



## Implementation of Individual Learning for Children with Special Needs

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### ABSTRACT

The rise of schools with the concept of inclusion needs to be balanced with the right curriculum, especially with regard to the learning process. The purpose of this study is to explain the implementation of learning for children with special needs at the PAUD level in accordance with the regulations of the Ministry of Education and Culture. The object of this research is Saymara Inclusion Early childhood education programs. The reason for choosing this education unit was that Saymara Inclusion PAUD is an Inclusive PAUD level education in Kartasura and received an A rating in Accreditation. Research uses an empirical or field approach. The results of the study show that learning for children with special needs is based on the Individual Learning Program, where children with special needs are given services according to their needs, and focus on the abilities and weaknesses of students.

### KEY WORDS

Inclusion, PAUD, Individual Learning.

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### INTRODUCTION

Child development is a core point in the process of playing and learning at the Early childhood education programs level. Social and emotional development plays a

role in determining various strategies taken in learning (Syafi & Solichah, 2021). From the point of view of inclusive education there is also an assessment of fine and gross motor development (Firdha Hayati, Asiah, 2018).



Every problem that arises in the process of child development and learning requires the attention of all parties. This is where the concept of inclusive education is emphasized (Primanisa & Jf, 2020). Recognized or not, today's literacy skills are needed to encourage children to increase their potential. Children with special needs are no exception (Fauziyah et al., 2021). A good understanding is needed in the management of educational units in line with the expectations of the government and society (Aghnaita Muzakki, 2020). One of the implementations that needs attention is the identification and assessment of children with special needs (Kemendikbud Dirjen PAUD, 2018).

Kemendikbudristek 371/2021 does not directly explain inclusive education. This is considering that there was a previous regulation, namely Permendiknas No 70 of 2009 concerning Inclusive Education. However, in mid-2021, the Ministry of Education issued a Guide to Implementation of Inclusive Education which contains guidelines for implementing inclusive education in line with the times (Kemendikbud, 2021).

In general it can be explained that in the implementation of inclusive education there are 7 (seven) handling flows, namely: acceptance of new students; identification of new students; preparation of student profiles; lesson planning; identification and assessment; preparation of student profiles; and lesson planning.

As the name implies, children with special needs also need special attention

(Karunia & Manurung, 2019). Meanwhile, the educational challenge at the Early childhood education programs level lies in stimulating children to achieve the expected level of activity (Rizki & Katoningsih, 2021). Research shows that the psychomotor skills of children with special needs require attention in learning (Apriliya & Katoningsih, 2021). Other research shows that each learning process is directed at the child's independence in solving his personal problems, which can become provisions for the next level or phase of development (Nur & Widiasari, 2021). However, on the other hand there are still many Early childhood education programs education units that experience problems in the learning process, especially with regard to children with special needs (Palupi, 2020).

Research shows that the Early childhood education programs level is prone to various obstacles in implementing the learning process (Fadlilah, 2021). Various strategies are needed starting from lesson planning to anticipate it. This is in line with research which shows that appropriate instruments are needed as guidelines or learning directions that have been adapted to government policies (Ayu et al., 2021). This policy is a regulation that has been issued by the Ministry of Education and Culture through the "Inclusive Education Implementation Guideline" in 2021. The facts show that Early childhood education programs services are abundant in several regions, but not all of them are optimally capable of providing records of child development (Ria Novianti, Enda Puspitasari, 2018). This is due to the potential for copy paste starting from lesson



planning, which in turn has an impact on not optimizing learning for children with special needs. Early childhood in various conditions, from a psychological perspective, requires attention to a series of optimal periods and their cognitive, affective and psychomotor development (Ainur & Fatonah, 2021). This will increasingly become a challenge for the world of education in dealing with children with certain conditions.

Children with various learning and developmental barriers are a challenge in inclusive education (Megaswarie, 2020). Children with special needs in this case requires special handling and attention. In other studies it is said that various implementations of the theory and appropriate regulations are needed. One of the important implementations in Early childhood education programs is ensuring that education units have educational quality that is in line with assessments, through the Accreditation system of inclusive educational institutions (Kurniah et al., 2021).

On the other hand, education that carries an inclusive theme within it requires a learning process that is different from Early childhood education programs in general (Nuralita et al., 2019). Inclusive education requires different communication media, so that various optimizations can occur (Sitti R. Talango, 2018). It is important for inclusive education units to create a learning environment that supports the growth and development of children (Prihantoro, 2021). For this reason, various difficulties and obstacles in learning at the Early childhood

education programs level need to be identified from the start (Masyithoh, 2019).

Preliminary observations made by researchers at Saymara Kartasura Inclusion Early childhood education programs show that this education unit in the implementation of education uses new approaches in each learning process. A new approach to learning at the Early childhood education programs level is needed in strengthening various aspects of child development (Qibtiyatul Quro, 2021). Based on the description above, the researcher intends to conduct research in the hope of obtaining a complete and real picture of the implementation of learning as expected by the Government, in accordance with the flow of handling inclusive education.

## RESEARCH METHOD

The object of this research is Saymara Inclusion PAUD. The type of this research is descriptive qualitative. A qualitative approach is a process of research and understanding based on a methodology that investigates social phenomena and human problems. This research will describe the implementation of inclusive learning in Saymara Inclusion Early childhood education programs which focuses on the flow of inclusive education. Data collection applied as a data collection tool in this study was interviews; observation; and documentation. Qualitative data analysis techniques are carried out interactively and continuously until complete, so that the data is saturated. Triangulation data analysis was used in collecting data; data reduction process; presentation; as well as drawing conclusions.



## RESULTS AND DISCUSSION

Saymara Early childhood education programs in the 2022/2023 academic year applies the concept of the Individual Learning Program (PPI) for children with special needs. Individual Learning Program is theoretically able to cover the deficiencies of the regular curriculum which is not fully relevant to the needs of students. This is what encourages Saymara Early childhood education programs to maximize PPI as a learning solution for children with special needs.

The teaching profession requires mastery of learning innovation (Ljungblad & Berhanu, 2020). One of the tough challenges in early childhood education, especially during the pandemic, was the release of children from the expected graduate output (Tatminingsih, 2022). The social and emotional approach is one of the main points in the implementation of the Early childhood education programs level learning process. Student interest in the material in this case is a separate achievement in learning (Nahdi et al., 2019).

Meanwhile, when it is associated with children with special needs, Early childhood education programs plays an important role in stimulating child development (Lundbäck & Fälth, 2019). The Individual Learning Program in Saymara Early childhood education programs is expected to guarantee educator accountability in the learning process, starting from planning, measurable indicators, to monitoring and evaluation processes.

Education involves a learning process in it, where personal, emotional and professional interactions occur between

educators and students (Wahyuni & Aulia, 2022). Learning involves various elements in it, including cognitive, affective, and psychomotor development. Learners are directed at optimizing abilities personally with certain provisions that are given uniquely and have characteristics (Tatminingsih et al., 2021). The curriculum plays an important role in the flexibility of its implementation, in line with educational goals that are in line with the demands and developments of the times (Delhi, 2006).

Inclusive Education which also focuses on children with special needs is basically a mandate from the National Education System Law, which states that education is organized in a democratic and non-discriminatory manner. This indicates the principle of justice in obtaining education (Lazar, 2020). Learning requires a harmonious reciprocal relationship between educators and students. Reflection of both parties is needed in strengthening learning output (Alam, 2016).

Learning in relation to children with special needs requires a positive direction of development. In line with this, educators understand from the start the ins and outs of children with special needs, so that learning can lead to these positive developments (Efendi et al., 2022). In terms of self-regulation, the Indonesian government has placed legal powers related to the education of children with special needs at all levels of education, including the early childhood education level (Hasugian et al., 2019). One of the considerations taken by Saymara Early childhood education programs in implementing PPI is implementing



government regulations through the Ministry of Education and Culture which are currently running, in line with the Freedom to Learn-Free to Play Concept at the Early childhood education programs level.

Each learner has characteristics and characteristics that are different from one another, and attached to them. This is where the privilege of education is that it can unite everything (Pratiwi, 2020). This education is then known as the inclusion system, where there is a range of emotions and certain abilities that are felt, both by educators and students (Setyawan et al., 2021). With various approaches in it, ranging from stimulation, intervention, assessment, and others, inclusive education ensures that the process of early detection of child development can be carried out and is able to find a way out (Dwi & Putri, 2020).

That's why PPI in Saymara Early childhood education programs requires parental or guardian approval. This is because PPI is basically a Multi Disciplinary Team (MDT), where parents play a role in designing learning, even involved in the evaluation process. Children with special needs are often also associated with various abilities attached to them. For this reason, initial identification is needed through the learning process (Ulfa & Inayati, 2022). One of the keys in handling children with special needs is the early identification of their special needs (Rapisa et al., 2021).

It is with this initial identification that education is tasked with determining the output to be achieved. At the Early childhood education programs level, children with special needs are almost always the same in every education unit. This is related to the type of inclusion inherent in students, namely: hyperactivity; social-emotional disorders; learning disorders; communication

breakdown; autistic; physical disturbance; and gifted children (AKRIM & HARFIANI, 2019). Early childhood education programs Saymara recognizes the complexity of the types of special needs that schools must anticipate. For this reason, schools consistently provide training for human resources, internally and externally, in terms of knowledge and skills in mastering PPI and children with special needs.

Saymara Early childhood education programs is an educational unit that carries the theme of inclusive school. Currently there are 8 (eight) children with special needs who are students at this school. ABK in learning gets one accompanying teacher. Giving a companion teacher is useful as an effort to approach the personal and emotional educators and students (Naili Rohmah, 2014). In their daily lives, the learning process for ABK is integrated with other students in one class. Starting from sports to providing learning materials and playing, ABK has the same opportunity to join with other students.

Early childhood education programs is a level of education that is generally known as an effort to maximize the potential of children at a golden age through various learning and playing processes in it (Azmita & Mahyuddin, 2021). Early childhood education programs includes many stimuli as an effort to maximize the development and characteristics of children (Maryani, 2020). Furthermore, through this stimulus, indicators can be identified as an assessment process in assessing child development (Dabis & Juniarti, 2019).

The Early childhood education programs level is closely related to social and emotional development. In emotional terms, children tend to apply the concept of modeling, i.e. imitating their surroundings. Educational units are responsible for creating the right emotional conditions for students



(Denham et al., 2012). Meanwhile, in social terms, the education unit is responsible for instilling appropriate social values so as to shape the attitudes and behavior of children in harmony with the environment (Wahyuni & Azwar, 2022).

Saymara Early childhood education programs in terms of social-emotional emphasis on a symbiotic relationship of mutualism between educators and students, especially children with special needs, namely the creation of a learning atmosphere in a systematic structure in achieving the optimization of students' abilities in line with their development.

Children with special needs need positive support from various parties, both from the family, school, and the environment (Hui et al., 2019). There is no difference between the sexes of children with special needs. All need support (Noor & Kurniawati, 2019). This positive support is needed in the initial handling of children with special needs (Anwar, n.d.). On the other hand, education also requires support, both from government regulations, educational units, and the community. An understanding of the uniqueness of handling children with special needs needs to be realized together so that in the process it does not clash with problems that can arise, one of which is opposition from family or society (Temesgen, 2018).

## CONCLUSION

Individual Learning Program implementation requires various components involved in it. Early childhood education programs Saymara bases itself on 5 (five) main components of PPI, namely: first, characteristics. Any information on various psychological aspects and child development from the start was able to be identified. Thus,

this information can be used as a reference for learning needs. Second, goals. In the long term, PPI is directed towards clearly defined objectives towards semester and annual learning programs. Meanwhile, in the short term, there are various instruments as assessment indicators that can be used as benchmarks for assessing the abilities of children with special needs. Third, learning services. In description, learning must contain the material used; strategy/method; and learning aids/media. Fourth, service time. Learning for children with special needs requires clarity of time and length of service. Thus, each estimate of learning achievement can be measured. Fifth, evaluation. The nature of the evaluation in Individual Learning Program Early childhood education programs Saymara is: thorough (cognitive, affective, psychomotor, process, and outcome aspects); continuous; and cyclical (regular and periodic as a consideration of program effectiveness).

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