

ANALYSIS OF EDUCATION SYSTEMS AND LEARNING STRATEGIES AT SPECIAL NEEDS SCHOOL

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Abstract

Education for Children with Special Needs is a mandate of Law No. 20 of 2003 Article 5 paragraph (2) of the National Education System Law. The government has built specially designed schools in the form of providing special schools (SDLB, SMPLB and SMALB) as well as inclusive schools in accordance with educational standards. The standards used in the education process in special schools need to be researched. Has the standard met the 8 (eight) National Education Standards in accordance with the Government Regulation of the Republic of Indonesia No.57 of 2021. This study is to evaluate 8 (eight) National Education Standards in special schools in Indonesia. Respondents were 218 from 37 special schools in Java and Sumatra. Respondents consist of principals and teachers. Research data were collected using a questionnaire.

Research shows that the highest standard test results are management standards with a loading factor value of 0.921 and an R-square of 85, followed by education standards and education personnel (loading factor 0.865; R Square 75%); Standard Process (loading factor 0.850 ; R Square 72%); Facilities and Infrastructure Standards (loading factor 0.843; R Square 71%); Financing Standards (loading factor 0.842; R Square 71%); Assessment Standards (loading factor 0.830; R Square 69%); Standard Content (loading factor 0.816; R Square 67%); and Graduate Competency Standards (loading factor 0.774; R Square 60%). The results of this study indicate that the management carried out at each SLB has been running well and in accordance with educational standards. Meanwhile, the factor that still requires attention from the government and SLB managers is the competency standard of graduates.

Keywords: national education standards, special schools, school management

1 INTRODUCTION

Education for children with special needs is a mandate of The Law Number 20 Year of 2003 Chapter 5 verse (2) The Law of National Educational System which reads: Citizens with Impairment of physical, emotional, mental, intellectual and or social are entitled to get special education. Further in Chapter 32 of The Law of National Education System explain: Special Education is an education for learners/students who have a or some level of difficulty in following learning process since they have impairment of physical, emotional, mental, social and or have potential intelligence and special talent. The government itself has mandated the right to education for special needs in Chapter 54 The Law Number 39 Year of 1999 about Human Rights, that is : Every child with physical or mental impairment has the right to get care, education,

training and special assistance at state expense, to guarantee his/her life in accordance with human dignity, self-improvement and ability to participate in the life of society and the state.

The Efforts made by the government in relation to the implementation of laws (UU) and Government Regulations (PP) regarding children with the special needs, are in the form of providing special schools such as Special Elementary Schools (SDLB), Special Junior High Schools (SMPLB), Special Senior High Schools (SMALB). Beside that, the special need children can take education in integrated schools which are regular schools that accept children with special needs, with the same curriculum and infrastructure for all learners/students. This integrated schools are currently better known as Inclusive School (Ministry of Education and Sosial/Kemendikbud, 2016)

Based on Constitution (UU) No. 8 year of 2016 regarding persons with disabilities, there are five (5) categories of disabilities, namely physical, intellectual, mental, sensory and multiple disabilities. Herewith, based on running data 2020 of Badan Pusat Statistik/BPS (Central Bureau Statistic) mentioned that the number of people with disabilities reached 22,5 million or around 5 Percent (<https://www.suara.com/bisnis/2020>). While the latest data from BPS (Central Bureau Statistic) 2017 mentioned that total children with special needs in Indonesia were 1,6 million people. The Ministry Education and Social (Kemendikbud) estimated that almost 70% of Children with special needs (ABK) did not get a decent education. It means that more than one million children with special needs (ABK) have not received the education that is important for their life. It is of the 30% of total children with special needs (ABK) who received educations, only 18% of them have received inclusive education. <https://lifestyle.bisnis.com/read/>, both from specials school and ordinary schools that implementing inclusive education. <https://lifestyle.bisnis.com/read/>.

Data statistic of Special Education (PLB) 2019/2020 from Ministry Education shows that total Special Schools (SLB) in Indonesia are 2270 schools and only 26,12% of them are public schools, the rest are private schools.

Nissa Tarnoto (2016) explains the problems that arise regarding the implementation of inclusive education are the teachers, students, parents, school, society, government and lack of supported facilities and infrastructures for the inclusive school. It needs to cultivate the school culture in the school environment itself and the community outside the school as well.

Refer to the above background, it needs further analysis on how to analyze the education system and Learning strategies in the education of children with special needs. Based on Government Rules of Indonesian Republic Number 19 Year 2005 regarding to the Standard of National Education, associated with (1) competency standard; (2) Content standard; (3) Process standard; (4) Standard of Educator and education personnel; (5) Standard of facilities and infrastructures; (6) Management Standard; (7) Financing standards; and (8) assessment standard

2 METHODOLOGY

2.1 Research Sites

The Research of Education System Analysis and Learning Strategy for Education of Children with Special Needs was implemented at Special Schools (SLB) which are located in DKI Jakarta, Sumatera Barat, Yogyakarta and Central Java, consist of SLB A; SLB B; and SLB C. Total schools sampled are 37 SLB and showed at Table 1

Table 1. SLB Sample

1	SLB Al Azhar	14	SLB Rela Bhakti II Wates	27	SLB Kasih Ibu
2	SLB Al Ikhlas	15	SLB Negeri 1 Yogyakarta	28	SLB PGRI Nanggulan
3	SLB Negeri 1 Bukittinggi	16	SLB Krida Mulia I Rongkop	29	SLB Damayanti
4	SLB Negeri 1 Payakumbuh	17	SLB Marsudi Putra II	30	SLB Marganingsih
5	SLB C Payakumbuh	18	SLB Bangun Putra Kasihan	31	SLB Yapenas
6	SLB Negeri 1 Padang	19	SLB Sutawijaya	32	SLB ABCD KURNIA ASIH
7	SLB Negeri 2 Padang	20	SLB Bina Anggita	33	SLBN JOMBANG
8	SLB Autis Bima Padang	21	SLB Citra Mulia Mandiri	34	SLB Rela Bhakti I Gamping
9	SLB YPAC Sumatera Barat	22	SLB Puspa Melati Tepus	35	SLB Krida Mulia II
10	SLB Autisma YPPA Padang	23	SLB Muhammadiyah Panjong	36	SLB TEGAR HARAPAN
11	SLB A PTN	24	SLB PGRI Trimulyo	37	SLB Negeri 1 Bantul
12	SLB Negeri 1 Jakarta	25	SLB Pamardi Putra		
13	SLBN Pembina Yogyakarta	26	SLB Negeri 2 Yogyakarta		

2.2 Research Design

This study uses a quantitative research design that aimed to analyze education system and learning strategy at education for children with special needs, based on 8 (eight) Education Standard national in accordance with Government Regulation of the Republic of Indonesia Number 19 Year 2005. Data retrieval is done by using questionnaire and interviews with related parties with the implementation of Education for children with special needs (ABK). The respondents in this study are the headmaster and teachers of special schools. Total Respondents in this study are 234 persons.

3 FINDINGS AND DISCUSSION

3.1 Analysis of correlations between standards

3.1.1 Results of Correlation Matrix between Standards

The result of the research shows that all standards variables have positive and significant correlations or connections. The significant connections are showed by probabilities value less than alpha 5%, also connection between variables has positive value, since they have positive coefficient.

Table 2 : Result of Matrix Correlation between Standards

		Correlations							
		Content standard	Process Standard	Graduation Competence Standard	Educator and Education Staff Standard	Facilities and Infrastructure Standard	Management Standard	Financing standard	Evaluation Standard
Content Standard	Person Correlation	1							
	Sig.(2-tiled)	.000							
Process standard	Person Correlation	0.833 ^{**}	1						
	Sig.(2-tiled)	.000	.000						
Graduation Competence Standard	Person Correlation	.633	.640	1					
	Sig.(2-tiled)	.000	.000	.000					
Educator and Education Staff Standard	Person Correlation	.611	.626	.678	1				
	Sig.(2-tiled)	.000	.000	.000	.000				
Facilities and infrastructure standard	Person Correlation	.603	.610	.536	.780	1			
	Sig.(2-tiled)	.000	.000	.000	.000	.000			
Management Standard	Person Correlation	.707	.760	.635	.657	.739	1		
	Sig.(2-tiled)	.000	.000	.000	.000	.000	.000		
Financing Standard	Person Correlation	.580	.641	.510	.559	.671	.731	1	
	Sig.(2-tiled)	.000	.000	.000	.000	.000	.000	.000	
Evaluation standard	Person Correlation	.629	.654	.684	.622	.544	.735	.611	1
	Sig.(2-tiled)	.000	.000	.000	.000	.000	.000	.000	.000

***correlation is significant at the 0.01 level (2 -tailed)

Tabel 2 above showing that the relationship between process standards can be explained as follows:

- Content Standard has strong relationship with process standards, since the highest value of correlation coefficient is 0.833, continued with the relationship to management standard is 0.707 and content standard has the lowest correlation with financial standard is 0.580
- Process standard has strong relationship with content standard, since the highest value of coefficient is 0.833, continued with relationship to management standard is 0.760 and process standard has the lowest correlation with standard of facilities and infrastructure is 0.610
- Graduation competency standard has strong relationship with standard of values, since coefficient value of the highest correlation is 0.684, continued with relationship to standard education and education personnel/staff is 0.678 and financial standard that has the lowest correlation is 0.510
- Standard of education and education personnel/staff have strong relationship with standard of facilities and infrastructures is....., since the value of the highest correlation

- coefficient is 0.708, continued with the relationship to management standard is 0.657 and financial standard that has the lowest correlation is 0.559
- e) Standard of facilities and infrastructure has strong relationship with the management standard, since the highest value of correlation is 0.739, continued with relationship to standard of education and education personnel/staff is 0.708 and graduation competence standard has the lowest correlation is 0.536
 - f) Standard of graduation management has strong relationship with process standard, since the value of the highest correlation is 0.760, continued with the relationship to standard of facilities and infrastructure is 0.739 and standard of graduation competence that has the lowest correlation is 0.635
 - g) Financial standard has strong relationship with management standard, since value of the highest correlation coefficient is 0.731, continued with relationship to standard of facilities and infrastructure is 0.671 and standard of graduation competence has the lowest correlation is 0.510
 - h) Evaluation standard has strong relationship with management standard, since value of the highest correlation coefficient is 0.735, continued with relationship to standard of graduation competence is 0.684 and standard of facilities and infrastructure has the lowest correlation is 0.544

3.2 The Result of Factor Analysis with Confirmatory Factor Analysis (CFA)

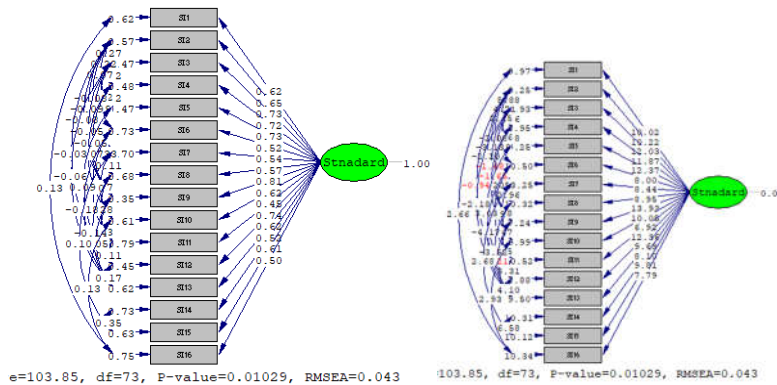
Tujuan analisis ini adalah untuk mengetahui indikator yang paling merefleksikan masing-masing Standard. Hasil CFA menunjukkan seluruh indikator pernyataan memiliki nilai t-hitung yang lebih besar dari t-tabel 1,96 artinya secara signifikan seluruh indikator pernyataan yang terdapat pada setiap Item Analisis Standar Nasional Pendidikan mampu mencerminkan Variabel semua Standard.

The objective of this analysis is to find out indicators which indicators the best reflects each standard. CFA result shows that all indicators of statement have value t- count bigger than t-table 1,96 means that all indicators of statement contained in each item of Analysis of Education National Standard can reflect all variable standard.

3.2.1 Content Standard

The result of CFA shows that school describe competency standard (SK) and basic standard (KD) into each subject of learning that has the highest SLF (SLF=0.81). While the lowest SLF

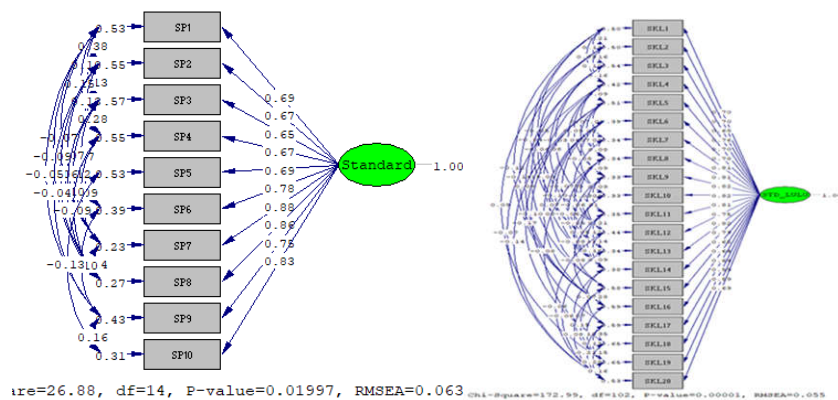
(SLF=0.45) is the teacher allocates the time for structured assignments and unstructured independent activities given to the students maximum 50% of time allocation of each subject. The value of Standardized Loading Factor (SLF) is described at the following picture.



Picture 1. Standardized Loading Factor and T-count of content standard

3.2.2 Process Standard

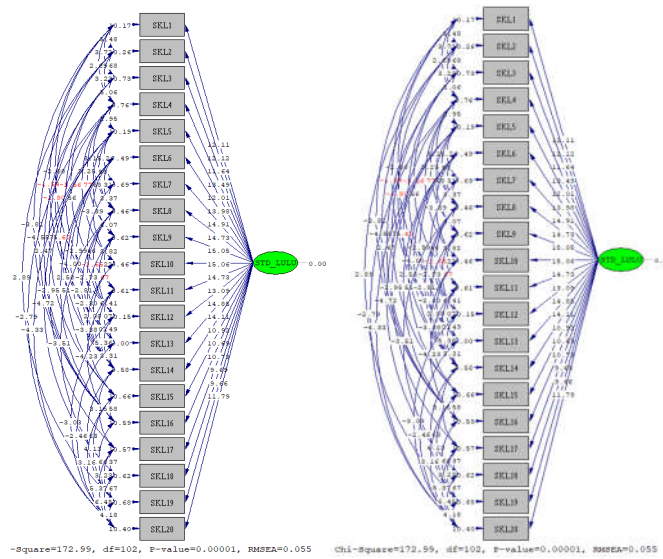
In process standard, CFA result showing that the statement which has the highest SLF is the statement number SP7 (SLF = 0,88), The Headmaster was doing supervision of learning process through 4 ways: (1) giving examples, (2) discussion, (3) training, and (4) consultation. Whereas the lowest SLF (SLF=0.57) is the teachers implement the learning process by following learning steps according to the provisions of Government Rules of National Education no 41 year of 2007 (statement number SP4).



Picture 2. Standardized Loading Factor and T count of Process Standard

3.2.3 Graduate Competence Standard

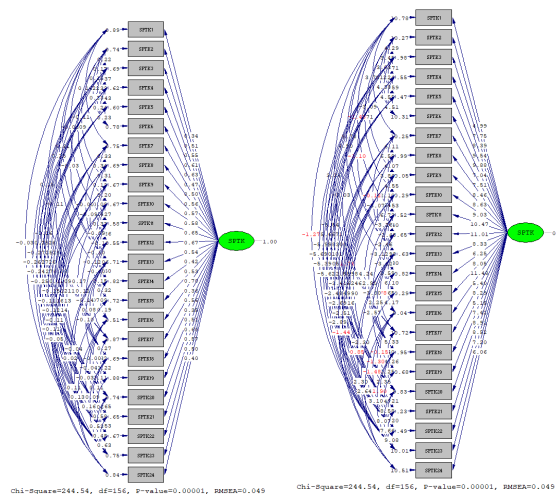
Graduate Competence Standard shows the result of CFA that all indicators of statement have value of t count that is bigger than t-table 1,96, means that all indicators of statements are significantly up to SKL20 are able to reflect variable of Graduate Competence Standard



Picture 3. Standardized Loading Factor and T count of Graduation Standard

3.2.4 Educator Standard and Education Personnel/Staff

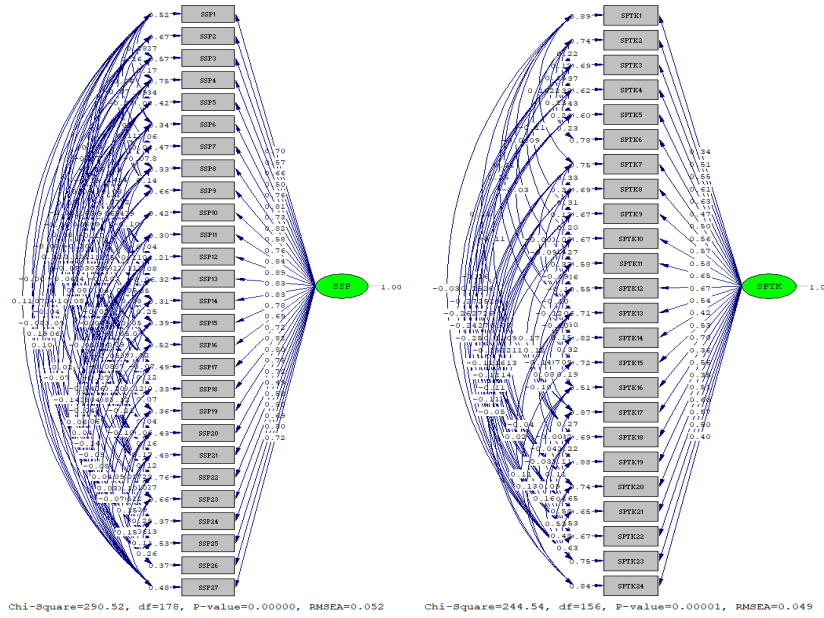
CFA Result shows that all indicators of statement have value t-count which is bigger than t-table 1,96 means that all indicators of statement SPTK1 up to SPTK24 significantly are able to reflect variable of Education Standard and Education Personnel



Picture 4. Standardized Loading Factor and T Count of Educator and Personnel Standard

3.2.5 Facilities and Infrastructure Standard

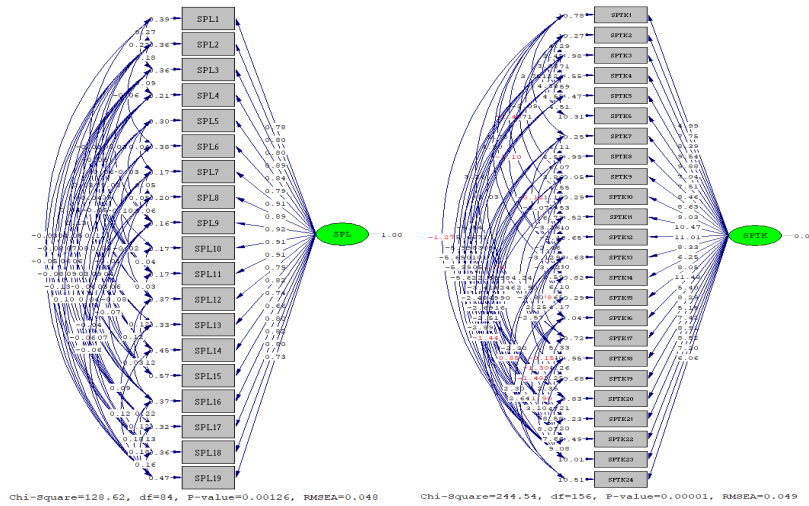
CFA Result shows that all indicators of statement have value t-count which is bigger than t-table 1,96 means that all indicators of statement SSP1 up to SSP27 significantly can reflect variable standard of Facilities and Infrastructure



Picture 5. Standardized Loading Factor and T Count of Facilities and Infrastructure

3.2.6 Management Standard

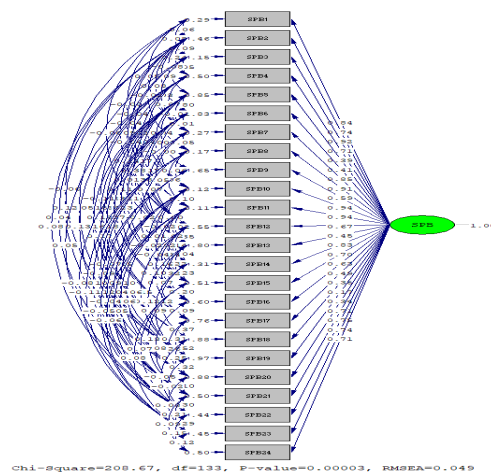
CFA Result shows that all indicators of statement have value t-count which is bigger than t-table means that all indicators of statement SPL1 up to SPL 10 significantly be able to reflect variable of Management Standard.



Picture 6. Standardized Loading Factor and T Count of Management Standard

3.2.7 Financing Standard

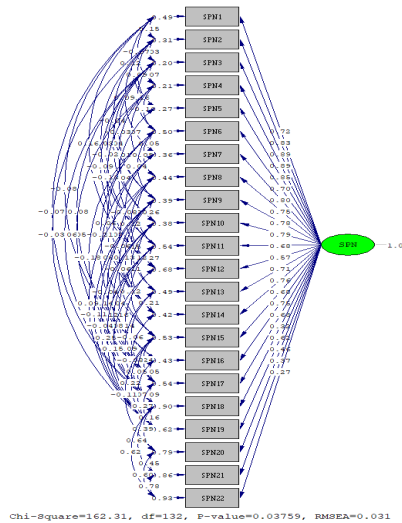
CFA Result shows that all indicators of statement have value t-count that is bigger than t-table 1,96 means that all indicators of statement SP1 up to SP 19 are able to reflect Variable of Financing Standard.



Picture 7. Standardized Loading Factor and T Count of Financing Standard

3.2.8 Assessment Standard

CFA Result shows that all indicators of statement have value t-count that is bigger than t-table 1,96 means that all indicators of statement SPN1 up to SPN 22 are able to reflect Variable of Financing Standard.



Picture 7. Standardized Loading Factor and T Count of Assessment Standard

4 CONCLUSION

The Research of Education System Analysis and Learning Strategy in Education for Children of Special Needs in this phase I, focused on analysis 8 (eight) of Education National Standards, Education in Special Needs School. The research result shows that all national standards of education have been well managed. It can be seen from the result of factor analysis by CFA. The CFA results shows that all indicators of statement, each of them measured has been reflecting variable on every Education National Standard. This research also shows that there is strong relation between standard of National Education. Standard and process standard have a very strong relationship and determine against other standards. Meanwhile standard of graduation competence has a very strong relationship with evaluation standard. Standard of educator and education personnel/ staff have close relationship with standard of facilities and infrastructures as well as standard of management.

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