

COMMUNITY KNOWLEDGE AND UNDERSTANDING OF CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE EDUCATION AT CIBUNGUR VILLAGE

Mulyanti Indriyani

STAI Dr. Khez Muttaqien Purwakarta

indriyanimulyanti@gmail.com

Rika Purnamasari

STAI Dr. Khez Muttaqien Purwakarta

Rikapurnamasari057@gmail.com

Dara Tri Suwarni

STAI Dr. Khez Muttaqien Purwakarta

Daratri2611@gmail.com

Devina Octavia

STAI Dr. Khez Muttaqien Purwakarta

Devinaoct21@gmail.com

Abstract: In order to realize the government's great attention to accelerate the implementation of inclusive education, in 2009 the Minister of National Education issued Permendiknas No.70 on inclusive education. With the existence of Permendiknas No.70, it is used as a reference in determining the implementation of inclusive education in the region. The success of the implementation of inclusive education is not only carried out due to government implementation policies, but also because of the knowledge of parties related to schools, both school residents, students as prospective educators and the community. In this case, the community needs to know and understand about inclusive education in order to participate in the success of the implementation of inclusive education in every region in Indonesia. The purpose of this study is to measure the extent of public understanding of inclusion education in order to prepare a community environment that understands the purpose of creating inclusion education. The subject of the study was a resident of Cibungur- Purwakarta village. The research design used is descriptive quality, data collected through interview methods with people at the Cibungur village environment.

Keywords: Community Understanding, Inclusive Education, Children with Special Needs.

Introduction

Education is needed for children to support their future lives in making decisions and to get social welfare. Education is not only needed for normal children who grow up according to their stage of development, but children who have disadvantages and advantages need equalization of education. Inclusive education is designed to respect people's equal rights to education regardless of age, gender, ethnicity, language, disability, etc. (Nuraeni, 2016).

Currently, both children born normally and children with special needs have the same rights in getting a proper education. So the government took steps to equalize education for students with special needs with the holding of inclusive education. Inclusion education is an approach that pays attention to how to transform the education system, so that it can respond to the diversity of learners that allows teachers and students to feel comfortable with that diversity. Inclusion is also defined as a school where each child can be accepted, be part of the class, help each other between teachers and peers and other members of the community so that their individual needs are met. Irdamurni & Rahmiati (2015) emphasized that inclusive education respects diversity, is not discriminatory about children's rights, and respects that everyone is part of something valuable in being together in society. Therefore, it is emphasized that there is a restructuring of the school, so that it becomes a community that supports the fulfillment of the special needs of each child, meaning that it is rich in learning resources and has the support of all parties, namely students, teachers, parents, and the surrounding community. Inclusion schools must know and pay attention to the varied needs of students, accommodate both different styles and levels of learning and ensure quality education for all through proper curriculum, organisational planning, teaching strategies, resource use and co-workers with their communities (UNESCO dalam Berhanu, 2011).

The rise of bullying cases in Indonesia has an impact on the implementation of inclusive education among the community. One of the bullying cases that occurred on April 23, 2022, circulated a video of bullying elementary school children carried out by elementary school students to one of the other students with special needs and this happened in public schools (detiknews.com 2022). Bullying behaviors that often appear to children with special needs in the community are mostly verbal. His way consists of laughing, mocking, insulting. The second position is a type of non-verbal, non-verbal bullying, which concerns the physical and psychological. Non-verbal acts received are discrimination in terms of education, as well as fraud committed by peers (diffany & marlina, 2018). With this bullying case, it is certainly a special concern for all aspects of society. If this happens in regular schools, it will have an impact on children with special needs who attend inclusion schools, where between normal students and students with special needs attending the same place, there will certainly be a stigma created in the community.

Among them, ABK is considered to hinder the learning process in the classroom, this is because the learning style is different from other normal children and the ability to capture the lesson is sometimes slower (Dulisanti, 2015). Meanwhile, the inclusion setting is made with one of the objectives to not discriminate against every child, in order to be entitled to a proper education. The existence of this stigma is certainly not directly proportional to the purpose of inclusive education. This bullying becomes more prone to occur in inclusive schools because the number of children with special needs is not proportional to the large number of regular children.

The success of the implementation of inclusive education is not only carried out due to government implementation policies, but also because of the knowledge of parties related to schools, both school residents, students as prospective educators and the community. In this case, the community needs to know and understand about inclusive education in order to participate in the success of the implementation of inclusive education in every region in Indonesia.

Methods

The research was conducted using a descriptive qualitative approach. Data collection uses interview, observation and documentation techniques. The subject of his research was a resident of Cibungur village. The collection of theoretical study data uses books related to this material and data from the community is used to explore the extent of the knowledge and understanding of the Cibungur village community regarding children with special needs in inclusion education.

Discussion

From the results of research at Cibungur village, the community does not know what inclusion education is. Inclusive education is not popular in the community, people only know

public schools that only accept normal students so that children who have disabilities are neglected. Therefore, it is necessary to have the role of the government in organizing inclusive education. In Indonesia itself, inclusion education is regulated in the law of the Republic of Indonesia number 70 of 2009 concerning inclusive education, this is used as a reference in determining the implementation of inclusion education in its regions. Permendiknas no.70 of 2009, article 1, states that inclusive education is defined as an education delivery system that provides opportunities for all students who have disorders and have the potential for intelligence or special talents to take part in education or learning in an educational environment together with students in general.

Basically, man was created by God with different perfections. Perfection that can not only be seen from the physical, but can also be seen by other advantages that he has, for example, his physical state is not perfect, but not necessarily he is weak in mind, it may even be that the person has advantages that other people who have perfect physical states do not have. Generally one views the perfection of others from the physical state. But in reality, a person's physique is not a determinant of the person's perfection, because early childhood development is not only seen from physical perfection but the other six aspects of development must also be considered. If one aspect of it does not develop according to age, it could be the cause of Children with Special Needs. And children with special needs are not only those who have shortcomings, children who are talented and have advantages from their age can also be said to be children with special needs because they provide special education to continue to develop themselves.

Talking about Children with Special Needs, in general, some people at Cibungur village know about Children with Special Needs, they think that Children with Special Needs are children who experience or have different developments both in terms of physical, mental, and emotional. Society argues that children with special needs have similar facial features. Nasichin (2002) argues that children with special needs are those who are classified as extraordinary, both in the sense of being different, slow to learn, and those with learning difficulties. Together with their other lives, they will have some difficulties to live a life like normal people in general. With this condition, children with needs have their own obstacles caused by abnormalities in adjusting to their social environment so that they need special guidance and assistance, especially from the closest people, namely parents and their families as well as medical personnel if needed and of course it is also very necessary to accept the community that supports the development of the abilities of children with special needs.

What often happens in the general public environment is the occurrence of bullying of children who have physical and mental deficiencies. In the case of bullying that occurs in children with special needs, it can be seen that there is an imbalance in terms of the physical strength of the victims of bullying, as well as an imbalance of unnatural behavior, namely the existence of disturbances in the form of ridicule and exclusion from the bullies (Ribbany & Wahyudi, 2016).

Most of the public quite understands the concept of bullying, they say bullying is an unacceptable act by some people, especially victims of bullying. This bullying case cannot be allowed because it often occurs in a community environment. Without realizing it, the impact on victims of bullying is very large, they will be depressed, feeling deep wounds. Especially if bullying occurs to children with special needs, they will feel psychologically traumatized from the treatment they receive. The way to overcome cases of bullying that occurs in the community towards children with special needs is with the role of the community. According to Nuraeni (2016), indicators of community participation in supporting the implementation of inclusive education for children with special needs are participating in submitting proposals or opinions regarding efforts in the implementation of inclusive education carried out directly or through existing institutions, participating in deliberations in making decisions about determining school programs that are considered appropriate and good for children with special needs and participating in supervising the implementation of decisions Together it includes making suggestions, critics and straightening out issues that are not in accordance with what has been decided.

In this case, the people of Cibungur village argue that all children born into the world are the same and are not discriminated against. They do not agree that children with special needs are shunned by society, especially if children with special needs experience cases of bullying. Because according to some residents of Cibungur village, as a community, they should care about children with special needs by embracing them and must be supported mentally so that children with special needs can adjust themselves to socializing in the community.

The lack of public knowledge about inclusive education causes children with special needs in the community to be sidelined, as a result of which most people become indifferent to their own environment without paying attention to the children with special needs around them. This also happens because of the attitude of parents who have children with special needs with their attitude that is not open to society and closes themselves because they feel ashamed and afraid that their children interfere with the comfort of society with their shortcomings both physically and mentally.

In addition, at the Cibungur village environment there are people who have children with special needs but their parents do not allow the child to leave the house, the community argues that before determining the right way when dealing with children with special needs in their environment, of course, the parents themselves must be more open to the community about this child with special needs. This attitude of openness must certainly be shown from a sense of accepting all children's conditions by not closing themselves. From this attitude of openness, people can find the right business and way to educate the child. Instill in parents who have children with special needs that children with special needs is not a disgrace that must be covered but rather accept it and believe that the child is a gift from God that is precious, if the parents do not have an attitude of openness then this will only aggravate the child's condition when he is an adult, because his parents forbid children with special needs to socialize can have an impact on his psychology which causes the child to become moody. In this case, it is necessary for the role of the local government to provide information to the community regarding the understanding related to the implementation of inclusion education and understanding of children with special needs so that the understanding between community residents and parents who have children with special needs becomes synchronous and open in their minds and between normal children and children with special needs have the same right to get an education.

Inclusive education is one of the models of educational services in the world of Extraordinary Education. According to widyastono (2004), inclusive education is the placement of mild, moderate and severe children in full in regular classes. This shows that the inclusion class is an appropriate class for children with different types of disorders and regardless of their gradation. Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. These conditions can interfere with the growth and development of children both physically, spiritually, and or socially, so they cannot attend education normally but need special services, one of which is inclusion education services in order to get appropriate guidance services and their potential will develop optimally.

Inclusive education aims to include children with special needs learning together with their peers in regular schools closest to where they live. The implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational facilities and infrastructure, as well as learning systems that are tailored to the individual needs of students. The benefits of inclusion education include building awareness and consensus on the importance of inclusive education while eliminating discriminatory attitudes and values, engaging and empowering communities to analyze the local education situation, collecting information on all children in each district and identifying reasons why they are not in school, identifying barriers related to physical, social and other problems with access and learning, Involving the community in planning and monitoring the quality of education for all children. So, the essence of inclusion education itself is about how to be an environment that can appreciate the differences of each individual, whether the child has shortcomings or the child who has certain advantages. Inclusion education is emphasized on its heterogeneity (Olivia, 2017).

The factors that influence the lack of public understanding and knowledge about children with special needs in inclusive education, namely the lack of socialization from the local government regarding children with special needs and inclusion education, the lack of openness of parents to the community with the situation of children with special needs, limited scope for children with special needs, the non-creation of collaboration between the community and people who have the right to handle children special needs.

Conclusion and Recommendations

Based on the results of the research above, it can be concluded that most of the people at Cibungur village do not understand inclusion education, but after explaining it they understand what is meant by inclusion education. That inclusive education is an education that provides opportunities for all students who have abnormalities, have disadvantages or advantages and have the potential for intelligence or special talents to take part in education and learning in an educational environment together with other students in general. That way the community agrees that children with special needs should not be distinguished in terms of education in particular, because every child has the same right to get an education. And to realize the implementation of inclusion education as a whole, the entire community has an important role in increasing its concern for children with special needs by providing opportunities for children who have shortcomings and advantages to be able to develop their abilities with social adjustment in the community environment.

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