

Guidance and Counseling Strategy for Students with Special Needs in Pertiwi Inclusion Kindergarten in Metro City

Muhammad Yusuf

Institut Agama Islam Ma'arif NU Metro, Indonesia

 yusufiainnu@gmail.com

Submitted: 12-09-2021

Revised: 29-09-2021

Accepted: 18-10-2021

Copyright holder:

© Yusuf, M.

First publication right:

© Ghadian Jurnal

BimbinganKonseling&Kemasyarakatan

How to cite: Yusuf, M. (2023). Guidance and Counseling Strategy for Students with Special Needs in Pertiwi Inclusion Kindergarten in Metro City. *Ghaidan: Jurnal Bimbingan Konseling Islam Dan Kemasyarakatan*, 5(2), 88-94. <https://doi.org/https://doi.org/10.19109/ghaidan.v5i2.16910>

Published by:

UIN Raden Fatah Palembang

Journal website:

<https://Ghadian.co.id/index.php/bcp>

E-ISSN:

2621-8283

ABSTRACT:

Research on Counseling Strategies for students with special needs was carried out in order to provide an overview of how educational services are also provided optimally in accordance with the mandate of inclusive education services in Permendiknas no. 70 of 2009 concerning inclusive education in Indonesia. This type of research is field research with a descriptive approach, namely by presenting descriptive data about guidance and counseling strategies carried out at Pertiwi Kindergarten, Metro City. In this study it was found that the guidance and counseling strategy was carried out in three stages, namely the planning stage in the form of initial communication with the parents and then determining the observation period for three months, while in the counseling implementation stage, mixed and separate learning stimuli were carried out, while in the evaluation stage, namely carried out every three months based on developmental achievements and re-communication with parents based on a summary evaluation twice in one semester for the continuation of the further educational process.

KEYWORDS: Counseling Service, Education, Inclusion

INTRODUCTION

The mandate of inclusion education has been born for a long time, even internationally has received a protected, namely in the year (1948) Universal Human Rights Declaration, Year (1990) World Declaration of Education for All, Year (1994) UN Regulations related to the similarity of opportunities for disabled, year (1997) Salamanca Statement and UNESCO Action Framework, Year (2000) Laws with Disadvantages of Dakar Action Framework, and in Year (2004) Declaration of the International Children's Congress (Sunaryo 2011). Based on the regulations and policies above, then born an educational institution of regulatory inclusion governing inclusive education is the Minister of National Education Regulation (Permendiknas) No. 70 of 2009 which states that inclusive education as a system of providing education for all students who have disabilities, have the potential for intelligence and or special talents to attend the same education or study the same room (Armeth and Al 2019).

Inclusion school is a regular school for providing educational services for children with special needs. In this school, children with special needs to study with children in general. With the help of special assistant teachers during teaching and learning activities. Regarding education, this also needs to be distinguished from state actions that provide special handling of inclusions or people with certain needs, including disability, deaf, blind, or related. State actions to distinguish are not on the basis of discrimination but the fulfillment of the same rights in different ways (Jannah et al. 2021). As a human being, ABK has the right to growth and development in the middle of the family, society, and nation. ABK has the right to school the same as other siblings who have no abnormalities or normal. ABK services in the form of inclusion education also requires guidance and

counseling services both for students and parents of students. In an inclusive school every child as needed in particular, all attempted can be served optimally by making various modifications and or adjustments (Setianingsih 2018).

Guidance and Counseling Services for Children with Special Needs in Inclusion Schools are carried out with certain strategies in order to achieve the goals and ideals of the Pertiwi Kindergarten, namely providing educational services to all students (education for all)(Roesminingsih 2020). Formulate five things that must be done by the school in the implementation of strategic management, namely: 1) Formulation of School Vision and Mission, 2) School Objectives and Targets, 3) Determination of School Organization Strategies, 4) Implementation of School Organizations Tactics, and 4) Careful SWOT Analysis and accurate. The direction and purpose of the school will be clear if they have these five things. But in reality many schools that do not have planning in efforts to build superior schools (Sagala 2007).

Educational strategic management is essentially not just a central transfer of the central system to the decentralic system, but it is expected that the independence of the region and schools in building an effective and efficient school. Strategy management is a step taken by the leadership to achieve organizational goals effectively and efficiently. In accordance with what has been listed in the Qur'an Surah Ath-Thur verse 21 which means: "Each human being is bound by their respective efforts"(Miranda et al. 2022).

Based on the results of the initial observations by the researcher, finding several strategy steps in carrying out guidance and counseling in the Metro City Pertiwi Inclusion, namely preparing the plan as the vision and mission of the Pertiwi Kindergarten, then the implementation or implementation of guidance and counseling services, the child with special needed and parents of guardians and evaluation Strategy program implemented by the Kindergarten Inclusion Pertiwi.

Guidance and Counseling of Children's Education from Early service planning aims to identify the needs and problems of students experience, determine the characteristics of the school, determine the priority scale, and seek support and cooperation from teachers, school staff, and parents (Yuline. 2009). As for the steps of implementing counseling guidance in kindergarten which includes the implementation of guidance services oriented to the form of service. The form of implementation includes data collection services, information, counseling, placement, evaluation and follow -up. Then in the aspect of evaluation of guidance and counseling in kindergarten includes the suitability between the program and implementation, the implementation of the program, obstacles encountered, the impact of guidance services on teaching and learning activities, students' responses, teachers and parents to guidance services to children and changes in child progress In giving guidance. In this study, knowing the implementation of activities became a research objective(Napitupulu 2019).

In carrying out guidance and counseling strategies in children with special needs in the Indonesian Kindergarten Inclusion, at least involving the principal as a program designer and driving force, then the components that are no less important are teachers, teachers as program implementers and children along with parents as service objects guidance and counseling at school. The teacher is all the authorized and responsible for the education of all students also guide and foster.

METHODS

This type of research is field research with a descriptive qualitative approach, which provides an overview of analysis and discussion data on guidance and counseling strategies for children with special needs (ABK). Interviews and observations were carried out in this study. The observation

method is a data collection method by observing and paying attention to the object of research both directly and indirectly based on observation, interview and documentation guidelines(Yusuf 2021).

RESULTS AND DISCUSSION

Based on the acquisition of data from observations, interviews, and documentation both with the Head of Kindergarten Perti and the Teacher Council, obtained data on research results related to the guidance and counseling strategies as follows:

1. Planning

Within the planning component there are several aspects that must be met by school managers, namely: the school's vision and mission, school goals and school work plans. Pertiwi Kindergarten in Metro City formulates a vision in a language that according to researchers is quite easy to understand. The vision in question is "Creating a child-friendly school, with character, clean, healthy based on the environment and diversity". This vision already contains elements of high idealism which refers to forming students who have character, have a clean and healthy body and soul, and diversity. The vision also has a philosophical meaning. This means that the language or diction used has long-term consequences. As previously mentioned, the vision of making Pertiwi Kindergarten students in Metro City become human beings with character has enormous consequences. The meaning contained in the word character includes morals and muamalah. Given that religious teachings contain these things. To achieve this vision, the school formulates indicators of success, be it indicators of graduates or alumni, teaching and educational staff, management, infrastructure, and arts and culture. To confirm the vision to be achieved, at each semester meeting the manager conducts outreach to educators, student parents, educational staff, government agencies related to education, and inclusive school managers.

On the other hand, the school has fulfilled school-based management (SBM) which prioritizes autonomy of authority and power, development of knowledge and skills, broad access to information, and awarding students or teachers who have achievements.(Aziz 2015). In addition, the school also includes the wider community, religious leaders, guardians and educational leaders to determine the curriculum design that will be implemented by the school, this will minimize mis-understanding in the implementation of teaching and learning activities at Pertiwi Kindergarten school.

In carrying out interviews with the principal of Pertiwi Kindergarten, Astutiningsih, the researchers obtained data that the principal had good managerial skills based on the organization he had joined so far. Astutiningsih is an administrator for Darma Wanita. The experience of the organization has become the provision to lead Pertiwi Kindergarten Inclusive schools. On the other hand, researchers see the leadership spirit of the Pertiwi school principal in protecting all teachers, staff and students. While carrying out the research, researchers saw Astutiningsih in providing motivation for students on the sidelines of learning. On the other hand, every time he comes home from school, he also often chats with the parents who are waiting for or picking up their children. In the chat that was conveyed, the researcher heard discussions about the development of students, especially with special needs children, to parents. This is a good motivation for students and parents. In addition, the principal also does not hesitate to remind teaching staff or educational staff when they make mistakes.

In the evaluation the school also always introduces the teaching staff and educational staff by explaining their duties. This is intended so that guardians can get maximum service rights. To improve teacher skills in teaching, the school also often invites early childhood education experts. The school cooperates with psychology and early childhood education. With this collaboration, psychologists carry out the task of carrying out treatment and monitoring on a regular basis.

2. Implementation

In the implementation of guidance and counseling strategies in Pertiwi Kindergarten, there are many aspects compiled by the school. In the organization of schools, the manager of the Metro City Pertiwi Kindergarten created a fairly good and holistic organizational structure. The Pertiwi Kindergarten Organizational Structure consists of (1) Principals who have the responsibility in preparing school work programs, overseeing all elements of education both teachers and staff, conduct an MoU with parties outside the school, monitoring the teaching and learning process, fostering students, (2) Deputy Principal, who has the responsibility in helping the school principal manages the school, prepares planned activities and implementation programs, (3) the curriculum section, which has the task of developing instrument of teaching and learning activities that are tailored to the condition of students, in this case the school uses the curriculum Modifications, follow extra activities, compile the division of tasks for regular teachers and ABK or disabled teachers, compile evaluation schedules, and manage teaching and learning activities, (4) Student section, which has the task of making observations for ABK or Disable which becomes a school delegation in outside activities, counseling students and guardians of students who will graduate, and planned extra activities outside of school formal activities, (5) Facilities and infrastructure equipment that has a task in inventorying all tools or items owned by schools, Record all items in the classroom, playground and other fascity, and carry out the preparation of school budgets for short, medium -term and long -term plans, (6) Public Relations sections that have the task of compiling cooperation with communities outside of school and helping to implement duties of the facilities and infrastructure section, (7) class teachers, in this case class teachers are divided into two namely regular teachers and special teachers for ABK/disabled who have the task to carry out the responsibility of teaching and learning activities, evaluate student learning outcomes, implement Student knowledge and skills enrichment activities, record the progress of student learning outcomes and student potential, (8) homeroom teacher, who has the task of managing the class, giving special notes for each student, filling in student learning outcomes reports and is responsible for administering administration Classes which include student rules, student attendance boards, and class activities, (9) guidance and counseling section, which are responsible for exploring programs and guidance schedules for student guardians and students, conduct ordination with the homeroom teacher, conduct guidance and parenting for guardians of students, and give advice to the guardians of students about the potential of their children. (10) The librarian section, the librarian section has a task that includes compiling a / order in the school library, making plans to add books both print and electronic in the school library, carry out maintenance of library book collections, perform good services for teachers, student guardians, and students, and (11) The Administration Section, the Administration Section has a task that includes the school administration program, managing the financial finances, taking care of administration, providing guidance and conslutation regarding the career paths of educators, and preparing regular administrative activities reports.

In the student field, managers conduct student selection both regular and ABK every year. Specifically, for ABK students the manager makes observations for three months to detect the level of student disabled so that the results of the observation become the basis of whether the school is able or not to educate the remaining. This according to the education manager is one of the effective steps to make the inclusion school more conducive. When it has been received by the guardians of students will undergo counseling carried out by counseling that is also coordinated to the homeroom teacher. This is intended to explain the potential possessed by a

child to his parents. In addition, counseling is also carried out to student guardians for regular sidwas. The counseling aims to increase the level of solidarity and tolerance possessed by Sisiwa in order to be able to learn conducive with ABK students. This according to the manager is very important to do so that regular students have a positive view of ABK children so that they do not discriminate in any form and the slightest. Parents have a very vital role in the continuity and success of the implementation of inclusion schools.

As for the preparation of the curriculum, as mentioned earlier that the curriculum modified the curriculum formulated by the government. Considering the inclusion school is a school that combines two things that are considered the wider community as something different.

In addition, the school also provides facilities and infrastructure that support the implementation of inclusion schools, especially for students with special needs. In every facility, everything is donated with a friendly disability concept. In addition, there is a fairly simple tool that is braille. This tool helps blind people in reading an article. In addition to the blind, the school also provides aids that are made for mental retardation. As it is known that hearing loss in children is caused by cochlea in the form of deficiencies or inability to change sound information to electrical information that can be accepted by the brain. Besides hearing is a skill that is owned by humans since the prenatal stage or before humans were born.

3. Monitoring and Evaluation

In evaluating the performance of educators and education staff, program evaluation and self-evaluation, the manager conducts socialization in advance. The socialization is carried out in every evaluation held at the end of each semester, teacher council meeting and circular. The things evaluated by the manager are curriculum applied by the school, in this case the curriculum section that will be responsible for the effectiveness of the curriculum formulated, school administrative problems, learning evaluation, staff performance or administrative section, and evaluation of facilities which is owned by the school. In addition, the manager also circulates questionnaires for student guardians for the performance of the Pertiwi Kindergarten Educators. In each semester the teacher who has a level of performance that is less ideal based on the level of satisfaction of student guardians will be given advice and counseling by the principal. This aims to improve the quality of the performance of the teaching staff. In addition, the school also gives appreciation to every teacher who has achievements both in the school environment and outside of school. The achievements so far that teachers have are speakers at national seminars, become exemplary teachers in the scope of schools, and scientific publications about research in schools or outside of school.

The school every year conducts a self-evaluation. Self-evaluation is carried out based on the assessment of student guardians' satisfaction questionnaires on the teaching and learning process of Guriu, evaluating student learning outcomes, suggestions submitted by the foundation, achievements possessed by students, teachers, and enthusiasm of local residents towards school management. It aims to see the weaknesses and strengths of the school. Bearing in mind that the school also conducts school accreditation at the national level that requires written evidence and documents regarding school management, teacher performance teacher performance and so on that is included in the Accreditation Assessment Instrument.

With the self-evaluation, the school will know the current condition of the school from various aspects, know the progress and development of the school, and know the problems encountered so far. In addition, self-evaluation also has an impact of self-introspection for managers to be aware of the importance of improving school quality. Schools can also determine the starting point that will develop the institution. In this case it will be seen where the school

will start to improve the quality of the school that is managed and does not depart from unclear. The internal evaluation, specifically related to teaching and learning progress applied by the Metro City Pertiwi Kindergarten manager is as follows:

a) Kindergarten daily assessment

In conducting a daily assessment, the teacher is required to collect data based on the daily assessment instrument in accordance with the RPPH, the work of children and so on which is done every day. Data recording is carried out by the teacher when children are playing, making a work and in the students of students doing the assignments given in learning (Rohita 2017). Specifically, regarding the work made by students, the teacher must give the date of manufacture and motivation of the work that has been made.

b) Kindergarten Monthly Assessment

As for the monthly assessment, teachers are required to recapitulate the results of the assessment every day. Both in the form of learning outcomes, work and so on (Puspitasari, Novianti, and Zulkifli 2022).

c) Kindergarten semester assessment

After conducting a monthly assessment, the teacher must recapitulate student learning outcomes for six months as a material for reporting the achievement of students to their respective students.

Evaluation carried out is projected to give descriptions to parents about the growth and development of children both in terms of skills knowledge and so on, give pictures to parents to be able to provide a picture of further stimulation practiced in the family environment (home) and make evaluation material for teachers and student guardians at each semester meeting (Siliwangi 2015). Evaluation carried out is projected to give descriptions to parents about the growth and development of children both in terms of skills knowledge and so on, give pictures to parents to be able to provide a picture of further stimulation practiced in the family environment (home) and make evaluation material for teachers and student guardians at each semester meeting (Hadiwinarto 2020).

CONCLUSION

Guidance and Counseling Strategy in Metro City Pertiwi Inclusion TK, carried out through several stages as a form of services for children's education with special needs and counseling services for the guardians of ABK students. The strategy in question is starting from planning service programs, which include the stages of program preparation in accordance with the vision and mission of the Pertiwi Kindergarten and preparation for curriculum planning. Then proceed at the second stage in the form of the implementation of the teacher readiness program and the ABK learning process and at the final stage is supervision and evaluation. Supervision and evaluation and communication of the follow-up program involving the guardians of ABK students to continue the development of educational services and the development of special children's potential.

REFERENCES

- Al Kahar, A. A. D. (2019). Pendidikan Inklusif Sebagai Gebrakan Solutif "Education for All". *Al-Riwayah: Jurnal Kependidikan*, 11(1), 45-66.
- Aziz, A. Z. (2015). Manajemen berbasis sekolah: alternatif peningkatan mutu pendidikan madrasah. *El-Tarbawi*, 8(1), 69-92.
- Hadiwinarto, Mimpira &. 2020. "Kemampuan Guru Dalam Merancang Penilaian Pembelajaran Paud Di Gugus Mengkudu Bengkulu Tengah Mimpira Haryono 1) , Hadiwinarto 2)." *Ad-Man-Pend* 0581: 30-40.
- Jannah, Alfia Miftakhul, Asih Setiyowati, Khusna Haibati Lathif, Nina Deliana Devi, Fandi Akhmad,

- and Universitas Ahmad Dahlan. 2021. "MODEL LAYANAN PENDIDIKAN INKLUSIF DI INDONESIA." *ANWARUL : Jurnal Pendidikan Dan Dakwah* 1: 121–36.
- Miranda, Nisa, Bunga Khairunnisa, Muhammad Zacky Bangun, and Muhammad Fikri. 2022. "Implementasi Manajemen Strategi Pendidikan Di UPT SDN 066657 Kecamatan Medan Labuhan." *Edumaspul - Jurnal Pendidikan* 6 (1): 220–24.
- Napitupulu, Cahaya Afriani. 2019. "Penerapan Bimbingan Konseling Guru Taman Kanak Kanak Pada Anak Usia Dini." *Jurnal Pendidikan Dan Psikologi Pintar Harati* 15 (2): 1–15.
- Puspitasari, Enda, Ria Novianti, and N Zulkifli. 2022. "Pengembangan Sistem Penilaian Pembelajaran PAUD Melalui Aplikasi SAKA." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6 (3): 1346–56. <https://doi.org/10.31004/obsesi.v6i3.1726>.
- Roesminingsih, Maria Veronika. 2020. "Jurnal Pendidikan Untuk Semua." *Jurnal Pendidikan Untuk Semua* 04: 82–92.
- Rohita, Nurfadilah. 2017. "Pelaksanaan Penilaian Pembelajaran Di Taman Kanak- Kanak (Studi Deskriptif Pada Taman Kanak-Kanak Di Jakarta) 1." *Jurnal AL-AZHAR INDONESIA SERI HUMANIORA*, no. 1: 53–62.
- Sagala, S. 2007. *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan: Pembuka Ruang Kreativitas, Inovasi Dan Pemberdayaan Potensi Sekolah Dalam Sistem Otonomi Sekolah*. Bandung: Alfabeta.
- Setianingsih, Eka Sari. 2018. "Layanan Bimbingan Dan Konseling Bagi Anak Berkebutuhan Khusus Melalui Pendekatan Islami Di Kelas Inklusi."
- Siliwangi, Pgpaud Stkip. 2015. "Penilaian Dalam Pembelajaran Anak Usia Dini." *Tunas Siliwangi* 1 (1): 92–111.
- Sunaryo, Sunardi. 2011. "Manajemen Pendidikan Inklusif" 10: 184–200.
- Yuline. 2009. *Layanan Bimbingan Dan Konseling Di Sekolah*. Pontianak: CV Kami.
- Yusuf, Muhammad. 2021. "Kepemimpinan Kepala Sekolah TK Unggul Inklusi (Studi Di TK Pertiwi Kota Metro)." *Attractive : Innovative Education Journal* 3 (1).