IDENTIFICATION OF CHILDREN WITH SPECIAL NEEDS JUNIOR HIGH SCHOOL LEVEL IN DKI JAKARTA

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Abstrak: Penelitian ini secara umum dimaksudkan untuk mendapatkan data empiris berkaitan dengan jumlah Anak Berkebutuhan Khusus (ABK) tingkat SLTP di wilayah DKI Jakarta.pada tahun 2019. Pendekatan penelitian yang digunakan dalam penelitian ini adalah survey dengan teknik deskriptif. Subjek penelitiannya adalah SLTP atau SMP Negeri di wilayah DKI yang diambil secara proporsi dengan jumlah 144 sekolah, yang berasal dari lima wilayah. Instrumen pengumpulan datanya adalah angket. Adapun untuk analisis datanya digunakan teknik analisis statistik deskriptif. Hasil penelitiannya adalah hasil penjaringan (identifikasi) ABK di DKI Jakarta dengan data terbanyak pada anak lambat belajar/slow learner dengan jumlah 468 (45,44%), untuk data terbanyak kedua yaitu anak dengan hambatan inteligensi/tunagrahita dengan jumlah 230 (22,33%), kedua jenis ABK tersebut berkaitan dengan hambatan kecerdasan dengan memiliki kemampuan inteligensi di bawah rerata normal. Studi ini menunjukkan bahwa pada tingkat SLTP di DKI Jakarta jumlah peserta didik dengan kemampuan kecerdasan di bawah rnormal yang cukup tinggi, baik ABK jenis lambat belajar dan hambatan inteligensi. Dengan demikian, penelitian ini berimplikasi terhadap pemantapan konsep dan praktik dalam layanan pendidikan inklusif tingkat SLTP di DKI Jakarta. Penelitian ini juga menjadi penting, dikarenakan data-data mengenai jumlah ABK pada tingkat SLTP cenderung belum ada secara memadai. Hal ini diharapkan menjadi rujukan dalam meningkatkan layangan bagi ABK khususnya dalam setting layanan pendidikan inklusif di DKI Jakarta

Kata-kata Kunci: Identifikasi Anak Berkebutuhan Khusus.

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Abstract: This research is generally intended to obtain empirical data relating to the number of Children with Special Needs (ABK) at the junior high school level in the DKI Jakarta area in 2019. The research approach used in this study is a survey with a descriptive technique. The research subjects are junior high schools or public junior high schools in the DKI area which are taken in proportion to the number of 144 schools, which come from five regions. The data collection instrument is a questionnaire. As for the data analysis used descriptive statistical analysis techniques. The results of the research are the results of screening (identification) of ABK in DKI Jakarta with the most data on slow learners/slow learners with a total of 468 (45.44%), for the second most data, namely children with intellectual disabilities/mental retardation with a total of 230 (22.33). %), both types of ABK are related to intelligence barriers by having intelligence abilities below the normal average. This study shows that at the junior high school level in DKI Jakarta the number of students with below-normal intelligence abilities is quite high, both with slow learners and intellectual disabilities. Thus, this research has implications for the consolidation of concepts and practices in inclusive education services at the junior secondary level in DKI Jakarta. This research is also important, because the data regarding the number of crew members at the junior secondary level tend to be inadequate. This is expected to be a reference in increasing kites for ABK, especially in the setting of inclusive education services in DKI Jakarta.

Keywords: Identification of Children with Special Needs.

INTRODUCTION

In education services for ABK, the government has implemented a segregative, integrative, and inclusive education system. In general, these three things have been running to date related to inclusive education services. In its implementation, inclusive education services have been prepared by the government from kindergarten to high school and even to the tertiary level. Education services for ABK in regular school settings tend to be related to an integrative and inclusive service system. In the implementation of education services at the elementary level, ABK tends to attend Special Schools (SKh) or Special Schools (SLB), which at the next level, junior high schools attend inclusive education systems, specifically for ABK who have a normal level of intelligence (IQ).

In DKI Jakarta, the number of schools at the junior high school level is 1,074 schools, with details consisting of 293 public schools and 781 private schools, from 6 municipalities and regencies. Data from the Ministry of Education and Culture in 2017/2018, shows that the number of ABK in DKI is around 3.2 million children for all levels. This study wants to identify ABK data for junior high school level in DKI Jakarta area

RESEARCH METHODS

This study aims to identify children with special needs (ABK) at the junior high school level in DKI Jakarta, covering five municipalities; East Jakarta, Central Jakarta, South Jakarta, West Jakarta and North Jakarta, both in public schools and in private schools. In this study, a quantitative approach was used, by analyzing data obtained from questionnaire instruments filled out by junior high schools. The collected data were analyzed using descriptive statistics, relating to five DKI Jakarta areas and seven types of ABK (blind, deaf, mentally impaired, disabled, learning difficulties, gifted, and autistic)

This study was conducted from April to September 2019, for six months. This research was also carried out in five municipal areas in DKI Jakarta at the junior high school level, in state schools, namely in the type of school referred to as State Junior High School which is abbreviated as SMPN

RESULTS AND DISCUSSION

Result

This research data was obtained from 144

junior high schools in the DKI Jakarta area, respondents were junior high schools in each region by taking into account the proportion of the number of schools, in each grade 7 (seven), 8 (eight), and 9 (nine). This is illustrated in the following table:

Wilayah DKI	Jumlah SMPN yg Diteliti	Jumlah SMPN yg Ada
Jakarta Pusat	16 SMPN	36 SMPN
Jakarta Utara	16 SMPN	37 SMPN
Jakarta Barat	24 SMPN	50 SMPN
Jakarta Selatan	40 SMPN	65 SMPN
Jakarta Timur	48 SMPN	95 SMPN
Total	144 SMPN (50,88%)	283 SMPN (100%)

From the table above, it can be seen that in this study 144 junior high schools out of 283 junior high schools in the DKI Jakarta area were used, or around 50.88% became research sites. Meanwhile, related to the types of children with special needs (ABK) netted or identified in this study, include; first, children with visual impairments (visually impaired), second, children with hearing impairments (deaf), third, children with intelligence barriers (mentally impaired), fourth, children with physical, motor and developmental barriers (visually impaired), fifth, children with emotional and behavioral barriers (visually impaired), sixth, slow learners , seventh, children with learning disabilities, eighth, children with autism spectrum deviations, ninth, gifted children (gifted and talented), tenth, children with attention deficit and hyperactivity disorder (ADHD), and eleventh , children with multiple disabilities (mulitiple handicap).

Description of DKI Jakarta ABK Identification Data

As explained in the previous explanation, the data of SMPN in the DKI Jakarta area amounted to 283. In the research on the identification of ABK at the junior high school level in DKI using 144 schools (50.88%). Then in data collection, data entered from 144 schools to 105 junior high schools (72.92%). An overview of

the number of ABK netted from the 105 schools is in the following table:

LOKASI & JENIS ABK	JAKPUS	JAKUT	JAKBAR	JAKSEL	JAKTIM	JUMLAH ABK
Tunanetra	2	0	2	13	2	19 (1,84%)
Tunarungu	3	8	6	2	7	26 (2,52%)
Tunagrahita	14	20	36	41	119	230 (22,33%)
Tunadaksa	3	3	1	4	3	14 (1,36%)
Tunalaras	8	9	2	20	7	46 (4,47%)
Lambat Belajar	97	65	50	37	219	468 (45,44%)
Kesulitan Belajar	9	5	7	1	55	77 (7,48%)
Anak Berbakat	4	16	6	31	55	112 (10,87%)
Autisma (ASD)	3	4	8	3	5	23 (2,23%)
ADHD (Hiperaktif)	3	2	0	1	2	8 (0,78%)
Tuna Ganda	0	3	1	1	2	7 (0,68%)
Jumlah ABK	146 (14,17%)	135 (13,11%)	119 (11,55%)	154 (14,95%)	476 (46,21%)	1030 (100%)

From the table above, it shows that the results of the identification of ABK in DKI Jakarta with the most data on slow learners with a total of 468 (45.44%), for the second most data, namely children with intelligence / intellectual impairments with a total of 230 (22.33%). As previously explained that both types of ABK are related to intelligence barriers by having intelligence capabilities below the normal average. Meanwhile, for ABK data on gifted children in third place (10.87%), it shows that the level of intelligence is above the normal average. The DKI Jakarta area that has the highest number of ABK is East Jakarta with 476 ABK (46.21%), with the highest number of ABK being slow learners and mentally impaired. While for the area with the least number of ABK is in West Jakarta with the number of ABK 119 (11.55%), but for the type of ABK with the largest number is the type of slow learning and mentally impaired.

CONCLUSION

Based on the description of the research data, several conclusions that can be conveyed, the results of the identification of ABK in DKI Jakarta with the most data on slow learners with a total of 468 (45.44%), for the second most data, namely children with intelligence barriers / intellectual disabilities with a total of 230 (22.33%), both types of ABK are related to intelligence barriers by having intelligence abilities below the normal average. Meanwhile, for ABK data on gifted children in third place (10.87%), it shows that the level of intelligence is above the normal average. The DKI Jakarta area that has the highest number of ABK is East Jakarta with 476 ABK (46.21%), with the highest number of ABK being slow learners and mentally impaired. While for the area with the least number of ABK is in West Jakarta with the number of ABK 119 (11.55%), but for the type of ABK with the largest number is the type of slow learning and mentally impaired.

While for ABK related to sensory and developmental abilities, such as children with visual and hearing barriers, children with physical and motor barriers, as well as types of autism ABK are at a percentage of 3%. In contrast to gifted children, it is at a higher percentage of 10.87%.

The results of the study, which shows the significant number of ABK in public high schools (SMP) in DKI Jakarta, have implications for inclusive education policies, in this case inclusive education organizing schools (SPPI) in preparing teaching staff resources, specifically special education teachers (GPK) and facilities and infrastructure / accessibility provided by schools in DKI Jakarta.

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