



Analysis of Inclusion Education Services for Children with Learning to Read Case Study in Grade III Students

Muhammad Zulfikar Amiruddin

Universitas Muria Kudus, Indonesia

Abstract

This study aims to determine the factors that cause children to become dysgraphia and find out the services provided to dysgraphia children in grade III SD 2 Klepu Semarang. This research uses qualitative types and case study designs. The research sample was students with special needs in grade III of SD Negeri Klepu 02 Pringapus District, Semarang Regency. The data collection methods used are interviews, observations, documentation and field notes. The results of this study show that educational services provide several inclusive education programs to overcome children with learning difficulties which include the use of supporting media so that children are more interested in learning and curriculum modifications carried out by class teachers along with special accompanying teachers. In addition, there are several factors that cause children to have learning difficulties due to the lack of attention given by parents to children. As well as the absence of communication between teachers and parents in overcoming the difficulties of learning to read children.

Keywords: Children with Special Needs, Inclusive Education

INTRODUCTION

Inclusion education is a general education service in which there are children with special needs and other normal children together to carry out learning. Inclusive education is a new thing in Indonesia. In the process of inclusion education, children with special needs will be educated together with other normal children to optimize all the potential and skills that exist in them with sincerity and so that they are more adapted to the surrounding social environment. In Indonesia, inclusion education is regulated in the Minister of National Education Regulation No. 70 of 2009, it is explained that "Inclusion 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 one educational environment together with students in general". According to (Olivia, 2017) the international world has also made an agreement regarding inclusive education. That every country is obliged to provide inclusive education at every level of Education, this is stated in the Conventional on the Right of Person with Disabilities and Optional Protocol which was passed in March 2007 precisely in article 24.

Writing skills are one of the skills that must be mastered by students, especially elementary school students, so it is necessary to familiarize themselves with developing writing skills, the goal is to develop student soft skills and hard skills that are indispensable for their future (Ningsih, 2019). Students' writing skills cannot grow instantly but through a process of habituation, it is necessary to train early. The

importance of writing skills is because if writing skills are mastered well, it will be beneficial for students in the future (Fadliyatis, 2016). Students are able to take advantage of their skills to create a scientific work that is useful for many people.

There are several children in grade III of SD 2 Klepu, Semarang Regency who have difficulties when asked to read, even just as children are asked to go to the front of the class, there are children who dare not. Even though the child actually already has basic skills in writing, it's just that the basic writing skills that this child has not been honed. Related to the difficulties in learning faced by children, according to Suryani (2010: 34) "difficulties in learning are various disorders in listening, speaking, reading, writing, and counting due to the internal factors of the individual himself, namely minimal dysfunction of the brain". This is evident from the child's habit when playing outside the classroom during recess. These children often make scribbles either on paper or on the wall, besides that child can also communicate verbally with their friends smoothly without experiencing an obstacle. This shows that in fact they already have basic writing skills.

The research that is relevant to this description is a study conducted by Nurul Kusuma Dewi (2016) with the title "Benefits of Inclusion Education Programs at AUD". The results showed that the inclusion education program implemented at The Citta House Labschool provides benefits for both children who have special needs and normal children in general. Other research by Twiggy Chan and Mantak Yuen (2015) shows that schools have succeeded in increasing awareness of understanding inclusive education to teachers, making a good culture in schools towards understanding inclusive education, and being able to work well with parents towards inclusive education. And this is one of the factors that researchers want to analyze the services of inclusive schools in Indonesia.

As a guide in teaching and learning, you can also provide solutions to the problems faced by children, namely: 1) Providing various information needed by children in overcoming various problems faced during the teaching and learning process; 2) Can evaluate the results of all steps taken by the child; 3) The teacher gives an opportunity to every child who has difficulty learning to read according to the characteristics possessed in each self; 4) Provide guidance to overcome children's learning difficulties by means of individual guidance and group guidance. The guidance carried out by the teacher aims to help children in overcoming difficulties in learning to read in grade III students of SD Klepu 02. Based on the description of the problem, researchers analyzed children with special needs who are classified as dysgraphia children through a study entitled "Analysis of Inclusive Education Services for Dysgraphia Children Case Studies in Grade III Students of SD 2 Klepu".

RESEARCH METHODS

The research approach used in this study uses a qualitative research approach. The use of this qualitative research approach is based on the consideration that the implementation of inclusion education at SDN Klepu 02 must be explored in more depth. The research sample was students with special needs in grade III of SD Negeri Klepu 02 Pringapus District, Semarang Regency. The data collection techniques used are in the form of interviews, observations, documentation and field notes.

RESULT AND DISCUSSION

The research has been carried out at SD Negeri Klepu 02. SD Negeri Klepu 02 is an elementary school managed by the Semarang Regency Government, Youth and Sports Office. SD Negeri Klepu 02 is located in Klepu Village precisely on Jalan Klepu Raya Km 1.5 Rt 02 Rw 01 Pringapus District, Semarang Regency. SD Negeri Klepu 02 is a state educational institution in which there is an inclusive education program with the existence of SK dari Dinas Pendidikan, Kebudayaan, Kepemudaan dan Olahraga Kabupaten Semarang Nomor : 421.2/ 106/ 2019 tentang penetapan sekolah dasar pelaksana program inklusi Kabupaten Semarang tahun 2019.

Tabel 3 Description of Children with Special Needs

Subject	Behavior	Causes	Treatments	
			Teacher	Parents
RB	1. Children prefer to tell stories with their friends or play alone when the teacher explains the subject matter.	Children find it difficult to concentrate when the teacher explains the subject matter.	Admonishing children to focus on listening to the material presented by the teacher.	Provide understanding to always listen when the teacher delivers the subject matter at school.
	2. The child has difficulty concentrating on the time of the learning process.	The child does not realize that at school it must pay attention to the teacher when explaining the subject matter.	Giving questions to children so that children can refocus on listening to the material presented by the teacher.	Parents are more patient and provide more understanding to children to always pay attention to the teacher when explaining the subject matter.
	3. Children often do not do homework and never have it in schedule lessons.	The child does not read his homework in the liaison book in full and the child does not tell the homework given by the teacher to the parents.	The teacher gives a reprimand to the child by not allowing the child to rest. This aims to train children's responsibilities in working on their responsibilities.	Parents pay more attention to children's tasks at school by looking directly at the connecting books that children have and asking directly to friends or teachers about what homework the child has.
	4. Children are slow in doing practice and writing questions.	Children experience slowness in understanding the subject matter and children have not memorized letters at all.	The teacher is more patient and provides guidance gradually to give the child understanding in memorizing the shape and sound of the letters.	Parents train children to diligently practice writing and memorizing letters so that children can do the questions well.

Source: Data Processed

1. Media Utilization

In this day and age, increasingly sophisticated technology can help alleviate work or human needs, especially in the fields of communication and education. With the existence of educational technology, it can be accessed by all levels of society so that it can improve human quality. In this era, access to education must be accessible to all citizens without exception, the state is obliged to provide educational services to all levels of society. However, with technology also having a bad impact, many students have not been touched by access to different equalization technology in each class. Thus, causing an education gap that exists in the territory of our country, this is indicated by the low level of education with the ranking at number 36 out of 38 countries regarding knowledge based on the first year of school. The news was reported from the International Civic and Citizenship Education Study (ICCS) in the journal Ahmadi et al Journal of Educational Research vol. 34, no. 2 of 2017 p. 128.

Based on the observations of researchers, it was obtained that the existence of this inclusive education service has a positive impact on some communities because so far education for children with special needs is more often held in extraordinary schools (SLB) and extraordinary elementary schools

(SDLB), while the place of SLB and SDLB is often only located in the city center or local government center which causes access for people living in villages or far from the center the government had a hard time reaching out to the school. This gives a new way of looking at students with special needs who can go to school wherever they are. The research that supports this opinion is a study conducted by Mudhafar Anzari, et al in-law journal volume 2(1) 2018 which states that schools that provide inclusion education services or inclusion schools provide opportunities to students who have been rarely encountered due to limitations that prevent them from getting school opportunities.

At the first meeting of this study, there were several students who had special assistance in learning. According to the observation results, there are three students with special needs in grade 3, these three students are classified as students with learning difficulties in writing, reading and counting. In the learning process in the third class of students, researchers focused on one of the students with the initials RB which included students with special needs in the type of students who had learning difficulties in calculating, writing, and reading. However, in its service, students with special needs are only held by class teachers who double as special accompanying teachers, there are no special accompanying teachers at SD Negeri Klepu 02 which makes the workload of class teachers heavier than usual. This is contrary in the Minister of National Education of the Republic of Indonesia No. 70 of 2009 in article 11 paragraph 1 which states that the education unit providing inclusive education is entitled to professional assistance from government.

In this research, researchers found the phenomenon that inclusive education services provide a role for the government to be responsible for educating the nation's life and providing access to education that is easily accessible to the public to get a decent education. Not only that, regular students and students with special needs can merge into one without discriminating against other friends, so that they become a good provision when entering society later. This is evidenced in observations for more than four weeks, which show that school residents in inclusion schools understand and support the inclusion education programs at SD Negeri Klepu 02. Students play and study together with other students without distinguishing their peers. Therefore, the inclusion education services carried out by SD Negeri Klepu 02 need to be improved again and developed to form human beings who are smart and have good noble ethics. This result is supported by research conducted by Ina Agustin in the Education and Human Development Journal which also states that inclusive education contributes greatly to students with special needs and the people around them in the field of education.

2. Modification Curriculum

The curriculum used by inclusion schools that provide inclusion education services is a regular curriculum that has been modified according to the abilities and characteristics of students. Modifications can be made by modifying the content of learning materials or learning time in class. In addition, teachers also have the obligation to evaluate the curriculum that is being used, this is intended so that the material developed and determined is in accordance with student development. This statement is supported by Permendiknas No. 70 of 2009 in article 7 which states that the education unit providing inclusive education uses a curriculum that accommodates or meets the needs and abilities of students in accordance with their interests and talents.

3. The Role of Parents and Schools

After analyzing several activities and programs in inclusion schools, the results of four weeks of observation showed that slowly school residents and parents of students or guardians of students were able to get used to the existence of inclusion education services in the inclusion school of SD Negeri Klepu 02 carried out by the school and the support of school residents. In addition to teaching and learning activities, the services provided in inclusion schools are supported and empowered by school residents to provide good inclusion education services. This shows that the services provided in inclusive schools play a role through the habituation and support of programs from school residents and families. This result is supported by research conducted by Khairul Huda and Nurul Iman in the Journal of Reality Vol. 2 (1) of 2017 which shows that to realize the implementation of effective and appropriate inclusive education requires support from several factors, for example, support from families and school residents and the local community.

This is a good progress and is slowly developing educational services in inclusive schools. These results are also supported by research conducted by Erika Yunia Wardah in the Journal of Inclusion

Education Vol. 2 (02) in 2019 which shows that the success factor of inclusion education services implemented by local schools is the support from all parties starting from parents of students, to school residents. The research mentioned broadly has the same core, namely that inclusion schools can be said to be successful in implementing inclusion education service programs with the support of several existing parties.

4. Factors Causing Children with Special Needs

There are several factors that cause children to have difficulty learning to read, including the lack of attention given by both parents, especially mothers in accompanying and helping children when studying at home. According to Helmawati (2014: 50) explained that parents are the first and main educators for their children because of them the children receive early education. It should be the parents who play a very big role in overcoming the difficulties of learning to read children. But the attention that parents give to the child is precisely less. This can be seen from the lack of attention of parents to help their children schedule at night.

Another factor causing children's reading learning difficulties is the absence of communication between parents and class teachers in collaborating to overcome the difficulties in learning to read experienced by children. This is because parents and class teachers have never met at all and do not have their own phone numbers that can be contacted. Teachers cannot communicate to parents about developmental outcomes or decreased learning outcomes due to the difficulty of learning to read experienced by children. Children also do not realize that the school is their need and that the school requires attention to the teacher, so when the teacher explains the learning material the child rarely wants to pay attention. Often the homework that the teacher gives to the child while at school is never done at all. The child has absolutely no shadow of the letter shape and does not memorize the letters alphabets at all because they do not memorize the letters A to Z.

CONCLUSION

Based on the research that has been carried out and the results of research that has been described regarding the analysis of children's inclusion education services dysgraphia case studies in grade III students of SD 2 Klepu, it can be concluded that there are several inclusive education programs to overcome children with learning difficulties which include the use of supporting media so that children are more interested in learning and curriculum modifications carried out by class teachers along with accompanying teachers special. In addition, there are several factors that cause children to have learning difficulties due to the lack of attention given by parents to children. As well as the absence of communication between teachers and parents in overcoming difficulties in learning to read children.

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