

## Review of Juridic Inclusive Education for Autistic Children at SDN 024777 Binjai According to the Permendiknas RI Number 70 Year 2009

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### Abstract

Autism is a condition that affects a person from birth or during infancy, which makes him unable to form normal social relationships or communication. Inclusive education is an education system that provides opportunities for all children who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with other students. This paper presents the concept of inclusive education from an epistemological perspective. In this study, the formulation of the problem is as follows: What is the right of every child with special needs (autism) to get a proper education according to Permendiknas Number 70 of 2009?; How is the implementation of inclusive education for children with special needs (autism) at SDN No. 024777 Binjai, In this study using a survey method with a qualitative approach. To obtain data, the researcher conducted direct interviews with parents of students (autistic) who are entitled to inclusive education, the Principal of SDN 024777 Binjai, Teacher of SDN 024777 Binjai, who saw the process of children going on until the child reached mature adulthood. To achieve this, every child has the right to a good education, including children with special needs. Employees of the Department of Education and Culture of Binjai City. The data analysis used in this research is triangulation analysis. Those who are different because of the disability, are ostracized, do not get a touch of affection and social contact which means that their existence is not even recognized. The government is amid inclusive education, where inclusive education can place all children (normal children and children with special needs) in a community which is an effort not to separate them from normal society. To provide a deeper understanding of the sources of inclusive education, this paper will present inclusive education in the world of Islamic Epistemology which is a branch of philosophy and examines the estuary of science in which inclusive education is found.

### Keywords

inclusive education; autistic children; disabilities



## I. Introduction

Realizing a just and prosperous society materially and spiritually based on Pancasila is a national development goal. One of the most important components of Indonesian society is children. Because children are the owners of the present and future of the nation as well as the owners of the nation, because in their hands the history of Indonesian human life will continue, so their importance is in the chain of continuity of the traditions of a nation. No one wants to be a child with special needs or disabilities. The term children with special needs are explicitly addressed to children who are considered to have

abnormalities/deviations from the average condition of normal children in general, in terms of physical, mental, and social behavior characteristics.

Every year people with autism (autism) around the world have increased, including in Indonesia. Autism sufferers in Indonesia until 2004 have reached 7,000 people (Ministry of Health: 2004). Every year, this number has increased wherein 2007 the number of people with autism increased to 8,500 people and in 2010 the number of people with autism reached 2.4 million people (Central Bureau of Statistics: 2011). In that year, Indonesia's population reached 237.5 million people with a growth rate of 1.14%. The number of people with autism in Indonesia is estimated to increase by about 500 people every year (Syahrir: 2012).

Education is an important vehicle and an effective medium for teaching norms, disseminating values, and instilling a work ethic among citizens. Education can also be an instrument to cultivate the nation's personality, strengthen national identity, and strengthen national identity. Education can be a strategic vehicle to build collective awareness as citizens by strengthening social ties, while respecting cultural, racial, ethnic, and religious diversity, to strengthen national integrity. 3 All children have the right to education as regulated in Law No. 23 of 2002 concerning child protection, which states that every child has the right to live, grow, develop and participate fairly by human dignity and dignity, and to receive protection from violence and discrimination. One of them is that every child has the right to receive education and teaching in the context of his personal development and level of intelligence by his interests and talents.

The purpose of education is to improve the quality of Indonesian people, namely humans who believe and fear God Almighty, have a noble character, have an independent personality, are tough, intelligent, creative, disciplined, have a work ethic, are professional, responsible, productive, and physically fit. -spiritual.5 In Indonesia, the segregated education system has been going on for more than a century, since the start of education for blind children in Bandung in 1901. The concept of special education and the segregation education system sees children more in terms of their disability (labeling), as the basis for providing educational services. Therefore, there is a dichotomy between special education and regular education. Special education and regular education are considered two completely different things. Pedagogically, the segregated education system ignores the existence of children as unique and holistic individuals, while children's disabilities are highlighted. Psychologically, the segregation system pays less attention to individual needs and differences. There is an impression of equating children's education services based on their disability. Philosophically, the segregation education system creates a dichotomy of a normal and abnormal exclusive society.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

In terms of gender, the number of people with autism with male sex is more than female, with a ratio of 3:1 (Foegen and Resan: 2009). But basically, the autistic disease does not distinguish the sufferer based on social background. Autism can be suffered by people from the rich or poor, high or low educated.

Autism is a condition of a person from birth or during infancy, which makes him unable to form normal social relationships or communication (Adams: 2007). Adams (2007) also said that there are 6 characteristic disorders of autistic children, namely in the areas of social interaction, communication (language and speech), emotional-behavior, play patterns, sensory and motor disorders, and delayed or abnormal development. These symptoms begin to appear from birth or when they are young, usually before the child is 3 years old.

The main problem in making inclusive education effective for children with special needs is the educational therapy that autistic children receive in SLB. Most educational therapies are accompanied by yelling, negative emotions, scary facial expressions, and high-pitched voices and some even apply minor punishments.

In this study, the formulation of the problem is as follows: How is the right of every child with special needs (autistic) to get a proper education according to Permendiknas Number 70 of 2009?; How is the implementation of inclusive education for children with special needs (autism) at SDN No. 024777 Binjai.

Research on inclusive education for autistic children is important to do as knowledge for the community about inclusive education methods applied in public elementary schools in Binjai City. In addition, it can also provide input for the Department of Education and Culture regarding inclusive education for autistic children at SDN 024777 Binjai according to PERMENDIKNAS RI Number 70 of 2009.

## II. Review of Literature

### 2.1 The Nature of Education

The term essence can be interpreted as a characteristic or characteristic of something, which can distinguish it from others.<sup>1</sup> Nature is the most important thing of something that consists of an abstract understanding. Abstract means that it is not concrete or cannot be understood or observed with the five senses. <sup>2</sup> The nature of education, for example, can thus be interpreted as a characteristic or characteristic of education, which is abstract, which can distinguish it from non-education. What is not this education can take various forms. George R. Knight, for example, when discussing "what is the essence of education", consciously distinguishes it from the terms school, learning and training, although the terms are interrelated. Meanwhile, some understand the nature of education, starting with the differences in human nature with other creatures, such as animals. Starting from this, then there are many understandings, for example, that education is for humans, not for animals.

Humans, according to this opinion, are animal educandum (animals that can be educated), some say humans are zoon political (animals that socialize), Max Scheller said humans are Das Kranke Tier (sick animals) who are always restless and troubled. In Islamic terminology, humans are also called hayawanun natiq (thinking animals).

The meaning of education can simply be interpreted as a human effort to foster his personality by the values in society and culture. Thus, however simple the civilization of society, in it occurs or takes place an educational process. That's why it is often stated that education has existed throughout human civilization. Education is essentially a human effort to preserve his life.

Etymologically, in Greek education comes from the word "pedagogic" which is the science of guiding children, in Roman language education is defined as "Educare", which is issuing and guiding, the act of realizing the potential of children who are brought into the world. In German, education is defined as "Erziehung" which is equivalent to educare,

which is to awaken hidden strengths or activate children's strengths/potentials. In Javanese, education means "processing", processing, changing, psychological, maturing feelings, thoughts, and character, changing the child's personality. The term education, according to Carter V. Good in "Dictionary of

Education" is explained as follows:

**a. Pedagogy**

1. The art, practice of the profession of teaching
2. The systematic learning or instruction concerning principles and methods of teaching and student control and guidance; largely replaced by the term of education“, namely systematic knowledge or teaching related to the principles and methods of teaching supervision and guidance of students in a broad sense defined by the term education.

**b. Education**

1. the process of personal development;
2. social processes;
3. professional courses;
4. the art of creating and understanding structured knowledge inherited/developed by generations of the nation.

The word education comes from the word "education" which gets the affix of the pendant. The word "education" contains many meanings, including maintain, develop, train, nurture, and teach. With this additional process, the affix will provide a broader, complex, systematic, and philosophical understanding and understanding.

## **2.2 Inclusive Education**

The term inclusive has a very broad meaning. Inclusiveness can be related to the existence of equality or equality of individual rights in the distribution of certain resources, such as political, educational, social, and economic.

These aspects do not stand alone but are related to each other. Based on Reid's view, it can be seen that the term inclusive relates to various aspects of human life based on the principles of equality, justice, and recognition of individual rights. Meanwhile, if it is related to the education sector, the Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 states that what is meant by inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment in a holistic manner. together with students in general.

Inclusive education is an educational service system that requires children with special needs to study in nearby schools in common classes together with friends his age. Schools providing inclusive education are schools that accommodate all students in the same class. Inclusive education is something new in Indonesia in general. Inclusive education is an approach that seeks to transform the education system by removing barriers that can prevent every student from fully participating in education.

Inclusive education is education that unites PLB services with regular education in one education system or the placement of all ALB in regular schools. With inclusive education, all exceptional children can attend schools nearby and schools that accommodate all children. In the concept of special education, inclusive education is defined as the integration of the provision of special education and regular education in a unified education system. What is meant by extraordinary education is education held for extraordinary or disabled students in the sense of being gifted and talented or with disabilities due to physical, sensory, motor, intellectual, emotional, and/or social barriers.

inclusiveness is an openness to learn together for all students without exception. Children with special needs who must receive intensive education services are:

- a. Blind,
- b. Deaf,
- c. Speechless,
- d. Mental retardation, namely children with mental retardation showing developmental delays in almost all aspects of academic function and social function,
- e. Physically disabled, namely children who experience a form of abnormality or disability in the muscular, bone, and joint systems that can result in impaired coordination, communication, adaptation, mobilization, and the development of personal integrity,
- f. Tunalaras,
- g. Learning difficulties, namely children experiencing difficulties in their academic tasks caused by minimal brain dysfunction so that their learning achievements are not by their true potential,
- h. Slow learning, namely children who are less able to master knowledge within the specified time limit because certain factors influence it,
- i. Autism, namely children who experience developmental disorders and are characterized by the child's inability to relate to other people,
- j. Has a motor disorder,
- k. Become a victim of drug/additive abuse,
- l. Having a disorder,
- m. Multiple disabilities, namely children who have more than one type of abnormality.

### 2.3 Autism

Autism/autism/PDD (Pervasive Developmental Disorder) is a condition affecting a person from birth or during infancy, which makes him unable to form normal social relationships or communication. These symptoms begin to appear at birth or a young age, usually before the age of 3 years in the form of over-sensitivity or lack of sensitivity, unable to use more than one sense simultaneously, focus on details, and difficulty shifting attention from one task to another ( Holtz et al: 2006).

Although the development of communication, socialization, and cognitive development of autistic children is a slow process, the gross motor development of autistic children is normal. The sequence of development in a particular area is also unique, such as being able to read and write words, but not understanding their meaning, and abilities that have been mastered can disappear for no apparent reason. In addition, the intelligence of autistic children is very diverse (superior mental retardation). Autistic children also have talents in the fields of reading, math/arithmetic, drawing, spelling, sports, computers and are capable of being savant (long-term memory, counting, drawing, putting up puzzles, and so on).

Autism is classified as a child with special needs, where children with special needs are children who experience limitations/extraordinary both physical, mental-intellectual, social, and emotional which have a significant effect on the process of growth and development compared to other children of their age.

Education is a privilege that must be obtained and followed by children around the world. Nations around the world have implemented compulsory education at various levels. The government is required to prepare for education, while parents are required to send their children to school.

For children with autism, education can be obtained using inclusive education which is an education system that provides opportunities for all children who have disabilities and



have the potential for intelligence and/or special talents to attend education or learning in an educational environment together with students. other.

Currently, autistic children have participated in educational therapy at Extraordinary Elementary Schools (SDLB), which do not specifically treat autistic people. Children with autism are more often included in special education in the field of mental disabilities (tuna grahita). This is a very basic mistake because autistic children cannot be categorized as mentally disabled children. Children with autism need therapy that can form positive behavior and develop other latent abilities such as speech, motor skills, and concentration power.

## **2.4 Motor Ability of Autist Children**

The motor skills of autistic children are not like children in general. According to Assjari and Sopariah (2011), developmental conditions mental retardation has an impact on motor skills of children with autism. This matter due to system disturbance the central nervous system, Therefore, children with autism generally have motor skills which is lower than peer group of children, both physically qualitative and quantitative. This is indicated by the inability to motor activity for tasks that require movement speed and depth perform motion reactions that require motor coordination and movement skills more complex.

Children with autism show symptoms of motor behavior disorders. Most children Autism shows the existence of stereotypes, such as clapping and shaking the body. Normal hyperactivity especially in preschool children.

However, on the other hand, hypoactivity can occur. Some children also show interference concentration and impulsivity. Also good motor coordination was found distracted, tiptoe walking, clumsiness, difficulty learning to tie shoelaces, brushing teeth, cutting food, and button up clothes.

Impaired motor skills This can be treated using sensory therapy integration that is usually carried out by the an occupational therapist in therapy settings. Therapy done individually. According to Waiman et al (2011), sensory integration therapy emphasizes stimulation of the three main senses, namely: tactile, vestibular, and proprioceptive. Third this sensory system is not very familiar compared to the sense of sight and hearing, but this sensory system is very important because it helps the interpretation and child's response to the environment.

Tactical ability development (touch) autistic children are emphasized to be able to correctly perceive touch which he got. Autistic children tend to hypersensitivity or hypoactivity to touch which they received. The vestibular system is located in the inner ear (semicircular canals) and detects movement and changes in position head. The vestibular system is the basis of muscle tone, balance, and coordination bilateral for impulsivity (repetitive movements), and it is very difficult to control himself (Waiman, et al, 2011). So that the development of balance skills is emphasized so that autistic children can control themselves and reduce movements repeated.

Then proprioceptive (body position) according to Waiman et al (2011), found in muscle fibers, tendons, and ligaments, which allow the child to unconsciously Know the position and movement of the body. Fine motor work, such as writing, using a spoon, or buttoning clothes depend on the proprioceptive system efficient. Hypersensitivity to stimulation proprioception causes the child to be unable to interpret feedback from movement and have a good body awareness low.

Signs of dysfunction of the proprioceptive system is clumsiness, the tendency to falling, strange posture, eating too much messy, and difficulty manipulating objects small, like buttons. System hypersensitivity proprioceptive causes children to like bumping into

objects, biting, or banging the head. So that its development, autistic children can be taught to life skills and daily activities be it academic or non-academic.

### **III. Research Method**

#### **3.1. Research Form**

This study uses a survey method with a qualitative approach. Where the qualitative approach is in the form of data collected in the form of words, pictures, and not numbers. This research is sourced from interview scripts, photos and videos, personal documents, notes or memos, and other official documents. This study presents research data in words, interpretative descriptive analysis that prioritizes the description of words. Although data are consisting of numbers, interpretation and analysis will be given from the qualitative side.

From the scope of the place, the research was carried out at SDN 024777 Binjai. Thus, all data collection activities include interviews at the venue.

To obtain data, researchers conducted direct interviews with parents of students (autistic) who are entitled to inclusive education, Principals of SDLB (Extraordinary Elementary Schools), SDLB Teachers, Employees of the Binjai City Education and Culture Office. The place of research is at SDN 024777 Binjai.

#### **3.2. Research Design**

##### **a. Sampling Technique**

The sampling technique used is purposive sampling, which is very appropriate when the population is small and specific. The sampling method using this purposive sampling technique is carried out sequentially, the longer the sample becomes the larger. Through this sampling technique, the relevant respondents in the interview are asked to name other respondents until a sample is obtained as large as the researcher wants, with the same specialization because they usually know each other.

##### **b. Data Collection Technique**

Research data collection was carried out using direct written interviews with parents of students (autistic) who received inclusive education, principals, and teachers at SDN 024777 Binjai and officials of the Education and Culture Office in Binjai City.

##### **c. Data Processing Techniques**

The data processing technique uses triangulation analysis. Landasan Pendidikan Inklusi Di Perguruan Tinggi.

The foundation is the basis on which to stand or the place where the action begins. In English, the foundation is called the foundation, which in Indonesian is the foundation. The foundation is the most important part of starting anything. According to S. Wojowasito, that the foundation can be interpreted as a base, or can be interpreted as a foundation, basis, guideline, and source.

1. In the Big Indonesian Dictionary (KBBI), foundation means base, base, or pedestal.
2. Another term that is almost the same as the basic word is the basic word. The root word is the beginning, the beginning, or the starting point of everything. Basic understanding, actually closer to the basic reference (basic reference) of the development of something. So, the basic word has a broader meaning than the word foundation or foundation with the basic reference being two different things but very closely related. So, every science that is related and related to the implementation of education is the result of thinking

about nature or humans. Therefore, these sciences can be said to be the foundation or basis of education.

3. Based on the above understanding, it can be concluded that the foundation is the foundation or basis on which something stands. Lexically, the foundation means the pedestal, the base, or the base, therefore the foundation is the resting place or the starting point or the base of the footing. This starting point or base of footing can be material (eg an airplane runway); can also be conceptual (eg educational foundation). Conceptual foundations are identical with assumptions, namely axioms, postulates, and hidden premises.

Thus, the foundation of inclusive education can be concluded as assumptions that form the basis or starting point for the implementation of inclusive education. The foundation of inclusive education can be taken into consideration to evaluate the development of education for children with special needs in Indonesia. This is important because the foundation of inclusive education provides opportunities and opportunities for everyone to learn together without exception.

4. According to Abdul Salim Choir and Munawir Yusuf there are three foundations of education, namely the philosophical basis, the juridical basis, and the pedagogical basis.

#### **IV. Results and Discussion**

Based on the results of an interview with Mrs. Susilawati, S.Pd as the Principal of SDN 024777 Binjai, it was obtained data that there were 19 children with special needs, namely 5 children with autism and 14 other children with special needs. The other 14 crew members consisted of sluggish children, children who stayed in class, and children with mental retardation.

The number of teachers who teach Children with Special Needs (Autism) is 2 people. The funds used for the inclusive education program at SDN 024777 come from the School Operational Assistance (BOS) which is a program from the Central Government. At SDN 024777 Binjai inclusive education has been implemented for 7 years.

The autistic child started the teaching and learning process after school ended, which was at 13.00 until it was finished. The teaching and learning process is held 2 (two) days in 1 (one) week, namely on Tuesday and Saturday. The teacher who teaches is Mrs. Supriati Nasution, S.Pd who teaches in grade 1 SD. Mrs. Supriati Nasution is a teacher at SDLB Negeri 027701 Binjai on loan at SDN 024777 Binjai. Based on an interview conducted by Mrs. Supriati Nasution, S.Pd, information was obtained that the curriculum applied for ABK was the same as the Tuna Grahita curriculum. The learning method is equated with education in public schools.

The learning model used is by clapping hands while calling the name of the student. In addition, the student also learns to remember his name and if called by the teacher will raise his hand. For each child, this method is distinguished by the level of autistic children (hyperactive or quiet).

But because this class of autistic children joins the class of children with Tuna Grahita, the above learning model cannot be applied by teachers. Ideally, 1 autistic student will be taught by 1 teacher but because the number of teachers is limited (2 people) this cannot be done. One of the obstacles to inclusive education cannot be implemented by SDN 024777 Binjai due to the lack of (limited) teachers.

Based on information obtained from employees of the Education and Culture Office of Binjai City, it is the Special Schools (SLB) and the Extraordinary Elementary Schools (SDLB) that implement inclusive education. Meanwhile, SDN 024777 Binjai is under the



auspices of SLB. There is no direct supervision from the Education and Culture Office of schools implementing inclusive education. Because usually autistic children are not sent to SLB and SDLB because the level of knowledge of parents with autism is lacking. Usually, autistic children have parents whose economic level is middle to lower class.

## V. Conclusion

The conclusion that can be drawn from this research is the right of every child with special needs (autism) to get a proper education and the implementation of inclusive education for children with special needs (autism) has not been implemented by Permendiknas Number 70 of 2009. Suggestion It is hoped that the government will pay more attention to education for children with special needs (autism) by placing them in separate classes and also the number of teachers provided is adjusted to the number of autistic students (ideally 1 teacher is intended for 1 autistic student).

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