

# Analysis of Understanding the Dynamics of Kindergarten Teacher on Children with Special Needs

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**Abstract:** This research moved from the low level phenomenon of understanding of kindergarten teachers about children with special needs. The purpose of this study was to determine the dynamics of kindergarten teachers' understanding of children with special needs. The method used in this research is one of the kindergartens in Bandung, Indonesia with the subject of three teachers. Data was collected using an interview technique with duration of three times a week with one hour on each meeting. The result is that there is a group of kindergarten children with special needs. The diversity of teachers' understanding of children and their needs towards children with special needs, could possibly lead to mistreatment done by teachers to children with special needs, whereas the regulation of education has determined that the kindergarten must receive children with special needs without discrimination. As any implication, the results of this study suggest that the need for more intensive socialization on inclusive education, especially for kindergarten, then there should be a basic skill development training for kindergarten teachers on children's behalf.

## 1 INTRODUCTION

Having a full understanding of the students for a teacher Kindergarten is an obligation, including understanding the needs and characteristics of children who are included in a group of children with special needs. Full understanding of the children with special needs will help teachers provide appropriate services to the needs of children without discrimination (Cassady, 2011). Discriminative treatment on learning will provide physical and psychological impact to the child (Graven, 2015). Getting the services of high quality education is the right of every child. Education cannot show discrimination to every child both in terms of service and access. This means that education should be inclusive and not exclusive.

Education must be given to both normal children and children on the category of Children with Special Needs and needs to get the support of all parties including parents as the children's closest environment (Murray et al., 2013). This is consistent with what Douglas Burnett and colleagues (2003) have said that in dealing with children with special

needs, families are the most important part to make a positive impact on the child's growth. The family can provide support either mentally or psychologically to the child because the child has given the trust to his family.

Focus on early childhood special needs be a differentiator of this study with previous research. Unfortunately not every kindergarten teacher understands who, the needs, and the type of services that are right for children with special needs. Receiving the same educational opportunities, but as citizens they have the right to get a decent education services and quality and are done together to make it happen (Adams, Harris, and Jones, 2016). Giving attention to the education of children, particularly in early childhood is very important because this time child time getting to know the school, the early age groups, ages exploring, age asked, mimicking ages and ages and ages creative play (Papalia, and Olds, 2008).

An important role of early childhood education in education as a whole is the reason why early childhood education can not be discriminatory; it was definitely inclusive. This means that all children are equal and entitled to their school without exception.

In providing services in early childhood, teachers are a very important component in determining the failure and success of a lesson. May (2011) affirms that “teachers need to have insight, emotional control, and also adaptability to help children learn so they can help develop every aspect of child development. However, actual education in kindergarten tends to still leave many shortcomings such as persecution by teachers in learning activities.” For example, teachers impose learning to read, write and count to children who are not ready to accept it, so children do not feel comfortable learning in the classroom.

There is little education in an academically oriented kindergarten by "forcing" reading, writing and counting activities in a drill style. In addition, coping for children with special needs is based on field studies where there are many kindergarten teachers who do not understand who the children are, what their needs are, and also the appropriate remedies that should be given to them, so that the research is oriented on Analyzing the understanding of kindergarten teachers Who apply inclusive learning to children with special needs, they teach with the aim of knowing the kindergarten teacher's understanding of children with their special needs, needs, and learning services provided to children with special needs.

Based on the formulation of the problems that have been described, it is necessary to limit the research to make this research more focused. The research limits are given as follows:

- This study is limited to the discussion of children with special needs.
- Subject of research is kindergarten teacher.
- This research focuses on the understanding of kindergarten teachers on the factors needed to support the maximum development of children with special needs.

## 2 METHOD

The method used in this case is Study Case, which is, a study that is interested in what is, without any action or deliberate control in order to get the causal significance. This study more specifically observes

the characteristics of the individuals studied (Alwasilah, 2015). The focus in this study is on the dynamics of kindergarten teachers' understanding of children with special needs including an understanding of who, needs and forms of service that are right for them. This study took place in one of the institutions of Early Childhood Education in Bandung district, which implements the inclusion education, but based on a preliminary study, found that teachers who teach in these institutions are lacking an understanding of children with special needs. The number of teachers were used as research subjects were three people from the teachers all six people. Selection is based on academic qualifications of teachers they have with the qualifications of teachers have a university degree and two bachelor yet. Time used in this study for one month at a time to the field twice in a week. Interviews conducted at each meeting lasts between 30 minutes to 60 minutes. Stages in this study included preparation, i.e. observing the place of research and interviews with teachers and observing learning activities implemented in kindergarten. The next phases were implementation and data collection, in this stage researchers used interviews as the main instrument and observations as a support to capture data. Creswell (2009) said that “the final stage was analyzing data, by analyzing through reading and continues reading the findings over and over so form a pattern or categories that will be used as material for analysis”.

## 3 RESULTS AND DISCUSSION

The results showed that there is a diversity of understanding of children with special needs. Question proposed research include an understanding of who the children with special needs, the needs children with special needs and the type of services children with special needs. Kindergarten teachers' understanding of who, the needs, and the type of services for children with special needs can be seen in Table 1 below.

Table 1: Kindergarten teachers' understanding about who, needs, and service of children with special needs are.

Kindergarten teachers' understanding about Child with Special Needs			
Respondents	Who	Needs	Service
1	<p>Child with special needs is a child who has a physical and mentally disability.</p> <p>Child with special needs is a child who needs special handling to develop a child's development tasks.</p> <p>Child with special needs is a child who has limited focus or <i>short term memory</i>.</p> <p>Child with special needs is a child with special needs in terms of physical, psychological, and mental.</p>	<p>Child with special needs, needs motivation, attention, affection and special treatment.</p> <p>Child with special needs need stimulus and a long enough time to develop the child's development tasks.</p> <p>Their needs space to be able to concentrate because of their easily-broken concentration.</p>	<p>Giving attention, affection, recognition, and specific treatment which is given routine and incidental to the children with special needs</p> <p>Providing activities that can stimulate child development tasks appropriately to help developing areas of weakness.</p> <p>Providing a variety of services for each child and also adjusting it to their needs.</p> <p>Providing service activities to practice concentration on children with special needs such as swimming, coloring, or drawing. (can see the child's favorite activities)</p>
2	<p>Child with special needs is a child with autism,</p> <p>Child with special needs is a child who tends to have many privileges.</p> <p>Child with special needs is a child who gives an inspirational figure for educators and the public to taste gratitude against the creator.</p> <p>Not all children with special needs are intellectually weak but in certain areas they have many advantages.</p>	<p>Their needs attention and psychological comfort.</p> <p>Their need of special treatment psychologically and attentively but not a few of children with special needs are taught self-reliance to face the future so they could be independent.</p>	<p>Giving attention, affection as a friend to children and real activities to develop children's potential.</p> <p>Providing psychological support for children with special needs</p>
3	<p>Child with special needs is a child who experiences a shortage in the area, physical, mental and intellectual.</p> <p>Child with special needs is a child who experiences a lot of academic obstacles both in the ability to read, write, and calculate</p> <p>Child with special needs is a child who has concentration problems that requires special handling</p>	<p>Their requires an area that supports all their activities, helps children's physical and mental health also of the surrounding environment with positive thoughts.</p> <p>Their requires special handling both in learning and in social interactions that need certain forms of treatment and intervention</p>	<p>Giving love and attention to children with special needs. Do not neglect there.</p> <p>Need to develop the ability of teachers to provide appropriate treatment for children's needs.</p>

Based on the data set forth in Table 1 above on the perspective of who the children with special needs. Generally the respondents perceive that children with special needs is a child who has a physical shortage of either disability or malfunction of certain body parts. While others expressed the view that children with special needs is experiencing weakness in the areas of mental and intellectual. On the question of the needs of children with special needs in general respondents commented that the normal needs of

children with special needs children alike. Among them requires motivation, affection, attention and also urge ourselves to be able to be accepted. But on the question of how the treatment of a proper education given to children with special needs, general the respondents answered that they did not know the exact form of services provided to them. During this time they give lessons to their treatment is almost the same as the normal children. This is because they have a lack of information and insight

about the form of activities, methods and strategies given to children with special needs. Based on the data presented in the results of the study it appears that there is already true understanding of who tend to special needs children but still need additional information. Teachers also have an understanding that the love, attention and motivation is an important component of the needs of children with special needs. This is in line with the opinion of Kellett (2010) which stated that “Students, especially children with special needs not only need the intake of material from educators but also more than that, they need intake of affection. Other than love their also need a role model and exemplary. “

As for the respondents’ answers that they do not have the sufficient ability and insight/knowledge to provide treatment for their learning reflect that teachers need knowledge, insight and appropriate techniques to provide services to children with special needs appropriately and correctly. In addition, teachers also need to involve parents in providing services to children, causing similar perspective in providing services, and so the communicating error doesn’t occur. Including introducing a closest culture to the child’s life because in some cases the errors in communication happen due different understanding of behavior due to different cultural backgrounds (Wright and Taylor, 2014; Kalyanpur, Harry and Skrtic, 2010; Anderson et al., 2010; Gay, 2010).

## 4 CONCLUSIONS

The result show that to develop the skills of teachers of kindergarten in providing treatment appropriate learning for children with special needs, the next kindergarten teachers also need to acquire minimal skills are very practical to help provide the best service even though it is still minimal for children with special needs in kindergarten where they teach. This research is far from perfect. Therefore, researchers suggest in the next research can be focused in terms of maximizing the development and growth of children with special needs. There are still some factors that can support the development of children with special needs that are not described in this study due to lack of self researchers.

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