LEARNING ACCESSIBILITY FOR CHILDREN WITH SPECIAL NEEDS IN ELEMENTARY SCHOOL INCLUSION IN ERA 4.0

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Research Article

LEARNING ACCESSIBILITY FOR CHILDREN WITH SPECIAL NEEDS IN ELEMENTARY SCHOOL INCLUSION IN ERA 4.0

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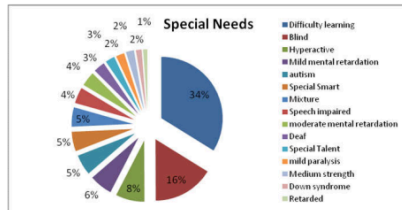
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Abstract

Every child has the right to have their rights without exception, one of which is the right to education. The problem with education in Indonesia is that not all children have access to education. Inclusive education is an educational service system that regulates that students with special needs can be served at the nearest school, in regular classes with their peers. Accessibility of education for children with special needs must of course be met so that learning activities can take place properly. This study uses a descriptive qualitative method, the research subject is an inclusive elementary school in Bekasi - West Java. Through the results of the research, training or in-house training (IHT) is needed for teachers about children with special needs, starting with their understanding and various needs.

Keywords: Learning Accessibility, Children with Special Needs, Elementary School.

INTRODUCTION

Inclusive education is an educational service system that regulates that students with special needs can be served at the nearest school, in regular classes with friends of their age. Without having to separate classes, students can study together with accessibility that supports all students without exception. Data compiled by the Directorate of Elementary Schools of the Ministry of Education and Culture shows that currently (as of September 2021) the number of Inclusive Education Organizing Education Units (SPPPI) at the elementary school level is 17,134. From these educational units, the number of students with special needs is 57,155 students. The distribution of SPPPI for SD level is in 511 regencies/cities, meanwhile the number of SPPPI for SD in Indonesian Overseas Schools is 3. The following is the percentage of types with special needs at the SPPPI SD level:

1. Learning Difficulties (33.80%)
2. Blind (16.13%)
3. Hyperactivity (7.65%)
4. Mild mental retardation (6.09%)
5. Autism (5.45%).
6. Special Smart (5.14%)
7. Mixed 5.10%
8. Deaf (4.23%)
9. Moderate mental retardation (3.85%)
10. Deaf (3.01%)
11. Special Talent (2.48%)
12. Moderate Paralysis (2.24%)
13. Mild Paralysis (2.13%)
14. Down's Syndrome (1.54%)
15. Reterded (1.15%)

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Faikatul *et al,* (2019) in Indonesia, children with special needs who have received education services, both school and inclusive, are only 28,897 or 26.15 percent. This data means that there are 234,119 or 73.85 percent of children with special needs in Indonesia who have not attended school. The total number of Special Schools is 1311 schools, with 23 percent state status, or 301 schools, and 77 percent private schools or 1010 schools. The large number of children who have not received education is certainly a very worrying number, considering that education itself is a matter for all human beings. Lory and Shirley (2009) International declaration, found that many children struggle to realize their right to education both inside and outside the classroom. "International declarations, national legislation and policies do not necessarily translate into actual rights on the ground, and many children struggle to realise their right to education both within and outside the classroom. In this context, human rights play an essential role as moral imperatives and political resources that can enable people to stand up for their rights and hold the State accountable". Munafrizal (2015) explains that the current conditions are very unequal for children, women and disabilities. "The right to education is also incorporated into several international human rights instruments in order to protect the education right ofrefugees, women, child, migrants, disabled persons and indigenous peoples". The reality is that the right to education is also contained in international human rights instruments, this is done to protect the right to education

for refugees, for women, children, migrants, persons with disabilities and indigenous peoples in the environment. Michael (2017) the disability human rights paradigm, which maintains as a moral imperative that everyone is entitled to the necessary means to develop and express their own individual talents. This paradigm forces society to recognize the value of all people based on inherent human values, rather than basing values on the measured functional ability of individuals to contribute to society. "A more inclusive approach is the disability human rights paradigm, which maintains as a moral imperative that every person is entitled to the means necessary to develop and express his or her own individual talent. This paradigm compels societies to acknowledge the value of all persons based on inherent human worth, rather than basing value on an individual's measured functional ability to contribute to society" Abwatie *et al,* (2017) the accessibility of education for children with special needs is still very little attention. Both in terms of security and accessibility security has not become an essential thing that needs to be seriously considered, this can be seen from the number of inclusive schools that do not provide adequate accessibility facilities and make it easier for children with special needs to get equal opportunities to make it easier for them in all activities. learning at school. Anshar (2017) the availability of access or accessibility of learning for these students includes aspects of motivation, material or physical aspects, skills aspects and usability aspects.

THEORETICAL REVIEW

Learning Accessibility

Nurita *et al,* (2013) the application of accessibility in the details of the building of educational facilities is expected to be used as a guide so that every child with special needs can carry out their activities independently. The design of the existing space is intended not only in terms of comfort but also in terms of security which is more important.
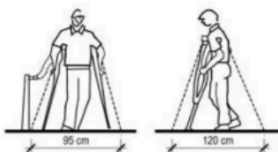
Source: Nurita

Figure 1.Scope of Disabled Children's Crates
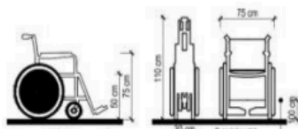
Source: Nurita

Figure 2. Wheelchair Size

Various types of educational services for children with special needs, one of which is inclusive education.Sinta (2020:323) many people interpret that inclusive education is an educational unit that includes children with disabilities in public schools. Basically, children with inclusive education are defined as efforts to maximize potential and minimize various obstacles and obtain education in which there are also other normal children. "This field of Special Needs Education encompasses heterogeneous groups who demand varied services: visually impaired, hearing impaired, mentally retarded, orthopaedic handicapped, children with behaviour disorders, gifted or talented and finally the learning disabled or children with learning difficulties".

The field of Special Needs Education includes heterogeneous groups that demand varied services including: visually impaired, deaf, mentally retarded, orthopedic disabilities, children with behavioral disorders, gifted or gifted and finally deaf or children with learning difficulties. Special Needs Education is designed to meet the needs of children with instructional programs to address their difficulties. Nandiyah (2013) that children with special needs are explicitly a term referred to children who have differences from the average condition of normal children around us both in terms of physical, mental, and social behavior characteristics. Ni Luh (2019) children with special needs are very special children because they require more special services that are tailored to their needs compared to other children. The services provided are also varied, ranging from appropriate educational services so that the child can be accepted in the community. Ashlan (2017) children with special needs are children with various disorders both speaking and language, learning disorders and emotional and behavioral disorders.

Inclusive Elementary School

As confirmed by the circular letter of the Director General of Primary and Secondary Education No. 380 of 2003 which states that inclusive education is education that includes children with special needs to study together with other normal children. Rona (2012) Inclusive education is an education, all students with special needs are accepted in regular schools located in the area where they live and get various supporting and educational services according to their needs. Iwan (2015:1046) the essence of elementary school is a unit of social institution (Social Institution) which is given a special task (Specific Task) by the community to organize education systematically. Rina *et al,* (2016) inclusive elementary school is an educational unit for students at the elementary school level that combines students with special needs with regular students in the same class so that the potential for children with special needs develops well. The existence of inclusive schools starting from elementary schools is a very big need for children with special needs, Indah and Binahayati (2015) that inclusive education was born from a government policy that wants to seek equitable, decent and quality education so that it can be enjoyed by all children including with special needs so that it becomes a strength for their future life in the future.

METHODOLOGY

In this study, the research design used was descriptive qualitative method. Sugiyono (2008) explains that qualitative itself is research based on post-positivism philosophy, research is intended to examine objects that are natural, in this study experiment is the opposite and the researcher himself is the key instrument. Data collection techniques in qualitative, data analysis itself is inductive/qualitative. The results of qualitative research itself emphasize more on meaning than generalization.

RESULTS AND DISCUSSION

In Bekasi, West Java, there are four schools that have proposed as inclusive schools. These schools include: Elementary School 04 Bantargebang, Elementary School Jatiwaringin 1, Elementary School Jatiwaringin III, and Elementary School Kalibaru 4. This research is limited to Elementary School Jatiwaringin III, the learning model includes the curriculum used in teaching students with special needs in schools this is the same as the curriculum of other students, namely with k-13. However, students with special needs are combined with the Individual Learning Program.

Learning Facilities and Infrastructure

Through the results of the interview the principal explained. In general, every teacher in the research locations did not fully understand the education of children with special needs and disabilities and the various facilities needed. Only two teachers have mastered children with special needs, not even all teachers have attended self-development training on special needs education services. Interviews with 2 educators, namely DN a 6th grade teacher and 5th grade teacher FN. The results of interviews conducted at SDN Jatiwaringin III Ms. FN revealed that the school accepts quite a lot of students with special needs and disabilities, every year we accept at least 1 student special needs. Students may not be transferred to another school, let alone until they are rejected. FN explained that he did not master the characteristics and types of special needs of students with special needs and disabilities, because the school did not provide self-development training, the respondents enriched themselves by reading from online media, books or asking friends. During teaching, respondents also often have difficulty determining methods and media that can be used for children with special needs. Respondents have heard of the accessibility of learning for children with special needs, but the type of detail is not known because they have never received the material and have never been involved in preparing school budgets. While different respondents, Mrs. FA explained about the accessibility of learning, the respondents also did not understand, often heard but did not understand it. Respondents also did not know that the 4.0 education era must also be prepared for students with special needs and disabilities. As to what will be prepared for them in the future and how to deal with this era of education, as educators, respondents feel the need to be enriched again with various trainings so as not to miss the information that is developing.

Educators and education staff are an important element in the learning of students with special needs in inclusive schools. The available staff include classroom teachers who are tasked with assisting in providing material in the classroom and special supervisors who are tasked with helping students with special needs to more easily understand lessons and interact with other friends. However, there are considerable obstacles in realizing an ideal education for students with special needs in this school because the number of Special Advisors in this school is only one person, while the number of children with special needs in this school is very disproportionate to the availability of special tutors. . So the school also assists class teachers to help deal with students with special needs by providing them first, so that supervision and guidance can be more evenly distributed for these students with special needs. Provision of special facilities for students with special needs

which is very helpful to facilitate them in learning. These facilities include:

a. Letter Card. Make it easier for students with special needs to recognize types of letters.
b. Number Card. Make it easy for students with special needs to recognize numbers.
c. Puzzles. Help develop the creativity of students with special needs.
d. English speaking computer (not yet maximized).
e. Laboratory (still combined with regular classes). The laboratory makes it easy for students to practice the science lessons they receive in class.

There is a special room for inclusion, but currently it is still in the process of being worked on. This special room is useful for accommodating children with special needs when these children receive special teaching outside the regular class as well as a place where these children do activities that train their motor skills. In the room there are teaching aids to support the learning of students with special needs in inclusive schools which are certainly very useful for students with special needs. However, because this facility is still under construction, currently students with special needs have not been able to make full use of it.

Conclusion

Through this research, it was found that not all educators at the research location understand the education of children with special needs and disabilities, for that training or in-house training is required at least once every 3 months so that teachers can develop themselves. So that when facing the era of education 4.0, teachers no longer have difficulties. Because all children are the successors of the nation, all children get the same rights regardless of physical or mental limitations.

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