

OPTIMIZATION OF INCLUSION EDUCATION SERVICES FOR CHILDREN WITH SPECIAL NEEDS IN MI SEMESTA KEDUNGMALING SOOKO MOJOKERTO

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ABSTRACT/ABSTRAK

Education is the right and joy of all mankind without being limited by time, age, normal or disability until the end of life. But the reality is that not all children are born with normal circumstances or commonly called children with special needs. In this case, education services are needed that are willing to guarantee their education like students in general. Inclusion education provides educational services that accommodate a wide range of needs, learner backgrounds and educational services for children diverse according to the physical, mental and emotional condition of the child in one learning climate. Therefore, this study aims to find out how to serve inclusion education, how children with special disabilities in MI Semesta, and how efforts in optimizing inclusion education in MI Semesta.

This research was carried out at mi Semesta Kedungmaling Sooko, Mojokerto. Established since 1916 H / 1995 AD and established an inclusion school starting in 2011 which was pioneered by H. Dudung Jamal Aja. Inclusion Education is an education system for children with special needs to learn with regular children in general in the same place, where several children with special needs in MI Semesta have received inclusion education services with a model of education services in accordance with the needs of children with special needs. Children with special needs themselves are children who in the process of growth or development experience physical, mental, intellectual, social and emotional abnormalities or deviations compared to other children their age. In the implementation of the education service model used is a full regular kelas, regular class with pull outs, and regular classes with clusters where participants are included in the child of Tuna Grahita and Tuna Daksa. In an effort to improve the optimization of inclusion education services, several important points are needed, including: Up Date Curriculum As Needed, Communication thattes with Teachers and Communication that is tested with Students.

Keywords/ Keywords: Optimization, Inclusion Education Service Model and Children with Special Needs.

INTRODUCTION

Education is a basic and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential for religious spiritual power, self-control, personality, intelligence, noble akhlaq and skills because with education the dignity of a child will be recognized in society. Children with special needs are often considered different from regular children in general Heward explained that children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. This unwittingly creates a wall of inclusiveness in society. Permendiknas Number 70 of 2009 Article 1 states, the education of children with special needs is an education organizing system that provides opportunities to all students with special needs and has the

potential for intelligence and / or special talents (CIBI) to follow education or learning in an educational environment together with students in general.

According to Sunaryo "Inclusion education is an education, where all students with special needs are admitted to regular schools located in their area of residence and get various supporting and educational services according to their needs".

The basis of madrasah Ibtidaiyah Semesta Kedungmaling, Sooko, Mojokerto is to believe that children who have special needs will be educated in the best way if accommodated in a general education with children who do not have special needs, placing children like this in a special education in order to be able to learn more and the wider world while also more enabling them to reject their way of life accordingly. with the way of life of people who do not have special needs in general.

This is what motivates and encourages researchers to find out how the model of education services for children with special needs in the MI Semesta.

Based on the above statement, the research question asked in this determination is:

- 1.) What is the model of inclusion education services in Madrasah Ibtidaiyah Madina Semesta Kedungmaling, Sooko, Mojokerto?
- 2.) How are children with special needs in Madrasah Ibtidaiyah Madina Semesta Kedungmaling, Sooko, Mojokerto?,
- 3.) How to optimize the model of inclusion education services for children with special needs at Madrasah Ibtidaiyah Madina Semesta Kedungmaling, Sooko, Mojokerto. It is hoped that in this study can achieve the goals including:
 - 1.) To provide insight and understanding of the inclusion education service model at Madrasah Ibtidaiyah Madina Semesta Kedungmaling, Sooko, Mojokerto,
 - 2.) To describe how children with special needs in Madrasah Ibtidaiyah Madina Semesta Kedungmaling, Sooko, Mojokerto,
 - 3.) To find out efforts to optimize the model of inclusion education services for children with special needs at Madrasah Ibtidaiyah Madina Semesta Kedungmaling, Sooko, Mojokerto

RESEARCH METHODS

The research method used is qualitative with descriptive design. The place and time of the research was carried out at MI Semesta Kedungmaling, Sooko, Mojokerto. The instrument in research in research is the researcher itself, the researcher is the main data collector, because the researcher is a human being and only humans can relate to informants or other objects, and is able to understand the relationship of reality in the field. Data collection techniques used in this study are observation, interviewing, documentation and data analysis techniques. Observation is observation directly to the object of research to see up close the activities carried out. Satori and Aan Komariah stated that the interview is an effort to dig deeper information from a study from relevant sources in the form of opinions, impressions, experiences, thoughts and so on. Documentation is a

method used to find data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledger, agenda and so on. After collecting data, the author processes the data and analyzes it by studying all available data from various sources, namely from interviews, observations that have been written in field records, personal documents, official documents, pictures, photos, and so on.

In quantitative research Sukardi distinguishes variables into two types, namely free and bound variables.

with descriptive research optimizing the model of educational services of children with special needs. Including:

1. Variable X or independent variable is the optimization and service model of Inclusion Education
2. Variable Y bound (dependent variable) is a child with special needs

RESULTS AND DISCUSSIONS

MI Semesta is a madrasa whose notes are regular schools but established inclusion institutions aimed at improving education servants in all circles both normal children and children with special needs, both under, middle and upper middle economies.

Inclusion education is a system of educational services for children with special needs without discriminating students to be able to follow education simultaneously with regular children so that students get independence education services and develop business or academic skills for students with special needs at MI Semesta Kedungmaling Sooko Mojokerto, so that children with special needs can receive their right to education.

Inclusion Education Service Model in MI Semesta

The existence of inclusion education services is certainly an important task for the services of student recipients in accordance with the mandate of the Law, elementary schools or madrasah ibtida'iyyah must be willing to accept students with special needs and become an inclusion school. However, the inclusion school is required to fully reflect the atmosphere of the school and teachers that are friendly to ABK students. Understanding inclusion is applied optimally both teachers, fascists and learning programs. Placement of qualified children in inclusion schools can be done with various models as follows:

1. Full Regular Class

The full regular class model is that children with special needs learn together with other (normal) children throughout the day in regular classes using the same curriculum.

As the informant of 1 class teacher said:

"Children with special needs are very enthusiastic about learning compared to children in general, instead he does not want to be special and wants to be equated with his peers. obstacles in learning only when sports that use a lot of movement and learning outside the classroom."

1. Regular Classes with Pull Outs

Children with special needs in this model, study with other children (normal) in regular classes but at certain times are pulled from the regular class to the source room to study with a special guidance teacher.

as the expression informant 2 exemplifies ABK in class 5:

"Rama is his son is difficult to communicate, concern for the environment and friends do not exist, not even know many objects but only know its function, for example clothes, he knows the object is used to protect the body but does not know the name of the object is a shirt. Now, alhamdulillah is better in communication, care exists, more or less began to know the names of objects, of course because Ananda trus invited communication by the theme of peers and gur in the school environment."

Regular Classes with Clusters

This method is different from the model that is petama, namely children with special needs to learn with other children (normal) in regular classes in special groups.

Like a researcher's interview with an ABK teacher.

"In this class, ABK is a child with special needs with a type of tuna grahita. Basically, he is a child who is sociable, friendly and caring for those around him but has weaknesses in remembering the material learned in school in all lessons but is still able to memorize on readings that are routinely read such as do'a, tadarus and Indonesia Raya songs."

Children with Special Needs (ABK) at MI Smesta

Naturally, all humans have a variety of needs, including children with special needs. One of them is educational needs. One of them is through inclusion education services. Children with special needs also basically have the same desires as children in general (normal), then this need is accommodated in an education that suits their needs. There are many types of Children with Special Needs in our country, but in MI Smesta there are still several ABK with regular classes, including:

1. Tuna Grahita

Children with special needs with this type of deafness have lower intelligence (IQ) development and have difficulty in the learning process and social adaptation.



Gbr.1 Faizah and When Students Are Blind Grahita

2. Tuna Daksa

Basically, God created man as best he could as His most perfect creation with

complete limbs. These limbs are expected to help humans to live and carry out daily activities. Of course, every human being wants a normal life and has complete limbs like humans in general. However, there are some of them who have physical deficiencies or have physical disabilities.



Gmbr. 2 Aaf Daksa Old Student

Optimization of Inclusion Education Services at MI Semesta

In an effort to improve the optimization of inclusion education services, several important points are needed, including:

1. Up Date Curriculum As Needed

Curriculum adjustments in the application of inclusion education do not have to first emphasize on learning materials, but the most important thing is how to give full attention to the needs of students.

2. Tested communication with teachers

Communication is part of an important approach to inclusion learners where from this communication children with special needs feel welcome and the same as regular students generally.

3. Tested communication with Students

Good communication is also established between inclusion and regular learners, where regular students take turns to invite communication and interaction without incubating children with special needs.

CONCLUSIONS

The highlights that can be taken in this study are:

1. Inclusion education in MI Semesta provides efforts to improve education services in all circles and types of students including those with special needs.
2. The inclusion education service model in MI Semesta adapts children with special needs in the inclusion class.

3. Based on the interview of the head of Madrasah, in an effort to optimize inclusion education services, important points are needed, including a flexible curriculum to adjust the needs of inclusion learners, there is intense communication between teachers and students.

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