

# Dameria Sinaga (The Role of Private Universities in Obtaining a Bachelor's Degree for Children with Special Needs)

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# The Role of Private Universities in Obtaining a Bachelor's Degree for Children with Special Needs

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## ABSTRACT

To improve achievement in the academic world, it must be centered on training programs. All lecturers must take part in training from the inclusive education service or certified institutions for students who are classified as having special needs. The curriculum is adjusted according to their specificities or the symptoms of students with special needs. Learning facilities and infrastructure must also be provided that support the absorption of the learning. Purpose of this research. Researchers hope that everyone can be inspired or take the initiative to help children with special needs so that this program can be implemented. Special learning program for prospective students with special needs. Purpose of this research. Researchers hope that everyone can be inspired or take the initiative to help children with special needs so that this program can be implemented. Special learning program for prospective students with special needs. The method in this research uses qualitative research methods with a case study approach.

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## 1. Introduction

Inclusive Education is an educational service system that arranges for people with disabilities to be served in nearby schools, in regular classes together with friends of their same age. Without having to have a specific class, students can learn together with accessibility that supports all students without exception with disabilities. Inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to participate in education or learning in one educational environment together with students in general.

In the 1945 Constitution Article 32 paragraph (1) which confirms "every citizen has the right to education"; Article 32 paragraph (2) of the 1945 Constitution states that "every citizen is obliged to attend basic education and the government is obliged to finance it". Law Number 20 of 2003 concerning the National Education System, Article 5 paragraph (1) which confirms "every citizen has the same right to obtain quality education". This law is strong evidence of the presence of inclusive education in society.

In basic education, the presence of inclusive education needs to receive more attention. Inclusive education is an educational service that involves children with special needs (ABK) learning together with normal children (non-ABK) of the same age in the primary/ordinary classroom closest to where they live. Accepting ABK at the nearest elementary school is a beautiful dream for parents who have children with special needs.

Unfortunately, Inclusion Elementary Schools which have "already" received them cannot easily handle school children with special needs. The curriculum must be able to be adapted to heterogeneous classes with ABK and regular characteristics. Teachers are not ready to handle

children in their class with different characteristics. Finally, teachers who deal directly with ABK in class complain that it is difficult to teach using the same method and with the same treatment so that the learning objectives are not achieved as expected. Curriculum development can be carried out as an effort to create fun learning and achieve learning objectives in inclusive education.

Inclusive education in elementary schools is not yet accompanied by an educational vision that is not based on an inclusive ethos that prioritizes diversity and equal rights in obtaining education. Curricula and teaching methods that are rigid and difficult to access for ABK are still found in inclusion classes. Curriculum integration cannot yet be carried out by teachers because teachers' abilities are limited. Teachers have not received practical training and most of what is given is limited to socialization. Homeroom teachers and/or study teachers who are found to have ABK in their class still show a "compelled" attitude in assisting ABK to understand the material.

Currently, in primary school education we increasingly encounter children with special needs (ABK). Based on the definition and derivation of the Law on Education, the inclusion of children classified as ABK are those with learning difficulties, children who are slow learners, children with autistic disorders, children with intellectual disorders, children with physical and motor disorders, children with emotional and behavioral disorders, children with multiple disabilities, and gifted children. Inclusive education means that schools must ACCEPT/accommodate all children, without exception, there are differences physically, intellectually, socially, emotionally, linguistically, or in other conditions, including children with disabilities and gifted children, street children, working children, ethnic children, cultures, languages, minorities and disadvantaged and marginalized groups of children. This is what is meant by one school for all."

The importance of inclusive education continues to be developed because it has advantages and benefits. According to Staub and Peck (1994/1995) there are five benefits or advantages of inclusion programs, namely:

- a. Based on the results of interviews with non-ABK children in secondary schools, the loss of fear in children with special needs is due to frequent interactions with children with special needs
- b. Non-ABK children become more tolerant of other people after understanding the individual needs of their ABK friends
- c. Many non-ABK children admit that their self-esteem has increased as a result of their association with ABK, which can improve their status in class and at school.
- d. Non-ABK children experience development and commitment to personal morals and ethical principles
- e. Non-ABK children who do not reject ABK say that they feel happy to be friends with ABK

In this way, parents of students who do not have children with special needs do not need to worry that inclusive education can be detrimental to their child's education, but instead it will be beneficial.

It's not easy for ABK elementary school students who have graduated and want to continue their education to junior high school, but they face challenges because not all junior high schools accept ABK. Researchers know that there is a school in East Jakarta that is willing to accept ABK, namely SMP 74. Although researchers know that what is more difficult is assisting ABK during elementary school. Because it is known that crew members who have graduated from elementary school and entered junior high school have changed a lot. In junior secondary education, the presence of inclusive education needs to receive more

attention. According to researchers from interviews with teachers at junior high schools, the number of crew members entering is increasingly greater than last year.

Likewise for ABK who have graduated from junior high school and continue to high school, they face challenges, because not all high schools are willing to accept crew members. In this study, researchers focused on ABK students who had graduated from high school or already had a high school diploma. The subfocus of this research is private universities and state universities, to be able to accept children with special needs who have obtained a high school diploma.

Inclusive or special needs education has been implemented from elementary to high school. And they were directed again to universities, but in Indonesia, according to researchers, special learning programs are only available at state universities in Indonesia, namely only at UI or the University of Indonesia. Based on the background of the problem of children with special needs who have graduated from high school, according to researchers and analysis, private universities are also able to carry out special learning programs for students with special needs. To do this, private universities must have investors or funders.

With this research, researchers hope that everyone can be inspired or take the initiative to help children with special needs so that this program can be implemented. Special learning program for prospective students with special needs.

## **2. Method**

The method in this research uses qualitative research methods with a case study approach. Case studies are descriptive analytical research, researchers make clear and in-depth observations by collecting data through documentation, interviews and observations. Sri (2006:76) case study is a type of research that is able to answer various issues and phenomena that are currently developing, especially in the social science branch. Mudjia (2017:3) explains that case study research is a series of scientific activities and is carried out intensively, very in-depth and in detail regarding an event, both group and individual, and is carried out to gain knowledge about the event. The events discussed are actual and ongoing events, not ones that have passed.

Based on this view, researchers conducted research using qualitative methods with a case study approach. Nawawi (2003:1) explains that intensive case study research focuses more on certain objects and overall this research requires researchers to study the observed cases as a whole. The data obtained in this research was taken from students, parents and teachers who were related to the research and combined from various sources of information.

## **3. Result and Discussion**

From the results of the interview, it was obtained. Teacher: The program is adapted to normal people. Every child with special needs has the right to receive education in 2 classes.

Private universities. Requires expensive funds and lecturers who have learned about children with special needs. Parents of students with children with special needs want the government to open more universities that can accept children with special needs to continue to college. Likewise, students with special needs wish to continue their education to a higher level.

## **4. Conclusion**

Improving achievements in the academic world for lecturers who will teach ABK at private universities must be centered on training programs. All lecturers must take part in training from the inclusive education service or a certified institution for students classified as having special needs. The curriculum is adjusted according to their specificities or the

symptoms of students with special needs. Learning facilities and infrastructure must also be provided that support the absorption of the learning.

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