

# **THE ROLE OF THE INCLUSION CLASS TEACHER IN GUIDANCE AND COUNSELING FOR CHILD WITH SPECIAL NEEDED (CASE STUDY AT ISLAMIC SDI AISYAH, JATINOM BLITAR)**

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## **ABSTRACT**

*This study aims to determine how the role of inclusive classroom teachers in the implementation of counseling guidance. This research method uses a qualitative case study approach by collecting information data sourced from interviews and observations. Furthermore, the data is analyzed, and draw conclusions. The results of this study can be concluded that the role of teachers in inclusive classes in providing counseling guidance is very large even though the teacher feels that they do not have sufficient competence to carry out this role. Teachers improve their competence by participating in various trainings and self-development related to children with special needs.*

**Keywords:** *guidance and counseling, inclusive class, children with special needs*

## **1. INTRODUCTION**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, selfcontrol, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Undang Undang Republik Indonesia No.20 Tahun 2003, 2003).

Chapter I Article 1 paragraph 1 of the national education system law above emphasizes the state's commitment to advancing and developing education in Indonesia. National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The law also explains the rights and obligations of every citizen in obtaining quality education, including citizens who have physical, emotional, mental, intellectual and/or social disorders. The state facilitate citizens to obtain special education.

The term children with special needs refers to the term used for individuals who have certain characteristics and look different from other children. However, in fact, in terms of legislation and the discourse that is developing today, it seems that the term

needs to be revisited. In the latest National Education System Law (UU SPN), there is a new term in which the term Special Education has been replaced with Special Education. This change has consequences for the use of terms both institutional and subject students. Likewise, the discourse that is developing internationally about the terminology of children with special needs, which today is often referred to as special needs educational children or children with special educational needs. Children with special needs are defined as children who have physical, mental, emotional, social or a combination of these disorders which are such that they require special educational services (Mu'ammam, 2017).

Understanding and views of children with special needs slowly change along with the development of the human mindset, this becomes very important apart from being seen as a symbol of a thought and civilization that is more advanced than a nation, as well as the beginning that the presence and existence of children with special needs is starting to be recognized. and because nowadays the government is actively supporting the regions to establish special schools, nursing homes and social institutions that specifically educate and care for children with special needs.

In an inclusive environment, schools, parents and the environment are ready to change and adapt systems, environments and activities related to all things taking into account the needs of everyone. It is no longer children with special needs who have to adapt to fit the existing setting. But all those involved must adapt to this new educational pattern, thus flexibility, creativity and sensitivity are needed so that an inclusive educational environment can run. Currently following the development of the history of inclusive education in the world, the Government of the Republic of Indonesia since early 2000 has developed an inclusive education program. This program is a continuation of an integrated education program which was actually launched in Indonesia in the 1980s, but then it was less developed, and only starting in 2000 it was re-emerged by following world trends, using the concept of inclusive education (Desiningrum, 2016).

In daily practice, these children with special needs also need psychological assistance. Because children with needs are more at risk when they participate in learning activities in inclusive schools. This risk is related to the limitations of students with special needs. Due to the involvement of normal children in one room with children with special needs, their meeting in one learning room has the potential for friction between them, the discomfort of normal children with the presence of children with special needs, so that normal children who dominate make children with special needs who are dominated as material. ridicule. These various pressures have various impacts, ranging from feelings of inferiority, lack of enthusiasm for learning, even more concerning, no longer wanting to go to school. (Mu'ammam, 2017)

The handling of problems faced by children with special needs in inclusive classes will generally be managed by the class teacher. It has become an additional task that the classroom teacher also doubles as a guidance and counseling teacher. The implementation of the 2013 curriculum, especially the regulations on guidance and counseling in elementary schools, has changed. In accordance with the Government Regulation and the Culture Service Number 18 A regarding the Implementation of the Garuda Curriculum in Appendix IV relating to guidance and counseling, it is stated that in elementary schools guidance and counseling is carried out by classroom teachers. However, in one SD/MI/SDLB or a number of SD/MI/SDLB a guidance and

counseling teacher or counselor can be appointed to provide guidance and counseling services. In accordance with the discussion above, guidance in elementary schools is allowed to have independent counseling teachers (Purnomo & Kurdie, 2017).

The purpose of this paper is to find out how the role of classroom teachers who also serve as guidance teachers as stipulated in Law No. 2/1989 on the national education system. The author wants to explore more deeply the challenges of inclusive classroom teachers in providing guidance and counseling services in inclusive classrooms. Government Regulation No. 28/1989, which specifically explains about guidance in elementary schools. In article 25 of the government regulation it is explained that guidance is assistance given to students in an effort to find themselves, get to know the environment, and plan for the future. So that the primary school's responsibility is not only to finish and graduate students, but also to prepare students' cognitive, personality and behavior to be ready to face the new world, namely high school. There are two things that have an impact on the need for guidance for students in elementary schools. First, there are developmental problems that include aspects of physical, cognitive, personal, and social development. Second, the range of individual student diversity is very wide. From the second problem, a special population emerged that became the target of guidance services, including: students with high intelligence and ability, students with learning difficulties and students with problematic behavior. The 3 groups of students are included in the category of children with special needs.

## **2. METHODOLOGY**

In this research, the writer uses descriptive case study research method. A case study is a research in which the researcher explores a certain phenomenon (case) in a time and activity (program, event, process, institution or social group) and collects detailed and indepth information using various data collection procedures over a certain period. Creswell revealed that if we choose a study for a case, we can use various sources of information including: observations, interviews, audio-visual materials, documentation and reports (Wahyuningsih, 2013). The context of the case can "situation" of the case in its setting which consists of a physical setting as well as a social, historical or economic setting. While the focus in a case can be seen from its uniqueness, requires a study (intrinsic case study) or it can also become an issue (issues) by using the case as an instrument to describe the issue (instrumental case study). According to Creswell, the case study approach is preferred for qualitative research. As stated by Patton that the depth and detail of a qualitative method comes from a small number of case studies.

According to Sutopo (2002) by paying attention to some limitations of qualitative research, it can be understood that in essence qualitative research is a case study, namely research that is tied to its context. That is, all case study designs in qualitative research are always contextual in nature, namely research that bases their studies on the nature of specificity, and there is absolutely no thought effort to generalize the conclusions of the study. Meanwhile, according to Yin (2000), in conducting case study research, researchers can interact continuously with the theoretical issues being studied and with the data collected. In addition, it can also use various sources of research evidence about events that have a real-life context.

This case study researcher leads to a detailed and indepth description of the portrait of conditions in a context, about what actually happened according to what was in the

field of study. Given that this type of case study research is very concerned with the description of the process of what, why and how something happens, to lead to an understanding of the meaning of a phenomenon under study.

For data collection, the writer conducted a series of structured interviews with a significant person, namely the class teacher where there were students with special needs. This is in line with Yin's opinion that data collection in case studies can be taken from various sources of information, because case studies involve collecting "rich" data to build an in-depth picture of a case.

It was further explained that there are six forms of data collection in case studies, namely: (1) documentation consisting of letters, memorandums, agendas, reports of an event, proposals, research results, evaluation results, clippings, articles; (2) archive records consisting of service records, maps, survey data, list of names, personal records such as diaries, calendars, etc.; (3) interviews are usually openended; (4) direct observation; (5) participant observation and (6) physical or cultural equipment, namely technological equipment, tools or instruments, artistic work (Wahyuningsih, 2013). The data in this study are divided into two, namely primary data and secondary data. Primary data obtained from interviews and observations of research subjects about the role of classroom teachers in the implementation of counseling guidance at Islamic Elementary School Aisyah Jatinom Blitar. While the secondary data in the form of documents relating to the role of classroom teachers in the implementation of counseling guidance in the school. The researcher acts as the main data collector. Data collection techniques used are interviews, observation and documentation. The validity of the data used is the source and method triangulation technique. Data analysis in this study used the Milles and Huberman model approach, namely data reduction, data presentation, conclusion drawing and verification. (Nugrahani, 2014)

In this case study, researchers conducted research at the Aisiyah Islamic Elementary School, Jatinom Blitar. Officially, SD Aisyiah is not an inclusive school, because this SD does not yet have a permit to provide inclusive education. However, in reality there are children with special needs in the school, so with the sincere intention of this school trying to facilitate their students, including those with special needs.

### **3. RESULT AND DISCUSSION**

The following are the results of research and discussion on the role of classroom teachers in the implementation of counseling guidance at SD Aisyah Jatinom Blitar

#### **3.1 Criteria for students receiving counseling treatment at SD Aisyah Jatinom Blitar**

Based on the findings of the researchers through interviews and documentation, it can be concluded that the criteria for students receiving counseling treatment are as follows:

- a. Behavioral disorders
- b. Slow learning
- c. Slow talk
- d. Autism

In principle, the school does not refuse children with special needs to participate in KBM at SD Aisyah, it's just that the school is still limited because the school does not yet have a permit to provide inclusive education from the education office. Then the school also does not have competent teachers to manage inclusive classes. The policy of accepting children with special needs is solely as a form of concern for the foundation and the school is also trying to implement the law on the national education

system. This call is in line with the spirit and soul of Article 31 of the 1945 Constitution concerning the right of every citizen to obtain education and Article 32 of the National Education System Law Number 20 of 2003 concerning the National Education System which regulates special education and special service education (Directorate of Special School Development, 2011)

3.2 Implementation of Guidance Counseling at SD Aisyah Jatinom Blitar is carried out by classroom teachers.

Given the limited human resources, the classroom teacher acts as a guidance and counseling teacher for students with special needs at SD Aisyah Jatinom Blitar. For teachers, this situation and condition is certainly quite burdensome because they get assignments and additional workloads. Teachers feel heavy because teachers feel they do not have sufficient competence to provide these services. Teachers actually feel afraid if they can't give their roles and functions optimally. To anticipate problems and improve teacher competence, the school collaborates with the Blitar City Disability Service Center to provide assistance. The results of this assistance are felt to have a positive influence on teachers. Teachers gain new knowledge related to art and skills in managing children with special needs.

The school also provides opportunities for teachers to participate in professional development related to inclusive classroom management. So that when participating in these activities, teachers have deeper knowledge about children with special needs and teachers can also apply this knowledge in an applicative way at school. (Directorate of Special School Development, 2011)

Currently, teachers are able to perform the function of counseling functions ranging from identifying to providing treatment or treatment for children with special needs who need support and assistance. (Purnomo & Kurdie, 2017)

#### **4. CONCLUSION**

Based on the results of the discussion above, it is concluded that

- a. Aisyah Jatinom Blitar elementary school accepts children with special needs, even though the school does not yet have official permission from the education office. The institution does this because it is a form of concern and responsibility for education for children with special needs
- b. The function of guidance and counseling at SD Aisyah Jatinom Blitar is carried out by classroom teachers.
- c. Class teachers find it quite difficult to carry out their functions and roles in guidance and counseling because they feel they lack competence
- d. Schools try to improve teacher competence by collaborating with external institutions.

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