

Assistance in the Implementation of Inclusive School Policy in Sekaran 02 State Elementary School

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Abstract

The implementation of inclusive school policies is increasingly being carried out by various schools, especially public schools which are designated as pilot inclusive schools by the government. However, not all schools are ready to face various needs in implementing inclusive schools. One of them is SD N Sekaran 02 which still needs assistants and training for various teacher competencies in teaching inclusive schools. The activities to be carried out are training in the initial identification of children with special needs and training in the preparation of individual learning designs for children with special needs. The subjects in this study were 9 elementary school teachers. The research design uses one group design with pretest and post-test. The instruments used in this study were the teacher efficacy scale and the RPI knowledge test. Data analysis used Wilcoxon signed rank test analysis with statistical software JASP version 14.0. The results of the analysis showed that the inclusion policy implementation assistance program was effective in increasing teacher knowledge ($p < 0.05$) and teacher efficacy ($p < 0.05$).

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INTRODUCTION

The policy of implementing inclusive schools is one of the efforts to fulfill children's rights. The goal is to provide the widest possible opportunity for children who experience physical, emotional, mental, intellectual and social limitations to obtain quality education according to their needs and abilities. In addition, the aim is to provide education that respects diversity and is not discriminatory. This is stated in Perkadin Number: 800/3199 concerning technical guidelines for implementing inclusive schools within the Semarang City Education Office.

Not only in the city of Semarang, various regions are also promoting the implementation of inclusive schools. As the results of research conducted by Sudarto & Sasongko (2020) which explain the Implementation of Research in the Framework of analyzing the implementation of Inclusive Education in Public Elementary Schools throughout the City of Surabaya, it has reached 75%, that is, it has carried out material preparation, instrument preparation, coordination with predetermined research subjects. Even though problems, especially related to the pandemic, are starting to emerge.

Based on the results of research interviews by Dewi, et al (2020), learning problems for children with special needs during the 2019 Coronavirus Disease (COVID-19) pandemic in inclusive schools, namely; 1) teachers and parents are unprepared for this distance learning, 2) lack of parental skills in accessing the internet, 3) boredom that appears in children so that it makes children lazy to do this distance learning.

The results of another study conducted by Khaeroh, et al (2020) show the results of the research that the implementation of inclusive education for low vision students is quite good, both in terms of learning media, the process of teaching and learning activities, the method of providing material from the teacher to students, and the evaluation of learning carried out. Despite the various challenges in its implementation, the City of Semarang continues to strive to implement more inclusive schools so that they are more widespread and the benefits are felt.

Sekaran 02 Public Elementary School is one of the inclusive schools in Semarang City. The scope of inclusive schools includes curriculum adaptation, learning, assessment, facilities and infrastructure. Based on a situation analysis that was carried out by representatives of the PPM program team through interviews and observations with partners, SDN Sekaran 02 has been an inclusive school for several years. Even though they already have an inclusive school curriculum, partners still experience limited knowledge and skills of teachers in identifying and assisting children with special needs at the school. The learning process and assessment of students with special needs has not been optimal.

Based on the results of observations, facilities and infrastructure need rearrangement, because this is related to the success of the learning process. Beatrice and Susanto (2021) describe various interior design ideas that affect the effectiveness of learning for students with special needs, from the color of the room to the arrangement of tables and chairs according to the types of children with special needs. The interior design of this room can be presented in a room setting in the preparation of individual learning plans (RPI) prepared by the teacher. However, unfortunately the teachers at Partners have not been able to compile RPI, so they still need assistance and training in this regard.

Before compiling RPI, teachers need to be able to identify various types of children with special needs. This initial identification serves as a basis for consideration for referring to experts, in this case psychologists, to provide a diagnosis. So, based on the results of the psychological examination and the teacher's identification, an RPI can be prepared according to the needs and abilities of each student. So that the competencies, learning processes, assessments, facilities and infrastructure planned in the RPI can be appropriate.

Teachers have an important role in this. Inclusive school teachers face various difficult challenges because they are not equipped with basic competencies in the field of children with special needs, in this case, self-compassion is needed. The results of research by Rodhiyah & Widyasari (2021) on inclusive school teachers show that there is a significant positive relationship between self-compassion and hope. This relationship can occur because inner support, self-confidence, positive self-attitude, and increased perceptions of competence elicited by self-compassion facilitate individuals to have better hopes. Suliwati (2021) explained the results of a similar study that the relationship between the pedagogic competence of Islamic Religious Education teachers and the learning motivation of students in Islamic Education subjects has a moderate and significant positive correlation.

Research Results Nursaptini, et al. (2021) shows that teacher competence in serving children with learning difficulties really needs to be owned. The teacher is a determinant of the success of the learning process, especially for children with learning difficulties who need more guidance in learning. In general, the learning process for children with learning difficulties at school Inclusion is the same as regular schools. The difference is in the provision of activity learning and services that are more in the form of remedial. This is done starting from the teacher adapting in designing the Learning Implementation Plan according to the student's condition.

Perceptions of competence support these findings, so teacher competency training in identifying children with special needs and preparing RPI is important to do as a basis for implementing student learning and assessment. Results of Putri & Hamdan's research (2021) shows that there is an adequate relationship between attitudes towards inclusive education and competence in teachers. The learning process at school requires full involvement between teachers and students as well as support from parents during the learning process at home. Supported by the research results of Jesslin & Kurniawati (2020) shows that in general parents have a positive perspective and support the existence of inclusive schools. Thus, teachers need to have competence in identifying and assisting individual learning, so that they can cooperate appropriately with parents regarding the conditions of students.

This presentation is in line with the results of Sari's research (2020) which shows two main problems, namely: 1) low resources in the form of educational background and professional training; and 2) readiness of children to receive education at school. In the partner situation analysis it was also found that the scope of the assessment requires knowledge of the uniqueness of each learner, so that it is inclusive. Teachers and parents need knowledge and skills in evaluating the growth and development of students, especially students with special needs in the physical, cognitive, emotional, behavioral and social areas of students so that they are appropriate in fulfilling educational needs according to their abilities. Based on the results of the interviews, the partners needed assistance to the teacher in identifying ABK and preparing RPI.

METHODS

The method used is a qualitative descriptive method for the psychological assessment results of students, while for psychoeducation the training of teachers is carried out through experimentation, with pretest-posttest in one group. Data analysis used non-parametric analysis, namely the Wilcoxon Sign Rank Test.

RESULT AND DISCUSSION

To see the effectiveness of the program, the data obtained was analyzed using *Wilcoxon Sign Rank Test*. Data analysis was performed using JASP software version 14.00. The results of descriptive statistics are shown in table 1 below.

Table 1. Descriptive Statistics of Teacher Knowledge

Descriptives	N	Means	SD	SE
Pretest Knowledge	9	66.67	11.99	4.00
Posttest Knowledge	9	89.44	11.84	3.95

Based on the descriptive statistics in table 1, it can be seen that the average teacher's knowledge during the pre-test was 66.67 while the average teacher's knowledge during the post-test was 89.44. Table 1 shows an increase in the average teacher's knowledge from pretest to post test. The service team then carried out further statistical analysis to find out whether the increase in the knowledge score was significant or not using the different statistical test technique. Before testing the hypothesis, the researcher tested the assumptions first.

Table 2. Test of Teacher Knowledge Assumptions

Test of Normality (Shapiro-Wilk)			W	p.s
Pretest Knowledge	-	Posttest Knowledge	0.93	0.49

*Note.*Significant results suggest a deviation from normality.

Based on the results of the assumption test in table 2, it can be seen that the data obtained is not normally distributed, so that further data processing uses non-parametric analysis with Wilcoxon analysis. The results of the Wilcoxon analysis can be seen in table 3 below.

Table 3. Difference Test Results with the Wilcoxon Sign Rank Test Technique

Paired Samples T-Test						
measure 1	measures 2	test	Statistics	df	p.s	Effect Size
Pretest Knowledge	- Posttest Knowledge	Student	-4.90	8	1.19e -3	-1.63
		Wilcoxon	0.00		8.85e -3	-1.00

*Note.*For the Student t-test, the effect size is given by Cohen's d . For the Wilcoxon test, the effect size is given by the matched rank biserial correlation.

Table 3 shows that the Wilcoxon Sign Rank Test yields a value of $p < 0.05$. This shows that there is a significant difference between the pretest-posttest knowledge scores. The psychoeducation program carried out has succeeded in increasing the knowledge of teachers in partner places. Furthermore, the service team conducted data processing to see changes in teacher efficacy after being given psychoeducation and assistance. The descriptive results of teacher efficacy can be seen in table 4 below.

Table 4. Descriptive Statistics of Teacher Efficacy

Descriptives				
	N	Means	SD	SE
Pretest Teacher Efficacy Scale	9	25.33	5.83	1.94
Posttest Teacher Efficacy Scale	9	34.22	6.94	2.31

Based on the results of the descriptive statistics in table 4, it can be seen that the mean teacher efficacy during the pre-test was 25.33 while the average teacher efficacy during the post-test was 34.22. Table 6 shows the average increase in teacher efficacy from pretest to post test. The service team then carried out further statistical analysis to find out whether the increase in the efficacy score was significant or not using the different test statistical technique. Before carrying out a different test, the service team conducted an assumption test on the data obtained. The results of the teacher efficacy assumption test can be seen in table 5 below.

Table 5. Test of Teacher Efficacy Assumptions

Test of Normality (Shapiro-Wilk)						W	p.s
Teacher Pretest Efficacy Scale	-	Posttest Teacher Efficacy Scale				0.97	0.88

*Note.*Significant results suggest a deviation from normality.

Based on the results of the assumption test in table 5, it can be seen that the data obtained is not normally distributed, so that further processing of the data uses non-parametric analysis with Wilcoxon analysis. The results of the Wilcoxon analysis can be seen in table 8 below.

Table 6 results of the difference test using the Wilcoxon Sign Rank Test technique

Paired Samples T-Test

measure 1	measures 2	test	Statistics	df	p.s	Effect Size
Pretest Teacher Efficacy Scale	- Posttest Teacher Efficacy Scale	Student	-4.42	8	2.22e -3	-1.47
		Wilcoxon	0.00		0.01	-1.00

*Note.*For the Student t-test, the effect size is given by Cohen's d . For the Wilcoxon test, the effect size is given by the matched rank biserial correlation.

Table 6 shows that the Wilcoxon Sign Rank Test yields a value of $p < 0.05$. This shows that there is a significant difference between the pretest-post test teacher efficacy scores. Furthermore, the results of this data processing show that the psychoeducation and mentoring programs carried out by the service team are effective in increasing teacher efficacy in partner locations.

CONCLUSION

The conclusions that can be drawn are as follows:

1. The Inclusive School Policy Implementation Assistance Program is effective in increasing teacher knowledge and efficacy in identifying students with special needs and implementing Individual Learning Design (RPI).

2. The results of mentoring the implementation of the inclusive school policy at SD N Sekaran 02 went smoothly and were carried out according to plan.

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