

WOS

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Submission date: 19-Mar-2021 07:56PM (UTC-0700)

Submission ID: 1537532555

File name: Publikasi_WOS.docx (119.13K)

Word count: 3317

Character count: 18544

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**Description of Teachers' and Parents' Practices
in Dealing with Young Children's Developmental Delay****Suharsiwi**Universitas Muhammadiyah Jakarta
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Abstract

Early detection for children with special needs at early childhood education (PAUD) and elementary school (SD/MI) are very important. Early detection and proper handling causing children develop more optimally. Cooperation and good communication between parents and teachers are very important due to achieve the expected goals. There are still many parents who are late in realize the problem of child growth and development for various reasons, so that the handling of children becomes late. This study aims to find out how detection of children problems at school is carried out, how the communication between parents and teachers, and how teacher understanding is related to children with special need. This is a quantitative research. Questionnaires were distributed to 210 inclusive and SD/MI teachers and 35 parents of children with special needs. Focus group discussions were conducted with teachers and principals in 12 /SD/MI in Jakarta, Depok and Tangerang. The results showed that 84% of teachers did not conduct a comprehensive assessment related to ABK acceptance, 85% did not have special meetings with parents of children with special needs, 84% stated that there were many obstacles in making early detection, and 79% stated they did not have knowledge and skills regarding children with special needs. Of the 12 PAUD/SD/MI, only 4 PAUD/SD/MI make accurate detection from the experts, while the others are not. As an implication, it is necessary to develop an early detection model for children with special needs in school, build healthy communication with parents, and create an individual curriculum program for children with special needs in order to develop children's potential more optimally.

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Keywords: early detection, children with special needs, inclusive education, assessment**1. INTRODUCTION**

Education is a planned effort to educate children so that they become an independent human beings and can adapt to their environment. Education in families and schools are important means to equip them to grow and develop optimally.

The government, community, family, and parents are obliged and responsible for the implementation of child protection. The presence of children in a family is a complement, and becomes the glue of the relationship between father and mother. Parents are obliged and responsible for: nurturing, caring, educating, protecting, and developing children according to their abilities, talents and interests. In the process of growth and development, the treatment of children with special needs must be as good as children who are develop normally.

The development of each child is unique. There are children who grow rapidly, but there are children who develop slowly or have problems in achieving their development tasks. If the child experiences developmental deviations by referring to the normative development criteria, an accurate examination needs to be done. Thus it can be determined the problems faced by children related to the type of special needs. Preliminary examinations regarding early detection are needed for subsequent child handling. With early detection, appropriate interventions can be given to children.

Early detection of a child's developmental disorders is very useful for early diagnosis and intervention, so that child development can take place as optimally as possible (Vaughn, Bos, & Schumm, 2011).

Children have obstacles in their development if they are not able to show behavior in accordance with the stages and tasks of developmental milestones, as well as normal measures that can generally be done by the average child of

his age. Various terms of child development difficulties, including difficulties in learning tasks, are stated by experts. Burton (in Syamsudin, 2001) states that children who cannot realize developmental tasks, including social adjustment in accordance with his organismic pattern at certain development phases such as those applicable to the social group and the age in question, are often categorized as slow learners. This understanding shows that in order to find out whether there are abnormalities or delays, parents and teachers can refer to the stages and tasks of development which the child should pass or to normal measures that apply according to age and development (Syamsudin, 2001).

Information processing explains how students interact and respond to the environment and how the learning process takes place. First, students receive information through senses (vision, hearing, kinesthetic, haptic, gustatory, olfactory). Then they process information through classification, association, reasoning, and evaluation abilities.

Finally, they respond to information through output (speaking, writing, motor response, dancing, acting, running, social interaction). The children are aided in this process of information by their executive functions/the ability to use information and how to interpret information. Information processing takes place within the emotional context that influences every aspect of the system (input, processing, output, and executive function). Reviewing every aspect of information processing can help teachers and parents know whether special education services are needed. If the child cannot process information properly, in the input, process, output, executive function or emotional context, the child needs a special service program.

Abdurrahman (2012) believes that the growth of problems can be caused by several factors, namely: (1) the possibility of neurological dysfunction, (2) the existence of difficulties in academic assignments, and (3) the existence of gaps in achievement and potential.

Suryaningrum, Ingarianti, and Zainul (2016) found that teachers still had problems in early detection of the development of their students. Some of the things that were encountered include: the absence of instruments to detect, lack of knowledge of teachers in conducting detection, and lack of teacher understanding of students with special needs. Whereas according to Kauffman and Landrum (2007), teachers need to conduct assessments and conduct monitoring to evaluate the progress of each student.

The data was also obtained by researchers when conducting preliminary study activities, and preliminary research on parents and teachers of children with special needs in Depok area related to the implementation of inclusive education in schools. The researchers found that teachers often had difficulty communicating with parents related to handling their children. Parents often see differently from the teacher regarding their child's problems. Parents are reluctant if asked to consult with experts, in child development. Even though child development facilities in several hospitals in Depok are available, but indeed some parents are more comfortable to Harapan Kita Hospital or to

the Rumah Sakit Cipto Mangunkusumo (RSCM) in Jakarta as a reference.

Some other parents complained about the costs involved in conducting a series of examinations regarding their child's psychological problems. In Indonesia, if the condition of the child does not seem to be seriously ill, then the parents are reluctant to visit a pediatrician. Parents do not take their children's problems seriously, and lack of information regarding that if children do not receive proper treatment at the beginning of their life, they will have a psychological impact on their future. Early detection will provide information for accurate handling of cases of children

In this social media era, the use of smartphone as the source of information will make parents and teachers understand the situation. Considering that not all cities have hospitals that provide child development facilities, even though BPJS has provided financing, not all parents know about it. Especially for parents who live in remote areas where there are no facilities for child development.

In this study, we want to know more about parents and teachers' practices in early detection of child developmental delay. In addition, various obstacles will be examined in early detection. Knowledge of the practices of early detection by parents and teachers can be useful in giving input regarding the intervention programs needed.

2. METHOD

This research was mixed method design. Survey methods conducted by schools and teachers from 12 schools, ranging from TK/PAUD and SD/MI, in Jakarta, Depok, dan Tangerang. There are 35 parents and 165 teachers. Observation methods implemented in several inclusion of kindergartens and elementary schools, interview methods and focus group discussion were conducted to early childhood education and Elementary School teachers and parents. Survey was conducted on teachers and parents of children with special needs with the following research questions:

- a. How is the availability of early detection services on the admission of students with special needs at school,
- b. are there any meetings / discussions conducted by the teacher regarding the findings of child development problems at school.
- c. How is the availability of human resources with special educational background in inclusive schools.
- d. How to special handling students with special needs in inclusive schools

After the survey results are obtained, deepening is implemented through focus group discussions. This is to find obstacles related to the problem of early detection of children with special needs in school and the obstacles faced by teachers.

3. RESULTS AND DISCUSSION

The findings based on results of the study as follows:

3.1 Early Detection Services for Children with Special Needs at School and at Family

Information regarding the availability of early detection services is obtained through the questionnaire distributed to parents and teachers; 84% of respondents did not make a comprehensive assessment in the student admission process of children with special needs.

From focus group discussion implemented in 12 PAUD/TK and SD/MI, the results are:

- a. There are only 2 schools that having complete instruments related to early detection and assessment of child development problems; another schools don't have enough tools.
- b. Schools cannot do much because sometimes the condition of the child is known by the teacher after the child go to school. Sometimes parents do not bring their sons in the admission process so the teacher cannot observe the students. The teacher feels "cheated" because actually students have obstacles when learning.

From the questionnaire distributed to 35 parents of students with special needs, 28% of parents check of their children with special needs condition to a Growth and Development Clinic, and they have understanding of what was happening to their children. While 72% of parents do not check their children condition to the Growth and Development Clinic and assume that their children are not problematic.

Interviews with 5 parents to deepening the obtained data as follow:

- a. Parents do not feel comfortable knowing the child's condition. In other words, parents are still unable to accept the child's condition
- b. The high cost of assessment at the Growth and Development Clinic is a barrier for parents
- c. When parents have already known the child's condition, they also still experience obstacles in carrying out an expensive therapy process
- d. Sometimes there is no collaboration between mother and father in caring for children. Both parents have different perceptions about the child's condition

3.2 Parent Meeting/Discussion

Regarding whether there was or not a meeting facility between parents and teachers at school, the result was 85% parents and teachers did not conduct meetings.

Through focus group discussions conducted in 12 PAUD/TK and SD/MI, it can be concluded that:

- a. Only 5 schools hold special meetings between teachers and special needs parents; 7 schools do not hold special meetings. Meetings are only conducted in the form of meetings, recitals, and parent seminars.
- b. The meeting is rarely held because there is no agreement between parents and teachers regarding cases that occur in children. Parents do not recognize that their children have special needs.

- c. There is no meeting point in agreeing on the handling of children with special needs between the school and the foundation committee of the school

Interviews with 5 parents to deepening the obtained data as follow:

- a. Business at work makes it difficult for parents to find time to attend parent meetings
- b. Connecting with children's problems, parents often feel blamed for being deemed unskilled / caring for children.
- c. Parents believe in schools about the problems experienced by children and are grateful that children have been accepted as part of the school
- d. Parent meetings are very important and can be a means to synchronize perception

3.3 Availability of Human Resources

The survey results indicate that 79% of teacher respondents stated that they did not have knowledge and 85% stated that they were less skilled in handling children with needs in school

Focus group discussions on teachers/principals in 12 TK/PAUD and SD/MI in Jakarta, Depok and Tangerang areas found that:

- a. Schools find it is difficult to get experts in the field of handling students with special needs
- b. Experts are expensive, so schools have difficulty recruiting them
- c. Difficulties in human resources make it difficult for schools to conduct initial assessments for children with special needs. It is difficult too, to develop a curriculum for children with special needs

There are many rejections from schools because the lack of availability of human resources

3.4 Handling Special Children in Inclusive Schools

The survey results show that 79% of respondents said that they did not have a special program in handling ABK in schools.

Focus group discussions on teachers/principals in 12 PAUD/TK and SD/MI in Jakarta, Depok and Tangerang areas found that:

- a. There are limited school knowledge with the term "inclusive education"
- b. There are limited expertise in the field of handling special needs in schools
- c. Schools do not differentiate between regular and special program of education services in schools

From interview with parents, another results are:

Not all of urban parents realize that detection is important. Information related to child development issues actually can be obtained for parents through books, both printed and internet access. It can be an alternative choice for parents. But books related to the initial steps of early detection are still limited, especially books that provide a scientific picture accompanied by a variety of stories of children with special needs as real examples to give a clear picture to the reader.

Another obstacle is the lack of costs so parents are reluctant to bring their daughters' sons to child growth clinics. Many found parents do not find out about their children's problems and only provide care at home without being handled by experts or get special service education in schools. Fulfilling the need for education rights of children is neglected, children's problems will only worsen and cause prolonged stress for the family.

In Selligman and Darling (2017), parents need time to accept children's condition. They have to face several stages until come to the acceptance stage, and sometimes they go back to the initial stages. The early childhood become stressful situation for the parents, so it may difficult for the parents to deal with children's condition. This situation affect the eagerness of parents to come to early intervention program.

Detection and handling of children with special needs are important things, so the teacher must make a standard procedure at admitting new students. This is not intended to prevent children with special needs from being accepted in school, but to ascertain what the child's problems are and how strong the school is to handle children. Proper detection will provide accurate information so that the teacher can make the program and anticipate the right things related to handling children in school. This refers to the data above related to the availability of human resources and the handling of children with special needs in schools which is only 10%, so it is assumed that the assessment has not involved teaching so that the potential of children's problems is not captured at the outset. Training for teachers is important to do, so that teachers have the knowledge and skills to carry out early detection. In Ardianingsih and Mahmudah (2017), training programs for teachers can effectively improve teacher knowledge and skills.

Vaughn, Boss and Schumm (2011) said that actually classroom teachers have responsibility to implement the special education program for their special need students. They have to have the ability to help students with disabilities adapt in the general classroom. Some points are teachers have to respect and accept all students, adapt effective classroom management strategies for students with special needs, communicate frequently with included students, communicate with professionals and parents, and make adaptations for students when developing instructional plans. From the survey and focus group discussion, there are many things to fix in inclusive education implementation.

Cushner, McClelland and Safford (2019) stressed on two things in assessment of children: determination as a result of assessment, and the determination of how accountability for those service is demonstrated. The assessment should be implement for children suspected handicaps, and teachers have to implementing an alternative method to determine a student's need for special education service, namely response to intervention (RTI). From this point of view, early detection of children is important, and from early detection teachers can make the program to help optimize learning process in the classroom.

4. CONCLUSION

The role of problem solving, problem based learning and critical thinking in the era of globalization.

Referring to the findings above, conclusion regarding this issue, namely:

- a. Detect the problems of child development as early as possible
 - b. Early detection must produce accurate data
 - c. Visit a child growth clinic that has a team consisting of doctors, pedagogues, and psychologists
 - d. Follow a number of suggested tests and make detailed observations as possible to get accurate data support
- The role of parents who are expected to support the program are:
- a. Be caring and open
 - b. Looking for reliable information both from books and internet access
 - c. Consultation with teachers and experts in child development
 - d. Changing the paradigm that having children with special needs is a sin/karma but that is a blessing because being a parent of children with special needs is trustworthy
 - e. Hadith "Allah will not burden except because of ability"
 - f. The attitude of caring for their children is also what happens to other children.

Early detection of development problems is important to deliver the appropriate program for special need children. Teachers still have any early detection difficulties to implement. Standard procedures for new students admission systems are have to built, but this is not intended to prevent children with special needs from being accepted in school. Psychoeducation for parents needs to be done, so parents can have awareness of their child problems earlier and can provide appropriate stimulation for the development of children's social skills.

The implication is that a comprehensive special need children mechanism in school admission process needs to be developed. Schools have to build good communication with parents, and individual curriculum programs have to develop so children's potential become optimal. Finally, this condition can motivate teachers to handle special need children in the class.

5. ACKNOWLEDGMENTS

The authors are very grateful to the Kemenristek Dikti, teachers and parents who have contributed to various components of the research.

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