

Implementation of Inclusive Learning Through Letter and Reading Recognition: A Case Study at SDN Wonokusumo IV/43 via YouTube

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ABSTRACT

This study examines inclusive learning practices by introducing writing and reading activities using YouTube video media in inclusive classes at SDN Wonokusumo IV/43. utilizing YouTube video media in inclusive classrooms at SDN Wonokusumo IV/43 Surabaya. The approach used is descriptive qualitative with a focus on teaching methods, interactions between teachers and students, and the impact of learning on students with special needs. Learning impact on students with special needs (ABK). YouTube video media used in learning is designed interactively with a learning-through-play approach, combining visual and auditory elements. The learning-through-play approach combines visual and auditory elements. Results The results showed that using videos as learning media increased learning motivation, active participation, and understanding of the material, especially for students with disabilities. In addition, this approach helped create an inclusive and adaptive learning environment for students with diverse needs. Diverse student needs. This finding confirms educational technology's important role in supporting effective, enjoyable learning and embracing diversity.

Keywords: Learning, Inclusive, Media, Video

INTRODUCTION

One digital platform currently widely utilized in education is YouTube. This platform provides a wide range of educational videos that can be easily accessed by both students and teachers. In learning to recognize letters and reading, YouTube videos have the advantage of presenting content visually and auditorily, making it easier for students to understand the material more interestingly.

Inclusive education is an approach to global education that implements a fun teaching and learning process and respects the diversity of students' needs. According to (Aeny et al., 2022), inclusive education is a concept that aims to create a friendly and open learning space for all learners, including those with special needs, to learn optimally. This approach incorporates students from different backgrounds and ability levels in the same learning environment.

The aim is to ensure that every student has an equal opportunity to learn and develop without feeling different or discriminated against. In addition, an inclusive school is an educational model that prioritizes respect for diversity, where every student, including those with special

needs, can learn together in the same environment (Nugroho, 2021). Inclusive schools are based on several main principles, including accessibility, which ensures that all students can use all school facilities; equity, which ensures that every student has equal opportunities to learn and develop; active participation in the learning process; and providing support and services according to the needs of students with special needs (Satwika et al., 2019).

In inclusive education, students have various backgrounds and academic, social, and special needs. They have the same right to receive education in the same environment. According to (UNESCO, 2017), inclusive education aims to ensure that every child has an equal pathway to quality education and can share their abilities to the maximum. In Indonesia, inclusive education was addressed in Permendiknas Number 70 of 2009, emphasizing the importance of education for children with special needs (ABK) in the regular school system. Therefore, every citizen has the same right to education, including children with special needs (Nurfadhillah, 2021).

Teachers have a crucial role in the implementation of inclusive learning in schools. Teachers serve as the central element in the learning process in the classroom. This role is vital because teachers act as the primary educators who deal directly with the various learning needs of students (Rakhmah dkk., 2024; Muttaqien et al., 2020). According to (Astarani et al., 2024), teacher empathy and dedication play an important role in maintaining the motivation and concentration of children with special needs during the learning process. (Reynard et al., 2024) Emphasize that teachers need to manage stress when facing challenges in educating children with special needs, given that each child has different needs and responses to learning methods. In addition, according to (Kusmaningtiyas, 2022), good stress management allows teachers to remain patient, consistent, and compassionate in the face of various difficulties during the learning process.

Reading comprehension is one of the basic skills that must be trained for students at the basic education level. This skill is an important foundation in learning because reading is the main door to accessing knowledge and understanding various information. However, the ability to recognize and read text is often a challenge for children with special needs. This can be due to cognitive disabilities, motor impairments, or emotional issues that affect the learning process. Therefore, innovative and integrative learning approaches are essential to support the development of literacy skills in children with special needs.

In the context of inclusive education, teachers have a central role in creating a supportive learning environment that is adaptive to students' needs. Teachers are required to develop learning methods that suit students' learning styles and utilize effective learning media. One learning media that has proven effective is technology-based media. The use of technology-based learning media can increase student interest in learning because it is interactive, flexible, and able to present material visually and auditorily.

YouTube can be used as an alternative to learning skills through videos and a teaching aid that supports active learning experiences to increase knowledge (Sari, 2020). According to (Samosir et al., 2019), YouTube acts as a platform for finding information through videos that can be accessed and watched directly. The use of YouTube in learning aligns with the multimedia-based learning concept that emphasizes the importance of integrating visual, auditory, and kinesthetic elements to support student understanding.

Educators at various levels of education in Indonesia are increasingly utilizing video-based learning, primarily through the YouTube platform. Video media is considered effective in supporting the learning process in inclusive classrooms because it can help overcome communication barriers between teachers and students with special needs. In addition, learning videos can also be used to visualize abstract concepts so that students more easily understand them. Previous research shows that video media can increase students' learning motivation and help them understand topics better.

One inclusive primary school in Surabaya, SDN Wonokusumo IV/43, uses video-based learning to help students understand letters and read. This school faces problems providing inclusive and practical education to students with disabilities, especially in mastering basic literacy. To address these issues, teachers at this institution utilize YouTube videos as part of their learning approach. Using YouTube videos is expected to make the learning experience more engaging, interactive, and appropriate to students' needs.

This study's purpose is to see how YouTube videos are used to learn letter recognition and reading in the inclusive classroom of SDN Wonokusumo IV/43. It also looked at how YouTube videos impact students' motivation and learning ability, especially students with disabilities. Thus, the findings of this study are expected to help develop learning models.

In this study, there were several main focuses. Firstly, how teachers select and use YouTube videos for learning letter recognition and reading. Then, how students, both regular and special needs students, respond to the use of these videos. Finally, how using YouTube videos impacts students' ability to recognize letters and read. These focuses are important to overcome teachers' difficulties in providing meaningful learning that meets the needs of all students' needs.

In addition, this research is relevant to the advancement of educational technology in the modern era. One of the principles of 21st-century learning is using technology in learning. The use of YouTube videos in demonstrating this learning. The current generation of students are digital immigrants who can use technology naturally. As a result, technology-based learning approaches are needed, especially in the context of inclusive education.

METHODS

This research uses a descriptive qualitative approach with a case study design to analyze the implementation of inclusive learning through letter recognition and reading featured in YouTube videos. Descriptive research aims to systematically describe the facts or characteristics of a phenomenon factually and carefully without manipulating variables (Anggito & Setiawan, 2018). The case study design was chosen because this research focuses on one specific context, namely the inclusive classroom at SDN Wonokusumo IV/43 Surabaya, to understand the phenomenon of inclusive learning in depth and contextually.

The primary data source was video documentation of the teaching and learning process featuring interactions between teachers and students with special needs. The analysis focused on teachers' teaching strategies in introducing letters and reading, the patterns of interaction with students with disabilities, and the learning tools or techniques applied. This study also evaluated how teachers adapted learning approaches to be relevant to the individual needs of students with disabilities, such as using visualization, multisensory approaches, and giving

special attention.

Data were collected through in-depth observation of video lessons to identify effective teaching practices that support an inclusive learning environment and encourage basic literacy acquisition in children with disabilities.

RESULTS AND DISCUSSION

The video taken from YouTube entitled Introduction to Letters and Reading for Inclusion Classes by Mrs. Nelly Chotijah, S.Psi, aims to provide students in inclusion classes with a basic understanding of letters and reading. This video contains a teacher who introduces the letters of the alphabet interactively using pictures and examples that children with special needs can easily understand. Each letter is introduced with sound and visuals so that students can recognize the shape and sound of the letter. Ms. Nelly, as the teacher, uses the play-while learning method, which is very effective for students with special needs. This method helps keep the student's attention and makes learning more fun. In the video, there is a simple exercise where students are asked to name the letter shown and give an example of a word that starts with that letter. The active involvement of the students is emphasized, and Ms. Nelly encourages them to participate and respond to the questions asked. Using visual media with pictures and letter cards is very helpful in strengthening students' understanding of letters and their sounds and facilitates a more effective and enjoyable learning process. Several parameters are used to measure this method's success, such as increased understanding of the material that can be seen from the results of evaluations and tests, as well as observations of students' active participation. The reason for choosing this video is that it combines visual and auditory elements, which are very beneficial for students with special needs. The video's interactive and fun approach also helps keep students' attention, while the method used has proven to be effective in introducing letters and reading. The video also provides flexibility, as students can access it at any time for self-study.

Ms. Nelly's methods reflect an inclusive pedagogical approach, where all students can learn according to their own pace and learning style.

The use of visual media in teaching is beneficial for students, especially those with special needs. This interactivity shows that learning does not have to be monotonous; actively engaging students makes them more likely to remember the information taught. The early introduction of letters as the foundation of reading skills is essential, and the approach used in this video reflects the principles of good inclusive education. Educators are advised to adopt similar methods in their teaching, especially when working with children with special needs, as a fun and interactive approach can significantly enhance the learning experience. Overall, this video provides practical guidance for educators in teaching letters and reading and highlights the importance of implementing inclusive learning methods in primary school settings, such as SDN Wonokusumo IV/43.

Ms. Nelly Chotijah adapts teaching methods for children with special needs through an inclusive and interactive approach. In the video "Letter Recognition and Reading for Inclusion Classes," she uses various techniques designed to meet the specific needs of students. One way is to use visual and audio media to introduce the letters of the alphabet. This helps students, especially those with hearing impairments or difficulties in

understanding the material verbally, to recognize the shapes and sounds of letters more easily. In addition, Ms. Nelly applies the play while learning method, where students are invited to actively participate in the learning process, such as naming letters and giving examples of words, to feel more involved and motivated.

Ms. Nelly also adjusts the curriculum and learning materials to suit each student's ability. By providing individualized support tailored to their needs, Nelly ensures that each child can learn in the way that is most effective for them. Educational technology, such as interactive learning apps, is also part of the teaching strategy, allowing students to learn at their own pace. In addition, creating an inclusive learning environment is essential, where all students feel welcome and supported. With this approach, Ms. Nelly focuses on the academic aspects and students' social and emotional development so that they can reach their maximum potential in their learning process.

Using pictorial learning media and word matching games in the video "Letter Recognition and Reading for Inclusive Classes" by Mrs. Nelly Chotijah, S.Psi has a significant positive impact on student's learning process, especially children with special needs. Pictorial media can increase interest and motivation to learn because students feel attracted by engaging visuals so the learning process becomes more fun and not dull. In addition, pictures help students understand the concept of letters and words visually, making it easier to recognize letter shapes, remember them, and connect them with relevant words. Word matching games strengthen students' cognitive and fine motor skills through activities that involve eye-hand coordination and train logical thinking. It also increases students' active participation, encouraging them to be more confident and engaged in learning. It supports inclusive learning by making it easier for students with difficulty reading or understanding verbal instructions by adding visual context. In addition, interactive activities such as word-matching games strengthen students' long-term memory as material is more easily recalled through fun learning experiences. Not only that, students can also develop their communication skills through discussions and interactions while playing games, thus enhancing their social skills. With this creative approach, Ms. Nelly creates an inclusive and effective learning environment, supporting students' overall academic and social-emotional development.

The results show that applying visual media and a playful approach to learning can support students to learn according to their style and pace while reducing the barriers often experienced in traditional learning. Thus, this approach can be an example and inspiration for educators to develop inclusive and interactive teaching strategies, especially for students with special needs. Overall, Ms. Nelly's method proves that inclusive and adaptive education can significantly impact students' learning experiences while reflecting the principles of education that value diversity.

CONCLUSION

The YouTube video "Letter Recognition and Reading for Inclusion Classes" by Ms. Nelly Chotijah, S.Psi, highlights the importance of an inclusive and interactive approach to learning for students with special needs. Using play while learning methods, interactive exercises, and visual media, Ms. Nelly, in the video, manages to create a fun and effective

learning environment. This approach helps students with special needs understand letters and reading and increases their active participation, confidence, and social-emotional skills. Ms. Nelly's method shows that inclusive and adaptive education can support students' diverse needs and significantly improve learning outcomes. This approach inspires educators to develop creative teaching strategies that support students' development academically, socially, and emotionally while instilling educational principles that value diversity and inclusion.

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