

IMPLEMENTATION OF AN INCLUSIVE EDUCATION SERVICE MODEL FOR CHILDREN WITH SPECIAL NEEDS AT AL FIRDAUS ELEMENTARY SCHOOL IN SURAKARTA

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Abstract

The purpose of this research is to understand how the implementation of an inclusive education service model for children with special needs (ABK) is carried out at Al Firdaus Elementary School in Surakarta. The method used in this research is a qualitative case study method. The subjects of this research are the School Principal, the Inclusion Team, and Special Guidance Teachers. (SPECIAL EDUCATION TEACHER). Data collection in this research was conducted through interviews with the Principal, the Inclusion Team, and Special Guidance Teachers. (SPECIAL EDUCATION TEACHER). In addition, an analysis of supporting research documents was also conducted. The technique for testing the validity of data uses data source triangulation. The data analysis technique in this research employs data reduction, data presentation, and conclusion drawing in accordance with the theory of Miles and Huberman. The research findings concluded that Al Firdaus Elementary School employs an inclusive education service model that combines both regular (full inclusion) and pull-out approaches. Furthermore, the learning process for students with special needs at Al Firdaus Elementary School consists of two types: one where students require modifications in terms of materials, targets, worksheets, and assessment systems, and another where students who do not need modifications have the same materials, targets, worksheets, and assessment systems as their regular classmates. In its implementation, the school has applied principles that must be understood in organizing inclusive education services, namely friendly education, optimal development, collaboration with relevant parties, and system change.

Keywords: *Service Model, Inclusive Education, Children with Special Needs*

INTRODUCTION

According to Article 31 of the 1945 Constitution, "Every citizen has the right to education" means that education is the right of all citizens, including children with special needs. In Minister of Education and Culture Regulation No. 70/2009, the government through the Minister of Education and Culture proposes new solutions in the field of education, there are regulations on inclusive education for students with special needs and who have intellectual potential and/or special talents.

Children with *special needs children* can be simply defined as *slow* or *retarded* children who find it very difficult to succeed in school as children in general, so children with special needs educationally require specific services that are different from children in general (Widyorini et al., 2014). This necessitates a readjustment in schoolwork and the learning methods used or education-related services tailored to the needs of children with disabilities in order to optimally develop their multipotential.

Data from the Ministry of Education and Culture states that children with special needs in special schools (SLB) and inclusive schools are 269,398 children (Kemenko PMK, 2022). The data shows that very few children with special needs have received educational services, meaning that there are still many children with special needs who have not received their rights in obtaining educational services. The fact is that so far the provision of education for children with special needs in the form of special schools has not been able to spread to remote areas (Sulthon, 2019). Therefore, the government needs to pursue an inclusive education program with the presence of inclusive schools. The existence of inclusive schools is not only limited to accepting children with disabilities, but also must be able to provide educational service programs that are in accordance with student needs. (Utama, 2021). Education for children with disabilities has undergone many changes throughout its history. Initially, education for children with disabilities was fundamentally isolated or separated from the general public. However, over time, educational segregation changed to integrative education, or an integrated approach, which incorporates children with special needs into regular schools, also known as inclusive education (Luthifah et al., 2023).

In Surakarta, there are several inclusive schools, one of which is Al Firdaus Elementary School in Surakarta. This school has been providing inclusive education since 2004. According to Jannah, et al (2021), inclusive schools that have been running for several years need to be researched in terms of the inclusive education service model that has been implemented in the school. In practice, there are several models of inclusive education services for children with disabilities in inclusive schools but not all models are effective. Therefore, researchers are interested in conducting research related to the implementation of the inclusive education service model for children with disabilities at Al

Firdaus primary school in Surakarta. The purpose of this study is to find out how the implementation of the inclusive education service model for children with special needs (ABK) at Al Firdaus Primary School in Surakarta.

METHODS

The research method used in this research is qualitative research with a case study approach. According to Sugiyono (2020) qualitative research methods are research methods used to study the conditions of natural objects, where the researcher is the main instrument. Meanwhile, a case study according to Creswell in Sugiyono (2020) is a study that explores cases intensively, collecting complete information using various data collection procedures based on a predetermined time. Cases can be events, activities, processes, and programs (Creswell in Sugiyono, 2019). This type of research is a method to answer the research question, namely to find out the implementation of an inclusive education service model for children with disabilities at SD Al Firdaus Surakarta. In selecting data sources, researchers used *purposive sampling* techniques. While the data collection technique in this study is through the process of interviewing the Principal, Inclusion Team, and Special Education Teacher. The data validity test technique uses source triangulation consisting of the school inclusion team, Special Education Teacher, and Principal. While the data analysis technique in this study uses *data reduction*, *data display*, and conclusion drawing in accordance with Miles and Huberman's theory.

RESULTS AND DISCUSSION

1. Education Service Model

According to the results of interviews conducted, the Principal of SD Al Firdaus stated that this school provides inclusive education services for children with special needs who attend school there, where the school provides opportunities for children with special needs of various types to learn with normal children in the same class. This is in accordance with the opinion of Nuraini (2019) which states that inclusive education services are educational services provided by schools simultaneously between children with special needs and regular children, thus creating an interactive relationship to understand each other, increase attitudes of sympathy, empathy, mutual tolerance, and mutual cooperation. Furthermore, the inclusive education service model used at SD Al Firdaus is a combination of regular (fully inclusive) with *pull out*, the learning process for children with special needs together with regular students and accompanied by a Special Mentor Teacher.

This is in accordance with statements from the Principal and the Inclusion Team who stated that SD Al Firdaus is an inclusive school, where the school provides education services simultaneously between children with special needs and regular students to learn together in the same class. but under certain conditions they will be pulled out by the Special Education Teacher to get special services by the Special Education Teacher or the Inclusion Team in the pull out room. The above statement is in accordance with the opinion of Vaughn & Nisa (2019) which states that inclusive schools in Indonesia can run with various models, one of which is a combination of the regular class model (*full inclusion*) with pull out which means that children with special needs learn with normal children in regular classes, but at certain times children with special needs are pulled out to get special services from Special Education Teacher .

2. Attitude towards children with disabilities

The attitude towards children with disabilities at Al Firdaus primary school is shown by the good relationships between the regular students and teachers in the class. According to the results of interviews conducted by researchers with several Special Education Teacher, regular students show a positive attitude towards the presence of children with disabilities in the classroom, they want to get along both in and outside of learning. This good relationship can improve the social skills of children with special needs (Putri & Kurniawati, 2022). Amalia & Utomo (2021) added that inclusive education services will be able to shape and increase the self-confidence of children with special needs, have the opportunity to adapt to the environment, and have readiness for society. Regular students can also learn about the limitations, advantages, disadvantages, and uniqueness found in their friends, thus developing social skills, sympathy and empathy for others.

The children with disabilities at Al Firdaus primary school are assisted by a Special Education Teacher, but other teachers should also have a positive attitude towards them. Some examples of positive attitudes of teachers other than Special Education Teacher at Al Firdaus Primary School include accepting the existence of children with disabilities at school, understanding the conditions of children with disabilities, not differentiating and still being treated equally, and still embracing if in certain conditions children with disabilities cannot do the task properly and he will provide assistance in the form of clues to make it easier for children with disabilities. Teachers are expected to create a conducive classroom atmosphere (Rizki & Hermanto, 2017). In addition, teachers must also be able to have an attitude of accepting diversity and respecting all children including children with special needs, the

existence of this attitude can build self-confidence from children with special needs (Nurhakim & Furnamasari, 2023).

3. Friendly Education

SD Al Firdaus has several special programs prepared by the school inclusion team as a means of facilitating the needs of children with disabilities in developing their potential, namely the *Talent Optimizing Program* (TOP) is the coaching and development of children's interests and talents so that they are more confident and may be able to participate in competitions, the next program is lifeskill, and the last is a special outing class for children with disabilities. In addition, children with disabilities are also allowed to choose and participate in extracurricular activities according to their own choices as an effort to develop their potential. In accordance with the opinion of Murniarti & Anastasia (2016) in organizing inclusive education there are several principles that must be understood, one of which is friendly education which means giving children with disabilities the right to develop their potential. Friendly education also means that there is a positive attitude given and shown by teachers to children with disabilities. Some of the positive attitudes shown by Special Education Teacher at Al Firdaus Primary School include, when a child is difficult or in a lackluster condition they will try to attract the child's attention first, chatting about their favorite, and if the child looks tired, they will be given a short pause of a fraction of a minute to rest. This is in accordance with the opinion of Murniarti & Anastasia (2016) which states that "friendly" also means that teachers provide and show a positive attitude.

4. Development to the fullest extent possible

In the learning process for children with disabilities at Al Firdaus Primary School, starting from the method, model and curriculum, there are adjustments according to the child's ability. There are two types of learning for children with disabilities, the first is that children with disabilities need modifications in their learning, in the implementation process there are adjustments starting from the material, targets, *worksheets*, and the assessment system. The second is that children with disabilities do not need modifications in their learning or in other words, the material, targets, *worksheets* and assessment system follow the regular class. Special Education Teacher will provide notes on the *worksheet* if the child needs help or clues. This is in accordance with the opinion of Murniarti & Anastasia (2016) that inclusive education must be adjusted to the child's condition, between one child and another child has different abilities and needs.

5. Cooperation

SD Al Firdaus involves parents in their children's learning process, as evidenced by a meeting with parents at the beginning of each semester. The meeting is called the *Three Ways Conference* (TWC) which is attended by Special Education Teacher, *Home Room Teacher* (HRT), parents, students, and the school inclusion team. TWC aims to convey the programs compiled by Special Education Teacher with the approval of the inclusion team as targets for the next semester (6 months) and parents can contribute in striving for these targets to be achieved. The programs are packaged in a *smart plan* that contains academic and non-academic targets, and how to achieve them.

In addition, Special Education Teacher also communicates daily with parents through *WhatsApp*, student liaison books, and when picking up and dropping off students. In organizing inclusive education, it should involve part of the education component so that it can run in accordance with the objectives of inclusive education. Cooperation between parents and teachers must be intense because this concerns the development of children and how to plan for the future (Yesi et al., 2019). In addition to cooperation with parents, cooperation is also carried out between teachers at SD Al Firdaus, commonly referred to as "*collabs*" which are attended by Special Education Teacher along with the *Home Room Teacher* (HRT), *Special Subject Teacher* (SST), and inclusion team. In accordance with the opinion of Rizki & Hermanto (2017), apart from parents, cooperation between regular teachers and Special Education Teacher is needed in the learning needs of children with special needs.

6. System Changes

The learning process for children with disabilities at Al Firdaus Primary School has changes or adjustments. In practice, learning for children with disabilities has two types: first, children with disabilities need modifications in terms of materials, targets, worksheets, and the assessment system. The modifications are carried out by the Special Education Teacher, trying to keep the learning topic the same as the topic in the regular class, but maybe the target needs to be lowered. The modifications are not in all subjects, some children need modifications not in all subjects, such as BA and AB are dyslexic children who need modifications in one subject, namely tahajj tahfidz lessons only. However, some children also need full modifications, such as AS who has cerebral palsy, MK who has Down syndrome and BT who is deaf. Secondly, children with disabilities do not need modifications in the learning process, or in terms of materials, targets, worksheets, and the assessment system following the class. Some children with disabilities who do not need modifications are AL with ADHD and EV with mild autism. This is in accordance with the opinion of Murniarti &

Anastasia (2016) that inclusive education must be adapted to the conditions of children, between one child and another child has different abilities and needs. These adjustments occur in various ways, from the learning system to the assessment system (Amalia & Utomo, 2021).

CONCLUSIONS

Based on the results and discussion of the research that has been carried out, it can be concluded that SD Al Firdaus applies a combined inclusive education service model between regular (fully inclusive) and *pull out*. This is in accordance with the learning process for children with special needs at SD Al Firdaus, which is together with regular students with the assistance of the Special Advisory Teacher (Special Education Teacher), but under certain conditions children with special needs are taken by the Special Education Teacher to study in the pull out room. Furthermore, the learning process for children with disabilities at Al Firdaus Primary School has two types, namely children with disabilities who need modifications in terms of materials, targets, worksheets, and the assessment system and for children with disabilities who do not need modifications, starting from the materials, targets, *worksheets*, and the assessment system are the same as regular students in their class. In its implementation, the school has applied the principles that must be understood in organizing inclusive education services, namely friendly education, optimal development, cooperation with related parties and system changes.

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