

EVALUATION OF HANDLING OF CHILDREN WITH SPECIAL NEEDS IN PRIMARY SCHOOL INCLUSION

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Abstract

According to article 15 of Law No. 20 of 2003 on National Education System, that kind of education for children with special needs is Special Education. Article 32 (1) of Law No. 20 of 2003 imposes limits that Special Education is education for students who have difficulty in following the learning process because of physical, emotional, mental, social, and/or have the potential intelligence and special talents. The purpose of this study was to determine the treatment of children with special needs in inclusive schools in elementary school inclusion and know the resistance received by teachers in dealing with children with special needs in elementary school inclusion Glagah subdistrict in Lamongan district. Researchers used purposive sampling to choice of subjects in this study, to specialize in the subject in accordance with the purpose or goal of this study. Subjects in this study were three teachers who teach in the classroom who are children with special needs, the three principals in three schools as well as the inclusion of six parents whose children including children with special needs in inclusive schools in the District Glagah Lamongan. Technique data collecting by observation, interview techniques, and documentation techniques. The benefits of research to contribute about appropriate handler for special needs children who enroll in primary school inclusion. This study used a qualitative approach. This study was a qualitative descriptive.

Keywords: Children with Special Needs, school inclusion, inclusive education.

INTRODUCTION

According to article 15 of Law No. 20 of 2003 on National Education System, that kind of education for children with special needs is Special Education. Article 32 (1) of Law No. 20 of 2003 imposes limits that Special Education is education for students who have difficulty in following the learning process because of physical, emotional, mental, social, and / or have the potential intelligence and special talents.

The mandate contained in the Act of 1945, article 31 paragraph 1 and Act No. 20 of 2003 on National Education System Chapter 2 IV, Article 5, paragraph 1 states that every citizen has equal opportunity to obtain a quality education, in this case including the children with special needs. Inclusive education systems provide learning opportunities to children with special needs together with children in general, so that they can adjust to real life everyday.

Children with Special Needs or often abbreviated children with special needs is a child who has a difference in an important dimension of its humanitarian functions. Their physical, psychological, cognitive, social or hampered in achieving the goals / needs and potentials to the maximum, so it requires skilled handling of professionals (Suron and Rizzo, 1979). Meanwhile, according to Mangunsong (2009) which is a Professor of Educational Psychology at the University of Indonesia, said "... children with special needs is a child who needs special education and services to optimize the function of humanity as a whole due to the difference in conditions with most of the other kids."

Technical education types of Special Education for the students with disabilities or students who have extraordinary intelligence can be held by inclusively or special education unit at the level of primary and secondary education. So there's only Special Education in primary and secondary education. With the existence of these laws so children with special needs have the opportunity to be able to better adapt to the other normal children receive a decent education.

Inclusive education is a form of organization of education that brings together special needs children with normal children in general to learn. In general, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential personal to have the spiritual power of religion, self-control, personality, intelligence, noble morality and skills needed him, society, nation and country (Law No. 20 of 2003, Article 1, paragraph 1).

According to David, conceptual model of inclusive education promises a number of advantages in providing education for children with special needs. Inclusive education is considered as an effective strategy to complete the nine-year compulsory education for children who have special needs, this is possible because the child has access to education at any school closest to their homes. others, such as the education service model is also considered more efficient because it does not need to set up a special school for them. Inclusive education also allows children to learn social and emotional are more reasonable. On the other hand this model will also encourage other normal students to learn to respect and accept children with such deficiencies.

Maftuhatin (2014) in his research shows that basically developed evaluation aspects on students with special needs include cognitive, affective and psychomotor balanced and proportional according to the demands of Competency and regular curriculum content standards. Special needs children got the learning and evaluation services with a grating made by their accompanying teacher.

Research of Farida (2016) revealed that students need learning to use things that are concrete, not just an abstract concept. Because children with special needs students' thinking skills

that are different from other normal students. But do not also need to be separated or taken from other normal students, for students of the crew will feel excluded and it is not very good because it can affect his mental condition. To that their inclusion class is also very helpful in the development of students children with special needs for learning systems that generalize to other normal child.

The sensitivity of the government in the implementation of inclusive education has been shown by granting wider access to children with special needs in the field of education that is inclusive education. Inclusive education is also evidence that the government has provided more choices for society. Implementation also accompanied provide information on the implementation of inclusive education. Improvements made through either incidental or conditional evaluation. The government also provides a place for society in this special bekrbutuhan parents in making decisions in the learning process.

Each teacher is expected to confront the problems that cause disharmony learning that occurs in the classroom. The difficulties that take place between them due to a lack of communication between children with special needs with teachers and students with a student. Communication is paramount in the delivery of materials to the students, then the teacher must understand the needs of each student, so that the learning goes well and there are no gaps between them are normal and children with special needs. Mental readiness of teachers and students is absolutely necessary in order to create a good relationship in the classroom inclusion.

Handling is done by the school inclusion has differences with Extraordinary school because of the lack of knowledge of parents of children with special needs. Teachers in elementary school inclusion is not teachers who have educational qualifications in their field. So the need for evaluation regarding the handling of special needs children in primary schools in the district Glagah inclusion musty Lamongan is appropriate or not appropriate.

From the observation in primary school inclusion Glagah District Lamongan regency is known that those who attend primary school inclusion are children with special needs with slow-learning children and children who have difficulty learning specifically. So that instead of children with special needs such as the deaf, blind, and mental retardation. Teachers who teach children with special needs are still not know how to handle children with special needs in their classes that tend to teach in the same way for dealing with children who have special needs.

Based on the things that have been submitted then, research on the evaluation of the handling of special needs children in the District Elementary School Inclusion Glagah Lamongan needs to be done.

METHODS

In this study, the authors used a qualitative approach. This study was a qualitative descriptive. According Brogdhan dn Taylor (in Moleong, 2004: 3) descriptive qualitative research is a series of research procedures that produce descriptive data both orally and in writing of the source or behavior that can be observed.

Researchers used purposive sampling to choice of subjects in this study, to specialize in the subject in accordance with the purpose or goal of this study. Subjects in this study were three teachers who teach in the classroom who are children with special needs, the three principals in three schools as well as the inclusion of six parents whose children including children with special needs in inclusive schools in the District Glagah Lamongan. The object of this research is the school profile, the profile of teachers who teach classes where there are children with special needs, how to deal with children with special needs, barriers to teachers in dealing with children with special needs in inclusive schools

Technique data collecting by observation, interview techniques, and documentation techniques. Data collection instrument using observation sheets, interview sheets, and sheets of documentation. Technique of analyzing the data in this research is using descriptive data analyzing instrument. Descriptive data analysis technique used for analyzing the data in the formulation of the problem of how teachers deal with children with special needs and the obstacles experienced. The procedure of analyzing data by reducing the data, interpret the data, explaining data, presenting data, and concluded / verify the data.

DISCUSSION

Definition of Children with Special Needs

Children with special needs is defined as individuals who have different characteristics from other individuals that are considered normal by society in general. More specifically children with special needs showed physical characteristics, intellectual, and emotional lower or higher than the normal child her age or are beyond the normal standards prevailing in the society. Thus experiencing difficulties in success both in terms of social, personal, and educational activities that they have to make children with special needs require special education and services to optimize the potential in themselves perfectly (Hallan and Kauffman, 1986, in the Hadith 2006).

Heward (2003) defines children with special needs as a child with special characteristics that are different from the majority of children without necessarily indicate the inability of the mental, emotional, or physical. The definition of children with special needs are also provided by Suran and Rizzo (in Semiawan and Mangunson 2010) children with special needs is a child that is

significantly different in several important dimensions of its humanitarian functions. They are physical, psychological, cognitive, social or delay in reaching the goals or needs and their maximum potential, including those who are deaf, blind, speech disorders, disabilities, mental retardation, emotional disturbance, as well as children gifted with intelligence height included into the category of children with special needs because it requires the handling of skilled professionals. Mangunsong (2009), citing irregularities that cause different children with special needs lies in differences in mental characteristics, sensory abilities, physical and neuromuscular, social behavior and emotional, ability to communicate, as well as combinations of two or three of these things.

Handlers Children with Special Needs

Learning based on local wisdom is Here are some ways to deal with children with special needs to be done, in order to assist them in reaching their full potential (testifying, 2016):

1. Attention, motivation, and guidance

Children with special needs require attention, motivation and A more intense guidance and also greater than ordinary children. By paying attention, motivation and great guidance, then this may help children with special needs grow better. It takes patience extra teachers and parents in dealing with children with special needs is to be able to give attention, motivation, and guidance that maximum.

2. Provide social support and acceptance in the environment

Reception in the social environment, such as a family is very important in dealing with children with special needs. Without the acceptance and social support, it is certain children with special needs will not be able to reach its potential properly and optimally. Therefore, the social environment surrounding children with special needs also have to understand what it's about children with special needs.

3. Adaptation with children

Adaptation between caregivers, parents, or teachers is also very important. If adaptation is not going well and smoothly, then this is not going to help children with special needs at all. When the teacher can adapt well to the conditions of children with special needs, the next process will be easier. Teachers will be easier to understand the child's condition, and also can help children to achieve their potential.

4. Improving the emotional closeness

Emotional closeness is also one important thing that should be there to deal with children with special needs. Emotional closeness is needed, so that the child can trust with the attendance of teachers and want to be closer. When the emotional closeness is already well established, the

child will feel safe to be near a teacher, and in the end, the teacher can deal with children with special needs better.

5. Doing habituation sanction or reprimand

Children with special needs also need to be taught about what is wrong and also the rules that apply. When the child makes a mistake, then the teacher should also be able to tell that it is wrong. Avoid violence in giving that sense. If this can be done well, then the child will be easier to understand what is wrong and what is right.

6. Learn about the habits and needs of the child

Interference contrast, the different handling and habit. As a teacher of children with special needs should understand the habits and needs of what is in the child. For example, a child who is deaf and mute, then the teacher should be able to understand the sign language. Likewise with the other issues that arise in children with special needs. The more teachers understand their habits, the easier will be the teachers in dealing with children with special needs.

Inclusive Education

Inclusive education is one of the programs of the government's policy to provide services for children with special needs to take regular education like other normal children. To complete the compulsory nine years, it is necessary to increase attention to children with special needs, both of which have entered the regular school but has not received special education services or who have not been educated at all because not enrolled in primary school nearby or because the location extraordinary school away from place of residence, since the fact that in society there are regular children and children with special needs that can not be separated as a community. The basic concept of inclusive education is intended as an educational service system that includes the special needs children learn together with peers in regular schools near their homes. The spirit of the implementation of inclusive education is to give the greatest possible extent on access for all children to get quality education and in accordance with the individual needs of students without discrimination. The schools are in demand to make adjustments in terms of both curriculum, educational infrastructure, as well as a learning system tailored to the individual needs of learners (PLB Directorate, 2007: 4).

Another opinion Smith, J. David (2006: 45) argues inclusion words derived from English, namely inclusion, the latest term used to describe the unification of children with disabilities (with barriers / disabled) into the school programs. Inclusion can also mean that the goal of education for students who have a bottleneck is, the involvement of each child in school life overall. Inclusion can

mean acceptance of children who have barriers into the curriculum, environment, social interaction, and the concept of (vision and mission) schools.

Indicators Implementing Inclusive Education School

1. Educators

Educators and educational staff in the educational unit of inclusive education providers are required to have their learning competencies for students in general and special needs. Each educational unit inclusive education providers, are required to have a special guidance counselor. Inclusive education provider education units that do not have a special tutor referred to in paragraph (2), can cooperate with the special guidance counselor of the school or other institution. In learning activities, teacher as facilitator and motivator to hand over the duties and responsibilities to the children themselves and encourage active learning for all children. Management specification educators on inclusive education is in setting the division of tasks and work patterns among educators, especially among regular teachers and tutors specialized in providing special education services for students who need special education (Tarmansyah, 2007: 154). According to the general guide implementation of inclusive education, teachers are professional educators who have the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on specific educational unit which implement inclusive education program. Educators include: classroom teachers, subject teachers (Religious Education and Physical Education and Health), and special education teachers (GPK) (Directorate PLB, 2007: 20).

2. Infrastructure

Facilities and infrastructure are found in the educational unit inclusive education providers is the infrastructure that has been present at your school and added accessibility and learning media for students with special needs. Besides using the infrastructure such as that used regular school, children in need of special education service, it is also necessary to use infrastructure as well as special equipment in accordance with the type of disorder and needs of children. Infrastructure management duties: planning, organizing, directing, coordinating, supervising, and evaluating the need and use of infrastructure to contribute optimally to the learning activities (Tarmansyah, 2007: 169).

According to the general guide implementation of inclusive education, inclusive education infrastructure is hardware or software that is being used to support the successful implementation of inclusive education in particular education unit. Virtually all the educational facilities in the educational unit particular it can be used in the implementation of inclusive

education, but to optimize the learning process needs to be completed accessibility for the smooth mobilization of children with special needs, as well as learning medium in accordance with the needs of children with special needs (Directorate PLB, 2007: 26)

3. The Curriculum

Children who require special education services must obtain additional learning support in the context of the regular curriculum, not a different curriculum. The guiding principle is to provide additional assistance and support for children who need it. The curriculum is used to create relevant learning situations, taking into account the plurality of individual needs of each student. For children who require special education services, provided continuous support. Ranging from minimal help regular classroom, to the program in school lessons. For service specialist skills, need external support staff, include: speech therapist, physician specialists, occupational therapists, physiotherapist, and other related professions (Tarmansyah, 2007: 155).

In the book a general guide the implementation of inclusive education, the curriculum used in the implementation of inclusive education basically uses applicable to the regular curriculum in public schools. Nevertheless, due to a variety of barriers experienced by learners with special needs are varied, ranging from the nature of mild, moderate to severe, then in its implementation, regular curriculum needs to be modified (alignment) such that in accordance with the needs of learners. Modifications (alignment) is done by a team of curriculum developers in the school curriculum. School curriculum development team consists of: principal, classroom teachers, subject teachers, special education teachers, counselors, psychologists, and other relevant experts (Directorate PLB, 2007: 18).

4. Monitoring and Evaluation

In the general guidebook for the implementation of inclusive education, monitoring activities are intended to monitor the implementation of inclusive education programs. The results of monitoring are used as consideration in improving the quality of inclusive education services. The materials include aspects of monitoring, management, educational process, and the development of the school. Monitoring activities carried out regularly, at least once a year (PLB Directorate, 2007: 31).

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