

**THE LEARNING MANAGEMENT FOR CHILDREN WITH SPECIAL NEEDS
(STUDY IN EFATA ECE, SEMARANG CITY)****Roby Naufal Arzaqi[✉], Diana**Jurusan Pendidikan Anak Usia Dini, Fakultas Ilmu Pendidikan, Universitas Negeri Semarang,
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This study aims to describe the management of learning for children with special needs in EFATA PAUD (Early Childhood Education), Semarang. In addition, this study also aims to determine the supporting and inhibiting factors in learning in the EFATA PAUD, Semarang. The method in this research is descriptive qualitative research method with a case study design based on the theory of Ley Kekeh Marthan. Data collection is carried out through interviews, observation and documentation techniques. Observations are made to find out the phenomena associated with the management of learning in the classroom starting from the preliminary activities to the final activities. The observations are followed up by interviewing educators in the EFATA ECE. The documents collected function as supporting data. Then the validity of the data is seen using triangulation. The results of the analysis of the data that the management of learning for children with special needs in ECE EFATA Semarang City is related to learning planning, organizing, managing, and evaluating learning that refers to Ley Kekeh Martan's theory in the book on Inclusive Education Management and ECE standards in Permendikbud No. 137 of 2014. Learning planning includes the application of the 2013 ECE curriculum, area learning models, practice-based learning methods, visual learning media, and classroom settings based on safety and comfort aspects of play. Organizing includes carrying out the duties and responsibilities of teaching staff and education staff. The management is in the form of supervision and management of school and community relations. The evaluation includes the results of the process and learning outcomes, structured follow-up in the annual program. The management of this learning is also influenced by supporting factors in the form of guidance, and the provision of information from the HIMPAUDI (Association of Early Childhood Education in Indonesia) of Semarang City, the commitment of teachers and parents to support the achievement of institutional goals. Inhibiting factors are the unavailability of adequate facilities including the place of implementation of activities, not having private land, and institutional permits.

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[✉] Alamat korespondensi:

Gedung A3 Lantai 1 FIP Unnes

Kampus Sekaran, Gunungpati, Semarang, 50229

E-mail: robynaufal1997@gmail.com

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INTRODUCTION

Early childhood education aims to have a positive influence in the form of a basic framework for children to adjust to their environment and for further growth and development (Diana, 2017). This is as an early intervention effort by providing educational stimuli to foster potential as well as efforts to early detection of the possibility of disruption in the growth and development of children. The positive influence given to early childhood is a series of planned, systematic and ongoing programs in the form of educational interactions between educators and children. Planned means that the educational program to be given has been formulated, arranged, and determined logically and in accordance with the potential development needs of children. Systematic can mean there are materials that have been sequential and classified according to the realm of development children's potential.

Early childhood experiences a process of rapid growth and development (Santrock, 2007). Children are in a sensitive phase (golden age), a phase where children are sensitive to various kinds of educational stimuli. The growth of nerve cells and the development of mental functions require a variety of stimulation and positive stimulation from the environment (Diana, 2017). Basically the child is ready to respond to stimulation which is provided by the environment. This period is very effective in developing cognitive, motoric, language, social-emotional, religious and moral abilities, and art that can be achieved optimally and support further child development. This can be achieved if it grows and develops normally, meaning that there are no disturbances suffered by children both physically, psychologically and their behavior.

The Central Statistics Agency (BPS) published Susenas Quarter I data which stated that 9.9 million Indonesian children were children with special needs (ABK) in the category of persons with disabilities (Winarsih, et al, 2013). The Indonesian Ministry of Health Data and Information Center in 2014 also published the number of children with disabilities in

Indonesia. Based on the 2012 Susenas data, it is estimated that the Indonesian population with disabilities is 2.45% and around 39.97% of this number has more than one disability or disability (Primadi, 2014). Law Number 4 of 1997, Article 1, Paragraph 1 concerning Persons with Disabilities, states that a person with a disability (has been changed to become a person with a disability) is a person who has a physical and/or mental disability that can interfere or is an obstacle and obstacle for him to do as appropriate, consisting of: a) physically disabled, b) mentally disabled, c) physically and mentally disabled.

Definition of Children with Special Needs (ABK) are children who have limitations or unusual, both physical, mental-intellectual, social, and emotional, which significantly influence the process of growth or development compared to other children their age (Winarsih, et al, 2013). Winarsih, et al (2013), in the Handbook for the Handling of Children with Special Needs (ABK) issued by the Ministry of Women's Empowerment and Child Protection, mentions disability under the ABK classification which is divided into twelve categories; they are 1) children with visual disabilities, 2) children with hearing disabilities, 3) children with intellectual disabilities, 4) children with physical disabilities, 5) children with social disabilities, 6) children with impaired concentration and hyperactivity (GPPH), 7) children with autism spectrum disorders, 8) children with multiple disorders, 9) slow learner children, 10) children with special learning difficulties, 11) children with impaired communication skills, 12) children with potential intelligence and/or special talents.

Based on data from the Central Statistics Agency (BPS) in 2017, the number of children with special needs (ABK) in Indonesia reaches 1.6 million children. One of the efforts made by the Ministry of Education and Culture to provide access to education is to build new school units, namely Extraordinary Schools (SLB), and encourage the growth of Inclusion Schools in the regions. Of the 1.6 million children with special needs in Indonesia, only 18 percent have received inclusive education services. Around 115

thousand children with special needs go to SLB, while ABK who attend regular schools implementing Inclusion Schools number around 299 thousand. To provide access to education for ABK who do not attend SLB, the Ministry of Education and Culture has implemented an Inclusive School program. Inclusive Schools are regular (non-SLB) schools which also serve education for children with special needs. In regular schools, children with special needs learn with other regular children, with the assistance of special teachers during teaching and learning activities. At present there are 32 thousand regular schools that become Inclusion Schools in various regions (Maulipaksi, 2017).

PERMENDIKNAS No. 70 of 2009 concerning Inclusive Education requires every region to hold inclusive schools. At least one subdistrict has at least one primary school and one junior high school which operate schools with an inclusive system. This also has implications for preschool education, one of which is to prepare students mentally and physically for higher education. Inclusion has various meanings. Smith (in Mastuti, 2014: 2) defines that inclusive education is the integration of children with disabilities (people with disabilities) into school programs. The concept of inclusion is directly related to children who have obstacles that normally do not occur in development children in general. More than that, inclusive schools are also a place where every child can be accepted, become part of the class, and help each other with their teachers and peers, as well as other community members so that their individual needs can be met.

The Semarang City Regional Government has stated to implement inclusive education at every level of education, one of which is in the Gajahmungkur sub-district. The Gajahmungkur sub-district of Semarang is located not far from the center of the city of Semarang. This is certainly access to information on educational development that will be more quickly accepted than other cities (Mastuti, 2014). If the inclusion system has been implemented since early through preschool education, it will provide significant influence and contribution to both the institution

and students. This is in accordance with research conducted by Mulyono (in Adiatri, 2014: 71) who is a Professor at Jakarta State University that illustrates the existence of extraordinary children in schools for normal children reflecting the heterogeneity of children's abilities at school. The ability of children who have heterogeneous, cooperative education is superior to competitive education. Whereas, children who are capable of competitive education homogeneity is higher than integrative education (Mulyono, 2009). The Center for Studies on Inclusive Education (CSIE), Wall (2011) concluded that inclusion involves a process of increasing student participation in, and reducing their exclusion from the culture, curriculum, and local school community (Windiarti, R and Rebecca, A, 2015).

Learning in the concept of inclusive education requires a separate strategy, for students with special needs requires a strategy in accordance with their individual needs as said by Kustawan (2016) that the learning process must be adapted to the abilities and needs of each student (methods, media, and Learning Resources). A teacher in an inclusive school is emphasized on his ability in classroom management, besides that teachers must have the competence to manage learning and understanding of students who have a variety of differences. Inclusive learning is not only following the curriculum guide from the central government but must include the existence of individual learning methods specifically, thus that it is necessary to modify the individual curriculum for children who need special education (Fikriyyah, L and Henny Puji Astuti, 2017).

Based on the data of the inclusive school pilot that is officially designated as an inclusive school by the Semarang City government which is collected by UPTD (Technical Executive Unit Area) Education of South Semarang District in the 2018/2019 academic year there are 7 kindergartens with 11 children with special needs (ABK) with a range of 4-6 years. EFATA ECE is an early childhood education institution that organizes inclusive education aimed at children aged 4-5 years with a number of Children with

Special Needs (ABK) of 7 children each school year. ECE EFATA has a humanitarian mission. Inclusive education has a tendency to occur in the field including supporting and inhibiting factors in the implementation of inclusive education. The EFATA Foundation was founded by Windy Aryadewi, located on Lemah Gempal V, Semarang. EFATA is a foundation in which there is a Smart House (RumPin) that has been established since 2014 and ECE inclusion which was only established in 2018.

The purpose of this study is to find out and describe the management of learning for children with special needs who are in the EFATA ECE in Semarang City and to know the supporting and inhibiting factors in the management of learning in EFATA ECE. The main advantage of this research is to know and describe the management of learning for children with special needs in EFATA ECE as well as knowing the supporting and inhibiting factors in learning management. Research on the management of learning for children with special needs is still little studied, so it is expected that this research can provide more knowledge to parents, communities, and ECE institutions in the management of learning for children with special needs.

METHODS

This study uses descriptive qualitative research methods because in examining problems, the researcher does not prove or reject hypotheses made before the study but process data and analyze a problem non-numerically. A qualitative method is to test hypotheses/theories (Sugiyono, 2016: 38). Based on a series of theories about qualitative research, because this type of research focuses on the description of data in the form of sentences that have profound meanings derived from informants and observed behavior.

Data from the results of this study are in the form of facts found during the field by researchers (Sugiyono, 2016). This research was conducted on June 25 until July 30, 2019. The location of this study was in EFATA ECE, Lemah Gempal V Street, Semarang City. Primary data sources are data sources obtained

directly from informants in the field through interviews and observations. In this regard, interviews and observations will be carried out to class teachers, and the principal of the EFATA Inclusion ECE School. Secondary data sources are data sources obtained indirectly from informants in the field such as supporting documents including curriculum, lesson plans, anecdotal notes, etc. The data collection techniques use interviews, observation, and documentation. The data analysis techniques use interactive models from Miles and Huberman. The data validity test technique uses source triangulation.

RESULT AND DISCUSSION

According to Arikunto (in Chayati, 2014) the word administration can be likened to management, which also means arrangement or management. Management or management in the general sense is the administration, regulation or arrangement of activity. Educational management according to Marthan is a process that is a cycle (cycle) of the implementation of education starting from planning, followed by organizing, directing, implementing, monitoring, and assessing the school's efforts to achieve its goals. N.A Ametembun (in Agrinianda, C, 2014) class management is a process of management in the classroom to regulate teaching and learning in children. The teacher is a manager, as a leader in classroom management activities. The teacher is tasked with preparing, organizing, implementing, and evaluating learning. Its application in inclusive education settings according to Marthan, (in Febriana, 2016: 21) management of inclusive education involves the implementation of management functions, such as planning, organizing, managing and evaluating as follows:

- 1) Planning for inclusive education is an activity of setting goals and formulating and regulating the utilization of human, financial, methods, equipment and all available resources for the effectiveness of achieving the goals of inclusive education.
- 2) Organizing inclusive education involves the distribution of tasks for each member to

complete in an effort to achieve the planned objectives.

- 3) Management of inclusive education includes leadership, implementation of supervision, and management of school relations with the community so that the goals of inclusive schools can be achieved.
- 4) Evaluation of inclusive education is done to assess whether all activities carried out have been achieved with the objectives set.

1) Planning

The steps of providing services provided to children with special needs were stated by Tarmansyah (in Hartanti, 2017: 196) stating that: services for children with special needs begin with identifying by collecting data about the special needs of children. After identification is carried out, it is continued by analyzing and diagnosing the results of identification data collection. After the specification of the special needs of children is known, plans are made regarding methods and techniques, service materials, facilities and infrastructure, futures training programs, determining partners and cooperation procedures to be carried out. Finally, carry out the therapeutic plan that has been made and evaluate it (Hartanti, 2017).

Learning planning, EFATA ECE uses the 2013 ECE curriculum. The 2013 ECE curriculum is a curriculum based on character development, as well as a comprehensive aspect of development. Regarding planning the implementation of learning refers to the academic calendar and time allocation. The development of themes and sub-themes is based on core competencies and basic competencies contained in the STTPA contained in Permendikbud 137 in 2014. Learning methods used include practice-based real activities. Learning media in ECE EFATA carries the concept of presenting real and realistic tools/objects so that children can make direct observations, media that are close to children, and utilize the facilities and infrastructure that are already available, in collaboration with parents related to the provision of playing media. In planning class settings The class settings in ECE EFATA are based on the safety and comfort aspects of

children playing, adapted to the child's play activities.

2) Organizing

Organizing is a continuation of the planning function in a management system. According Ranupandojo (in Makmun, 2007: 21) organizing is an activity to achieve the goals carried out by a group of people, carried out by dividing tasks, responsibilities, and authority among them, determined who becomes the leader, and actively interact with each other. The components must be interconnected or united so that the implementation of this inclusive education runs according to purpose. Organizing learning in EFATA ECE involves classroom teachers who are tasked with carrying out preliminary activities, core activities and closing activities. EFATA ECE does not have a special assistant teacher to provide assistance in arranging, implementing and evaluating mentoring programs for teachers and providing assistance in curriculum development, individual education programs, learning, assessment, media. The implementation suggests that the teacher go to a psychologist and suggest to the RDRM to assist the teacher in the play activities and assessment process. RDRM stands for Rumah Duta Mental Revolusi (House of Mental Revolution Agent), which is a place of protection and legal assistance for victims of violence and bullying, especially for women and children. RDRM is under the auspices of the Semarang City Government in which supporting facilities include: psychological counseling room, child counseling room, legal counseling room, etc. which provides assistance to the community for free of conditioning the classroom teacher with parents works together to gain knowledge. (Semarang City Government, 2018)

3) Management

Management of inclusive education includes leadership, implementation of supervision, and management of school relations with the community so that the goals of inclusive schools can be achieved (Marthan in Febriana, 2016: 21). The role of the principal's leadership is in relation to teacher development. The principles of leadership must be linked to the role of the

principal and other relevant leadership positions, the role of special leaders which includes staff, students, parents and other people outside the community where the school is located. The management of learning in EFATA ECE involves the principal's role as a leader and supervisor in the institution's development efforts. The principal performs his role well in the form of providing competency development efforts for teachers, providing motivation and fostering discipline. Carry out their duties as supervision in an effort to develop the institution but has not been scattered and programmed. Then the management of school and community relations is carried out in the form of socializing institutions through partnerships and being active in activities related to children.

4) Evaluation

Evaluation is one component of the learning system in particular, and the education system in general. That is, evaluation is an activity that is impossible to avoid in a learning process. In other words, evaluation activities, both evaluating learning outcomes and evaluating learning, are an integral and inseparable part of educational activities (Latif, 2013: 147). Evaluation of learning in EFATA ECE includes a comprehensive learning evaluation activity in accordance with the goals of the institution. Structured follow-up efforts in annual programs that include enrichment activities to complement the basic competencies and core competencies that have not yet been achieved. Strengthened through parenting activities that include curriculum evaluation and advice for institutional development.

The management of inclusive learning certainly has supporting and inhibiting factors in the education process. In the research in EFATA ECE there are several factors that support the implementation of inclusive education learning management and problems that hinder the management of inclusive learning. Inclusive education is education that combines children with special needs with normal children in one class. Inclusive education is prepared to equalize children with special needs with other normal children. Supporting and inhibiting factors in the

management of learning in EFATA ECE can be seen that the supporting factors of learning management in the form of assistance, guidance, and provision of information from the Semarang City HIMPAUDI. The commitment and role of teachers and parents who support the achievement of the goals of the institution is also supporting factor. While the inhibiting factors in the management of learning in EFATA ECE include the availability of limited facilities and infrastructure, including rooms and places to conduct activities that do not have private land and ECE establishment permits yet. It is also constrained by the implementation of ECE inclusion standards.

CONCLUSION

Based on the research results and discussion that is obtained through data analysis, the research results describe the management of learning for children with special needs in the EFATA ECE Semarang City. It can be concluded that there are: planning, organizing, managing, evaluating, and supporting and inhibiting factors in learning management. EFATA ECE learning planning applies the 2013 curriculum that is tailored to the needs of the institution. Planning learning methods include real activities such as demonstrations, habituation, and direct practice. Media planning in EFATA ECE carries the concept of presenting real and realistic tools/objects so that children can make direct observations. Planning for environmental settings in ECE EFATA is based on the aspects of children's safety and comfort in playing. Organizing in EFATA ECE does not yet have a special assistant teacher to provide guidance programs for teachers and provide assistance in curriculum development, individual education programs, and professional assistance. Management in EFATA ECE has not been conducted by the owner of the foundation to ECE for the development and monitoring of the institution. Evaluation of learning in EFATA ECE as a whole is in accordance with the objectives of the institution. It is structured follow-up efforts in annual programs that include enrichment activities to complement the basic

competencies and core competencies that have not yet been achieved.

Supporting factors in the management of learning in EFATA ECE can be known in the form of guidance and providing information from HIMPAUDI Semarang. In addition, the commitment and role of teachers and parents who support the achievement of the goals of the institution. Inhibiting factors in the management of learning in EFATA ECE include the availability of limited facilities and infrastructure, including the activity rooms and venues that do not yet have private land and ECE establishment permits. It is also constrained by the implementation of ECE inclusion standards.

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