

The Readiness of College Students as Prospective Teachers in Elementary School for Serving Children with Special Needs

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Abstract: The purpose of this research is to find out how the readiness of the teacher's prospective for Primary school at the one of Universities in Indonesia in they serving the exceptional Children (children with special needs). The sample is taken from the students of Teacher Education of Elementary School (PGSD), The Data of readiness student teachers in serving exceptional children is obtained through the test of Comprehension the basic concept of Education of exceptional children and comprehension of the ways of serving disabilities children, The data collected are then processed using simple statistics, namely the quartile the result of the data showed that students do not have the readiness to serve children with special needs, viewed from their understanding of basic concept of children with special needs as well as their understanding of the ways serving the exceptional children.

1 INTRODUCTION

Elementary school teachers must have preparedness in terms of knowledge, skills and attitudes to help learning basic Children with Special Needs. This is because the development of the concept of inclusive education (inclusion) which means there is no separation between normal children a place to learn with children with special needs (ABK). Along with the rise of Issues on Human Rights (HAM). The development of the concept of integrated education and inclusion, is expected to be outstanding educational trend in the future, because some of the results showed that the application of the concept has many advantages, especially in terms of output aspect of academic, personal, and social.

Schwartz (1984) asserted that the policy of mainstreaming in several US states have demanded the ability or competence of teachers in order to understand the condition of children with special needs in accordance with the type of their ability. The program structure S1 Primary School Education (PGSD) the group can be divided into three subjects, namely general education courses, professional basic education programs, and educational programs of study. The problems that arise in the field is whether these three programs can equip prospective

elementary teacher's readiness in serving exceptional students?

This study aims to identify the readiness of prospective primary school teachers in serving exceptional students, readiness in question is readiness in terms of its understanding of the basic concepts of Education for Children with Special Needs and understanding of the ways of serving children with special needs Through this research is expected to contribute to the development of elementary teacher education programs so that graduates can help the implementation of inclusive education program in the field.

The essence of learning for children with special needs are learning services that had been given by considering the aspects of their incredibility of children, particularly against owned limitations and special needs at the individual as a result of their incredibility. In choosing, deciding, designing, and implementing learning programs Children with Special Needs, which need to be considered by teachers is that due to incredibility children have problems in developing their potential in optimal manner. It is necessary for appropriate learning strategies according to the characteristics and needs. Until now, one of the forms of learning programs Children with Special Needs in schools that are considered most appropriate is through the Individualized Education Program (IEP) or in the

Indonesian language is translated into learning programs are individualized or Teaching Program Individual (PPI) , In designing this PPI, it should contain five requirements: (1) The level of ability of the child at this time, (2) general purpose (goal) is to be achieved in one year and its formulation into destination special-purpose (instructional objective), (3) a special service for children and expansion to follow the regular program, (4) projections about when the commencement of activity and the time will be used to provide services, and (5) evaluation procedures and criteria the success or failure of the program.

Sunardi (1996) states that the learning program individual includes six components, namely (1) a description of the level of ability of the child, (2) long-term goals, (3) short-term goals, (4) special type of services provided, (5) setting Award services, and (6) a procedure and criteria for evaluation. Reynolds and Birch (Sunardi, 1996) states that there are seven principles that support the learning profile children with special needs in regular schools, namely:

- Setting the school's physical environment
- Social Integration of Children with Special Needs
- Class management
- Optimizing Utilization of Academic Time
- Choosing Learning Materials
- Conducting Monitoring, Feed Back, Encouragement, Repetition
- Utilizing Diagnosis Results in Learning

Meanwhile, according to Polite and Shevin (Sunardi, 1996) there are five profiles inclusion of learning in schools, namely:

- Creating and maintaining a warm classroom community, accept diversity, and respect for diversity
- Application of multilevel curriculum and multimodality
- Prepare and encourage teachers to teach interactively
- Equipping encouragement for teachers and class continuously and the removal of barriers relating to professional isolation
- Significant involvement of parents in the planning process.

Learning children with special needs in the regular school through inclusion has attracted the attention of many people and has been widely placed as the best alternative, due to the application of this concept has many advantages, especially in terms of output this concept has many advantages, especially

in terms of output aspect of academic, personal, and social on Children with Special Needs. Even fears of a negative impact on academic achievement in normal children is also not proven. Even Staub and Peck (Sunardi, 1996) has identified excess inclusion program, namely: (1) reduction in the fear of individual differences and a greater sense of confidence in Children with Special Needs, (2) a normal child more tolerant of others and increasingly feel positive about themselves, (3) improve the status and self-concept in normal children (4) increased commitment of normal children on moral and ethical principles, and (5) getting accustomed close to friendship and understanding.

Each of Children with Special Needs in addition has the same needs with normal children, also have special needs. Therefore, children with special needs requires understanding, the same as other normal children. Besides, they need love, security, self-esteem, a sense recognized as a member of the group, as well as a sense of freedom, they also have certain needs in accordance with incredibility. These needs must be anticipated by teachers in primary school, so that they can develop their potential optimally.

Schwartz (1984) asserts that the policy of mainstreaming in some states of America States has demanded the ability or competence of teachers in order to understand the condition of children with special needs in accordance with the type of their incredibility. The problem of school teachers plain does not have the readiness sufficient to teach various types of Children with Special Needs effectively, they were not prepared, so the needed information and encouragement from the administrator or their colleagues to be able to reduce their anxiety in a situation barn that and being able to be positive to the presence of the Son Special Needs in its class.

List of attitudes and skills that must be possessed by the teachers who have exception students in public schools,

- Knowing how to talk to children about their incredibility
- Actively teach children self-control
- Learning how to encourage parents to meet the special needs of children
- Learning how to talk to parents about the incredibility of children in general (normal students)
- Learning how to work with parents who reject the presence of children with special needs in mainstream schools

- Learning how to help parents and children through other services outside school
- Refine skills in individualized teaching
- Developing the ability to use a more prescriptive teaching technique
- Learning to- work closely with experts in the classroom
- Develop behavior modification techniques
- Gaining awareness about the techniques and goals of physical therapy
- Familiar with medical terms and diagnostics
- Recognizing the influence of medication
- Understand identification techniques formal and / or informal as well as diagnostic procedures
- Familiar with the rules of law relating to the incredibility.

Schwartz (1984) asserted that the key to success in mainstreaming is acceptance teacher to Children with Special Needs and the responsibility to shape the attitudes of their peers in the class so that children with special needs can learn to be comfortable together with other kids.

2 METHODS

This research uses descriptive method because it is meant to describe a phenomenon that occurs in the field as to provide practical input in policy decisions, namely in formulating a good curriculum or curriculum for Special Education curriculum PGSD S1.

2.1 Samples

The sample in this study are students S1 PGSD Campus Earth Siliwangi which has now entered the last year (year 4) on the basis that they were considered to have enough stock and shortly had graduated and ready to be deployed to the field as a teacher. Thus, the samples were done by purposive sampling technique.

2.2 Instrument

The instrument used in this study is a multiple-choice test about the understanding of the basic concepts of the exceptional children of 30 questions and multiple-choice test about the understanding of serving exceptional as much as 20 questions.

2.3 Mechanical Analysis Instruments

To obtain accurate data, the instrument that will be used in this research will be conducted several tests that validity, reliability, discrimination, and the level of difficulty.

2.4 Data Collection Technique

Data collection techniques to be performed in this study is a test to find out of understanding about exceptional children basic concepts and understanding of service to the exceptional children

2.5 Mechanical Processing and Data Analysis

Mechanical processing and data analysis will be done in this research is through a simple statistical approach percentage. At first calculated the number of respondents on the item in question is then calculated respondents who answered correctly. Furthermore, in the second step using analytical techniques using the formula quartile

$$Ki = b + p \left[\frac{\left(\frac{In}{4}\right)F}{f} \right] \quad (1)$$

with:

- b = lower limit K_i class, class is the interval where k_i is located
- p = length of the class K_i
- F = number of frequencies with smaller mark than the mark K_i
- f = frequency of class K_i
- i = 1,2,3

3 RESULTS AND DISCUSSION

For the importance of processing and data analysis, the assumptions made in advance to be used as criteria for determination of appropriate decision-making problems posed. In line with the research problem, assuming the proposed reference to the principle of mastery learning theory (mastery learning). According to this theory, the student is considered successful in their learning if able to master at least 75% of the material being taught. By paying attention to the proportion of the population, then in this study was generally assumed that students are considered own readiness when at least 75% of the students were able to master at least 75% of the material that tested.

Based on the assumptions above and in line with the proposed formulation of research problems, then it is assumed that:

- Judging from comprehension about the basic concepts of Special Education, students PGSD considered to have the readiness, when at least 75% of the students were able to master at least 75% of the test materials on the basic concepts of Special Education.
- Judging from the ways of dealing with exceptional children, PGSD Students are considered to have the readiness, when at least 75% of the students were able to master at least 75% of all the test materials on ways of dealing with the exceptional children in public school.
- PGSD students can be considered own readiness in the face of exceptional students, when at least 75% of the students were able to master at least 75% of the total material tested.

Based on the formula quartile (Ki) which is used to process the test data PGSD students about understanding the basic concepts and exceptional children services obtained from the data in Table 1 on students of PGSD readiness in serving exceptional children.

Table 1: Readiness PGSD students in serving Children with Special Needs.

Aspect	Understanding of the basic concepts of Exceptional Children Education	Understanding of serving exceptional children
number of Students	76 people	76 people
75% Number of Students	57 people	57 people
number Problem	30 items	19 items
75% Number of matter	23 items	14 items
Ki minimal	≥ 23	≥ 14
Ki count	18.94	10.204
Conclusion	K1 count < K1	K1 count < K1
	Not to have the readiness	Not to have the readiness

Based on the table, if the terms of an understanding of the basic concepts of Special Education, about ways to serve children with special needs, and readiness to serve exceptional students in elementary schools, giving meaning to us that students of S1 PGSD not have preparedness

Children Special Needs in Primary Schools. This is understandable because PGSD S1 students are not prepared to face the child with special needed and in the new curriculum PGSD S1 is given an introduction to the basic concepts of educational inclusion. Therefore, in this study does not question the basic concept of as long as Special Education has been mastered, as well as their readiness in the face as long as the child with special needed the primary school, since the problem is not directly related to the curriculum that has been set in the education of prospective primary school teachers.

One thing that seems to be thinking more is how to equip knowledge of exceptional children for any prospective elementary teachers. This is necessary in view of the direction of education for the child with special needed today and in the future, are integrated or inclusive education, where children with special needs regular study together with normal children in general. Because it is an elementary school teacher someday inevitably be faced with children with special needs in the school, so that seems to be anticipated early on the debriefing of knowledge of Special Education in preparing candidates for primary teacher's professionals.

4 CONCLUSIONS

Judging from understanding the basic concepts of special education / Education of Children with Special Needs, as well as the readiness of the ways of dealing with children with special needs are enrolled in primary school, students of S1 program of PGSD University of education Indonesia Bumi Siliwangi does not have the readiness to serve exceptional children who attend in elementary school. Students S1 PGSD University of Education Indonesia Bumi Siliwangi also does not have the readiness to serve children with special needs are enrolled in primary school because the student has not been equipped S1 PGSD program as a candidate for elementary school teachers about education services the child with special needed, Besides, it is still at least the material lectures in connection with child needs special services.

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