

SCHOOL READINESS IN THE NEW NORMAL ERA (STUDY ON SPECIAL NEEDS SCHOOLS)

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Abstract

The COVID-19 pandemic has changed people's habits, including in the education sector. During the pandemic, Indonesia changed the face-to-face learning system to study from home with a distance learning system. After the pandemic the world entered the New Normal Era. There are several rules and facilities needed by each individual when entering the New Normal Era, including facilities that must be owned by students and must be provided by the school. Special Schools (SLB) are one of the educational institutions that must comply with the rules of learning in the New Normal Era. So that the government establishes several facilities and facilities that must be owned by schools in order to carry out face-to-face learning activities. Research on the readiness of special education in learning in the New Normal Era was conducted at 37 special schools in Java and Sumatra. Research respondents consisted of principals and teachers as many as 218 people. Research data were collected using a questionnaire.

Research shows that all special schools are ready for face-to-face learning. Learning facilities are adequate with adequate internet network (82.91%), distance learning devices (73.93%), educators who are able to carry out a combination of learning (83.76%). 92% of respondents have formed a Covid Task Force Team consisting of teachers, education staff, student organizations, medical personnel and school committees. Meanwhile, coordination with school committees and medical personnel has been carried out regarding parental consent (97%). Coordination with medical personnel is carried out related to the evaluation of a clean and healthy environment (92%) and a healthy canteen (30.34). The facilities provided by the school consist of hand washing (97.4%), temperature measuring devices (98.7%), disinfectants (84.19%), clean toilets (88.89%), seats are arranged at a distance of 1,5m (81.20%), means of announcing the implementation of health protocols (93%). Facilities that currently exist and require additional are boundary markers (65.38%), differentiated entrances and exits (35.04%), barriers for administrative services with mica plastic or others (45.73%). In terms of human resources, the number of teachers outside the city area (9.83%), the number of students outside the city area (2.56%), teachers who have congenital diseases (18.80%), the number of children who have a history of asthma (3.85%)

Keywords: pandemic, SLB readiness, supporting facilities.

1 INTRODUCTION

The Law number 8 of Year 2016 regarding to Persons with Disabilities, explain that persons with disabilities are everyone who has physical limitation, intellectual, mental and or sensory in the long term and when interacting with his or her surrounding experience obstacles and difficulties to participate fully dan effectively with other citizens based on equal rights. Special Protection for Children with disabilities is a form of protection received by children with disabilities for fulfilling his or her right and get a sense of security, against threat that endanger themselves and their lives in their growth and development. Every child including children with disabilities has the right to get protection from violence and discrimination, with the birth of Ministry Regulation of Women Empowerment and protection of children in Republic of Indonesia Number 4 Year 2017 regarding Special Protection for Children with disabilities.

The government's efforts that are related to the implementation of Law (UU) and Government Regulations (PP) regarding children with special needs in forms of providing Special Schools, such as Elementary Special Schools (SDLB), Junior High Special School (SMPLB), Senior High Special School (SMALB). Besides children with special needs can also take education in integrated school which is regular school that received children with special needs, with the same curriculum, the facilities and infrastructures for all learners/students. Currently integrated school is better well known with inclusive school (Kemendikbud, 2016). SLB A is for children with visual impairment or having obstacles in sense of sight; SLB B is for children with deficiency in sense of hearing or hearing impairment; and SLB C is for children with developmental impairment or children with intelligence below average.

Patterns and methods of learning delivered to the Children with Special Needs (ABK) are of course different with the education for normal children, according to the mandate of Law number 39 Year 1999 Chapter 54 regarding to Human Rights. This is related to The State's obligation to organize special education for Children with Special Needs (ABK)

In Era of pandemic Covid 19, according to Joint Decision of Ministry Education, Culture, Research and Technology, Ministry Religion, Ministry of Health, Ministry of Home Affairs of The Republic Indonesia number: 05/Kb/2021; Number:1347 Year 2021; Number Hk.01.08/Menkes/6678/2021 Number 443-5847 Year 2021 regarding to Learning Organization Guides in Era of Pandemic Coronavirus Disease 2019 (Covid 19) explain that during pandemic era, face to face learning is limited by strict health protocol. This also have an impact on learning in Special Needs (SLB). Most of Special Schools (SLB) organize learning with model of limited face to face meeting, by visiting the homes of students in turn. Especially at Special Schools (SLB) which are located in difficult to reach location with using internet facilities. The teachers develop teaching materials that can be used by parents for conducting learning at homes. Although it is difficult, learning process in limited face to face learning and online learning can be held.

Yuliani (2021) explained that there are 3 (three) models of learning system for school of special needs (SLB) during pandemic of COVID 19. The learning models are daring system, parents come to school and teachers do home visits. Meanwhile for learning models at school are video all/video conference, online application for assignment via whatsapp report. Parents can choose learning model which is suitable with the capabilities of their children. But, there are some obstacles in giving services of special education in this pandemic era. Teachers and parents are unable to imagine learning for special needs students, implemented by daring learning system. Some of

special needs students don't want to study, because the student is unfamiliar with the routine studying at home.

Meanwhile, Research by Hasan (2021), explains that learning for children with special needs in the education units of Special School in era pandemic of Covid 19 is implemented with limited face-to-face meetings and distance learning through daring based on (Special Instructional Review (TIK) as well as mixed between online with limited face-to-face meeting through teacher's visit. The problems arise in learning in Special School in pandemic era of Covid 19, are (1) the Educators/the teachers have difficulties in keeping distance with students; (2) there are still many constraints and unfamiliar with new normal habits; (3) some kind of disabilities cause new habits of health protocol (new normal) it is still hard to be implemented; (4) the students habit of shopping in school canteen; (5) material delivered is not optimal; (6) some students and some parents does not have computer or smartphone; (7) some disabilities experience obstacles in operating computer or smartphone; (8) lack of knowledge and care of student's parents to support their children in distance learning based on Special Instructional Review (TIK)

Related to various learning barriers in face to face meeting, some of Special Schools organize limited face-to-face learning, with fulfilling health protocols. The learning organization of limited face to face meeting is based on circular letter of Ministry of Education, Culture, Research and Technology Number 7 Year 2022 regarding to Discretion of The Implementation of Joint Decision of 4 (four) Ministries regarding Learning Organizing in Pandemic Era of Coronavirus Disease (Covid-19). The rules require school to have support facilities to conduct limited face to face learning.

Refer from the official page of the Ministry of Health, there are six (6) points should be fulfilled by educational institutions if they want to implement learning with face to face meeting. Those facilities are : (1) sanitation; (2) Health facilities; (3) Readiness to apply mandatory mask; (4) thermos gun; (5) Education Unit Mapping to find out who is comorbid and (6) Agreement between School and guardian parents. Beside that, both schools and universities must apply movement of 5M Covid-19 which is the complementary to the 3M action, there are (1) wearing a mask; (2) washing hands with soap and running water; (3) keeping distance; (4) staying away from the crowd and (5) limiting mobility and interaction. [https://pintek\(.id/blog/sarana-dan-prasarana-sekolah/\).](https://pintek(.id/blog/sarana-dan-prasarana-sekolah/).)

2 METHODOLOGY

2.1 Research Location

Research of Education System Analysis and Learning Strategy in Education for Special Needs Children is implemented in Special schools located in DKI Jakarta, West Sumatra, Yogyakarta and Central of Java consist of SLB A; SLB B; and SLB C. Total school samples are 37 SLB and showed in Table 1

Tabel 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 research uses quantitative research design that aimed to analyze educational system and learning strategy in education for special needs, based on eight (8) Education national Standards according to Government Regulation of Republic Indonesia Number 19 Year 2005. Data retrieval is implemented by using questionnaires and interviews with related parties on the implementation of Education for Children with Special Needs (ABK). Respondents in this research consist of Headmasters and teachers of Special needs. Total Respondents in this research are 234 people.

3 FINDINGS AND DISCUSSION

3.1 Readiness of School Facilities for limited face-to-face Learning

3.1.1 Readiness of Covid Officer Unit Team

Team of Covid Officer Unit is one of the requirements for the opening limited face-to-face learning. The role of the COVID-19 task force in every education unit is very important to strengthen control supervision and new health practice. Technical Provisions regarding the covid task force are available in The Ministry of Home Affairs Institution (Inmendagri) no. 35, 36 and 37 Year 2021 including Guidance of Controlling and Fostering the implementation of Health Protocol in every Educational Unit from Ministry of Health.

Result of the Research shows that 92,7% school have formed Team of Covid Officer Unit that consist of elements Education Personnel, Student Organization, Medical Personnel and School Committee. Adequacy proportion of Covid-19 task Force Teams in SLB can be seen in Picture 1

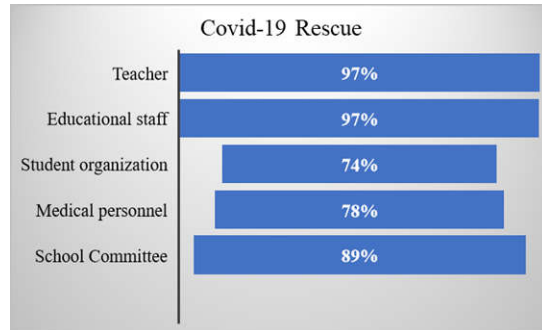


Figure 1 Composition of Covid 19 Task Force Team

Requirements must be fulfilled by school that will organize limited face-to-face learning, that is permits and coordination with related parties. Data shows that 97% parents allow student to implement limited face-to-face learning, 98% schools have also coordinated with Health Centre and conduct evaluation hygiene and health of the school environment. But the facility still few the school have, is Healthy Canteen. Only 30% schools that have prepared healthy canteen for students, teachers and school staffs.

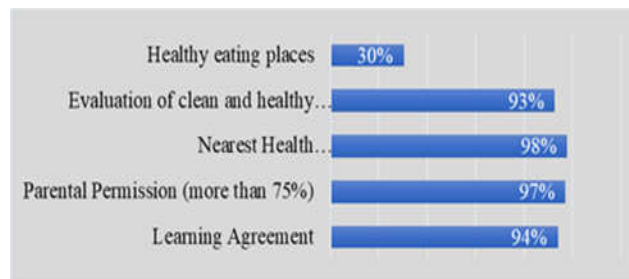


Figure 2. Coordinating and Evaluating

3.1.2 Readiness of Facilities and Infrastructures

Other requirements for school to organize learning with limited face-to-face meeting are teachers, students, parents and education personnel must implement health protocols of 5M, such as wearing a mask, washing hands with soap and running water, keeping distance, staying away from crowds and reducing mobility (<https://puslapdik.kemdikbud.go.id/artikel/ada-7-syarat-bila-sekolah-ingin-pembelajaran-tatap-muka-selama-pandemi>). These requirements must be fulfilled by the school in order the learning can take place properly and in accordance with the established procedures. Most of the school have hand washing facilities (97,44%), thermometer (98,72%). But some schools have not yet fulfilled facility that separate entrance and exit, only 35,04%

schools have made this facility. As well as barriers for administrative service, only 45,73% schools that can provide this facility

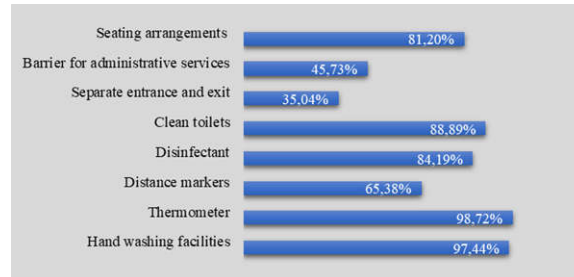


Figure 3. Healthy Protocol Support

Beside physical facilities, implementation of learning with limited face-to- meeting need also support facilities such as computers, laptops and internet networks. Result of this research shows that schools have been ready with the support facilities to implement learning with limited face-to-face meeting with dual mode (offline and online). 82,91% schools have provided an adequate internet network facilities and have teachers who capable organize face-to-face and online learning. The difficulties that are faced by the school currently is providing learning media for areas that are far for school location. Only 73,93% school can provide this facility.

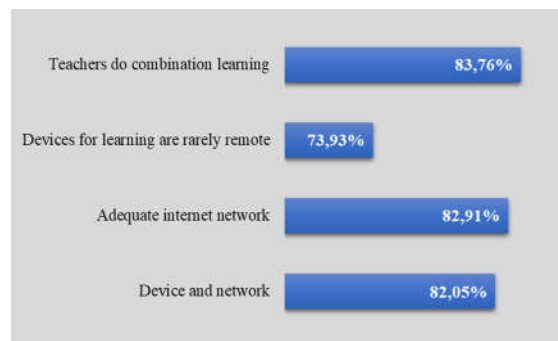


Figure 4. Support Facilities for Learning with Limited Face-to-face Meeting

3.2 Mitigation of the risk of the transmission of Covid 19

One of the risks in organizing face-to-face learning in pandemic COVID 19 is the possibility of the transmission of COVID 19, can happen from person to person through respiratory droplet when coughing and sneezing (Ministry of Home Affairs/Kementrian Dalam Negeri, 2020). The best way to reduce contracting Covid-19 is by not directly exposed to corona virus (Covid-19), such as close contact with patients, touching the objects that are exposed to coughing splashes and breath of the Covid-19 patients. Besides that, keep following health protocol such as wearing a mask, handwashing with soap and running water minimum for 20 seconds, use hand sanitizer if

soap and water is not available, keeping distance minimum one meter away from other people and avoid touching nose, eyes, mouth and face using hands not yet been cleaned (Sembiring and Meo, 2020). So the preventive measure is needed especially for student and teacher who have the potential to be infected COVID-19. Before doing learning activities with limited face-to-face meeting, the school should do mapping of students who potentially to be infected COVID 19 and students as well as teachers who are comorbid.

Total teachers who have congenital diseases such as diabetes, hypertension and heart disease are 18%. Meanwhile students who have a story of asthma are 3,8%. Teachers who domiciled far enough from school location are 9,8% and students who domiciled far enough from school location are 2,69%

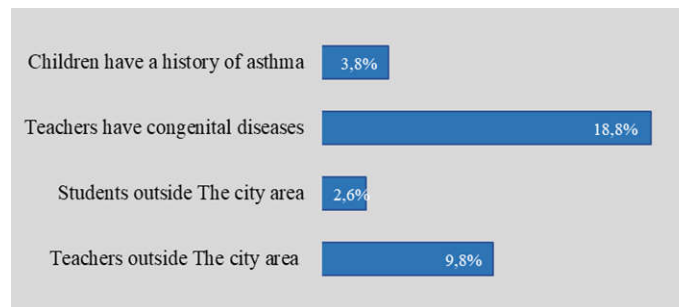


Figure 5. Mapping of Teachers and Students who unable attend the lesson

Those data shows that the potential to be infected with COVID 19 is quite small, since migration level of students and teachers is not too big and controllable.

4 CONCLUSION

COVID 19 has changed human behavior including in the organizing of learning. In order to the transmission does not occur especially to students, the government issues the Law and Regulation that regulate the implementation of education. All level of education unit, including Special Schools (SLB) required to follow a series of health protocols in learning activities. Learning alternatives used are online learning model. But there are some limitations in online learning model, especially for students with special needs. Learning model offered is learning with limited face-to-face meeting while keep following the health protocol.

Result of this research shows that in general Special Schools (SLB) are ready to implement learning with limited face-to-face meeting. This can be seen from the readiness of school in preparing COVID task forces in school area as well as supporting facilities and infrastructures. Schools also anticipate with the mapping of teachers and students who have the potential to be infected with COVID 19.

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