

MANAGEMENT AND EDUCATIONAL SERVICES FOR CHILDREN DISABILITY IN SURAKARTA, INDONESIA

Muhammad Fajar Rianto,S.Pd,
Department of Special Education, Graduated School,
Sebelas Maret University, Indonesia
Mfajar444@gmail.com

Edy Legow,M.Pd,
Department of Special Education,
Sebelas Maret University, Indonesia
legowouns@yahoo.co.id

Nunuk Suryani,M.Pd
Department of Education Technology,
Sebelas Maret University, Indonesia
nunuksuryani@staff.fkip.uns.ac.id

ABSTRACT

The paradigm shift of education from centralized decentralization, encouraging change and renewal on some aspects of education, including education management and special services. In this connection the management of the extraordinary schools is of concern and new thoughts, thus, undergoing policy changes. Management is a set of plans and arrangements regarding the objectives, content, and lesson materials as well as the means used as the key of organizing learning activities to achieve specific educational goals. Management at all levels and types of education is developed with the principle of diversification in accordance with the conditions and needs in educational units, potential areas, and learners. On the basis of that thought it is necessary to observe the substance management of libraries, health, guidance and counseling, cafeteria, laboratory and security in the implementation of management and special services in the school extraordinary.

Keywords - special education management, special needs children, school segregation

I. INTRODUCTION

A child with special needs is one form of diversity that exists in Indonesian society. Same with other children they need a provision of education and skills tailored to the needs and abilities of students. A good school is not only able to provide educational services, but it is expected to be a forum for socialization, psychological consultation, health information and general knowledge, nutrition fulfillment during school and provide a sense of security and comfort during the school. Therefore, there must be services, facilities and infrastructure that must support the school service program in order to meet the needs of students.

Until now special services are considered very important in the realization of education. So almost every school in Indonesia provides special services for learners. It is necessary for government efforts to continue to support the application of special services for these learners so that learners feel comfortable, happy and at home in the school environment. Specialized school service management is defined and organized to facilitate or facilitate learning, as well as meet the special needs of students in schools. (Kusmintardjo, 1992), special services or assistance services are held in schools with a view to facilitating the implementation of teaching in order to achieve educational goals in schools.

The principal needs to consider carefully when it comes to organizing a special service program. The principal should always look at the relationship between a special service and an educational program as a whole. In essence, to facilitate the implementation of special service activities, principals are required to have the ability to apply psychological approaches in personal administration. Besides the psychological approach to personal administration, there is another approach that can be used by the principal that is the field analysis approach. In this approach, the principal must know the responsibilities of each person involved (Azuar, ed al, 2017).

Surakarta State Extraordinary School is one of the reference schools or pilot schools that follow national specialized management and service standards in Central Java province. Educational services provided for children with special needs, ranging from kindergarten, elementary school, junior high school and high school. Therefore, as professionals who will plunge in the world of education, especially in the school environment, we must know and understand what special services contained in the State College Surakarta. The desired goal is none other than to know the conditions and learning situations are comfortable and fun for learners. With a good learning process, then the optimal education will also be created by itself.

II. Headings

The approach used in this study is a qualitative approach, because the instrument is the person that is the researcher himself. Besides this research is done on natural condition (natural setting), where the data collected and the analysis is more qualitative. The type of research used is descriptive, because the data obtained from the field and will be described in accordance with what the data. Qualitative method is a method of research based on post positivism philosophy is used to examine the condition of natural objects, (as opposed to experiments) in which researchers are as a key instrument, data collection techniques are done by triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research more emphasize the meaning of the generalization.³ Data collection techniques is the most strategic step in the research, because the main purpose of the research is to obtain data.³ Data collection techniques in this study using interview methods, documentation methods, and methods of observation. The analytical technique uses qualitative technical analysis with inductive critical thinking.

III. Indentations and Equations

Specialized school service management is defined and organized to facilitate or facilitate learning, as well as meet the special needs of students in schools. Among them include: counseling guidance management services, school library services, health services, dormitory services, and cafeteria service / school cafeteria management. Services that must be managed correctly and correctly can help facilitate educational goals in schools. The exceptional School of Surakarta is the Special Education and Service Sub-Section established in 1997 The State School of State which has obtained the certificate and ISO 9001: 2008 certificate. The school is under the auspices of the Center for Special Education Development from the Education Office of Central Java Province. Substance Management Special Services in School based on the principle of interview there are 4 stages include:

1. Planning, complementing the need for special services for the citizens of the school and the preparation of special service programs for school residents.
2. Organizing, including the division of tasks to implement special service programs for school residents. It has been divided into several coordinators such as, Public Relation Coordinator, Study Facilities, Curriculum, Special Education and Specialized Service, and Coordinator from every level of education.
3. Mobilization, implementation of education, school co-operatives, skills, school health units, extracurricular, saving, religious, canteen, library, cafeteria, and other special services.
4. Supervision, including special service programs and accessing special service programs for school residents. Specific types of services that schools can develop

Some substantive substance in school management is divided into six groups described as follows:

A. Library Management and Services at School



Library is one unit that provides services to learners, with the intent to help and support the learning process in schools, serving the necessary information and provide recreational services through library collection. According to Supriyadi (1983) in the book Student Management by Ali Imron defines the school library as a library held in schools to support the teaching and learning program in formal education institutions such as schools, both primary and secondary schools, both public and vocational schools. In addition, the school library is one of the school units that provide services to students in schools as the main center, with the intent to help and support the teaching and learning process in schools, serving the required information and provide recreational services through library collection.

The library in Surakarta State College is not only a book, but has been equipped with computer facilities with internet access, and in some corner of the school is provided Reading Corner. The existence of library facilities in the School to support the achievement of educational goals in schools. Therefore, the purpose of school libraries is to enhance students' absorption of the subject matter taught in schools, to foster interest in literacy of teachers and students, to introduce information technology, to familiarize access to information independently, to cultivate talents and interests. Power absorption of subject matter can be relatively high and even more extensive and deep, as it is supported by a large collection of library materials in the school library. Absorbability to the subject matter can be high, because in addition to learners get it from their teachers, also get it

through research and library review in the library. Readings that have been recited, can also provide a chance for the learner to refreshing, which after returning fresh to learn the lesson material given by his teacher.

B. Management and Health Services at school



Health services in schools are usually formed a container named Health School Enterprises. School health is a community health effort run by the school. According to Jesse Ferring William in the Special Services Management book At school by Kusmintardjo (1992) defines health care is a clinic established as part of a University or a stand-alone school that determines diagnosis and treatment of physical and mental illness and is financed from the special costs of all students . In addition, health services can also be interpreted as a school effort in order to help (may be temporary) of students who have health related issues. Thus it can be said that the health care of learners is a public health service run in schools and make learners the main target, and other school personnel as additional targets.

School Health Services are provided for students not only in the form of services when children have health problems at school. But the school health unit's efforts in collaboration with community health centers provide nutritional socialization, health and hygiene to the parents of students, and immunization services to students. School health efforts in the School Surakarta Surakarta aims to improve the quality of education and learning achievement of learners by improving behavior clean and healthy life and health status of learners. It also creates a healthy environment, so as to enable harmonious growth and development and optimal in the framework of the establishment of quality Indonesian man. While specifically the purpose of School Health Enterprises is to create a healthy school life environment, increase knowledge, change attitudes and shape the behavior of school communities are healthy and independent. In addition, it also improves the participation of learners in efforts to improve health in schools and households as well as the community environment, improving healthy life skills in order to protect themselves from the adverse effects of the environment.

B. Management and Guidance and Counseling Service at school



Guidance and counseling services are the process of assistance provided to students with due regard to the possibilities and realities of the difficulties encountered in the framework of optimal development, so that they understand and direct themselves and act and behave in accordance with the demands and circumstances of the school, family and community environment. From the above understanding can be concluded that what is meant by guidance and counseling is one of the activities of assistance and guidance given to individuals in general and students in particular in schools in order to improve the quality. The purpose of guidance and counseling in general is sesuai with the purpose of education as stated in the Act of the National Education System (UUSPN) in 1989 is the realization of a fully Indonesian human intelligent, who believe, and piety to God Almighty and virtuous noble, knowledge and skills, physical and spiritual health, self-reliant and independent self-esteem, and a sense of community responsibility and empowerment.

In the implementation of counseling counseling services in the extraordinary schools of the State of Surakarta do not have a special teacher graduated Guidance Counseling but Counseling Services provided more schools through individual programs provided by classroom teachers. In addition to discussion of student learning problems are also given career guidance especially to high school students who will graduate school. Career guidance provided in the form of how to prepare the career maturity of the child whether to work, continue or entrepreneurship in accordance with the skills it has.

D. Management and Service of Cafeteria / Canteen at school



Healthy Canteen In SLB Negeri Surakarta



Healthy Canteen Socialization With Poster Media

Cafeteria or school stalls are required in every school so that the food purchased learners are guaranteed hygiene and enough nutrients. Teachers are expected to occasionally control the school canteen and consult with canteen managers regarding clean and nutritious food. Another role of school cafeteria is so that the learners do not hang around looking for food out of the school environment. The cafeteria service is a food and beverage service that is needed by the students on the sidelines of teaching and learning activities in the school according to the students' reach. Food and beverages available in the cafeteria, affordable views of the amount of pocket money of learners, but also meet the requirements of hygiene and adequate nutritional content. In the extraordinary School of the State of Surakarta has a school canteen serving 205 siswa and 68 teachers. This school cafeteria is also supervised by the School Health Unit, so the menu and quality of food given to the students is not arbitrary and harmful to the health of the school. But in practice there are still many students who buy food and drink outside the canteen, so supervision of food that is outside the school cafeteria can not be supervised.

E. Management and Service of Vocational Class Workshops in schools

In Special Schools in Indonesia generally implement a one-roof school, where all levels from elementary school, junior high school and high school become one place. Vocational learning is needed by students to increase their self-competence and prepare them to be accepted in the world of work. Workshops are places of closed and open use for investigation, experiment, practicum, testing and development. School workshops are a means of supporting both closed or open teaching and learning processes that are used to carry out practicum, investigation, trial, development and even standardization.

1. A Automotive Vocational Classes



The Surakarta State SLB has a workshop that is equipped with equipment that supports the academic and practical needs of children. However, in its management it still cannot be utilized optimally, this is due to management and poor planning of learning. The lack of learning guidelines that are in accordance with students' abilities and needs are the main factors, while facilitation and tools are sufficient to be used as teaching practices.

2. Computer Laboratory



Computer Laboratory is one of the components of Instrumental Input in implementing effective learning processes whose urgency is very dominant in an effort to improve the quality of learning and the quality of education in general which ultimately leads to the improvement of optimal graduate quality.

Computer laboratories at Surakarta State University have around 20 computers equipped with internet access. This laboratory is usually used for middle and high school students for computer subjects and Vocational Graphic Design Skills. This computer laboratory is also a means to prepare students for graphic design contests in the city and national level. However, computer laboratories outside of the bias district of Surakarta do not yet have special computer teacher graduates and are only taught by class teachers, so that the material taught is less than optimal.

3. Wood Craft Vocational Class



SLB Negeri Surakarta also has a workshop that is equipped with equipment that supports the academic needs and practices of children, especially in the field of wood craft. Facilities and tools are sufficient to be used as learning practices. Some works have been exhibited and sold online

F. Security Management and Services at schools



Security services are services that can provide a sense of security to students as long as students learn in school such as the guard by the school security guard. The safety, convenience and discipline of a school is determined by the values and attitudes of the school community, including principals, teachers, students, parents, and school committees. In safe schools, school residents have a deep commitment to creating and maintaining school. Incidents of intimidation, violence are resolved quickly, effectively and the restoration of relations between schoolchildren is quickly restored.

The School has 2 permanent employees as school guard and security. But in the implementation of security coordination involving all citizens of the school, both students, teachers and parents of students. So that sense of security and comfort will be more easily realized, technically in School also have CCTV Online network which can be accessed by Principal and in Administration Room. The responsibility for the disciplinary action of the students is given to the Student Coordinator in giving warning and sanctions, in collaboration with the respective class guardian of the students.

IV. Conclusion

Having understood the discussion described above, it can be deduced and becomes a summary of the discussion:

- Specialized Service Management in Schools is an essential part of effective and efficient School Based Management (SBM). Special Service Management is considered very important in the realization of education.
- Substance of Special Service Management based on management process are: (a) Planning, (b) Movement, (c) Organizing, (d) Monitoring.
- Specialized Service Management at School is defined and organized to facilitate or facilitate learning, and can meet the special needs of students in schools.

- d. Some of the Special Service Management that is common in SLB Negeri Surakarta are: (a) Library, (b) Student Health Unit, (c) Student Cooperation (d) School Safety, (e) Laboratory, (f) Cafeteria, (g)) Guidance and counseling
- e. Special Service Management in Surakarta State School is basically a part of educational facilities and infrastructure standard. Educational tools are all tools, materials, and furniture that are directly used in the education process at school. While the educational infrastructure is all basic equipments that indirectly support the implementation of the educational process in school.

References

- Chairul Azua, Syafaruddin, Amiruddin Siahaan. 2017. Manajemen Kepala Sekolah Dalam Meningkatkan Fungsi Guru Di Sma Muhammadiyah 2 Medan. *Edu Riligia*: Vol. 1 No. 2 April-Juni 2017
- Kusmintardjo. 1992. *Pengelolaan Layanan Khusus di Sekolah (Jilid I)*. Malang: IKIP Malang.
- Sukiswa, Iwa. 1986. *Dasar-Dasar Umum Manajemen Pendidikan*. Bandung: PT. Tarsito.
- Tim Pakar Manajemen Pendidikan. 2003. *Manajemen Pendidikan*. Malang: Universitas Negeri Malang.
- Tim Pakar Manajemen Pendidikan. 2004. *Perseptif Manajemen Pendidikan Berbasis Sekolah*. Malang: Universitas Negeri Malang