

Management of Education for Students with Special Needs in Regular Elementary School

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Abstract: Students with special needs face difficulties in teaching and learning activities in a regular elementary school. There are various aspects that affect their learning process in a regular school. The study objectives are: (1) to know the implementation of education for students with special needs in a regular elementary school. (2) to know if the school encounters obstacles in implementing education for special needs students. This study uses a case study method. Furthermore, the researcher collects the data through observation, interview, and documentation. The subjects of the study are the headmaster, teachers, and parents. The study results are: (1) to provide the service for students with special needs, the school proposes special assistant teachers to assist them. In addition, the teachers modify the learning activities that suit students' abilities and needs. (2) obstacles in the management of education for students with special needs are education financing, facilities and infrastructure, and less competent human resources.

Keywords: Educational Management, Special Needs, Elementary School

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Introduction

Many countries consider inclusive classes for special needs students as a significant objective of their education policy. The entire world is in action to promote it. Recent data shows that the number of parents who choose a regular school for their children with special needs is increasing. Likewise is the number of students with special needs that go to regular school in the last decade (Ferguson, 2008). The primary purpose why parents enroll their special needs children in regular school is to improve their social life (Nakken & Pijl, 2002). They expect that their children can build positive relationships with their peers. Therefore, the schools as the provider of education open the chance for every student (including students with special needs) they may get an education. In direct practice, inclusive education creates opportunities for students with special needs to learn with different students

(Suparno, 2010). According to (Ilahi, 2013) inclusive education is education that accentuates anti-discrimination, equal rights, and obligations.

Children with special needs (CWSN) who learn in an inclusive class are expected to develop social competence and improve life skills (Arifudin, 2021). The government already strives to provide education services for children with special needs (CWSN). It is stated in the Government Regulations Number 72 the year 1991 about special education, Permendiknas Number 70 the year 2009 about inclusive education for students with disabilities and distinctive intelligence and talents. Based on the observation and interview with the headmaster and teachers/homeroom teachers in one elementary school in Malang Regency, the researcher got the information that the school accepts children with special needs (CWSN) and provides the same education service as the regular or non-CWSN students. They are not ready to manage and organize educational programs for children with special needs (CWSN).

There are several substantive aspects that the school should observe in managing institutional education: (a) learning management; (b) students management; (c) education staff management; (d) facilities and infrastructures management; (e) financial management; (f) school and community relations management. The policy regarding student acceptance should meet the requirements. The school should consider some factors related to the school's actual condition even though the students may get the same education service (Badrudin, 2014). The elements are class capacity, available budget, existing facilities and infrastructure, number of available teachers and educational staff, etcetera (Ansar, 2019). Thus, the objectives of this study are (1) to know the implementation of education for students with special needs in a regular elementary school. (2) to know if the school encounters obstacles in implementing education for special needs students.

Method

The study applies a descriptive qualitative method using a case study approach. A descriptive method is a problem-solving procedure that is investigated by portraying real subjective/objective conditions based on the facts or as it is (Darmadi, 2014). In a qualitative study, the case study is a research strategy to observe programs, processes, or activities (Creswell, 2014). The subjects of the study are the headmaster, teachers, and parents. The researcher collects the data through observation, interview, and documentation.

To analyze the data, the researcher uses an interactive analysis technique consisting of four components from Miles and Huberman (Sugiyono, 2018) they are: first data reduction. Reducing the data means focusing on the main things. Second, data presentation. After reducing the data, the researcher presents the data. Third, drawing conclusions. In this process, the data is temporary and will possibly change if the researcher finds new things during data collection. The researcher uses the technique to know the management of education for students with special needs in a regular elementary school

Results

The study results show that the regular elementary school that accepts students with special needs could not meet the standard of education implementation for them. As we know, the organization of special education is different from the regular one. Through the study, the researcher finds that the school does not have written recommendations regarding supporting facilities and infrastructures in organizing special education. To provide education services for special needs students, homeroom teachers should modify learning activities by considering their needs and abilities. However, the teachers in regular schools are not prepared to assist students with special needs and cannot monitor them effectively. To solve the problem, the headmaster discussed with education supervisors who suggested that the school should propose a special assistance teacher to the head of the education department. Moreover, to support the implementation of education for students with special needs, the school will propose child special education training for teachers and education staff. Besides learning activities, human resources, and teachers, the important thing in organizing education for students with special needs is the availability of supporting facilities and infrastructures. Due to the observation, the facilities and infrastructures that the school has are enough to support non-CWSN learning activities. Yet, it is not enough for students with special needs. From the interview with the headmaster, the researcher receives information that the availability of facilities and infrastructures is related to the school budget. It is because the school does not plan to organize education for students with special needs, so they do not have a budget for supporting facilities and infrastructures. Furthermore, the school budget is also related to the availability of special assistance teachers. As a result, the school cannot fulfill special assistance teachers' needs even though they have proposed it to the education department. Because of the school budget limitations and the absence of special assistance teachers, the school discusses it with the parents of students with special needs. The interview result shows that the parents of students with special needs are ready to help the school to fund the special assistance teachers. The parents wanted to do that in an effort to provide proper education for their special needs children. Indeed, they consider that social interactions with peers are essential to support their children's development

Discussion

The results of the study denote that in fact, regular school is not ready to implement education for students with special needs. However, to give a chance to students with special needs, the school accepts them and tries to provide education services for them. Because the schools do not have a plan to implement education for students with special needs, consequently, they should notice several things, one of which is the availability of teachers. To realize it, the school proposed special assistance teachers to the education department. The role of special assistance teachers is urgent to help students with special needs in learning and understanding lessons more effectively (Machrus & Desmita, 2019). Besides, the role of other teachers and education staff in providing service for students with special needs is important as well. Hence, the school proposes to conduct training on how to guide and assist students with special needs. It aims to provide teachers in handling students with special needs. The results of the study by (Atmojo et al., 2020), indicate that five times training on how to handle

students with special needs can escalate the knowledge and skills of teachers in dealing with them. In addition, it allows teachers to develop and implement suitable learning designs and to use needed learning media for students with special needs. The suggestion to conduct the training for teachers aims to upskill the regular teachers to handle students with special needs. Thus, they can appropriately modify learning materials that suit the needs and abilities of students with special needs. Learning materials modification is related to the level of breadth and depth of material, and the level of difficulty that adjusts students' abilities. The modification of the learning process can be conducted using teaching methods, the place of learning, learning media, etc. (Natalia & Nisa, 2020). The data from the Data and Information Center, Ministry of Education, Culture, Research, and Technology, for the 2019/2020 academic year mention that the number of elementary school students at special schools in Indonesia reaches 85.936 (Statistik PLB Pusdatin Kemendikbud, 2020):

TABEL / TABLE : 11 **SLB19/20**
JUMLAH SISWA MENURUT JENJANG PENDIDIKAN TIAP PROVINSI
NUMBER OF PUPILS BY LEVEL OF EDUCATION AND PROVINCE
STATUS SEKOLAH / STATUS OF SCHOOL : NEGERI+SWASTA / PUBLIC+PRIVATE
SEKOLAH LUAR BIASA (SLB) / SPECIAL SCHOOL (SS)
TAHUN / YEAR : 2019/2020

No.	Provinsi Province	SD Primary S	SMP Junior SS	SM Senior SS	Jumlah Total
1	DKI Jakarta	3.568	1.583	985	6.136
2	Jawa Barat	13.624	6.443	4.443	24.510
3	Banten	3.432	1.518	980	5.930
4	Jawa Tengah	11.495	4.499	2.988	18.982
5	DI Yogyakarta	2.713	1.446	1.028	5.187
6	Jawa Timur	12.100	4.781	3.561	20.442
7	Aceh	2.354	1.012	541	3.907
8	Sumatera Utara	3.921	854	405	5.180
9	Sumatera Barat	4.644	1.609	781	7.034
10	Riau	2.111	810	454	3.375
11	Kepulauan Riau	875	360	191	1.426
12	Jambi	1.191	483	384	2.058
13	Sumatera Selatan	1.634	641	456	2.731
14	Bangka Belitung	702	230	172	1.104
15	Bengkulu	888	373	208	1.469
16	Lampung	1.273	498	308	2.079
17	Kalimantan Barat	1.074	308	185	1.567
18	Kalimantan Tengah	654	323	206	1.183
19	Kalimantan Selatan	1.505	603	399	2.507
20	Kalimantan Timur	1.477	605	470	2.552
21	Kalimantan Utara	302	98	53	453
22	Sulawesi Utara	866	394	259	1.519
23	Gorontalo	473	275	173	921
24	Sulawesi Tengah	830	359	235	1.424
25	Sulawesi Selatan	2.899	1.088	679	4.666
26	Sulawesi Barat	827	393	132	1.352
27	Sulawesi Tenggara	1.866	843	446	3.155
28	Maluku	574	230	119	923
29	Maluku Utara	515	331	192	1.038
30	Bali	1.244	539	474	2.257
31	Nusa Tenggara Barat	2.163	772	481	3.416
32	Nusa Tenggara Timur	1.519	669	444	2.632
33	Papua	474	170	88	732
34	Papua Barat	149	68	38	255
Indonesia		85.936	35.208	22.958	144.102

Catatan / Notes :

1. SD / Primary S = Sekolah Dasar / Primary School

2. SMP / Junior SS = Sekolah Menengah Pertama / Junior Secondary School

3. SM / Senior SS = Sekolah Menengah / Senior Secondary School

Source: <http://publikasi.data.kemdikbud.1>

In relation to that, ideally more schools should implement inclusive education. However, besides teachers and education staff resources, the availability of facilities and infrastructures is urgent to implement inclusive education. The study by (Ackah-Jnr & Danso, 2019) mentioned that the physical environment has a significant

function in the implementation of inclusive education. It is also explained at the Convention on the Rights of Persons with Disabilities (CRPD) held by the United Nations (UN) that accessibility of participation for persons with disabilities should facilitate them as much as possible, one of which is supporting facilities and infrastructures (*Convention on the Rights of Persons with Disabilities (CRPD)*, 2006). The facilities and infrastructures fulfillment in inclusive education implementation is closely related to education financing. The results of the study state that the school does not plan to organize education for students with special needs so the school budget does not cover the demands. Therefore, the planning of education programs must be clear because the school uses it as the rationale to spend the school budget responsibly. It means that the school should present accountability regarding financial management (Anggraini, 2013). In addition, the school budget also affects the fulfillment of special assistance teachers because the school does not include the cost in its budget plan. From the results of the study, the researcher finds that the school communicates it to the parents of students with special needs. The discussion results that the parents are ready to help the school to fund the special assistance teachers.

Conclusion

The analysis results show that some public or private elementary schools already accept students with special needs (CWSN) despite their readiness to implement inclusive education or the absence of individual education programs for students with special needs (CWSN). In regular schools, neither special assistance teachers are available nor do training for teachers to handle students with special needs to assist them in the teaching and learning process. Moreover, the regular school does not provide facilities and infrastructures to support inclusive education. Several points like emotional encouragement, concern and responsibilities from parents are needed for better attention and services for children with special needs (CWSN). The implementation of education for students with special needs in regular schools encounters various obstacles. Considering the substance of education management that requires improvement, the substance of education management consists of (a) curriculum and learning management; (b) student management; (c) educator management; (d) facilities and infrastructure management; (e) financial management; (f) public relations management. From 6 substances in education management, there are several urgent substances, including educator management. This is very important because it relates to how educational services are provided to students with special needs. Another urgent substance is financial management because finance in educational institutions influences various other aspects.

Recommendations

The study of education management for students with special needs covers broad discussion with complex problems. Thus, the role of all components has to be studied deeply. In a micro range, researchers should observe more about the role of the headmaster as a manager of an educational institution and teachers as the executive function of education. Whereas in the macro scope, the role of the government is to facilitate children with special needs so they get the right to study. Moreover, there are many aspects that influence the implementation

of inclusive education for students with special needs.

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