

## **ACHIEVEMENT OF THE EIGHT EDUCATIONAL STANDARDS IN SPECIAL NEEDS SCHOOLS AND ITS IMPACT ON GRADUATES AND SCHOOL ACCREDITATION**

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### **Abstract**

Education for Children with Special Needs is a mandate of Law Number 20 of 2003 Article 5 paragraph (2) of the National Education System Law. The implementation of education for children with special needs refers to the 8 (Eight) National Education Standards by the Government Regulation of the Republic of Indonesia Number 57 of 2021. In preliminary research, the National Education Standards have been well managed. Furthermore, it is necessary to analyze the relationship between National Education Standards, so that it can be known with certainty the standard that has the most influence on increasing graduate competency and accreditation.

The results of research on 37 special needs schools in Java and Sumatra with 234 respondents show that the National Education Standards that do not have a significant effect on school and graduate accreditation are content standards (prob(0.642), process standards (prob(0.149) ), graduate competency standards (prob 0.564) , and assessment standards (prob 0.125). Standards that affect accreditation and graduates are management standards (regression coefficient: 0.544), financing standards (regression coefficient: -0.312), facilities and infrastructure standards (regression coefficient: 0.191), educators and education staff (regression coefficient: 0.189) So there is a need for government policies related to improving education standards for children with special needs.

keywords: children with special needs, graduate competency, accreditation, eight national education standards

### **1 INTRODUCTION**

Education for children with special needs is a mandate from Law Number 20 of 2003 Article 5 paragraph (2) of the National Education System Law which states that citizens who experience physical, emotional, mental, intellectual or social disorders have the right to receive special education. Furthermore, Article 32 of the National Education System Law explains that special education is education for students who experience difficulties in following the learning process due to physical, emotional, mental, social disorders, or who have special intelligence and talent potential. The government has also mandated the right to education for children with special needs in Article 54 of Law Number 39 of 1999 concerning Human Rights, which states that every child who has a physical or mental disability has the right to receive paid care, education, training and special assistance. by the state, so that they can live in accordance with

human dignity, develop themselves, and participate in the life of society and the state. Law Number 8 of 2016 concerning Persons with Disabilities also explains that persons with disabilities are individuals who experience long-term physical, intellectual, mental or sensory limitations which can hinder their participation in community life. Special protection for children with disabilities is a form of protection that they receive to fulfill their rights and feel safe from threats to themselves and their lives in the process of their growth and development. However, the government's efforts regarding the implementation of the Law and Government Regulation on children with special needs still face several challenges. This is related to the lack of number of Special Needs Schools (SLB) provided at both primary and secondary levels. Apart from that, inclusive education is still underdeveloped, even though it has been regulated in various regulations. Based on data from the Central Bureau of Statistics (BPS) in 2020, the number of people with disabilities in Indonesia reached 22.5 million or around five percent of the total population (<https://www.warna.com/bisnis/2020/>). However, almost 70% of children with special needs do not receive adequate education. Of the 30% who have received education, only around 18% received inclusive education (<https://lifestyle.bisnis.com/read/>). According to data from the 2019/2020 PLB Statistics compiled by the Ministry of Education and Culture (Kemendikbud), there are 2,270 special needs schools (SLB) in Indonesia. Of this number, only around 26.12% are state schools, while the rest are managed by private parties. The number of teachers teaching in these schools reached 27,265 people.

However, it should be highlighted that the number of schools and teachers available is still very small compared to the number of children with special needs (ABK) in Indonesia. Practices in the field show that not all-inclusive schools have adequate infrastructure and sufficient teacher human resources to provide appropriate educational services for ABK. Research conducted by Nissa Tarnoto in 2016 identified a number of problems that emerged related to the implementation of inclusion, including the role of teachers, student participation, support from parents, school conditions, interaction with the community, government support, and the lack of facilities and infrastructure that support the implementation of inclusive schools. Therefore, efforts are needed to build a culture of inclusion, both within the school environment and outside the school, as an important step in improving access and quality of education for ABK. In order to fulfill the educational rights of children with special needs, it is necessary to carry out further analysis of the education system and the learning strategies implemented. This

includes aspects of competency standards, curriculum content, learning processes, educators and education personnel, infrastructure, management, financing and assessment and their relationship to school accreditation rankings. This is important to ensure that children with special needs receive quality education according to their needs and abilities, in accordance with existing statutory mandates.

## **2 LITERATURE REVIEW**

### **2.1 Children with Special Needs**

Children with special needs (ABK) include all types of children who have differences or abnormalities compared to children in general, including physical differences, behavior and abilities. More refined terms are used to describe the condition of each type of deviation, especially those whose deviation is below normal, such as the blind, the deaf, the mentally retarded, the physically disabled, and the hearing impaired (Wardhani, 2014). The classification of disorders for children with special needs according to Davidson, Neale and Kring (2006) consists of attention deficit hyperactivity disorder, behavioral disorders, learning disabilities, mental retardation and autistic disorders. Meanwhile, Mulyono Abdulrachman (2000) explains the categories of children with special needs, namely: (a) groups who experience deviations or abnormalities in the intellectual field, consisting of children who are extraordinarily intelligent (intellectually superior) and children who have a low level of intelligence or who are called mentally retarded; (b) groups that experience deviations or extraordinary conditions that occur due to sensory or sensory barriers, consisting of blind and deaf children; (c) groups of children who have learning difficulties and communication disorders; (d) a group of children who experience behavioral deviations, consisting of children with hearing impairments and those with emotional disorders, including autism; and (e) groups of children who have multiple or severe disabilities/deviations and are often referred to as dually disabled.

PP No. 17/2010 concerning the Implementation and Management of Education, Article 129, paragraph 3 identifies 12 categories of students who have special needs. These categories include blind students, deaf students, speech impaired students, mentally retarded students, quadriplegic students, hearing impaired students, students with learning difficulties, students with autism, students with motor disorders, students who are victims of narcotics or illegal drug abuse, as well as students with other limitations.

The government pays attention to children with special needs through Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas). Article 5 paragraph (2) of the National Education System Law states that citizens who have various physical, emotional, mental, intellectual or social disabilities have the right to receive special education. In addition, Article 32 of the National Education System Law explains that special education refers to education provided to students who face difficulties in following the learning process because they have physical, emotional, mental, social disabilities, or have special intelligence and talent potential.

Special Needs School (SLB) is education for students who have a level of difficulty in participating in the learning process due to physical, emotional, mental and social disorders, but who have the potential for special intelligence and talents (Suparno, 2007). The learning patterns and methods given to ABK are of course different from the education given to other normal children. Law Number 39 of 1999 Article 54 concerning Human Rights explains that: Every child who is physically and/or mentally disabled has the right to receive special care, education, training and assistance at state expense, to guarantee a life in accordance with human dignity, improve themselves, and the ability to participate in community and state life. This is closely related to the State's obligation to provide special education for ABK.

According to applicable regulations and laws, children with special needs (ABK) have two alternatives to continue their education: (a) Special Needs Schools (SLB). SLB is an educational institution specifically designed for ABK. In SLB, teaching methods and curriculum are adapted to the individual needs of the ABK students. Each SLB may have a focus on certain types of special needs, such as blindness, hearing impairment, autism, and so on. ABK students who choose this option will receive an education that is more focused on their needs or (b) a formal school with an inclusive approach. Another option is to continue your education at a regular formal school that applies an inclusive approach. The inclusion approach means that students with special needs will go to school in the same environment as other students who do not have special needs. In inclusive schools, efforts are made to provide additional support and adjustments so that students with special needs can follow the generally accepted curriculum. The main goal is to ensure that ABK students can participate in learning together with their peers.

## 2.2 National Education Standards

National Education Standards are minimum criteria regarding various relevant aspects in the implementation of the national education system and must be fulfilled by administrators and/or education units in all jurisdictions of the Unitary State of the Republic of Indonesia. Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards Article 3 explains the SNP as follows.

- a. Graduate Competency Standards. It is a minimum criterion regarding the unity of attitudes, skills and knowledge that shows the achievements of students' abilities from their learning outcomes at the end of the education level.
- b. Content standards are minimum criteria that cover the scope of material to achieve graduate competency in certain pathways, levels and types of education.
- c. Process standards are minimum criteria for the learning process based on pathway, level and type of education to achieve graduate competency standards.
- d. Education assessment standards are the minimum criteria regarding the mechanism for assessing student learning outcomes.
- e. Educator standards are the minimum criteria for competency and qualifications that educators have to carry out their duties and functions as role models, learning designers, facilitators and motivators of students.
- f. Facilities and infrastructure standards are the minimum criteria for facilities and infrastructure that must be available to the Education Unit in providing education.
- g. Management standards are minimum criteria regarding planning, implementation and supervision of educational activities carried out by the Education Unit so that the implementation of education is efficient and effective.
- h. Financing standards are minimum criteria regarding the components of education financing in educational units.

## 2.3 School Accreditation

Law Number 20 of 2003 concerning the National Education System, article 1 paragraph (22) explains that Accreditation is a comprehensive assessment process of the suitability of an educational unit or program, the results of which are realized in the form of recognition and

suitability ranking in the form published by an institution that independent and professional. Furthermore, Regulation of the Minister of Education and Culture Number 13 of 2018 concerning the National Accreditation Body for Schools/Madrasahs and the National Accreditation Body for Early Childhood Education and Non-formal Education, article 1, explains that Accreditation is an activity to assess the suitability of basic and secondary education units, and units early childhood education and non-formal education based on predetermined criteria to provide quality assurance of education.

The suitability of educational units refers to national education standards, because national education standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education requires accreditation for all schools/madrasahs as part of efforts to guarantee the quality of education. According to Minister of Education and Culture Regulation No. 13 of 2018 article 18 paragraph 1, the accreditation status of educational units consists of accredited and non-accredited. In paragraph 2, it is stated that the accredited ranking of educational units consists of accredited A (excellent), accredited B (good) and accredited C (adequate). As for paragraph 6, it is stated that educational units that are declared not accredited are given recommendations in the form of coaching, merging, and/or closing educational units.

### **3 METHODOLOGY AND RESEARCH FINDINGS**

#### **3.1 Research Sites**

This research was carried out at 37 Special Needs Schools (SLB) located in DKI Jakarta, West Sumatra, Yogyakarta and Central Java, consisting of SLB A, SLB B and SLB.

#### **3.2 Research Design**

This research employs a quantitative research design which aims to examine the influence of achieving eight National Education Standards on School Accreditation achievements. Data collection was carried out using questionnaires and interviews with parties related to the implementation of education for Children with Special Needs (ABK). Respondents in this research consisted of school principals and special needs school teachers. Respondents in this study totaled 234 people.

### 3.3 Data Analysis Method

Data were analyzed using a quantitative approach with Regression Analysis to analyze the relationship between National Education Standards variables and school Accreditation rankings; Coefficient of Determination; and F-Test (ANOVA)

### 3.4 Research Findings and Discussions

Testing the influence of standard factors on the level of accreditation

To test whether there is an influence of educational standard variables on school accreditation rankings, use the F-test (ANOVA).

The hypothesis proposed in this research is:

H0: all independent variables have no effect on the level of accreditation

H1: there is at least one independent variable that has a significant effect on the level of accreditation (Model Fit)

Table 1. F-Test (ANOVA)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5486.143	8	685.768	8.045	.000 <sup>b</sup>
	Residual	19178.814	225	85.239		
	Total	24664.957	233			

a. Dependent Variable: AKREDITASI SEKOLAH

The F-test results show a prob(0.000) value <math>< \alpha 5\%</math>, so reject H0, meaning there is at least one independent variable that has a significant effect on the level of accreditation (Model Fit)

Table 2. Coefficient of Determination

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.472 <sup>a</sup>	.222	.195	9.23251	1.838

The coefficient of determination is 22.2%, meaning that the diversity that can be explained by all independent variables regarding accreditation is 22.2%, while the remaining 77.8% is explained by other factors outside the model.

Table 3. Hypothesis Test (T-Test)

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B		Beta			Tolerance	VIF
(Constant)	81.390	7.203		11.299	0.000		
Content Standards	-.065	.140	-.052	-.466	0.642	.278	3.602
Process Standards	-.185	.128	-.175	-1.449	0.149	.237	4.224
Graduate competency standard	-.062	.107	-.054	-.578	0.564	.400	2.501
Standards for Educators and Education Personnel	.189	.109	.171	1.737	0.084*	.358	2.793
Facilities and Infrastructure Standards	.191	.079	.248	2.421	0.016**	.330	3.031
Management Standards	.544	.113	.591	4.815	0.000**	.229	4.363
Financing Standards	-.312	.077	-.376	-4.073	0.000**	.406	2.463
Assessment Standards	-.178	.116	-.151	-1.540	0.125	.359	2.783

Based on the results of the hypothesis, it is known that the variables in the Eight Education Standards that do not have a significant effect on the level of school accreditation are:

- (a) Content Standard (prob value (0.642);
- (b) Process Standard (prob value (0.149);
- (c) Graduate Competency Standards (prob value (0.564), and
- (d) Assessment Standard (prob value (0.125).

Meanwhile, the eight educational standard variables that have a significant effect on the level of accreditation are as follows.

- a. Standards for Educators and Education Personnel (SPTK). The t test results show a prob value of (0.084). The regression coefficient is 0.189, meaning that a 1% increase in perception of SPTK will be able to increase the level of accreditation by 0.189.
- b. Facilities and Infrastructure Standards (SSP). The t test results show a probability value of (0.016). The regression coefficient is 0.191, meaning that a 1% increase in perception of SSP will be able to increase the accreditation level by 0.191.
- c. Management Standards (SP). The t test results show the prob value (0.0000). The regression coefficient is 0.544, meaning that a 1% increase in perception of management standards will be able to increase the accreditation level by 0.544.
- d. Financing Standards (SP). The t test results show the prob value (0.0000). The regression coefficient is -0.312, meaning that a 1% increase in perception of financing standards will be able to reduce the accreditation level by 0.312.



Based on the magnitude of the regression coefficient of all significant variables, the ones with the greatest influence on the level of accreditation can be ranked as (1) Management Standards, (2) Financing Standards, (3) Facilities and Infrastructure Standards and (4) Educator and Education Personnel Standards.

Management standards are a variable that greatly influences the level of school accreditation because they are related to the minimum criteria regarding planning, implementation, implementation and supervision of educational activities carried out by educational units so that the implementation of education is efficient and effective in order to develop the potential, initiative, ability and independence of students. optimally (provisions of Article 31 of Government Regulation Number 57 Article 31). Furthermore, Minister of Education and Culture Regulation Number 47 of 2023 regulates education management standards by implementing SBM and is supported by information system management. So that better educational management will have a significant influence on the school's accreditation ranking.

Financing standards and facilities and infrastructure standards are quite important variables in improving school accreditation. The government actually needs funding standards to provide assistance in fulfilling the SNP so that the government has a benchmark, but funding in schools should be adjusted to the school's financial capabilities. The results of Handayani's research (2018) show that there are still many obstacles that occur in schools related to managing school financing. The financing standards issued will also have a significant influence on the provision of facilities and infrastructure needed by schools. Financing will affect the availability of funds for physical facilities, procurement of equipment and resources, maintenance and repairs, improving the quality of education. Adequate funding allows schools to meet set standards for facilities and infrastructure, which in turn can have an impact on the level of accreditation and overall quality of education.

Meanwhile, the standards of educators and educational personnel are also variables that influence school accreditation achievements. Ardiyan's research (2022) shows that teachers are a key element in achieving education quality standards. Government policies related to educational standards in the education quality standards policy section have followed the flow of the policy process.

#### **4 CONCLUSIONS AND SUGGESTIONS**

Based on the results of research on the influence of eight national education standards on the accreditation ranking of Special Needs Schools (SLB), it can be concluded that the variables that have a significant influence on school accreditation achievements are (1) Management Standards, (2) Financing Standards, (3) Facilities Standards and Infrastructure and (4) Standards for Educators and Education Personnel.

Although the four factors above were found to have a significant influence on the level of SLB accreditation, research also states that overall SLBs need to improve the eight national education standards. This shows that although there are significant influencing factors, there are still other aspects that need to be considered to ensure that SLBs achieve the expected level of accreditation.

Improvement efforts can include improvements in other aspects of national education standards, such as curriculum, evaluation, inclusive environment, and community participation. In addition, strategic planning and continuous efforts to develop the quality of education in SLB will help achieve better improvements in accreditation achievements.

The results of this research provide valuable insight for SLBs and education stakeholders to identify areas that need improvement so that SLBs can continue to improve the quality of their education and achieve higher levels of accreditation.

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