



Analysis of Fulfillment of the Rights of Students with Special Needs in Inclusive Schools (Case Study of SD Lauzardi Kamila Global Islamic School)

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Abstract. Inclusive education is a form that unites children with special needs with normal children in general for learning. Inclusive education must accommodate all children regardless of physical, intellectual, and social-emotional conditions. This research examines how the fulfillment of rights between children with special needs and normal children is balanced. This study aims to determine the efforts, implementation, and constraints in fulfilling the requests of children with special needs at SD Lauzardi Kamila GIS. This type of qualitative research with a descriptive approach. Data collection techniques using data reduction, presentation, and conclusion. Data collection used interviews with school principals, teachers in grades 3 and 5, regular children in grades 3 and 5, and children with special needs in grades 3 and 5 at SD Lauzardi Kamila GIS. The findings in this study are that SD Lauzardi Kamila GIS has policies with program implementation, such as individual learning, literacy, and anti-bullying. Constraints include the lack of academic staff accompanying teachers with ABK, lack of inclusive training, and high bullying of ABK. This research implies that the system for enforcing sanctions against bullying must be carried out strictly regardless of children with special needs and others.

Keywords: Exceptional Students, Inclusive Education, Elementary School.

1 Introduction

Inclusive education is a form of education that brings together children with special needs and typical children in general for learning [1]. According to the government, there are three goals of inclusive education in Indonesia [2] first to provide opportunities for all children including children with special needs to get proper education according to their needs, second to help speed up the compulsory primary education program, third to help improve the quality of direct education programs middle school and emphasizes class retention and dropout rates. The needs of Persons with Disabilities in education are often neglected. This has motivated the government to formulate education policies for Persons with Disabilities to realize their rights to education. Therefore,

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the government issued Law no. 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence or Special Talents.

Surakarta City is one the cities that are known for its hospitality towards Persons with Disabilities. This is evidenced by Surakarta City Regional Regulation No. 2 of 2008 concerning Disability Equality [3]. Based on Article 16 of Surakarta City Regional Regulation No. 2 of 2008 concerning Disabled Equality, education is part of the rights of persons with disabilities as an obligation of the Regional Government and education unit administrators to create equal opportunities and treatment in obtaining education in units, pathways, types, and levels of education that are appropriate to the type and degree of disability, including those with special needs.

Lazuardi Kamila Global Islamic School is one of the Inclusion Schools in Surakarta. The fulfillment of the rights of the school towards ABK for Lazuardi Kamila Elementary School in carrying out the teaching and learning process is very much paid attention to by the school. Meeting the exact needs of schools for inclusive and regular students in the learning and teaching process that unites inclusive and regular students is very interesting to study so that no discrimination between inclusive students and traditional students occurs at Lazuardi Kamila Elementary School. To provide a view for the community that students with special needs can attend not only special schools but also public schools like other normal children and even for regular students, this can also be used as a process of mutual respect for their differences.

The existence of inclusive education and special schools can open up opportunities for people with disabilities to get the right to a proper education. Inclusive education is also an alternative way for Persons with Disabilities to obtain equal rights to education so that Persons with Disabilities can go to school with regular students without discrimination [4].

To research an analysis of the fulfillment of the rights of schools for children with special needs at SD Lazuardi Kamila Global Islamic School in carrying out the teaching and learning process. Meeting the exact needs of schools for inclusive and regular students in the learning and teaching process that unites inclusive and regular students is very interesting to study so that there is no discrimination between inclusive students and regular students. To provide a view for the community that students with special needs can not only attend special schools but can also attend public schools like other normal children and for Even regular students can also be used as a process to respect each other's differences.

2 Method

The data from this study are type of research used in this research is qualitative research with a descriptive approach [5]. Qualitative methods are social science research methods that collect and analyze data in the form of words (oral or written) and human actions, and researchers do not try to calculate or quantify qualitative data that has been earned and thus do not analyze the numbers.

The analysis in this study was carried out descriptively. Data were obtained through interviews with school principals, teachers in grades 3 and 5, regular children in grades

3 and 5, and children with special needs in grades 3 and 5 at SD Lauzardi Kamila GIS. This research uses case studies on children with special needs at Lauzardi Kamila Elementary School, Jl. Monument 45 No.11, Setabelan, Banjarsari, Surakarta.

This study's primary data are obtained through interviews and observations regarding the fulfillment of rights for children with special needs at SD Lauzardi Kamila GIS. Secondary data is obtained through library research and documentation from articles, books, and study journals. Sugiyono suggested that observation is the basis of all science. Facts about the natural world obtained through observation mean scientists can only work based on data. Observation is usually done by observing an activity to be studied to get results. Observations made by researchers included service activities provided by the school, how students participated in them, and the obstacles in fulfilling rights. In this study, researchers made observations, namely observing the implementation of rights fulfillment in inclusive education for students with special needs at SD Lauzardi Kamila GIS directly and following the learning process now to find out more about the topic of the problem.

The data collection and information that is relevant to the problems and research objectives, the data collection is done by determining the informant deliberately in advance. The mechanism of intentional or purposive sampling is that before conducting research, the researchers determine specific criteria that must be fulfilled by the person who will be used as a source of information. Based on predetermined criteria, the researcher already knows the identities of the people who will be used as research informants before the research is conducted [5]. In this study, the informants in the analysis are the school, teachers, students regular, and ABK in SD Lauzardi Kamila GIS. The purpose of using this technique is to capture as much information as possible from various sources and structures (social context) and to dig up information that will form the basis of the theoretical design that was built.

In data collection techniques in the form of documentation. In this study, researchers collected documents related to the objectives of this study which were obtained directly at the research location, such as document sheets from existing policy evidence at SD Lauzardi Kamila GIS. In this research, researchers have analyzed the data by way of codification data, grouping data, and presenting data directly guided by father and mother supervisor after conducting research by interviewing depth and document collection, which is done three times round-trip to research location, which is then presented descriptively and analyzed in terms of qualitative. All the data that has been obtained to describe the effort fulfillment of the rights of children with special needs in inclusive schools at SD Lauzardi Kamila GIS.

3 Result and Discussion

3.1 Results

Policies regulated directly by the Surakarta city education office are policies on accepting ABK in inclusive schools, one of which is SD Lauzardi Kamila GIS. In admitting ABK students, Lauzardi Kamila GIS. does not have a particular category for the clas-

sification of its needs all types of ABK, such as autism, learning delays, disabled (physical abnormalities due to accidents or congenital), mental retardation (mental disorders), learning difficulties, deaf (disorders hearing), ADHD/ Attention Deficit Hyperactivity Disorder (developmental disorder in motor activity that tends to be excessive), the blind (visual impairment) can attend SD Lauzardi Kamila GIS.

The policy made by SD Lauzardi Kamila GIS to fulfill the right to learning is to provide direct assistance to ABK needs for ABK who experience difficulties in the process study. As explained by the homeroom teacher for grade 3, Yosi Dwiverani S.Pd.

"learning specifically for ABK who cannot follow learning according to a predetermined curriculum."

The basis of this policy is to achieve the same learning process for both regular and ABK students, and there is no discrimination against ABK students. As explained by the principal, Yenni Fitra M.pd:

"Basically so that Lauzardi Kamila GIS Elementary School students do not discriminate against ABK so that all students get the same knowledge."

The purpose of anti-bullying is to suppress bullying that often occurs at SD Lauzardi Kamila GIS, as explained by the head Lauzardi Kamila Elementary school, Ermita S.pd:

"To equalize or avoid the gap between inclusive children and regular children, this is what is expected used as an example of an inclusive school for other schools in Surakarta."

Implementation of individual learning specifically for ABK who cannot participate in learning or experience difficulties in the teaching and learning process as specified. As explained by the teacher homeroom teacher for class 5, Yosi Dwiverani S.Pd:

"Now we use it for autistic and deaf children because for now, one of our autistic and deaf children cannot take part in learning if not with individual learning."

But for this new school year, one ABK with classification deaf people doesn't participate in individual learning anymore because they have to get hearing aid assistance from the Surakarta city education office Long so that it can follow the teaching usually. As explained by the homeroom teacher for ABK, Nelfa Dewi S.pt:

"But now, Alhamdulillah, Fatia is no longer participating in individual learning again because I can already hear her using the tools that were given by the service education."

Anti-bullying in its implementation is supported by a special anti-bullying team where members of the group are selected based on class level. Such that explained by a grade 4 student, Raihan Hezul Putra:

"So there is an anti-bullying team from grade 4 (3 people), grade 5 (5 people), and grade 6 (2 people). Later those who are included in the special team will not may anyone know."

Is explained by the special anti-bullying team, Aulia Fajria:

"Fatia is deaf, right, sis, so she is often teased in class. Aulia and Fatia's friends are already from class 1, and sis is from class 1. Fatia is often ridiculed, if Fatia is with Aulia, she is constantly teased, and Aulia will immediately get mad at Sis, sometimes Aulia is the one who says To mom when Fatia is ridiculed, sometimes Fatia cries when she is teased, so I feel sorry for Sis Aulia and Fatia, that's why Aulia likes to complain to the BK teacher."

In addition, the school, such as the principal, always reminds and urges everyone, including teachers and regular students, to always treat autistic children and children with special needs the same. As explained by the principal S, Ermita S.pd:

"Yes, one of them is that we always urge regular children during the flag and ceremonies on Friday, for example, containing appeals for regular children such as let's respect each other, protect each other, especially for our friends with special needs, don't ever bully children with special needs because we are all the same here, we are both studying and learning from each other "and also for all the teachers who are responsible for always treating the children with special needs and regular children and even children with special needs to be given extra attention and special attention."

3.2 Discussion

Based on the results of study the policy made by SD Lauzardi Kamila GIS to fulfill the right to learning is to provide direct assistance to ABK needs for ABK who experience difficulties in the learning process. The basis of this policy is to achieve the same learning process for both regular and ABK students, and there is no discrimination against ABK students. This policy aims to make it easy for crew members to experience difficulties in the teaching and learning process and still get lessons as they should, so there is no term behind learning with the limitations they have. This policy has in common with self-development followed by regular children, where all children can develop their talents and interests in learning, arts, and sports. The basis of this policy is to explore talent and the crew's interests. With the aim that ABK can still develop its abilities and interests even with the limitations they have. So ABK can expand its talents and interests.

This policy of handling bullying against ABK protects the school against ABK, who often get bullied by regular students. So by involving several child representatives who are then coordinated, it is hoped that it can suppress bullying that usually occurs. The basis of this policy is because of the many acts of bullying that occur by regular children against inclusive children. In terms of implementing individual learning specifically for ABK who cannot participate in education or experience difficulties in the teaching and learning process as specified.

ABK who experience difficulties is given facilities in the learning process so that what regular children get is the same as ABK children. However, that is the effort of schools to meet the needs of inclusive children. So that there is no term behind lessons for ABK who have difficulty learning. For collaboration in running programs for inclusive children at Lauzardi Kamila GIS, it is also quite good, and one example is the accompanying teacher who plays an essential role in the process by establishing good

communication with the subject teacher concerned and also communicating directly with children with special needs who experience difficulty.

4 Conclusion

Based on the discussion in the previous chapter, it can be interpreted that to become an inclusive school, SD Lauzardi Kamila GIS, Surakarta has several policies, which are made directly by the school, teachers including accompanying teachers with ABK (Children with Special Needs). Among the first is individual learning. The second is literacy, and the third is anti-bullying, a form of protection by the school for ABK. Implementing policies at SD Lauzardi Kamila GIS involves all school parties, like the first, individual learning, which in the implementation process involves subject teachers, homeroom teachers, ABK companion teachers, and ABK themselves. Anti-bullying in its implementation directly involves regular students who are here. The implementation time is every day, starting from learning starting until the learning time is over.

As a school, including SD Lauzardi Kamila GIS, there are obstacles in the process, such as the lack of understanding from schools and teachers regarding the basic knowledge of inclusive education, facilities school infrastructure that is still lacking in support for education, including, a shortage of teaching staff for ABK or so-called accompanying teachers for ABK, which should be one accompanying teacher for one ABK, still lack of getting educational training, including from the education office, and finally, there are still many cases of bullying that occur on ABK at SD Lauzardi Kamila GIS Surakarta.

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