

COUNSELING ON COMMUNICATION DEVELOPMENT AND APPLICATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

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Abstract

In public elementary schools, students with special needs often find it difficult to participate in the learning process. Implementation of inclusive education is hampered by various causes. Examining how inclusive education is implemented in elementary schools for students with special needs is the aim of this research. This research methodology uses a library research strategy. methods for collecting data and information through a literature survey. According to research findings, inclusive education for children with special needs has been offered in elementary schools. When considering preparedness, however, it is still not the best because there are still too few teachers with the necessary training, which creates many difficulties and obstacles in guiding children with special needs. It can be concluded that there are still relatively few accompanying teachers with special needs with undergraduate backgrounds in the Special Education Study Program based on an examination of various relevant research papers. In conclusion, the majority of inclusive educational institutions mandate mentoring training for students with needs

Keywords: Education, Inclusion, Children with Special Needs, Elementary Schools, Teachers

INTRODUCTION

Communities around the world have become more aware of people with disabilities over time, and they have demonstrated their love for human rights for people with disabilities in many ways (Jauhari, 2017). It also alludes to a change in perceptions of people with disabilities. This inclusive paradigm was developed to achieve equality for persons with disabilities in all areas of life, including education (Wibowo & Anisa, 2017).

Children with physical, intellectual, emotional, or social disabilities are considered to have special needs. These children do not grow in the same way as their classmates because they have developmental challenges (Murniarti & Anastasia, 2016). As a result, dealing with children with special needs becomes necessary. Not always children with physical disabilities also have mental, emotional, or social disabilities (Bahri, 2022). A child usually has physical boundaries in addition to intellectual, emotional, and social boundaries. Professionals may characterize children with special needs as exceptional, disabled, disabled, or disabled (Muqoyyidin & Widiyaningsih, 2021).

A person is considered disabled if he has physical limitations that hinder his or her ability to learn or adapt to social situations. Examples of such limitations include low vision, and hearing, physical disabilities such as orthopedic disorders, and other health problems. (hemophilia, cystic fibrosis, sickle cell anemia, cancer, heart problems, seizures, juvenile diabetes mellitus). The same problems that affect someone who is incapacitated (disabled) will also affect someone who is physically difficult (impaired) (Ulfiah & Budiman, 2021).

A person with a learning disorder is a person who shows impairment in his learning process. Having a conduct disorder is another term for disordered behavior. If a person struggles to react or adapt to their environment due to cognitive, physical, or emotional problems, they are considered disabled. Children with autism, mental retardation/slow learning, Down syndrome, learning disabilities (dyslexia, dyscalculia, dysgraphia, inattention), attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), pervasive developmental disorder (PDD), and communication disorders are among those who usually experience this (Jauhari, 2017). If a person has an advantage over young people of the same age, they are considered disabled (preferential). Consider a small child who has very striking abilities and high intelligence (Rumahuru & Talupun, 2021).

By emphasizing that all students can be accepted without prejudice, inclusive education serves to create a kind of educational equity (Rahma, 2023). The goal of inclusive education is to make maximum use of the abilities and potential of each learner to adapt to the social context in which they live (Andini et al., 2020). As is known, children with special needs who enter the inclusive resource room are on schedule. This allows them to be more organized during the learning process and, during breaks, to return to normal classes to play with their classmates. The goal is to teach children with special needs how to interact socially with others (Andini et al., 2020). Through socialization, children learn to identify and control their emotions and empathize with their peers (Andini et al., 2020).

Children with exceptional needs may have different physical, mental, and social-emotional characteristics (Anti et al., 2022). Their unique qualities may require certain changes in some areas for them to continue to enjoy the same rights as other children, but even these modifications must maximize their growth as children (Muflikhah & Khobir, 2023). The adaptation in question includes environmental modifications that can meet the needs of each child as well as changes in the knowledge, talents, and skills of educators.

METHOD

The goal of inclusive education is so that all children with special needs can attend school with their peers. The goal of the inclusion system is to bring together all parties involved in education, such as principals, teachers, foundation administrators, education personnel, students, parents, communities, and education supervisors, to create an environment that supports learning for all students, including those with special needs and enables them to reach their full potential.

In public elementary schools, students with special needs often find it difficult to participate in the learning process. The implementation of inclusive education is hampered by various causes. Examining how inclusive education is implemented in primary schools for students with special needs is the aim of this study. When considering preparedness, however,

it is still not the best because there are still too few teachers with the necessary training, which creates many difficulties and obstacles in guiding children with special needs.

Students of SD No. 4 Tuban often get socialization about inclusion education, where grade V and VI students are targeted in this socialization. This socialization aims to increase awareness and understanding that children with special needs have the same rights as other children to get an education and should not be treated differently from other children.

Practicing inclusive education is more difficult than it seems because it requires careful planning to ensure that the practice aligns with theoretical understanding. The implementation of inclusion education requires several preparations, including (1) teacher readiness to be competent, meaning that they must understand and be able to teach inclusion classes; (2) Differentiated curriculum based on the needs and abilities of students with special needs; (3) Peers and parents should be aware of and accepting of the presence of students with special needs at school; and (4) Students with special needs should have access to facilities that facilitate their education and teaching.

It takes a plan to implement learning for children with unique needs. Different approaches will be used, depending on what each child needs. Teachers should consider the situation of students with special needs when planning lessons so that students can engage with the community. Competency-based curriculum is used to organize learning so that children with special needs can be explored for their skills.

The task of an educator or teacher in inclusive education is to guide students according to their respective abilities and potential. The person closest to the student is the teacher or instructor. Teachers can also act as parents of their students while they are in class. In the implementation of inclusive learning, the ability of teachers to supervise classes during the learning process is given greater weight. As a result, educators must skillfully supervise learning, recognize each student's unique needs, and practice instructional learning procedures.

RESULTS AND DISCUSSION

The authors find that practicing inclusive education is undoubtedly more difficult than people think because it requires extensive planning to ensure that programs are implemented in a way consistent with theoretical understanding. The implementation of inclusion education requires adequate facilities and infrastructure because inclusion education must be able to provide facilities that meet all the needs of children with special needs (Jauhari, 2017). For example, braille publications, hearing aids for the deaf, walks adapted for children with disabilities, programs for special guidance, and so on.

The absence of services offered by schools for students with special needs will be influenced by the limited facilities and infrastructure in inclusive schools (Rahma, 2023). The main problem with inadequate infrastructure and facilities is cost. Instructors are faced with a dilemma: although they have a moral obligation to educate every student, they lack the training necessary to engage students with limitations in the curriculum. Rather than fostering an inclusive learning environment, such classroom settings isolate children with disabilities in conventional classroom settings (Muflikhah & Khobir, 2023). Instructors who have students with limitations in their courses face this conundrum.



Picture 1. Socialization of Inclusion Education for Class V and VI Students of SD No. 4 Tuban



Picture. 2. Socialization and *Parenting* of Inclusive Education for Children with Special Needs

SD No. 4 Tuban has one classroom, namely the source class, where the resource class is a place of learning for students with special needs and is accompanied directly by a psychologist on duty at SD No. 4 Tuban. The resource class is a special room for children with special needs in learning, in the class there are several facilities used for learning media and motor therapy for children who have delays in learning.

The solution that the author can provide is to counsel children who are required to receive inclusive education, which is in a safe, peaceful, and peaceful classroom atmosphere to create

a good learning process. Communication development by training children to focus and respond to people who are spoken to, this development can be done in children who have speech delays. In addition, it must be balanced with therapy by special experts accompanied by psychologists on duty at SD No. 4 Tuban. It is also not enough if parents do not have awareness of their children and the need for parenting socialization about inclusion education that can be applied at home in everyday life.

Public awareness and parents are low whereas parents have an important role in the decision-making process and in providing support for their children who have special needs. Parental support is essential in this situation. Parental support can take many forms, including creating a comfortable environment, engaging in the parenting process at home, and using acceptable parenting techniques. When a child with special needs has the full support of his parents, he can develop as much as possible.

CONCLUSIONS

Children with special needs receive inclusive education in formal primary schools. When considering preparedness, it is still not ideal because there is still a lack of teachers related to their educational background, which poses challenges in assisting children with special needs. The Special Education Study Program does not have an accompanying instructor, so teachers at the school who are not qualified must receive additional training to assist children with special needs (ABK). In addition, public school facilities and infrastructure have not met all the needs of students with special needs (ABK). Teaching resources and learning techniques also influence learning success factors.

Given that children with special needs need a lot of parental help when making choices, awareness of parents and community (social environment) is equally important to encourage learning continuity. Schools that use inclusive education have a great responsibility. Children with special needs are not only accommodated in ordinary classrooms and left alone with other students; Inclusive education involves more than that. In addition, inclusive education is more than just integrating individuals into the classroom with a variety of special needs. But it also forms character, just like students in general. For example, gradually teach them about social life so that they can healthily interact with others. In addition, it increases their confidence in their skills.

Discoveries in the field like this are felt not only in SD No. 4 Tuban, the development of communication and the application of inclusive education for children with special needs needs to be improved and improved again in other schools, so it is felt necessary to carry out community service like this in other places.

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