

Development of Inclusive Education for Children with Special Needs Based on Social-Economic Family

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Abstract: Inclusive education is an effort in providing services and equity in education, especially for children with special needs so as to obtain a decent and quality education. The purpose of this study was to analyze comprehensively the education of children with special needs and the supporting factors that improve children with special needs education. The subjects of this study were 20 people. The research procedure includes the stage of the description stage or the orientation stage, reduction stage and selection stage. Data analysis used descriptive analysis. The results showed that parents and family outcomes are important factors in developing the capability of children with special needs in the future, where not only formal education, but also continued to help children with special needs to be better to adapt to the social environment.

1 INTRODUCTION

Inclusive education for children with special needs has not developed as expected in the realization of service and equitable education for all (Braaten et al., 1988; Carlton and Winsler, 1999; Graham and Jahnukainen, 2011; Idol, 2006; Morley et al., 2005). The main factor in the implementation of inclusive education is the availability of facilities and infrastructure, human resources and socio-economic conditions of the (Chimombo, 2005; Kanagawa and Nakata, 2008). Socio-economic conditions of society become the biggest obstacle factor in inclusive education that is family of shame to have children with special needs so that they hide their child. some people think that inclusive education requires a lot of money, it also causes many people are reluctant to send their children with special needs to inclusive schools (Mitchell and Desai, 2005; Onsomu et al., 2006; Shevlin et al., 2004).

In 2015, the number of children with special According to Director General of Primary Education Kemendikbud, the total number of crew in Indonesia in November 2015 reached 1.6 million children. However, there are still a few children with special needs who want to study, only about 10-11 percent

of crew who get educational services. This is due to a variety of factors, including children who do not want to go to school, parents who are less supportive of education for their children, as well as access to schools far enough away from the residence of children with special needs.

In 2015, the number of children with special needs in East Kalimantan who attended school (SLB & Inclusion) amounted to 1700 children (Caring for Children with Special Needs Forum, 2015). The data did not include children who were in special services or therapy. The level of inclusive education carried out by each city/regency was also diverse. The level of inclusive education should start from the kindergarten, elementary, junior high & high school level. It could be covered only for junior level only (in certain areas) including Bontang City. East Kalimantan Province (2015), inclusive schools in Bontang city were 3 schools, namely: 1) SDN 010 South Bontang, that consisted of 47 students, 2) SDN 003 North Bontang, that consisted of 6 students, 3) SMPN 2 Bontang, Tanjung Laut that consisted of 11 students (Central Bureau of Statistics Bontang City, 2016).

The emergence of various disorders or developmental obstacles to children with special needs is a phenomenon that needs to be addressed

further so that children can still live the better life and optimize no matter how small their potentials (Belfer, 2008; Glascoe and Dworkin, 1995). This is important because regardless of their limitations, every human being has the same right to grow, to develop, to accept and to perform certain roles in society (Bowlby, 2008; Eisner, 1985; Erikson, 1993; Rogoff, 2003; Vygotsky, 1980). The effort to optimize the development of children with special needs is none other than to provide the necessary education and training, whether related to the ability of daily living, academic, and job skill (Fukuyama, 2001; Konopka, 1973; Maslow et al., 1998; Mead, 1934).

Inclusive education program for children with special needs are generally aimed to prepare them for the “real life” (Fuchs and Fuchs, 1994; Salvia et al., 2012; Smith, 2001) after they are released from the school environment (Hunt and Marshall, 2005). To achieve maximum result, every education process always requires the cooperation between the school and parents (Delgado-Gaitan, 1991; Driessen et al., 2005; Lezotte, 1993). Between parents and other family members with educational institutions should work well together (Epstein, 1995; Hoover-Dempsey and Sandler, 1997). This is consistent with various literatures, that the effectiveness of various programs for handling and enhancing the ability of children with special needs will depend heavily on the participation and full support from their families and communities (Carling, 1995; Hallahan and Kauffman, 1988; Hunt and Marshall, 2005; Lewis and Sugai, 1999; McGregor and Vogelsberg, 1998; Seitzinger, 2004; Whittaker, 1979).

Based on the explanation, it could be understood that parental participation in inclusive education program for children with special needs was important and should always be pursued. But now, there was no data indicating that all parents of children with special needs in East Kalimantan, especially in Bontang city had understood it and tried to fulfill it. In fact, not all parents of children with special needs were aware about the importance of their involvements in the education of their children. This study aims to reveal and analyse comprehensively about education for children with special needs and analyse the supporting factors that affects the improvement of education service for children with special needs.

2 METHODS

This research was using qualitative method. This research design using qualitative descriptive because descriptive research qualitative is intended to describe and describe phenomena that exist, both natural and engineering human beings, who pay more attention to the characteristics, qualities, interconnection between activities (Sukmadinata, 2011).

The research procedure includes 1) Description stage or orientation stage that describes what is seen, heard and perceived, 2) Reduction stage i.e. reduces all information obtained in the first stage to focus on a particular problem, 3) Selection stage that describes the focus that has been set to in more detail then do an in-depth analysis of the focus of the problem (Sugiyono, 2009). The subjects taken in this research activity is the community (parents) who have children with special needs in the coastal area of North Bontang City as many as 20 people. Society (parents) have children with special needs, such as: mentally disabled (Down Syndrome), ADD/ADHD, Slow Learner, and Autism. Sampling is done by purposive sampling, that is parents who have children with special needs

3 RESULT AND DISCUSSIONS

3.1 Profile of Respondents

Parents of children with special needs in Bontang City who sent their children to school generally work in all sectors, such as employees of companies, entrepreneurs, and civil servants. This indicated that parents were aware of the importance of education for children with special needs, who were not influenced by the background of occupation/livelihood.

Based on the results of interview conducted on respondents in Bontang City, the amount of income obtained by various respondents. The income earned per month is between Rp1.000.000,00–Rp13,000,000.00. While the expenditure made by respondents are based on the following categories (i) consumption, (ii) education, (iii) health, (iv) the needs of children with special needs, and (v) savings, having different percentages.

The expenditures for consumption were 43%, education 18%, health 15%, 15% children with special needs requirements and 10% savings. The portion of consumption for expenditure was still at the top position, this was due to several factors,

necessities related to basic needs (clothing, food, boards) that were closely related to the number of family dependents. The expenditures specifically for the needs of special needs children was 15%, which was likely to increase in size if coupled with educational expenditure (share with normal children). For more details, see the figure 1 below.

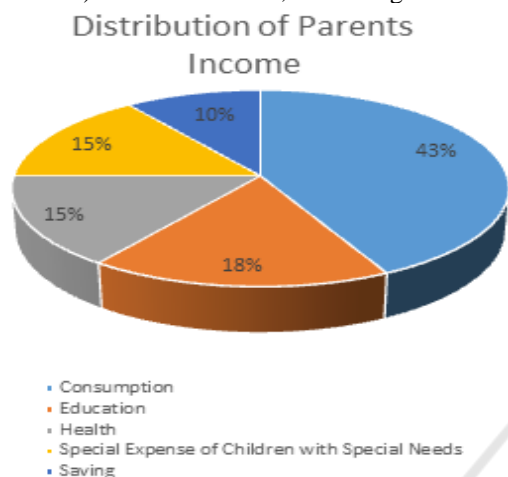


Figure 1: Distribution of Parents' Income of Children with Special Needs.

3.2 Parent Involvement in the Development of Children with Special Needs

Not all parents in this study had full involvement in the education of children with special needs. Among the 10 subjects, subject 1, subject 2, subject 3 (parents of children with autism) and 4 (parents of hyperactive children & mild autism) had the most active involvement in children's education. While the other 6 subjects showed different behaviour, which were in some activities precisely delivered more mentoring to the learning process of the children to others, such as teachers in school or therapist. One of the basic distinctions of this category of involvement is that the expected involvement of parents is not only limited to the selection of appropriate educational institutions and monitoring of educational outcomes, but also by monitoring the entire learning process of children and actively taking part in it time to time (Hardman et al., 2002; Heward, 2003; Hunt and Marshall, 2005). In Table 2 below presents a summary of the ten subjects involvement of education of children with special needs:

Table 1: Subject involvement on education of children with special needs.

| NO | FORMS OF INVOLVEMENT | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 |
|----|---|----|----|----|----|----|----|----|----|----|-----|
| 1 | Looking for information about the education of children with special needs | * | * | * | * | * | * | * | * | * | * |
| 2 | Arranging children's education plan | * | * | * | * | * | * | * | * | * | * |
| 3 | Participating actively in school programs | * | * | * | * | * | * | * | * | * | * |
| 4 | Being active in communicating with the school to gain understanding the ways to help children learn | * | * | * | * | * | * | * | * | * | * |
| 5 | Assisting learning activities outside the school environment | * | * | * | * | * | * | * | * | * | * |
| 6 | Developing talent potential of children | * | * | * | * | * | * | * | * | * | * |
| 7 | Teaching children about religion | * | * | * | * | * | * | * | * | * | * |
| 8 | Teaching and practicing social skill | * | * | * | * | * | * | * | * | * | * |
| 9 | Doing reading and writing before entering formal education | * | * | * | * | * | * | * | * | * | * |

Information:

- S1, S2, S3: parents of children with autism;
- S4: parents of hyperactive and mild autism children;
- S5: parents of deaf children;

- S6, S7, S8, S9 and S10: parents of children with Down Syndrome.

From Table 1, it appeared that subjects 1, 2, 3 and 4 met the nine forms of involvement that arose from research data. Subjects 5, 6, 7 and 8 fulfilled five of the nine forms of engagement, subject 9 only

fulfilled three of the nine forms of engagement. Subject 10 was with two forms of involvement.

There are four factors that influence parents' decisions about their involvement in the education of children with special needs, namely:

- Perception of inclusive schools for children with special needs;
- Perception of children's limitation;
- Expectation of children with special needs;
- Understanding of the importance of parent's role for children's education.

In the first factor, subject 10 had the view that school/formal education was not important and decisive for one's success in life, especially for children with special needs. Inclusive school is only an educational institution that is formality for children with special needs, because the diploma given to their students is not really based on their abilities, but the wisdom of the school. In this case, parents doubted that education in inclusive schools could improve the ability of children to equal the ability of normal children. This was in contrast to subjects 1, 2, 3, 4, 5, 6, 7, 8 and 9 who believed in the importance of the role of formal education to help children improved their ability optimally, especially parents and other family members were common in handling the children with special needs.

In the second factor, subjects 1, 2, 3 and 4 perceived limitations, not as a barrier for children to go ahead, to develop themselves and to achieve success. Therefore, parents never tried to hide or just block the interaction of children in their environment. For them, children with special needs could still do things normally as normal people do, including talking, and basically no human being was abnormal, because if it is seriously pursued, those with some limitations would remain alive and do things normally as normal people do.

Subjects 5, 6, 7, 8 and 9 viewed that children with disability still had other capabilities that could be highlighted. While subject 10 argued that the limitation of ability possessed by children with special needs would be difficult to improve even if children follow formal education at some levels. The differences in perception occurring among the ten subjects arose because special limitation/needs are essentially a social description that was perceived differently by each family (Hunt and Marshall, 2005).

In the third factor, there were nine subjects who expressed their hope for children with needs, i.e. subjects 1,2, 3, 4, 5, 6, 7, 8 and 9. Subjects 1, 2, 3, 4 had hopes that their autistic children and subject 5 (parents of deaf children) could live independently

and had the capability that was not inferior to normal children. Subjects 6, 7, 8 and 9 had the hope that their Down Syndrome children were also able to take care of themselves and not bother others.

In the fourth factor, the understanding of the importance of parents' roles in children development was indicated by subjects 1, 2, 3 and 4. The four subjects recognized that family support was central to the development and success of the lives of children with special needs. It meant that not only parents, but also other relatives. While for subject 10, parents emphasized more about resignation to their children's condition. This attitude was related to their belief that the ability of children with special needs will be difficult to develop in some way.

As a summary of the results, the scheme shown in Figure 2 below shows the flow of parental involvement in the education of children with special needs formulated based on the research data obtained.

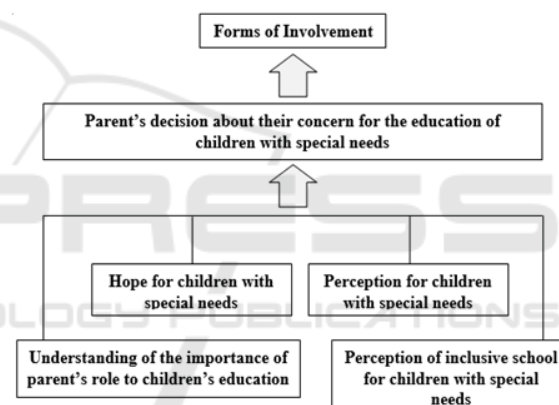


Figure 2: Groove of Parental Care for Inclusive Education for Children with Special Needs.

4 CONCLUSIONS

Parents of children with special needs in Bontang City who deliver children working in all sectors, such as company employees, employers, and civil servants. This can be done by parents to solve the problem of education for children with special needs, which cannot be done by behind the occupation / livelihood. This can be seen from the percentage of disbursed income for education by 18% and the needs of children with special needs of 15%. From the 10 subjects observed based on the group of children with special needs, forms of parental involvement of children with special needs for the factors influencing them have been seen. In

the first factor, only 10 subjects who considered the school were not critical of the success of children with special needs in the future.

In the second factor, subjects 1 to 4 considered that limitation was not a children's barrier to develop, subjects 5 to 9 assumed that there were other abilities for children with special needs could be developed. While subject 10 assumed that the ability of children with special needs would be difficult to develop both with formal and informal educators. In the third factor, only 10 subjects who did not have hope for the future of children with special needs to be able to live independently. The fourth factor was that only 1 to 4 subjects were aware that parent and family support was central for the development of children with special needs.

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