

Mapping of New Student Admission in Inclusive Education Learning at Al-Firdaus Elementary School Surakarta

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Abstract— Inclusive education is an educational service system that provides opportunities for all children to study together in the school with attention to diversity and individual needs. This research aims at knowing about how school doing identifying all children as special individual needs. This study uses descriptive qualitative research methodology. The authors observe directly to the field to obtain the primary data and conducted documentation studies to collect secondary data. In addition, the researchers employ direct and indirect interviews. This work concludes that the implementation of inclusive education, especially the identification of special individual needs of all new students in al-Firdaus elementary school, going through five steps; (1) mapping assignment of new students with special individual needs, (2) appointing teacher who is in charge of classification of new students with special individual needs, (3) Implementation of the mapping, (4) tools preparation for mapping, and (5) following-up mapping with learning needs of new students with special individual needs.

Keywords— special individual needs; inclusion; learning.

I. INTRODUCTION

Children with special needs are entitled to have equal opportunities with their normal colleagues in education. Movement of countries in the world to place and provide educational protection in general education for children with special needs continues to grow. In Mexico the need for special education in public schools is gradually gaining momentum [1]. Kozleski and Waitoller in [2] also stated that inclusive education has become a global movement that emerged as a response to the problem of equitable education for students with special needs.

According to Triyanto and Permatasari in [3], every child has unique characteristics and advantages that vary from each other. Children with special needs is one example of differences in the unique characteristics of a child. The difference must be well appreciated by the individual who is

in the child's environment. Good reception from the environment is one of the rights that must be received. Unfortunately, not all of these parties are aware that their acceptance will affect the child's psychic condition. In general, those who are unable to perform all or part of the normal activities of personal or social life due to a mental or mental disorder may be classified as persons with disabilities or special needs. Persons with disabilities or special needs are the world's largest minority group, of which 80% of the world's disabilities are among developing countries.

Florian, *et al.* in [4] define the basic principle of inclusive education as schools that can accommodate intellectual differences and physical, social, cultural and emotional limitations. Inclusive education is a form of education that brings together Special Needs Children (ABK) with normal children in public schools. Furthermore, it is understood by the general public as an ABK education in ordinary school with other students, following the same curriculum at the same time, in the same class, with full acceptance of all, and in a way that makes students feel no different from other students [5]. The concept of inclusive education affirms that schools should accept all students, either those with special needs or otherwise. Inclusive education is held by bringing together all children, curriculum and all things related to education.

Janney and Snell in [6] state that inclusive education requires much more complex support and services than the typical school. This education is really a renewal and change of schools to improve the education system for all students. Effective inclusion practices require changes to the curriculum, the way teachers teach, how students learn, and how students interact with teachers or with other students, whether those with special needs or not. But, before going to talk about more complex support and services on this education, as well as school reformation for inclusive

education, there is a need for standardized input management in the acceptance of students with special needs.

Sunardi in [7] argues that inclusive education is putting the children with low, moderate, and high special needs level fully in the regular class. Sunardi in [7] comments on inclusive education as an education service system that requires all children with special needs to be served in nearby schools, in regular classes with their peers.

The basic philosophy used in the implementation of inclusive education is the belief that every child, whether due to physical or mental development disorders or intelligent / special talents is entitled to obtain education just like other "normal" children in the same environment. More broadly, this could mean that "normal" children as well as those deemed to have special needs should be educated together in a diversity within them, where the inclusive schools play a significant role. In this inclusive education, students do not merely pursuing academic ability, but, more than that, they learn about life it self.

Gunadi in [8] observes that the children with special needs (ABK) can actually be detected from their shown characteristics. Generally, these traits can be seen when a child is young. Usually, a child with special needs will exhibit a developmental disorder that is significantly differentiated from normal childhood. There are several characteristics of ABK disorders, namely as follows: (1) Children are 30 months old, but have not been able to speak or communicate; (2) The child often displays hyperactive behavior and unusual attitudes; (3) The child is seen not able to play with peers, (4) The child displays a strange behavior that is repeated. Child development disorders can be classified into low, moderate, and high disturbances by Gunadi in [8].

- (1) Child with vision disability is a child who has impaired vision power in the form of entire (total) or part (low vision) blindness.
- (2) Child with hearing disability is a child with hearing loss, partially or completely, and usually has language and speech impediments.
- (3) Children with intellectual disability are children who have significant intelligence below the average of their peers and are followed by an inability of behavioral adaptation, which arises in the growing and development stage.
- (4) A child with physical disability is a child who has movement disorders due to paralysis, incomplete limbs, deformities and body functions or limbs.
- (5) Children with social disabilities are children who have problems or obstacles in controlling emotions and social control and behave deviantly.
- (6) Children with attention disorder and hyperactivity disorder (GPPH) or attention deficit and hyperactivity disorder (ADHD) are children with developmental disorders, characterized by a set of problems of self-control, attention or attention span, hyperactivity and impulsivity, difficulty in behaving, thinking, and controlling emotions.
- (7) Children with autism spectrum disorder (ASD) disorders are children who experience disorders in three areas of varying degrees, ie communication skills and

social interactions, as well as repetitive behavioral patterns and stereotypes.

- (8) A child with multiple disorders is a child who has two or more disorders that require special assistance, services, special education, and learning aids.
- (9) A child with slow learning attitude or slow learner is a child who has intellectual potential slightly below average but not including mental disorders. They take a long time and repeatedly to be able to complete academic and non academic tasks.
- (10) Children with special learning difficulties or specific learning disabilities are children who experience obstacles or deviations in one or more basic psychological processes of inability to hear, think, speak, read, write, spell and count.
- (11) Children with impaired communication skills are children who experience deviations in the development of speech, sound, rhythm, and fluency of the average age caused by physical, psychological and environmental factors, both receptive and expressive.
- (12) Children with potential intelligence and / or special talents are children who have high intelligent scores (gifted), or those who excel in talented fields such as music, art, sport, and leadership.

Pramudiana in [9] mentions an education to incorporate children with special needs with their normal colleagues in a learning environment as an Inclusive. It is a system of education that provides opportunities for all learners who have abnormalities and have the potential of intelligence and / or special talents to follow education or learning in an educational environment together with other learners in general. Etymologically the word inclusive comes from the include word which means to be part of something, united in the whole (being embraced into the whole). Its opposite word is exclude which means to keep out, to bar, or to expel. By Hornby in [10] refers to inclusive education as a special education designed specifically and coordinated comprehensively in instructional and assessment practice to be delivered to the student with behavior, emotion, physical, health, and sensory disabilities based on learning research.

By Bilqis in [11] states inclusive education is an educational service for children with special needs who are educated together with other children (normal children) to optimize their potential. In inclusive schools, every child in accordance with his/her special needs in particular, is cultivated to be served optimally by performing various modifications and or adjustments, ranging from curriculum, facilities and infrastructure, educators and education, learning systems, to the scoring system.

Motivated from above explanation, this research aims at knowing about how school doing identifying all children as special individual needs. This study uses descriptive qualitative research methodology.

The rest of this paper is organized as follow: Section II describes the proposed method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

II. PROPOSED METHOD

This research is a qualitative research. The approach used in this work is mix method. Pragmatic-oriented theorists and researchers have now referred to "mixed methods", which contain two elements of quantitative and qualitative approaches by Tashakkori and Teddlie in [12]. This is supported by Creswell in [13], which states that a research with combined method research procedures, then one method is more dominant against other methods.

The subjects of this research are Al Firdaus elementary school Surakarta, including the Foundation, Head of school, curriculum, and administrative staff. Data collection stages are, firstly, orientation. The researchers collected general and wide data on the unique, interesting, important and useful issues to be examined deeper. Secondly, the researchers explored the collected data and focused on the research topic. Furthermore, researchers identified the informants who are competent and expert on what will be studied. In this case researchers used snowball sampling technique. Thirdly, the researchers analyzed the implementation of inclusive learning, inclusive education management system and community support on inclusive education as the research focus at Al Firdaus elementary school Surakarta. The data collection method in this study were observation, interview, documentation / literature study, and FGD (Focus Group Discussion).

The data validation on qualitative research is using triangulation technique, that is an effort to check the truth of data or information obtained by researchers from different angles by reducing as much bias as possible when gathering and analyzing data Supardi and Rustika in [14]. Triangulation type used in this research is source and method triangulation. The research problem is analyzed by using inductive componential technique, both for temporary data obtained in field and final data. Inductive technique in analyzing the data is a way that begins by explaining the specific problems that contain the evidence and examples of facts and ends with the conclusion in the form of general statement. The data analysis is related to the mapping of new students' admissions with special needs in inclusive learning.

III. RESULT AND DISCUSSION

Basically, all new students with special needs are totally accepted in the admission process. Ustadz "Q", as the responsible committee in Al Firdaus elementary school, asserted that there is no requirement whatsoever specified in admission of new students with special needs. The mapping of new students with special needs is more based on the availability of the teaching staff.

According to Ustadz Abd. that the acceptance of students with special needs mapping covers 5 provisions; (1) specify the students with special needs to be mapped, (2) Teachers in charge of classifying the students with special needs, (3) Implementation of mapping of the students with special needs, (4) Preparing tool to map the classification of the students with special needs, and (5) following-up the learning necessity mapping results of students with special needs.

A. *Determining the Students with Special Needs*

Before directly mapping a child with special needs, the committee run general mapping to all preschoolers and elementary school age in a class/school, then pursued the result. The children with special needs as the certain target are Children who have reached the age of Elementary School; Children enrolled in primary school; Children who have not / did not attend school because their parents feel that their child is classified as a child with special needs while the location of school for students with special needs (SLB) is far from where they live; meanwhile, the nearest primary school has not / will not accept it; and Children drop out of primary school due to academic factors.

B. *On Duty Teacher to Mapping the Classification of Students with Special Needs*

This teacher is capturing a child whether classified as a child with special needs or not. This task can be done by a classroom teacher; SLB teacher or Psychologist.

C. *Implementation of Students with Special Needs Mapping*

There are several steps in the implementation of the mapping of children with special needs. For mapping the school-aged children who have not attended school or dropped out of school, the relevant schools need to collect data to the community around, and making cooperation with the village heads, and the neighborhood communities (RT and RW). Children with disabilities found in this mapping are followed-up with parents, school committee or local village apparatus to find the proper address. For children who have entered and become students in a particular school, mapping is done by following steps:

a) *Collect Data about the Child*

At this stage the officer (teacher) collects the data on the condition of all students in the class (based on the symptoms that appear on the students) through the checklist instruments of child development, either physically or psychologically. It could also observe the results of psychological tests ever done to the child before.

b) *Data Analysis and Children Classification*

At this stage the aim is to find children with special needs (who need special education services). Make a list of names of children who are indicated disabilities in accordance with the characteristics and standard values that have been set. If any child is eligible to be identified or indicated for an abnormality in accordance with that provision, then it is included in the list of names of children with indicative abnormalities. As for children with no symptoms or signs of disabilities, they are excluded from the special list. Then this data can be passed again on to the PLB expert/Orthopedagogy for follow up.

c) *Hold a Consultation Meeting with the Principal*

At this stage, the results of the analysis and classification the teacher has made are reported to the Principal for advice on solutions or follow-up.

d) Hold case meetings

At this stage, the activities are coordinated by the Principal after the data of the child with special needs is collected from the entire class. The Principal may involve: (1) Principal himself; (2) the Council of Teachers; (3) the parents / guardians of the students; (4) relevant professional personnel, where available and possible; (5) Special Counselor Teachers (SLB teacher) if available and possible. The case meeting material is to discuss the findings of each teacher on the results of the mapping to get responses and ways of solving and handling them.

Preparing Report of Case Meeting Result. At this stage, responses and means of problem solving and mitigation need to be formulated in the case meeting report.

D. Preparation of Classification Tools for Students with Special Needs

In simple terms there are some aspects of information that need to get attention in the mapping implementation. Examples of simple mapping tools to assist teachers and parents in the context of identifying children who require specialized educational services include the following:

- Form 1: Child development history information
- Form 2: Information/data of parents/guardians of students
- Form 3: Child abnormal profile information (Where possible this form is made by SLB/Orthopedagogy Expert).

Those three tools are briefly described as follows.

a) Child development history information

It is an information about the condition of the child since pregnancy until the last years before enrolling elementary school/equal level (SD/MI). This information is important because by knowing the child's developmental background, it is possibly to find the source of the cause of learning problems. Information on child development is very important for teachers to consider the learning program policies that will be provided to children. Child development information typically includes the identity of the child, the history of pregnancy and birth, development of infancy, physical development, social development, and educational development.

The history of pregnancy and childbirth includes the development of pregnancy, maternal illness, age in the womb, birth process, birthplace, birth attendant, impairment at birth, infant weight, infant length, and signs of abnormalities in infants. The development of under-five years at least includes information on the duration of breastfeeding of the mother, the final age of drinking canned milk, immunization activities, weighing, quality and quantity of food in infancy, eating difficulties experienced, and so forth.

Physical development is necessary especially when the child begins to crawl, stand, walk, ride a tricycle, ride a bicycle, talk with complete sentences, difficulty of movement experienced, the nutritional status of toddlers,

and medical history. Social development is primarily concerned with relationships with relatives, relationships with friends, relationships with parents and teachers, hobbies of children, and special interests. The development of education includes information on when to enter kindergarten, how long the education in kindergarten, when to go to elementary school, what are the difficulties during the kindergarten, what are the difficulties during elementary school, whether ever lived class, special services ever given, learning achievement, the most difficult subjects, and the most favored subjects.

b) Parent/guardian's data

In addition to data on children, no less important is information about the situation of the parents/guardians of the students concerned. In some studies, are known that the family environment has a considerable influence on the success of children's learning. The family environment may include parental education, parental employment, socioeconomic status, parental attitudes and attitudes towards children, and family-adopted parenting of children.

The data of the parent / guardian of the student includes at least information about the identity of the parent / guardian, parent-child relationship, parent socioeconomic data, and parent / family responsibilities and responses to the child. The identity of the parent must be complete, not only the identity of the father but also the mother's identity, such as age, religion, status, education, main job, side job, and residence.

Parent-child relationship describes the extent of communication intensity between parent and child. For example, whether the parents are living in one house or not, as well as children. Is the child taken care by one parent, maid, or other family? All these conditions have an influence on the learning outcomes of children.

The need on socio-economic condition data is to help the school to consider the ability of parents in the education of their children. Socioeconomic data can include information about the formal and non-formal positions of fathers and mothers, as well as the total amount of monthly income average. As for the parents' responses that need to be disclosed covers parents' perceptions of their children, the difficulties felt by the parents of the child, parents' hopes on their children, and help expected by the parents for the child.

c) Information on the child's abnormality profile

Information on childhood disorders/abnormalities is very important, because based on some studies it is evident that children whose learning achievement is low tend to have interference/abnormalities. Signs of specific disorders or disorders of the student (if any) need to be known to the teacher. Sometimes the existence of special abnormalities in the child, directly or indirectly, may be one factor of the emergence of learning problems. However, this depends on the severity of the abnormality experienced and the acceptance of the child to the condition.

Follow-up Mapping Results of Learning Necessity of Students with Special Needs. The follow up of the children with disability mapping activities to provide appropriate educational services is as follows:

a) Planning of learning and organizing students

At this stage the activities undertaken are: (1) Defining the areas or aspects of the learning problem to be addressed: Whether all subjects, some subjects, or just a particular part of a subject; (b) Establishing a selected learning approach including a student organizing plan, whether the form is remedial lessons, the addition of in-class or out-of-class exercises, cooperative, or competitive approaches; and (3) Developing an individualized learning program.

b) Implementation of learning

At this stage the teachers implement learning programs and organizing students with special needs in regular classes in accordance with the design that has been prepared and set in the previous stage. In this regard, the implementation of learning should always be tailored to the development and ability of children and avoid the coercive target to be achieved by teachers. The program is flexible. Children with special needs are children with disabilities or physical, mental-intellectual, social, or emotional, who significantly influence their growth or development process compared to other children of their own age [15].

c) Monitoring the Progress of Learning and Evaluation

It is necessary to monitor continuously on the progress and / or even deterioration of children's learning in order to know the success of teachers in helping overcome the difficulties of learning children. If the child is having progress in learning, the teacher's learning approach chosen needs to be continuously strengthened, otherwise, a review needs to be made, both on the content and approaches of the program, as well as the children's motivation to correct their deficiencies. Thus, it is expected finally all children's learning problems gradually addressed and avoid the possibility of not passing to higher class or even dropping out of school. According to Cahya in [16], children with special needs in education require specific services, different from their normal peers. In addition, they are experiencing barriers in learning and development or in other words children with learning problems.

IV. CONCLUSION

Al Firdaus elementary school in mapping new students admissions in learning of inclusive education using five step activities to identify their special individual needs and accept them as new students in the school, including: (1) assigning students with special individual needs to mapped out, (2) Teacher who is responsible for classification of students with special needs, (3) Application of specific individual needs mapping, (4) Preparation of classification tools to map students with their specific individual needs, and (5) mapping follow-up learning necessity of special individual needs.

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