

Inclusive Early Childhood Education Management in Disaster Areas of Wonosobo Regency, Central Java

Lilis Madyawati, Hamron Zubadi, Khusnul Laely, Dwi Prihati

Muhammadiyah University of Magelang
lilis_madya@yahoo.co.id

Abstract

As the response of the right on education for the children with special needs, inclusive preschools emerge. This study questions the management of inclusive preschool in disaster areas in Wonosobo. It was a qualitative research that used interview, observation, and documentation as the method of data collection. The researchers employed preliminary research, test of instrument, and professional judgement. Descriptive qualitative was the approach used in this study. The subjects of this study were school principals, teachers and staff, children with special needs, and therapist (assistant teacher) and also the documents of inclusive preschool management from three preschools in Wonosobo. The finding showed that the three institutions have the effort to accommodate and facilitate the students with special needs to develop their potential. The inclusive education aimed at building a strong Islamic character into the students. The management of inclusive preschool in Wonosobo included planning, organizing, implementing, and evaluating. Planning is closely related to the institution's vision, mission and the work plan supported by the ownership of human resources. Furthermore, inclusive preschools in Wonosobo instructed the school principals to carry out a scheduled monitoring function on the performance and process of the institution.

Keywords: management, inclusive preschool, disaster areas

1. INTRODUCTION

Wonosobo is one of disaster-prone regencies in Central Java Province. From the topographical condition of Wonosobo, most of the areas have a steep slope and are dominated by mountains and hills. The regency has 15 sub-districts and is the third disaster-prone areas (Regional Disaster Management Agency of Central Java Province –later called as BPBD, 2018). Most of the areas have slope angle > 55%. The risk of landslides and moving land in this region tends to continue from year to year which results in heavy damage to houses, infrastructure, and casualties as well.

Based on the result of interview with the Wonosobo BPBD (2017-2018), it is known that many school buildings were also affected by landslides. As the result, the students were asked to study at home due to the building condition. On the other hand, education indeed a need for every student both in normal and disaster-prone areas. The teaching and learning process should continue to be carried out in the disaster areas despite its limitation in the teacher, facilities and infrastructure factor. The teaching and learning process in disaster areas should emphasize some factors like various and simple activities. It is a need because of the limitation of the teachers and facilities.

In disaster areas, early childhood education needs to be conducted (Al-Maqassariy, 2015). Inclusive preschool is an education system enabling all students to actively participate

in the classroom regardless of their disabilities and other characteristics. Many people admit the importance of early childhood education due to the consideration that the development of the value of religion, linguistic, social-emotional, etc. is started and formed in the early age. The question is that, then, whether the preschools accept only normal students. What about the children with special needs that have a need and right to education? The children with special needs do not need to go to special school together with the disabled people. They can go to inclusive preschools where they can join together the normal students.

Inclusive preschools are institutions that can accommodate students with special needs (Madyawati, 2017). These institutions are expected to help them to grow as similar as possible to the normal students. Inclusion is, however, not an easy thing to implement. There are some challenges faced by the institutions in implementing and managing the inclusive preschools.

Some previous research show that inclusion is a matter in each part of the world. Inclusive preschool is important but the implementation faces some challenges and barriers. In America, for example, as reported by Lieber, Hanson, Beckma, Sandall, Schwartz, and Wolery (2000), the campaign of the inclusion has been a long discussion but the recent real implementation still far from the expectation. They concluded that key personnel were the main factor in developing inclusive preschools among the others consisting of provision

of training and external support, shared vision, and the impact of national and state policies.

In addition, the teacher's competence in handling the inclusive classroom is also an important concern. According to Akalin, Demir, Sucuoglu, Bakkaloglu, and Iscen (2014) classroom teacher is the fundamental element of the success of inclusive preschool, and hence, they suggest functional teacher training program to provide meaningful experiences and as well gain positive attitudes toward the inclusion. This conclusion was taken from a research involving 40 inclusive classroom teachers across Turkey.

In Indonesian context, some researches have tried to depict the implementation of inclusive schools and preschools. Yusuf and Yeager (2011), for example, explained the implementation of inclusive schools in general by investigating 186 schools in Indonesia from the management of the institution, student admission/identification/assessment, curriculum, instruction, evaluation, and external support. The research on the implementation and challenges in the inclusion of preschools have been conducted by many researchers with various focus (Anjaryati, 2011; Dewi, 2017). However, researchers find that it is difficult to obtain any similar research addressing the management of inclusive preschools, particularly in the disaster areas.

Furthermore, in developing inclusive preschools, the government faces some problems. The problem is not only related to the funding but also the community's low understanding of the importance of inclusive preschool. Even worse, only few areas have adequate manpower to manage the institutions including the practical things. Lack of human resource really understanding the service forms of inclusive preschool is the other problem. The last but not least, the position of inclusive preschools, which are out of coverage areas, makes the knowledge and information are difficult to access.

These problems also happen in inclusive preschool in Wonosobo. Based on the survey done by the writers in 2017-2018, it seems that the inclusive preschools are not optimally managed. Inclusive preschool management in Wonosobo has constraint from the heterogeneous needs of the students, the requirement of regular teachers and special teachers for the students with special needs. Hence, this study focuses on "How is the management of inclusive preschools in disaster areas of Wonosobo Regency Central Java?". It is then elaborated into research question as follow: "What are the differences of inclusive preschool management in three inclusive preschools in Wonosobo?".

2. METHOD

This research was a qualitative research trying to explain the management of inclusive preschools in disaster areas. It applied descriptive qualitative as the data analysis method. Descriptive comparative was employed by describing the difference and similarities of the institution management of the data from the three inclusive preschools. It was in line with the statement from Dale (2012) revealed the types of interrelationship study comparing two or three events by looking at the causes.

The research was conducted in three inclusive preschools in Wonosobo. The respondents of the research were 18 people involving the teaching and learning process of the inclusive preschools consisting of school principals, teachers, staffs, and school committee. The documents of school management owned by the three inclusive preschools were also subject of analysis.

The data collection technique used was observation, in-depth interview, and documentation. The instruments used to collect the data were observation sheet, interview guide, and documentation grid. Before applying the instruments, the researchers conducted a test on the validity and reliability of the instruments through test of the instruments and professional judgement done by the experts on management of education from Yogyakarta state university and Semarang state university. The first step of data analysis was collecting the data from all research sources and then continued by data reduction, which is clarifying and throwing unnecessary data (Firman, 2018). The conclusion was taken as the effort to find out the meaning of the elements presented.

The indicators of inclusive preschool Management in this study referred to the Standard of National Education as shown in Table 1 below:

Table 1. Indicators of inclusive preschool management

No	Indicators	Sub-Indicators
1	Curriculum and instruction	STPPA 6 scope of development Group of age
2	Teachers and staffs	Qualifications Competencies
3	Process and assessment	Time allocation Number of students Playground setting Assessment time Evaluation of performance and process
4	Facilities and infrastructure for inclusive preschool	Outside educational toys Inside educational toys
5	Finance	Sources Report

Indicators and sub-indicators shown in table 1 were used by the researchers to measure the subjects' management of inclusive preschool.

3. RESULTS AND DISCUSSION

Management of inclusive preschools means an effort to manage the process of the inclusion within the institution to reach the goals of inclusive preschool, which is giving the best education for students with special needs to help their growth (Madyawati, 2017). There are some indicators to understand and apply to make the institution well managed. Based on the result of interview with the subjects, observation, and document analysis, it can be concluded that:

First, the curriculum and instruction in inclusive preschools are varied and oriented on the students without asking them to read, write, and count. Learning activities are based on six scopes of development, namely: religious,

physical, motoric, cognitive, language, social-emotional, and artistic values by which taking into account the child's age, characteristics and needs. In inclusive preschool M and K (initial only), there are individual enrichment program for students with special needs. Inclusive preschool A emphasizes on the flexibility when the environment stimulates the children. The curriculum used in integrated curriculum synergizing normal and special needs students.

Second, based on the interview with the three schools' principals, teachers, and staffs, it is known that the three institutions have tried well to manage the teachers and staffs. The teachers in the three institutions are given the opportunity to improve their academic qualification, for instance: they are allowed to continue their study to achieve bachelor degree in early childhood education for those who previously graduated from senior high schools. They also get the chance to attend workshop held by other institutions.

Third, both preschool M and K allocate daily and weekly effective time for process and assessment according to the Standard of National Education, that is >150 minutes for group of age 3 -5, and > 180 for group of age 5 – 6. The three preschools have different class size as show in the table 2 below:

Table 2. Class size of inclusive preschools

Inclusive preschool	Group of age			
	Age 2-3 (class)	Age 3-4 (class)	Age 4-5 (class)	Age 5-6 (class)
K	1	2	2	2
M	1	1	2	2
A	-	1	1	2

The three institutions have organized the playing ground properly. The principals of preschool M and K, periodically 3 times a year, perform monitoring functions on the institution's process and performance. The monitoring in preschool A is done twice a year but less regularly.

Fourth, based on the interview, document analysis, and observation, it is known that the three preschools have tried to manage the facilities and infrastructure well. The funds allocated for facilities and infrastructure have been used properly. The school's principals explained that some educational toys must be ordered from out of town, while some others can be obtained in the city.

The procurement of facilities and infrastructure is also adjusted to the number of students, socio-cultural conditions, needs and characteristics of children.

Fifth, Financial indicator is inseparable part of inclusive preschool services. By interviewing the schools' treasurers and analyzing the financial document, it can be concluded that the three preschools have limited funding gotten from the students. The institutions try to get alternative funding sources such as the provincial and sub-district government, foundations, and donors. The financial management report is conducted annually to the funding source parties.

4. CONCLUSION

The three preschools (K, M, A) have some similarities in conducting the institution management. Management of inclusive preschool has been done by providing the standard services for students with special needs. The principals have tried to optimize the children's growth. The teachers and staffs are given the chance to achieve the qualifications and competencies. Due to the limited land, the facilities and infrastructure of the schools do not yet meet the comfortable and safe criteria for the students. Inclusive preschools in Wonosobo have accountable financial management. It is suggested that the institutions improve things that are considered less maximum related to the indicators of inclusive preschool management.

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