

UNDERSTANDING OF PAUD TEACHER ON INCLUSION EDUCATION IN PONDOKSALAM DISTRICT, PURWAKARTA DISTRICT

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Abstract: The implementation of inclusive education requires institutions to adapt to the curriculum, resources and learning. The human resources in question are the quality of early childhood teachers in understanding inclusive education. The purpose of this research is to explore how teachers understand inclusive education and how teachers perceive inclusive education who have an understanding of inclusive education logically. The method in this study was carried out using descriptive qualitative methods by collecting interview data, observation and documentation. Collecting theoretical study data using books and other sources related to this material. Respondents in this study were three school principals and seven early childhood teachers at three raudathul athfal (RA) institutions located in Pondoksalam sub-district, Purwakarta district. The results of this study indicate that the understanding of early childhood teachers in Pondoksalam subdistrict has not fully understood inclusive education in depth. The factors that influence teachers' understanding of inclusive education are first, teacher factors consisting of teacher background, views on children with special needs, type of teacher, class level, teacher beliefs, socio-political views, and teacher empathy. Second, the experience factor which consists of experience teaching children with special needs and experience of contact with children with special needs. Third, the knowledge factor which consists of the level of teacher education, training, knowledge, and teacher learning needs. Fourth, educational environmental factors consisting of resource support, parental and family support, and the school system.

Keywords: Early childhood inclusive education, Early childhood teacher's understanding of inclusive education.

Introduction

Education is a human right that is protected and guaranteed by the state. Law Number 20 of 2003 Article 5 paragraph 1 explains that every citizen has the same right to obtain quality education. Furthermore, paragraph 2 states that citizens who have physical, emotional, mental, intellectual and/or social disabilities have the right to obtain special education. In its implementation, every individual has the same rights in education, both normal individuals and children with special needs.

Heijmen (2015) Advocating inclusion is essentially an educational and social philosophy that respects diversity, respects that everyone is a valuable part of the togetherness of society, regardless of the differences. Salamance (2010) formulates inclusive education as an educational service for all children, including children with special needs or children with disabilities to obtain inclusive education.

The early childhood teacher's understanding of students with special needs in schools providing inclusive education can reflect the quality of inclusive schools. Early childhood teachers' lack of understanding of educational services that are suitable for students with special needs will make it difficult for early childhood teachers to provide learning to students with special needs. Early childhood teachers who have less understanding of students with special needs result in students with special needs not receiving educational services according to their needs. Therefore teachers must have a good understanding of children with special needs so that they can be served well. In the learning process the needs of students with special needs also vary, some are slow and some are too fast in understanding lessons. This results in students with special needs requiring special services compared to children in general. Every student with special needs must also be assessed regularly, in order to make it easier for the teacher to serve them according to their needs. Olek, because of this, researchers want to know some of the PAUD educators in knowing about inclusive education at the raudathul athfal (RA) institution located in the Pondoksalam District area.

Methods

This research uses a descriptive qualitative approach. Collecting data using interview techniques, observation and documentation. Respondents in this study were three school principals and seven PAUD teachers from three raudathul athfal (RA) institutions located in Pondoksalam sub-district, Purwakarta district. Technical data analysis was carried out using descriptive narrative, namely by analyzing data written in detail, then the data was reduced or selected according to the purpose. Presentation of data is done with narration and drawing conclusions. Theoretical studies use books related to this material, data are analyzed using descriptive narratives (interviews) and documentation.

Discussion

Inclusive education has been agreed by many countries to be implemented in order to combat discriminatory treatment in the field of education. The implementation of inclusive education is based on international documents, namely the Universal Declaration of Human Rights in 1948, the United Nations Convention on the Rights of the Child in 1989, the World Declaration on Education for All, Jomtien in 1990, Standard Regulations on Equal Opportunities for Persons with Disabilities in 1993, Salamanca's Statement and Framework for Action on Special Needs Education in 1994. According to several experts, inclusive education has various meanings, including:

(Sapon & Shepin, 2015) Opined that inclusion is defined as a special education service system that requires all children with special needs and children with disabilities to be served in nearby schools in regular classes with friends of their age. Tarmansyah (2009:75) also argues that inclusive schools are schools that accommodate all students in the same class. The same opinion states that 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 attend education and lessons in an educational environment together with students in general. That is,

inclusive education is an integrated education that is expected to accommodate education for all, especially children with special needs (Mudjito, at.al, 2012)

The concept of inclusive education in early childhood as an effort to organize early childhood education is adapted to the stages of development that early childhood goes through. PAUD efforts are not only from the educational side, but include efforts to provide stimulation, guidance, care and provision of learning activities that will produce children's abilities and skills. Inclusive education in PAUD institutions operates based on the view that all children have the right to enter regular schools, the school's task is to provide for the needs of all children in their community, regardless of the degree of ability and disability of the child, because inclusive education respects differences in race, ethnicity, as well as social and cultural backgrounds. (Conscience Sujiono, 2009:169).

This study aims to find out how the attitude of teachers towards inclusive education is formed, in terms of its forming factors and to find out what forming factors influence teachers' attitudes towards inclusive education.

The research was conducted on ten respondents who taught at three raudathul athfal (RA) institutions in the Pondoksalam sub-district, Purwakarta district. Information about the subject's attitude was revealed through in-depth interviews as a data collection technique. The data analysis technique used in this research is descriptive narrative by coding the results of interview transcripts and field notes which are then analyzed.

Based on research conducted in three RAs with a total of ten respondents in the Pondiksalam District, Purwakarta Regency, it is known that respondents have the same understanding of inclusive education, namely the education delivery system that provides opportunities for normal students and students with disabilities to participate in the learning process in one environment. the same, and also does not discriminate between normal students and children with needs. In terms of goals regarding inclusive education, seven out of ten respondents argued that one of the goals of inclusive education is to generalize, just like our Bhinneka Tunggal Ika, there is no difference, right? differentiated even though the child has special needs or special needs but he is equated with normal children in the same class with the same activities, it is really needed because there are still many of us, parents of students and students who differentiate children with special needs or see it from the other side with a different view while this cannot be done especially by an educator, every educator must view each student as the same even though the child has special needs they cannot discriminate because every child is special even though they are included in i have special needs

While the other three respondents argued that one of them was to generalize, like our Bhinneka Tunggal Ika, there is no difference, right? have special needs or special needs but he is equated with normal children in the same class with the same activities, it is really needed because there are still many of us, from parents of students and students who distinguish children with special needs or see it from the other side. others with different views while this cannot be done especially by an educator, each educator must view every student as the same even though the child has special needs should not discriminate because every child is special even though they are included in children with special needs. In this understanding, respondents have sufficient insight into inclusive education in general.

Based on the results of the study, it can be seen that one of the factors causing a lack of teachers in understanding about inclusive education is the educational background of the teachers. PAUD this proves that this proves that educational background that is not appropriate is also a factor causing the teacher's lack of understanding about inclusive education. The teacher's lack of knowledge about inclusive education means that children with special needs who have severe symptoms cannot be accepted in these institutions, because teachers still think that children with special needs must go to special schools (SLB), therapy clinics. or special institutions that have special professional teachers to deal with children with special needs. Meanwhile, children who have mild symptoms such as hyperactivity, speech delay, and other mild symptoms that can be handled by respondents can still be accepted by these institutions. In fact, almost every year these early childhood institutions have accepted children with special needs with these mild symptoms.

The experience of early childhood teachers in teaching children with special needs and the minimal experience of contact with children with special needs makes them unable to accept children with special needs who have severe symptoms.

Socio-political views are factors that can explain teacher attitudes related to personal beliefs (views on politics and socio-politics) and personal attitudes (Avramidis and Norwich, 2002 in Elisa., et al. 2013). Furthermore, this factor also explains teachers' beliefs about the ethnicity and culture of children with special needs and beliefs about government support for inclusive education.

The teacher is a factor that determines the quality of education because the teacher deals directly with students in the learning process in the classroom. In the hands of the teacher, the quality and personality of students is formed. Therefore, it is necessary to have a competent, responsible, skilled, and highly dedicated teacher. The teacher is a walking curriculum. No matter how good the existing curriculum and education system is without the support of the teacher's abilities, everything will be in vain. Teachers are competent and responsible, especially in overseeing the development of students to a maximum point. The ultimate goal of the whole teacher mentoring process is the growth of a complete adult person. Along with the rapid progress of information technology, the teacher is no longer just acting as a presenter of information. Teachers must also be able to act as facilitators, motivators, and mentors who provide more opportunities for students to seek and process information on their own (Uno, 2009:16-17).

In the results of the interview, respondents revealed that in the future, PAUD institutions in Purwakarta, specifically in Pondoksalam, can organize inclusive education for early childhood so that children with special needs can get the same rights and education as other normal children. Law Number 20 of 2003 Article 5 paragraph 1 explains that every citizen has the same right to obtain quality education. Furthermore, paragraph 2 states that citizens who have physical, emotional, mental, intellectual and/or social disabilities have the right to obtain special education. In its implementation, every individual has the same rights in education, both normal individuals and children with special needs.

Based on research results from the Ministry of Education and Culture (Kemendikbud) estimates that almost 70% of children with special needs do not receive proper education. The latest data from the 2017 Central Statistics Agency (BPS) states that the number of children with special needs (ABK) in Indonesia is 1.6 million people. This means that more than one million children with special needs have not received education that is important for their lives. Of the 30% with special needs who have received education, only 18% of them have received inclusive education, both from special schools (SLB) and ordinary schools implementing inclusive education. The low number of children with special needs who receive education is caused by various factors, ranging from the lack of adequate school infrastructure, the lack of special teaching staff, and also the social stigma against children with special needs. The data shows that there are still many children with special needs who do not have proper rights and facilities. This needs attention and support from all parties, especially government institutions and the community.

Then another thing that supports teachers' understanding of inclusive education is training. Research in the UK and US shows that teacher training can have a positive effect on teacher competence and attitudes (Armstrong, 2018). This is evidenced by the results of observations showing that 9 out of ten respondents had never participated in inclusive education training or seminars so that respondents' understanding of inclusive education was still very minimal.

The educational environment that can influence the positive attitude of teachers is the availability of support facilities in the classroom and at the school level (Avramidis and Norwich 2018). Because class and school level facilities are inadequate, especially for institutions that are in rural areas, especially in Pondoksalam sub-district, Purwakarta district. The support referred to in this case is physical resources such as teaching equipment, IT equipment, a supportive physical environment and others. As well as human resources such as special teachers, therapists, principals, parents and others. This condition is a factor in the lack of teacher competence in understanding inclusive education.

Conclusion and Recommendations

Based on the results of the research, it can be concluded that the competence of early childhood teachers in understanding inclusive education is still very minimal. Lack of school facilities and support from various groups such as the government, community and parents are also one of the factors causing teachers' lack of understanding of inclusive education so that teachers in the Pondoksalam sub-district cannot attend inclusive education training.

Inclusive education training can provide understanding, knowledge and skills related to inclusive education and can strengthen teachers' positive attitudes so that teacher competence increases. This change can be one of the supporting factors for implementing inclusive education in schools.

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