

# Building Inclusive Education: Contribution of Teachers at Kindergarten Aisyiyah 85 for Children with Special Needs

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**Abstract:** This study is entitled *The Role of Teachers in Implementing the AUSBK Curriculum at Aisyiyah 85 Trensains Kindergarten* using descriptive qualitative research. With the research subject Aisyiyah 85 Trensains Kindergarten which has more than 60 children. This observation aims to find out the curriculum applied by the school. The results of this study are that researchers found that through this inclusion program the role of the teacher in improving children's social abilities is as a motivator and innovator in responding to children's difficulties, as well as a facilitator who is able to provide good and appropriate facilities to children with special needs at Aisyiyah 85 Trensains Kindergarten. In addition, Aisyiyah 85 Trensains Kindergarten also applies the appropriate curriculum, facilities and infrastructure, and learning methods so that children's growth and development develop well. The curriculum applied is not the AUSBK curriculum but uses an independent curriculum, because the ABK children in Aisyiyah 85 Trensains Kindergarten are classified as mild ABK, it's just that the level of achievement standards is lowered a little from the general standard. The research method used is a descriptive qualitative approach with data collection techniques observation or observation, interviews with principals and class teachers and documentation of classroom activities. While data analysis uses the Miles and Huberman approach, namely data reduction, data presentation, and conclusion drawing. This research was conducted at Aisyiyah 85 Trensains Kindergarten, South Tangerang Regency, Banten Province.

## Kata Kunci:

Peran guru, kurikulum, anak usia dini berkebutuhan khusus

**Abstrak:** Penelitian ini berjudul *Peran Guru dalam Penerapan Kurikulum AUSBK pada TK Aisyiyah 85 Trensains* dengan menggunakan penelitian deskriptif kualitatif. Dengan subjek penelitian TK Aisyiyah 85 Trensains yang mempunyai jumlah siswa sebanyak 60 lebih anak. Observasi ini bertujuan untuk mengetahui kurikulum yang diterapkan oleh sekolah. Adapun hasil dari penelitian ini yakni peneliti menemukan bahwa melalui program inklusi ini peran guru dalam meningkatkan kemampuan sosial anak yakni sebagai motivator dan inovator dalam menanggapi kesulitan anak, serta sebagai fasilitator yang mampu memberikan fasilitas yang baik dan tepat kepada anak berkebutuhan khusus di TK Aisyiyah 85 Trensains. Selain itu, lembaga TK Aisyiyah 85 Trensains juga menerapkan kurikulum, sarana dan prasarana, serta metode pembelajaran yang sesuai sehingga pertumbuhan dan perkembangan anak berkembang dengan baik. Kurikulum yang diterapkan bukan kurikulum AUSBK namun menggunakan kurikulum merdeka, karena anak ABK yang ada di TK Aisyiyah 85 Trensains tergolong ABK ringan, hanya saja untuk tingkat standar pencapaiannya diturunkan sedikit dari standar umum seharusnya. Metode Penelitian yang digunakan merupakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data observasi atau pengamatan, wawancara kepada kepala sekolah dan guru kelas dan dokumentasi kegiatan di kelas. Sedangkan analisis data menggunakan pendekatan Miles dan Huberman, yakni reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini dilaksanakan di TK Aisyiyah 85 Trensains Kabupaten Tangerang Selatan Provinsi Banten.

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## **INTRODUCTION**

Early childhood education (PAUD) is education before the basic education level, which is a coaching effort aimed at children aged birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness for further education. carry on. PAUD focuses on physical growth and development, social emotional intelligence, to fulfill children's right to learn, learning activities are carried out in fun, conducive conditions, and enable children to be motivated and enthusiastic (Rachman, 2020). Early childhood education is a description of education that originates from all countries in the world, which in English is called Early Childhood Education (ECD). In Indonesian it is described as early childhood education (PAUD). PAUD is the closest institution to a child's life which greatly influences the child's life and behavior as an adult in the future. The family is the PAUD institution closest to the child's life. The family will influence children's social life at school, both with teachers and their peers (Maryatun, 2016).

Early childhood is a child who has just been born until the age of 6 years. This age is a very determining age in the formation of a child's character and personality (Istiana, 2014). PAUD is held with the aim of forming quality children, so that they have optimal readiness to enter basic education and navigate life in adulthood, as in article 28 of the National Education System Law Number 20 of 2003 paragraph 1, it is stated that including early childhood children are children who fall into the range of ages 0–6 years.

The government's seriousness in providing support for learning for early childhood through Presidential Decree No. 36 of 1999 dated 25 August 1990 has recited the convention on the rights of children, which, among other things, states that every child has the right to protection and care. obtain protection, care and education (RI, 2003). In the Law of the Republic of Indonesia it is stated regarding the national education system No. 20 of 2003 in article 32 paragraph 1, that education is specifically education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social disorders or have special intelligence and talent potential. According to the child protection law, children have the right to grow and develop, play, rest, have recreation and learn in education, including children with special needs (ABK) who are children who significantly experience abnormalities/deviations (physical), mental,

intellectual, social. and emotional in the development process. ABK is a term to replace the word extraordinary child (ALB).

Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Zaenal Alimin, in his book Dedy Kustawan, namely "Children with Special Needs (ABK) can be defined as a child who needs education that is adapted to the learning obstacles and needs of each individual child." Children with special needs are children who educationally require specific services that are different from children in general. Children with special needs have what are called learning barriers and barriers to development (barriers to learning and development)(Heldanita, 2018).

The definition of a child with special needs has a broader meaning when compared to the definition of an extraordinary child. Children with special needs are children whose education requires specific services and is different from children in general (Ruslini et al., 2023). Based on this definition, children with special needs need special services and education, especially special learning materials and methods so that they are not required to be in special schools (Ayuning & Pitaloka, 2022). Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional and physical disabilities. Children with special needs include: blind, deaf, intellectually disabled, physically disabled, hearing impaired, learning difficulties, behavioral disorders, gifted children, children with health problems. Other terms for children with special needs are extraordinary children, disabled children and also special intelligent children.

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## **RESEARCH METHODS**

The research method used is a qualitative descriptive approach with observational data collection techniques, interviews with school principals and class teachers and documentation of classroom activities. Meanwhile, data analysis uses the Miles and Huberman approach, namely data reduction, data presentation, and drawing conclusions.

## **RESULTS AND DISCUSSION**

When the research was carried out, the researcher began to observe various aspects related to the Teacher's Role in Implementing the AUDBK Curriculum at the Aisyiyah 85 Trensains Kindergarten which organizes an inclusion program, which means accommodating ordinary students and students who have special needs in one learning class. Apart from the results of these observations, the researcher will also describe the results of

interviews with class teachers and the head of TK Aisyiyah 85 Trensains regarding the inclusion program implemented in this kindergarten, namely as follows:

From the results of the interview with the principal, Mrs. Hj. Irma Yuli Astuti, the inclusion program at TK Aisyiyah 85 Trensains is able to produce alumni of children with special needs who are ready to go to elementary school without coercion. Apart from that, the inclusion program in kindergarten is connected to the existing curriculum, namely the independent curriculum. TK Aisyiyah 85 Trensains also holds teacher training for teachers accompanying children with special needs. Meanwhile, the form of assessing children's development carried out with this inclusion program is the same as usual, namely using work results, observations, checklists, performance and anecdotal notes. Apart from that, as a school principal, he always motivates class teachers who have children with special needs to be patient and enthusiastic in carrying out their duties. Because every child is a gift given by Allah SWT so you cannot differentiate between them and other children.

The learning model applied is a central model. According to the teachers there, with the central model, the essence of the independent curriculum is included in this model. Not as freely as possible, but children are given choices about what activities or games they want to do or what they want to play. Likewise with the rules for activities or games, children are invited to make rules, so that children are also responsible for their choices and want to follow the rules in the activity.

One of the advantages of Aisyiyah 85 Trensains Kindergarten is that children know, memorize hadiths and can apply these hadiths in everyday life, and all these hadiths relate to children's lives. Then, Muhammadiyah's content is also included in teaching and learning activities (KBM). Every activity is always associated with monotheism. The curriculum applied is not the AUSBK curriculum but uses the independent curriculum, because the children with special needs at Kindergarten Aisyiyah 85 Trensains are classified as light children with special needs, it's just that the level of achievement standards has been lowered slightly from what the general standards should be. The division of classes is also divided as fairly as

possible, not in a class containing children with special needs, in another class containing regular children, no. The class division is divided into mixed. Each class has regular children and children with special needs, with the aim that they can socialize well.

Not all children with special needs can be treated with therapy, it may just require active communication between parents - children - and teachers. At the beginning of the meeting with the parents, it was conveyed that TK Aisyiyah 85 Trensains is an inclusive school, with the aim that everyone can work together, it is mandatory for everyone to be empathetic. Tell children that everything is God's creation, they must love each other, and to be successful in something it requires a process.

Teacher at the Role Playing Center) when interviewed stated that the learning activities were going well. This means that teachers, ordinary children and children with special needs are able to collaborate well. The method used during learning is the central method. However, personally, the method used is more about approaching the child, it can be by communicating with the child. Focus on what development is needed with the child. By communicating with children, children can convey their wishes or complaints without feeling afraid. Teachers cannot equalize every child's development, and communication is one of the methods in the center model.



Picture 1  
Central Learning System

The obstacle felt by class teachers is the lack of human resources in the class. Because in some cases, teachers cannot take care of it alone, but need a companion teacher. For example, if a child wants to go to the

bathroom, someone wants to wash their hands, or where they want to go, the teacher can take them but they cannot accompany the others in class. In fact, the school has made a commitment at the beginning that if there is something that needs help, then it can be helped by an accompanying teacher from the KB class or the Principal, it's just how the class teacher communicates this to the KB teacher or Principal, because the accompanying teacher doesn't always stay or be there. .

TK Aisyiyah 85 Trensains carried out screening at the beginning, had a report 3 months in advance. The teacher makes observations about each student. Does the child have special needs that need to be followed up or do they just need to be communicated with their parents, and directed to carry out small trainings that can be carried out at home to train the child's development, because not all parents are aware of their child.

From the research that has been carried out, several findings can be found. In this case the researcher will describe it in several parts, starting from the learning process to the introductory, core and closing activities. However, before explaining this part, the researcher also found several activities, namely the habit of performing ablution and Duha prayer, memorizing daily prayers, short letters and hadith, science practice, eating together, market day, fun day, movie class, field trip, planting, reading corner and fairy tales, Inspiration days, Character camp, Health checks, Parenting, Child and family consultations. The Central Learning Method used by Aisyiyah 85 Trensains Kindergarten teachers when children come to school, the teachers welcome them well. After being welcomed, when the learning activities are about to start, the children enter the activities in a row in the classroom yard. Then in this marching activity the children enter their respective classes guided by their respective class teachers. After that, then enter the preliminary activities. In this preliminary activity the teacher says greetings, then the children are invited to sing again and repeat the surahs, prayers and hadiths that have been memorized previously and pray before studying. Apart from that, the teacher also asks the children about the predetermined theme. After preliminary or opening activities, go to the main activities. In this core activity, the teacher invites children to learn to read using words appropriate to the child's developmental age, namely 5-6 years.

Then the teacher invites children to explore more deeply regarding the themes used that day, and sub-themes. Apart from that, the teacher also explains to the children regarding learning according to their schedule. Children are also given the freedom to express their opinions by asking the children about the theme.

After this activity, the children rested by praying before eating, washing their hands, eating together, praying after eating and playing in class. Then the closing activity, namely the teacher asks the child's feelings that day, chats about the activities carried out that day, explains a short story with a moral message, and informs about the activities that will be carried out the next day. After that, pray after studying and say the sentence thoyyibah, greetings until you go home. Then, after all the children have gone home, the teacher collects the children's work for that day and assesses it according to the activities for that day.

## **CONCLUSION**

From the research conducted, researchers found several findings that in the inclusion program held at TK Aisyiyah 85 South Tangerang related to the role of teachers in implementing the AUDBK curriculum, namely teachers as motivators and innovators in responding to children's difficulties, as well as facilitators who are able to provide good and appropriate facilities. to children with special needs at Aisyiyah 85 Kindergarten. Apart from that, the Aisyiyah 85 Kindergarten Institute also implements an independent curriculum with central methods, facilities and infrastructure, as well as appropriate learning methods so that children's growth and development develops well. By implementing this inclusion program, it provides an overview and awareness to every individual that every child has the same right to love from adults, especially parents, family and teachers at their school and makes educational institutions a place to develop various aspects of children's development according to their stage. development, including the development of early childhood children with special needs.



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