

Implementation Of Quality Early Childhood Education: A Descriptive Study Of Inclusive Kindergartens In The Yogyakarta Region

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ABSTRACT

This research aims to describe the implementation of inclusive early childhood education (PAUD) in Yogyakarta with a focus on children with disabilities. Using a descriptive qualitative approach, this research analyses the curriculum, learning methods and support provided to children in inclusive kindergartens in Yogyakarta. The informants in this study were principals and teachers. This research uses data collection techniques of observation, interview, and documentation. Data analysis used data condensation techniques, data presentation and conclusion drawing. The data validity test used source triangulation and technique triangulation techniques. The results show that the school has succeeded in creating an inclusive learning environment by modifying the curriculum, providing various assistive devices and involving special assistant teachers. However, the study also identified some challenges, such as the lack of resources and the need for continuous teacher training. The findings highlight the importance of stronger policy support and collaboration between schools, families and communities to improve the quality of inclusive education in Indonesia.

Key Word:

Inclusive environment; quality early childhood education, Children with disabilities

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Introduction

Early Childhood Education (PAUD) is the implementation of education that respects diversity and provides equal opportunities for all children, including children with disabilities (Fadila & Latifah, 2024). This concept aims to create a friendly, supportive and adaptive learning environment so that every child can grow and develop optimally according to their potential (Rohmad et al., 2024). The early childhood period, 0-6 years, is known as the golden period of development, during which a child's brain reaches 80% of its capacity.

This stage is very important as a foundation for the formation of child development. Because at this age children learn by imitating their surrounding environment, the role of adults is crucial because it is necessary to provide positive examples in guiding their development so that it can be well-formed (Fitri & Nailul, 2021). Amid the importance of the early childhood development period. It turns out that not all children have the same ability to absorb and respond to stimuli.

Children with disabilities, for example, often require a special approach to develop optimally (Mardi Fitri, 2021). Inclusive early childhood education provides a solution to this need by creating a learning environment that brings children with diverse abilities together in a fair, equal and mutually supportive education (Ulfa, 2020). In addition, the interaction between children with special needs and other children helps develop social skills, empathy and acceptance of differences from an early age (Nery, 2020). Children without disabilities also benefit from understanding and appreciating diversity (Dea et al., 2023).

Realising quality inclusive early childhood education that determines success in creating effective learning requires competent educators, an adaptive and flexible curriculum, adequate facilities, and active support from parents and the community (Patilima et al., 2024); (Fitriani et al., 2024). A flexible and adaptive curriculum is an important component in supporting effective learning for all children (Ariyanto, 2017). In addition to being a place of learning, inclusive early childhood education (PAUD) also encourages the growth of values of tolerance, empathy and respect for diversity, which is a social investment for a more inclusive future (Budianto, 2023).

However, there are still many challenges in fulfilling the right to education for children with disabilities, such as discrimination and violence. In 2020, North Sumatra recorded 159 cases of violence against children with disabilities (Putri, 2024). Data shows that there are still cases of violence against children with disabilities, as recorded by the Ministry of Women's Empowerment and Child Protection (KEMENPPPA) in 2021 there were 110 cases of children with disabilities who experienced violence (Cheta Nilawaty P, 2021). In Semarang, two children with disabilities were sexually abused by their neighbors (Lucky Setiawan, 2023).

The latest data throughout 2023 reported from the National Commission on Violence against Women (Komnas Perempuan), there were 105 cases of gender-based violence against women with disabilities. The victims were divided into 40 people with mental disabilities, 33 people with sensory disabilities, 20 people with intellectual disabilities, and 12 people with physical disabilities (Sitompul et al., 2024). According to data released by the Online Information System for the Protection of Women and Children (SIMFONI-PPA), from January to February 2024 the number of cases of violence against children has reached 1,993 (Sitoresmi, 2024).

This fact shows that children with disabilities are vulnerable to sexual violence, discrimination and harassment, causing them to live in insecurity and distress. Therefore, the protection of children with disabilities must be a shared priority, involving the active role of parents, communities and the government. Strong synergy between various elements is expected to reduce the number of violence against children with disabilities and create a safer, more inclusive environment that supports their optimal development (Sitoresmi, 2024).

From a regulatory perspective, various policies have been designed to support inclusive education, such as Law No. 20 of 2003, which states that all children have the right to educational opportunities (Zohriah et al., 2023). Law No. 8 of 2016 on Persons with Disabilities requires the implementation of inclusive education to respect, protect and fulfil the rights of children with disabilities by providing equal access to education (Husna et al., 2019).

The Ministry of Education, Culture and Research Regulation No 48 of 2023 on reasonable accommodation for students with disabilities. This regulation mandates that each education unit provides appropriate facilities and accommodation, curriculum flexibility and support services for children with disabilities (Kemendikbudristek, 2023). This demonstrates the government's commitment to creating education without discrimination and equal access to education for all children as an important basis for the development of inclusive early childhood education.

Research conducted by Budianto shows that inclusive environments have a positive impact on the holistic development of children with disabilities and other children (Budianto, 2023). Holistic is the integration of all aspects of a child's development and essential needs (Hanifa et al., 2023). Meanwhile, research from Yanuar revealed that inclusive education provides opportunities for children with disabilities to accept and understand the differences that exist in each child and has a positive impact on the cognitive and social development of children with disabilities (Yanuar et al., 2023).

With a holistic approach and the support of various parties, inclusive early childhood education (PAUD) not only plays a role in educating children but also fosters positive values that shape a harmonious and inclusive society. Further research is needed to explore the actual implementation of this concept, such as in inclusive kindergartens in the Yogyakarta area, to see how inclusive education can optimally fulfil the needs of children with disabilities.

Method

This research uses a qualitative approach with descriptive methods. The method aims to provide an overview or description of an ongoing phenomenon or condition (Magdalena, 2023). The researcher chose the descriptive method to find out the implementation of quality early childhood education (PAUD) in inclusive kindergartens in the Yogyakarta area. Research informants included principals and teachers of inclusive kindergartens in the Yogyakarta area as primary data. This research uses in-depth observation, interview and documentation data collection

techniques related to implementation practices in the field, such as curriculum, teaching, parental involvement, interaction between learners and existing infrastructure, as well as how all these elements are implemented as well as secondary data.

The location of the research is in the Yogyakarta area, precisely at Pelangi Anak Negeri Inclusive Kindergarten. This research was conducted at a private school with the consideration that this school has implemented inclusive education, which is the main focus in the research on quality early childhood education (PAUD). Data analysis techniques in this study used three stages, namely data condensation, data presentation and conclusion drawing. This study also used source triangulation and technique triangulation techniques to test the validity and credibility of the data.

Results and Discussion

Based on the results of the research that has been conducted, researchers found data on the implementation of quality Early Childhood Education in inclusive kindergartens in the Yogyakarta area using qualitative methods to see an overview of the implementation of quality inclusive early childhood education. The results and discussion include quotes based on field data (observations, interviews, documentation) and literature sources.

Quality Inclusive Early Childhood Education. Early childhood education (PAUD) is the first stage of formal education and plays an important role in child development. In the context of inclusive Early Childhood Education (PAUD), good management is key to ensuring quality services. Management is a series of managing activities involving all members of an Early Childhood Centre to achieve a common goal (Aisah et al., 2018). The quality of inclusive Early Childhood Education (PAUD) is reflected in the quality of learning and management services (Komalasari, 2022). This management includes the systematic process of organising and directing educational relationships to achieve institutional goals.

There are four main stages in Early Childhood Education (PAUD) management: planning, organising, implementing, and monitoring the programme (Hamidah & Hasibuan, 2024). Planning and implementation in Early Childhood Education (PAUD)

management are guided by the vision, mission, and goals of the school as stated in the work plan (short and medium-term). This plan includes the curriculum, learning programme, assessment programme, education personnel, infrastructure and budgeting. Supervision is done through regular monitoring, supervision and evaluation (Indonesia Republik, 2023).

Based on field data and interview results obtained from the principal and teachers, Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten has a vision of preparing a smart, cheerful, independent, creative and Islamic generation. The mission is to realise a smart, cheerful, independent, creative and Islamic generation (with good manners and morals) through games, habituation, and educational learning. To educate and care for children with love and attention according to their age so that children can grow and develop naturally and optimally according to their potential. Furthermore, the curriculum and learning programme at Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten applies the Merdeka Curriculum, which is modified according to the needs of children with disabilities and regular children.

This kindergarten also has an omission curriculum model, which removes learning materials that cannot be accessed by children with disabilities. The inclusive learning process is designed to equalise the roles of children with disabilities and regular children in learning activities. The learning stages include opening, core and closing activities. The materials taught are adapted to the abilities of each child, including children with disabilities and regular children who face learning difficulties.

Children with disabilities who have reached the level of independence use the same methods (lectures, assignments and habituation) and learning media (children's worksheets and notebooks) as regular children, where their independence is seen in their ability to manage themselves without disrupting the learning process of other children. For children with disabilities who are still undergoing therapy, the methods and media are flexible and adapted to their needs and interests, supporting active learning such as project methods and group discussions to support inclusive learning, the school provides a Special Assistance Teacher (GPK) whose job is to assist children with disabilities in therapy and the learning process (Imamah, 2016). Evaluation of children's development is done at the beginning and end of the semester. At the

beginning of the school year, evaluation is done through a fingerprint test to identify the child's developmental level, talents, interests, learning style and abilities. At the end of the semester, the evaluation is done with a report card, which contains a description of the child's growth and development as well as the results of their work. This assessment uses various techniques, such as work, anecdotal records, assignments and observations. This evaluation aims to monitor children's development and take follow-up steps if there are developmental deviations. However, for children with disabilities, the school has not yet implemented special assessment techniques that focus on their needs and barriers (Imamah, 2016). Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten also reports on children's learning activities every day after the activity is completed, such as religious and moral values habituation, self-help, language/communication, fine motor skills, and gross motor skills and is equipped with special notes on children's outstanding behaviour and notes from teachers. Reporting takes the form of a record of children's learning outcomes as well as an education report card.

Supervision at Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten is carried out by the principal, who ensures that teachers deliver lessons according to the curriculum and applicable rules. Then, monitoring in this kindergarten is done to identify problems in children's development and ensure they get the support they need optimally. Furthermore, supervision is also carried out at this kindergarten to improve the quality of inclusive learning by providing guidance, evaluation and assistance to teachers, including the Special Assistance Teacher (GPK).

Quality inclusive Early Childhood Education (PAUD) has four key service elements, namely: (1) quality of the learning process; (2) partnership with parents; (3) support for the fulfilment of essential early childhood services; (4) leadership and resource management (Hanifa et al., 2023). Quality inclusive Early Childhood Education (PAUD) emphasises that early childhood services are not limited to the educational aspect. In order for children to develop fully, Early Childhood Education (PAUD) units also need to monitor and support the fulfilment of children's essential needs beyond education, such as health, nutrition, care, protection, and welfare through a cross-service unit collaboration involving various stakeholders

(government, community leaders, and parents) (Hasbullah & Nurhasanah, 2024). These essential needs consist of several indicators including 1) organising classes for parents; 2) monitoring child growth; 3) monitoring child development; 4) coordination with other units related to the fulfilment of health and nutrition; 5) implementing clean and healthy living behaviour (PHBS); 6) providing additional food (PMT); 7) monitoring the ownership of learner identity (NIK); and 8) providing sanitation facilities (Nurhasanah et al., 2022).

It was found that at Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten, there is interaction between the kindergarten and parents/guardians to ensure the continuation of learning stimuli provided, through various forms of communication such as discussion forums, wa groups, parent classes, parenting activities, and committees. This kindergarten builds relationships with parents starting from the school enrolment process because children are diagnosed and screened.

Then, the kindergarten and parents work together to determine follow-up, stimulation and monitoring of the child's growth (height/weight and head circumference) and development (DDTK / KPSP / KMS / KIA / KKA / physiotherapy), of course, the diagnostics and screening also collaborate with related service units such as psychologists, doctors, health clinics, health centres and others. For example, if the child receives diagnostic and screening results from the doctor that the child has ADHD disorder, the kindergarten informs the parents that the child is not allowed to consume excess sugar, eat excess chocolate or eat junk food which can cause the child's hormones to be overactive.

Then, the doctor will provide information on what can and cannot be given to the child. Then, the school and parents will work together to fulfil the child's health and nutrition. Based on observations made on 29 May 2024, it was found that stimulation is also given to children in the form of speech therapy which helps children face difficulties in speaking, language, communicating or interacting with others and physical therapy which helps children face difficulties in gross motor skills, or lack of balance (Gudeg.Net, 2024).

In addition, this kindergarten also implements clean and healthy living behaviour (PHBS) through habituation, such as washing hands before and after eating, throwing garbage in its place, flushing the toilet after use and so on. The kindergarten provides supplementary food (PMT) such as nutritious food regularly or every day to children with a parenting programme. This kindergarten coordinates with parents to bring healthy and nutritious food. Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten monitors the identity ownership (NIK) of students, paying attention to each child's data, both ownership of NIK, KK, AKTE Kelahiran and correspondence from doctors, psychologists, disability service units, health clinics and others. Then, this kindergarten has sanitation facilities and clean water and running water supply such as toilets, hand washing stations, and foot washing stations, and promotes Handwashing with Soap.

Overall, Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten has successfully implemented the principles of quality inclusive Early Childhood Education (PAUD). The institution has implemented all elements that support inclusive Early Childhood Education (PAUD). Thus, the educational process can take place optimally regardless of the background and condition of the learners. Inclusive education not only aims to provide access to learning but also to create an environment that supports the development of each child's potential, taking into account the unique needs of each individual.

Inclusive learning environment. The learning environment is defined as all the circumstances that influence individual behaviour in the learning process (teachers and learners) (Latief, 2023). Inclusive is defined as an educational strategy where all learners with diverse backgrounds can experience education in a shared environment through the use of educational strategies that are appropriate to the needs of each learner (Kemendikbudristek, 2022). An inclusive learning environment is a concept that aims to create equal opportunities for all learners, regardless of their background, be it religion, culture, language, social status, gender, race or ethnicity.

In this environment, children with disabilities, such as children with disabilities, are also allowed to participate in the learning process properly, without discrimination. Learners with disabilities in an inclusive environment include children

with physical, emotional, mental, intellectual, and social disabilities as well as children with special intelligence or talents (Kemendikbudristek, 2022).

Learners with disabilities fall into two categories: temporary and permanent. 1) Temporary Learners with disabilities are children who face learning barriers due to external factors. 2) Permanent Learners with disabilities refer to children who experience learning barriers due to internal factors such as disability or impaired intellectual development (Kemendikbudristek, 2022). An inclusive learning environment provides a range of services that facilitate diverse needs, enabling teachers to design teaching that suits each child's potential.

An inclusive learning environment principles equal learning opportunities for all children, including accessibility of facilities and infrastructure that can be used by all learners, including children with disabilities. The facilities provided, such as wheelchairs, hearing aids and accessible learning tools, ensure that all children, regardless of their barriers, can learn in safe and comfortable conditions (Kebudayaan, 2021).

The benefits of an inclusive learning environment are not only felt by learners but also by teachers and parents. Learners, learn to interact with friends from different backgrounds, hone their sensitivity to differences, develop mutual respect and instil Pancasila values through multicultural concepts. For teachers, the inclusive environment provides opportunities to enrich their teaching skills, encourage creativity and broaden their experience with various resources. Parents also gain knowledge on how to support their child's learning and get involved in the inclusive education process (Kemendikbudristek, 2022).

One example of the implementation of an inclusive learning environment at the early childhood education level is Pelangi Anak Negeri Inclusive Kindergarten in Yogyakarta. Based on field data and interview results obtained from the principal and teachers, this school provides education to children from various backgrounds, including children with special needs such as, 1) deaf with hearing impairments (Farah, 2022); 2) ASD (Autistic Spectrum Disorders) with developmental delays due to brain abnormalities (behavioural, communication and social interaction difficulties) (Farah, 2022); 3) ADHD (Attention Deficit Hyperactivity Disorder) with emotional and

behavioural delays (Farah, 2022); 4) Down Syndrome with physical and mental developmental delays caused by chromosomal abnormalities characterised by a distinctive face (Marta, 2017); 5) GDD (or Global Developmental Delay), with gross motor developmental delays, sensory impairments and muscle weakness (Zainovita et al., 2017). , 2024); 6) dyslexia, with barriers to reading, and spelling words or sentences (Safitri et al., 2022); 7) dysgraphia, with barriers to writing or difficult-to-read writing (Dewi, 2022); 8) speech delay, with barriers to speaking, responding quickly, not yet able to understand commands (Rista Angraeni, 2024).

At Pelangi Anak Negeri Inclusive Kindergarten, learning is based on a fun and child-centred approach. Using a flexible modified curriculum, the school provides experiences that suit the characteristics of children, including those with disabilities. The modified curriculum connects aspects of children's development and potential through behaviour, including safety, devotion, character-attitude, social-emotional, language skills and knowledge in adjusting to the environment. The modified curriculum also adapts to the child's level of development, and essential needs and incorporates Islamic values and technology based on the child's interests and talents (Gudeg.Net, 2024).

Learning is carried out through several models, such as 1) regular classes, where children with disabilities are mixed with other children in the same class, provided they do not have significant intellectual disabilities; 2) pull-out classes, where children from regular classes are moved to special rooms to receive specific learning, such as special or remedial programmes; 3) cluster classes, where children with disabilities learn alongside regular students in special groups; 4) integrated special classes, where children with disabilities are placed in special classes but can join regular classes at certain times.

In addition, Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten also provides stimulation, transition, relaxation and socialisation classrooms. The learning media used are concrete or real learning media, such as real oranges to help children learn in a more effective and fun way. This kindergarten also has a strategy in educating children based on blood type. The kindergarten also has tahfidz extracurricular activities, English extracurricular activities, basic Arabic

extracurricular activities, drumband extracurricular activities, computer extracurricular activities, and angklung extracurricular activities. In addition, this kindergarten actively conducts Cooking Class or cooking classes and field trips such as Outbound and professional visits (Gudeg.Net, 2024).

Not only that, Pelangi Anak Negeri Yogyakarta inclusive kindergarten has indoor and outdoor facilities and infrastructure that focus on essential needs of children that support the quality of services and are safe for children and do not hurt children such as reading books, puzzles, plasticine, plastic slides, trampolines, sensory integration, tactile sensory, physiotherapy, hypnotherapy and so on. This kindergarten strives to create a safe (physically-psychologically) and inclusive participatory climate for regular children and children with disabilities that supports children's essential needs, protects, and provides opportunities for children to actively participate in learning activities without discrimination. Furthermore, the learning activities support collaboration between children and teachers.

With every effort, Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten has become a real example of implementing the ideal inclusive learning environment, showing that inclusive education is not just about access, but creating equal opportunities for all children to achieve a better future.

Implementation of quality early childhood education in the inclusive kindergarten pelangi anak negeri Yogyakarta. High-quality early childhood education implementation at inclusive kindergartens in the Yogyakarta region empowers children with special needs and regular children to reach their full potential through innovative and inclusive learning approaches and builds strong collaborations with parents and the community.

Similar studies have involved the implementation of high-quality PAUDs that require careful planning, curricula tailored to the development and needs of children, qualified educators, adequate infrastructure, parental involvement and compliance. With this, it can create a beneficial, holistic and interesting learning environment (Muanifah, 2024). In addition, Dewi's research shows that inclusive education brings huge benefits to children with disabilities because they feel accepted in their social environment.

This encourages them to learn through observation, imitation and interaction with their peers. In the inclusion education system, students, whether disabled or not, can interact harmoniously, learn from each other, and develop their respective potentials during the learning process (Dewi, 2020). Inclusive education therefore plays a key role in creating equal opportunities for all children, without discrimination.

Based on this, it is especially important in the context of quality early childhood education, where every child, regardless of disabilities, has equal access to opportunities for learning and development. By incorporating the principle of inclusiveness into early childhood education, children can grow up in an environment that fully supports their potential according to their characteristics and needs. Inclusive Quality Early Childhood Education not only focuses on academic aspects but also includes social, emotional and life skills development, ensuring that all children have equal opportunities to develop in the best way and be prepared for future challenges. Thus, it is concluded that inclusive quality early childhood education can provide a learning environment that supports the holistic development of each child and equality, whether they have disabilities or not.

Conclusion

The implementation of quality Early Childhood Education in regional inclusive kindergarten institutions shows that Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten has implemented 4 elements of Quality Early Childhood Education so that the kindergarten can be categorised as a quality Early Childhood Education institution that can provide guidance, protection, education, and create a learning environment that is safe, friendly and meets the essential needs of children.

Pelangi Anak Negeri Yogyakarta Inclusive Kindergarten can be used as a reference school for prospective inclusive Early Childhood Education institutions that want to present an inclusive learning environment that can accept the existence of children, child characteristics, child differences regardless of background, religion, culture, language, social class, economy, gender, race, ethnicity, including children with disabilities are also given the same opportunity to gain knowledge.

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