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Implementation of inclusive education for early childhood at RA Raudatul Athfal As-Sajdah Makkiyah North Pontianak

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Abstract

Inclusive education is an educational service that includes children with special needs together with children their age in regular schools. RA As-Sajdah Makkiyah is one of the inclusive education programs in Pontianak City. Based on the results of observations, there is one deaf child in class A and several teachers who do not understand the existence of inclusive education because they are new teachers, so in class learning they do not use learning models that can help the teaching and learning process in inclusive classes. The research focus in this study is the implementation of inclusive education at RA As-Sajdah Makkiyah Pontianak. This research uses a qualitative approach with descriptive methods. Primary data in this research was obtained from direct interviews with school principals and teachers, while secondary data included documentation, RPPH and the curriculum implemented in schools. Data collection techniques in this research are observation, documentation and interviews. The results showed that the 2013 curriculum adapted from the government, but for children with special needs, the class teacher made a modified curriculum according to the abilities of children with special needs. The approach to crew members is an individual approach. The learning process in terms of learning objectives and learning materials used is the same for regular children and ABK, the difference is that ABK do not have special accompanying teachers like other inclusive schools.

Keywords: Education, Inclusion, Children with Special Needs

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INTRODUCTION

Education is a right and obligation for every human being, without exception. Likewise, children with special needs have the same rights and obligations as other students. According to Smith (2006) the term inclusive education or inclusive education is a word or term coined by UNESCO which comes from the words Education for All, which means education that is friendly to all, with an educational approach that tries to reach everyone without exception. Children with Special Needs (ABK) are children who significantly (meaningfully) experience abnormalities or disabilities (physical, mental-intellectual, social, emotional) in the process of development and growth compared to other children their age, so that the child requires special education services. Inclusive education is education in public schools that is adapted to the needs of students who require special education in a systematic unit (Alfian, 2013).

Learning for ABK (students with special needs) requires a separate strategy according to their individual needs. The learning model for students with special needs prepared by teachers at school is intended so that students are able to interact with the social environment. This learning is specifically structured through exploring students' personal abilities based on a competency-based curriculum. According to Duke (2013) this competency consists of four domains that need to be measured, including physical competence, affective competence, daily competence and academic competence. The curriculum used in inclusive education is a flexible curriculum, adapted to the abilities and needs of each student. According to (Mohammad Takdir, 2009:23) Inclusive education is an educational concept that represents all aspects related to openness in accepting children with special needs to obtain their basic rights as citizens.

According to Takdir (2013: 39-40) there are two types of goals of inclusive education, namely: a. provide the widest possible opportunities to all students who have physical, emotional, mental and social disabilities or have special intelligence and talent potential to obtain quality education in accordance with their needs and abilities. b. Realizing education that respects diversity and is not discriminatory for all students. Apart from that, the aim of inclusive education in Indonesia is: to provide the widest possible opportunities for all children, including children with special needs, to receive appropriate education according to their needs and to help speed up the compulsory basic education

program; 3. To help improve the quality of primary and secondary education by pressing the number of missing classes and dropping out of school.

According to (Mohammad Takdir, 2009:48) there are several characteristics of inclusive education, as follows: a. a flexible curriculum where curriculum adjustments in implementing inclusive education do not have to first emphasize the subject matter, but the most important thing is how to give full attention to the needs of students; b. flexible learning approaches and models Inclusive education reflects a flexible learning approach, making it easy for ABK to carry out activities related to development; c. flexible evaluation system The assessment system expected in schools is a flexible assessment system. Assessments are tailored to the needs of children including ABK; and The learning process in the concept of inclusive education must reflect friendly learning. Crew members really need support and motivation that can encourage them to interact with their environment. So it can be concluded that the main component they need most at school is friendliness, which translates into a condition of acceptance of themselves.

In the process of implementing inclusive education there are many problems that can hinder the process of implementing inclusive education, so that in implementing inclusive education, schools must prepare themselves to minimize these problems so that the implementation of inclusive education can run well. In the process of providing inclusive education, there are several issues and problems that must be considered so as not to hinder the learning process. According to (Mudjito, 2012:34), several problems that are often encountered in inclusive education are: 1) The unpreparedness of schools to make adjustments is basically related to the lack of availability of human resources; 2) Limitations of special supervisor teachers (GPK); 3) Limited accessibility for children with special needs; 4) Low support from school residents and the community for their education.

One of those who implement inclusive education is RA As-Sajdah Makkiyah. RA As-Sajdah Makkiyah recognizes that each individual has his own uniqueness, so that he has the ability to develop into himself and achieve his own achievements. RA As-Sajdah Makkiyah in handling ABK students, carries out various innovations so that ABK students can follow the learning process well. This was also done to raise awareness among the public that ABK students can also attend public schools, not just special schools such as Special Schools (SLB).

RA As-Sajdah Makkiyah also provides facilities and class accompanying teachers to facilitate the learning process in class. Apart from that, there are several problems at RA As-Sajdah Makkiyah, namely here are still some teachers who do not understand the existence of inclusive education because they are new teachers, so in class learning they do not use learning models that can help the teaching and learning process in inclusive classes. Based on several opinions above, the process of providing inclusive education must be prepared very well so that during implementation the learning process that will be given to children can be carried out optimally. Based on the background above, researchers are interested in conducting research on the implementation of inclusive education at RA As-Sajdah Makkiyah Pontianak. The general aim of this research is to find out "Implementation of Inclusive Education at RA As-Sajdah Makkiyah Pontianak.

METHOD

This research uses a qualitative approach with descriptive methods (Nuriyah et al., 2023). Qualitative was used in this research because they wanted to take a comprehensive look at the problem formulation, the authors wanted to understand the inclusive learning process for children with special needs at RA AsSajdah Makkiyah, because not all schools implement inclusive education. Researchers use this approach because it is a way to solve problems based on existing theories when researchers conduct research in the field.

Research Subject

Primary data in this research was obtained from direct interviews with the principal and class teachers at the Raudhatul Athfal As-Sajdah Makkiyah Pontianak school. The secondary data in this research is to complete the data to be studied in the form of RPPH, curriculum documents implemented in schools and documentation (Khotimah & Priyanti, 2023).

Instruments

The instrument used in this research was first observation because the researcher wanted to see the inclusive education at RA As-Sajdah Makkiyah, especially the implementation of the curriculum, the approach to children with special needs, and the learning process in the classroom. The second interview that will be used is a structured interview by asking questions to the principal and class teacher who will answer according to the focus of the research, The

questions asked relate to the curriculum applied in inclusive learning, learning approaches for children with special needs in inclusive education, the learning process and evaluation in inclusive education. The third is documentation using an electronic device, namely a cellphone, which can be used to take pictures or save images of the work children with special needs.

Data Analysis

The data was analyzed using several steps in accordance with the theory explained by Miles (Pratiwi et al., 2023). Huberman and Saldana (2014), namely analyzing data using the following three steps: data condensation, presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). Using data condensation techniques, namely the researcher selects data that is in accordance with the focus of the research, namely focusing on the curriculum, approach and learning process, which is closely related to how inclusive learning is for children with special needs at Raudhatul Athfal As-sajdah Makkiyah Pontianak. The presentation of data used by researchers is narrative to explain the data results found from the research focus. In using conclusion verification techniques, researchers try to trace or ask again the truth of the data obtained in the field so that the data obtained is accurate.

FINDINGS AND DISCUSSION

Curriculum Applied to Inclusive Learning for Children with Special Needs

The curriculum is one of the most crucial components in an education system, therefore the curriculum implemented at RA As-Sajdah Makkiyah is a tool to achieve educational goals and also serves as a guideline in implementing teaching at all types and levels of education. Supported by the theory put forward by (Kustawan, 2016: 96) that the curriculum used in implementing inclusive education basically uses the regular curriculum that applies in public schools. Curriculum implementation at RA As-Sajdah Makkiyah Pontianak is carried out according to themes created by the government according to the stages of early childhood development.

The reference used is based on Minister of Education and Culture Regulation Number 37 of 2018 concerning Amendments to Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies for Lessons in the 2013 Curriculum in Basic Education and Secondary Education, developed through learning themes

carried out every week, and in accordance with applicable government regulations. Educational institutions are required to implement the curriculum in schools and then apply it to students, as a guide for teaching materials, and can be said to be the root, the main foundation for carrying out the learning process when it takes place. The curriculum has been created by the Ministry of Education and then developed by educators and school principals. Apart from that, attention is paid to the child's growth and development, and development is in accordance with the child's development. The curriculum applied at RA As-Sajdah Makkiyah is the same as for other students and is not differentiated. Both use the 2013 curriculum.

The curriculum is modified according to the needs of the child. Through this curriculum, learning is developed that supports students. Learning is created according to students' needs. Learning programs are developed through varied forms of activities so that students can grow and develop healthier, creative, cheerful and intelligent. There are two types of play activities that can be used as therapy for deaf children. First, play activities that can develop hearing abilities. Second, play activities can make children able to distinguish sounds and tones. Basically, the curriculum is a criterion for children's learning.

The curriculum is an educational program plan that has been regulated by the Ministry of Education, therefore it needs to be reviewed in terms of aspects and implementation of the curriculum. Based on the results of observations by researchers in the field, the implementation of the Curriculum at RA AS-Sajdah Makkiyah Pontianak is prepared as a guide for implementing learning which has a role in early childhood education institutions, has standards to be developed for children according to the needs of students at RA AS-Sajdah Makkiyah Pontianak. Apart from that, the nature of curriculum implementation can be adapted to cultural conditions and daily life. In accordance with the results of interviews with class teacher at RA As-Sajdah Makkiyah Pontianak:

"For regular children and ABK, the same sheet is used children's creativity. This applies to all children, again on the child's abilities. However, it is adjusted by the indicators determined by each crew member. In the process, too adjust to the child's abilities and give him more time longer compared to regular children in working on sheets his creativity as well as for his accompanying teacher so as not to be impressed just help their students."

This evaluation of crew members is sometimes also carried out with an oral test, hand movements. Because the oral test and hand movements make it easier class teacher to get an accurate assessment

Approach to Children with Special Needs

The methods used by class teachers in this learning include the lecture method, independent work. The use of the above method is felt by the class teacher to be appropriate in each learning theme. It is considered easier for students to follow, because there is exposure to the material first. After that, the class teacher gives students the opportunity to ask if there is anything unclear regarding the material that has been presented, then the children are given independent assignments according to the presentation of the material that has been presented previously. In addition, it is supported by an individual approach by the class teacher for children with special needs so that they can participate in learning optimally and master the material according to the child's abilities. This can be seen from the results of interviews with class teachers at RA As-Sajdah Makkiyah Pontianak. "The lecture method, independent work is used in class, but for ABK here we use movements, both hand and mouth movements so that the child quickly understands it, while for the approach with ABK is an individual approach." This is similar to the results of interviews with school principals at RA As-Sajdah Makkiyah Pontianak. "Individualized approach and adapted to the child's abilities."

When providing material with the theme of my environment, sub-themes school environment sub-sub theme stationery (books) class teacher no make modifications to the teaching materials in class. Source of materials teaching/materials used in the inclusive learning process for ABK comes from drawing media and children's creativity sheets. However, in the learning material there is achievement of adjusted indicators with crew capabilities. The source of teaching materials or materials used in the inclusive learning process for children with special needs comes from drawing media and children's creativity sheets. However, in the learning materials there are achievement indicators that are adapted to the abilities of children with special needs. Every time a lesson is conducted, the teacher usually explains the material in simple language that children can understand. Meanwhile, for the approach, the class teacher uses an individual approach. This means that the class teacher always pays attention to the children when participating in the learning process in class and helps the class teacher to deliver the material or repeat the material to

children with special needs. In the learning process, class teachers often give praise when children are able to answer questions even for a long time with rewards or motivation so that children are able to do it well.

Learning Process in Inclusive Education for Children with Special Needs in Inclusive Education

In terms of learning activities, at RA As-Sajdah Makkiyah there are no special accompanying teachers or shadow teachers for ABK as in other inclusive schools. The following are the results of the researcher's interview with the class teacher at RA As-Sajdah Makkiyah Pontianak:

"In the learning process, ABK was not accompanied by special assistant teacher or shadow teacher as in school other inclusions, but only me in class. This matter this is done because the school wants to teach independence indeed to every crew member who if they have been discharged from this school is for continuing education at the next level later, they will not be difficult to adjust to his new environment. Because if they are accompanied by a teacher special assistant or shadow teacher, chances are they will become dependent on it."

The implementation of learning in this school is the same as in schools in general, namely introduction, core and conclusion. Inclusive learning at RA As-Sajdah Makkiyah Pontianak is carried out sequentially from introduction, core and conclusion. Learning with the environmental theme is carried out in accordance with the lesson schedule that has been determined by the school, in one week learning the environmental theme every day is only 40 minutes. The learning process with the theme of my environment is carried out in the inclusion class by the class teacher. Before the learning process is carried out, the class teacher makes a lesson plan and syllabus with references from the Education Office and sometimes the implementation is carried out spontaneously according to the conditions of the students in the class. The preparation of this RPP is carried out during the semester holidays by making RPPs for one semester and making these RPPs refers to the results of the child's development from the previous semester with the burden of achievements that must be achieved in the next semester. The RPP used in this lesson is the same for ABK and other regular children, the difference is that the indicators are adjusted to the child's abilities. However, the indicators for ABK are not included in the RPP, but the class teacher notes them in his notebook.

Learning activities in the classroom for children with special needs cannot be separated from the role of a teacher who already understands several characteristics of good learning for children with special needs. Educators must really understand the characteristics of their students and special skills are needed in delivering good learning that is easy for students to understand. And the teacher must not be far from the child with needs because he will play as he pleases, in learning he must not ignore what he says even though the meaning is not clear, the teacher must still give appreciation to the child by giving 2 thumbs up, what he says is worth respecting. The class teacher facilitates interaction between regular students and ABK students, between students and teachers in every learning process without discriminating between regular students and ABK students. Apart from that, the class teacher in the learning process always monitors and guides the ABK. On the other hand, during and outside of learning, there is good collaboration by unifying or synchronizing class teachers regarding the development of ABK students, both the obstacles and what each teacher needs.

CONCLUSION

Based on the discussion above carried out by researchers during the research, it can be concluded that the curriculum used at RA As-Sajdah Makkiyah Pontianak is the 2013 curriculum adapted from the government, but for children with special needs who really cannot follow the material in regular classes, the class teacher makes a modified curriculum according to the abilities of the child with special needs. The approach to crew members is an individual approach. The inclusive learning process in class B on the theme of my environment is carried out in an inclusive class, by the class teacher. The learning objectives and learning materials used are the same for regular and ABK children. Things that show differences in learning at this school are that for each ABK in the learning process, ABK does not have a special accompanying teacher or shadow teacher like in other inclusive schools.

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