

## **Practical Application Of Inclusive Education Programs In Raudhatul Athfal**

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**Abstract:** *Education is the right of all children, including children with special needs in inclusive education programs, but in its application many problems are encountered. For this reason, this study aims to analyze the application of inclusive education programs in early childhood education institutions, precisely at Raudhatul Athfal An-Nahl Jakarta. This study uses a qualitative approach to the type of case study research. Data collection techniques used were observation, interviews, and documentation. Technical analysis of data using the Miles and Huberman interactive analysis model, as well as testing the validity of the data with the triangulation method. The results of this study found six steps in the application of inclusive education programs, the first, to understand the characteristics of students; second, set learning goals and targets; third, designing flexible learning materials; fourth, monitoring and evaluation; the fifth, divides the tasks and roles of the teacher, and the sixth, prepares resources. The conclusion of the research shows that the six steps in this practical application are able to overcome the problems of implementing inclusive education programs in early childhood education institutions.*

**Keywords:** *Applications, Inclusive Education, Raudhatul Athfal*

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### **Introduction**

Inclusive Education is an education service system that requires that all children with disabilities be served in the closest schools, in regular classes together with their age children (Heldanita 2016). An inclusive school is a school that can accommodate all students in the same class, able to provide a proper education program in accordance with the abilities and needs of each student, obtain assistance and support from the teacher so that all students achieve success (Nuraeni, 2014).

Over time, the number of children with special needs is not reduced, but their numbers are increasing and increasingly spreading in all regions in Indonesia. More and more children need help handling education right according to their needs to maximize their potential.

But on the other hand, not many educational institutions have organized inclusion programs, especially RaudhatulAthfal (RA), which should also take part in the process of equitable distribution of the nation's intelligence with the basics of good religious education for all children in need.

However, inclusive schools are now starting to emerge as a positive influence on the results of the World Conference on Education for All in Jomtien Thailand (1990), which aims to bring all children into school, and provide all children with appropriate education, which is

also emphasized by Salamanca (1994) formulated oriented towards education services for all children, including children with special needs or children with disabilities to get appropriate education.

In fact, not all schools are able to implement an inclusive education system. In the implementation of inclusive education for early childhood in Indonesia, many problems are faced, among others, teachers have difficulty balancing learning in inclusive early childhood education, children with special needs are difficult to be invited to cooperate in the following lessons, and in application requires skill teachers who are able managing inclusive classes, besides that the government has less role in supporting facilities and infrastructure and educational game tools, so that the facilities owned by schools are very limited, and are unable to accommodate the needs of all students in implementing effective learning, as well as lack of needshelper or assistant staff teacher (Windarsih et al. 2017).

Researchers were interested in analyzing the implementation of early childhood inclusive education programs in RA An-Nahl, Jakarta, because of the superiority and uniqueness of RA An-Nahl, that is with all the limitations he has, such as using only meunasah or buildings with borrowed status, makeshift facilities, and infrastructure, but with a strong determination to help the community, in this case, parents who have children with special needs, to get services proper education with other children, RA An-Nahl implemented an early childhood inclusive education system until now it is an inclusive RA model recommended by the Ministry of Religion of the Republic of Indonesia.

### **Literatur Review**

The basic concept of the inclusive education paradigm is differentiated education for this diversity, the implications of the inclusive education paradigm in the practice of radical change both at the conceptual and operational levels such as "disabled, extraordinary, and disabilities" tend to labeling smell, shifting into "children with special educational needs" who are seen as more educative nuances and include more diverse needs at the operational level of the segregation education system are seen as no longer appropriate and directed towards inclusive education (Budiyanto 2017).

Inclusive education is an educational model that includes children with special needs to learn together with their peers in public schools, and in the end they become part of the school community, so as to create a conducive learning atmosphere (Directorate of Extraordinary Education, 2002 ) While O'neal (1994) defines inclusive education as a system of extraordinary education services that requires that all extraordinary children be served in the closest schools in ordinary classes with friends of the same age. For this reason, Sapon-Shevin emphasized the existence of restructuring in schools so that it became a community that supports the fulfillment of the special needs of each child which means rich in the sources and support of all teachers and students (O'Neil 1994).

In Indonesia to date there are 3 models of education systems for children with special needs (1) special school models according to the type of disability with the name of the Extraordinary School; (2) integrated school models among children with special needs, with the name Extraordinary Elementary School and (3) integrated school model, that is children with special needs are integrated into certain regular schools that have been prepared (Budiyanto 2017).

The children with special needs who receive the most attention from teachers according to Kauffman and Hallahan are; a) mental retardation or referred to a child with development impairment, b) learning disabilities or specific learning disability, c) Attention Deficit Hyperactive Disorder, d) emotional or behavioral disorder, e) communication disorder and deafness, f) partially seeing and legally blind or children who experience visual impairments,

g) autistic children, h) physical disability, and i) giftedness and special talents (Hallahan and Kauffman 2006).

Implementation of learning in early childhood with special needs in inclusive classes for example by using learning strategies for blind children adhering to the principle of doing concrete or direct objects or direct practice. If the child is deaf in speech is facial direction and sound clarity. Furthermore, for mentally retarded children, the principle that must be considered is love and learning from the simplest. For children with physical disabilities, learning is done by reducing body movements and for autistic children, learning starts from the small things that have been done at home with family and invites children to get a focus on a particular object. Furthermore, for visually impaired learning methods that are often used are demonstration and lecture methods, for children with hearing impairment, demonstration methods, and drill. For mental retardation, the method commonly used is the method of role-playing and lectures, children with disabilities are the same as children in general, then children with autism, the method used is the method of role-playing, demonstrations, and lectures. But in practice everything is situational, it does not have to be the same as what is contained in the plan for implementing learning. So that it can be understood that classroom learning with children with special needs has taken place on the basis of individual differences and abnormalities of each student (Hanum 2014).

Fill in the islamic religious education learning in Raudhatul Athfal a material that contains the values of attitudes, knowledge and skills. The contents of the program include aqidah, akhlak, ibadah (fiqih), Al-Qur'an-Hadith, and tarikh Islam. Preparation of lesson plans begins with an annual program, which is to determine islamic religious education material in accordance with the competencies in the raudhatul athfal curriculum. Then arrange a religious program per semester. Followed by the preparation of weekly learning implementation plan, namely the teacher designing learning activities for one week in the development of aspects of attitudes, knowledge, and skills. Finally the compiler of daily learning implementaion plan is a reference for managing learning activities in one day. What distinguishes learning implementation plan from raudhatul athfal in general is that there are additional records for children with special needs that will be followed up with individual learning (Harfiani, 2019).

The system in raudhatul athfal in general, is the same, for quality control, not all teachers are entitled to judge, but there are also other parties who judge that it will be equal in each class because every teacher class is worried about having different perceptions when they judge their children. For the final assessment, of course, to assess knowledge, one person is given the responsibility to measure the extent of the knowledge they have achieved. But if for attitude and skill there is absolutely no assessment at the end, but the assessment is that the assessment for learning process becomes the children when they are assessed by the teacher to be assessed by the process. So surely the teacher in the class then assesses the process to what extent the efforts made by the students. (Harfiani & Setiawan, 2019).

### **Research Method**

The location of this study was RaudhatulAthfalAn-Nahl, which is located at St. JerukManis IV / 9 KebonJeruk, West Jakarta. The time set in conducting this research is in the 2018/2019 school year. The reason for choosing the location of this study is based on: RA An-Nahl has implemented a system of inclusive education since 2005, having competent educators (teachers) to handle early childhood with special needs, having learning methods that are suitable for all students, and autism Friendly School Award from the Governor of Jakarta in 2015, and than RA An-Nahl is a pilot school, which is visited by many other schools from various regions in Indonesia for comparative studies.

Type of this research is *field research*, namely: research that collects data and information carried out directly to the location or object which will be studied, namely the early childhood education institution RaudhatulAthfal An-Nahl Jakarta. This field research is carried out in stages and at a certain time period as long as the data has not been collected, the research will continue to be carried out to a certain stage, if urgent data has been collected, the research will be stopped.

This field research uses qualitative methods with the type of phenomenology, which are: describing data, analyzing, and interpreting phenomena captured in observation. Researchers in the phenomenology model try to understand the meaning of events and interactions with people, usually in certain situations (Bogdan and Biklen 1992). Qualitative research is methods for exploring and understanding meanings by a number of individuals or groups of people ascribed to social or humanitarian problems (Creswell 2010).

This study uses a qualitative approach to the type of case study research. Data collection techniques used were observation, interviews, and documentation. Technical analysis of data using the Miles and Huberman interactive analysis model, as well as testing the validity of the data with the triangulation method.

## **Result**

This inclusion program is not new in the world of education in general, but it is still a rare thing to be found in the RaudhatulAthfal environment, which is actually very appropriate to take part in the program considering the increasing number of Children with Special Needs a large number of RAs to reach remote areas. Especially what makes RaudhatulAthfal special is that this educational institution promotes education with an approach to religion and character from an early age.

With an integrated and individual approach in handling and evaluating that focuses on the foundation of development, children with special needs will receive optimal education services that can maximize their growth in RaudhatulAthfal. RA An-Nahl hopes that this program can help more children who progress more slowly to become warmer, more involved, more communicative children and achieve higher thinking than what could be expected in the past.

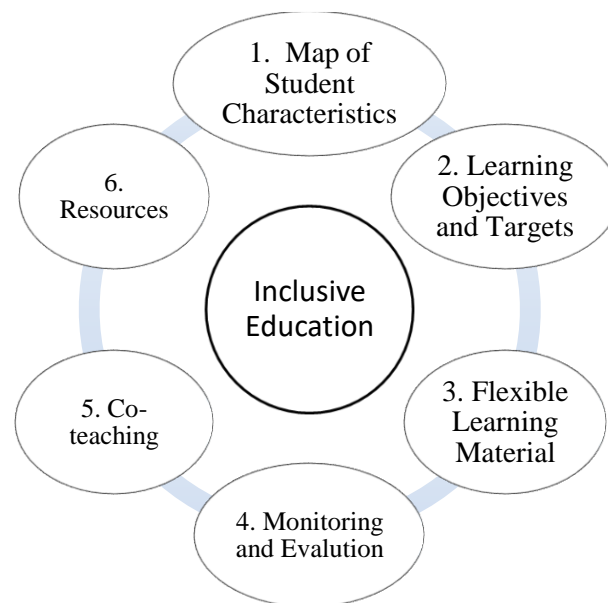
According to RA An-Nahl, there are several advantages to the implementation of the inclusion program, namely:

- a. For children with special needs, they will get a general and varied environment, get challenges, motivate to develop to match children their age in general and provide opportunities to understand & adapt to general living standards.
- b. For other students, can broaden their horizons, especially about the differences experienced by certain people, students can also learn about special things among common things that are commonly encountered every day, develop a sense of tolerance, increase sensitivity and sense of help, and establish cooperation in a strategic way (directing potential friends in accordance with the limits of ability).
- c. For the school, the benefits obtained are to add insight, especially about education for children with special problems, adding skills teachers, improve services, and expand charity and missionary fields.

RA An-Nahl in running an inclusive program cannot be separated from cooperation/synergy with parents of students, especially for those who have children with special needs. Cooperation activities can be carried out both inside and outside the school. Activities in the school, for example, children need to get special remedial every day, children also get individual treatment from the designated teacher for several hours/day. Whereas outside school activities that can be done for children with special needs are

children undergoing routine therapy, and children undergoing certain additional activities that support.

Practical application of the application of inclusive programs in RA An-Nahl through several stages, the first is understanding the character map of students, by early detection of early school entry, after that the next stage is to set the goals and targets of learning to be achieved, then design learning materials that are flexible so that they can be easily absorbed by normal students and children with special needs, the next step is to monitor and evaluate the implementation of inclusive programs, then divide the tasks and roles of teachers, and prepare the needed resources, in broad outline the practical application of inclusive program management in RA An-Nahl can be described as follows:



**Figure 2. Practical Application of Management of Inclusive Programs in RA An-Nahl**

RA An-Nahl has provided early childhood inclusive education services since 2005, in an effort to help the Indonesian government realize educational equality across all levels of society without differentiating children from ethnic, racial, social status, economic abilities, political status, language, geographical backgrounds, gender, religion / belief, and differences in physical or mental conditions.

RA An-Nahl provides opportunities for children with special needs to obtain their rights to get good education services in public schools with other normal children. There were many problems encountered in the implementation, but the problems actually made An-Nahl learn better, with superior work programs, increasingly organized management, and the implementation of learning that was able to accommodate the needs of all students, both normal and with special needs so that the achievement of targeted learning can be achieved optimally.

To overcome the problems faced by inclusive early childhood education institutions is the need for improvement and training in the implementation of learning inclusive education for children with special needs ranging from curriculum planning, professional staff, exploring personality competencies, social competencies and pedagogical competencies, so that the learning process can be effective (Huda and Iman 2017). In addition, a legal certificate is needed so that all early childhood education institutions are inclusive, the government, in this case, the education ministry and the ministry of religion pay attention to

improving teacher competencies that are appropriate and on target, and assist in facilitating Inclusive PAUD infrastructure (Hanum, 2014; Windarsihet *et al.*, 2017). To improve the quality of teachers, RA An-Nahl conducts routine upgrades every Thursday, by providing training with various materials such as handling children with special needs, inclusive curriculum development, and so on.

An inclusive model with constructive partnerships is proven to be able to overcome students in overcoming social, emotional and behavioral difficulties in schools (Botha and Kourkoutas 2015). In addition, increasing teacher awareness of the principle of inclusive education, creating a culture of inclusiveness throughout the school and forming partnerships with parents, strongly supports the success of inclusive education (Chan and Yuen, 2015). RA An-Nahl in implementing the inclusive program also involved various parties as partners, such as psychologists, therapists, shadow teachers, special education teams (PLB), and parents of students, so that together with the school (homeroom teacher, assistant teacher, and principals) mutually support the success of inclusive programs.

### **Conclusion**

Practical applications of inclusive programs in RA An-Nahl goes through several stages, namely understanding the character map of students, setting learning goals and targets, designing flexible learning materials, monitoring and evaluating, dividing the tasks and roles of the teacher, and preparing needed resources.

More and more Raudhatulathfal educational institutions are taking part in this inclusion program so that more and more children with special needs will be helped. With this inclusion program, children with special needs can avoid negative labels so that children will become more confident, have the opportunity to adjust so that they are better prepared to face the real life that lies before them.

For children without special needs, they will be wiser and grateful that there are friends who have limitations but who are still eager to study, show concern, empathize with their problems, try to help, which in turn will give birth to a strong positive character.

For schools that are fully involved with inclusion programs and are willing to work hard for that, it will increase teachers' insights about the privileges of children with special needs by recognizing maps of their students' strengths and weaknesses, of course accompanied by continuing to study their specificity through books, articles, internet, interviews, and others. As well as adding skills and increasing the creativity and competence of teachers in classroom management, which of course is more creative than regular classes without children with special needs in it.

For families, this inclusion program can increase parents' respect for their children, parents are happy to see their children can go to school without discrimination from the surrounding community and can be accepted to the school with children without other special needs. And for parents for children without special needs, they are happy to see their children have good social skills.

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