INCLUSIVE EDUCATION MANAGEMENT OF CHILDREN WITH SPECIAL NEEDS IN THE LEARNING PROCESS AND TEACHER HANDLING

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ABSTRACT

KEYWORDS
Management of Inclusive Education, Children with Special Needs, and Handling of Teachers

One of the educational programs implemented to overcome the issue of discrimination in the field of education is inclusive education. The teacher is one of the important figures in the practice of inclusion in school institutions, because the teacher interacts directly with students, both students with special needs and non-special needs students. This study uses a descriptive qualitative research approach. In this study the researchers wanted to describe the management of the implementation of inclusive education in the learning process and the teacher's handling of children with special needs (ABK). The research data was obtained through interviews, observation and documentation. Based on the description of the results of the research and discussion that has been carried out by researchers related to the management of inclusive education in the learning process and the handling of teachers for children with special needs, they must carry out management functions related to planning, organizing, activating, coordinating, directing and supervising starting from the process of learning strategies, learning media , teacher attitudes and evaluation of learning outcomes Suggestions for inclusive education programs to become school programs that can be implemented to avoid discrimination against all students in education

INTRODUCTION

Education is a process in the form of an interaction or influence from adults on students so that they have personality, character and noble character (Suparno et al., 2011).

Education is part of life, which is regulated by law. Professional competence (Fitriani & Niswa Nabila, 2017).

Education is the most important thing for every country to be able to develop rapidly and to achieve welfare. Therefore, the state and parents must work together to participate in advancing the education of the nation's children which in the future can advance the family, nation and state.

In the first phase, namely input, parents have a big role in introducing good values to their children. Parents are fully responsible for educating their children with leadership values, so that they have sufficient provisions to become future

leaders when they enter formal institutions, such as schools. Furthermore, in the process phase, parents work with teachers and school principals to provide a foundation for students in implementing good leadership values through organizational culture in schools. And the last stage, at the output stage, students have to face so many challenges in the real world, outside of school. Students who have gone through the previous stages at school with an organizational culture that teaches and familiarizes them with good values in their lives (Megawati & Anugerahwati, 2012) So that in real life they are able to compete both intellectually and morally for the progress of these students.

Education is defined as the most basic right for every human being that is protected by law, including children with special needs or special needs. Mialaret (Anjaryati, 2011) states that all people in the world regardless of race, modern and socio-cultural levels, that every child must have the right to education. The right to education for children with disabilities or disabilities is stipulated in Law no. 20 of 2003 concerning the National Education System Article 32 states that: "Special education (special education) is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental and social abnormalities, and or have the potential for intelligence and special talent" (National Education System Law no. 20 of 2003). The learning process including creativity is a system, and one of the learning components is the teacher who is a component that has so far been considered to greatly influence the educational process (Sanjaya, 2008), because educational facilities and infrastructure are not matched by the teacher's ability to implement creativity, then everything will be lacking. achieve optimal results.

According to the mandate of Law Number 20 of 2003 concerning the National Education System, education in Indonesia must be implemented in a democratic and fair manner and not be discriminatory by upholding human rights, religious values, cultural values, and national pluralism. Law Number 20 of 2003 concerning the National Education system Article 5 Paragraph (2) it can be concluded that the state provides full guarantees for students with special needs to obtain quality educational services. This explains that students with special needs also have the same rights and opportunities as students in general in obtaining quality education services. Quality services for students with special needs are educational services that are tailored to their special needs and the obstacles/disorders/disorders they have. Permendiknas No. 70 of 2009, article 2, states that the government realizes the implementation of education that respects diversity and is not discriminatory for all students. The examples of discriminatory cases that often occur in children with special needs are at the time of admission of new students and access to schools (Fitriatun & Nopita, 2017).

One of the educational programs implemented to overcome the issue of discrimination in the field of education is inclusive education. The teacher is one of the important figures in the practice of inclusion in school institutions, because the teacher interacts directly with students, both students with special needs and non-special needs students. A teacher is expected to be able to provide classroom life so that it becomes more friendly and at the same time can provide understanding to other students to be able to interact with each other. Inclusion practice is a new

challenge for school administrators. (Taylor & Ringlaben, 2012) state that the existence of inclusive education creates new challenges for teachers, namely in terms of making significant changes to educational programs and preparing teachers to face all the needs of students with special needs and non-special needs. Taylor and Ringlaben also explained the importance of teacher attitudes towards inclusion, namely teachers with a more positive attitude towards inclusion will be better able to manage instructions and curricula used for students with special needs, and teachers with a more positive attitude can have a more positive approach for inclusion (Elisa, 2013).

This problem of children's access to school is also the background to the birth of inclusive education. As we know, there are three forms of educational services provided to students with special needs, namely: (1) Special School Education Institutions (SLB); (2) Special Elementary School Education Institutions and (3) Integrated School Education Institutions. Because the existence of these three education services is not evenly distributed in each region, it causes many children with special needs who are of school age not to get quality education according to their needs and abilities. This is in accordance with the goals of inclusive education listed in Permendiknas No 70 of 2009, Chapter 1 Article 2.

It is hoped that the pattern of change in attitude that occurs in inclusive education will cause a change in attitude, namely the difference in the attitude of teachers in accepting the system of implementing inclusive education. Where, understanding teachers' attitudes towards inclusion is very important for future program planning (Mahat et al., 2008). Thus, the authors are interested in conducting a study on, "Management of Inclusive Education for Children with Special Needs in the Learning Process and Teacher Handling."

The management of inclusive education in the learning process and the attitude of teachers' handling of children with special needs are important issues in implementing inclusion. So that the formulation of the problem is "how is the management of inclusive education in the learning process and the attitude of the teacher's handling of children with special needs?"

Research purposes

The research objective that the author wants to hope for is how educators and education stakeholders are able to do well with inclusive education management patterns in the learning process and the attitude of teachers' handling of children with special needs.

Definition of Management

Management is a process of planning, organizing, coordinating, and controlling resources to achieve goals (goals) effectively and efficiently (Danim, 2010).

Management is the process of achieving organizational goals by carrying out the activities of the four main functions, namely planning, organizing, leading, and controlling (Danim, 2010), According to (Wibowo et al., 2017), management is the process of using organizational resources by using other people to achieve organizational goals efficiently and effectively.

From the several definitions of management above, several key points can be drawn, including: (1) management emphasizes collaboration between elements

within the organization, (2) efforts to utilize the resources owned by the organization, and (3) clear objectives to be achieved. achieved. Thus, management is a necessary requirement to facilitate the achievement of human goals in the organization, as well as managing various organizational resources, such as facilities and infrastructure, time, human resources, methods and others in an effective, innovative, creative, solutive and efficient manner..

Definition of Education

Starting from the assumption that life is education and education is life in the sense that education is a matter of life and living, the discourse around education is one of the most interesting topics. There are at least two reasons that can be identified so that education is kept up to date for review. First, the need for education is essentially crucial because it is directly related to the realm of life and human life (Amka & Dalle, 2022).

Education can be an important determinant of the process of personal and social transformation. And actually this is the idealism of education which requires empowerment. However, at an ideal level, the paradigm shift which initially saw educational institutions as social institutions, is now seen as a wet business area which indicates the need for management changes.

In the Indonesian perspective, the meaning, function and goals of education are formulated in the Law on the National Education System Number 20 of 2003 articles 1 and 3 "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to has religious spiritual strength, self-control, personality, intelligence, and noble character, as well as the skills needed by himself, society, nation and state.

National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent , and become a democratic and responsible citizen.

Inclusive Education Management

According to (Palupi, 2019), the notion of inclusive education is that schools must accommodate all children regardless of their physical, intellectual, socio-emotional, linguistic or other conditions. This should include children with disabilities, gifted. street children and child workers come from remote or nomadic populations. Children from ethnic, linguistic, or cultural minority populations and children from disadvantaged or marginalized areas or groups.

(Seville, 2009), inclusive education as an educational service system that requires all children with disabilities in nearby schools, in regular classes with friends of their age.

(Grün et al., 2012), inclusion is often used interchangeably with the term mainstreaming, which in theory is defined as providing appropriate educational services for children with special needs according to their individual needs.

Permendiknas Number 70 of 2009 states that what is meant by inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special

talents to take part in education or learning in an educational environment together with students. in general.

Management of inclusive education, namely the process of planning, organizing, directing, and monitoring the efforts of members of the organization and the use of organizational resources to achieve goals that have been set in the implementation of inclusive schools (Mudjito, 2015). Management of education in elementary schools leads to school-based management. Management of inclusive education is a collaborative process that is systematic, systemic and comprehensive in order to achieve national education goals. National goals are achieved by working with people in an effort to achieve effective educational goals. Efforts to apply management principles in the field of inclusive education are carried out to utilize all human resources, money, materials, and equipment as well as methods to achieve educational goals effectively and efficiently. A series of activities or the entire process of controlling the cooperation of a group of people to achieve educational goals in a planned manner.

Types of Inclusive Education

a. Segregation School

Segregation schools are schools that separate children with special needs from the regular school system. In Indonesia, the form of segregation schools is in the form of special education units or special schools according to the type of student disorder. Such as SLB/A (for blind children), SLB/B (for deaf children), SLB/C (for mentally retarded children), SLB/D (for blind children), SLB/E (for mentally impaired children), and others. The special education unit (SLB) consists of TKLB, SDLB, SMPLB and SMALB levels. As a special education unit, the education system that is used is completely separate from the education system in regular schools, both curriculum, teaching and education staff, infrastructure, to the learning system and its evaluation. The weaknesses of this segregation school include the less extensive aspects of the emotional and social development of children due to the limited social environment.

b. Integrated School

Integrated schools are schools that provide opportunities for students with special needs to attend regular school education without special treatment tailored to the individual needs of the child. Schools continue to use the curriculum, infrastructure, teaching and education staff, as well as a regular learning system for all students. If certain students experience difficulties in participating in education, then the consequence is that the students themselves have to adapt to the system required in regular schools. In other words, integrated education requires children to adapt to the system required by regular schools. The weakness of education through this integrated school, among other things, children with special needs do not get services according to the individual needs of children. While the advantage is that children with special needs can get along in a broad and reasonable social environment.

c. Inclusion school

Inclusive school is a new development of integrated education. In inclusive schools, every child is according to their special needs, all are endeavored to be served optimally by making various modifications and/or adjustments, starting

from the curriculum, infrastructure, teaching and education staff, learning systems to the assessment system. In other words, inclusive education requires that the school must adapt to the demands of the individual needs of students, not students who adapt to the school system.

The advantages of inclusive education are that children with special needs and ordinary children can interact with each other fairly according to the demands of daily life in society, and their educational needs can be met according to their respective potentials. The consequence of implementing inclusive education is that schools are required to make various changes, starting from perspectives, attitudes, to educational processes that are oriented to individual needs without discrimination.

Characteristics of Children with Special Needs

Children with special needs are extraordinary children who differ in physical, mental or social development from normal children's movement development as usual, so that with these conditions they need special assistance in their efforts to reach the maximum developmental stage of movement (Dwi, et al, 2012: 226).

Children with special needs in an educational environment can be interpreted as someone who has characteristics of physical, mental, emotional or behavioral deviations that require modification services and special services so that they can develop optimally. Children with special needs include deaf, blind, quadriplegic, mentally retarded, mentally disabled, autistic, down syndrome, mental retardation. The explanation is as follows:

1. Blind

   Children who experience visual impairment, in the form of complete or partial blindness, and even though they have been given help with special tools, they still need special education services.

2. Deaf

   Children who have lost all or part of their hearing power so that they are unable or unable to communicate verbally and even though they have been given assistance with hearing aids still need special education services.

3. Mentally Impaired

   Children who actually experience obstacles and mental intellectual development retardation far below average in such a way that they experience difficulties in academic, communication and social tasks, and therefore require special education services.

4. Physically Disabled

   Children who experience abnormalities or permanent defects in the locomotor (bones, joints, muscles) in such a way that they require special education services. If they experience movement disorders due to withering of the brain's nerve function, they are called Cerebral Palsy (CP).

5. Slow learner

   Slow learners or slow learners are children who have intellectual potential slightly below normal but are not yet classified as mentally retarded. They usually have an IQ of around 70-90. Usually in terms of experiencing obstacles or delays in thinking, responding to stimuli and social adaptation, but still much better than those with mental retardation , slower than normal. They need more

time and repeatedly to complete academic and non-academic tasks, and therefore require special education services.

6. Children with Learning Difficulties

   Children who experience learning difficulties are children who actually experience difficulties in special academic tasks, especially in reading, writing and arithmetic abilities, or children who have difficulties in certain subjects which are suspected to be caused by factors of neurological dysfunction and not due to intelligence factors, so that The child needs special education services.

7. Special intelligent children and special talents / CIBI

   Gifted children or children who have extraordinary abilities and intelligence are children who have the potential for intelligence/intelligence, creativity and responsibility for tasks (task commitment) above children of their age, so that to realize their potential into real achievements requires special education services, gifted children often also referred to as gifted & talented.

RESEARCH METHOD

This study uses a descriptive qualitative research approach. In this study the researchers wanted to describe the management of the implementation of inclusive education in the learning process and the teacher's handling of children with special needs (ABK). The research data was obtained through interviews, observation and documentation. The method in analyzing the data that the author uses is a qualitative method to process the data obtained from the results of the research in a clear and detailed manner and then described in written form to answer and find the essence of the problem that has been studied.

RESULTS AND DISCUSSION

Management of Inclusive Education for Children with Special Needs
Learning materials

Learning activities created by the teacher must refer to the concept of "developmental appropriateness" (Bredekamp, 1992) which shows a learning approach that is oriented towards child development, where child development has two dimensions of understanding. The first is the age dimension (age appropriate) and the second is the individual dimension (individually appropriate).

By understanding the age dimension (students), teachers in organizing their learning can never ignore aspects of student development. For example, the results of education regarding human development show things that are generally accepted (universal), that is, there are developments that can be predicted regarding the sequence of development (growth) and changes (change) that occur. The predictable changes involve aspects of physical, emotional, social and cognitive development. An understanding of the unique development of students at a certain time (age) should be a reference or philosophical basis for each teaching program service provided by the teacher. Teachers should be able to prepare and provide a learning environment and learning experience that is truly "appropriate" (appropriate, appropriate, suitable, equivalent or appropriate) with the child's development.

By understanding the individual dimension (the child) the teacher in organizing learning can never ignore the uniqueness of students. They are unique

(unique) or intact (individed) both in terms of pattern or time of development, distinctive in their personality, learning style, family background and others. Uniqueness actually shows the existence of differences while at the same time rejecting "equalizing" or "equalizing" treatment.

Constructivist Learning Process

Conceptually, the learning process when viewed from a cognitive approach, is not as the acquisition of information that takes place in one direction from outside to within the student, but rather as the giving of meaning by students to their experiences through the process of assimilation and accommodation which leads to the updating of their cognitive structure. Giving meaning to objects and experiences by individuals is not done individually by students, but through interaction in a unique social network that is formed in the classroom culture and outside the classroom. The management of learning must prioritize the management of students in obtaining ideas, not solely on the management of students and their learning environment.

Student Role

The formation of knowledge must be carried out by students by actively carrying out activities, actively thinking, compiling concepts and giving meaning to the things learned. Because the constructivist paradigm views students as individuals who already have initial abilities before learning something. This initial ability will be the basis for constructing new knowledge. Therefore, even though these initial abilities are still very simple or not in accordance with the teacher's opinion, they should be accepted and used as the basis of learning.

The Role of the Teacher

Plays a role in helping the process of constructing knowledge by students run smoothly. Teachers do not transfer the knowledge they already have, but help students to form their own knowledge. Teachers are required to better understand the mindset or perspective of students in learning. Teachers should not claim that the only way that is most appropriate is the same and according to their wishes.

Considerations that need to be considered in special needs learning:
1. Understanding each crew member as a unique individual.
2. Learning orientation is based on children (child center learning)
3. Active, cooperative, creative and effective learning
4. Provision of diverse learning experiences

Instructional Media

Media is any tool that can be used as a channel for messages to achieve teaching goals (Damayanti, 2013). While learning is a process, method, deed that makes people or living things learn (Big Indonesian Dictionary, 2002: 17). So, learning media is media that is used in the learning process as a channel for messages between teachers and students so that teaching objectives are achieved.

Good learning media must meet several requirements. The use of media has the aim of providing motivation to students. In addition, the media must also stimulate students to remember what they have learned in addition to providing new learning stimuli. Good media will also activate students in providing responses, feedback and also encourage students to carry out practices correctly.

The scope of segregative or inclusive learning media should include all types of learning media for all students including children with special needs, such as; blind, deaf, mentally retarded, quadriplegic, hearing impaired, speech impaired, multiple impaired, HIV/AIDS, gifted, talented, learning difficulties, slow learner, autism, victims of drug abuse, indigo, and so on.

Meanwhile the form or appearance of the learning media itself can be in the form of:
1. Pictures (charts, diagrams, sections, situation pictures, notations)
2. Cards
3. Model (imitation of objects, animals, plants, humans)
4. Tool components (self-contained components, assembled components)
5. Instruments (questionnaire, attitude scale, observation)

The form and appearance of learning media is as far as possible from the real to the abstract, for example:
1. Real thing
2. Model (imitation object)
3. Three-dimensional objects
4. Photo
5. Fig
6. Scheme (sketch)
7. Writing
8. Voice and others

Learning strategies

Inclusive education is a process of combining all students in this class, including students who have physical and emotional deficiencies.

Adapting Learning Methods

In addition to changing the physical shape of the room in the classroom, teachers also need to adapt teaching methods to suit students with special needs in their class. An example that can be done is by giving an explanation in advance of difficult words when giving reading lessons.

Adapting Assignments in class and at home

Students who have various kinds of deficiencies need adaptations in doing assignments in class and at home. An inclusive education strategy that allows for this is by working together in groups by combining normal students with those with special needs. Also can provide additional time when they do their assignments.

Adapting Quizzes and Exams

If there are students who are weak in reading and writing due to deficiencies, they can be overcome by giving quizzes or exams with audio techniques. Teachers can also read questions to students with special needs, and consider giving extra time. The inclusive education strategy can work well when all layers within the school and community understand the meaning of diversity.

Evaluation of Learning Outcomes

Assessment for students with special needs is very diverse. The type and model to be used is adjusted to the competence and indicators of learning outcomes to be achieved, the type of learning material, and the purpose of the assessment itself. There are two types of assessment, namely tests and non-tests. The tests

include oral test activities, written tests (description and objectives), and performance tests. While the non-test includes attitude scales, checklists, questionnaires, case studies, and portfolios.

Assessment is not judging students, but to find out the development of student learning experiences. For this reason, the activities are carried out in a comprehensive and balanced manner between process and outcome assessments. The teacher's position as constructive evaluators reflects on how students learn, how students relate what they know to various contexts, and how student learning develops in various learning contexts. Through assessment students have the opportunity to be able to develop self-assessments and peer assessments. Assessment measures skills and performance with clear criteria (performance-based) with various tools on an ongoing basis as an integral part of the learning process. Students, parents and schools benefit from assessment activities to diagnose learning difficulties, learn feedback, and/or to determine student achievement.

Assessment (Assessment) is carried out according to the ability of the child. The use of positive assessment strategies and instruments that are in accordance with the concept of assessing learning outcomes in inclusive settings such as observation, portfolio, and performance. Assessment of student learning outcomes in an ongoing, fair manner, conducting assessments in formal and informal situations, carrying out open and fun assessments, recording assessment results regularly and making decisions about student learning outcomes based on information or data obtained in a complete and comprehensive manner. Assessment of student learning outcomes or progress which includes details of learning outcomes based on predetermined criteria tailored to the needs/competencies so that parents understand the meaning. (Deddy, 2006).

Reports on learning outcomes provide clear, thorough and accurate information and guarantee parents to immediately know the problems and developments of their children to interpret and carry out the grade promotion system more wisely by taking into account all the risks or causes and consequences of the decision to go to a grade or not to go to this class in the context of implementing activities friendly learning for all students. Assessment of learning outcomes in inclusive education settings must be flexible, carried out continuously, authentically and comprehensively. Assessment of learning outcomes is tailored to the competencies/special needs of each individual/child.

To determine mastery learning or graduation competency standards for each individual/child, it is necessary to have several mastery learning/graduation standards tailored to the special needs of each individual. Planning for assessing learning outcomes in an inclusive education setting is a plan for assessing learning outcomes that is tailored to the competencies or special needs of each individual/child. To determine mastery learning or graduation competency standards for each individual/child, it is necessary to have several mastery learning/graduation standards. Adapted to the situation and condition of the school and the readiness of the teacher in assessing learning outcomes in an inclusive education setting, the standards recommended for each individual/child (children in general and children with special needs) are standards for each individual that are

very fast, fast, sufficient/ moderate, not fast, and not fast in individual/child development or the level of acquisition of learning outcomes.

Teacher Cooperation and Handling of Children with Special Needs

Regular teachers will certainly find various problems in providing learning to students with special needs in class, so that class teachers will need help from special education teachers or special accompanying teachers, where special education teachers have expertise in their field of education for children with special needs. On the other hand, regular teachers have experience in all subject areas and have authority in teaching subjects, so that special accompanying teachers will need regular teacher assistance in implementing programs that have been prepared in the class concerned.

When in regular classes there are students with special needs and regular teachers have difficulty dealing with problems faced by children with special needs, with the presence of a special accompanying teacher at school, the regular teacher will certainly establish communication to exchange information about problems and look for solutions to problems encountered. The need to complement each other will certainly help each other's roles.

The openness of regular teachers to special companion teachers regarding information on children with special needs in class will make it easier for special companion teachers to find out what problems children face and the needs that need to be provided for children with special needs in inclusive schools. Regular teachers with special accompanying teachers can also work together in designing individual programs that suit children's needs.

CONCLUSION

Based on the description of the results of the research and discussion that the researchers have carried out related to the management of inclusive education in the learning process and the handling of teachers for children with special needs, they are required to carry out management functions related to planning, organizing, activating, coordinating, directing and supervising starting from the process of learning strategies, learning media , teacher attitudes and evaluation of learning outcomes Suggestions for inclusive education programs to become school programs that can be implemented to avoid discrimination against all students in education. So that all students get the same opportunity regarding educational issues, the implementation of inclusive education can help in increasing the character values possessed by students. So that through the implementation of character education, character values can be instilled in students, one of which is tolerance. In implementing inclusive education programs, special companion teachers are needed to support the implementation of inclusive education.

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