

# 2. DESCRIPTION OF IMPLEMENTATION INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE KINDERGARTEN (1)

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# Description of Implementation Inclusive Education for Children with Special Needs in Inclusive Kindergarten

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**Abstract**— In essence, the needs of early childhood differ from each individual both in their physical motor development, language and their personal needs. Especially for those who have abnormalities in their development who need special treatment. Therefore inclusive education is important to provide a place for children with special needs to be able to socialize with regular children. This study aims to describe the implementation of inclusive education with children with special needs in kindergartens in Indonesia, to describe management of inclusive education management in kindergartens in Indonesia and to describe learning and learning tools used for early childhood with special needs in inclusive education. This research was conducted with descriptive approach research method using interview guidelines. Based on the results of the research that has been done, the implementation of inclusive education in this kindergarten has been carried out well in terms of implementation objectives, educational goals, facility readiness, school management, assessment and identification of children with special needs, assessment of learning outcomes and reporting. However, for the provision of special education teachers, this school does not have a special education teacher and still does not have a special curriculum for children with special needs.

**Keywords**— *inclusive education; children with special needs, kindergartens.*

## I. INTRODUCTION

Education for children with special needs in Indonesia has been regulated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. This provides new hope for children who have special needs. Hence, they have a place in education. The education is carried out in inclusive education. Through this inclusive education, children with needs and regular children are educated together without any differences with the hope that there will be no gap between children with special needs and regular children. Hence, that regular children and special needs can jointly develop the potential that exists in each child.

Inclusive education is defined as combining children with special and normal needs in heterogeneous classes with different individual needs [1]. All children adjust to the different needs of each child and create different conditions for children through certain activities. According to OCH inclusive education is an educational environment where parents, students, and all school members regardless of race, culture, ethnicity, gender, physical or intellectual abilities,

religion, gender identity, sexual orientation, socioeconomic status, or other factors are welcomed, entered and treated fairly and respected [2]. Respecting diversity and all school members feel safe, comfortable and accepted by everyone. Inclusive education provides space for children from minority groups, in this case children with special needs to get a decent education and equal with other normal children. Learning in an inclusive class makes children with special needs develop skills in themselves to increase self-esteem and confidence in children. The teacher is required to be a facilitator in the learning process so that children can actively learn.

Research conducted by Bendova, *et al.* that resulted in the finding that the majority of teachers have a neutral attitude towards inclusive education [3]. In addition, the study explained that Early Childhood Education teachers cannot define inclusive education and integrated education. Nevertheless, the research only illustrates the teacher's perception of inclusion services carried out in kindergarten without describing how implementation of inclusive education in the Czech Republic. Therefore in this study, researchers will describe how the implementation of inclusive education in kindergartens in Indonesia is implemented. Every child has a different rhythm of growth and development. Parents always want their children to grow as children in general, but for children with special needs they are different. At present, many communities discriminate against children with special needs. They consider children with special needs as children who do not need attention. A mother stated that children with special needs will make other children imitate the behavior of children with special needs. He considers children with special needs to interfere. In addition, this mother also did not want to include her children in inclusive schools because they thought that children with special needs in inclusive schools would hinder the development of other normal children. This is wrong thinking because children must get their rights regardless of circumstances. Therefore, in terms of education there arises an inclusive education service to minimize discrimination against children who have special needs. Children with special needs also have the right to receive the same treatment and services as other children. Inclusive education is defined as the learning effort of children with special needs in public schools [4]. In inclusive education, teachers are faced with challenges over these differences. The teacher must be able to facilitate the needs of each child. The teacher must also be able to assess every

development that occurs in each child. Likewise with children with special needs, teachers must be able to facilitate their specificity which basically has more needs than other normal children.

Every child has a different way of learning, different rates of growth and development, different family backgrounds both normal and special needs. It is important for teachers to know what kind of special needs each child has and what they need. Teachers and parents must work together to meet the needs of children with special needs. Because the provision of services and stimulation for children with special needs must be carried out consistently. Therefore, inclusive education must be able to meet the needs of every child who is different and the parents' needs for their children's education.

At present, inclusive education has begun to develop in the world of education in Indonesia. Inclusive education has become known even since early childhood education. The emergence of inclusive education provides space for parents who have children with special needs to provide appropriate education to their children like other normal children. This is because at an early age this is the right time for children to absorb the knowledge they have. Likewise with children with special needs. When the stimulation given starts from an early age, it will greatly help the child in subsequent development even though it is not like a normal child. However, for the handling of children with special needs, educators need to know the characteristics, types, handling and stimulation that are right for children with special needs according to their level of needs. Some schools that researchers have visited, there are several schools that have children with special needs. However, the school does not really understand the handling and stimulation that must be given to children with special needs. Therefore, there is a need for training and education for teachers in dealing with special needs children who are usually referred to as shadow teacher. This is done in order to help children with special needs in their development.

<sup>34</sup>The research question in this study is how to implement inclusive education with children with special needs in kindergarten in Yogyakarta? How is the management of inclusive education management in kindergarten in Yogyakarta? And how are learning and learning tools used for early childhood with special needs in inclusive education?

The purpose of this study was to describe the extent to which the implementation of inclusive education programs in Indonesia. The focus of this research is management of inclusive education management, implementation of inclusive education and learning used in inclusive learning. The purpose of this study was to describe the implementation of inclusive education with children with special needs in kindergarten in Indonesia. To describe management of inclusive education management in kindergartens in Indonesia. To describe the learning and learning tools used for early childhood with special needs in inclusive education. This research is limited to the implementation of inclusive education in one kindergarten only and only sees how the implementation of management and learning in the kindergarten in the implementation of inclusive education for children with special needs.

<sup>13</sup>The rest of this paper is organized as follows: Section II describes the proposed method. Section III describes the materials and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

## II. PROPOSED METHOD

In Indonesia, inclusive education has begun to develop although not all schools have implemented inclusive education, especially in remote areas or small villages. Children with special needs still do not get a place worthy of their education. Many children with special needs are only accepted in extraordinary schools or even not in school so their development is increasingly left behind. Even though these special needs children should be accepted in inclusive education so they can socialize with regular children to provide confidence in children.

Inclusive education is an education system that responds to various circumstances of students with equal participation and opportunities and respects social differences and justice [5]. In addition, inclusive education is also seen as an ongoing process that has the goal of developing the child's personality according to the child's ability [6]. In inclusive schools, there is no difference in student background. All children get the same rights and services. In inclusive education, teachers play a role in stimulating skills in children assisted by psychologists to make children feel valued and able to deal with difficulties faced [7]. Teachers are the most important aspect in the implementation of inclusion because teachers will regulate the course of inclusive education.

Inclusive education also requires the role of regular children to help children with special needs in learning. Learning for autistic children must involve the integration of academic, social and emotional skills of regular children and autism so that they can study together [8]. The interaction between children with special needs and regular children makes children with special needs feel valued and accepted in the school environment. This helps children to develop well. In the implementation of inclusion, teacher knowledge is also the most important thing in learning. Teachers in inclusive education must understand what children need. Therefore, the teacher must attend training on inclusive education. With this inclusive education training, teachers feel the benefits for inclusive education and become a challenge in its implementation. This effort will advance the inclusion program in schools [9].

The application of inclusive education must use the right method. The lack of inclusive education methodology will cause problems related to the criticism of the implementation of inclusion and about the idea of humanity [10]. In addition, inclusive education is seen as a change in the way of thinking radically about education, but this is not only about students with special needs, but also for everyone [11]. So, in inclusive education all parties are involved such as teachers, parents, children and the community environment. Teachers who are needed in inclusive education are capable teachers, knowledgeable and competent who can foster the values needed by children, foster self-confidence and children with needs feel that they get support so that they become capable individuals [12].

The purpose of implementing inclusive education is to integrate children with special needs into a broad environment so that children can adapt to the social environment and become a motivation for children to social skills to minimize discrimination [13]. Hence, there are no more parents or children with special needs who feel they are not accepted in the environment. To achieve this goal there must be a development of a positive attitude towards children that is different but the same in terms of rights and obligations regardless of the socio-economic background of the parents [14]. Inclusion education is a big challenge for each country because the implementation of this inclusion does not only accept children with special needs at school but also adjusts the curriculum to meet the needs of each child. indirectly, inclusive education implies as far as safe the main purpose and role of inclusive schools to respond to children with various kinds of diversity [15].

Research conducted Sanrattana, *et al.* in [8] found that 78.62% of autistic children suffered by boys. This is always often indicated by the unwillingness of children to play with other friends and always play alone. Furthermore, research conducted revealed the results that inclusive education teachers felt that they needed to attend training related to the issue of participation in moving from regular schools to inclusive schools and applying inclusion methods at the school. In research conducted by researchers, teachers of inclusive education in this kindergarten have attended training and training related to inclusive education. In addition, shows that teachers' perceptions of supporting inclusion that inclusion is true in the field and its implementation depends on appropriate leadership and leading to the inclusive education that should be. This is consistent with the results of the research that the author did that the manager directly handles all management and learning in this school.

### III. MATERIAL & METHODOLOGY

data in this study were collected using interview guidelines on the implementation of inclusion in kindergartens in Yogyakarta. The interview guidelines used are as follows (Prosedur Operasi Standar Pendidikan Inklusi Direktorat Pembinaan Sekolah Luar Biasa Direktorat Jenderal Mandikdasmen Departemen Pendidikan Nasional, 2007), which types of special needs are accepted in inclusive schools? What is the assessment system for special needs children? how to apply the curriculum for children with special needs? What education services are applied to special needs? how to report the learning outcomes of children with special needs? how to recruit children with special needs? Are there special education teachers? is there a therapist? What is the role of parents? how is the learning process and the use of learning media for children with special needs? What is the social development of special needs children and regular children in the inclusion class? What is the background of teacher education in inclusive schools? what is the purpose of implementing inclusion in kindergarten? how is the assessment of development of each child? What is the school's readiness to implement inclusion? This research was conducted with a qualitative approach using interview guidelines. This research was conducted in July 2018. The respondents involved in this

study were managers and teachers in the inclusion kindergarten in Yogyakarta.

### IV. RESULT AND DISCUSSION

This section presents the results obtained and following by discussion.

#### A. Result

The findings of this study are as follows: what types of ABK are accepted in inclusive schools? There are 6 children with ADHD children in the inclusive school, 6 are speech delay, 1 child down syndrome and 1-person autism. Some ADHD children also experience speech delay.

What is the assessment system for special needs children? The assessment system is not structured. Assessments conducted in this kindergarten use functional and clinical assessment. Where the functional assessment is carried out by the teacher as far as the obstacles faced by students in carrying out activities so that the teacher concludes that the child needs special handling. Then this is informed to the parents of the students so that there can be cooperation in handling these special needs children. Clinical assessment is carried out by experts in identifying children with special needs. Parents who feel that their child has a disorder bring their child to the doctor or therapist and then to socialize the environment parents put their children in this school.

What is the application of the curriculum for children with special needs? The application of curriculum in inclusive education in this kindergarten uses a general curriculum for normal children. And for children with ABK in this school they do not have a special curriculum. The application of this type of curriculum is called the implementation of a regular curriculum. Educators only provide services to special needs children. The teacher must provide extra assistance to special needs children.

What education services are applied to special needs? Inclusive education services carried out in this kindergarten are helping children with special needs. The teacher accompanies the child with a ratio of one teacher three children to the type of special needs that are mild. However, for children who need more extra handling the comparison is one child one teacher. Children with special needs are provided with assistance for 3-6 months ago after they are considered able to join regular children, so children with special needs can learn with regular children. However, learning is not the same. Children with special needs are given learning through methods that are acceptable to children.

How to report the learning outcomes of children with special needs? Reporting of learning outcomes used is adjusted to the learning outcomes report used for regular children with narrative forms. Special needs children receive reporting on learning outcomes in the field of behavior such as application of habituation, application of communication and guidance in socializing with the environment. Reporting of learning outcomes is reported to parents. However, everyday things that happen to children that are considered necessary for parents to know, are reported to parents when picking up their children home from school. Reporting of learning outcomes is not oriented to the cognitive aspects of the child, but how children can

focus their attention and socialize with other regular children.

How do you recruit ABK children? Children with special needs who are in this school enter with their own parents' willingness because this school is labeled inclusion. Some parents treat children for child development. However, for social development of children, parents include children in inclusive schools so that children can develop well and be accepted in the social environment of the school as individuals. Hence, that children have the confidence of being among regular children. Some parents of children down syndrome have communities down syndrome and exchange information about inclusive education. Therefore, based on recommendations from fellow parents, other parents have included their children in this inclusive education. Some children with special needs in this inclusive school go to school based on recommendations from therapists and doctors. However, there are also children who enter school without a diagnosis of special needs from parents. After attending education at this school, the teacher identifies special needs from parents so that parents who have not been aware of their child's special needs are aware of and can do the necessary treatment.

Are there special education teachers? This inclusive school does not have a special education teacher. However, all teachers have participated in inclusive education training. Escort teachers and classroom teachers do not have an educational background. They are only given the provision to deal with children with special needs in terms of behavior, attitude and also foods that are allowed and prohibited for certain special needs children. Teachers are also provided with knowledge about how to stimulate the development of children with special needs so that child development can develop although not as fast as regular children. Teachers in this inclusive school can create a conducive learning environment for children so that children are comfortable in school and playing and learning with friends. The teacher also has carried out teaching and learning activities well with children with special and regular needs.

Are there therapists? This inclusive school does not have a therapist. This is because parents already have therapists and doctors to consult child development. However, if needed and possible, the school will invite and invite therapists and psychologists to the needs of inclusive education services in this school. Nevertheless, parents become a liaison between the therapist or psychologist and parents in informing the child's development.

What is the role of parents? The role of parents in inclusive education is very important. Parents are the key to success in inclusive education for children with special needs, both parents of children with special needs and parents of regular children. Parents of children with special needs are expected to be able to have an openness to the child's situation at home so that educators can provide stimuli and learning that is right for children. Parents must be patient and conscious in accepting their child's situation. It is expected that parents can inform all important things about children so that education for children can be done in line between at home and at school. As with parents of children with special needs, parents who have regular children also have an important role in inclusive education.

parents must be tolerant in accepting the fact that their children have special needs. The task of the teacher to provide understanding to parents that schools labeled inclusion not only have regular children but also children with special needs. Therefore, parents are asked to give understanding to the child to help friends with special needs for certain things such as giving good examples and keeping children away from the nature of cornering children with special needs such as bullying. Hence, that regular children and special needs can socialize in the same environment and teach regular children to be grateful for what has been given to them.

What is the learning process and the use of learning media for children with special needs? Learning for children with special needs uses media that has a smooth surface that can be touched by children. The learning is not done with the focus of the eyes but is done by playing. For example, the teacher has several balls and the child is asked to pay attention to the teacher. The teacher takes 3 balls and the teacher mentions the word "three". Children listen. Then the teacher asks the child to count one by one the ball provided, when the child takes all the balls, the teacher will tell them that they can only take one at a time while counting by saying the word "one". Many teachers use puzzles and lego in learning so that children have a little focus on the media provided. Inclusive child learning is always accompanied until the child can adjust to regular children. Learning for children with special needs is not emphasized on cognitive development but adjustment to the environment. The teacher collaborates to carry out the fingerprint test so that information is obtained about what is most in demand by the child. Hence, that the teacher can provide learning in accordance with the things that are of interest to the child. Like when ADHD children don't want to focus on learning and tend to run out of class. Parents provide information to the teacher that the child likes to unload electronic goods. Then the teacher gives speaker a broken and gives the child a screwdriver. Then the child wants to sit down and disassemble the speaker. Learning is done in 4 languages, namely Arabic and English and Indonesian. English and Arabic are conducted on Friday. For certain days children are taught Javanese. The most important focus in learning for children with special needs is to know the instructions given to children. Hence, that children can learn to control their emotions. Assessment for children with special needs is not child-oriented but changes in children's behavior and concentration. The media used must be child-safe and harmless. For language learning, the teacher uses a mirror to invite children to speak. This is done because some children do not like face to face with other people. The teacher and child together face the glass and the teacher will introduce words to the child and the child is asked to follow while looking in the mirror.

What is the social development of special needs children and regular children in the inclusion class? For children with special needs for the beginning, assistance is provided for 3-6 months. After the child is sure not to injure themselves or others then the child can join a regular child. In this school special needs and regular children are taught to respect each other, to be tolerant because children with special needs always have selfish nature so the teacher teaches regular children to understand friends who are special needs. The

teacher also strives to give understanding to regular children that special needs friends have advantages and are forbidden to ridicule their friends. This matter is also communicated to parents of parents of special needs children and regular children, so parents also understand the existence of special needs children in inclusive schools. The teacher also asks the parents for rocks to give an understanding to the children that regular children are asked to help children who are special needs so that special needs children and regular children can socialize together. However, for special needs children who do not allow to join regular children, a special room is provided for the child. Like children who have contagious skin diseases that endanger other children. But when a child feels safe to rejoin a regular child, the child can return to activity with regular children.

What is the background of teacher education in inclusive schools? The number of educators in this inclusive kindergarten was 17 teachers. This inclusion kindergarten manager has an undergraduate education background in Early Childhood Education Teacher Program. For teachers having different educational backgrounds. There are 3 teachers who have an Early Childhood Education Teacher Program background. Other teachers are graduates from education but not Early Childhood Education Teacher Program, public health graduates, economics scholars and information technology scholars. At this school does not require teachers to have an Early Childhood Education Teacher Program education background provided that the teacher is able to assist special education children patiently, sincerely and sensitive to all children's movements. All educators in this school have participated in the inclusion training. Teachers are also required to be alerted to deal with children because ABK children often run suddenly out of class. When a child suddenly does dangerous things like injuring another special education friend or climbing even running out of the school gate. At that time the teacher must be swift to follow the child and make sure the child will be fine. In this school, teachers are prohibited from sitting cross-legged. This is done because when a child does something unexpected, the teacher must immediately ensure that what he does is not dangerous. When the teacher sits cross-legged, the teacher's movements will be very limited while the child does it very quickly.

What is the purpose of implementing inclusion in kindergarten? The purpose of implementing inclusive education services in this kindergarten is to provide space for parents and children with special needs to develop children's social skills so that children can be accepted in the general environment. This inclusive education also provides opportunities for children with special needs to be able to participate in joint learning with regular children. Through this inclusive education parents can make their children personal better and be accepted in the wider environment as individuals who are intact. The school also considers that inclusive education is carried out because all children have the same rights even though with different backgrounds. Children have the right to get a decent education from an early age despite having limitations. Inclusive education also eliminates discrimination among children. Children are considered equal in terms of facilities, but for children with special needs get more services and assistance compared to regular children.

What is the development system for each child? Assessment is carried out more on the child's development in the social emotional aspects of the child. The teacher does not emphasize the aspects of children's cognitive development. However, there are children who have difficulty speaking but their cognitive development is well developed. Assessment is not carried out in a structured and ineffective manner due to limited teaching staff. This is because it is controlled only by the manager. The activities of special needs children are recorded using cellphones and then reviewed again, then the teacher can conclude at certain times such as once a week, once a month or once every three months about the progress of the child with special education development.

What is the school's readiness to implement inclusion? It is not easy to carry out inclusive education, especially at the kindergarten level. Schools must really have readiness both in terms of facilities and mental education. Children with special needs have diverse behaviors and tend to overdo it. Therefore, in this school the teacher already has the readiness from the beginning in the attitude towards children with special needs. The teacher is kind and ready to handle children with special needs. The teacher is always alert and moves quickly in conditioning children with special needs. The teacher also does not consider the child special needs with bad children or other labels that harm the child, but the teacher has readiness in dealing with children with special needs. The school has a desire to provide appropriate services for all children with different backgrounds without discrimination. This school does not charge high fees for their students. This is done so that all children can feel a decent and quality education without having to pay dearly.

#### *B. Discussion*

The inclusive education for kindergarten that has been carried out by this school has been done well. This is because referring to the standard operating procedure of inclusive education directorate of extraordinary school development directorate general minister of primary and secondary education department of national education in 2007 there are several things that have been done in the implementation of inclusive education in this kindergarten as the purpose of implementing inclusive education has led to the provision of education for all children in fulfillment of children's rights in terms of education. Inclusive education also provides opportunities for parents and children with special needs to develop children's social skills so that children can be accepted in the general environment. Through inclusive education regular children and children with special needs can have positive social and friendship relationships and support each other in maximizing their learning potential [16]. The education target for inclusion services has led to children with special needs who are the main criteria for a school called inclusive schools. This inclusive school has special needs children consisting of more than one child and one need. In this case inclusive education in this school has 11 children with 4 types of special needs identified directly by the school as well as information from doctors and psychologists.

This inclusive school has good readiness in terms of facilities and readiness of teachers in handling special needs children. All teachers have followed inclusive education

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training and can handle children with special needs well. This is an effort so that teachers can understand the needs of children with special needs so that they can provide appropriate stimulation for children. Understanding the attitudes of children with special needs can be a good contribution between teachers of children's funds so that the implementation of inclusive education can run effectively [17]. Inclusive education services at this school have combined children with special needs with regular children after they feel safe to combine, if not possible then the teacher continues to assist children with special needs. This is in line with Michailakis & Reich's statement in his research that the education of children with special needs is divided into two groups. That is those who are in special remedial classes and those who are in inclusion classes with regular children [18]. But this school does not use special education teachers. Management of inclusive education in this school has been done quite well. This can be seen from the presence of children with special needs, the learning that is done is in accordance with the child's enjoyment, adequate facilities and infrastructure with a lot of games that attract children's attention and affordable costs. But the curriculum used in this school still uses a regular curriculum for normal children. Whereas the implementation of inclusive education should use a modified curriculum for early childhood according to the needs of children with special needs in their honor. Assessment that is still not effective because of the limitations of teachers, educators with the status of special education teachers does not yet exist. This might be an evaluation material for inclusive education in these schools.

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Teachers who teach in this inclusive school have been able to identify children with special needs, the assessment process has been carried out by the teacher's functional assessment and clinical assessments by experts brought in by the school at certain times. Assessment is carried out in accordance with the curriculum used, namely the regular curriculum. The assessment is carried out in accordance with the general assessment carried out at the school but emphasizes the social aspects and habituation of children and does not refer to children's cognitive development. Reporting of learning outcomes is carried out in accordance with the applicable curriculum, namely the regular curriculum so that the reporting of learning outcomes for children with special needs is assessed using a regular assessment in the form of a narrative.

Not all educators in this school have Early Childhood Education background but all teachers have attended training and have a certificate of inclusive education training. In this school also does not have special education teachers. The teacher has been able to create a comfortable environment for children and can carry out teaching and learning processes that are good for regular children and children with special needs. But the teacher has not developed a specific learning plan for children with special needs. The infrastructure available at this school is very diverse for regular children as well as children with special needs so that children can play freely. New student admission is done through a new student admission system, mutation or continuing from other schools and referrals from experts such as doctors and therapists.

## 4 V. CONCLUSION

Based on the results of the research that has been explained, the implementation of inclusive education in this kindergarten has been carried out well in terms of implementation objectives, educational goals, facility readiness, school management, assessment and identification of children with special needs, assessment of learning outcomes and reporting. As explained by Gavalda and Qinyi that important characteristics in inclusive education lie in early and intensive identification, high family involvement, special training for teachers, ongoing assessment [19]. However, for the provision of special education teachers, this school does not have a special education teacher and still does not have a special curriculum for children with special needs. This study provides benefits to readers in describing the implementation of inclusive education in kindergarten schools with children with special needs. Recommendations for further research to use a sample of more than one school so that there is a comparison of the implementation of inclusive education in kindergartens with children with special needs.

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## 2. DESCRIPTION OF IMPLEMENTATION INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE KINDERGARTEN (1)

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### GRADEMARK REPORT

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FINAL GRADE

**/100**

GENERAL COMMENTS

**Instructor**

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