

Individual Learning Program as Implementation of Inclusive Education in Integrated PAUD Mutiara Yogyakarta

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Received: 03/12/2022

Revised: 06/02/2023

Accepted: 25/03/2023

Abstract

This study aims to describe and analyze the Individual Learning Program/PPI to formulate a learning process based on an assessment made of student profiles. PPI implementation is expected to optimize the abilities of heterogeneous children in the Mutiara Yogyakarta Integrated PAUD. This research is qualitative research with a field study with a descriptive research type. The data sources used were primary data, namely from teachers and students at the Mutiara Yogyakarta Integrated PAUD, and secondary data from books, journals, magazines, and documentation by this study. The data collection tools for this research were interviews with PAUD teachers, observation of individual learning programs, and documentation of Field Learning Programs. Data analysis was done using the triangulation method by sorting, grouping, and concluding. The research results on the Individual Learning Program implemented at the Mutiara Yogyakarta Integrated PAUD are four: planning, implementation, evaluation, and follow-up. The PPI concept aligns with one of the Pearl Pillars of Integrated PAUD Education, as a Child-Centered. All activity programs are designed based on the needs and conditions of the child, with individual attention. PPI planning is carried out by involving a written agreement with the parents. In this case, parents are involved in program design and implementation.

Keywords

PAUD; Inclusion; Individualized Learning Programs

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1. INTRODUCTION

Inclusive education providers need learning services as much as a variety of conditions for children with special needs. Various services need to be followed by the support of learning facilities, resources, educational resources, and schools that can provide services for children with special needs. Another essential aspect that must be prepared is the learning evaluation system. In inclusive education, regular evaluation systems, modified evaluations, and individual evaluations must be implemented. The implementation of inclusive education requires changes in the school system's management and commitment to educators and the level of policymakers and practitioners (Raharjo, T.J., Lestari, B. D., & Sutarto, 2018).

ABK will always exist in every school, even with different types and levels of disturbance. This reason is the originator of inclusive education. Inclusive education has become an exciting issue in the national education system because inclusive education pays attention to arrangements for students with special needs to get an education in public or regular schools (Indira, 2019). Inclusive education is an educational service that has previously been prepared in a planned manner to provide opportunities for children with special needs to carry out teaching and learning activities together with other regular children in regular schools to develop their knowledge, experience, and potential. Inclusive education aims to encourage the participation of children with special needs in the community so that there is no discrimination in providing education services to the community. Inclusive education can also be an alternative for children with special needs to attend regular schools and increase access to a more comprehensive education for children with special needs. Inclusive education services have begun to be built on institutional services in PAUD so that from an early age, children with special needs get educational opportunities equal to regular children in channeling the potential children have from birth (Hastari & Sujana, 2020).

In Western society, disability education was carried out similarly: at the end of the 18th century, persons with disabilities had educational institutions. Individual disorders are diagnosed through medicine and psychology. The standard policy is to analyze and classify the problem or dysfunction in the individual and then take the appropriate actions to place the individual in the correct environment. In addition, the doctrine of racial hygiene, or eugenics, emerged and encouraged the control of persons with mental disabilities and ethnic minorities by enacting the sterilization law (Galkienė, 2017). Meanwhile, according to the Salamanca Statement (Ayuningtyas et al., 2022), Early Childhood Education (PAUD) in Indonesia is friendly to all forms of differences that have long developed. Ki Hajar Dewantara, through Taman Indria, educates early childhood children to accommodate the differences of all children. The philosophy used by Ki Hajar Dewantara gives freedom to children with orderly rules and always connects the knowledge children learn with their environment. The purpose of the learning is so that children do not feel foreign and alienated from their community environment. Ki Hajar Dewantara has paved the way for inclusive education that can adapt to the circumstances and needs of children. It also carries a cultural mission so that children cannot be separated from their cultural roots. Inclusive education means that schools and communities must accommodate all children with their uniqueness, regardless of their physical, intellectual, social, emotional, language, or other conditions, including children with disabilities, potential intelligence, and talents. Gifted and talented children, working children and street children, children in remote areas, children from ethnic groups and language minorities, and children who are disadvantaged and marginalized from community groups.

For children with disabilities, the United Nations Educational, Scientific and Cultural Organization (UNESCO) first stated in 1994 that inclusive schools were the most effective means of countering discriminatory approaches and attitudes towards students. International laws and policies then evolved to challenge the exclusive practice and focus attention on equity and access to high-quality education for all while respecting diversity (Forlin et al., 2013). Every child has different abilities, so early childhood education must pay attention to the child's condition and the methods used so that it is

appropriate not to hinder growth (Suvarna Latha, 2022). Early childhood education, both formal and non-formal, involves teachers and school institutions. PAUD formal education usually takes the form of Kindergarten (TK), Raudatul Athfal (RA), Special Kindergarten (TKLB), or Similar Education Units (SPS). Meanwhile, non-formal early childhood education is in the form of Playgroups (KB) and Child Care Centers (TPA). Each level of education in PAUD has a different age category Kindergarten is the equivalent for early childhood aged 4-6 years, but early childhood education is KB and the like for children aged 0-4 years.

The role of study groups or schools in early childhood education as a place for social learning (Wahyuni & Azwar, 2022). Every child has specialties that must be developed and collaborate with the environment because humans are social creatures (Najamuddin et al., 2022). In the future, living with others requires interacting with one another, so that early childhood education becomes both a right and an obligation. Even a child with special needs has the same right to learn from an early age, both through formal and non-formal (Alam, 2016). The difference between regular students and children with special needs lies in children's general growth and development (Hamdan et al., 2021). Children with special needs require special attention and methods in educating or providing education. Parents have a significant role in accompanying and providing education directly or indirectly. Parents must now understand special needs to determine future educational steps (Wahyuni & Aulia, 2022). Whereas indirect education is the path, parents take to ask for help from expert teachers in their fields to get proper educational guidance (Hasugian et al., 2019). Children with special needs are influenced by their factors, the environment, and a combination of themselves and the environment. Factors from oneself are related to the limitations and extraordinary abilities of children during periods of growth and development, such as physical, mental, intellectual, and emotional aspects (Sari, 2020). Few children have physical disabilities from birth due to genetic disorders (Hikmat, 2022). There are also children with special needs who are detected or experience symptoms during their growth and development at an early age.

Close supervision in early childhood is necessary to discover the symptoms and ways to overcome them. Do not let parents and teachers ignore emotional signs other than visible physical. The condition of children who quickly experience emotional outbursts, have excessive jealousy of others, enjoy injuring themselves, and experience difficulties when studying are some of the symptoms of children with special needs (Salim, 2013). Based on the description above, further research on educational services for children with special needs is needed. This study aims to identify and explain the implementation of the Individualized Learning Program (PPI) in the Mutiara Integrated PAUD, Yogyakarta.

2. METHODS

This study used a qualitative research method with a descriptive approach. This research was conducted at the Mutiara Terpadu PAUD, Yogyakarta. This educational institution is in Manggis, RT 01 Baturetno Banguntapan, Bantul, Special Region of Yogyakarta. Primary data sources are from Mutiara Terpadu PAUD teachers in Yogyakarta, the Head of Mutiara Terpadu Yogyakarta PAUD, and secondary data sources from the results of research journals, books, websites, and supporting documentation relevant to the research study. They are obtained through observation, interviews, and documentation. The data is also supported by various literature, theoretical studies, and research results, which are the focus of this research. Data analysis was done using the triangulation method by sorting and grouping to conclude. Data collection techniques include observation in the individual learning process of inclusive education, interviews related to learning programs conducted by PAUD teachers, and documentation, including photos of PAUD learning activities as proposed by Miles and Huberman. Qualitative analysis activities consist of three series: data reduction, data presentation, and drawing conclusions or verification. Can draw research results based on existing data about individual

learning programs as the implementation of inclusive education.

3. FINDING AND DISCUSSION

Individual Learning Program/PPI in the Learning Process Based on PAUD Assessment

Based on the research findings that have been carried out that the Individual Learning Program during the learning process based on PAUD assessments carried out by teachers for inclusive children creates a particular assessment format which is one of the ways used to instill values of togetherness and cooperation in giving assignments in groups in schools with Children's discussions become more active because they are given the freedom to express opinions and constantly show appreciation to their friends. They provide good group assignments in class, thereby respecting children's ideas and realizing that their views are only sometimes correct and there are differences of opinion among them. In addition, the tasks given by the teacher are carried out according to their respective responsibilities and are completed together (Rahmawati, 2023). In addition, based on the results of observations in class, this learning program is carried out routinely once a week to control children with special needs by providing an assessment format for parents so that programs made at schools run smoothly as expected (Observation, 2023).

The objectives of the Individual Learning Program are as follows; (a) helping teachers adapt general programs/special programs for ABK based on children's strengths, weaknesses, or interests, (b) providing educational services for children according to the needs and abilities of early childhood, and (c) providing assistance in the form of flexible guidance to children and parents (Direktorat Jenderal PAUD dan DIKMAS, 2018). Based on the results of interviews with PAUD teachers, it was stated that this unique program aims to help and facilitate children to achieve independence according to their needs and abilities. This is to (Direktorat Jenderal PAUD dan DIKMAS, 2018); special programs are replacements and transfers of functions that are lacking or missing from individual abilities so that they can replace or balance these functions. It can also be interpreted as an effort to facilitate children who experience obstacles in one or several certain aspects that are transferred, or replaced, to other functions that allow them to replace lost or vulnerable parts.

Education lasts a lifetime, from when humans greet the world until they leave it (Egan, 2021). Then the question will arise when education begins? Education starts as early as possible, from 0-6 years old, when a child has interacted with other people and the non-formal and formal environment through school institutions. Education at this stage is called early childhood education (Fardila, 2018). Law No. 20 of 2003 concerning the National Education System explains that Early Childhood Education (PAUD) is an effort to foster children from birth to provide stimulation of knowledge and experience so that children are physically and spiritually ready to continue their education to the next level (Kemdikbud, 2021). Early childhood education aims to build a solid foundation of potential with moral behavior and develop all potential to maximize the golden period of child growth (Kemendikbud, 2021).

This is in line with the explanation of the Regulation of the Minister of Education and Culture (Permendikbud) No. 37 of 2014 that early childhood education must be carried out to maximize six aspects of its development, namely: moral, cognitive, social-emotional, language, physical-motor, and artistic elements. The moral aspect is essential in early childhood education because it relates to manners and morals (Tatminingsih, 2022). Habituation of moral formation can be started with good habituation in daily activities, namely, praying before eating, speaking good words, being willing to queue, and being polite to more mature people. Moral determines a person's personality in the future, so it becomes the main focus point in early childhood education because a person's good or bad is judged by character (Naili Rohmah, 2014).

The cognitive and physical motor aspects are related to the intelligence of children's thinking. The habituation of mental and physical-motor elements in early childhood education can be started by

getting children excited about activities to explore their curiosity (Barker & Lugt, 2022). Early childhood usually has a high interest in something. This opportunity must be utilized as best as possible to improve children's cognitive and physical skills (De Souza Martins et al., 2017).

The next aspect is the social, emotional aspect, language, and art (Kartika et al., 2018). Early childhood usually has unstable, sensitive emotions and explosive tempers. The role of parents, teachers, and family is essential to help the child get used to interacting with other people and the environment. Social and emotional intelligence can be seen in the signs of children who easily get along with and quickly adapt to the environment (Delhi, 2006). A child will easily interact and adapt from good mastery of language to communicate. Communication is essential to express all feelings; without speaking or writing, children will be isolated because they feel alone.

Children can easily acquire social, emotional, and language intelligence through art (Qibtiyatul Quro, 2021). Art is a child's ability to process information into actions and habits. A pattern will become a continuous habit. Art consists of creative acts of children creating new things as a form of self-expression. When a child already has an artistic spirit, it will be easier to develop other intelligence because he usually has a free heart to establish himself (Lundbäck & Fälth, 2019). Early childhood education is synonymous with learning while playing (Akrim & Harfiani, 2019). Each student performs various games and activities that hone creativity-starting from singing activities, drawing, coloring, and other playing activities. The various activities carried out indirectly involve and foster the creative power of each child, which then supports the development of different aspects (Ulfa & Inayati, 2022).

Implementation Of PPI In Optimizing The Abilities Of Heterogeneous Children In PAUD

The implementation of inclusive education has tremendous implications for the fulfillment of children with special needs. Based on the results of interviews, the application for special needs has various obstacles in the field because of the different characteristics that children have in several types of behavior. This aligns with Diahwati and Suprihatiningrum (Rokhim et al., 2021). The challenges of inclusive education in learning activities include that classes must remain harmonious, given the diverse population. Children with special needs need much effort to understand concepts most of the course has mastered. In addition, inclusive education also aims to provide the most comprehensive opportunity for students with physical, social, emotional, and mental disabilities, as well as students with exceptional intelligence or talents, to obtain quality education according to their needs *kebutuhan* (Salpina & Putri, 2023).

The results of this interview research stated that Mutiara Yogyakarta PAUD has many good characteristics in terms of ethnicity, culture, and language, so these differences become a unifier in fostering a sense of tolerance in each child (Rahmawati, 2023). In inclusive schools, class teachers design learning planning settings, while special accompanying teachers (GPK) are collaborating professionals. Learning plans made for students with disabilities are different from regular students. Regular students are made RPP (learning implementation plans), and children with special needs are made PPI (individual learning programs), which are created to adapt to more specific learning by following the different characteristics and conditions of each individual (Purbasari et al., 2022).

Based on the results of interviews with PAUD teachers that were designing individual programs, a teacher must dig up student information which includes aspects of physical, emotional, and social behavior, and be able to know the strengths and weaknesses as material for consideration in preparing learning programs according to the unique needs of children during their growth period. Period. Profile results of recording information from the identification and assessment stages.

Children with special needs are divided into 2 (two): children with permanent special needs and children with temporary special needs. Children with permanent special needs usually occur from birth, such as physical conditions that experience visual impairment (visual impairment), hearing impairment (deaf impairment), intelligence disorder (mental impairment), movement disorder (physical

impairment), and behavioral and emotional disorders (physical impairment). Barrel), slow learning, autism, ADHD, and specific learning disorders (Rapisa et al., 2021). Meanwhile, children with temporary special needs experience learning difficulties due to environmental factors (Efendi et al., 2022). The situation's circumstances and ecological conditions greatly influence the child's learning process. a child who experiences learning disorders due to natural disaster trauma, teacher errors in teaching, and environmental conditions with low motivation are some examples of temporary ABK. Children with temporary special needs cannot be taken seriously because if they are not immediately handled with the right strategy, they will move up to become permanent crew members (Palupi, 2020).

Another opinion states that the classification of children with special needs is divided into 3 (three) categories, namely: first, special physical needs, namely the condition of children experiencing physical disorders such as hearing, vision, and other limb defects that, in the long term, cause not optimal body function (Poh et al., 2017). Second, special mental needs are related to the child's emotional state in interacting with the environment (Bakhtia & Maulana, 2021). Third, special requirements for social behavior related to special needs must be given to children when experiencing difficulty adapting to other people and the environment (Indriani & Rasyad, 2020). Suppose these children with special needs are left alone in the long run. In that case, they will grow into anti-social individuals who can become enemies of the environment, so they create problems with the environment or other people, clash, and don't get along. In essence, children with special needs (ABK) have different privileges. A teacher must be able to design an educational program appropriate to the child's situation and condition (Temesgen, 2018). Early childhood education programs for children with special needs are more intense than regular programs (Hui et al., 2019). A teacher trusted by parents to guide their children with special needs must master the strategies for designing individual learning programs (PPI).

A children's learning program is a program designed for each child with special needs based on the results of an assessment of the child's abilities so that children can be served according to their skills and replace or improve what is weak from various aspects of their development (Slade et al., 2018). PPI is a program that is dynamic, meaning that it adapts to child development. Making individual learning programs is carried out through the following stages: first, Identification and Assessment; the identification process is a process of getting to know students (Alice, 2018). In designing individual programs, a teacher must dig up student information which includes aspects of physical, emotional, and social behavior, and be able to find out strengths and weaknesses as material for consideration in preparing learning programs according to the child's unique needs during his growth period. Second, the profile results from recording information from the identification and assessment stages. The teacher will consider this profile in preparing daily learning assistance according to the abilities and potential that must be explored (Nurul Hidayah Ismail Rosadah Abd. Majid, 2020). Third, the teacher prepares the Individual Learning Program for each child according to their conditions. With this individualization program, it is hoped that children can be served optimally (Willis et al., 2019).

Fourth, the Individual Daily Learning Implementation Plan (RPPHI) guides the teacher in implementing the PPI program later. The Individual Daily Learning Implementation Plan (RPPHI) includes aspects of student development that will be developed and daily lesson plans. Because each child has different needs, the RPPHI is also different. RPPHI makes it easier for teachers to measure and assess the extent to which children develop following the learning process (Indra Jaya et al., 2018). Fifth, implementing learning programs is a teaching and learning activity between teachers and students (Nastiti & Azizah, 2019). Each child has a different teacher. Ideally, one child per teacher, so handling children is more optimal. If one teacher is required to hold more than one child, it is hoped that they can understand the differences in each child with different special programs. The implementation of special programs during the learning process between one child and another is usually separated in other rooms even though learning activities are carried out together. Separation of spaces when undergoing special programs aims to maximize children's learning from the teacher to improve their different learning abilities (Gjelaj et al., 2020). A deaf person has unique needs for reading

communication with verbal or visual views, while a blind person learns to communicate and use the ability to hear. So to meet the special needs of these individuals must be separated.

Sixth, evaluation. After the learning process activities are carried out, an achievement will appear due to the learning process (Noor & Kurniawati, 2019). The evaluation aims to determine the strengths and weaknesses of a program implemented to improve future programs. Implementing the evaluation can take the form of direct and indirect evaluation. Immediate evaluation occurs in the middle or when the learning program occurs. Justification and improvement are carried out when it is not successful according to the standard. At the same time, indirect evaluation is an evaluation that is carried out after the learning program is complete. Indirect evaluation usually assesses students' learning achievements and deficiencies in the learning period (Rapson, 2021). Children with special needs have a unique program that must be intense and consistently carried out to develop following the typical early childhood growth lag. Seventh, follow-up is an effort to follow up on the evaluation (Nahdi & Yunitasari, 2019). Follow-up in the form of improvements to special learning programs that have yet to be achieved or creating new learning programs as a continuation of special learning programs to improve the abilities of ABK.

The Child Care Park, Play Group, and Islamic Plus Mutiara Kindergarten were established in 2005 in Manggis Baturetno Banguntapan, Bantul. Furthermore, in the 2013-2014 Academic Year, it became a Mutiara Yogyakarta Integrated PAUD Institute unit. This school provides services for children with special needs through the inclusive school concept, which began in 2015. In general, PPI aims to optimize each student's potential based on each individual's uniqueness. Meanwhile, the specific aim of PPI is to provide optimal services and accommodations suitable for students (Kemdikbud, 2021). The PPI implemented at the Mutiara Yogyakarta Integrated PAUD uses 4 (four) main streams, namely: planning; implementation; evaluation; and follow-up, as follows:



Figure 1. Mutiara Yogyakarta Integrated PAUD PPI Flowchart

Planning is carried out by forming a PPI Team, assessing, and preparing the PPI program. Implementation of PPI itself emphasizes learning consistency through the planned learning objectives. Team members control each other and communicate well. Evaluation is carried out to see the feasibility and effectiveness of PPI. The PPI cycle must continue and not break halfway (Tatminingsih et al., 2021). Evaluation is carried out through 2 (two) types, namely: assessment of results (oriented towards student achievement); and process evaluation (feedback orientation). Follow-up was carried out by including remedial and enrichment programs. The PPI concept is aligned with one of the Pearl Integrated PAUD Education Pillars: Child-Centered. All activity programs are designed according to the needs and conditions of the child. Although implementing activities is carried out classically, the attention given is individual. This aligns with inclusive education, which leads to interpersonal relationships between educators and students (Tatminingsih et al., 2021).

4. CONCLUSION

Children with special needs require special services adapted to the child's conditions and potential. Identifying children with special needs is done by looking at several factors in development. Individual Learning Programs in the Learning Process Based on PAUD Assessment, all activity programs are designed according to the needs and conditions of the child, with individual attention. PPI planning is carried out by involving a written agreement with the student's guardian. In this case, the guardians of students are engaged in program design and implementation. PPI implementation involves selected teachers specifically assigned to assist children with special needs. Teachers always communicate with the curriculum sector and with parents to monitor the progress achieved by children. Learning outcomes are continuously evaluated to ensure progress in a positive direction. The recommendations from this study are the basis for determining follow-up steps in improving individual learning programs from each PAUD institution in Indonesia.

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