomings, but they also have their own advantages, characteristics, and talents in certain fields. Even history has recorded, not a few big figures were born from children with special needs. Albert Einstein, who is known as an expert in the field of physics, was once sentenced to have Autism. Therefore, educators need not feel afraid to teach children with special needs. Because every teacher, as stated in the Minister of National Education regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies in a pedagogical manner must be able to master the characteristics of students from the physical, moral, social, cultural, emotional and intellectual aspects of their students.[14]. The choice of dimensions of action learning in learning is because basically the learning process is an alternative method to complement methods of improving human resources that use standard concepts around the world through classical curriculum. Action learning is based on the understanding that the best way to learn is when individuals engage directly with real-life problems and then reflect on what happened as a result of their actions and whether those actions were appropriate or not.[15]. Action learning is learning while doing, acting and playing in accordance with the maturity and physical and psychological development of children who are presented attractively, creatively and safely,[16]. Action learning also provides the opportunity for students to experience up close a real life setting the application of topics and content that are learned or discussed in class.[17].

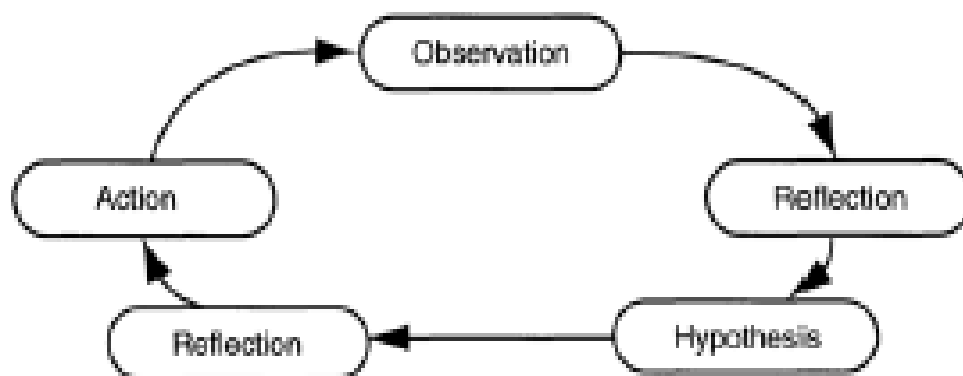


Figure 3. Action Learning[15]

From the cycle of action learning, it can be explained that learning about character, career and gender will be successful if its implementation is continuous and continuous. Given that students with special needs at every level of education really need cultivation and understanding of the correct character formation and get services regarding the career that they will choose after completing their education. The CIPO model developed by Jaap Scheerens (2013) [19],[20] aims to determine the quality of the school and the development of existing achievements in students. In a review of "Perspectives on Educational Quality" this framework was chosen due to the fact that the framework was found to be comprehensive, flexible and applicable to describe the functioning of the education system. It aims to provide researchers with the opportunity to assess the broader spectrum of variables that are intervening and interacting in efforts to provide quality education in schools. By knowing some of the things contained in the framework. Context: (1) achievement stimulants from higher administrative levels; (2) development of educational consumerism; (3) 'co-variables', such as school size, student body composition, school category, urban / rural. Input: (1) teacher experience; (2) expenses per student. Process: a. School

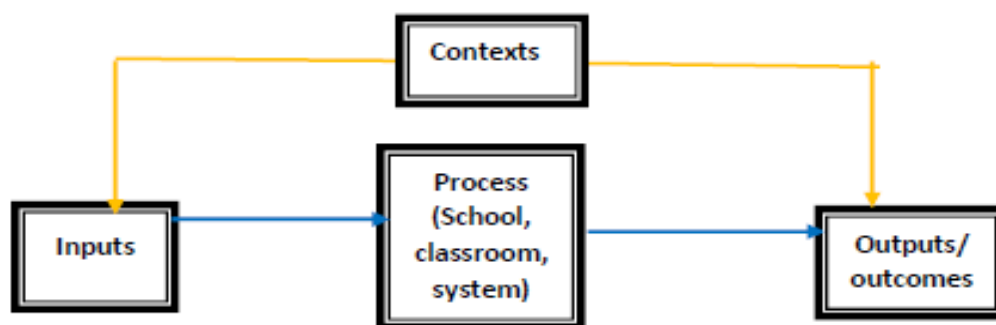


Figure 2. CIPO Model JaapScheerens (1990)[19],[20]

Level: (1) an achievement-oriented level of government; (2) educational leadership; (3) consensus, planning teacher cooperation; (4) the quality of the school curriculum in terms of content covered, and formal structure; (5) orderly atmosphere; (6) evaluative potential, b. Grade level: (1) time for assignments (including homework); (2) structured teaching; (3) opportunities to learn; (4) high expectations of student progress; (5) level of evaluation and monitoring of student progress; (6) reinforcements. Output: Student achievement, adjusted for: (1) previous achievement. As Scheerens argues with regard to this model, the basic design of school-effectiveness research is associated with hypothetical effectiveness enhancement conditions and output measures, usually calculated in terms of pupil achievement. The basic model can be drawn from systems theory, where the school is seen as a black box, where the process or 'throughput' takes place to change this basic design. The inclusion of an environmental or contextual dimension complements this model. The main task of school-effectiveness research is to reveal the impact of relevant input characteristics on outputs and to 'open' black boxes to show which processes or throughput factors 'work', as well as the impact of contextual conditions. The model of action learning contexts input process output (alcipo) with character, career and gender (career) insight in special education is structured with the hope of providing a new framework in teaching and learning activities regarding character planting, career understanding and gender which refers to action learning by paying attention to the conceptual framework on the CIPO model. The context that appears in the design is inclusive education which has inputs: (1) teachers who are experienced in teaching and learning activities; (2) inclusion students. In the learning process in which there are facilities and systems that are integrated in the school, the process of instilling and providing an understanding of character, career and gender can be better, especially when experienced teachers have the right strategies and methods in classroom learning.

### C. PSYCHOLOGICAL FOUNDATION

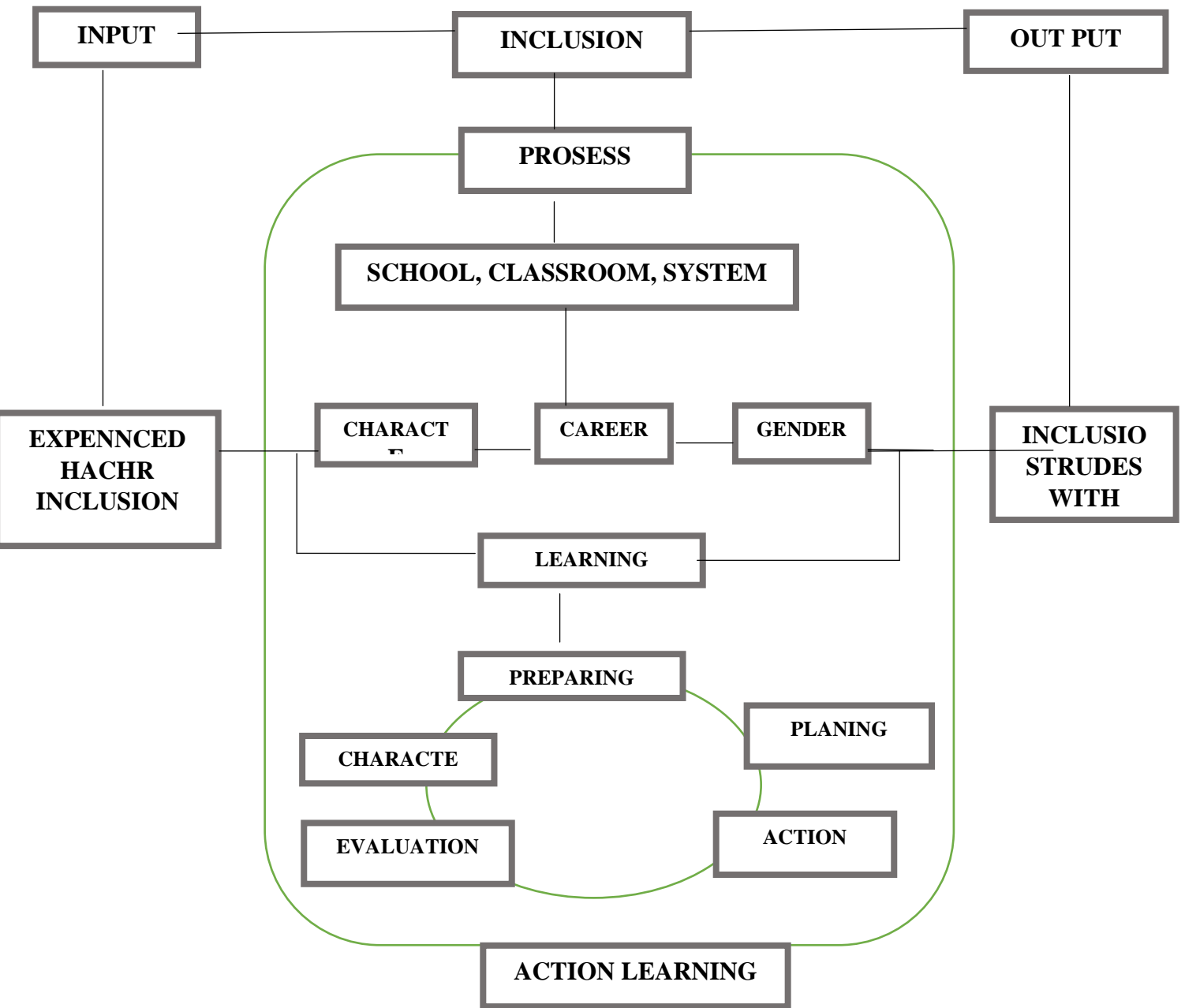
Referring to Permendikbud Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and / or Special Talents, inclusive education is an educational system that provides opportunities for all students who have disabilities and have potential intelligence and / or talents special to follow education or learning in an educational environment together with students in general[1]. The concept of inclusive education aims to: (1) provide the widest possible opportunity for all students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and / or special talents to obtain quality education according to their needs and abilities; and (2) realizing the provision of education that respects diversity and is not discriminatory for all students. In the concept of inclusive education, every student has the right to participate in education in certain educational units according to their needs and abilities. Students who have disabilities consist of: visually impaired, deaf, speech impaired, mentally retarded, mentally disabled, disabled, learning difficulties, slow learning, autism, motor problems, being victims of drug abuse, illegal drugs,[1]. Children with special needs are not children who have excessive abnormalities. Moreover, considering children with special needs as a heavy burden on education. Because it is the teacher's thinking attitude that causes their potential to become neglected. Isn't the teacher's job not only to teach knowledge, but also to educate each student with the various modalities they have. Schools and madrasahs must be able

to accept children with special needs to be provided with educational services in regular classes. Because they really need interaction with their normal friends. They need to have the same opportunities and opportunities as normal children in educational services. It is indeed a very extraordinary success,

#### **D. SOCIAL FOUNDATION**

Learning for children with special needs in regular schools no longer considers the condition of their students, whether they are related to physical, intellectual, social, emotional, linguistic, ethnicity, religion, gender, skills or other conditions. As expressed by AgusWibowo (2012) which explains that character education can be done by integrating subjects, self-development, and school culture. Character learning in regular classes needs to be directed at emphasizing building relationships between teachers and students in the implementation of character education in the classroom. Mumpuniarti (2012) states that the creation of a condition will encourage students in inclusive schools to learn to implement character in everyday life. There are several models that vary in the creation of these conditions. Ajat (2011) explained that there are four ways to implement character education in schools, namely 1) teaching, 2) modeling, 3) reinforcing reinforcing, and 4) habituating. Character formation will be more formed when in the learning process children also learn how to build cooperation with each other (Doni, 2012). Furthermore, Muchlas and Hariyanto (2013) explain that cooperative learning has been able to improve the quality of student learning in terms of: (1) Providing opportunities for fellow students to share cognitive information with each other; (2) Motivate students to learn learning materials better; (3) Convincing students to be able to build their own knowledge; (4) Provide informative input; (5) Developing the group social skills necessary to succeed outdoors and even outside of school; (6) Increasing positive interactions between members who come from various different cultures and different socio-economic groups; (7) Improve students' memory because in cooperative learning students can directly apply other student teaching activities; (8) Developing positive character of students, such as independence, courage to express opinions, responsibility, taking risks, being open, tolerant, respecting others, dynamic, critical, creative, logical, and so on. Inclusive character learning in regular classes can be done through learning, modeling, strengthening, and habituation. Character learning is learning that provides opportunities for children with special needs to learn together with children in general in one class. The diversity that exists in the classroom is a reflection of life that shows the individual differences of students physically, abilities, needs, and others. Students can learn to care, cooperate, respect differences, respect each other, and have empathy. Although it does not rule out the cultivation of other character values such as religion, honesty, discipline, responsibility and so on. The diversity of students in inclusive character learning is a strength as well as a challenge for teachers to carry out character learning. The teacher is the spearhead of the implementation of character learning in the classroom. Teachers are the educators who most often interact with students in the classroom, so they hold great responsibility in instilling character values in students. Cultivating character values needs to pay attention to character elements including knowledge, attitudes, willingness, and habits. Thus, students with special needs, from people with autism, attention deficit and hyperactive disorder (ADHD), down syndrome (DS), learning disabilities, slow learning (slow learner), hearing impairment (deaf), to those with impairments. gross motor skills due to brain injured (cerebral palsy), still get maximum learning services[12]

**MODEL DESIGN OF ACTION LEARNING CONTEXTS INPUT PROCESS OUTPUT (ALCIPO) WITH THE INSIGHTS OF CHARACTER, CAREER AND GENDER (CAREER) IN INCLUSION EDUCATION**



DESIGN STEPS OF THE ALCIPO CURRENT MODEL

NO	LEARNING ACTIVITIES	TEACHER	STUDENT
1	PREPARING / PREPARATION	<ul style="list-style-type: none"> <li>a. Initial Assessment</li> <li>b. Develop Student Profiles</li> <li>c. Develop IEP for Students with Special Needs</li> </ul>	Carry out the Initial Assessment Fill in the Student Profile Form Putting together a group
2	PLANNING / PLANNING	<ul style="list-style-type: none"> <li>a. Preparing the Syllabus</li> <li>b. Prepare RPP according to subject which integrated career</li> <li>c. Prepare a suitable method</li> <li>d. Prepare the right strategy</li> </ul>	

		e. Preparing Teaching Materials f. Preparing Media g. Compiling Assessment: Project Criteria, Product, Presentation / Performance, Pretest - Posttest	
3	ACTION / ACTION	a. Implementing Integrated KKG Learning in Mapel b. Using Teaching Materials c. Using Social Media Tools: WhatsApp, Zoom meeting, Facebook etc.	Participate in classroom learning activities Carry out learning activities using Tools / Media and Teaching Materials Work on assignments
4	EVALUATING / EVALUATION	a. Observe b. Assessing Assignments c. Carry out Pretest - Posttest	Presenting the results of assignments: projects, products, presentations / performance Carry out Pretest - Posttest
5	REFLECTION / REFLECTION	a. Conclude b. Preparing for an Assignment c. Follow-up	Evaluating the results of assignments: projects, products Conclude the results of the discussion, performance / presentation Take notes for further learning

**E. Validation and Reliability**

Validation data from assessment experts, learning experts, and practitioners of this Project Instrument Book product includes content validation. The data obtained were qualitative and quantitative data. Quantitative data can be seen in Table below.

No.	Validator	Percentage	Qualification	Follow-up
1	Assessment expert	85%	Well worth it	Implementation
2	Learning expert	90%	Well worth it	Implementation
3	practitioners	75%	Well worth it	Implementation
Average		75%	Worth	Implementation

Based on the table it can be seen that the validation of the contents of the Project Instrument Book product by assessment experts reached a percentage of 85% with very decent qualifications and follow-up implementation, 90% learning experts with very decent qualifications and follow-up implementation, and practitioner 1 reaching a percentage of 75% with very decent qualifications and follow-up implementation. The average result of the content validation of the Project Instrument Book product reached a percentage of 87% with very proper qualifications and follow-up implementation. After conducting a product trial, the authentic assessment instrument reliability test is carried out. The reliability test used is the interrater test. Through this interrater reliability test to test the reliability of the results of the two correctors to the results of the realm of knowledge and skills. The steps in this reliability test are (1) collecting the values of the two correctors, (2) conducting a normality test, (3) conducting a correlation test using the SPSS type 21 and (4) making decisions about the correlation of the two scores of the two correctors

No.	Type of instrument	Correlation coefficient	Reliability Level
1	Learning 1	0.756	High



2	Learning 2	0.930	Very high
3	Learning 3	0.984	Very high
4	Learning 4	0.980	Very high
5	Learning 5	0.985	Very high

Based on the table, it is known that the results of the analysis of the reliability test of the value of learning outcomes 1 in the BI subject get the value of r-count with an average of 0.936, while the r-table with  $N = 30$  is 0.361. So it is concluded that there is a correlation between the value obtained between corrector 1 and corrector 2. Judging from the sig (2-tailed) value, the significance value obtained is 0.000.

## F. Suggestions for utilization and dimensions

The instrument book product of the AlcipoKariender model has met the authentic assessment requirements consisting of validity, reliability, and practicality. The quality of quality assessment instruments can describe complete and accurate information on student development. Quality quality can be seen from accuracy (valid), permanence (reliable), and practicality (usable). Validity refers to the accuracy of the interpretation of the assessment results against the suitability of certain objectives or decision making that have high, medium, or low validity. The validity test was carried out on three experts, namely assessment experts, learning experts, and practitioners. The results of the validity test of the instrument book model of the AlcipoKariender model that were developed obtained an average percentage of 85%. This shows that the qualification of this product is valid and may be used with minor revisions because the average acquisition rate is vulnerable to values above 55%. The reliability of a measuring instrument refers to the ability of the measuring instrument to produce the right results. This is in agreement with Harsiati (2011) that a learning outcome test is if the results obtained are relatively the same at different correctors or at different times. The reliability test is carried out through an interrater. The interrater reliability test is the consistency of the results of whoever corrects (Harsiati, 2011). This reliability test was carried out using SPSS with the Spearman Rank correlation formula. The results of the reliability test in the Domain of Knowledge were 3 instruments obtained high reliability levels and 11 were very high. This product is expected to be used by various parties to improve the quality of learning in schools. First, the teacher can use the Authentic Assessment Instrument product in Project-Based Learning in the Themes applied in assessing the AlcipoKariender Model Instrument Book. The teacher can use the product to assess the aspects of attitude, knowledge, and skills easily. Teachers can be more creative and innovative in developing the Alcipo Career model in accordance with the characteristics of students and the characteristics of the environment around students. In addition, teachers can use other assessment techniques besides self-assessment, written tests, and the AlcipoKariender model assessment. Second, Students can use the Alcipo Career model's Instrument Book product so that students are happy and get used to assessing themselves which will be useful when students are in the community. Third, other researchers can become this product as a source of inspiration, reference, and consideration for future researchers. Other researchers can develop other authentic assessment instruments. The product of the book instrument of the Alcipo Career model and the Authentic Assessment Instrument in Learning based on the Alcipo Career model is only developed with a few sub-

themes. Products can be distributed through print-based or online research journals and KKG forums. The product developed can be an alternative to thematic learning, especially in self-assessments, written tests, and the Alcipo Career model. This research can be used as a basis for developing an authentic assessment instrument based on the Alcipo Career model which is innovative and more creative. It is hoped that classroom teachers will be motivated in compiling an authentic assessment instrument based on the AlcipoKariender model. This product is only tested in one class. Thus, it is hoped that the next researcher can test more than one class.

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