

Detection Of Students With Special Needs At 1 Kesik Public Elementary School

Devi Sri Wahyuni^{1*} Aswasulasikin², Abdul Aziz³
Faculty Of Science Education, Hamzanwadi University

*Corresponding Author e-mail: devi.sriwahyuni@student.hamzanwadi.ac.id

Abstract: This study aims to determine how to detect students with special needs early and can detect the presence of students with special needs in class 1 and grade 2. This research uses descriptive qualitative research methods, which are naturalistic research which aims to describe the early detection of students with special needs at SDN 1 Kesik. The results of this study are the procedures for implementing the identification of students with special needs carried out by teachers or homeroom teachers with several stages, namely: (a). collecting child data (b). transferring (c). calcifying student data (d). Holding internal consultation meetings with all staff at the school: principal, homeroom teacher, special education teacher, subject teacher, and the entire team of teachers (e). organizing case meetings (f). preparing the final report. Identification procedures are carried out by teachers or homeroom teachers to find students who have barriers in the classroom. There are 3 students detected as having special barriers at SDN 1 Kesik in the lower grades with 3 cognitive barriers, including (1) moderate speech difficulties, (1) severe cognitive difficulties, and one (1) student has more than 2 barriers, namely severe cognitive difficulties, moderate speech difficulties, and severe dyslexia

Article History

Received: 31-07-2023

Revised: 04-09-2023

Published: 20-11-2023

Key Words :

Children with Special Needs,
Early Detection.

How to Cite: Wahyuni, D. S., Aswasulasikin, A., & Aziz, A. (2023). The Detection Of Students With Special Needs At 1 Kesik Public Elementary School. *IJE : Interdisciplinary Journal of Education*, 1(2), 183–189. <https://doi.org/10.61277/ije.v1i2.25>



<https://doi.org/10.61277/ije.v1i2.25>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

According to (Yumnah, 2021) Education in a nation is absolute for all Indonesian people from various layers, classes, social statuses, and so on. Education is also a right for all children without exception. (Pratiwi et al., 2023) For this reason, children have the right to education, even though every child is not born perfect, many of them are born imperfect or have a disability or come from poor families, broken homes, and others. (Umam & Arifin, 2020). The education referred to here is not non-formal but formal, including the teaching and learning process involving teachers and students. People absolutely need the help of others to fulfill their potential, to be useful for religion, nation and state. One form of assistance that can be obtained is the learning process.

Similarly, students with special needs have the same right to education. Every student, perfect or imperfect, still has the right to education. As stated in the original Article 32 (1) of

the 1945 Constitution, "every citizen has the right to education"; Article 32 (2) of the 1945 Constitution states that "every citizen is obliged to attend basic education and the state is obliged to pay for it." (Mansur, 2018). Law No. 20/2003 on the national education system, article 5 (1) emphasizes that "every citizen has the same right to quality education". This law is strong evidence of the existence of inclusive education in society (Mansur, 2018).

According to Lipkin et al., (2015). In this regard states that students or children who have special needs/disabilities or are mentioned more specifically outside children. Children who need special assistance need help to meet their needs, such as educational services, social services, guidance and counseling services and various other special services. Ilahi (2013; 4) explains ABK as follows, children with special needs are those who have temporary or permanent special needs that require more intense educational services. Children with special needs (ABK) are those who have differences with the average child of the same age or children in general. Meanwhile, according to the explanation of Suharlina and Hidayat (2010) ABK is a child who requires special handling in connection with developmental disorders and abnormalities experienced by students (Sidiq et al., 2023).

Likewise, students with special needs have the same right to education. Article 28 H of the 1945 Constitution guarantees everyone the right to convenience and special treatment as well as equal opportunities and benefits to achieve equality and justice. This special treatment can also be done for children with special needs. Child Protection Law No. 23 of 2002 also requires the government to respect the rights of children with special needs as stipulated in Article 21, where the state and government have the duty and obligation to respect and guarantee the human rights of every child without any differences in ethnic background, religion, race, class, gender, ethnic origin, culture and language, legal status of the child, birth order, and the child's physical and/or mental condition. Fulfillment of the rights of children with disabilities/disabilities is also contained in article 41 paragraph (2) of Law Number 39 that "every person with disabilities, elderly people, pregnant women, and children has the right to special facilities and treatment".

Children who need special assistance need assistance to meet their life needs, such as education services, social services, guidance and counseling services and various other special services. According (Ediyanto et al., 2017) explains ABK as follows, children with special needs are those who have temporary or permanent special needs so they need more intense educational services. ABK are those who are different from the average child of their age or children in general. Meanwhile, according to the explanation of ABK is a child who requires special treatment in connection with developmental disorders and abnormalities experienced by students. All content must be adjusted.

Similarly, in international conversations about children with special needs, which today are often referred to as children with special needs. Anak Berkebutuhan Khusus (ABK) can be interpreted as children who are classified as disabled or with disabilities or also children who have special intelligence or talent, psychological, physical cognitive, intellectual disabilities, emotional disorders (Kristiana & Widayanti, 2021). Children who have high intelligence can be classified as special children because they need trained and professional care.

According (Maenner et al., 2021) In addition, state that children with special needs need special education and related services if they are to reach their full potential as human beings. They need special education because they look different from other children, have

intellectual disabilities, cannot hear or speak fluently, have physical disabilities that prevent them from carrying out their own activities, have emotional or behavioral disorders that are not the same as children in general. Therefore, these children need intensive assistance.

In addition state that children with special needs require special education and related services if they are to reach their full potential as human beings (Nurfadhillah, 2021). They need special education because they look different from other children, have intellectual disabilities, cannot hear or speak fluently, have physical disabilities that prevent them from doing their own activities, have emotional or behavioral disorders that are not the same as other children. Therefore, these children need intensive assistance, so that they can be empowered independently and through special education.

Children with special needs in the family and at the learning stage do not have the opportunity to express their opinions about their own needs, often their needs are met without giving children with special needs the opportunity to express their opinions. Moreover, children with special needs who excel in the fields of education, sports and arts stil do not recive adequate appreciation even though they have made the nation and state proud in the fields of education, sports and sports (Sidiq et al., 2023).

So from some of the above, it can be concluded that children with special needs are children who experience abnormalities / deviations both physically, mentally, intellectually, socially and emotionally, thus requiring early detection of children with special needs to determine developmental disorders and learning disorders faced by children.

Inclusive education is an education delivery system that provides opportunities for all students who have abnormalities and have the potential for intelligence and / or special talents to participate in education or leaming in an educational environment together with students in general (Setianingsih & Listyarini, 2019). Over time, the implementation of inclusive schools has faced various challenges, both from within and outside the school. Challenges that come from within the school include the unpreparedness of teachers in educating children with special needs in the inclusive class (Pratiwi, J., 2015). Teachers still have difficulty in seeing differences or identifying between general children and children with special needs. In response to the challenges above, it is expected that teachers have the ability to identify/detect and provide services that are in accordance with the learning needs of each child with special needs.

Early detection is an initial effort that must be made in collecting various information related to the purpose of the problem. Early detection of children with disabilities. is an effort to observe physical or psychological growth and development in a specific way, in order to help students to be treated according to the subject's condition. Early detection or early identification is different from assessment. Early detection is an initial stage that is still general in nature from a more detailed assessment. The purpose of early identification and assessment is different. This concerns competence and professionalism (Leaner, 2008; Directorate of PSLB, 2007; Yusuf. 2005).

Early detection of students with special needs is intended as an effort (teachers) to find out collect students with obstacles and student strengths as early as possible in relation to providing appropriate educational opportunities to avoid learning problems (Lerner, 2008; PSLB Department, 2007; Yusuf, 2005). Therefore, knowiedge about early detection is absolutely necessary to know whether a child has visual, hearing or other impairments.

Research Method

The type of research is research that uses qualitative methods with descriptive qualitative design. Qualitative research is naturalistic, namely research based on field data, on natural conditions and field data is used as material in the formulation of the theory of research results (Yusanto, 2020). Thus, the research report will contain data quotations and provide an overview of the report presentation. The data comes from interviews, field notes, personal documents, and other official documents. This qualitative research is used to determine the existence of students with special needs in class 1 (one) and class 2 (two) of SD Negeri 1 Kesik.

The research was conducted in kesik, masbagik sub-district, east lombok district. Regarding the research time, therefore the researchers conducted the research in the even semester of the 2022/2023 academic year. Data collection can be done with various sources, if viewed from the source of the data, then the collection uses primary and secondary data sources, because the data source is both a place and a research to find information about the data needed. This study uses data collection techniques using observation, interviews and documentation (Maulida, 2020).

Data analysis was carried out using reduction, data display, and verification. To obtain the validity of the data collected in this study, the development technique that can be used in qualitative research is the triangulation technique (Octaviani & Sutriani, 2019).

Result and Discussion

The results of the identification procedure According to Gunawan (2016) which have been carried out are in accordance with those carried out by Kesik 1 Public Elementary School. So that the n1 kesik public elementary school has carried out the procedure for identifying students with special needs. But the lack of human knowledge teacher regarding the handling that will be carried out after identifying students. Teachers have not mastered how to educate students according to their learning needs.

Table 1. Student Data Detected Students With Special Needs In Low Grades.

No	Name of Student	Class	Obstacle
1	Saqila Fasihatus Nisa	1	Severe cognitive thinking difficulties, moderate speech difficulties and severe dyslexia
2	Lalu Muhamad Alfin	2	Severe Thinking/Cognitive Difficulties
3	Sila Febriana	2	Realizing speaking moderately

Based on table 1. regarding student data detected students with special needs in class 1 and class 2 who are suspected of having obstacles. In class 1 there is 1 student who is suspected of having special obstacles, namely saqila fasihatus nisa from kesik, has severe thinking / cognitive difficulties, moderate speech difficulties, and severe dyslexia. In class 2 there are 2 students who are suspected of having special obstacles, namely then muhamad

alfin has severe thinking / cognitive difficulties and Siswi sila febriana also has moderate speech difficulties.

Gunawan (2016), for students who have entered school to become students at particular school, identification is carried out with the following steps. In class 2 there are 2 students who are suspected of having special obstacles namely then Muhammad Alfin and Sila Febriana. Students named last name Muhammad Alfin have cognitive barriers, namely students have specific learning difficulties, these students have late reading ability development, low ability to understand reading content and often make mistakes when reading. Sila febriana students also have difficulty speaking, when speaking, the words spoken are not clear, so they are difficult to understand.

Early identification was carried out by Kesik 1 Public Elementary School in grades 1 and 2 using the procedure described in the discussion. But now it is still at the stage of classifying student data which is to find students who do belong to children with disabilities and other special needs who need educational services. There are several steps in order to carry out the procedure for identifying students who have special barriers at school age. According to Gunawan (2016), for students who have entered to become students at certain schools, identification is carried out with the following steps.

1. Collect data about children

At this stage the officer or teacher who carries out this identification activity needs to collect data on the condition of all students in the class (based on the symptoms seen in students) mark which students show certain symptoms, then conclude which students experience certain obstacles so that they are classified as children with special needs (ABK). By using the identification tool for students with special needs, teachers can carry out screening activities properly and the results can be used for further handling materials.

2. Transfer (Referral)

According to (Campione et al., 2013). Transfer (referral) is a referral of a child by another professional teacher to help solve the problem of the child in question. Based on the symptoms found at the student data collection/screening stage, students are then grouped into 2 groups: First, there are children who need to be referred to other experts (professionals) and can be handled directly by the teacher in the form of appropriate learning services. Second, there are children who need to be consulted with other expertise first (referral) such as psychologists, doctors, orthopedagogics (PLB experts), and therapists, then handled by the teacher. The process of referring students by teachers to other professionals to help overcome the problems of the child concerned is called the transfer process. If these professional staff are not available, assistance can be requested from other available staff such as Special Guidance Teachers (PLB Teachers). special (ABK). By using the identification tool for students with special needs, teachers can carry out screening activities properly and the results can be used for further handling materials.

3. Classifying student data

At the stage of classifying student data, the aim is to find students who are indeed classified as children with disabilities and other special needs who need educational services. This classification activity sorts out which students with special needs need

further treatment and which ones can immediately take part in special education services in regular classes.

4. Hold an internal consultation meeting with all staff in the school: principal, homeroom teacher, special education teacher, subject teacher, and the entire teacher team.

At this stage, the results of the analysis and classification that have been made by the teacher are reported to the school principal to get suggestions for solving or following up. It is necessary to hold a meeting aimed at consulting the results that have been found in carrying out identification activities, and getting suggestions from other parties.

5. Organize case meetings

At this stage, activities are coordinated by the school principal after data on students with special needs is collected from grade 1 and grade 2, the principal can involve: (1) the principal himself; (2) class teacher/homeroom teacher; (3) parents/guardians of students. The material for the case meeting is discuss the findings of each teacher regarding the results of the identification that has been carried out, and to get responses and ways to solve them and overcome them.

6. Prepare a final report on the results of the case meeting

At this stage, it is necessary to formulate responses and ways of solving problems and overcoming them in reports on the results of case meetings.

Conclusion

This research is a descriptive qualitative research which aims to describe the early detection of students with special needs at SDN 1 Kesik. Data were obtained by conducting direct interviews with the school. Based on the results of descriptive qualitative research using observation and interview techniques conducted at SDN 1 Kesik regarding early detection at SDN 1 Kesik, conclusions can be drawn. The conclusion is described as follows:

1. There is a procedure for implementing the identification of students with special needs which is carried out at Kesik 1 Public Elementary School, which is carried out by the teacher or homeroom teacher to get results for students who have obstacles in the class with the following stages: Collect student data transfer, Analyze data and classify students, Holding internal consultation meetings with all staff at the school: principal, homeroom teacher, special education teacher, subject teacher, and the entire teacher team. Organize case meetings, Prepare the final report There are students who are suspected of having obstacles at SDN 1 Kesik with 3 cognitive barriers, including (1) moderate speaking difficulties, (1) severe thinking/cognitive difficulties, and one (1) student having more than 2 obstacles namely learning/severe cognitive difficulties, moderate speaking difficulties, and severe dyslexia.

References

- Campione, J. C., Shapiro, A. M., & Brown, A. L. (2013). Forms of transfer in a community of learners: Flexible learning and understanding. In *Teaching for transfer* (pp. 35–68). Routledge.
- Ediyanto, E., Atika, I. N., Kawai, N., & Prabowo, E. (2017). Inclusive education in Indonesia from the perspective of widyaiswara in center for development and empowerment of teachers and education personnel of kindergartens and special education. *Indonesian Journal of Disability Studies*, 4(2), 104–116.

- Guzman, A. L. (2018). What is human-machine communication, anyway. *Human-Machine Communication: Rethinking Communication, Technology, and Ourselves*, 1–28.
- Hartadi, D. R., Dewantoro, D. A., & Junaidi, A. R. (2019). Kesiapan sekolah dalam melaksanakan pendidikan inklusif untuk anak berkebutuhan khusus di sekolah dasar. *Jurnal Ortopedagogia*, 5(2), 90–95.
- Kristiana, I. F., & Widayanti, C. G. (2021). *Buku ajar psikologi anak berkebutuhan khusus*.
- Lipkin, P. H., Okamoto, J., Health, C. on C. with D. and C. on S., Norwood Jr, K. W., Adams, R. C., Brei, T. J., Burke, R. T., Davis, B. E., Friedman, S. L., & Houtrow, A. J. (2015). The individuals with disabilities education act (IDEA) for children with special educational needs. *Pediatrics*, 136(6), e1650–e1662.
- Maenner, M. J., Shaw, K. A., Bakian, A. V., Bilder, D. A., Durkin, M. S., Esler, A., Furnier, S. M., Hallas, L., Hall-Lande, J., & Hudson, A. (2021). Prevalence and characteristics of autism spectrum disorder among children aged 8 years—autism and developmental disabilities monitoring network, 11 sites, United States, 2018. *MMWR Surveillance Summaries*, 70(11), 1.
- Mirawati, M. (2020). *Identifikasi Anak Berkebutuhan Khusus di Sekolah Inklusi*. Deepublish (Grup Penerbitan Cv Budi Utama).
- Mansur, H. (2018). *Implementasi Pendidikan Inklusif*.
- Maulida, M. (2020). Teknik Pengumpulan Data Dalam Metodologi Penelitian. *Darussalam*, 21(2).
- Nurfadhillah, S. (2021). *Pendidikan Inklusi Pedoman bagi Penyelenggaraan Pendidikan Anak Berkebutuhan Khusus*. CV Jejak (Jejak Publisher).
- Nugroho, W. S. (2021). Pemetaan Anak Berkebutuhan Khusus Pada Sekolah Inklusi Melalui Program Identifikasi Dan Asesmen. *Jurnal Pendidikan Dasar Flobamorata*, 2(1), 111–117.
- Octaviani, R., & Sutriani, E. (2019). *Analisis data dan pengecekan keabsahan data*.
- Pratiwi, N. V., Mutsaqib, A., & Makmun, S. (2023). Pendidikan dalam Cengkraman Kapitalisme. *Cakrawala Jurnal Manajemen Pendidikan Islam Dan Studi Sosial*, 7(1), 76–88.
- Setianingsih, E. S., & Listyarini, I. (2019). Implementasi Pelaksanaan Pendidikan Inklusi di SD Bina Harapan Semarang. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 3(1), 257–268.
- Sidiq, M., Ulum, N., & Fikri, R. M. (2023). Upaya Pemenuhan Hak dalam Bidang Pendidikan Bagi Anak Berkebutuhan Khusus: Studi Deskriptif di SMP Inklusi Taman Pendidikan dan Asuhan atau TPA Kabupaten Jember. *FAJAR Jurnal Pendidikan Islam*, 3(1), 50–65.
- Umam, M. M., & Arifin, R. (2020). Aksesabilitas Kaum Difabel Dalam Perlindungan Hukumnya Dalam Perspektif Hak Asasi Manusia. *Pena Justisia: Media Komunikasi Dan Kajian Hukum*, 18(1).
- Yumnah, S. (2021). Character Education with Islamic Insights of The Nusantara. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 547–562.
- Yusanto, Y. (2020). Ragam Pendekatan Penelitian Kualitatif. *Journal of Scientific Communication (Jsc)*, 1(1).