

Services for children with special needs at MI Muhammadiyah special program school of inclusive education Kartasura

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ABSTRACT

This research conducted further research on services for children with special needs at MI Muhammadiyah Special Program Schools for Inclusive Education (SPPI), Kartasura District, Sukoharjo Regency. This research is phenomenological research using qualitative approach. Data collection techniques using observation, interviews, and documentation. Informants in this study were school principals, class teachers, subject teachers, and special supervising teachers who participated in serving children with special needs. Data validity in this research using source triangulation and technique triangulation. While data analysis used qualitative methods, there are data reduction, data presentation, and verification/conclusion. The results show that ABK services special program use the Education Unit Level Curriculum (KTSP) and modify/develop special curricula for students with special needs. The facilities and infrastructure are different from ordinary schools, usually, there is a road connection for students with special needs, a special room to help children with special needs, tools for therapy, and computers. games specially designed for students with special needs. The special companion teachers of MI Muhammadiyah Kartasura are by the tasks they will carry out. Trainers with degrees in Psychology, Special Education, and teachers who have attended training courses for inclusive education. MI Muhammadiyah Kartasura District also develops life skills and extracurricular activities

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INTRODUCTION

In law No. 20 of 2003, concerning the National Education System Article 5 Paragraph (1), states that "Every citizen has the same right to obtain quality education". According to this article, education organized by the government is not only intended for certain groups, but education is intended for all Indonesian citizens, both normal and those with special needs. The education that is held is an attempt by the government to educate the nation and make the Indonesian nation a dignified nation. Every Indonesian citizen has the right to obtain quality education in accordance with the interests and talents he has, regardless of social, economic, ethnic, religious and gender status, abilities and others.



To bridge the need for education, both normal children in general and children with special needs, the government cooperates with private education providers to establish schools that are suitable for normal children in general and children with special needs. For children with special needs, the government establishes special schools, abbreviated as SLB. The established SLBs are expected to be able to accommodate children who are categorized as having special needs. This is done to fulfill the law's statement which states that "education is for all Indonesian citizens".

Along with the times, at this time, there are regular schools that should be reserved for normal students, which provide education for children with special needs. Regular schools provide two services, regular services and inclusive services. This inclusion service is provided to students with special needs to be able to study together and like other regular students. It is hoped that students with special needs can adapt to the existing environment. Schools that organize this inclusive service aim to: First, provide the widest possible opportunity for all students with special needs to obtain quality education according to their needs, and second, realize the implementation of education that respects diversity and is not discriminatory for all students. Children with special needs (ABK) and disabilities, in Sukoharjo, in 2022 will reach 6,512 children. Of these, 710 children with special needs have joined inclusive schools.

The implementation of inclusive education in Indonesia is currently still facing a number of obstacles and challenges, firstly, the understanding and attitudes that are not evenly distributed among the public regarding inclusive education, and the limited knowledge and skills of teachers in providing educational services to children with special needs. During the implementation of learning, class teachers and subject teachers have not been able to provide optimal service to students with special needs. Likewise, with the use of the curriculum, schools still use the same curriculum that has not been adapted to the needs of students with special needs. So that in the assessment, students will initially be given questions that are the same level of difficulty as other students, but after doing the work and knowing the new results the teacher will give questions but already consider the level of difficulty to be easier.

Second, namely school environmental facilities starting from facilities and infrastructure that are usually not accessible to children with special needs. Facilities and infrastructure in schools have not been able to provide easy access for children with special needs. Inclusive schools, apart from learning, will also offer several facilities that can support the application of life skills for children with special needs in the future.

Based on the background that has been presented above, to find out what kind of services should be provided to children with special needs, the authors conducted further research on services for children with special needs at MI Muhammadiyah Special Program Kartasura District Inclusive Education Provider Schools (SPPI) Sukoharjo Regency.

METHOD

The research method used in this research is phenomenological research. This study aims to understand, explore and interpret events and phenomena in relation to people who are used to the situation (Iskandar, 2009: 51) using a qualitative approach, namely research that will produce descriptive data in the form of written or spoken words from people - people and behavior that can be observed (Moloeng, 2009:4).

The research was conducted by researchers at MI Muhammadiyah Special Program, Kartasura sub-district, Sukoharjo district. In this study, the researcher attempted to gather information based on events and phenomena that existed and occurred at MI Muhammadiyah Special Program, Kartasura sub-district, Sukoharjo district. In this study, data collection techniques were carried out using instruments in the form of observation, interviews and documentation. At the time of observation, documentation and interviews, the researcher came directly to the location when the teaching and learning process was in progress. Informants in this study were school principals, class teachers, subject teachers and special supervising teachers who participated in serving children with special needs.

Checking the validity of the data using the source triangulation method (Satori and Komariah, 2009: 170-171), data taken from various sources and still related to one another and triangulation techniques, the use of several techniques can reveal the data carried out to the data source, then the data is compared with data carried out to other data sources. Meanwhile, in analyzing the data, the researcher used qualitative data analysis methods, namely data reduction, data presentation (display data) as well as conclusion (Clonclution/Verivication) (Sugiyono, 2013: 337).

FINDINGS AND DISCUSSION

MI Muhammadiyah Kartasura Special Program is one of the inclusive schools in the Kartasura sub-district, Sukoharjo district, Central Java. At MI Muhammadiyah, the Kartasura Special Program, organizes inclusive education which opens educational services for children with special needs. MI Muhammadiyah Kartasura Special Program has 30 children with special needs, out of a total of 555 students. Inclusive Education provided by MI Muhammadiyah Kartasura District Special Program based on the decree of the head of the Sukoharjo Regency Ministry of Religion office, number: 30 of 2022 concerning Determination of Madrasahs to Organize Inclusive Education for Madrasah Ibtidaiyah Muhammadiyah Kartasura. The implementation of inclusive services has been carried out for a long time, then in 2016, it was only determined by the Ministry of Religion through a decree from the head of the Sukoharjo district Ministry of Religion. Letter the decision to designate schools with inclusive services is valid and renewed every four years. Services provided to ABK students in the existing academic services at MI Muhammadiyah Kartasura District Special Program, will analyzed from several aspects, namely aspects of students, aspects of curriculum, aspects of facilities and infrastructure, and aspects of educators

1. Learners

Schools providing inclusive education provide services to parents of students in the form of identification and assessment of each student. This identification is carried out at the beginning of each school year and is carried out by the inclusion coordinator, where the inclusion coordinator is a graduate of a psychologist. Thus, the coordinator in collaboration with the class teacher identifies students who are included in children with special needs. The class teacher is involved in this identification because the class teacher is the person who will be directly involved in serving the children of his students in the class so that the class teacher understands the behavior and habits of his students.

Apart from the class teacher, the subject teacher is also involved in identifying when the lesson being taught is carried out. In each learning process, class teachers and subject teachers will be accompanied by a special mentor teacher (Shadow Teacher), whose job is to accompany and identify children with special needs. Students are identified to find out whether they have special needs or not. At the time of identification, the teacher suspects that there are students who are not like their other friends, in the case that students have difficulty following the lesson during the lesson, or when it is explained the students do not understand the teacher's explanation, so the teacher has to repeat the material that was previously presented.

Identification carried out by MI Muhammadiyah Special Program Kartasura District, Sukoharjo Regency Budiyo (2012) states that "Identification is a process of screening for appropriate educational opportunities, where identification is carried out aimed at meeting the needs of students. According to Munawir Yusuf (Budiyo, 2012), identification is carried out by the person closest to the child, namely. H. class teacher. At school, class teachers are the people who meet the most with their students, so they really know the condition of their students.

Post-identification follow-up was carried out by evaluating suspected students, including ABK. Evaluation is carried out by a group of experts, namely psychologists. Based on the assessment carried out, it can determine the needs of students so that they can provide services that suit the needs of students. Thus, the evaluation of the MI Muhammadiyah special program in Kartasura District, Sukoharjo Regency is in line with the understanding of evaluation put forward by Tarmansah (2007), namely "Evaluation is a process that seeks to collect information about learning barriers and current skills. Owned and Needs that must be met to be used as a basis for making learning programs according to the abilities of each child Based on the results of the assessment carried out, it should be used as a basis for making learning programs according to the abilities of children and in MI Muhammadiyah special programs do this so that learning programs for students with special needs are different from non-special children in general.

2. Curriculum

Services for children with special needs in schools providing inclusive education MI Muhammadiyah Kartasura Special Program related to academic services seen from the curriculum aspect, in elementary schools implementing inclusive education use one curriculum, namely using the Education Unit Level Curriculum (KTSP) but there are privileges in implementing modification of the special curriculum for children with special needs so that the curriculum used by children with special needs better accommodates the special needs of these

children. The forms of privilege in the curriculum include adaptation in which the curriculum is adapted to be used for children with average or slightly low IQ so that they are still able to use the Education Unit Level curriculum (KTSP), modifications in which the curriculum is adapted to the child's condition, Substance/replacement in which the curriculum is not it is possible for children to find a replacement or change it so that the child's grades are the same as non-ABK children, omnition namely eliminating subjects that are not important for children, escalation, namely condensing material for special intelligent children, so that with this privilege the needs of ABK students can be fulfilled.

Thus, students with special needs feel comfortable to participate in learning. MI Muhammadiyah Surakarta Special Program provides shadow teacher services to students with special needs, where every one student with special needs has one shadow teacher. With this shadow teacher, students with special needs get maximum assistance in every lesson.

3. Facilities and infrastructure

School services provided to students with special needs are in the form of infrastructure in schools providing inclusive education. MI Muhammadiyah Kartasura Special Program provides facilities and infrastructure for special rooms for ABK, sufficiently complete therapeutic equipment, computers for games for ABK students and if there is a need for ABK students, they can apply for procurement. According to Tarmansyah (2007) in addition to using infrastructure as is used in regular schools, children who need special education services need to use special infrastructure and equipment according to the type of disorder and the needs of the child. The types of needs of children with special needs at MI Muhammadiyah Special Program in Kartasura District, are facilities for students who are deaf, down syndrome, dyslexia, ADHD, autism, emotional and cerebral papsi (brain paralysis).

According to Divine (2012) existing infrastructure in schools should be adapted to the demands of the curriculum (teaching materials) that have been developed. MI Muhammadiyah Special Program in Kartasura sub-district as the provider of inclusive education has developed a curriculum that is in accordance with the needs of students. The existing infrastructure has also been adapted to the needs of existing students with special needs. According to the ASB Team (2011) the provision of infrastructure for children with special needs related to physical accessibility, learning materials and media, refers to the type of special needs and/or disabilities experienced by children.

4. Educator

School Services in the MI Muhammadiyah Special Program, Kartasura Regency, if analyzed from the perspective of teaching staff, there are already teaching staff who provide services according to children's needs, namely more accessible, more controlled, paying special attention, giving more comments, offering. helpful, prioritized and always monitored. In addition, teachers offer after-school tutoring by providing private classes to special education students to reach students with special needs. MI Muhammadiyah teachers for the Kartasura Regency Special Program consist of class teachers, subject teachers and special guidance teachers/special accompanying teachers. The current teachers have a background in Psychology and General Education who have attended Special Education through Equity.

The school principal appoints teachers with special academic and pedagogical qualifications to supervise educators and school education staff. MI Muhammadiyah Kartasura Expertise Program teachers participate actively in learning both inside and outside the classroom. In teaching and learning activities, educators carry out their duties as initiators and motivators according to their duties. In learning, teachers provide incentives to all students, without differentiating between children with special needs and ordinary children, to study seriously to get satisfactory grades. This is in accordance with the opinion of Tarmansyah (2007) that teachers play an active role in learning both inside and outside the classroom. The qualifications of educators and class teachers, subjects and special schools do not match their duties.

Class teachers are currently acting according to their duties, Budiyanto (2012), including the task of compiling and conducting assessments of all children to determine their abilities and needs. Class teachers together with special education teachers create learning programs with a modified curriculum. The Lesson Level Curriculum (KTSP) is used as a curriculum only for children with special needs in the learning process, they receive more attention and provide guidance in conducting assessments, with questions about their abilities.

In the learning process, the class teacher tries to create a conducive learning atmosphere, so that students feel comfortable in the class, even though there are students with special needs in the class, the teacher does not separate them, the teacher tries to teach all classes, without children with special needs discriminating needs. The class teacher evaluates by making it easy to assess questions about the abilities of students with special needs, so that students meet the specified value standards.

In their duties, the accompanying teacher for special inclusive schools builds a coordination system and participates in accompanying class teachers, school principals and students, and often communicates about services for children with special needs. In the learning process the special companion teacher supports a teacher in the class, so that there are two teachers in the class, namely the class teacher or subject teacher with one special accompanying teacher.

5. Non-Academic Services

a. Development of life skills

School services for the development of life skills at SPPI MI Muhammadiyah Kartasura Special Program in the form of extracurricular activities including extracurricular drawing, mime, games on the computer and others. skills for organizing shoes, organizing cupboards and others where if the ABK has not been able to carry out these activities which are life skills then they will be trained and guided until the ABK is able to do it and practice it in everyday life. based on the explanation above, MI Muhammadiyah Kartasura Special Program, has provided services for children with special needs in accordance with the potential, interests and talents of students which can later be used in social life.

This activity is intended to directly involve special supervising teachers in the MI Muhammadiyah Kartasura special program. In the daily implementation stage it is included in learning so that the life skills of students with special needs develop properly.

b. Extracurricular activities

At MI Muhammadiyah Kartasura Special Program, the school offers extracurricular activities that have been adapted for the abilities of children with special needs who are able to develop students' abilities and talents. Extracurricular activities at MI Muhammadiyah Kartasura Special Program have been running according to the schedule that has been made and mutually agreed upon, where the implementation is carried out in the afternoon after the learning process is complete. So that extracurricular activities carried out at MI Muhammadiyah Kartasura Special Program have carried out inclusive education in accordance with the statement by Prihatin (2011), which states that extracurricular activities are "activities carried out during hours outside of class hours with the aim of broadening the knowledge of students".

MI Muhammadiyah Surakarta extracurricular activities include Tapak Suci, Patrol Hizbul Wathon, Drawing, Dancing, Futsal, Badminton, Graphic Design, Math Club, English Club, Journalism, Guitar, Cooking, Robotics, Japanese, Archery, Table Tennis, Drums, Taekwondo, Qiro'ah, Abacus, Pantomime and Swimming. All teachers participated in these activities and some brought in teachers from outside. This extracurricular activity allows students with special needs to continue to participate in extracurricular activities according to their hobbies and abilities. Based on the type of extracurricular activities for the special MI Muhammadiyah Kartasura program, these extracurricular activities are in accordance with what was found by Mulyono (2008). In addition to academic services, the school also strives to provide services that can foster talents and interests by organizing extracurricular activities. The purpose of extracurricular activities for the MI Muhammadiyah Kartasura special program is to provide opportunities for all students, namely children with special needs as well as children who do not have special needs, to be able to develop and express themselves according to the needs, abilities and interests of each student. These activities will be led by teachers who have relevant expertise so that students' talents and interests can be channeled properly.

CONCLUSION

Based on the results of the research and discussion previously described, it can be concluded that the services of the MI Muhammadiyah Kartasura special program for children with special needs are as follows:

1. School services for children with special needs related to school services:

The school offers services in the form of identification and assessment. Identification is carried out for all students, if the teacher suspects that there are students in ABK, an assessment is carried out to determine student needs.

a. Curriculum

At MI Muhammadiyah, the Kartasura Expertise Program as an inclusive education provider uses a curriculum, namely the Education Unit Level Curriculum (KTSP) and modifies/develops a special curriculum for students with special needs. The level of material difficulty possessed by ABK and non-ABK students is different, so that ABK students have no difficulty in following the material presented by the teacher.

b. Facilities and infrastructure

In MI Muhammadiyah KLB Kartasura, the provider of inclusive education, the facilities and infrastructure are different from ordinary schools, there are usually road connections for students with special needs, special rooms to help children with special needs, equipment for therapy and computers. games specially designed for students with special needs.

c. Special Assistance Teacher

The special companion teachers of MI Muhammadiyah Kartasura are in accordance with the tasks they will carry out. Trainers with degrees in Psychology, Special Education and teachers who have attended training courses for inclusive education. To carry out intensive coaching will be carried out in such a way that the trainers can serve as many students with special needs as possible by paying more attention to them.

2. School achievements of children with special needs related to extracurricular achievements:

a. Develop life skills

There are already life skills activities designed for students with special needs, life skills for students with special needs have been implemented, namely. shining shoes, cleaning cupboards and other programs.

b. Extracurricular activities

MI Muhammadiyah activities outside the special program run smoothly. Extracurricular activities are carried out outside school hours, ie. after school or in the afternoon. All teachers participated in these activities and some brought in teachers from outside.

Based on the results of the research and discussion described above, the following suggestions are proposed:

1. As a school providing inclusive education, changes in the preparation of special education must always be developed to meet the needs of students so that services for children with special educational needs in schools can be maximized.
2. As an inclusive education school, the school enables and adds learning opportunities for students with special needs with special teaching aids or infrastructure, so that the range of choices for children with special needs is as wide as possible.

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