



Guidance and Counseling Services for Inclusion Schools

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Abstract

The research problem is the low quality and quality of guidance and counseling services in inclusive schools and the direction of their development policies. Children with special needs have the same right to obtain quality education services. Educator competencies and service programs based on needs studies are a must in inclusive schools. This study aims to develop a hypothetical model of guidance and counseling services in inclusive schools. The method used is literature review with content analysis techniques. The study results show; (1) The representation of children with special needs is 13.8%, (2) the competence of the counselor includes pedagogy, personal, social, and professional, (3) the model of counseling services for inclusive children, namely basic services, specialization & individual planning, responsiveness, support and System. This refers to the functions, principles, areas of service, and the direction of the developer's policies that are oriented towards developing independence, self-control, and involving stakeholders.

Keywords: guidance and counseling, counselors, inclusive education

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INTRODUCTION

Services for children with special needs are currently being seriously studied. This is due to the low quality and quality of inclusive school services and the feeling of discrimination. On the other hand, many groups voiced equality for the fulfillment of their rights. Inclusive education is expected to be able to accommodate the specific conditions of students and provide the same services as normal children.

Inclusive education is an education system that is open to all children and accommodates their needs according to the child's conditions (Kustawan, 2012). The implementation has been stipulated in the Regulation of the Minister of National Education (Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009) which states that this education is implemented for students who have disabilities and have the potential for intelligence and or special talents.

Facts in the field show the unavailability of special mentors who qualify as Bachelors in Guidance and Counseling or counselors, service planning has not been

based on need's studies, and there is still a lack of knowledge of school administrators about the inclusive education system (Wardah, 2019). This causes the optimal service for students with certain specialties to be obstructed, and discrimination occurs. The low understanding of school administrators causes the direction of policy making not to accommodate students' needs.

The implementation of inclusive education requires two important aspects that must be fulfilled, namely facilities and human resources. The facilities referred to are related to a friendly support system for children with certain physical limitations, such as paralysis, blindness, limb weakness, and so on. Meanwhile, in the human resources section, there are competent special guidance teachers, one of which is a guidance and counseling teacher or a counselor. The task of supervising teachers is to carry out administration, assessment, compiling inclusive education programs, procurement and management of learning aids, coaching, curriculum modification, family counseling, educational development, and establishing relationships with other interested parties (Rudiyanti, 2005).

According to Government Regulation (Peraturan Pemerintah Nomor 17 tahun 2010) the task of a special supervisor is to guide, teach, assess, and evaluate students with disabilities in educational units. This responsibility is carried out in systematic stages, starting from identifying students so that they know their specific characteristics, conducting needs studies, designing programs, modifying curriculum, and evaluating development.

In 2018 in the city of Padang, 46 early-childhood education, 125 elementary schools and 46 junior high schools have been organized in inclusive education (Sari, 2018). This data shows the increasing concern of education policy makers of the importance of this education. However, there are still many problems in practice in the field. The most basic problems are the availability of supporting facilities, the availability of competent teachers, and curriculum development policies. Implementation still prioritizes quantity, not oriented to quality service.

The counselor is one of the pillars of success in implementing inclusive education. There are several reasons that can be stated. First, the service concept is counseling for all, and the client is never wrong. Counseling services see humans as dignified creatures without exception, with this philosophy education will be free from an atmosphere of discrimination. The second reason is that counseling is an educational service that functions to develop and empower clients (Prayitno, 2017). The reality in the field is that it is found that inclusive schools do not have sufficient counselors. The low availability of counselors makes the educational process unable to achieve the desired goals, namely the development of cognitive and social competences for children with special needs.

Based on the preliminary study, it was found that there was no adequate inclusive education program at the school, low supporting facilities, and the lack of competent teachers. In addition, there is no identification of students without special needs in the school, so the prevalence and type of specificity are not known.

LITERATURE REVIEW

Guidance and Counseling for Inclusive Education

Guidance and counseling teachers are educators with minimum academic qualifications of Bachelor in guidance and counseling, while counselors are professional educators with undergraduate qualifications in guidance and counseling and have passed counselor education (Permendikbud No 111 Tahun 2014). There are similarities and differences between BK teachers and counselors, the details can be seen in table 1.

The inclusive education guidance and counseling program should be able to answer the problems experienced by children with special needs so that students can develop well in terms of learning abilities and social abilities. A counselor must have skills that are guided by pedagogical competence. A counselor needs to master the theory and be able to apply the physical and psychological development of the behavior of students and master the ways of service in the world of education itself. Personal competence, including a counselor, can show a religious personality and can uphold the values of those who are served because of unique humans (Ardimen, 2018).

Social competence is related to how a counselor can collaborate with related parties in the realm of education itself. Professional competence, namely a counselor mastering the concept, theoretical framework, then being able to create programs and apply the process of providing counseling services comprehensively.

Table 1. Similarities and Differences in the Dimensions of the Guidance and Counseling Teacher's Duties with the Counselor

Dimensions	Guidance and Counseling Teacher's	Counselor
Status	Undergraduate Educators	Professional Educator
Education	Graduated from S.1 BK	Graduated from S.1 BK + PPK
Expertise	Have competence in the field of guidance and counseling	Have competence in the field of guidance and counseling
Main tasks	Planning the learning process in guidance and counseling Carry out the learning process through counseling services Doing research in the field of guidance and counseling	Planning the learning process in guidance and counseling Carry out the learning process through counseling services Doing research in the field of guidance and counseling
Target	Students in Schools / Madrasahs / Pesantren	Students, Students, and the Broad Community
Setting	Especially in schools / madrasahs / pesantren	Schools / Madrasahs / Pesantren, business and industry, Society at large

Sumber : (Ardimen, 2018)

METHODS

Research design

This study uses a quantitative exploratory method. The aim of this research is to describe the prevalence of students without special needs in SDIT Masjid Raya Lantai Batu. The results of the research are the basis for formulating useful counseling services. The objective of quantitative exploratory research is to lay the groundwork for further research, which is to test hypotheses systematically and thoroughly (Yusuf, 2013).

Data collection

The data-collection tool used the identification instrument for children with special needs issued by the Special-Education Sector of the Ministry of Education and Culture of the Republic of Indonesia. The data collection process is carried out by recording and classifying data according to the sub-problems discussed, which are then organized systematically.

Population and sample

This study involved 195 students of SDIT Masjid Raya Lantai Batu Batusangkar in the 2019-2020 school year.

Analysis data

In this study, two groups of data will be obtained. Quantitative data will be processed using descriptive statistical techniques to see the prevalence of children without special needs. Then qualitative data is obtained from literature studies in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on (Harahap, 2014). Data analysis was carried out using content analysis techniques in order to obtain theories and research results that are able to answer this research problem.

RESULTS AND DISCUSSION

Prevalence of Students with Special Needs at SDIT Masjid Raya Lantai Batu

The prevalence of students with special needs at SDIT Masjid Raya Lantai Batu Batusangkar can be seen in the following table.

Table 2. Prevalence of Students with Special Needs in SDIT Masjid Raya Lantai Batu Batusangkar

No	Class	quantity		%
		Male	Female	
1	I	4	1	18,5
2	II	6	-	22,2
3	III	3	1	14,8
4	IV	2	-	7,4
5	V	1	1	7,4
6	VI	7	1	29,6
Total		23	4	100

The results of the study show that the prevalence of children with special needs is as many as 25 people consisting of 23 boys and 4 girls. When viewed at each level, then in class I as many as 18.5%, class II as much as 22.2%, class III as much as 14.8%, class IV as much as 7.4%, class V as much as 7.4% , and class VI as much as 29.6%. Based on gender, the ratio of numbers is very striking, where as many as 88.5% of children with special needs are boys compared to only 11.5% girls.

When viewed in terms of the type of specialty, there are as many as 20% of students with disabilities and 80% of them are slow learners, while other forms of specialization are not identified. The picture of specificity can be seen in Figure 1. Other studies show similar results related to the prevalence of emotional disorders that occur in preschool children, namely 23.1% in a kindergarten in the Klaten area, and this are closely related to permissive parenting (Soekartiningsih & Pratiti , 2014).

Other studies have shown no significant relationship between authoritative parenting patterns of emotional and behavioral disorders in students (Ilmi, 2015). Permissive parenting is a determining factor in the emergence of emotional disorders in children. The First education experienced by children is education in the family. The child is someone who can imitate a very reliable. The parenting style adopted by parents will become a norm that is adopted and brought into social life at school.

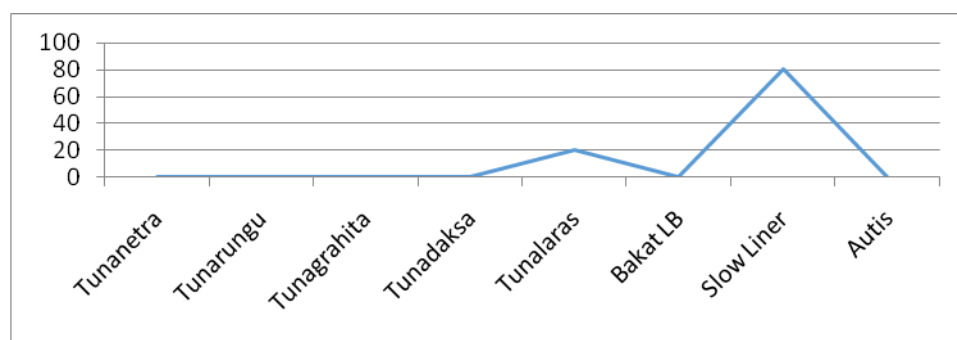


Figure 1. Percentage of Children with Special Needs at SDIT Masjid Raya Lantai Batu

Inclusive Education Counseling Service Model

The counseling service model includes program components, objectives, principles, principles, and service areas (Permendikbud Nomor 111 Tahun 2014). Program components consist of basic services, specialization and individual planning services, responsive services, and system support services. The four components of this program are each colored integrally by the application of functions, principles, principles and service areas.

Through comprehensive BK services, BK services can be carried out well by a counselor by paying attention to the development of these students, for example, in providing basic services, namely the process of service assistance by counselors who need planning such as group counseling and consulting services.

Furthermore, responsive service is when the counselor can find out the needs of students. Meanwhile, individual planning services and system support are adjusted to the teacher's ability to place students who need special handling by working together with related parties. A counselor can carry out counseling services effectively and efficiently if he can apply his knowledge optimally.

The role of the counselor in helping to achieve developmental tasks in socializing is: 1) providing guidance and counseling services that are tailored to the abilities, talents and interests, as well as the types of specialties the child has, as well as grouping them into self-development. The counselor also motivates children to continue to be active, so that they will have confidence if they join normal peers, 2) provide information services related to gender roles according to their needs. Inviting children to be willing to observe the social roles of men and women in society and discuss them through group guidance services with task topics.

3) guiding students to choose careers, namely helping students to understand themselves and their environment in making decisions, planning and directing activities that lead to careers and ways of life that will provide a sense of satisfaction. Career guidance is essentially an educational effort through a personal approach in helping individuals to achieve the competencies needed in dealing with career problems.

Job guidance is a process of assisting individuals to grow and receive a picture of themselves as a whole and a suitable job field for them. Children's career development cannot be separated from environmental factors, both physical, psychological, and social.

The inherent nature of the environment is a change. Changes that occur in the environment can affect a child's lifestyle. If the changes are difficult to predict, or beyond the reach of ability, it will give rise to gaps in the development of children's behavior.

Career guidance in primary schools is aimed at fostering awareness and understanding of students about various activities and jobs in the world around them, developing positive attitudes towards all types of work and developing life habits. Career guidance is also closely related to helping students understand what they like and don't like, self-skills, discipline, controlling their own activities.

CONCLUSION

Guidance services are assistance provided to students in an effort to find a person, know the environment, and plan for the future. Everything intends for students to recognize their own strengths and weaknesses, as a capital to develop themselves in the home environment, school environment and other social environments. Guidance for children with special needs is assistance provided by a counselor to students with disabilities, in an effort to increase self-confidence. Students with special needs have different characteristics. From these various characteristics, the form of education and guidance services also needs to be adjusted.

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