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DEVELOPMENT OF IDENTIFICATION INSTRUMENTS OF CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL

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Abstract

Most schools currently administering inclusive education have difficulties in identifying to determine the types of Students with Special Needs (SSN) in their schools. While in the provision of education services and special needs services, the type of SSN K is the baseline that determines the next stage of service. Therefore the purpose of this study is to formulate an instrument for identifying SSN K that is consistent with the characteristics of inclusive schools in Indonesia.

In order to formulate the identification instrument, a development method that was adapted from Thiagarajan was used in the stages of define, design, develop and validation. Using this approach as a result of validation to 24 graduate students from Unesa's extraordinary education department, it was found that out of 11 instruments validated with three levels of assessment (very appropriate, appropriate and inappropriate) 62% stated very well, 30% agreed and only 8% who disagrees with the instrument.

These findings indicate that this instrument is feasible to use to identify the types of GDP that are included in inclusive schools. Therefore it is recommended that schools providing inclusive education be able to use this instrument to identify inclusive schools.

Background

Identification is the determinant or determination of one's identity, objects, etc. (Indonesian Standard Dictionary). In the context of identification of children with special needs, it can be interpreted that identification is a process of gathering information to determine the types of children with special needs in accordance with the physical, mental and social conditions inherent in a person.

The process of identifying or defining the types of children with special needs for teachers in inclusive schools is a problem that is not easy, while establishing appropriate education services begins with the introduction of types of children with special needs that describe the types of special needs needed. For teachers with special education or special education, determining the type of children with special needs is not too difficult, but for teachers with a general education background most experience difficulties in determining the type of children with special needs. While the prevalence of the number of teachers with special educational background is very small. Based on the Ministry of Education and Culture statistics in 2016, it was stated that the number of special guidance teachers in inclusive schools in junior high school was only 1,101 teachers, while the number of general teachers was 622,781 teachers. In line with government policy (Ministry of Education and Culture), that in the future all schools must not reject children with special needs, so the issue of the ability to identify teachers in inclusive schools is a serious problem.

The results of a feasibility study conducted by Budiyanto on inclusive schools in eastern Indonesia found that most teachers stated that the obstacles in identifying were the absence of special instruments that could be done by the teacher itself, without having to depend on professionals, such as psychologists, doctors or professions other appropriate.

In line with this background, the purpose of this study is to develop an instrument for identifying children with special needs in inclusive schools. Which is very beneficial for teachers in inclusive schools.

Method

In order to realize the objectives that have been formulated, this research uses research and development methods, which were adapted from Thiagarajan et al., 1974. The stages in developing this identification instrument are define, design, develop and validation.

Development of Identification Instruments

In accordance with the development research method used, the stages of developing an instrument for identifying children with special needs in inclusive schools are carried out as follows: (1) Define identification instruments, in this case identification instruments are defined as tools / instruments that can be used to determine the type of obstacle / abnormalities carried by children with special needs in inclusive and outside schools inclusive; (2) Designing design instruments, in this case the design developed is divided into 2 (two) components, namely format 1 (one) to reveal the conditions of obstacles / kelaianan in general and format 2 (two) to further clarify the type of hemorrhage / abnormality special; (3) the next stage is to formulate a draft instrument based on indicators of the characteristics of the types of children with special needs, both instrument format one and format two instruments, complete with instructions for use and instructions for interpretation; (4) then the instrument was tested by 24 Unesa Special Education Masters Program students on Unesa in 8 elementary schools providing inclusive education in the city of Surabaya; (5) based on the results of the trial, then each student was asked to give a response about the suitability of the identification instrument to find out the types of children with special needs in inclusive schools.

Findings and Discussion

General data responses of respondents from the Unesa Special Education Masters Program who conducted an instrument identification test with special needs in inclusive schools are presented in the following table:

TABLE DATA RESPONDENT RESPONSE

No.	Aspect	Suitability		
		VS	S	NS
1	Conformity format with the characteristics of inclusive schools	20	3	1
2	Use of language	14	8	2
3	Proportion of form item indicators	18	4	2
4	Appropriate material for item format 2a	16	4	4
5	Appropriate material for item format 2b	13	8	3
6	Suitability of item format material 2c	14	9	2
7	Appropriate material format item 2d	10	12	2
8	Suitability of item format material 2e	18	5	1

9	Appropriate material format item 2f	14	7	3
10	Compatibility of material in formatting items 2g	12	10	2
11	Appropriate material format item 2h	14	9	1
Total		163	79	21

VS = very suitable

S = suitable

NS = Not suitable

1. Respondents to the suitability of the instrument

The response to the compatibility of the instruments from the respondents applying the identification instrument of students with special needs in inclusive schools was carried out in the following diagram:

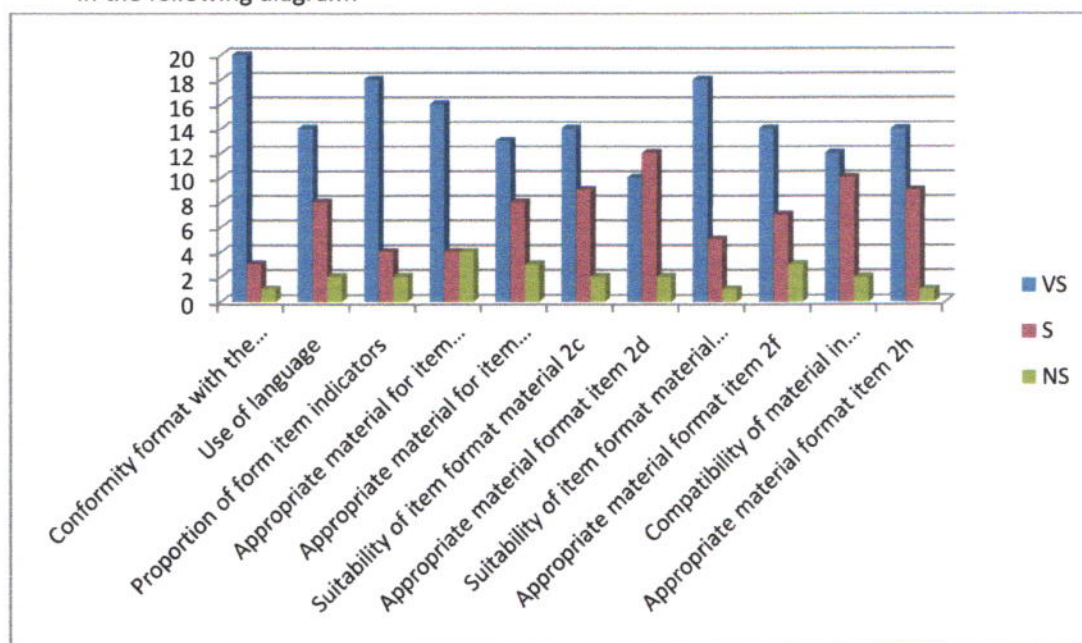


Figure 1. Diagram of the respondent's response to the suitability of the instrument

2. Percentage of level of match

The total score of the response about the suitability of the identification instrument, from 24 respondents to 11 items on the instrument, found 62% of respondents said the item instrument was very suitable, while those that stated matched were 29% and those that stated were not only 8%.

This finding shows that in general these items of instruments for identifying children with special needs in inclusive schools are very suitable. As stated in the following diagram:

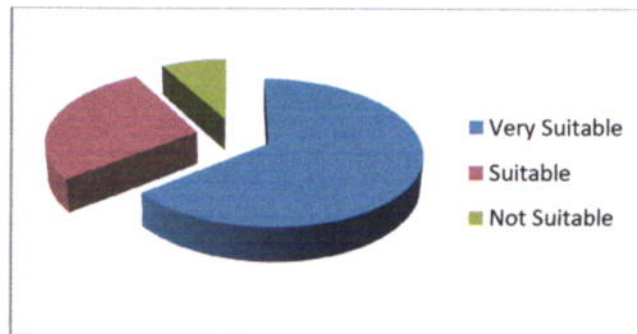


Figure 2. Percentage diagram of respondents' responses to the suitability of the instrument

The diagram above shows that the instrument that has been tested is stated to be very suitable. The most dominant response accordingly is item 1, which is the format conformity packaged in F1 to capture the types of obstacles in general and further F2 screening is only aimed at the type of positive dominant resistance. By using the F1 and F2 formats, then at the same time data will be obtained on the conditions of obstacles on all students in a class. So that the school can clearly describe who has disabilities and who is not disabled.

3. Suitability of the format with the characteristics of inclusive schools

The format of the identification instrument for children with special needs in this study uses two steps, namely format one is a general identification instrument that is applied to all students in a class and format two is only applied to students who in the format one has a high tendency to face obstacles certain.

Regarding the format of the format of the 24 respondents from Unesa PLB S2 students who applied the instrument, responses were received, 20 students stated that they were very suitable, 3 students agreed and 1 student stated that it was inappropriate, as stated in the following pie chart.

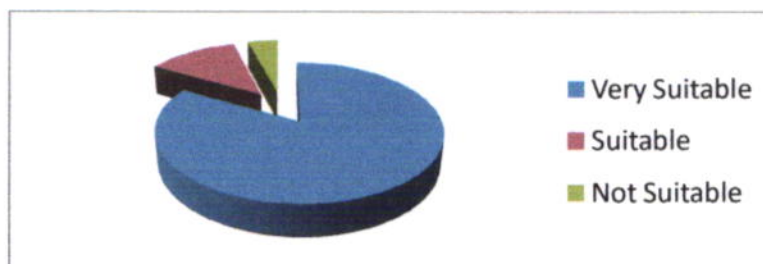


Figure 3. Compatibility of forms with the characteristics of an Inclusive School

These findings indicate that the use of formats is divided into 2 (i.e. format 1 for digging in general terms and the format of 2 instruments for further identification only on positive dominant aspects), very much in accordance with the characteristics of students in inclusive schools. Using a format like this, it is not necessary for all students in a class to be identified in all detail.

4. Use of language

The suitability of language use is based on good and correct Indonesian language rules, 14 (58%) respondents stated that it was very suitable, 8 (33%) respondents

stated that it was appropriate and only 2 (8%) respondents stated that it was inappropriate. Responses to the use of these languages can be observed in the following diagram:

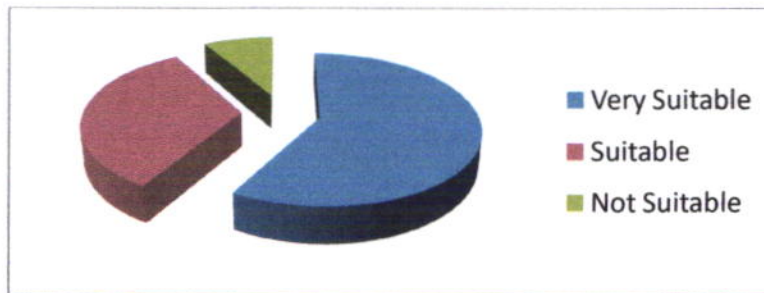


Figure 2. Suitability of language use

Conclusion

Identification instruments for children with special needs in inclusive schools, which have been developed using the development method, after testing by 24 Unesa Special Education Masters Program students, they gave a very positive response, namely 62% of respondents stated that they were very suitable for the overall items formulated on the instrument. thus it can be said that this instrument is very suitable.

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