Education Compensatory in Early Childhood Education as Accommodation of Students With Special Needs

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Abstract

The increasing number of children with special needs requires the fulfillment of accommodation in educational services in education units. The purpose of this study was to collect information regarding the importance of fulfilling appropriate accommodations for students with special needs through the provision of a curriculum in the form of learning special needs programs in early childhood education and what implementation strategies can be provided. The special needs program is one of the compulsory subjects that can be given to students with special needs according to the obstacles they have, and is designed to provide compensation, rehabilitation and optimization to students for the obstacles they experience as a consequence of the obstacles that students with special needs have. However, until now the special needs program has not touched the level of early childhood education. The method used is a literature study to see how far this program is needed to review existing regulations and theories related to special needs programs. The results of this study indicate that special needs programs are needed from an early age and can be implemented by taking into account various guidelines and implementation strategies in their implementation.

Key words: Education Compensatory Students With Special Needs, Inclusive Education, Early Childhood Education

Introduction

Early Childhood Education (PAUD) is the main education and the first education that children must receive before they move on to the next level of education. The importance of early childhood education is also a concern of the government, so it is not surprising that one of Indonesia’s educational and cultural policy directions is the Sustainable Development Goals (SDGs), namely by 2030, ensuring that all girls and boys have access to early childhood education. Quality early education as pre-basic education, so that they are ready to take basic education (2016:13). This is in line with the goals of PAUD according to UNESCO, namely: a. PAUD aims to build the initial foundation in increasing children’s ability to complete higher education, reducing grade repeat rates and dropout rates. b. PAUD aims to invest human resources that are profitable for families, nations, countries and religions. c. PAUD aims to stop the wheel of poverty. d. PAUD aims to actively participate in maintaining and protecting the human rights of every child to obtain education guaranteed by law (Suyadi, 2019: 26). Referring to the description above, it can be concluded that...
one of the aims of PAUD is to protect every child without exception so that they can obtain their right to education, including children with special needs (ABK). ABK is often referred to as children with disabilities, have disabilities, extraordinary children, children with disabilities and children with disabilities. Hallahan, Kauffman (2006) states that ABK refers to children who are considered to have deviations from the average condition of normal children in general, in terms of physical, mental and social behavior characteristics, or children who are different from the average in general due to problems in their abilities. thinking, seeing, hearing, socializing and moving. Meanwhile, in PP No. 13 of 2020 regarding accommodation, it is worth saying that persons with disabilities are any person who experiences physical, intellectual, mental and/or sensory limitations for a long time in interacting with the environment may experience obstacles and difficulties to participate fully and effectively with citizens. others based on equal rights.

The government has guaranteed this right which is spelled out in the 1945 Constitution article 31 paragraph 1, which states that "every citizen has the right to education. National Education System Law no. 20 of 2003 article 5 paragraph 1 states that "every citizen has the same right to obtain quality education". This right to education includes citizens with disabilities, stated in article 2, namely "citizens who have physical, emotional, mental, intellectual and/or social disabilities have the right to obtain special education."

The government is trying to organize an education system that can facilitate children with special needs not only through special schools such as special schools but also an inclusive education system. In Permendiknas number 70 of 2009 article 1 it is stated that inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to take part in education or learning in an educational environment together with the participants. educate in general. This is in line with the recommendations from the Salamanca conference issued by UNESCO (1994: 1) on education for all, one of which is that children with special needs must have access to regular schools that can accommodate their educational needs. And it is the most effective way to combat discriminatory attitudes, create a welcoming society, build an inclusive society and achieve education for all.

This is also in line with Permendiknas number 70 of 2009 article 2 which states that inclusive education (1) provides the widest opportunity for all students who have physical, emotional, mental and social disabilities or have potential intelligence and/or special talents to obtain quality education in accordance with their needs and abilities; (2) realizing the implementation of education that respects diversity and is not discriminatory for all students. The results of Hattie’s research (2009) indicated that an inclusive environment had a slightly positive effect when compared to a separate setting. Earlier meta–analyses have shown parallel results, indicating an excess of support in the main classroom rather than separate education (Baker et al., 1994/1995); Salvoita et. al (2016:1) in Howard (2019:47). Referring to this research, learning in an inclusive setting places children or students with special needs indirectly forming a social environment that respects differences and students with special needs will gain experience interacting in a heterogeneous environment compared to a special school environment.

Inclusive education in Indonesia is implemented from early childhood education to tertiary education. This affirmation is legally formally spelled out in PP no. 17 of 2010 concerning the management and implementation of education Article 132, namely special education for students with disabilities on the formal route is carried out through early childhood education units, basic education units, and secondary education units. This confirms the previous clause described in Article 130 paragraph 2 which states that the administration of special education can be carried out through special education units, general education units, vocational education units, and/or religious education units. Referring to the description above, it can be concluded that the rights of students with special needs to receive educational services for special needs have been recognized at all levels of education and educational pathways.

PAUD services for all children without discrimination are also outlined in Presidential Regulation (Perpres) no. 60 of 2013 concerning Holistic Integrative PAUD Development. Through this Presidential Decree, it is hoped that the government can involve the community to actively participate in services for early childhood development so that the services provided by PAUD can be reached and reached by all levels of society. This also confirms that all students, including students with special needs, are served by their needs, including the need for educational services.

Hallahan, Kauffman (2008) describes the variety of students as follows: (1) mentally retarded or children with developmental disabilities, (2) learning disabilities or children with low achievement, (3) hyperactivity (Attention Deficit Disorder with Hyperactivity), (4) mentally impaired (Emotional and behavioral disorder), (5) deaf speech (communication disorder and deafness), (6) blind or children with visual impairments (Partially seeing and legally blind), (7) autistic, (8) physically handicapped, and (9) giftedness and special talents. In Indonesia, the classifications commonly used are: (1) visually impaired; (2) deaf; (3) mute; (4) mental retardation; (5) quadriplegic; (6) tunable; (7) learning difficulties; (8) slow learner; (9) autism; (10) have motor disorders; (11) become victims of drug abuse, illegal drugs and other addictive substances; (12) have other abnormalities; (13) double disabled. (Permendiknas No. 70 of 2009).

Inclusive education has been rolling out for more than a decade in Indonesia, however, there are still some problems in its implementation, both in terms of the availability of human resources and infrastructure, as research conducted by Wirantho and Arriani (2017:15) regarding inclusive education services in PAUD found that: inclusive education in
PAUD has been running even though there are no regulations that specifically regulate inclusive education in PAUD in the sense that it is not yet operational compared to primary and secondary education; b) overlapping regulations between ministries; the services provided for ABK in PAUD are not integrated across ministries and involve units below them (Regional Government Work Units - SKPD), c) some PAUD refuse to accept ABK in PAUD units due to limited human resources and infrastructure. This is in line with the research of Azizah et al. (2019) which states that one of the problems in implementing inclusive education in PAUD is the unavailability of facilities and human resources. This is unfortunate considering that these two things are important in the implementation of inclusive education, moreover the number of students with special needs in Indonesia is 152,041 people. The number of ABK in PAUD is 24,217 people (PMPK Directorate, 2021).

Every student with special needs deserves proper accommodation, as described in PP no. 13 of 2020 article 4 regarding proper accommodation, it is stated that facilitating the provision of proper accommodation is carried out at least through: a. provision of budget support and/or funding assistance; b. provision of facilities and infrastructure; preparation and provision of Educators and Education Personnel; and D. curriculum provision. This is in line with the guidelines for the Implementation of Inclusive Education in PAUD which state that there are a number of requirements before implementing inclusive education, namely: a) government policies regarding the implementation of inclusive education; b) there is awareness, positive attitude and willingness on the part of the school and various other stakeholders to accept and serve ABK in regular schools; c) teachers have an understanding of ABK and have basic skills on how to provide educational services to them; d) there is a special supervising teacher (GPK); e) there is an accessible physical environment for crew members; f) an academic service system (curriculum and learning) is available that can coordinate the special needs of ABK; g) available supporting facilities to strengthen the implementation of educational services for ABK (2018:16).

One of the contents of the curriculum that accommodates the special needs of ABK is a special needs program. The special needs program is content that must be provided to students with special needs in addition to general programs, special needs programs and self-reliance programs (Article 8 point 1, Permendiknas No. 157 of 2014). However, until now, in general, PAUD units have not implemented special needs programs. As stated in the research results of Wirantho and Arriani (2017: 14) that the majority of inclusive PAUD units do not modify the curriculum and do not develop special programs for ABK. Even though the program is very important as a reinforcement for children with special needs and reducing children's obstacles so that children can adapt to their deficiencies. This research is in line with the statement of Wahyuno et.al (2014) in Wulandari et. al (2019: 44) which argues that so far inclusive schools have only used the regular school curriculum which is modified according to the abilities of children with special needs, there is no additional curriculum that suits the needs of children with special needs even though in inclusive schools an additional curriculum (special curriculum) is still needed, namely curriculum that contains material and exercises that are the needs of children with special needs that are not in the regular curriculum. Referring to the statement above, the presence of special needs programs is still an obstacle in the implementation of special education services in general education units. Through learning special needs programs, students with special needs are guided to develop their life skills in the era of globalization.

Method

The research uses the literature review method and examines various regulations related to special needs and special education programs in Indonesia.

Results and Discussion

Special needs program or also known as independence in English. Garrels and Advinson (2019) in Kasiyanti, et.al (2020: 8667) states that Independence or independence is a psychological construct that refers to actions caused by oneself (vs. others), in this case, students with special needs can live independent so as not to depend on others. It was further stated that the ability to carry out activities of daily living and independence is only obtained by 15% of students with special needs. Meanwhile, according to the American Community Survey (ACS), it is known that the prevalence of activities of daily living skills in persons with disabilities aged 5 to 17 years is 0. 9%. This simply illustrates how much the special needs program is needed for students with special needs. This is also in line with (Thaibah et al., 2020) in Daulay et.al (2023: 2018) it is said that children with special needs usually have a lack of independence. It was further stated that students with special needs face other problems when they enter a different environment, for example from special educational environmental conditions then enter inclusive education (Vanegas, et.al, 2016: 33) so that special needs programs need to be given from an early age.

In the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning guidelines for curriculum implementation in the context of learning recovery, it is explained that the program needs specifically aims to help children maximize their senses and overcome their
limitations. In article 10 of the Minister of Education and Culture No. 157 of 2014 states that special needs programs in the regular education curriculum and in the special education curriculum are developed as reinforcement for students with disabilities or special needs to minimize obstacles and optimally improve competency outcomes.

Compensatory education, namely an education system designed to compensate, rehabilitate and optimize students for the obstacles they experience as a consequence of their deficiencies due to social and environmental background (Kemendikbud, 2021: 2). The program is a special educational service that must be provided to students with special needs in both general and special education units. Through special needs program learning, students with special needs are guided to develop their life skills.

Initially the special needs program was only given to students with special needs in special education units, but in an independent curriculum. The special needs program is a subject that is also given to students with special needs in general education units, as described in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022, namely educational units providing inclusive education providing needs program services specifically according to the conditions of students.

Hallahan, Kauffman (2006:13) states that special education means a special learning design, this refers to the needs of each student according to their characteristics. Special learning materials, special learning approaches and special facilities are needed. For example: students with visual impairment conditions. Blind people need teaching materials that are printed in large font sizes or may require Braille, students with hearing impairments need hearing aids or instructions in sign language, students with mobility impairments / quadriplegics need special equipment in learning, etc. Referring to the description above, it can be concluded that special needs programs are needed from an early age.

Special needs programs are given according to the characteristics and needs of students, which include: 1) development of orientation, mobility, social and communication for students with visual impairments/blind; 2) Development of communication, sound perception and rhythm; for students with hearing/defa impairments, 3) Self-development for students with intellectual disabilities/mental disabilities, 4) Self-development and movement development for students with physical disabilities/disabled, 5) Development of communication, social interaction, and behavior for participants autistic students. Special needs programs are more oriented towards therapeutic, compensatory development and not on academic mastery.

In the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 7 of 2022 concerning Content Standards for Early Childhood Education, Basic Education, and Secondary Education, it is explained that the special needs program consists of:

a. General material covering: healthy living coaching, including: 1) healthy living habits, personal health, and reproductive health; 2) adaptation, including: socialization and concern for the family, school, and community environment; 3) personal safety, including: self-protection skills, saving oneself from danger, and helping others; 4) utilization of adaptive aids/media and technology for visual aids, mobility aids, and hearing aids; and 5) development of independence, including: independence in daily activities and life skills

b. Special materials which include:

1. For students with special needs with visual impairments including: 1) orientation and mobility, including: body image, motor skills, spatial and environmental awareness, concept of direction, concept of time, pre-stick and stick techniques; 2) social attitudes, including: interactions that reflect ethical values, courtesy, discipline, responsibility, skills for establishing personal relationships within the family, school and community; and 3) Indonesian Braille Symbol System (SSBI), which consists of: Indonesian language, mathematics, natural sciences, Arabic.

2. For students with special needs with hearing impairments including: a) development of communication for students with hearing impairments, including: pronunciation of phonemes, words, oral sentences, sign language, sign language, total communication and direct communication; b) Indonesian Sign System (SIBI); and c) development of sound and rhythm perception, including: detection, identification, discrimination, sound comprehension, speech sounds, and use of hearing technology.

3. For students with special needs with intellectual barriers including self-development, including: helping, caring for and taking care of themselves, mastering simple skills in everyday life and using free time.

4. For students with special needs with physical barriers also includes the development of movement, including: skills to control head, leg, hand and body movements, body balance movements, breathing movements, locomotor movements, coordination of motor movements.

5. For students with special needs with autism also include: a) development of interaction, communication, and behavior, including: age-appropriate adaptive behavior, initiating and maintaining interactions, maintaining interpersonal relationships, understanding the thoughts and feelings of others, expressing one’s own thoughts and feelings using language verbal and nonverbal or using alternative communication media; and b) sensory-motor development, including: sensory training and motor training in receiving various forms of stimulation and responding appropriately.
One of the expected goals of the special needs program is that students can minimize the obstacles they experience in order to be independent and maximize their senses to be able to adapt to the environment. There are signs in the implementation of the special needs program, which are described as follows:

a. Teachers who are responsible for implementing special needs program learning should have the authority to conduct program interventions/learning special needs for students with special needs.
b. Special needs program teachers should take advantage of the surrounding environment as media and relevant assistive technology.
c. The development of special needs programs is structured not based on level or unit education and grade level.
d. Methods, learning tools and evaluation adapted to the development and need.
e. The process of developing special needs programs is carried out with priority motor and psychomotor aspects.
f. Mastery of abilities and indicators does not have to be done sequentially.
g. Teachers are given the authority to choose according to conditions and needs.
h. The form of developing special needs programs should be varied and interesting interest, stimulate emotion, and lead to self-ability to do in everyday life.
i. The assessment system for the development of special needs programs is oriented towards assessment of daily life skills and skills (Kemendikbud, 2021:34).

Implementation of special needs programs can be carried out specifically or integrated with other learning. Development of special needs programs in general education units and special education units through the following steps:

a. The education unit conducts an assessment of the development and growth of each student with special needs. Aspects of development and growth refers to the need for the type of special needs development required, covering at least 3 aspects, namely: 1) exploring the competencies that are already owned; 2) explore competencies that are not owned/left behind; 3) exploring the required competencies.
b. Compile student profiles based on the results of the assessment
c. Determine the competencies achieved in each academic year
d. Carry out development/learning/intervention based on breadth, depth and sequence of material.
e. Reflect on the achievement of predetermined competencies.

Competence for special needs programs is currently only intended for students at the primary and secondary education levels, so that as an alternative it can reduce the competencies at the basic education level, bearing in mind that competency learning outcomes for special education are given according to the needs of students. Based on the existing learning outcomes, it is then lowered into learning objectives and arranged into a flow of learning objectives, then learning plans can be made.

Special needs program learning uses a behavior approach. The flow of behaviorism states that behavior is the result of learning. Therefore behavior can be changed by changing the environment. Behaviorism is an approach in educational psychology which is based on the belief that children can be shaped according to what the people who shape them want (Jamaris, 2010: 153). This is in line with Salvia (2017: 270), namely behavior that has been identified, it is necessary to identify patterns with the accuracy of behavior.

Rochyadi and Alimin describe in the behavior approach that at least there are components that must be considered. These components consist of: a) structured learning environment, b) observed behavior, c) reinforcement or reinforcement, d) task analysis. Poulsone et al (1996:19) describes task analysis as a study of what users have to do, in terms of actions and/or cognitive processes, to achieve an objective task. Task analysis provides some structure for task or activity descriptions, which then makes it easier to describe how the activities fit together, and to explore what implications this might have for product design. This is in line with Srinivasan, et al (2013: 138) which states that task analysis is the process of breaking down complex tasks into subtasks in such a way that these subtasks are easy to understand and manage. The resulting subtasks which, when performed sequentially, lead to the desired goal. Task analysis has been used extensively in special education to master activities independently.

In the design of the special needs program, it is described that there are several types of curriculum implementation that can be carried out to implement the special needs program which are described as follows:

a. Integrated curriculum, meaning that some of the material for developing special needs programs is included in the subjects. For example, the mobility orientation special needs program is combined with PJOK subjects, Indonesian language, arts and culture, etc.
b. Separate curriculum, development of special needs programs carried out as separate subjects with special time allocations.
c. Priority curriculum, special needs program development is carried out for certain reasons that are in PDBK. For example: (1) Students with special needs will soon enter an inclusive school or for reasons of urgent need, It is necessary to prioritize individual learning until their needs are met (Kemendikbud, 2021: 35).
Implementation of special needs programs also requires conditioning and habituation so that in this case it requires cooperation from parents as a form of partnership with the education unit. This is in accordance with the elaboration in the guidelines for implementing inclusive education in PAUD, the principle of support which is one of the principles outlined according to the A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) – April 2009, namely: access, participation and support. By implementing the special needs program from an early age, it is hoped that children can minimize their obstacles so that they can develop their potential and can support ABK to become independent, bearing in mind that the main goal of educational services for ABK is for children to be independent

**Conclusion**

The special needs program is a form of appropriate accommodation for children with special needs in PAUD, both in general and special PAUD units. Learning is flexible in nature, so it doesn’t have to be content that stands alone but is also possible when integrated into learning themes that are close to everyday life through learning outcomes that will be applied through lesson planning by taking into account learning principles and assessments for ABK. However, the success of this program is inseparable from the partnership between the PAUD unit and parents.

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