

Management of Individual Education Programs for Students with Special Needs at Elementary School of Yayasan Pendidikan Prima Swarga Bara

M. Fahrudin Siswanto^{1*}, Usfandi Haryaka², Nurlaili³, Akhmad⁴, Laili Komariyah⁵, Yudo Dwiyo⁶

Mulawarman University

Corresponding Author: M. Fahrudin Siswanto siswanto.mfahrudin@gmail.com

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ABSTRACT

The Individualized Education Program is intended for students who experience learning difficulties or academic and non-academic obstacles. This program complements the regular curriculum that has not comprehensively met the needs of students with special needs. This study aims to describe the planning, organization, implementation, and supervision of the Individualized Education Program to improve learning services for students with special needs at the Prima Swarga Bara Education Foundation Elementary School. This study uses a qualitative approach with a case study method located at a coal company school, PT Kaltim Prima Coal (PT KPC). Data collection techniques include interviews, observation, and documentation. Data analysis techniques refer to data analysis proposed by Miles & Huberman, namely data collection, data reduction, data presentation, and drawing conclusions. The findings of the study on the Management of Individualized Education Program for Students with Special Needs at Sekolah Dasar Yayasan Pendidikan Prima Swarga Bara show that: 1) Planning includes: the formation of an PPI team and the implementation of diagnostic assessments; 2) Organization is led by the principal involving the vice principal for curriculum, class teachers, and special guidance teachers; 3) Implementation consists of 3 (three) steps, namely organizing learning, delivering learning materials, assessing learning outcomes. Involvement of shadow teachers as PDBK companions; and 4) Supervision includes: Reviews to determine the effectiveness of actions once a month, every three months, and every six months.

INTRODUCTION

The Merdeka Curriculum has several advantages, one of which is a more flexible curriculum structure that allows teachers to adapt the curriculum to the needs and characteristics of students. The Merdeka curriculum focuses on essential materials so that it allows students to learn things that are relevant and important for daily life (Heryanti et al., 2023). By using various learning methods, it allows learners to learn in a more interesting and interactive way. The Independent Curriculum allows teachers to develop quality learning that matches the talents and interests of students. The Independent Curriculum also allows schools to apply Pancasila values in learning to produce students who are intelligent, superior, and have noble character (Istianah et al., 2023).

The Merdeka Curriculum focuses on strengthening the character of students. The project of strengthening the Pancasila student profile includes the formation of a team (coordinator and facilitator), identifying the readiness of the school, determining the character dimensions of the Pancasila Student Profile to be developed, determining the theme, planning the time, planning the flow, planning assessments, and making modules carried out each semester (Ulandari & Dwi, 2023). Through this project, the dimensions of the character of the Pancasila Student Profile in students are raised, namely having faith in God Almighty and having noble character, working together, being independent, having global diversity, critical reasoning, and creativity.

Inclusion education is an education system that provides opportunities for all students, including students with special needs (PDBK), to get quality education in accordance with their needs (Prisiazhniuk et al., 2024). Inclusive education aims to create a welcoming and accommodating educational environment for learners regardless of differences. In optimizing the management of inclusive education, the role of school leaders greatly affects the direction and goals to be achieved (Lestari et al., 2022). Inclusive education in Indonesia has grown rapidly in recent years. This is evidenced by the increasing number of public schools that open inclusion classes.

Regarding inclusive education, the Ministry of Education and Culture has designed a new program called the Individual Education Program (PPI) which aims to improve educational services for PDBK (Arriani, Agustiyawati, et al., 2022). PPI is an important program that serves as a reference for teachers in providing educational services to PDBK. PPI must be prepared by a Special Supervisor (GPK) carefully and comprehensively in order to meet the needs of PDBK optimally. Therefore, PPI management is an important thing for inclusive schools to pay attention to. PPI is expected to be a means for improving educational services and improving communication between interested parties for the success of PDBK in learning.

Sari & Pujiastuti (2023) argues that the Independent Curriculum and inclusive education have a close relationship. The Independent Curriculum provides flexibility to educators to create learning that suits the characteristics of students, including PDBK. Through PPI, the Independent Curriculum allows educational units to adapt the curriculum and learning to the needs and talents of students, including those who need inclusive education. The PPI

implementation guide includes steps for the preparation and implementation of PPI, which can be adjusted to support inclusive education. Thus, the Independent Curriculum provides a foundation for the implementation of inclusive education in Indonesia. Badiah (2020) conduct research related to the importance of improving teachers' skills in compiling PPI. The researcher found that there was a problem with Permata Bunda Early Childhood Education (PAUD) teachers in compiling PPI for PDBK. The cause of this problem is the lack of knowledge of teachers in compiling PPI. Improving the competence of educators can be done through training, seminars, and workshop. The training can provide GPK with a good understanding of the characteristics of PDBK and how to design learning that suits their needs. After the training, the results showed that teachers' knowledge and skills increased as evidenced by the results of the Pre-test 50% increases to 80% at the time post-test (Badiah et al., 2020).

Research conducted by Margono (2023) Regarding the leadership of the school principal, it shows that integrity, independence, religious, nationalist and mutual cooperation management can optimize inclusive schools. The research resulted in a recommendation that school principals are expected to increase knowledge related to improving the quality of school education. In addition, teachers must learn to find the advantages that PDBK has. Research related to learning media for PDBK was conducted by Dacholfany (2023). PDBK has various characteristics, both in terms of physical, mental, and social-emotional conditions. This can be a challenge for educators in preparing PPIs that suit the needs of each PDBK.

The results of the study show that learning media has an important role as a communication link between GPK and PDBK in the context of appropriate needs. In the learning process in special schools (SLB), the use of media has a very large level of importance to the success of PDBK learning (Dacholfany et al., 2023). Based on the results of the study, the collaboration between the principal and GPK determined the success of PPI in schools. Principals who perform their instructional leadership roles well can meet academic achievement targets (Dwiyono et al., 2022; Haryaka & Akhmad, 2021). School principals need to plan and coordinate the curriculum to increase learning effectiveness by developing the curriculum in a planned manner.

The use of appropriate learning media eases GPK's task in achieving PPI's goals (Wijaya et al., 2023). An in-depth study is needed related to PPI management in the implementation of the Independent Curriculum. Management is needed so that GPK is able to design, implement, and evaluate learning programs in accordance with the needs of PDBK. Initial observations made by the author at SD YPPSB 3 show that the school accepts PDBK that requires special education services. The principal encouraged GPK to succeed in the inclusion school program. GPK conducts studies related to PPI. GPK identifies PDBK that requires individual learning services. Of the 26 PDBK, there is one student who receives PPI services. The PDBK has obstacles in the form of Down syndrome accompanied by hyperactivity, impulsivity, and emotional behavioral disorders.

The novelty of this study can be seen from the context of SD YPPSB 3 as a school affiliated with a coal mining company, PT Kaltim Prima Coal (PT KPC) located in East Kutai Regency, East Kalimantan Province, is a background that is rarely explored. The company's support for inclusion programs, as well as the school's compliance with the obligation to accept the company's employees without discrimination, shows the dynamics between industry policies, education, and inclusivity. The study was carried out on PPIs given to PDBK with down syndrome inhibitors. This is a new contribution to research in the field of education management. The shadow teacher in this study is not a formal teacher, but his role is very important. Empirical experience of shadow teachers who do not come from certified professional teachers but are still effective. Schools use indicators of children's comfort and the development of their learning outcomes as a benchmark for PPI's success. The assessment is not only based on values or cognitive achievements, but also on the emotional well-being aspect of PDBK. Based on this background, the researcher was encouraged to conduct a research with the title "Management of Individual Education Programs for Students with Special Needs at Elementary School of the Prima Swarga Bara Education Foundation".

LITERATURE REVIEW

The word management comes from the old French language *Sparing* which has the meaning of the art of carrying out and regulating (Komariyah et al., 2021). Management experts have different opinions on the definition of management, including Andrew F. Sikula, James A. F. Stoner, Henry Fayol, and George Terry. Management is the activity of controlling the organization to achieve goals in the form of planning, organizing, implementing, and supervising human resources and other resources. The management function proposed by George Terry can be considered as a reference for this research. These four functions can describe management activities from start to finish.

The preparation of PPI in elementary schools is based on educational principles that are in favor of the needs of students, especially those who fall into the PDBK category. The legal basis that underlies the preparation of special learning for PDBK began with the issuance of Law Number 20 of 2003 concerning the National Education System, which affirms that every citizen has the right to obtain quality education according to his potential and needs. Furthermore, a ministerial regulation was passed that mandates the need to prepare learning programs that are in accordance with the characteristics and individual abilities of students (Permendikbud Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents, 2009). Technically, the preparation of PPI is based on the results of a comprehensive assessment that includes cognitive, affective, social, language, and motor aspects of students. This assessment is a reference to determine the strengths, needs, and priorities of education services for each PDBK. In the context of the Independent Curriculum, the preparation of PPI also refers to adjusted Learning Outcomes (CP), as well as considering flexibility in learning objectives, methods, media, and assessments. PPI not only serves as a planning

document, but also as a coordination tool between classroom teachers, GPK, PDBK parents, and other experts involved in supporting PDBK learning (Nurkholifah et al., 2024). The implementation of the Independent Curriculum is expected to improve the quality of education in Indonesia. The curriculum is expected to produce students who have strong character. Graduates of education units are expected to have competencies that are in accordance with the challenges of the 21st century (Putri et al., 2023). PPI is a form of educational service for PDBK. This form of learning is a learning design for PDBK to get services according to their needs by focusing on the abilities and weaknesses of students' competencies (Arriani et al., 2021). PDBK has a wide scope. Students who have learning difficulties due to deviations both physically and mentally can be categorized into students with special needs. Improving the quality of learning is absolutely necessary (Safitri & Nurkamilah, 2020). PDBK can be identified by observing its characteristics. The characteristics of students with physical visual impairments are squinting (eyelids), often feeling dizzy or headache, and blurred or double vision. Students with hearing impairments generally do not experience intellectual impairment, but experience language delays and communication impairments. (Arriani, Agustiyawati, et al., 2022).

PDBK with intellectual disabilities can show certain physical, developmental, and behavioral characteristics. Some of the characteristics that may appear include: Unbalanced physical appearance, e.g. the head is too small/large; Not being able to take care of oneself according to age; Speech/language development is stunted; Short concentration range; Age-inappropriate behavior; It is difficult to understand abstract things; Difficulty remembering or poor memory; and Difficulty following long/complicated instructions (Ziliwu et al., 2022). The Independent Curriculum is a curriculum that has a new structure in the form of developing Pancasila student profiles. The educational transformation aims to create superior Indonesian human resources. Students can be said to be superior if they have a Pancasila Student Profile (Maulinda, 2022). The Independent Curriculum is a curriculum that focuses on essential content obtained by students through diverse learning (Fadil et al., 2023; Nurani et al., 2022). These peculiarities aim to make students have reliable competencies and be able to explore concepts with enough time.

Learning and assessment are closely linked. Learning assessments are expected to measure aspects that should be measured. Assessments in the Independent Curriculum can be in the form of formative assessments and summative assessments (Anggraena et al., 2022). Formative assessments are in the form of assessments at the beginning of learning and assessments at the time of learning (Nur Budiono & Hatip, 2023). Assessment at the beginning of learning is used to support differentiated learning so that students get learning according to their needs, while formative assessment at the time of learning can be used as a basis for reflecting on the entire learning process which can be used as a reference for learning planning and revision if necessary. Students who have achieved the learning objectives can continue to the next learning objectives. On the other hand, if the learning objectives have not been achieved, students are given reinforcement (Mauliddiyah & Permata, 2023). Furthermore, educators

need to conduct summative assessments to ensure the achievement of the overall learning objectives.

METHODOLOGY

This study uses a qualitative descriptive approach. The research aims to analyze complex findings or phenomena in the field (Sarosa, 2021). The research method chosen by the researcher is a case study. This research was conducted at SD YPPSB 3 which is located at Jalan Munthe, Griya Prima Lestari Housing, Teluk Lingga Village, North Sangatta District, East Kutai Regency, East Kalimantan Province. SD YPPSB 3 is one of the educational units managed by the Prima Swarga Bara Education Foundation. YPPSB is a legal entity in the field of education formed by PT Kaltim Prima Coal (PT KPC) which is engaged in coal mining and operates in the East Kutai Regency area. The research data referred to in this study is information in the form of observations, interviews and documentation related to the planning, organization, implementation and supervision of PPI PDBK management at SD YPPSB. The data analysis of this research consists of 2 (two) analysis activities, namely analysis while in the field and analysis after collection referring to the analysis of research data presented by Miles & Huberman (1994). The validity of this research data was examined using triangulation.

RESULTS AND DISCUSSION

Based on the results of interviews with informants, it can be concluded that SD YPPSB 3 has been an inclusion school since 2014 and the service has been improved through PPI for PDBK that meets the criteria in the 2023/2024 school year. PPI has been socialized to PDBK parents and received support. Based on the results of interviews with informants, it can be concluded that the organization of PPI through the formation of the PPI team has been carried out. The PPI team at SD YPPSB 3 has not involved all subject teachers. GPK and classroom teachers communicate with PDBK parents. The parents of PDBK confirmed that communication was carried out transparently.

Based on the results of interviews with informants, it can be concluded that the implementation of PPI at SD YPPSB 3 GPK is assisted by *shadow teachers* who are in charge of providing assistance and assistance to PDBK. The instructions to the PDBK delivered by the GPK are in the form of brief, concise, and clear instructions. PPI is not carried out every day and is not applied to all subjects. Lessons that are not equipped with PPI are Religion, Physical Education, Sports, and Health (PJOK), English, and ICT (Computer) lessons. Simplification of materials, the provision of concrete objects and drawings can help PDBK understand the material. GPK as a facilitator provides repetition of material and learning modifications to PDBK. The obstacle to the implementation of PPI at SD YPPSB 3 is that the allocation of learning time is not efficient because GPK does not focus on PPI alone, other teaching tasks of PDBK require a lot of time. Based on the results of interviews with informants, it can be concluded that the PPI supervision mechanism at SD YPPSB 3 is implemented periodically. Every month a discussion is held between the principal and GPK. GPK submits a report

no later than three months. GPK collects the grades of each learning objective (TP) and reports it to the classroom teacher and curriculum waka. GPK makes a report per semester containing the development of PDBK during learning at school. PPI is considered effective if the PDBK is able to achieve learning objectives.

Individual Education Planning for Students with Special Needs at Elementary School of Yayasan Pendidikan Prima Swarga Bara

Based on the results of an interview with a class II-B teacher, Wiwin Indrasari, the strategy of identifying students' needs is carried out through an initial diagnosis that includes cognitive and non-cognitive aspects. One of the prominent cases is a student named RAAP who entered as a class I student in the 2022/2023 school year. RAAP is a child with a disability down syndrome who are chronologically 9 years old, but mentally still equivalent to a 4-year-old child. Down syndrome cause PDBK to have intellectual abilities below average (Metavia & Widyana, 2022). Based on the results of classroom teachers' observations and initial interactions in grade I, several conditions were found that indicated special education needs, including RAAP: (1) difficulty understanding commands; (2) frequent tantrums; and (3) behave uncontrollably and tend to act as they please.

These problems show that RAAP requires different learning services, not only in the method of delivering material but also in the management of behavior and emotional approaches. The classroom teacher responded to this by conducting intensive communication with parents and special assistant teachers (GPK), Gustina Anggraini. The results of the discussion led to the decision that the RAAP requires the presence of a shadow teacher (individual companions) in the classroom and individual learning. Shadow teacher play a role in helping PDBK overcome gaps in the learning process (Hamid et al., 2020). The findings of the classroom teachers confirm that holistic early identification, covering cognitive and non-cognitive aspects, is crucial to uncover the hidden needs of PDBK. Collaboration between classroom teachers, parents, and GPK is the main key in developing individual learning strategies. SD YPPSB 3 implements SOP PT 3000 0043 which separates full inclusion and inclusion services with source space or pull out (Interview Results: Waka curriculum, June 19, 2024). This reflects a unified service model without closing access to regular classroom learning. In addition, the presence of shadow teachers in the classroom is a concrete form of inclusive learning adaptation.

Organizing Individual Education for Students with Special Needs at Elementary School of Yayasan Pendidikan Prima Swarga Bara

The findings of the study show that the organization of PPI in SD YPPSB 3 began as a pilot project. PPI was carried out in the YPPSB 3 Elementary School unit located in Griya Prima Lestari Housing, not yet reaching YPPSB 1 and YPPSB 2 Elementary School located in Swarga Bara (PT Kaltim Prima Coal Complex). This indicates that the implementation of PPI is carried out gradually and experimentally according to the readiness of human resources and institutions. The findings are in line with the opinion (Arriani, Hidayah, et al., 2022) which states that the implementation of PPI in inclusive schools requires

strategic stages, starting from mapping needs, trials, to comprehensive implementation. Pilot project It is an important first step to measure the effectiveness and readiness of systems in inclusive schools. The PPI team at SD YPPSB 3 involves the principal, GPK, classroom teachers, and curriculum waka. Teachers of subjects such as Religion, Physical Education, Sports, and Health (PJOK), English, ICT (Computer) have not been involved in the 2023/2024 school year. The focus of organizing is still on classroom teachers who interact directly with PDBK. The principal asked GPK to compare the Learning Outcomes (CP) Phase A of the Independent Curriculum with the SLB CP. This step aims to develop PPI teaching modules that are adaptive to the capabilities of PDBK. This approach is consistent with the guidelines issued by the ministry that the preparation of PPI can be carried out by modifying the curriculum based on regular CP and the characteristics of student needs (Arriani, Hidayah, et al., 2022). The adaptation of CP from SLB can strengthen the relevance of the material for students with moderate to severe barriers, such as down syndrome.

Implementation of Individual Education for Students with Special Needs at Elementary School of Yayasan Pendidikan Prima Swarga Bara

The findings show that in the implementation of PPI, special assistant teachers (GPK) are assisted by shadow teacher. Shadow teacher not only accompanying, but also providing instructional assistance tailored to the characteristics of the PDBK. The instructional approach emphasizes concise, concise, and clear communication, as well as the use of media that PDBK understands. This is in line with (Hamid et al., 2020) which states that shadow teacher play a role in bridging the limitations of PDBK in the learning process, including in the development of social and academic skills. Shadow teacher It is also recommended to be professionally trained in order to be able to adapt the instructions to the needs of the individual (Sarkar, 2022).

PPI at SD YPPSB 3 has not been applied to all subjects such as PJOK, Religion, English, and ICT. In addition, PPI is not carried out every day, but flexibly based on needs. (Heryanti et al., 2023) explained that the flexibility of the independent curriculum related to the implementation of learning is natural, especially in the early stages of implementation in inclusive schools. However, all subjects ideally need to be adapted to meet the principles of equality and accessibility of learning for all PDBKs. In practice, teachers use concrete objects, pictures, and simplification of instructions to help with the understanding of the material. For example, in Math lessons, the questions are adjusted from 1-20 to 1-10 or even 1-5. Teachers act as facilitators who provide repetition of material and learning modifications according to the ability of the PDBK. Repetition is intensive until PDBK understands the material taught, as shown by the improvement in understanding of RAAP. Repetition and adjustment of the material is considered the most effective method for PDBK with down syndrome inhibition.

Supervision of Individual Education of Students with Special Needs at Elementary School of Yayasan Pendidikan Prima Swarga Bara

The findings show that PPI supervision is carried out periodically through monthly discussions between the principal and GPK, as well as formal reporting every three months. The focus of supervision is not only on the administrative

aspect, but also on the comfort of learning and the real development of PDBK. This practice is in line with instructional leadership in education (Haryaka & Akhmad, 2021), which emphasizes dialogue-based supervision, reflection, and continuous feedback to improve learning effectiveness.

GPK collects and reports the results of the summative assessment of each Learning Objective (TP) to classroom teachers and curriculum administrators. If there is an increase in value, this is an indicator of PPI's success. In the context of the Independent Curriculum, TP is the smallest unit of achievement that can be measured systematically. GPK compiles a report on the development of PDBK per semester which is submitted to parents. In addition, every two years, PDBK is expected to receive treatment and evaluation by a psychologist to monitor aspects of cognitive, social, and emotional development. Periodic evaluation is a key element in assessing the effectiveness of the PDBK learning program.

The classroom teacher stated that the indicator of PPI's success is the achievement of learning goals by PDBK. This shows that the assessment of success is not subjective, but rather refers to the objective criteria in the PPI document. This is in accordance with the technical guidance from the ministry which states that the achievement of TP is an important indicator in measuring the success of the implementation of PPI (Arriani, Agustiyawati, et al., 2022).

The parents of PDBK confirmed that the progress report is submitted at the end of each semester and becomes the basis for discussion on further steps. This shows that the supervision mechanism is also participatory, actively involving parents of PDBK. Such supervision results in more effective and sustainable interventions.

CONCLUSIONS AND RECOMMENDATIONS

The researcher draws conclusions based on the results of the research and discussion as follows.

1. Planning of individual education programs at Yayasan Pendidikan Prima Swarga Bara Elementary School includes: the formation of a PPI team and the implementation of diagnostic assessments. The collaboration between classroom teachers, GPK, shadow teachers, and PDBK parents shows inclusive practices that are synergistic and adaptive.
2. The organization of individual education programs at Yayasan Pendidikan Prima Swarga Bara Elementary School is led by the principal by involving curriculum officers, classroom teachers, and special supervisors. The principal is responsible for setting policies, facilitating PPI drafting team meetings, and supervising and evaluating program implementation. The curriculum has the function of harmonizing PPI with the school curriculum and ensuring that the learning tools prepared by classroom teachers and GPK are in accordance with the learning outcome standards. GPK plays an important role as the main drafter of the PPI design based on the results of initial and continuous assessments of the capabilities and needs of the PDBK. GPK also provides individual learning support. The classroom teacher is responsible for integrating individual programs into classroom learning activities and actively collaborating with GPK in the learning process.

3. The implementation of the individual education program at Yayasan Pendidikan Prima Swarga Bara Elementary School consists of 3 (three) steps, namely learning organization, delivery of learning materials, assessment of learning outcomes. The implementation of PPI shows progressive steps through the involvement of shadow teachers as PDBK companions. Adaptive learning strategies and use simple instructions.
4. Supervision of individual education programs at Yayasan Pendidikan Prima Swarga Bara Elementary School includes: The principal conducts a review to determine the effectiveness of actions once a month; Receive a report on the results of the assessment every three months; and Validate the results of the assessment that are included in the report card every six months.

FURTHER STUDY

This research still has limitations, so further research on this topic is still needed.

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