

Perception of Regional Students on Students With Special Needs in Inclusive Schools

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Abstract: The purpose of this study was to describe the differences in perceptions of junior high school class regular students at students with special needs. The research design used a survey method. The data used in this research is quantitative data. Quantitative data analysis was obtained by presenting the results of filling out the questionnaire then to find out the results of the differences in perceptions of class VII students and class IX students towards students with special needs using the Independent T Test and obtained a significance result of 0.27 which means that there is no the significant difference between the perceptions of grade VII students and grade IX students towards students with special needs is because 0.27 is greater than 0.05.

Keywords: perception, students with special needs

1. INTRODUCTION

Education is an effort made by individuals to improve the quality of the individual. In this technological era currently, education is very important because through education the quality of life someone will become increasing. Education has a role to play improve welfare, add knowledge and change patterns thought so as to become a qualified individual. In Indonesia there are three types education namely, formal education, informal education and education non-formal. To meet the educational needs of Indonesian citizens administered fairly and evenly, the government has regulated the 1945 Constitution Article 31 which states that all citizens have the right to receive education.

This shows that citizens with special needs also have the same rights as other normal citizens to get an education. Students with special needs are students who have different characteristics from other normal students [1]. The difference in these characteristics lies in emotional, physical, intellectual, mental, psychology, and social services so that special education is needed tailored to the characteristics and needs of each child. [2] argues that the definition of children with disabilities or extraordinary children is a child who has a physical abnormality or deviation, mentally and socially, so that its potential development needs services special education tailored to its characteristics. In order to provide special services to students with special needs a special approach is needed by schools, one of which is understanding types of child disabilities, child characteristics, children's needs and causes the disability [3]. By having this insight, the school can accommodate all the needs of students with

special needs right. [4] states that perception can also be interpreted as an individual view of the environment that is influenced by personality and characteristics that a person has in his environment. So, through the five senses, the individual performs a cognitive process for get an information about the environment around him, then the individual can make a positive or negative assessment to this information which is influenced by personality and characteristics owned by that individual. Intellect and emotions are one part of being influential in the selection of stimuli that will be responded to by individuals [5].

Inclusion schools aim to develop interaction competencies social between students with special needs and normal students. Through this social interaction, the community will be able to accept children with special needs in their environment, resulting in an attitude of discrimination and rejection of children with special needs will no longer exist. [6] explain the benefits obtained from inclusion, one of which is inclusive schools are seen as the most effective against discriminatory attitudes, create a society that is willing to accept the arrival of extraordinary children, and achieve education for all.

Good perceptions of children with special needs among children regular (normal) will create a conducive learning climate in inclusive schools. By knowing the concept of children with special needs, students are expected regular will accept the presence of students with special needs in class. The acceptance of students with special needs will increase motivation learn students with special needs, because they feel comfortable being on the school. In inclusive schools, children who have needs special education should receive any additional support they get needed to ensure the effectiveness of their

education [7]. However, based on preliminary studies that students in junior high school are still have little knowledge about children with special needs.

This matter It can be seen from grade VII students and grade IX students not knowing obstacles experienced by friends with special needs. For that this research needs to be done to find out students' understanding of students with special needs, so that regular students have an attitude of tolerance and eliminate negative impressions towards students with special needs. This study aims to describe the differences in perceptions of class students VII and IX grade students towards students with special needs.

2. METHOD

The research design used a survey method. Data used in this research is descriptive quantitative data. This research using interview data collection techniques and distributed questionnaires in regular students. Researchers will distribute questionnaires to all samples with a long work of 20 minutes the data obtained will be processed into percentage.

In this study the sampling technique used proportional random sampling, namely by means of random. This technique used when the population has members that are not homogeneous and literary proportionally. [8] argues that they are just ancer-ancer so if the subject is less than 100 it is better to take it all so the research is a population study. Furthermore, if the subject is larger can be taken between 10-15% or 20-25% or more. Population from This study amounted to 768 students. In accordance with this opinion, then sampling of 20% of the total population of 153 students.

Data collection techniques in this study were interviews and questionnaire. Interviews were conducted directly with the parties involved concerned to dig up information when doing a preliminary study. This research questionnaire about the differences in perceptions of class VII students and students' IX grade towards students with special needs. In this study, data collection used research instruments in the form of a questionnaire or a questionnaire distributed to regular students. The composing stage research instruments include: (1) arranging the grid, the grid is made based on the theories of the variables that will be used as research material. this grid is translated into a statement that is ready to be used as a tool data collection or research instruments; (2) compile a questionnaire, this research using a type of questionnaire or closed questionnaire so that students are regular answer according to experience and knowledge of students with needs special; and (3) perform validation, the questionnaire instrument must be measured validity and data reliability so that the study produces valid data and reliable.

The data analysis technique in this research is descriptive quantitative. Quantitative data analysis was obtained from percentage filling results the questionnaire is then analyzed using: (1) requirements test includes the

normality test using the Kolmogorov-Smirnov test with SPSS version 16 program assistance and homogeneity test using Levine's Test with the help of the SPSS program version 16; and (2) the perception test includes students' perceptions, of the total value obtained for each statement is then converted into a percentage and differences in perceptions, researchers used the independent t-test for know the difference in perceptions of grade VII students and grade IX students towards children with special needs using the help of the SPSS version 16 program.

3. RESULTS

In obtaining research results, researchers conducted a percentage analysis alternative answers to the questionnaire statement. The questionnaire totaled 47 statements which consists of several sub indicators, one of which is the attitude sub indicator tolerance of friends with special needs. Statement for tolerance 3 items which consist of friends with special needs statement number 42 to number 45.

Based on the results of data processing it can be understood that the respondents who chose alternative answers to doubt have a greater number than respondents who chose another alternative answer. Respondents who chose alternative answers strongly agree, amounting to 76 or 27%, respondents who chose alternatives 144 agreed answers or 38%, respondents who voted alternative answers to doubt amounted to 166 or by 29%, and the fewest respondents chose alternative answers to disagree amounting to 73 or by 6%. The total number of respondents who answered was 459 or 62% so it can be understood that an attitude of tolerance towards friends with needs specifically in the good category.

Based on the exposure to the results of the data processing above, it shows that the most alternative answers high is the alternative answer to agree while the alternative answer is the lowest, namely the alternative answer to disagree. Respondents who chose alternatives answers strongly agree lower than respondents who chose alternative answers agree, respondents who chose alternative answers are doubtful lower than respondents who chose alternative answers to agree, and respondents who chose the alternative answer disagree were lower compared to respondents who chose the alternative answer doubtful. After doing the percentage on the sub-indicator of tolerance towards friends with special needs, researchers tested the requirements and test difference.

4. DISCUSSION

In the sub indicators of tolerance for friends with special needs is part of the indicators of interaction between grade VII students and grade IX students with students with special needs. Based on the research that has been done in regular students, the results showed that regular students answered strongly agree to be in the poor category, regular students who answer agree are in the less

category, regular students who answered doubtful were on category is lacking, and regular students who answered disagree were on very lacking category. From the results of the analysis of tolerance towards friends with special needs who have been presented as a whole, namely being in either category. Thus, it can be understood that grade VII students and Grade IX students have a good attitude of tolerance towards friends with special needs.

The difference in tolerance between grade VII students and grade IX students is not significant. This can be seen from the results of differences in perceptions which indicate that grade VII students and Grade IX students have no different tolerance. Based on the results of the study showed that students of class VII as well as students class IX has a good tolerance for students with special needs.

However, when viewed from the graph, it can be seen that regular students are still have a sense of hesitation to help friends with special needs. This it means that there is no difference in the tolerance attitude of grade VII students and grade IX students which is significant for students with special needs. [9] states that perception is an individual process in assessing an object through the senses in the form of sight, appreciation, feeling, hearing, and smell so that the individual gets information about its environment. Through the process of cognition in the form of acceptance process of the senses, the individual can know several things about the environment. In this case to understand and know the characteristics children with special needs, grade VII students and grade IX students must have a good perception.

Through the process of cognition experienced by regular students to understand information about the characteristics of friends with disabilities make regular students have a tolerant attitude towards friend's special needs. The importance of perception for regular students, especially students' class VII who has just entered a new school needs to understand about characteristics of friends with special needs in order to have an attitude of tolerance high on friends with special needs. Likewise, with class students IX as an old student who should have understood friends with needs especially so that they can provide an example to their juniors.

By having a high tolerance attitude towards friends with special needs It is expected that regular students are willing to interact with friends with special needs and will create a comfortable learning atmosphere without discrimination, so that children with special needs can develop their potential.

However, the perceptual process experienced by grade VII students and grade students IX has factors that can influence the formation of information. To bring up a process of good perception of friends with special needs, factors that influence the formation of the perceptual process must be conditioned well in order to bring up the appropriate information. Next with this information regular students can have a tolerant attitude towards friends with special needs. [10] argues that there are three main factors

influence social perception, namely the perceiver, the target, and the situation.

5. CONCLUSION

Based on the results of the analysis of differences in perceptions of class VII students and students' IX class against students with special needs by using the test Independent T-Test results obtained 0.27 with a significance greater than 0.05 which means there is no difference. Thus, from these results can be It is understood that the perceptions of grade VII students and grade IX students towards students with special needs there is no significant difference. This is due to the ability to perceive children with special needs is influenced by various factors, one of which is the situation and self.

The ability to perceive grade VII students with grade IX students there could be no difference, because when they do the perception of that factor affect the perceptual process at that point has no difference significant, so that the perceptions generated by grade VII students and grade IX students there is no significant difference either. Because perception is psychological then it is possible for someone to perceive an object with the same.

That matter can occur if the factors that influence the perceptual process have similarity. This means that perceptual factors such as experience, characteristics of stimuli, values and individual needs are not much different from other individuals. So that the perceptions of grade VII students and grade IX students could not be different which is significant because of experience, the characteristics of stimulation, the process of selection stimulation, and their needs there is no significant difference.

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