



The role of special schools in providing services and fulfilling the right to education for children with special needs

Mochammad Fiqry Fauzian¹, Delila Kania², Elan³

^{1,2,3} Universitas Pasundan

figrymoch17@gmail.com

Article Info

Article history:

Received 9th Sept 2023

Revised 15th Sept 2023

Accepted 25th Sept 2023

Keyword:

The Role, Serving The Rights, Fullfiling The Rights, Extraordinary School, Children With Special Needs

ABSTRACT

The role of special schools in serving and fulfilling the right to education for children with special needs is very important. special schools provide PKPBI (Development of Communication Perception Sound and Rhythm) learning materials for children with special needs. This study aims to determine the planning, constraints, and ways to overcome obstacles to the role of special schools in serving the fulfillment of the right to education for children with special needs at SLB-B Tut Wuri Handayani Bandung City. This research approach uses a qualitative research approach with a case study research method. Data collection interviews, observation and documentation. In this study, the research subjects were the principal, teachers, administration, and students with special needs. The results showed that the role of special schools in serving and fulfilling the right to education for children with special needs has been well fulfilled. Children with special needs as students also get their rights fulfilled, grants from the government that have been registered in Dapodik (Basic Education Data). Obstacles to children with special needs as students cannot get financial assistance from the government because the documents in Dapodik are incomplete. The way to overcome this is to remind parents to collect complete documents.



©2022 Authors. Published by Arka Institute. This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. (<https://creativecommons.org/licenses/by-nc/4.0/>)

INTRODUCTION

Children's rights are part of human rights that must be guaranteed, protected, fulfilled and obtained by parents, families, communities, the state, government and local governments. The state, government, local government, family and parents are obliged to provide the widest possible opportunity for children to obtain education (Sirait, 2017). Including the right to education for children with special needs, children with special needs must get their education rights because children with special needs have the right to attend school like normal children in general and fulfill their educational rights (Pratiwi et al., 2022). In Pancasila and citizenship education, citizens have rights for themselves who must get their educational rights because children with special needs must get fair treatment with normal children in general, even though they have physical or mental deficiencies, there should be no differentiating treatment between them and normal children in general, because children with special needs are also citizens and they have rights that must be served and fulfilled, so children with special needs must also fulfill their educational rights and serve their educational rights.

At this time there is a lack of services and fulfillment of educational rights for children with special needs, children with special needs have the right to go to school, because at this time there are schools for children with special needs, namely special schools or commonly called (SLB) in these schools children with special needs will get their educational rights and get to know learning according to the abilities of each child with special needs (Maftuhatin, 2014), because children with special needs have several types of deficiencies. There are also quality special schools, there are also educators in special schools, educators or teachers in these schools can guide and direct children with special needs to develop in learning, and know the extent of understanding the learning of each child with special needs. According to the general provisions of the National Education System Law of 2003 article 1 paragraph 1, it is stated that "The learning process is so that students actively develop their potential, intelligence, noble character, and skills needed by themselves, society, nation and state" (National

Education System Law, 2006: 72). Starting from that goal, every educational institution including Sekolah Luar Biasa should move from the beginning to the end to the point of the goal of an educational process, which in the end can "Realize learning as a process of actualizing the potential of students into competencies that can be utilized or used in life" (Natasya et al., 2019).

In 2016, Indonesia again replaced the law relating to persons with disabilities with persons with disabilities through Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities (Itasari, 2020) which states that persons with disabilities are everyone who experiences physical, intellectual, mental and sensory limitations for a long period of time who in interacting with the environment can experience obstacles or difficulties to participate fully and effectively with other citizens based on equal rights (Santoso, 2017). According to Mulyono (Kasman, 2020), children with special needs are defined as children who have disabilities or who have disabilities, as well as children with disabilities and talents. Along with its development, the meaning of disability can be interpreted as abnormal or extraordinary. The concept of disability is different from that of abnormality. The concept of disability tends to lead to people who have a disability, while the concept of abnormality or extraordinary has a broader meaning, which includes children with disabilities and those who have advantages (Wardhani, 2023).

Whether recognized or not, Children with Special Needs (ABK) were historically known as Extraordinary Children (ALB) so that their education was also known as Pendidikan Luar Biasa (PLB). Subsequent developments in the field of education in Article 5 paragraph 2 of Law No. 20 of 2003 changed the term Extraordinary Education to Special Education by guaranteeing that "Citizens who have physical, emotional, mental, intellectual, and or social abnormalities have the right to receive special education" so it is clear that abnormalities are viewed from deficiencies and advantages. At this time there are still some children with special needs who have not received their educational rights and fulfilled their educational rights. Because children with special needs have deficiencies both physically and mentally. Children with special needs always get less attention from the environment around them, or are always underestimated by some people because they are not like children in general, children with special needs should get the right to education so that they can attend special schools, namely special schools, where in special schools they can show their abilities from each individual child with special needs, because usually children with special needs have hidden talents from each person who must be directed and guided by teachers in special schools.

Children with special needs are defined as children who experience physical, mental-intellectual, social, and emotional limitations that significantly affect the growth or development process compared to other children (Latifah, 2020). The government itself has mandated the right to education for children with special needs as stipulated in (Undang-Undang Nomor 39 Tahun 1999 Tentang Hak Asasi Manusia) on Human Rights, namely: "Every child with a physical or mental disability has the right to receive care, education, training and special assistance or at state expense to ensure his/her life in accordance with human dignity, self-improvement, and the ability to participate in the life of society and the state.

The lack of education rights for children with special needs, the Ministry of Education and Culture (MoEC, 2019) estimates that almost 70% of children with special needs do not receive proper education. The latest data from the Central Statistics Agency (BPS, 2017) states that the number of children with special needs in Indonesia is 1.6 million people. This means that more than one million children with special needs have not received the education that is important for their lives. Of the 30% of children with special needs who have received education, only 18% of them receive inclusive education, either from special schools (SLB) or regular schools implementing inclusive education. The low number of children with special needs who receive education is caused by various factors ranging from the lack of adequate school infrastructure, lack of special teaching staff and also the stigma of society towards children with special needs.

The results of (Mardiyanti, 2017) research discuss the process of fulfilling the right to education for children with mental disabilities, this is inseparable from the role of the local government in the province of Yogyakarta Special Region. The results show that the factors that play a role in fulfilling the right to education for children with autism mental disabilities are the role of parents, organizers (government or state), educators, and society. The four factors in general have synergized and tried to provide the fulfillment of the right to education for persons with autism mental disabilities, but in the field the four elements are still found to have certain obstacles.

The results of research by Adhani (2018) which discuss the right to education for children with special needs is the responsibility of the state, the fulfillment of the right to education for children with disabilities must be guaranteed by the state. The right to education for children with special needs is a constitutional right guaranteed by the constitution, which must then be further elaborated in laws and regulations under the constitution. The regulation of rights in binding legal rules must be followed up with actions to implement the rights so that they do not just become rights on paper.

The rights of persons with disabilities are guaranteed by (Undang-Undang Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas) concerning Persons with Disabilities which lists the rights of persons with disabilities, persons with disabilities have the right to obtain education to access quality learning at all levels and types of educational facilities. The purpose of this research is to find out the planning, obstacles, and how to overcome the obstacles of the role of special schools in the service and fulfillment of educational rights for children with special needs at SLB-B Tut Wuri Handayani Bandung City.

RESEARCH METHODS

The research method used in this research is the case study research method. Case studies are research conducted by further investigating the causes of certain social aspects. Case studies are also a study of an event that has occurred without the researcher intervening in any way, in case studies, researchers are not part of the context of the object of research, but researchers come to investigate, analyze and consider various factors and components that may affect each other. Case study is a form of research or study of a problem that has a specific nature and can be used in qualitative and quantitative approaches targeted at individuals, groups, or the wider community. Case studies can simply be interpreted as a process of investigation carried out in depth, detail, and detail on a particular event. Similarly, the definition of a case study according to Creswell (2017) states that a case study is a research strategy to carefully investigate a matter with complete information collection using various data collection procedures.

RESULTS AND DISCUSSION

The research results obtained are the result of data processing in the form of interviews, observations and documentation during field research. This type of research uses a qualitative approach so that the data obtained by researchers is primary data, namely data collected directly from sources using offline interview techniques with students, namely children with special needs, principals and special school teachers. The research aims to find out how the Role of Special Schools in Services and Fulfillment of Educational Rights for Children with Special Needs.

The results of observations obtained by researchers of educational services by schools to children with special needs, this learning is carried out in the classroom. Teachers teach scout education in the classroom, so in the classroom teachers and students with special needs have scout activities, including teachers teaching the *dasa darma* of scouts, teachers teaching scout claps, teachers teaching concentration claps, teachers teaching neatness in dressing at school, teachers teaching claps 1, 2, 3 so that children with special needs as students can focus, teachers teach the concept of right and left so that children with special needs can distinguish it, teachers teach what scouts stand for, teachers teach PBB material (Marching Regulations), teachers teach turning right, upright, rest in place, facing left, respect, and teachers also teach children with special needs as students to always apply manners to their elders, for example, manners to teachers who teach at SLB-B Tut Wuri Handayani Bandung City.

Furthermore, in the classroom the teacher also provides learning material about religion to children with special needs as students, the teacher who teaches is Mr. Agus Rachmat, S.Pd. The teacher explains the material about surat ad-dhuha which consists of 11 verses of the Qur'an. After the teacher finishes explaining the material about surat ad-dhuha, the teacher asks children with special needs as learners to memorize 2 verses of surat ad-dhuha, after the learners memorize the teacher asks to come forward to the front of the class and after everyone memorizes going forward to the front of the class, the teacher asks the learners to continue memorizing surat ad-dhuha up to 3 verses. If students find it difficult when advancing in front of the class in memorizing surat ad-dhuha, the teacher will help and guide until the students are fluent in memorizing surat ad-dhuha using sign language.

Based on observations of researchers, children with special needs as students are very enthusiastic in participating in learning in the classroom, students pay attention to teachers who are

explaining the learning material that is being presented, of course the teacher provides and explains the learning material using sign language to be easily accepted and understood by children with special needs. In SLB-B Tut Wuri Handayani Bandung City, the one-roof level is from elementary, junior high, high school. data of students in SLB-B Tut Wuri Handayani Bandung City, namely the elementary level there are 8 students, the junior high level there are 11 students and for the high school level there are 13 students. SLB Tut Wuri Handayani Bandung City has changed its curriculum previously using the 2013 curriculum and is currently using the independent curriculum. There are also several subjects including Religion, Civics, Mathematics, Indonesian Language, English, Sports, Cultural Arts, Science, Social Studies. Sports subjects also have theory and the practice is usually done in the GOR.

The number of teachers in SLB-B Tut Wuri Handayani Bandung City is 7 teachers and there is also 1 principal, from the previous year the number is still fixed and next year the number will decrease because there are teachers who will retire. Due to government regulations that apply now private schools or foundation schools cannot accept civil servant teachers anymore, so the SLB-B Tut Wuri Handayani Bandung City is looking for honorary teachers. Now it is also difficult to find honorary teachers. For the learning hours of SLB-B Tut Wuri Handayani Bandung City, for the elementary level from 7.30 to 11.30, for the junior high school level at 13.00, and for the high school level at 14.30. but must be adjusted to the characteristics of children with special needs as students so they cannot be forced to study with a predetermined time, so the extraordinary school follows what the child wants and how.

Children with special needs in learning in the classroom using learning media such as infocus must be taught the material concretely, for example shown photos, pictures or videos, if you want to illustrate with objects, the object must really exist, if explaining about counting must count how many objects there are, so the use of learning media is prioritized so that children with special needs are not abstract. In addition to children with special needs as students learning in the classroom and at school, special schools provide learning outside the classroom such as introducing the environment outside the school, for example going to the geological museum and taking an excursion to the swimming pool and swimming together in order to get to know each other better between teachers and students. Usually in 1 year learning outside the classroom can be up to 3 times, usually also in 1 semester to swim 2 times and to go to the museum once. All students are required to participate in the introduction of the environment because it is funded by government assistance for schools so they don't have to pay anymore.

Teachers provide a sense of comfort and security to children with special needs as students, usually teachers group children with special needs according to the abilities of their friends, sometimes children with special needs are comfortable with one teacher but when learning the teacher is different, it also needs to be adjusted again, the teacher tries to be creative and think about how to make children with special needs comfortable to learn. Teachers experience obstacles in services during learning activities in the classroom, for example there are children who are lazy and who do not want to follow math subjects when asked by the teacher concerned the child just wants to paint, the teacher agrees so that his confidence in learning can increase again, there are also children with special needs who cannot speak sign language, there are also children who experience total deafness which causes teachers to often feel difficulties. There are also children who don't want to go to school anymore like lazy to go to school, to overcome this the teacher comes directly to the learner's house and asks the child what the child wants so that the child wants to come to school again and will always be monitored by the teacher.

Obstacles in administration at SLB-B Tut Wuri Handayani Bandung City, there are requirements that are not there, for example, the birth certificate is not there or the family card is also not there so that the data cannot be entered into Dapodik (Basic Education Data) so that assistance for operations for the child does not enter, there are also obstacles from parents who cannot afford it because they do not have funds, usually there are also assistance funds for transportation for children who cannot afford it, at this time the learning assistance fund has not existed for 4 years, whereas previously the learning assistance fund for the needs of students was available from uniforms, stationery, bags, shoes, to transportation costs to school, since the pandemic the assistance fund no longer exists, at this time there is only a budget for school operational assistance for students who are unable to be included but what is included is the learning assistance fund. Facilities and infrastructure available at SLB-B Tut Wuri Handayani Bandung City include an office space for the principal, there are also classrooms, there are also toilets, there is also an uks room, there is also a library, there is a prayer room, and there is also

an open space or hall to be used for sports activities and ceremonial activities. And for speech therapy rooms, it is usually done in the classroom because there is no special room.

Researchers also obtained information or responses from the community explained by the teacher to the existence of SLB Tut Wuri Handayani Bandung City in the surrounding community. The community knows that students who go to school and study at school are children with special needs, the community accepts and understands it, besides that there must also be attention from the teacher when the child is outside the school environment, for example damaging goods in the surrounding community. The special school explained to the surrounding community that SLB-B Tut Wuri Handayani Bandung City has an operational permit, is administratively permitted from the authorities, and cooperates with the agency.

On the results of interviews that have been conducted by researchers to sources in order to obtain appropriate data or information. Researchers conducted interviews directly with the principal of SLB-B Tut Wuri Handayani Bandung City, namely Mr. Tauhid Nurdin Hermana, S.Pd. referring to the information obtained, the services that have been provided to children with special needs as students by the school stated that SLB-B Tut Wuri Handayani Bandung City provides education to students according to their needs and characteristics, preparing for prospective graduates, for example with vocational provisions so that they can get a job. The services that have been provided by the principal to children with special needs, the principal stated that educational services are in accordance with the applicable curriculum, the existence of special education for deaf children, namely PKPBI (Development of communication Perception Sound and Rhythm), for high school level students prepared skills to after graduating from school can get a job.

Principals who have provided in the fulfillment of rights to children with special needs as students, stated that the services provided are in accordance with government regulations because children with special needs also have the right to get a proper education in accordance with the law, the right also to get protection from violence that is considered by the school, for example protection from sexual violence that can threaten him which is the responsibility of the school. The school experienced obstacles in service stating that the rules at school that have been applied and determined but at home are not applied by the parents of students become the difficulty of students, for deaf children sometimes there are stubborn, for example, it is difficult to be given advice here there must be cooperation between the school and the parents of students, so the school has provided a standard of service that has been determined and at home students are also treated by parents like what has been applied at school.

The obstacles faced by school principals in services to children with special needs to children with special needs as students state that the family, infrastructure that is less complete and inadequate, for special education PKPBI (Development of Communication Perception Sound and Rhythm) for deaf students there is still no speech therapy room with the standard of the room must be soundproof the school does not have so it is done in each class with inappropriate which sometimes occurs noise where the speech therapy room must be quiet so that students can respond even if there is a slight vibration.

The principal in overcoming if there are obstacles in serving children with special needs as students stated that overcoming it by looking at what the problem is if in terms of academics before the implementation of KBM (Teaching and Learning Activities) in the new school year the school conducts meetings, conducts meetings at school for example analyzing what the character of certain students is like, what the obstacles are, and finding ways to overcome them, in terms of facilities, the school utilizes the facilities that are already available in advance, for example special education PKPBI (Development of Communication Perception Sound and Rhythm) for deaf students is carried out at the end of the lesson, children with special needs often feel their confidence decreases, embarrassed and do not want to come to school where the school together with the friends of the participants didim how to overcome it to visit the student's house to want to come to school again and provide encouragement so that their confidence can increase.

Furthermore, the researcher conducted an interview directly with the SLB Tut Wuri Handayani Teacher Bandung City, namely with Mrs. Kulsum Karyawaty Jainudin, S.Pd. referring to the information that has been obtained by the researcher, the teacher as a teacher provides learning material to children with special needs as students stating that the material is given to children with special needs in accordance with the characteristics of the child is also equipped with media, visual media, the delivery of the material is also with simple sentences. The learning materials that have been given by teachers to children with special needs during learning activities state that SLB Tut Wuri Handayani

began using the independent curriculum, in the curriculum there are already more subjects, there are lessons in Civics, Religion, Mathematics, Indonesian and others.

Just like the elementary level, for the junior high school level there are English subjects, but for the junior high school and junior high school levels are more focused on skills and vocational, and what characterizes special schools is a special PKPBI program (Communication Development Perception Sound and Rhythm). Teachers in fulfilling rights to children with special needs state that they provide the best possible service to children with special needs both in terms of academics and in terms of social scale, there is also assistance from the government and donors the school always provides fulfillment of its rights to children with special needs. Teachers as teachers experience obstacles during learning activities, stating that obstacles must always exist, for example, during the new school year there are students whose teachers do not know their characteristics, for old students there is often a decrease in self-confidence to come to school and learn, so the obstacle is in the students, not all come to school to learn, for example, those who come to school are only between 2-3 people even though there are 5 students, the importance of the role of the family / parents sometimes do not take their children to school, because parents prioritize their normal children first, so their children who have special needs are put aside, for example, to take their child's report card is not taken on time determined by the school but taken at the time of re-entry, so children with special needs are happier at school because they are cared for by teachers than at home who are always not cared for by their own parents.

Overcoming obstacles during learning activities takes place states that there is a child's assessment because what distinguishes public schools and special schools is the assessment for children, for example, special schools have made a program, the program is taught to students and it turns out that these students cannot follow it, resulting in obstacles the assessment standards must be lowered, but with the independent curriculum using the mental age phase, for example the teacher teaches grade 4 SD, grade 4 is in Phase B between mental age 7 to 8 years. These students cannot follow the learning assessment which makes them have to go back to Phase A, which is the phase for grade 1 and grade 2 elementary school students, if the high school level cannot be entered into the initial phase or phase A so the learning is given phase A so it cannot be in accordance with a certain age, the obstacle is to provide the program properly, for example, the number of students is 5 people, which means that the assessment must have 5 assessments for each student, it must also be carried out first according to the class, for example, among the 5 students it cannot follow it must repeat and make a new program.

Furthermore, the researcher conducted interviews directly with SLB Tut Wuri Handayani Bandung City Students, namely with Deby Anggita, when conducting interviews with Deby Anggita the researcher was assisted by Mr. Agus Rachmat, S.Pd, to communicate using sign language. How did he feel while participating in learning activities, stating that while participating in learning he felt happy to like participating in learning activities, learning materials that have been given by the teacher / mother to children with special needs during learning activities stated that while participating in learning activities get materials that can be learned, which are obtained in learning activities in the classroom or outside the classroom stating that they have received subjects including math, ipa, bahasa indonesia, bahasa inggris, sports and learning outside the classroom learning scouts and practicing badminton in the gor, often feel difficulties during learning activities stating that it is easy to forget so the teacher must explain the previous material again, the obstacles encountered during learning in the classroom stating that, overcome if there are obstacles during learning stating that like to ask the teacher.

Furthermore, researchers conducted interviews directly with the administration of SLB-B Tut Wuri Handayani Bandung City, namely with Mrs. Kulsum Karyawaty Jainudin, S.Pd, Referring to the information that has been obtained by researchers, how to register at SLB-B Tut Wuri Handayani Bandung City stated that to register most come directly to the school, most also transfer from public schools that cannot follow the learning, there is also a link to register if the data has been collected entered into the PPDB (New Student Admission) link, there is also a promotion to register through banners. Registering at SLB-B Tut Wuri Handayani Bandung City must take a test first stating that it does not have to take a test but there is an Assessment (Assessment) every one who comes to SLB-B Tut Wuri Handayani Bandung City will be re-assessed, must include psychological test results from a psychologist. The requirements for registering at SLB-B Tut Wuri Handayani Bandung City state that they include a photocopy of the family card and a photocopy of the birth certificate. There are obstacles in administrative services at SLB-B Tut Wuri Handayani Bandung City stated that there are none, there

is an infaq for building donation funds if students from families who cannot afford the school will be free by including a certificate of incapacity to the monthly infaq village of 50 thousand.

The obstacles that occur in administrative services state that there are students who do not have birth certificates, there are also family cards that have not been sorted out, for example, they have just moved or changed their family cards while administratively and dapodik must be synchronized between birth certificates and family card numbers, if there are students who do not include family cards, they are not registered in dapodik in the end they are not recorded and do not get operational assistance, sometimes there are also some differences that cause data in dapodik to be a problem. The administration overcomes obstacles in services to children with special needs, stating that in financial administration, for example regarding finance, if there are students who are unable, the school asks parents to make a certificate, obstacles to family cards or birth certificates do not yet exist, the school always reminds parents of students to immediately complete the documents, because they are needed for school operational data.

Services and fulfillment of educational rights for children with special needs in SLB Tut Wuri Handayani Bandung City

The service and fulfillment of the right to education for children with special needs at SLB-B Tut Wuri Handayani Bandung City shows that this SLB-B is a school for children with special needs for deaf people. The classification of deaf children includes the level of hearing loss, when the deafness occurs, based on the location of the hearing loss and based on the origin of the deafness. Characteristics of deaf children in the academic field include intelligence not as fast as children with good hearing, communication difficulties, so they have a limited vocabulary, and lower academic achievement but not in all subjects, especially in verbal subjects such as; Indonesian language, science, social studies, PPKn, mathematics (in story problems) and sound art, but in non-verbal subjects tend to be the same. Such as; sports and skills.

The special school provides according to their needs and characteristics, then the special school prepares for prospective graduates with vocational provisions for deaf children so they can get a job. For the provision of subject matter by teachers to students given according to the characteristics of the child, equipped with visual media, given with simple words. Registering at SLB-B Tut Wuri Handayani Bandung City there is a link for registering new students, but most of them come directly to the school, most of them are also overflows from public schools that cannot follow normal learning in general, the data if it has been collected is entered into the PPDB link, the school also uses banners for promotion. Registration must include a photocopy of the family card and a photocopy of the birth certificate. So prospective students must include documents containing including birth certificates, family cards which will later be registered on the PPDB link that is already available, so that children with special needs as students can be registered as students and attend school at SLB-B Tut Wuri Handayani Bandung City. If prospective new learners do not complete and there is a lack of documents that have been explained by the school to be entered into the PPDB link as a learner, it will result in not registering the prospective learner as a learner at SLB-B Tut Wuri Handayani Bandung City and the learner will not get assistance from the government because the learner is not registered in the PPDB link.

Educational services according to the applicable curriculum, there is also special education PKPBI (Development of Communication Perception Sound and Rhythm) for deaf children such as sign language, total communication, for the high school level skills are prepared so that after graduating from school can work. The school has started using the independent curriculum, in this independent curriculum it is more into subjects including PPKN, religion, mathematics, Indonesian language, the same as the elementary level, for the junior high school level there is also English, but for the high school level it is more focused on skills and vocational to prepare to get a job that makes the characteristics of an extraordinary school that there is special education for deaf children there is PKPBI (Development of Communication Perception Sounds and Rhythms).

Registering at SLB-B Tut Wuri Handayani Bandung City does not have to take a test, but there is an assessment, the school will reassess, must include psychological test results from a psychologist. The teacher provides services as optimally as possible in terms of academics and in terms of social scale there is assistance from the government and donors the school gives its rights to students. Provided services in accordance with government regulations, because children with special needs have the right to get proper education in accordance with the law, the right to get services, the right to get education,

the right to also get protection, get the right to protection from sexual violence, the school prioritizes to provide the right to protection from sexual violence. Teachers in teaching in the classroom use picture media for children with special needs as students, this picture media helps children recognize each picture and can also distinguish it.

Constraints on the role of special schools in providing services and fulfilling the right to education for children with special needs at SLB Tut Wuri Handayani Bandung City

SLB-B Tut Wuri Handayani Bandung City at this time there is still a lack of space for example, the school still does not have a speech therapy room for deaf children because the speech therapy room is very important for deaf children because at this time the school has a special education program, namely PKPBI (Communication Development Perception Sound and Rhythm). So until now the school uses the available classrooms to be used as speech therapy rooms in running the PKPBI program. In the absence of a special speech therapy room, this special education program is slightly disrupted because the speech therapy room cannot be noisy and must be soundproofed so that deaf children can respond back to what is asked and said by the teacher when running the program. The existence of a negative response from the surrounding community, because according to SLB teachers related to the response from the community with the existence of SLB-B Tut Wuri Handayani Bandung City, according to the community, children with special needs were previously often not accepted by the community because they were different from children in general, because the community often felt disturbed, for example, children with special needs sometimes damaged goods owned by the community.

Teachers in the classroom when learning takes place often see that children with special needs are incomplete or do not come to school and are not the same as the number of students who should be, because there are some students who are lazy to come to school to study with the teacher, this can be an obstacle for the teacher and also an obstacle for the students, The obstacle for the teacher is that if there are students who do not attend school for weeks, it can result in the teacher having to teach the material from the beginning again to the students entering school and the obstacle for students is that it will result in the students falling behind in learning material and the students have begun to forget the material when the students entered the previous school. Teachers always experience obstacles, especially during the new school year there are students who have characteristics that are not yet known to the teachers, the old students have self-confidence that easily drops, such as not wanting to learn and not wanting to go to school, so the obstacle is with the students.

There are no obstacles in terms of administration, because the school has an infaq fund for development, but if there are students who cannot afford the school will free it by including a certificate of incapacity to the village, the monthly infaq is only 50 thousand. There are children with special needs who do not yet know sign language so the child feels difficulties when communicating with the teacher and his friend, obstacles can cause the child to miss out on learning, because in the classroom when learning takes place the teacher communicates with children with special needs as students using sign language. There are also children with special needs as learners who do not have birth certificates and do not have family cards, the obstacles can result in the child not being registered in dapodik and cannot receive assistance from the government that he should get.

How to overcome the obstacles to the role of special schools in serving and fulfilling the right to education for children with special needs at SLB Tut Wuri Handayani Bandung City

In activities, there are always obstacles that make the process of planning and implementing activities not going well. The attitude of individuals or groups when facing a problem and immediately looking for a way out can make the problem more quickly resolved and can make it better than before. As is done by special schools in the service and fulfillment of educational rights for children with special needs, even though there are several obstacles found, special schools do and find solutions to the obstacles found, through evaluation, special schools find obstacles that occur in the service and fulfillment of educational rights for children with special needs. The school gets assistance from the government and from donors for the needs of children with special needs in SLB Tut Wuri Handayani Bandung City, this assistance is in the form of stationery, school uniforms, and so on. The school will give its rights to those in need, namely children with special needs who attend SLB-B Tut Wuri Handayani Bandung City.

The school has provided learning materials in accordance with the applicable curriculum, because according to the special school children with special needs have the right to education, the school always provides learning and directs so that the child feels happy, safe, and comfortable learning at school, teachers at SLB-B Tut Wuri Handayani Bandung City also always guide children with special needs while at school. Around SLB-B Tut Wuri Handayani Bandung City, there is a community environment, where previously the community felt disturbed by the existence of a special school in their neighborhood, where finally they could accept the existence of the special school. Because the school provides explanations and understanding to the community because SLB-B Tut Wuri Handayani Bandung City has obtained operational permits from related institutions and has obtained permission and established cooperation with the education office, the school also allows if the community wants to use the facilities and infrastructure in the school for example such as meeting activities between RT / RW and elections between RT / RW.

Students who are unable to pay building funds to the school, the school provides an opportunity to free the students provided that the parents make a letter of incapacity to the village. Where here the school has provided relief and convenience so that the child can go to school, take part in learning and get the fulfillment of his rights. Teachers overcome learners who do not want to learn and can interfere with other children, teachers usually separate the child to study with the teacher concerned where the teacher provides a sense of security and comfort until the child is calm again to learn and the child can be in the same class again with his friends. Learners who do not want to go to school the teacher must overcome it with Home Visit (Visiting Home), so the school sends the teacher and friends of the students to visit the homes of students who do not want to go to school, when meeting with these students the teacher asks the willingness of these students, because so that these students want to come and learn at school again. After the wishes of the learners were fulfilled by the teacher, finally the learners wanted to come and study at school again, but under supervision with the teacher concerned, the learners must be supervised, so that the learners do not get out of the school environment and disturb the surrounding community.

CONCLUSION

In general, the role of special schools in the service and fulfillment of the right to education for children with special needs in SLB-B Tut Wuri Handayani Bandung City can be said to realize the service and fulfillment of the right to education for children with special needs. However, there are still some who need services from special schools both from teachers and from school principals, for example providing assistance to children with special needs who are less able, so that special schools can alleviate and facilitate children who are less able, and also special schools can assist in fulfilling the rights of children with special needs such as assisting in collecting documents that will later be submitted to dapodik.

REFERENCES

- Adhani, D. N. (2018). Tanggung Jawab Negara Atas Hak Pendidikan Bagi Anak Berkebutuhan Khusus. *Pedagogi: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 4(2), 37–48.
- Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Itasari, E. R. (2020). Perlindungan Hukum Terhadap Penyandang Disabilitas Di Kalimantan Barat. *Integralistik*, 31(2), 70–82.
- Kasman, K. (2020). Pendidikan Inklusif Bagi Anak Berkebutuhan Khusus. *Jurnal Education and Development*, 8(2), 561750.
- Latifah, I. (2020). Pendidikan Segregasi, Mainstreaming, Integrasi dan inklusi, apa bedanya? *Jurnal Pendidikan*, 29(2), 101–108.
- Maftuhatin, L. (2014). Evaluasi Pembelajaran Anak Berkebutuhan Khusus (ABK) di Kelas Inklusif di SD Plus Darul'ulum Jombang. *Religi: Jurnal Studi Islam*, 5(2), 201–227.

- Mardiyanti, E. I. (2017). *Pemenuhan Hak Atas Pendidikan Bagi Anak Penyandang Disabilitas Mental Di Provinsi Daerah Istimewa Yogyakarta (Dalam Perspektif Hukum Hak Asasi Manusia)* [Universitas Islam Indonesia]. <https://dspace.uui.ac.id/123456789/28241>
- Natasya, D. P., Erika, E., Marsi, M., & Meidawati, S. (2019). Isyarat bagi Pembelajaran Matematika Siswa Tuna Rungu. *Seminar Nasional Sains & Entrepreneurship, 1*(1).
- Undang-Undang Nomor 39 Tahun 1999 Tentang Hak Asasi Manusia, (1999). <https://www.komnasham.go.id/files/1475231474-uu-nomor-39-tahun-1999-tentang-%24H9FVDS.pdf>
- Undang-Undang Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas, (2016). <https://jdih.mahkamahagung.go.id/legal-product/uu-nomor-8-tahun-2016/detail>
- Pratiwi, L. T., Maghfiroh, M. N., Andika, D. S., Marcela, I. N., & Afifah, A. F. (2022). Permasalahan Yang Dihadapi Dalam Pelaksanaan Sekolah Inklusi Di Indonesia. *Jurnal Pendidikan Dasar Flobamorata, 3*(2), 314–318.
- Santoso, A. (2017). *Hak Penyandang Disabilitas*. Arruz Media Group.
- Sirait, S. C. (2017). Tanggung Jawab Pemerintah Untuk Memberikan Pendidikan Kepada Anak Terlantar Dalam Perspektif Undang-Undang Perlindungan Anak. *De Lega Lata: Jurnal Ilmu Hukum, 2*(1), 158–182.
- Wardhani, R. D. K. (2023). Perawatan Kesehatan Untuk Anak Berkebutuhan Khusus. *Innovative: Journal Of Social Science Research, 3*(2), 2896–2907.