

Strengthening the Expertise of Special Assistant Teachers in the Implementation of Inclusive Education Management at the Early Childhood Education Level Based on Religion and Local Wisdom in the Badas District, Kediri Regency, East Java

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ABSTRACT

In accordance with the mandate of Law Number 20 of 2003 concerning the National Education System, Article 4 paragraph (1) education in Indonesia is carried out in a democratic and fair manner, and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. However, the obstacle that often occurs is that inclusive education is not implemented optimally due to the lack of special educator teachers in each education unit. Community service activities based on this study program use the Participatory Action Research method where in this study researchers are directly involved in the service that is carried out. Community service based on this study program focuses on providing training to RA teachers who are prospective special educators related to facilitating children with obstacles who come to their schools. The training begins with providing initial insight into inclusive schools and the types of children with special needs, followed by screening assistance, how to analyze the results of screening, how to apply learning tailored to the obstacles found and how to provide assessments according to abilities that have not been achieved by participants educate.

KEYWORDS

Special Assistant Teacher;
Inclusion Class;
Early childhood



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1. Introduction

Research on inclusive education at YBPK Kediri City in 2017 has proven that the inclusive education system at the institution has succeeded in eliminating discrimination and segregation between regular children and children with special needs who attend the institution [1]. Inclusive PAUD YBPK Kediri City has been established since 2009. In the academic year this research was carried out, Inclusive PAUD received 5 (five) children with special needs, namely 2 (two) deaf people sitting in the Play Group (KB), 1 (one) speech delay and 1 (one) slow to develop in TK A, and 1 (person) is hyperactive. From the research, it was found that in regular classes, children with special needs and regular children were placed in general classes, there was no additional or special assistance. Acceptance and appreciation of differences shows improvement, which is followed by the development of better communication and social skills. In addition, moral development, ethical rules, warm and caring friendships and self-confidence also showed an increase when regular children and children with special needs were placed in the same room. Inclusive education is education that should be applied at every level of education because through this education discrimination and segregation between regular children and children with special needs can be eliminated [2]. Inclusive education has been studied by previous researchers. Inclusive green growth and development of high-quality tourism industry in China: Dependence on imports is researched by Zhang [3]. The Call for Comprehensive, Disability and LGBTQ Inclusive Sexual and Reproductive Health Education was researched by Tarasoff [4]. Too few university graduates. The inclusiveness and effectiveness of the Italian higher education system were investigated by Contini [5]. Measuring the professional vision of inclusive classroom preservice teachers: A video-based comparative assessment

instrument researched by Keppens [6]. Closing the gap: A holistic school approach to Aboriginal and Torres Strait Islander inclusiveness in higher education is researched by Fowler [7].

Concerns about inclusive education scale: Dimensions, factor structure, and development of the short form version (CIES-SF) were investigated by Sahli Lozano [8]. The impact of teacher preparation on pre-service teacher attitudes towards inclusive education in Qatar was investigated by [9]. Inclusive education laws improve primary schooling among children with disabilities researched by Bose [10]. ADHD remission, inclusive special education, and socioeconomic inequalities were investigated by Kim [1]. Teachers' Attitudes and Self-Efficacy in the Implementation of Inclusive Education in Japan and Finland: A Comparative Study Using the Multi-Group Structural Equation Model researched by Yada [11]. A meta-analysis of the relationship between teacher self-efficacy and attitudes towards inclusive education was investigated by Yada [12]. The conflict between inclusive education and the school selection function in the minds of French teachers was investigated by Khamzina [13]. Listening to Students' Voices About Inclusive Education: Responses of Principals and Teachers in Indonesia researched by Andriana [14]. Inequality, information technology, and inclusive education in sub-Saharan Africa were investigated by Asongu [15]. The theory and practice of inclusive education for pediatricians was investigated by Lindsay [16].

The effect of parental psychological capital on subjective perception and rehabilitation among prelingual deaf children with cochlear implants during inclusive education was investigated by Gao [17]. Gender-inclusive intermediary education, financial stability and women's employment in industry in Sub-Saharan Africa was investigated by S. Asongu [18]. Finance, inequality, and inclusive education in Sub-Saharan Africa were studied by Asongu [19]. The Association of Lesbian, Gay, Bisexual, Transgender, and Inclusive Sex Education Questioning With Mental Health Outcomes and School-Based Victims in US Middle School Students was studied by Proulx [20]. Measuring the professional vision of the inclusive classroom in secondary education through video-based comparative assessment: An expert study researched by Roose [21]. The effect of parental psychological capital on subjective perception and rehabilitation among prelingual deaf children with cochlear implants during inclusive education was investigated by Qiao. Attitudes of pre-service physical education teachers towards, and self-efficacy in, inclusive physical education: Measurement of invariance and influence factors investigated by Braksiek [22]. Impact of unfunded inclusive education policies: Evidence from a 2013 China education panel survey researched by Tani [23]. Exploring Hungarian teachers' perceptions of the inclusive education of NES students was investigated by Magyar [24]. The impact of teacher education on attitudes, intentions, concerns, and self-efficacy of pre-service regular school teachers regarding inclusive education in South Korea was investigated by Song [25]. Inclusive design in architectural practice: Experiential learning of disabilities in architectural education was investigated by Mulligan [26].

The effect of parental psychological capital on subjective perception and rehabilitation among prelingual deaf children with cochlear implants during inclusive education was investigated. Dynamics of ICT for gender inclusive secondary education: Minimum poverty and inequality thresholds in developing countries investigated by S. Asongu [27]. Gratitude versus child rights: An exploration of maternal attitudes towards disability and inclusive education in Palestine was investigated by MacKenzie [28]. The Gang's All Here: Complete Interprofessional Education in Palliative Centers and Hospitals (S809) was researched by Broglie [29]. Reciprocal effects between self-concepts on ability and performance: A longitudinal study of children with learning disabilities in inclusive versus exclusive primary education was investigated by Gorges [30]. However, the constraint that often occurs is that each educational unit still lacks Special Educator Teachers who graduate from Special Education because PLB graduates prefer to teach at SLB rather than in regular schools because in SLB the career path is clearer and linear with their majors. However, in essence, children who are educated in regular classes and who get absolute support from their environment will be able to challenge the unfair practices that befall them, overcome health

and nutrition issues that hinder their growth and development and be able to voice their opinions. about social justice. In the field, there are still many people who look down on SLB schools, so they prefer to send their children with special needs to regular schools rather than SLB. So rather than this situation, it is necessary to have an understanding in terms of theory and practice in terms of parenting and management of inclusive schools.

Inclusive education is very appropriate to be applied to early childhood education because its implementation can meet the individual needs of all children, especially the need for health and the right to the same education as mandated in the preamble of the 1945 Constitution. subscriptions are possible in the future he can be equivalent to early childhood in general. Early childhood education in Canggu village, Badas, Kediri is still limited in terms of how to handle children with special needs. Educators still rely on their knowledge to deal with children with special needs, some even choose to advise parents of students with special needs to study at SLB institutions, because the institution does not feel qualified to accept children with special needs. This service contributes to emphasizing the provision of insights, both theoretical and practical, to early childhood educators to provide early treatment for children with special needs. This service does not only stop at providing knowledge in dealing with children with special needs but also always guides the institution in handling children with special needs. Until in the end the institution where this service was able to accept children with special needs, was able to guide and evaluate children with special needs.

2. Method

The strategy or method used in this research is Participatory Action Research (PAR) where in this case the servant is directly involved in the service that is carried out. The stages carried out in this PAR include 10 stages, namely: (1). Social preparation, Social preparation is carried out by making observations and visits and submitting applications for permission to carry out PKM to institutions that handle children with special needs at SLB PGRI Badas which is the reference for this PKM activity. In addition, this visit is intended to collect data on active students who attend the institution and obtain data on the types of special needs. Observations were also carried out at the institution that became the forerunner of inclusive schools, namely at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas. (2). Data Identification, Data identification is done by observing and identifying social realities, usually appearing as community complaints (Freire: Codification). Comparing data from the community with the existing reality. The identification of the data carried out in this PKM activity is to collect data on the number and types of children with special needs who attend SLB PGRI Badas and at the same time collect data on students who attend RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas for the current academic year. From the results of the identification of this data, it was obtained that the SLB PGRI Badas had received 39 children with special needs with 15 (fifteen) students having category C barriers (mental impairment/mental disorders), 7 (seven) students having obstacles with category F (autism).) and as many as 8 (eight) students with category G (double tuna) double categories C and D, 9 (nine) students in double categories C and B. Meanwhile, students at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas for the 2021/ academic year 2022 as many as 65 students with details of 30 (thirty) male and 35 (thirty five) female. (3). Social Analysis, Social analysis is done by discussing/unraveling social reality, (Freire: Decodification) to find the central issue or key words (problem focus). The discussion was carried out by holding pre-screening training. This training discusses the handling of children with special needs in inclusive classes, how to facilitate their learning and how to provide assessments. Discusses the overview of the inclusion class and the latest cases related to the implementation of the inclusion class. Submission of materials related to the types of children with special needs and how to facilitate them according to their respective categories. Pre-screening activities are determining additional instruments related to the development of religious and moral values as well as calculating the time for screening. (4). Formulation

of Social Problems, Formulating the problems that occur. Analyze and formulate problems that may be handled by researchers. The formulation of social problems was carried out through screening activities for 7 working days for 64 students at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas Kediri. This activity uses a questionnaire that has been formulated in FGD activities which include instruments of moral and religious values, instruments for children with reading difficulties, instruments for children with writing difficulties, instruments for children with difficulty in counting, instruments for children with ADHD and instruments for children with autism. (5). Organizing ideas, Organizing ideas that arise to look for opportunities that might be done together in solving problems by paying attention to the experiences of the community in the past (successes and failures). Discuss with educators and resource persons as well as with collaborative institutions. This activity was carried out after the screening team found that out of 64 students who were screened, 5 of them were indicated to have obstacles. As a reinforcement of the results of the screening, the guardians of students who have obstacles are presented one by one to be given information regarding the obstacles that the child has and at the same time invite their parents to discuss further handling. (6). Formulating a strategic action plan, a strategic action plan that was formulated after seeing the results of the screening and presenting parents for interview, namely discussing with all educators at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas with assistants from SLB PGRI Badas regarding what will be done to solve the problem (determining what, when, where and who and how) and formulating a problem-solving activity plan in a limited meeting. (7). Organizing resources, Organizing resources is carried out by identifying who should be invited to cooperate and who will hinder. Discussing with educators the activities that will be carried out and analyzing related parties will be trained to become special assistant teachers considering that students who have more than one obstacle and have varying obstacles. Thus, to optimize facilitation activities, all human resources in RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas will be trained to become special assistant teachers. (8). Action, Action or further training to become a special assistant teacher in this case implementation and guidance to institutions. (9). Observation Evaluation, Observation and evaluation to assess success and failure/learning experience was formulated while a guide to facilitating children with meltdown barriers and autism was formulated as the initial foundation in implementing inclusive school management at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas. (10). Reflection Reflection is carried out as a follow-up effort from the evaluation results because the implementation of inclusive school management at Muslimat Kusuma Mulia XXII Pandan Canggu Badas cannot be instant. The long-term program is structured so that this inclusive class can actually run as it should and can be distributed to all RAs in Kediri Regency.

3. Results and Discussion

The implementation of the inclusive education management system at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas began with training to strengthen special assistant teacher candidates. This is because all educators in RA are formally educated. Pure education, not extra-curricular education, is shown in [Fig.1](#). The figure shows that continuous training is intended so that existing human resources are able to carry out their duties as special assistant teachers optimally. Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 Article 5 paragraph 1 states that "Acceptance of students with disabilities and/or students who have the potential for intelligence and/or special talents in the education unit takes into account the resources of the school". The resources in question are the availability of educators who are willing to be trained to become special assistant teachers as well as the availability of natural resources in the form of complete facilities and infrastructure owned. This training was held for three days, namely on October 29 to October 31, 2021 at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas which was attended by 25 participants from students, education practitioners, madrasa supervisors, head of IGRA Badas District and of course educators. at RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas.



Fig. 1. Pre Screening Training

The first day of the training on October 29, 2021, participants received material about children with special needs including types of children with special needs, how to do screening, how to facilitate and how to give general assessments. The second day of training on October 30, 2021 is shown in [Fig. 2](#). The figure shows that participants were given insight into the inclusive classroom management system including various administrative and infrastructure facilities that must be owned and how to create an individual development program (PPI). while on the last day a FGD (Focus Group Discussion) was held discussing the systematic preparation of ABK assessment instruments which included instruments for developing Religious and Moral Values, instruments for children with reading difficulties, instruments for children with writing difficulties, instruments for children with difficulty in counting, instruments for ADHD children, and instruments for children with autism. . Instruments for developing religious and moral values are 13 (thirteen) basic competencies, instruments for children with reading difficulties are 14 (fourteen) basic competencies, instruments for children with writing difficulties are 12 (twelve) basic competencies, instruments for children with difficulty in counting are 6 (six) basic competencies, instruments for ADHD children are 21 (twenty one) basic competencies and instruments for autistic children are 35 (thirty five) basic competencies which specifically for the instrument for children with autism are grouped into 5 (five) types of basic competencies, namely competence in social interaction as much as 7 (seven) basic competencies, 6 (six) competencies in communication, 12 (twelve) behavioral competencies, 6 (six) emotional competencies, and 4 (four) competencies in sensory perception. basic competencies. The assessment instrument is prepared based on the content standards for the level of achievement of child development (STPPA) issued by the Ministry of Education and Culture of the Republic of Indonesia in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education. In addition, Article 5 paragraph 2 also states that "the educational unit as referred to in Article 4 paragraph (1) allocates seats for students who have disabilities as referred to in Article 3 paragraph (1) at least 1 (one) student in 1 (one) study groups that will be accepted. Based on data obtained from SLB PGRI Badas, it is known that the number of children with special needs who are active is 39 students. This also proves that the level of awareness of parents to provide a proper education in the Badas sub-district is very large. This is an opportunity that can be seized by RA Muslimat Kusuma Mulia XXII Pandan as an early childhood education unit to take a role in equalizing education between regular children and children

with special needs in inclusive classes. This is a big consideration because SLB PGRI Badas is the provider of basic education, so it can be said that parents of children with special needs have never enrolled their children in early childhood education.



Fig. 2. Screening Implementation

Screening is the next stage to measure the extent to which they are able to carry out an initial assessment before preparing the PPI. This screening is carried out for 7 (seven) working days, namely November 1 to November 14, 2021 for 64 students in group A and group B. From the results of the screening conducted by teacher RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas for their 64 students, found 4 which have resistance. These obstacles include autism as many as 3 (three) children and Meltdown as many as 1 (one) student as shown in [Fig. 3](#).

 Photo of RA Muslimat KM XXII Pandan Canggu Badas dock.	 Photo of RA Muslimat KM XXII Pandan Canggu Badas dock.	 Doc photo of RA Muslimat KM XXII Pandan Canggu Badas.	 Photo of RA Muslimat KM XXII Pandan Canggu Badas dock.
The obstacle found is autism Symptoms found during screening include: 1. Slightly cross-eyed 2. Uncontrolled movement 3. Often fall for no reason 4. Unfocused view	The obstacle found is autism Symptoms found during screening include: 1. His hands are always moving, wringing whatever objects are encountered 2. Difficult to study 3. Can't stay still for a long time	The obstacle found is autism Symptoms found during screening include: 1. A thousand faces 2. Difficult to remember lessons 3. Learning and communicating difficulties	The obstacle found is meltdown Symptoms found during screening include: 1. Crying out loud for trivial reasons while throwing things 2. Easily angered and provoked by his emotions

5. Often annoys and pushes friends 6. Likes to imitate people talking 7. Likes to throw things	4. Biting and licking objects that are held	4. Doesn't like hanging out with friends 5. Likes to imitate people talking	3. Hitting yourself while jumping up and down when angry
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Fig. 3. Screening results report

The success of RA educators in detecting students who have barriers is evidence that the institution has accepted children with special needs but in terms of handling there is still no specificity so that when children with these obstacles cannot achieve the targeted abilities as regular children, they develop inappropriately. hope.

The implementation of this community service activity through training activities to strengthen special assistant teachers in inclusive classes at the early childhood education unit level provides increased scientific capacity for teachers at RA Muslimat Kusuma Mulia XXII related to handling children with special needs who attend school in their institution in accordance with the Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education Paragraph 3 Student Admission Article 64 paragraph 2 which states that "acceptance of students to early childhood education units is carried out without discrimination except for educational units that are specifically designed to serve students from certain gender or religious groups". Therefore, strengthening the expertise of special assistant teachers at the early childhood education unit level is important because in the same regulation paragraph 3 article 69 related to the acceptance of students at the elementary education level paragraph 5 states that "acceptance of grade 1 students (one) SD/MI or other equivalent forms are not based on the results of reading, writing and arithmetic tests or other forms of tests. Paragraph 6 also states that "SD/MI or other equivalent forms are required to provide access for students with disabilities". This means that if children with certain barriers can be detected early and can get treatment early on, then there is a great chance that children with these obstacles can enter formal schools (SD/MI) as regular children in general if they show changes after receiving early intervention. growth and development. The achievement of children with special needs cannot be targeted in terms of time but can be measured by the achievement of abilities. Those who have the right to determine which school children are the parents even though the child is in the category of special needs. Therefore, the role of special assistant teachers is very crucial in assisting parents and children with special needs.

In addition, the Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education, Paragraph 3 of Student Admission is also in line with the Regulation of the Minister of Health no. 66 of 2014 concerning monitoring of growth development and developmental disorders of children which is summarized in the guidebook for the implementation of stimulation, detection and early intervention for child development. In the manual it is very clear that there are 4 (four) aspects of development that are monitored, namely:

- Gross or gross motor movements related to the ability to perform movements and attitudes that involve large muscles such as sitting, standing and so on.
- Fine or fine motor movements related to the child's ability to perform movements that involve the ability of small muscles but require careful coordination such as observing, pinching, writing and so on.
- Speech and language skills relate to the ability to respond to sounds, speak, communicate following commands and so on.
- Socialization and independence, related to the child's independent ability, socializing and interacting with the environment and so on.

Therefore, in fact, special assistant teachers taken from non-PLS RA teachers are no strangers to this knowledge. Because the Lovaas method which is used as a reference in providing handling of children with special needs also refers to mastery of abilities in the 4 (four) things mentioned above. For example, the ability to self-help or self-help is the ability to move large muscles and smooth muscles, and the short instructions given are a means to improve speech and language skills as well as the ability to socialize and be independent as well as being part of what is taught in the lovaas method. Broadly speaking, there are two conditions for ABK in the Inclusion class, namely ABK who are ready to receive lessons and ABK who are not ready to receive lessons. ABK who are ready to receive lessons are marked by the ability of the ABK to sit well within the specified time period and can follow classical learning materials with the help of guidance in completing their assignments. While the ABK is not ready to accept lessons, it is marked by the ABK who have not been able to sit for the specified period of time, are still pacing without a clear goal, in handling it there is a need for a shadow teacher/shadow teacher to accompany so that the ABK can sit quietly and follow subject matter with the help of the shadow teacher. One child has difficulty in one aspect of development, the child must undergo 9 training times a day for 9 consecutive days. If the child still needs assistance, the therapy that has been successfully carried out is considered invalid and must be repeated from the beginning until successfully completed for 9 consecutive days without assistance. ABK who are not ready to receive lessons, the first material given is compliance material.

Compliance material is given to ABK who are not ready to receive learning in the classical class. There are 5 (five) compliance materials, namely:

3.1 Sit down

The concept of sitting is given to the crew in a special room with 2 chairs facing each other, the position of the crew is in a standing position, then they are given instructions to sit down, if they can do as ordered they are given a reward in the form of words or touch (good, smart, ok or in the strokes).) with 9 instructions, if 9 times the instructions can be done correctly the value is A, if in 9 instructions it is not possible then it must be assisted/promted accompanied by the word NO and the value is P, the A value consecutively from the back means passing the concept sit.

3.2. Stand up

Standing and sitting is given to the crew in a special room with 2 chairs facing each other, the position of the crew is sitting position, then they are given standing instructions, if they can do as ordered they are given a reward in the form of words or touch (good, smart, ok or in the strokes)) with 9 instructions, if 9 times the instructions can be done correctly the value is A, if in 9 instructions it is not possible then it must be assisted/promted accompanied by the word NO and the value is P, the A value consecutively from the back means passing the concept stand up.

3.3. Eye contact

The concept of eye contact is given to the crew in a special room with 2 chairs facing each other, the position of the crew is sitting, then given instructions to see, if they can do as ordered they are given a reward in the form of speech or touch (good, smart, ok or rubbed). strokes) with 9 instructions, if 9 times the instructions can do it correctly the value is A, if in 9 instructions it can't be done once then it must be assisted/promted accompanied by the word NO and the value is P, the A value consecutively from the back means pass eye contact concept.

3.4. Salim

The concept of salim is given to the crew in a special room with 2 chairs facing each other, the position of the crew is sitting, then given instructions for salim, if they can do as ordered they are given a reward / reward in the form of words or touch (good, smart, ok or in the strokes)) with 9 instructions, if 9 times

the instructions can be done correctly the value is A, if in 9 instructions it is not possible then it must be assisted/promted accompanied by the word NO and the value is P, the A value consecutively from the back means passing the concept salim.

3.5. Hands folded

The concept of sitting is given to the crew in a special room, 2 chairs, one special table facing each other, the position of the crew is sitting position, then they are given instructions with their hands folded, if they can do as ordered they are given a reward in the form of speech or touch (good, smart, ok or not). rubbed) with instructions 9 times, if 9 times the instructions can do it correctly the value is A, if in 9 instructions it can't be done then it must be assisted/promt accompanied by the word NO and the value is P, the value of A is successively from back means pass the concept of folded hands.

The inclusive education model in Indonesia as proposed by Idayu and Olim Walentiningsih is as follows:

- Regular Class (Full Normal), namely children with special needs study with regular children with the same curriculum.
- Regular Class with Clusters, namely students with special needs study with regular children in regular classes in special groups.
- Regular Class with Pull Out, ie students with special needs study with regular children in regular classes but at certain times are pulled from regular classes to the resource room to study with special tutors.
- Regular Class with Clusters and Pull Outs, namely students with special needs studying with regular children in regular classes in special groups but at certain times they are pulled from the regular class to the resource room to study with a special mentor teacher.
- Special Class with Various Integrations, namely students with special needs study in special classes but in certain fields can study with other regular children in regular PAUD.
- Full Special Class, namely students with special needs study in special classes at regular schools.

According to Staub and Peck, there are five benefits or advantages of inclusion programs, namely:

- Based on the results of interviews with non-ABK children in high school, the loss of fear in children with special needs is due to frequent interactions with children with special needs.
- Children with special needs become more tolerant of others after understanding the individual needs of their friends with special needs.
- Many non-ABK children admit that their self-esteem increases as a result of their association with ABK, which can improve their status in class and at school.
- Children without special needs experience development and commitment to personal morals and ethical principles.
- Non-ABK children who did not reject ABK said that they were happy to be friends with ABK.

Furthermore, the pull out system inclusion class will provide opportunities for all students to socialize with all friends regardless of physical appearance. Special assistant teachers only play a role in accompanying children and parents. Most of the roles are in the treatment of parents, living environment and peers of children with these barriers. Because as we all know that inclusive education programs instill the value of respect for others even with different backgrounds, instilling the value of respect automatically when educators respect them and do not discriminate against them because good appreciation will

minimize the level of anxiety in children due to excessive anxiety. /stress will result in behavior that is out of control. The inclusive education program also instills an attitude of tolerance, courtesy and respect for children who have differences both physically and mentally because it is a form of respect that can make children appreciate the values that exist in their social environment and also their playing community. The self-development program (PPI) that must be prepared by a special assistant teacher cannot be based on a time target because one achievement of ability may require 2 to 4 weeks of training. In addition, if one aspect of ability has not been achieved, it is not permissible to jump to the next aspect of ability and so on until all of the aspects found in the assessment instrument for children with special needs have been exceeded. Therefore, special assistant teachers who are not from education outside of school must continue to conduct training so that they can facilitate children with special needs who come to their institutions optimally and maximally.

4. Conclusion

RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas, Kediri Regency is proven to be able to provide quality education as evidenced by the stability of the number of students accepted within 5 years without ever changing teachers because the average length of service owned by each teacher is 10 -24 years of service. In addition, the accreditation rating obtained is also in the superior category, this is proof that RA Muslimat Kusuma Mulia XXII Pandan Canggu Badas in terms of human resources and natural resources should be considered as the forerunner to the establishment of inclusive classes at the religious-based early childhood education unit level. Islam in Kediri Regency. Children with special needs who are placed in regular classes with regular children in one room, there is no additional or special assistance, so that's where respect and respect for fellow human beings is well embedded because in regular classes all children in the group are required to work together. so that they have positive dependence, interact face-to-face, have personal responsibility, honed interpersonal skills and small groups accept, support, accept and appreciate differences. Moral development, ethical rules, warm friendships and attention and confidence of children with special needs will be built nicely when regular children and children with special needs are placed in the same room. Changes in behavior in a positive direction shown by children in regular classes have a big role in countering radicalization and or reducing radical behavior because regular classes apply cooperative learning where regular children and children with special needs are combined in one group. Furthermore, children with special needs who attend inclusive schools will have a great opportunity to get a proper and equal formal education for their future. The recommendation given is that when educational institutions are required to provide access for students with disabilities or special needs, the human resources in these institutions must be trained in such a way that they are capable and ready to become special assistant teachers. Likewise, the needs of other facilities and infrastructure that support the learning of children with special needs must be available as they should. Therefore, the role of stakeholders in providing access for students with disabilities so that they can attend formal institutions is very much needed as the embodiment of the fifth principle of Pancasila, namely social justice for all Indonesian people, in this case justice for children with special needs in obtaining the same education rights as another regular kid in the same school.

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Conflict of Interest

The authors declare no conflict of interest.

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