

SOCIALIZATION OF INCLUSIVE EDUCATION IN EARLY CHILDHOOD EDUCATION INSTITUTIONS

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Abstract. Education should be given equally to normal children and children with special needs. Through inclusive education, children with special needs can attend regular schools, the service system provided ensures that all students, both normal children and children with special needs in regular schools, can get proper teaching according to the needs of each student. The planning in the curriculum, facilities, evaluations and resources must be designed in such a way because the needs of students in inclusive schools very diverse. There is no school for early children with special needs in Plered and Tegalwaru sub-districts makes regular early childhood schools in these two sub-districts must be able to accept children with special needs to be able to go to school and get the right to get a proper education with normal children. but the problem is that there are still many institutions that do not understand inclusive education that must be implemented in early childhood education institutions. Therefore, there must be an educational outreach conducted to early childhood education teachers in Tegalwaru and Plered Districts as a provision for carrying out inclusive education in each of their respective institutions. The socialization activity was carried out using the Focus Group Discussion method related to inclusive education in early childhood education institutions. Based on the results of observations and interviews, it was revealed that before this socialization was carried out many teachers did not understand about inclusive education, lesson planning in inclusive education, class division in inclusive education, goals of inclusive education, implementation of inclusive education in the field so that after the socialization was held, they could open their horizons. science, especially in terms of handling children with special needs in early childhood education institutions.

Keywords: inclusive education, child with special needed, early childhood education

INTRODUCTION

Education is a basic need for every human being, every child who is an Indonesian citizen has the right to get proper education for both normal children and children with special needs. Therefore, the state has an obligation to ensure their survival (Martinis Yamin, 2013). Education in early childhood has the main function of developing all aspects of its development because at this time children are in a golden age, this period is a determinant for entering further education (Ahmad Susanto, n.d.). The development developed consists of physical motor development, religious moral values, social emotional, cognitive, language and

others. The high development of brain tissue during the golden age made very rapid comparisons for children who were given stimulation and those who were not given stimulation, this illustrates that early education has very good long-term effects. Conversely, if a child experiences stress during the golden age, it will affect brain development. If the experience is very unpleasant, it will leave a long-term impression and have long-term effects on the brain. (Sujiono, 2012).

Naturally, the development of each child is certainly different in terms of intelligence, talent, interests, creativity, emotional maturity, personality, physical and social conditions. If the potential in the child is never realized, it means that the child has lost an important opportunity in life because at this time it is a determinant for the next period so that early childhood requires very special and planned attention (Rahmawati et al., 2021). Therefore, the state has an obligation to provide quality education services for every citizen without exception, both normal and special needs citizens. Along with the times, children with special needs have the right to be given proper education. Because of this, a policy emerged for children with special needs to be allowed to attend regular schools which are often referred to as inclusive education. Children with special needs are not only children who have deficiencies in aspects of their development, but children who have a high IQ or gifted or special intelligent children are also included in the category of children with special needs (Annisa & Sutapa, 2019). Children with special needs or also known as extraordinary children are defined as children who are different from normal children in mental characteristics, sensory abilities, communication, social behavior, or physical characteristics. Ordinary people often assume that children with special needs are limited to children who have physical disabilities so that they are considered a normal thing because the diagnosis is easy to see. In fact, children with special needs, especially those with difficulties, are often hidden among other children and are very difficult to diagnose (Fadlillah & Khorida, 2020).

Educators for children with special needs should be able to provide educational services to every child with special needs. The reality is that there are still many educators who do not understand about children with special needs (ABK). This is very influential in the provision of educational services for children, especially in regular schools. In fact, in various early childhood education institutions, both in kindergartens, playgroups, day care centers, and other similar PAUD units, there are children who need special attention. The problems that arise include psychosocial behavior, learning difficulties, or children with other disorders, both physical and attention disorders or hyperactivity (Djamila Lasaiba, n.d.). As for inclusive education, it provides services to all students, both normal and special needs children through full integration of learning so that it can be ensured that all children will have access to education in regular schools (Khotimah, 2021). So with inclusive education all students can learn, develop, grow, and work together with all people with different backgrounds at school. Inclusive education is a concrete manifestation of providing learning opportunities for all children and youth, with a focus on individuals who are classified as minorities, marginalized and unnoticed, but for those who have special needs such as individuals who experience physical, mental, intellectual, social, emotional, learning difficulties., concentration disorders and others are not given much attention in the provision of educational services. The role of educators must be able to design all learning for normal children and children with special needs in accordance with Law No. 20 of 2003 that this type of education is for children with special needs (Zaitun, 2017).

This difference has reached a stage where children need modification of activities at school or special education services so that they are able to develop to their maximum capacity. However, many parents cannot accept that their children are said to be children with special needs, even though each child has very different potentials and has their own uniqueness. It could be that for children with special needs there are talents that they can develop in their own potential. It is not always that children with special needs do not have

advantages. From the results of observations made in Tegalwaru and Plered sub-districts there were no schools that specifically opened services for children with special needs for early childhood or commonly referred to as pre-school age, then researchers collaborated with students to collaborate to socialize inclusive education at children's educational institutions early childhood in Tegalwaru and Plered sub-districts. The purpose of this educational socialization is to provide knowledge about inclusive education, what teachers have to do, teacher strategies for managing classes in inclusive schools, designing learning, observation techniques and assessments that teachers have to do. Because in the two sub-districts there are no schools for children with special needs, the regular schools in the two sub-districts must be able to accept students with special needs. The community service methodology used is service learning where the university collaborates with early childhood education institutions in the Tegal Waru and Plered sub-districts, then invites representatives from several teachers in the two sub-districts. The results of interviews at the time of observation showed that 80% of teachers who were representatives of each institution in each sub-district did not know what inclusive education was, while there were many students with special needs in the two sub-districts. Therefore, researchers are interested in holding socialization of inclusive education in Tegalwaru and Plered sub-districts.

RESEARCH METHODS

The methodology used in this socialization of inclusive education is the service learning methodology while this socialization is carried out as a form of community service that emphasizes practical aspects referring to the concept of Experiential Learning, namely the application of knowledge in the midst of society/community as well as interacting with society/community and become a solution to the problems faced by the community or community so that they are able to implement the real roles of students and universities in providing community service (John, 2013). There are three important criteria in considering service learning, namely: 1) Services must meet the needs and provide benefits to the community and involve the community; 2) Improving the quality of academic learning; 3) Students participate actively and work together with the community. Some of the respondents who took part in this community service included: 1) teachers with an educational background in S1 Early Childhood Education; 2) Teachers who graduated from high school; 3) Teachers with non-Early Childhood Education education. The data collection technique used focus group discussions where all respondents were interviewed regarding knowledge about inclusive education, then given an understanding of inclusive education and finally held a question and answer session and discussion. The model used in Service learning is the Experiential Learning Model, where the learning procedure in experiential learning consists of 4 stages, namely: real experience, reflection observation stage, conceptualization stage, and implementation stage. In the first stage starting from the learning process starting from concrete experience, the experience is then reflected individually, in the process of reflection a person will try to understand what happened or what he experienced, then the second stage of this reflection becomes the basis for conceptualizing the process of understanding the principles underlying the experience. - experience experienced and predictions of its possible application in situations or contexts that allow the application of concepts that have been mastered. The third stage is the possibility of learning through real experiences and then reflecting on it by reviewing what has been done. The fourth stage of the process of experience and reflection is categorized as discovery while conceptualization and implementation are categorized in the application process.

RESULTS AND DISCUSSION

Socialization activities are carried out in four stages: 1) The concrete experience stage; 2) Reflection observation stage; 3) Conceptualization stage (Abstract Conceptualization); 4) Implementation Stage (Active Experimentation) which is located in the same location (Agus Afandi, et al 2022). Participants who took part in this socialization activity were: (1) Principals or kindergarten teachers as representatives of schools in the Plered Sub-District; (2) Principals or kindergarten teachers as representatives of schools in the Tegalwaru District; (3) All Citeko Prosperous Kindergarten teachers because this school is one of the schools that collaborates with STAI DR. KH.EZ Muttaqien as a place for student internships. In general, this activity was followed according to the target of the activity, namely kindergarten teachers in Plered and Tegalwaru Districts. In the first stage, namely the real experience stage, from the results of interviews with all participants in this socialization activity, there were 80% of teachers who did not know what inclusive education was, how to identify children with special needs in schools, and there were no special learning plans designed in each institution for children with special needs, even some schools do not know that there should be collaboration with other professions to follow up on children with special needs in their schools so that many children with special needs who attend regular schools in Tegalwaru and Plered sub-districts are given the same educational services as normal children, there is no difference in learning one class. In fact, what makes it very sad is that in the sub-districts of Plered and Tegalwaru there are no services for children with special needs at the early childhood level in special schools. So that normal schools at the early childhood level must be able to accept children with special needs in the sub-district. Many parents cannot accept that their children are diagnosed with special needs so that learning at home and at school is very difficult for teachers in early childhood education institutions, the lack of knowledge about inclusive education causes no special learning to be given to children with special needs even though it should regularly accepts children with special needs, the school must be prepared with all separate learning plans for both normal children and children with special needs. The absence of socialization activities regarding inclusive education in the Plered and Tegalwaru sub-districts and the few teachers who graduated from early childhood education resulted in no increase in knowledge about inclusive education.

After that, in the second stage, the reflection observation conducted questions and answers about inclusion in their respective institutions from the results of the focus group discussion that many complained about the lack of human resources who could assist teachers in designing inclusive education in their institutions, the lack of knowledge of anyone who could assist teachers in providing inclusive education services so that they can know the problems of learning difficulties in teaching children with special needs and there are even some schools that choose not to accept children with special needs because many parents of normal children choose to leave the school because of the ineffectiveness of learning at the school. Some services that teachers must know, principals who open inclusive education must know basically how to deal with children with special needs according to the type of diagnosis, because the results of the diagnosis for each child with special needs are different, therefore that is where the teacher's role is to continue to increase knowledge of educational services at school through activities like this. Kindergarten teacher association organizations in the Tegalwaru and Plered sub-districts are university-assisted organizations that have conducted socialization services several times to provide assistance regarding the needs of teachers in the IGRA organizational unit and then collaboration has also been established between the STAI DR KH EZ Muttaqien campus and the IGRA organization.

The third stage is the conceptualization stage where the teacher is given the conceptuality or process that has been experienced and estimates of the possibility of its

application, how the teacher identifies by recognizing or finding children with special needs according to the characteristics that exist in recognizing the child's condition and development, given knowledge in the form of the identification stage through observation, interviews, assessment techniques, and psychological tests in collaboration with other professional experts. It then explains the inclusive curriculum which must be modified both in terms of time allocation, curriculum content/material, teaching and learning process of inclusive schools, infrastructure, learning environment and classroom management and several types of inclusive education services at the early childhood level, namely regular classes (full inclusion), regular classes with clusters, regular classes with pullouts, regular classes with clusters and pullouts, custom classes with multiple integrations, full custom classes. At this stage the teacher adjusts the application in each institution according to the resources, infrastructure and needs of class types according to the type of the child with special needed owned in each respective institution. Inclusive education services were also delivered in special classes, pre-classical classes, remedial classes, mentoring classes, enrichment classes, full inclusion classes. So that the provision of services to the community in order to increase knowledge, expansion and distribution of service classes in early childhood education institutions that are easy, effective and efficient for the community in the field of early childhood education. The inclusive education model in Indonesia itself is still continuing to improve and continue to modify so that it is possible that after this socialization it can provide insight and a learning model for inclusive education in rural areas in particular so that it can become a model for other schools in implementing inclusive education in early childhood education institutions.

Obstacles found through interviews and observations are the large number of teachers who do not know about inclusive education. Some of the factors causing these problems include: (1) low teacher education; (2) Lack of resources; (3) Lack of facilities and infrastructure; (4) the lack of training provided to increase teacher knowledge; (5) there are no special schools that can accept children with special needs; (6) lack of cooperation with other professionals in dealing with children with special needs. This is an important obstacle because the problem factors that occur cannot improve the quality of teachers in providing learning services for children with special needs in regular schools.

According to the interview results, the lack of teacher knowledge in inclusive education causes several problems that occur in the field, including: 1) the number of students who cannot attend regular schools; 2) many parents are embarrassed if their children are diagnosed as children with special needs; 3) lack of empathy between normal parents and parents who have children with special needs; 4) educational services provided to children with special needs in regular schools are not optimal. Therefore socialization activities as evidence of service to the community of early childhood education institutions in order to increase teacher knowledge in rural areas must always be supported by all government agencies, professional experts, and the special education service sector.

Implementation at the conceptualization stage was carried out in two stages, namely presentation and discussion/question and answer with participants. After that the participants were given the opportunity to provide explanations according to their experience in the field in dealing with children with special needs in regular schools. An explanation was also given what types of children with special needs were and the participants mentioned the various types of children with special needs in each institution and asked to be given directions in following up on the stimulation that should be done by the teacher at the school. The fourth stage is the implementation stage where participants answer questions about what teachers should do regarding inclusive education both at the identification stage, preparation of an inclusive education curriculum, and management or school policies when preparing to provide inclusive education services in regular schools. From the results of these interviews, 100% of

the participants were able to understand what inclusive education was that had been explained during this socialization activity.

CONCLUSION

The results of this socialization show that increasing knowledge of inclusive education through four stages using the Experiential Learning model, namely the real experience stage, the reflection observation stage, the conceptualization stage, the implementation stage. This socialization activity ran effectively and efficiently as seen by the enthusiasm of the participants who attended the socialization event. The participants who attended totaled 30 people where the participants consisted of representatives of Kindergarten teachers from the sub-districts of Tegalwaru and Plered as well as teachers from the Prosperous Kindergarten Citeko. This activity was carried out in four stages and succeeded in increasing knowledge of inclusive education in early childhood education institutions in the Plered and Tegalwaru sub-districts. From the results of interviews before carrying out this socialization activity, as many as 80 participants did not understand about inclusive education, but after carrying out this socialization activity 100% of participants had can understand what inclusive education is, how to identify and even develop curricula and class placements for children with special needs who attend regular schools. The limitations on this socialization activity were limited due to the limited space available to accommodate the number of representative participants who attended this socialization activity so that from each raudhatul athfal teacher association organization institution could only send 10 participants from each sub-district.

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