ASEAN Journal of Community and Special Needs Education

Literacy Program for Elementary School Students about Inclusive Education in Recognizing Children with Special Needs

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A B S T R A C T S

Inclusive education is one strategy to introduce children with special needs to elementary school students. In general, students do not know about Children with Special Needs. This shows that the lack of implementation of inclusive education and the lack of counsellor strategies in introducing Children with Special Needs to normal students. The purpose of this study was to determine the extent to which students know about Inclusive Education and Children with Special Needs, to determine the behaviours of children with special needs and the lack of acceptance of the presence of children with special needs and lack of attention. This research method uses quantitative methods by distributing google forms in the form of pre-test and post-test about knowledge and understanding of the handling and implementation of children with special needs in the school environment. The results of this study, the literacy program to recognize children with special needs experienced significant changes. From these results obtained differences in the results of the pre-test and post-test. This is because students before and after literacy activities get interesting readings so that there are differences in helping the adjustment of children with special needs in the school environment.

A R T I C L E   I N F O

1. INTRODUCTION

Inclusive education is a strategy to introduce children with special needs to elementary school students (Hasan, 2016). This causes the need to introduce children with special needs to students through inclusive education literacy and change the perspective of each student towards children with special needs in helping children with special needs to adjust to the school environment. According to the term, inclusion in the realm of education is associated with an educational model that does not discriminate between individuals based on the individual's ability or disability. Through this inclusive education, it is hoped that children with special needs or with special needs can be educated together with other normal children. The goal is that there is no gap between children with special needs and other normal children. Children with special needs are also expected to maximize their potential.

Inclusive education that is currently running has not been fully realized (Nuraeni *et al.,* 2016). To achieve this potential, the education system must be designed by taking into account the differences that exist in students. Students should be given the opportunity to develop their potential. To achieve this potential, the education system must be designed by taking into account the differences that exist in students.

Inclusive education is education that respects diversity. The education views that each individual can develop according to their potential. Through inclusive education, children with special needs can learn together with children in general, at the same place with different services (Suwandayani, 2019). The school environment is a very important factor for the growth and development of children. In essence, no human being is born on earth perfectly. Many children have functional limitations such as blindness, deafness, and autism. In addition, there are also children who have other specializations such as having attention disorders, focusing hyperactivity, learning difficulties (dyslexia, dysgraphia, disqualy) and slow learners (Setiawan *et al.,* 2019).

Inclusive Education is education where schools must accommodate all children regardless of their physical, intellectual, socio-emotional, linguistic or other conditions, including children with disabilities and gifts (Arum *et al.,* 2010). The caring attitude of fellow students towards children with special needs is one of the interactions between individuals and the environment at school, moving from the problem of misunderstanding about children with special needs, it affects social interaction in children with special needs. The need to implement inclusive education in the school environment in order to create and maintain a warm environment, accept diversity, and respect differences and children do not experience difficulties in adjusting to the school environment.

Based on the results of previous research, which is about analyzing children with special needs and analyzing student behavior towards children with special needs, which examines behavior or services for children with special needs and the lack of acceptance of the presence of children with special needs. As well as the lack of knowledge and understanding of the handling and implementation of children with special needs. Especially in the school environment. Increasing Environmental Awareness and Social Studies Learning Achievement of Mentally Impaired Students through Contextual Approaches (Hartati & Sabari, 2014). With the title "Inclusive Learning Process for Children with Special Needs Class V SDN Giwangan Jogja" (Anggraini, 2014). The counselor's strategy in helping children with special needs adapt to the millennial era (Setiawan *et al.,* 2019). Community Care for Children with Special Needs at SLB Negara B Sumedang, Indonesia (Alim, 2019). Community Participation in Supporting the Implementation of Inclusive Education for Children with Special Needs (Nuraeni, 2016).

But there are no journals yet (Literacy Program for Elementary School Students about Inclusive Education in Recognizing Children with Special Needs). The purpose of the Elementary School Student Literacy Program About Educational Inclusion Recognizing Children with Special Needs is to determine the behavior of children with special needs special needs and the lack of acceptance of the presence of children with special needs as well as the lack of knowledge and understanding of the handling and implementation of children with special needs in the school environment

2. THEORITICAL FRAMEWORK
2.1. Conceptual Literacy

Literacy is a skill that every student must have. However, according to a survey conducted by PISA, it was found that literacy habits have not been entrenched among elementary school students. Actions need to be taken to change this behaviours. The 6M program, namely observing, creating, communicating, appreciating, recording, exhibiting is a program that aims to create a literacy culture in the classroom (Akbar, 2017). Literacy is reading and writing, numeracy, and science skills to foster knowledge for the child.

Literacy culture must be developed in elementary schools so that students can get used to looking for information related to learning which will certainly be useful for themselves. The more students are aware of the importance of literacy, the greater the opportunity for students to be able to compete in the modern era. Although the government has implemented the School Literacy Movement program, teachers must be good at adjusting and planning classroom literacy programs, in order to create conducive and fun classroom conditions (Akbar, 2017).

The implementation of the 6M literacy program (observing, creating, communicating, appreciating, recording, and exhibiting) is one example of a literacy culture program that is relatively easy and effective to implement in schools. This program activates students in actively learning from the surrounding environment so that learning becomes meaningful. This program will also develop the character of students, including courageous, critical, and creative, honest, besides that the program fosters student sensitivity to the surrounding environment (Akbar, 2017).

2.2. Inclusive Education

The foundation used in inclusive education states that special education is education for children who need specificity that is held inclusively or in the form of educational institutions at the primary and secondary education levels (Suwandayani, 2019). Inclusive education is education where schools must accommodate all children regardless of their physical, intellectual, socio-emotional, linguistic or other conditions, including children with disabilities and gifts (Arum, 2019).

For the world of education, research related to inclusive education is expected to be one of the treasures and models in education in Indonesia that can be developed for the advancement of education itself. The implementation of contextual-based inclusive education encourages classroom teachers, special assistant teachers, parents and regular children to work together to help the growth and development of children with special needs. Supporting factors in contextual-based inclusive education are optimal stakeholders, there are assessment activities at the beginning of the acceptance of children with special needs, the preparation of individual learning programs based on the results of the assessment carried out by the school (Suwandayani, 2019).

2.3. Children with Special Needs

Definition of children with special needs, namely children who have physical, mental, intelligence, and emotion so requires learning in particular (Utina, 2014). Children with special needs as children who are in the process of growth or development experience abnormalities or deviations (physical, mental, intellectual, social, emotional) so that they require special education services (Handayani, 2013). As for the education of children with special needs, they receive special education under the auspices of the inclusive education system. Children with special needs refer to children who have learning difficulties or disabilities that make it more difficult for them to learn or access education than most children their age (Riadin & Usop, 2017).

3. RESEARCH METHODS

Research uses quantitative methods by distributing literacy materials that contain inclusive education and introducing children with special needs then pre-test and post-test. This research was conducted at the State Elementary School II Kasomalang, Subang, Indonesia. The instruments used are pre-test and post-test which contain 10 questions about reading and writing literacy about the introduction of children with special needs that lead to elementary school students with grade 6 criteria. Children with Special Needs indicate that the lack of implementation of inclusive education and the lack of counselor strategies in introduce children with special needs to normal students. With this, there are still many students who do not know children with special needs, causing the environment at school to be less conducive. **Tables 1** show questions distributed through google form in the form of pre-test and post-test.

4. RESULTS AND DISCUSSION
4.1. Demography

Inclusive Education is one strategy to introduce children with special needs, of course the school environment is very influential for the implementation of inclusive education. This research was conducted at Elementary School II Kasomalang, Subang, Indonesia using 10 samples with the criteria of 4 male students and 6 female students. When viewed in terms of the environment and the teacher's strategy in implementing inclusive education to introduce children with special needs, this is less supportive. So there is still a lack of acceptance of the presence of children with special needs and lack of knowledge and understanding of the handling and implementation of children with special needs in the school environment.

4.2. Phenomena in the Learning Proses

From the data of students who were sampled, several difficulties were found in understanding inclusive education. There is still a lack of acceptance of the presence of children with special needs and lack of knowledge and understanding of the handling and implementation of children with special needs in the school environment. In addition, the implementation of inclusive education at Elementary School II Kasomalang, Subang, Indonesia. Still not as expected. With this, the school environment is still not conducive for children with special needs.
The stages of learning carried out are as follows:
(i) The first session, conducted a knowledge survey about inclusive education and children with special needs in.
(ii) The second session, make a question and answer through

(iii) Form the third session, conduct a pre-test on the
(iv) The fourth session, provides material on inclusive education and children with special needs.
(v) And the fifth session, analyzing the data from the pretest and posttest results.

The above stage is the stage to collect data for research on the literacy program for inclusive education primary schools to get to know children with special needs.

4.3. Result Pre-test and Post-test

Tables 2 described the pre-test and post-test along with the acquisition of literacy reading comprehension and writing about the introduction of special needs children. This research was conducted by giving ten questions to elementary school students to increase the understanding of elementary school children about knowing children with special needs. The results of the pre-test and post-test will be compared before giving the material and after giving the material. In **Figures 1** illustrates the comparison between the pre-test and post-test. Thus, it can be concluded that inclusive education literacy in introducing children with special needs can develop their minds and change their minds towards children with special needs.

Tables 1. Pre-test and post-test questions.

| No -	Question -
1.	Do you know about children with special needs?
2.	Do you have children with special needs in your school?
3.	If there are crew members, are you hostile?
4.	Do you like to bully the crew?
5.	Does your school support learning for children with special need?
6.	Has the teacher explained about children with special need?
7.	Do you know about inclusive education?
8.	Is there learning in schools about inclusive education?
9.	Do you like to bully students who are late in thinking?
10.	Do you like to bully students who are slow to think?
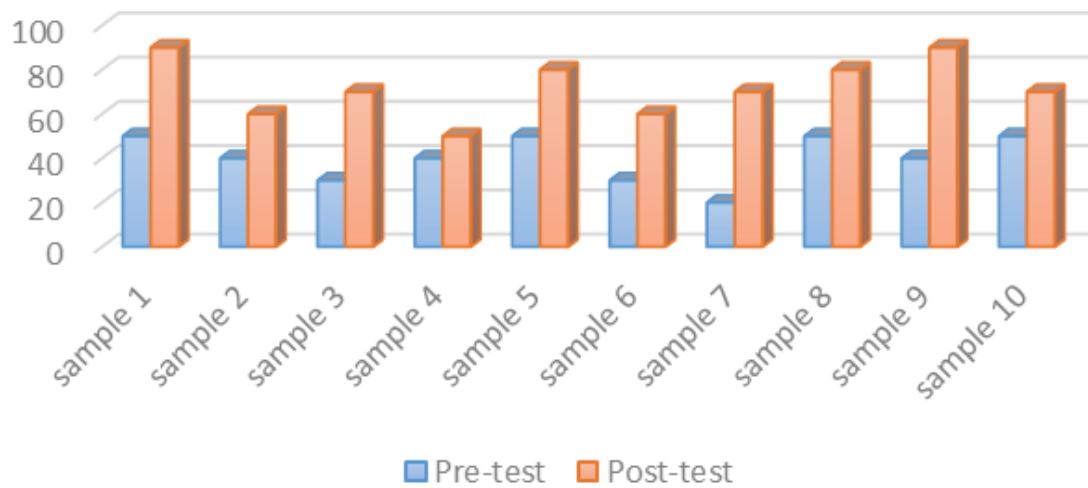
Figures 1. Graphic results of pre-test and post-test.

Tables 2. Result pre-test and post-test scores.

Sample	Pre-test	Post-test	Gain
Sample 1	50%	90%	40%
Sample 2	40%	60%	20%
Sample 3	30%	70%	40%
Sample 4	40%	50%	10%
Sample 5	50%	80%	30%
Sample 6	30%	60%	30%
Sample 7	20%	70%	50%
Sample 8	50%	80%	30%
Sample 9	40%	90%	50%
Sample 10	50%	70%	30%

4.4. Research Discussion

After the pre-test and post-test, it can be explained that each student experienced a significant increase in knowledge about children with special needs. It can be seen from **Figures 2** that the results of the comparison of the pre-test and post-test are very high. The following are the average results that each student has:
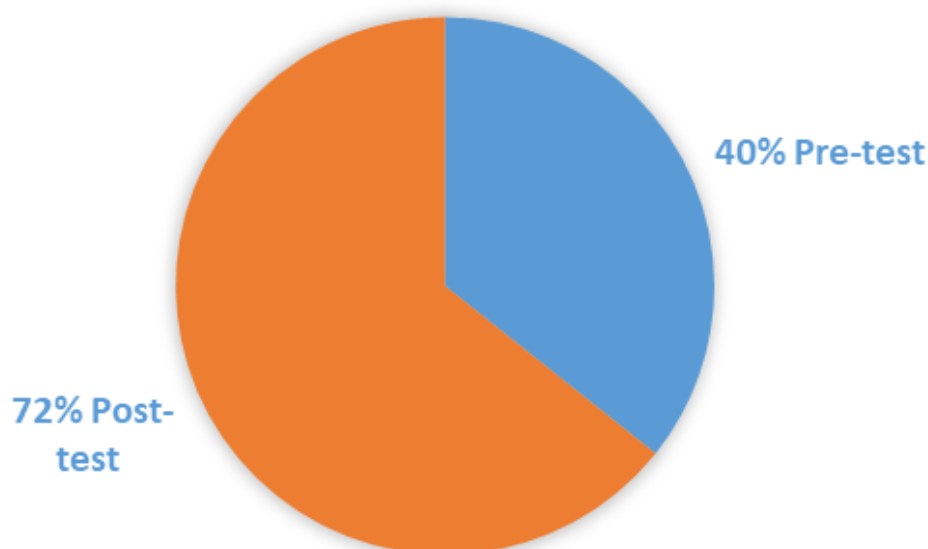
Figures 2. The average results of pre-test and post-test.

Based on **Figures 2** it can be concluded that getting positive results regarding the reading ability of grade 6 elementary school students, in the context of introducing inclusive education to recognize children with special needs. In the pre-test results it can be concluded that there are still many students who do not understand about children with special needs, this can be seen from the average pre-test result of 40%, but after reading the literacy movement in grade VI elementary school students there is an increase in knowledge of 72% which it means that elementary school students already understand about children with special needs after the reading literacy program can be said to be successful in Helping the Adjustment of Children with Special Needs in the School Environment. Reforms in the field of education certainly need to continue to be carried out to realize education that is able to adapt to changing times (Suwandayani, 2019).

5. CONCLUSION

We can conclude that this school has implemented an inclusive education system, but the implementation of education itself has not been implemented properly. This can be seen from the policies of schools, teachers, and schools towards inclusive education where there are several schools that run an inclusive education system, their school policies have not been implemented because there are still many students who do not know what inclusiveness is and children with special needs. Almost all schools have the same vision and mission about inclusive education, but in practice sometimes it is not as it should be. Education is an important element in the effort to create quality human resources, open, intelligent, and able to compete and improve the welfare of all Indonesian citizens.

6. ACKNOWLEDGMENT

Indonesia. We also thank the Office of Journals and Publications, Directorate of Foreign Affairs, Universitas Pendidikan Indonesia. We would like to thank Nissa Nur Azizah, Dwi Fitria Al Husaeni, Muktiarni, S.Pd., M.Pd., Rina Maryanti, S.Pd., M.Pd., and Asri Wibawa Sakti, M.Pd.

7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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