Management of Inclusive Early Childhood Education Based On Child Friendly School

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Abstract

Inclusive education is an educational service that provides opportunities for all students who have disabilities and have the potential for intelligence or special talents to participate in education together with other students. This writing aims to describe and analyze the management model for inclusive early childhood education (ECE) that has been implemented, develop and analyze the management model for inclusive early childhood education that is appropriate to the needs, test the feasibility of the child-friendly school-based inclusion ECE management model, analyze the effectiveness of the management model for inclusive early childhood education developed.

The criteria for child-friendly schools according to include: reflecting on and exercising children's rights in school; see children as a whole, as part of the family, school and community; centered on student progress; sensitive to gender differences and friendly to female students; prioritizing progress in the quality of learning outcomes; provide education that is relevant to life; flexible in dealing with differences; being open to inclusive education and respecting equal opportunities; support mental and physical health; providing affordable and accessible education; strengthen the capacity, values, commitment and status of teachers; focus and involve the family; focus and involve the environment around the school.

Management of education in inclusive ECE can be started from adjusting the vision, mission and goals of ECE with an inclusive setting; preparation of programs for the implementation and development of inclusive education; acceptance of students with inclusion settings; understanding of the diversity of characteristics of children with special needs; preparation of curriculum and teaching materials; prepare Human Resources; preparing a learning system and reporting on child development; provision of facilities and infrastructure; cooperation with other parties, and monitoring and evaluation of the Inclusive ECE program.

Keywords: Management, Early Childhood Education, Inclusive Education, Child Friendly Schools.

INTRODUCTION

Inclusive education is defined as an educational system that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to participate in education or learning in an educational environment together with students in general (Zulkarnain, 2018: 158) .

In a global report written by Save the Children, Indonesia currently ranks 101 of the 172 best countries in the world as a place for child

development. This position is very far behind Singapore, which is at 33rd, Malaysia at 65th and Thailand at 84th. This data is supported by the 2016 National Socio-Economic Survey of the Central Statistics Agency which shows that of the 4.6 million children who are not in school, one million of them are children with special needs (CNN Indonesia, 2017).

Data from the Badan Pusat Statistik (BPS) in 2018, the number of children with special needs in Indonesia was 1.6 million people. The profile data of Indonesian children published by the Ministry of Women's Empowerment and Child Protection shows the number of Children with Special Needs who have received education at 30%, only 18% of whom receive education at Special Schools and in regular schools implementing inclusive education , while 12% attend regular schools which are not inclusive organizers.

Injustice in obtaining a proper education has become a crucial problem in the world of education in Indonesia. This is because many students drop out of school as a result of the opportunity to get the education they should have not fulfilled. The opportunity to obtain education for every Indonesian child is a basic right that must be fulfilled by the state as the holder of policy control and is obliged to facilitate all children, including children with special needs (Ilahi, 2013: 16).

The problem of inclusive education in Indonesia is caused by the low commitment and ability of education practitioners and policy makers (tkplb.kemdikbud, 2018). There is no deep awareness of the need to consistently organize inclusive education. Apart from commitment, the root of the problem in inclusive education is the low ability of practitioners to carry out inclusive education and the government is not able to monitor inclusive education.

Based on the data above, it shows that so far the handling and access of educational programs has not yet touched the education services for children with special needs. Even though it is very clear that the 1945 Constitution and the National Education System Law state that children with special needs are also entitled to have the same opportunities as other children in accessing education (Mudjito, 2014: 31). This is confirmed by Shofa's research (2018) that inclusive education is a system of providing open education for children with special needs together with children in general in an educational environment.

Nugraheni, Rohinah and Rohmah (2016) conducted a study which resulted in a quality management manual for the management of inclusive Islamic education, which schools that provide inclusive education do not yet have. The purpose of this research is to achieve an effective and efficient implementation of inclusive education. This is very important because the management of inclusive education is an overall process of joint activities in the education sector which includes planning, organizing, managing, and evaluating.

The Indonesian government declared in Bandung the Indonesia Towards Inclusive Education program, but its implementation still faces many obstacles, namely the management of inclusive schools is still not optimal, teachers who are still lacking in their ability to teach children with special needs, teachers do not know the characteristics and methods for dealing with children with special needs, lack of class companion teachers, schools not ready to accept children with special needs, the number of students in the class is still large, there is intimidation by children with special needs by classmates (Kompas, 2019).

Based on the results of research conducted by Wijayanti, Afita and Wilantanti (2019) on the effect of inclusive schools on children's social sensitivity, it is obtained data that inclusive schools have a positive effect on children's social sensitivity. The most dominant indicators in influencing these results are mutual support and help to create a friendly environment, provide opportunities for all students to develop all their potential and minimize discrimination. The results of this study indicate the difference in the effect of the successful implementation of inclusive

education with a phenomenon that often occurs in the field.

Based on the data described above, it can be concluded that there is a gap between the expectations of the ideal implementation of inclusive education and the reality in the field. Although the Indonesian state guarantees the continuity of education for all children, in reality many schools are not ready to accept children with special needs. Various factors have made inclusive education not implemented optimally, namely, the school's not ready for the management of inclusive schools in administration and human resources, the low commitment and ability of practitioners and policy makers to organize inclusive education, lack of monitoring and evaluation of the implementation of inclusive education from the government, and there is no clear and detailed guidelines for implementation in the field. This is what encourages researchers to conduct research and development of inclusive education management.

Realizing the ideal inclusive education is still far from the expectations of the government and practitioners in the field. The main challenge for implementing inclusive schools is to create friendly schools for children with special needs. Meanwhile, research on inclusive education and implementation of child-friendly schools at the ECE level is still limited. Guidelines are needed for schools, especially teachers, students, and parents so that they have positive understanding, feelings, and behavior for children with special needs (Kompas, 2018). This is in line with the research of Nuraeni, Andrisyah and Nurunnisa (2020) that schools must consider child-friendly situations, be able to guarantee, fulfill, respect children's rights and protection from violence, discrimination, and other ill-treatment.

Data from the Indonesian Child Protection Commission during 2019 recorded 153 cases of violence in schools. Based on data, the majority of bullies in schools perform their actions in the classroom. There is also what happens in the field, school yard, backyard garden or school hall. The case of bullying in an educational environment is a very concerning matter. The condition will be even more severe if the victim is a crew member who is powerless to fight or report.

The current phenomenon is that there are still many children with special needs who receive discriminatory treatment. The community and the government are aware that children with special needs who attend inclusive schools are still treated inappropriately. Bullying is a form of interaction that makes a group member or friend a victim of physical or verbal abuse. The term bullying is often used to describe aggressive behavior such as bullying, hazing, bullying, exclusion and intimidation (Saefudin, 2020: 2).

The bullying incident on a student with special needs in Purworejo by 3 students, in early February 2020 went viral after being recorded and uploaded on social media. Central Java Governor Ganjar Pranowo conveyed that the bullying of junior high school students in Purworejo was a momentum to improve the education system, especially for children with special needs (Kompas, 2020).

The results of research that have been conducted by previous researchers can be used as empirical studies to support the theoretical framework that will be put forward. The research results below are related to the management of inclusive early childhood education and with regard to child-friendly schools. The research in question is as follows:

The results of Jnri's (2018) research in the European Journal of Education Studies concluded that the most important factor in the successful implementation of inclusive education is resources from the government, the education system and schools. Teachers are a major educational investment. The reality that occurs in inclusive early childhood education is that schools do not increase the number of teachers to handle children with special needs. Required management of inclusive education.

Artadianti and Subowo (2017) state that violence in the school environment is still often perpetrated, both by teachers, classmates and friends of different classes. Forms of violence

are divided into two types, namely physical and psychological. Child Friendly School is a development in the field of education which is expected so that children can fulfill their rights in obtaining education. Research has relevance that there is still discriminatory treatment in inclusive education and that child-friendly school approaches can be collaborated with management of inclusive education.

Research conducted by Putri and Akmal (2019) shows that the implementation of child-friendly schools has not been fully implemented even though it has been maximized. The obstacles that hinder the implementation of SRA are the absence of special guidelines for child-friendly schools, the unavailability of supporting infrastructure, no special SRA implementation team, and the lack of participation from parents and students. Many obstacles have been experienced in implementing child-friendly schools, so research is still needed to support the implementation of CFS.

Strengthening the results of the above research, Alfina and Anwar (2020), show that there are three basic things that need to be prepared, namely teachers (brainware), curriculum development (software) and infrastructure (software). Based on this research, the existing Inclusive ECE has implemented a child-friendly school even though there has been no written statement as a child-friendly school. The obstacles faced in its implementation are the absence of intensive and sustainable models and mentoring. The findings of this study support the importance of child-friendly inclusive ECE management guidelines.

Balla (2016) examines the function of schools combined with family and community into community schools that can reform child-friendly education. The Convention on the Rights of the Child forms the basis for a comprehensive approach to education reform that can develop the full potential of students. Practices and policies in support of inclusive child-friendly schools are a strategy to build community schools that involve all stakeholders. The similarity between this research and the research conducted lies in the support of inclusive and child-friendly schools.

However, what distinguishes is that the researcher focuses on formal schools rather than community schools.

Several studies from within and outside the country discuss more about the handling of children with special needs and the learning process. The discussion on inclusive education management is only a few studies that examine this theme, but its application is more in primary and secondary education units. So that the study of inclusive education management by combining child-friendly school approaches applied to early childhood is a novelty in the research that will be carried out. This research is expected to be able to find the right concept in implementing inclusive education service management in early childhood.

Based on the research data above, it supports the research conducted by researchers that the importance of inclusive education management using a child-friendly educational approach. But the difference is that researchers focus more on inclusive education management for children with special needs based on child-friendly schools.

As an effort to reduce violence against children in the world of education, the Child Friendly School (CFR) program has been implemented. CFR programs in educational institutions can facilitate and empower children's potential. In order for children's potential to be empowered, child protection principles must be in place, namely; without violence, without discrimination, in the best interests of children, the right to grow and develop, and respect for children's opinions. Child Friendly Schools need to modify learning methods, curriculum, assessment and evaluation by adjusting the conditions of the child (Sholeh & Humaidi, 2016).

Rudiati's research (2013) shows that the limited knowledge and ability of teachers affects the acceptance and treatment of children with special needs. This is confirmed by research from Tarnoto (2016) that 75% of the problems of inclusive school management are the unpreparedness of schools with inclusive school programs both in terms of

administration and human resources, 17.86% of the Teaching and Learning Activities process has not run optimally and 7.14 % The problem related to parents is that there is no routine meeting program with parents held by the school.

The results of research from Artadianti & Subono (2016) show that educational services for children with special needs are one of the criteria for implementing CFR. The implementation of the child-friendly school program in the city of Semarang has not shown any progress because schools do not know in detail the technicalities of implementing inclusive education and child-friendly schools. The results of the above research on this study are to support the importance of guidelines for management of inclusive education.

METHOD

Research and development design uses the Research and Development Design (R & D) of Gall, Gall and Borg (2007: 589-590). According to Gall, Gall and Borg education plays a key role in the research and development used to design new products and procedures, which are then systematically reviewed, evaluated and refined to meet certain criteria of effectiveness, quality, or similar standards.

Research and development (R&D) in education is a process used to develop and validate educational products. These process steps are called the R&D cycle, which consists of studying the research findings related to the product to be developed, developing the product based on the findings, the test fields in the setting to be used, and revising them to correct deficiencies found in the testing submission stage. This cycle is repeated until field-test data indicates that the product meets the defined behavioral goals.

This study uses the following steps: 1) The preliminary stage: a) research and information gathering by conducting a literature review to obtain references on the management of inclusive ECE; b) planning through preliminary research to explore the implementation of inclusive ECE management. 2) Development phase: a) conducting literature studies and needs analysis to explore data regarding the implementation of inclusive ECE management; b) initial product development: designing a management model for inclusive early childhood education based on child-friendly schools; c) expert validation in order to obtain a revised model; d) main field trials by performing empirical validation; e) compile a hypothetical model of management model for inclusive early childhood education based on child-friendly schools. 3) Evaluation phase: a) conducting limited trials and expanded trials to obtain input on the implementation of the Child Friendly School-based Inclusive ECE management model; b) produce a final model of Child Friendly School-based Inclusive ECE management; c) test the effectiveness of the model.

RESULT AND DISCUSSION

The research focus in the preliminary stage is a factual model of child-friendly school-based inclusive ECE management. Based on this focus, the data sources were informants from ECE, namely the principal and ECE teachers. The population of Inclusive ECE in Semarang City consists of 40 institutions. According to Arikunto (2006: 112) that samples can be taken between 10-15% or more if the subject is bigger in a study. Therefore, the sample of inclusive ECE institutions that will be studied is 15% of the total population of inclusive ECE in the city of Semarang, namely 6 institutions. The location and research subjects were determined purposively, taking into account the stages of the research and the specific objectives of the study. Therefore, the trial subjects in this study are the managers and teachers who will implement the inclusive ECE management model.

In the preliminary stage, the activities carried out include: literature study, field study, description and analysis of field study findings relevant to inclusive ECE management. The components in ECE management include

standards for the level of achievement of child development, content standards, process standards, assessment standards, teachers and education staff standards, facilities and infrastructure standards, management standards, and financing standards.

Activities in the development phase include: (a) designing a conceptual model for inclusive early childhood education in accordance with the formulation of the problem, which is based on literature studies and findings or factual models obtained from preliminary studies; (b) the theoretical concept that is used as the basis for model development. Research subjects at the development stage are validators, both expert validators consisting of management experts and ECE experts. Practitioner validators are school principals and ECE teachers.

Research subjects at this stage are intended to validate the child-friendly school-based inclusion ECE management model in the field, this is done to see whether the ECE management model is in accordance with the needs in the field. Sources of data at the evaluation stage, namely people (principals and teachers) who will be asked to fill out questionnaires and model feasibility instruments.

In connection with the observation of the object being studied, namely the implementation of inclusive education management in inclusive ECE institutions, and the application of child-friendly education to early childhood children who have special needs. The observations made were focused on teachers, students, materials, methods, media and evaluation of learning. Observation activities include teachers in starting lessons, delivering lessons, teaching styles, motivating students, arranging classes, and closing lessons and the involvement of students in the learning process. In addition, in the implementation of overall education management in inclusive schools. As for the tools that the researchers have prepared, besides writing instruments, they are also cameras that can be used to record symptoms (pictures), during the teaching and learning

process activities, including the environment that affects them.

Researchers in conducting interviews using open interviews (unstructured), that is, researchers will conduct interviews using guidelines in the form of outlines of the problems to be asked. This is done to provide the widest possible, detailed and in-depth information. Interviews will be conducted with direct questions and answers to managers and teachers regarding the implementation of inclusive education at the inclusive institution.

Interview material for teachers concerns inclusive education management, as well as child-friendly education management which includes the ability of teachers to formulate syllabi, lesson plans, obstacles faced, inhibiting and supporting factors in the process of inclusive learning in early childhood. Interviews related to institutional management were conducted with inclusive ECE managers in order to obtain in-depth information about inclusive education management. The tools used in conducting interviews, apart from writing instruments, also have a tape recorder.

Researchers collected data in written form regarding the implementation of inclusive education in early childhood using a child-friendly school approach. The documentation includes; school data, school management, reports on the implementation of inclusive education, curriculum, syllabus, mapping of basic competencies, time allocation analysis, annual and semester programs, lesson plans, portfolio assessments, value lists, and report books. Likewise regarding the overall condition of the inclusion ECE institutions that are the object of research.

The instrument used to reveal the variables of the implementation of inclusive education in early childhood was formulated by the researcher in the form of a closed and open questionnaire. The questions in the questionnaire are deliberately formulated in the form of closed and open questions with the intention of making it easy for research subjects to convey information and at the same time

providing opportunities for them to convey information.

CONCLUSION

Management according to Terry is an activity, its implementation is called management, while the executor is called a manager or manager. The definition of educational management is an activity in the form of a process of managing a group of people who join in an educational organization to achieve educational goals that have been set effectively and efficiently (Terry and Rue, 2019: 1).

The opinion of Follet (1924) regarding the notion of management is as an art, work can be done with other people. In line with this opinion, the notion of management according to Rohman and Amri (2012: 2) is a science or art for planning, organizing, composing, directing, and controlling existing resources in order to achieve expected goals. In contrast to this understanding, management according to Rosdiani (2018: 10) is a special ability and skill that a person has to carry out activities either individually or with others or through other people in an effort to achieve organizational goals productively, effectively and effectively.

This research specifically addresses inclusive education management. The management of inclusive education is basically inseparable from education management in general. Inclusive education management is the process of organizing and managing resources related to the implementation of inclusive education including planning, implementation, monitoring, and evaluation as well as follow-up to evaluations. Inclusive education management in micro is defined as an effort to manage educational resources to create a conducive learning atmosphere and learning process so that students are able to show their potential optimally (Garnida, 2015: 79-80).

Early Childhood Education has a very big role in the basic foundation of child development. Children who receive appropriate and effective coaching from an early age will be able to improve their physical and mental health and

well-being. This will have an impact on improving learning achievement, work ethic, and productivity so that they can be independent and optimize their potential (Mulyasa, 2017: 45).

Smith (2016: 45) states that inclusive education is a model of educational services for children with special needs, which are considered more humane and provide opportunities for every child to get quality education. There needs to be a restructuring in the school so that it becomes a community that supports the fulfillment of the special needs of each child. Inclusive education is a form of education that unites children with special needs with normal children in general in learning. Specifically, inclusive education is an educational system that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to participate in education or learning in an educational environment together with students in general.

Inclusive education should be provided from early childhood. Regulations and laws that support the implementation of inclusive early childhood education, are conceptually and based on scientific studies on child development show positive values. The most visible and lasting effects are exercised at the right time, from an early age. Therefore, it is necessary to provide stimulation at an early age in order to improve aspects of its development. Delays and neglect of stimulation can have a negative impact on child development (Smith, 2016: 65).

Management of education in inclusive early childhood education can be started from (1) adjusting the vision, mission and objectives of early childhood education with inclusive settings; (2) preparation of programs for the implementation and development of inclusive education; (3) acceptance of students with inclusion settings; (4) understanding of the diversity of characteristics of children with special needs; (5) preparation of curriculum and teaching materials; (6) preparing Human Resources; (7) preparing a learning system and reporting on child development; (8) provision

of facilities and infrastructure; (9) collaboration with other parties, and (10) monitoring and evaluation of the Inclusive ECE program (Shofa, 2018: 114).

Based on the problems that have been described, it can be concluded that there is no government commitment to realizing inclusive education in early childhood education, the government's attention to the implementation of inclusive education is still lacking, the Education Office and education organizers do not understand the nature of inclusive education. Other problems, namely, inclusive education infrastructure for children with special needs cannot be realized optimally, inclusive education management is still relatively equal to regular education management, there is no policy based on fair and non-discriminatory qualifications, competencies and performance, to increase the success of implementing inclusive education. .

Various problems that still occur in the management of inclusive education indicate that a guideline for inclusive education management is needed. The still discriminatory treatment of children with special needs reinforces the importance of realizing child-friendly schools, which emphasizes ensuring children's rights to quality education. Researchers intend to develop guidelines for management of inclusive education in child-friendly ECE units, so that educational institutions that provide inclusion can provide inclusive services in a clear and directed manner.

Child Friendly School is an educational principle that recognizes that child-centered education is part of human rights. The concept of CFS was created based on the principles for the realization of children's rights to quality education (UNICEF, 2005: 2). This emphasizes that creating a decent school is an important thing to do.

Child Friendly School is an ideal concept for school age children. All education in child-friendly schools must be child-centered and the learning process must be supported by positive, healthy and safe social, physical, emotional

conditions. UNICEF has developed a child rights-based school education and system framework characterized by "inclusive, healthy and protective for all children, effective with children, and engaging with families, communities and children" (Shaeffer, 1999).

The criteria for child-friendly schools according to UNICEF include: (1) reflecting on and exercising children's rights in school; (2) see children as a whole, as part of the family, school and community; (3) centered on student progress; (4) sensitive to gender differences and friendly to female students; (5) prioritizing progress in the quality of learning outcomes; (6) provide education that is relevant to life; (7) flexible in dealing with differences; (8) open to inclusive education and respect equality of opportunity; (9) support mental and physical health; (10) providing affordable and accessible education; (11) strengthen the capacity, values, commitment and status of teachers; (12) focus on and involve the family; (13) focus and involve the environment around the school.

Child Friendly School is an educational unit capable of guaranteeing, fulfilling, respecting children's rights, and protecting children from violence, discrimination and other mistreatment as well as supporting children's participation, especially in planning, policies, learning, and complaint mechanisms (Deputy for Child Development , 2015: 7).

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