

JOURNAL OF SOCIETY INNOVATION AND DEVELOPMENT



JSID

The Role of Pidie State Special School in Assisting Children with Special Needs in Pidie District

Dara Maisun¹, Inayatillah², Musdawati³


^{1,2,3}State Islamic University of Ar-Raniry, Banda Aceh, Indonesia

Abstract

Children with special needs, known as ABK, are children who are educated to train and increase their potential. Special special schools play a role in providing assistance in understanding the situation that occurs around ABK through religious education assistance to form good character and assistance through the development of existing skills in ABK. The research aims to find out the role of SLBN Pidie in assisting children with special needs in Pidie Regency with a qualitative approach, collecting data through observation, interviews, and documentary study techniques, and completing the results of the research the author also uses literature review. The results of this study show that the role of SLBN Pidie in assisting children with special needs has not been running in accordance with the procedure, namely: (1) the number of general teachers who teach at SLBN Pidie, (2) the mixing of students with various disabilities in one class due to lack of facilities, (3) the absence of parental involvement in the mentoring process carried out at school. Researchers suggest that schools often conduct training for SLBN Pidie teachers to improve teacher competence in the education of children with special needs.

Keyword: Keyword one; keyword two; keyword three; keyword four; keyword five

Article Info: Submitted 12/01/2021 | Revised 07/02/2021 | Accepted 25/03/2021 | Online first 20/10/2021

 Corresponding author, Email: daramaisun@gmail.com

 <https://doi.org/10.63924/jsid.v3i1.35>

Page 6-10

© The Author(s).

Published by Journal of Society Innovation and Development (JSID). This is an open access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)



INTRODUCTION

The basic human right, education is also pillar of personal and society progress. Children with special needs also known as children with disabilities or children with special educational needs SEN have this entitlement as well. These children need customized educational programs that handle their particular social, emotional, cognitive, and physical difficulties (Effendi, 2009; Panjidi & Wardhani, 2013). Law No. 20 of 2003 on the National Education System ensures equal access to education for all students, including those with disabilities, therefore providing the legal basis for inclusive education in Indonesia. Delivering education to children with exceptional needs depends much on special schools, sometimes known as Sekolah Luar Biasa (SLB). These schools are meant to offer moral education, life skills instruction, and character development in addition to intellectual learning.

Particularly religious education is underlined as a way for students with disabilities to shape ethical behavior and promote spiritual development (Harun, 2013; Muhaimin, 2006). In areas like Aceh, where Islamic ideas are firmly ingrained in the cultural and educational scene, including religious values into the curriculum is extremely important. Although institutional structures and supportive legislative frameworks exist, the execution of special education in Indonesia confronts many difficulties. These comprise a dearth of skilled special education teachers, low parental participation, poor infrastructure, and social stigma toward children with disabilities (Purwanto, 1988; Walgito, 2010). Rural and underfunded locations, where access to specialized services is sometimes restricted, provide especially strong hurdles.

Within Aceh, the Pidie District has Sekolah Luar Biasa Negeri (SLBN) Pidie, the sole state-run institution offering primary, junior secondary, and senior secondary level education for students with special needs. SLBN Pidie uses a two-prangle strategy to student development: vocational training to provide useful skills for independent life and religious education to inculcate moral values and character. This all-encompassing approach fits the more general objectives of inclusive education, which stress not only intellectual development but also social integration and personal empowerment.

Although the value of inclusive education and the function of SLBs have been well accepted in the literature (Sopa, 2017; Hidyat et al., 2006), empirical investigations on the application of these ideas in particular local settings are still rare. With little attention to the actual experiences of teachers, students, and families in rural or semi-urban environments, most current studies usually center on policy analysis or theoretical frameworks. Furthermore, few research have looked at how vocational training and religious instruction together affect the growth of children with exceptional needs. In Aceh, where religious identity and community values define educational practices mostly, the merging of these two spheres is very important.

Furthermore, underrepresented in the literature are the points of view of several stakeholders teachers, school administrators, parents, and students which leads to a partial knowledge of the difficulties and possibilities in special education. By offering a thorough investigation of SLBN Pidie's contribution to helping children with special needs, this study aims to close these gaps. It looks at the institutional, educational, and socio-cultural elements influencing the efficacy of these interventions in addition to the twin dimensions of religious and occupational education.

This study's main goal is to look at how Sekolah Luar Biasa Negeri Pidie might help Pidie District, Aceh, children with special needs grow. The project specifically seeks to: 1. Look at how religious education may be used as a tool for character development among students with exceptional needs. Examine SLBN Pidie's vocational training courses and how they affect students' independence and practical ability. 3. List the institutional, pedagogical, and socio-cultural elements that either help or impede the success of these instructional initiatives. 4. Investigate how much parents participate and how that affects student results.

By providing a localized, context-sensitive research of special education policies in a mostly Muslim area, this study adds to the scholarly debate on inclusive education. It emphasizes the possibility of combining vocational and religious education as complimentary approaches to equip children with unique needs. Moreover, the report offers doable suggestions for legislators, teachers, and community activists to improve the quality and diversity of special education programs. This study emphasizes the need of culturally sensitive pedagogy in special education by placing the research inside the socio-cultural and religious setting of Aceh. It also supports more cooperation among families, businesses, and educational institutions to establish favorable learning settings honoring the dignity and potential of every child.

METHOD

Using a qualitative descriptive research approach, this paper investigated how Sekolah Luar Biasa Negeri (SLBN) Pidie might assist children with special needs (CSNs). To enable a thorough knowledge of the experiences, opinions, and practices of teachers, managers, and parents engaged in the educational process, the qualitative method was selected. Particularly in the areas of religious education and vocational training, a descriptive framework was utilized to methodically record the type of interventions given by the school and to pinpoint the obstacles and supporting elements inside the institutional setting.

The main sources of information for this study were important players directly engaged in the SLBN Pidie educational process. These included: The principal of the school, who offered analysis of institutional policies and strategic orientation. Parents of students with special needs, who provided viewpoints on home-school cooperation and the effects of school programs on their children, as well as general educators and those with special education training, were among the teachers. Selected pupils whose interactions and behavior could help one to grasp the pragmatic results of the school's activities. School records including institutional reports, curricular outlines, teacher preparation materials, and student records provided secondary data.

Three main instruments were applied for data collecting: Parents, teachers, and the school principal participated in semi-structured interviews. The interview outlines were meant to elicit thorough stories while yet giving room to examine newly developing ideas. The researcher watched sessions of religious teaching, classroom activities, and vocational training seminars non-participatively. Data recording underwent consistency using an observation checklist. Review of institutional records helped to triangulate observations and interview results. These encompassed administrative data, student portfolios, and lesson plans. Two academic experts in inclusive pedagogy and educational sociology assessed all instruments to guarantee content validity; they were constructed based on current literature on special education.

Three months of data collecting took place. Ethical clearance was acquired from the research ethics council of the university before fieldwork, and informed permission was received from every participant. Interviews were done in Bahasa Indonesia and then English was used for analysis. Every session, which ran thirty to sixty minutes, was audio-recorded under authorization. Observations was place during regular school hours; the researcher stayed non-intrusive to minimize disturbance. Documents were acquired under school administration permission and examined in situ to maintain anonymity. Member checking showing participants early results for comments and validation was used to guarantee credibility.

Consistent with Braun and Clarke's (2006) six-phase paradigm, data analysis took a thematic approach: Reading field notes and transcripts over and again helped one to develop a general knowledge. Using NVivo software, segments of data were first coded inductively in order to find repeating trends. Three more general themes reflecting the roles, tactics, and difficulties of SLBN Pidie were developed from codes. Reviewing themes helped to guarantee consistency and uniqueness. Every concept was precisely defined and backed by appropriate quotations. The results were compiled into a cogent story that connected empirical facts to theoretical constructions. Triangulating the results across several sources and approaches improved their legitimacy. Additionally used to keep analytical rigor and check researcher bias was reflexive journaling.

FINDING AND DISCUSSION

Finding

You Organized into four subject categories institutional function of SLBN Pidie, religious education as a tool for character development, vocational training and skill-building, and problems and restrictions in implementation this part offers the main findings of the study. Interviews, observations, and document study done at SLBN Pidie produced the data. Serving students with a variety of disabilities throughout elementary, junior intermediate, and senior secondary levels, SLBN Pidie is the sole state-run special education facility in Pidie District. The school registered 190 students with a range of conditions including hearing problems, intellectual disability, autism spectrum disorders, and physical disability as of the 2018–2019 academic year.

The leadership of the institution underlined its twin goal: to teach life skills as well as academic knowledge. "Our role is not only to teach but also to help students interact with their environment and develop their character by religious and vocational education," the principal said. (August 30, 2018, Principal's interview) Supported by a team of 38 staff members including instructors, administrative assistants, and support staff the school has made attempts to include pupils into a disciplined learning environment despite low resources. Still, just a tiny portion of the teaching personnel have professional special education degrees.

The strategy of the school toward character development revolves mostly on religious education. Teachers include Islamic teachings into daily activities such moral narrative, memorizing of brief Qur'anic lines, and prayer practice. These exercises are meant to inspire in students discipline, empathy, and a feeling of spiritual identity. "We teach them how to pray, recite daily prayers, and grasp fundamental Islamic values," one instructor said. Though occasionally they object, we gently remind them that these are our responsibilities as Muslims. (October 25, 2018 interview with an Islamic Studies teacher) Notes verified that pupils were

urged to greet others with Islamic salutations, help friends with mobility issues, and join in group prayers. These activities seemed to help students from all backgrounds develop a feeling of community and mutual respect.

Parents also noted the influence of religious instruction at home: "They learn to say salam and pray at school. I get them to repeat what they have learnt at home. It serves to strengthen positive behaviors. (November 22, 2018 interview with a parent) Particularly in the arts, crafts, and fundamental technical abilities, SLBN Pidie gives vocational education great weight. Students study in creative and practical disciplines including sketching, singing, sewing, and basic agriculture up to eighteen hours a week. The main underlined the reason behind this emphasis: "We want them to be equipped with abilities applicable even beyond graduation. For instance, some students pick farming or welding to help them not rely just on their families. (Aug. 30, 2018) Interview with Principal One particularly noteworthy instance saw pupils working on their welding skills building a metal gate for the principal's house. Students helped grow veggies and chiles on school property in agriculture. Implementation was uneven, though; one parent reported that occasionally staff absence resulted in cancellation of agricultural events: "They were supposed to go to the farm, but the teachers canceled it and sent them home early when the principal wasn't there." (November 22, 2018 interview with a parent) Notwithstanding these contradictions, the vocational curriculum produces real results.

One graduate at least has found work at a Sigli motorcycle dealership, proving the value of skill-based education in helping with post-school transfers. The investigation found a number of structural and operational obstacles preventing SLBN Pidie from fully realizing its goal. Among issues include the dearth of certified special education teachers. Out of the 38 employees, only a small number have finished official special needs education course work. Though a government-sponsored S1 PLB (Special Education) program started in 2015, just five teachers had finished it by the time the study started.

Instructional quality suffers from this lack of training. One parent noted: "My youngster just tunes during painting class. There is no organized instruction; if they were trained correctly, they may acquire actual skill. (November 22, 2018 interview with a parent) The little participation of parents in the educational process is another important problem. Unlike policies in other areas, including Jakarta, where parents actively participate in school activities, SLBN Pidie lacks a formal means for family involvement. This gap limits chances for continuity between home and educational settings. Among students, behavioral problems also provide hurdles. Particularly among students with autism and intellectual difficulties, teachers recorded instances of violence, emotional outbursts, and self-harming behavior. These actions sometimes interfered with classroom operations and called for customized attention that taxed the school's limited resources.

Discussion

This project aimed to investigate how Sekolah Luar Biasa Negeri (SLBN) Pidie might help children with special needs (CSNs) by means of religious education and vocational training. The results show that SLBN Pidie combines moral and spiritual guidance with useful skill building to play a multifarious role in the formation of CSNs. Whereas vocational training is meant to promote independence and employment, religious education is employed as a tool for character development. Notwithstanding these initiatives, the school has major difficulties

including a dearth of qualified special education teachers, little parental participation, and uneven application of programs.

The results of this study coincide with body of knowledge already in publication stressing the need of comprehensive education for children with impairments. As Hidayat et al. (2006) point out, good special education addresses emotional, social, moral, and psychological aspects in addition to cognitive development. The inclusion of religious education into the SLBN Pidie curriculum reflects the work of Harun (2013), who maintained that character education anchored in religious beliefs can dramatically improve the emotional and behavioral well-being of kids with disabilities.

Likewise, the focus on vocational training fits the results of Purwanto (1988), who underlined the significance of developing practical skills to equip CSNs for life outside of the classroom. The story of SLBN Pidie shows the possibilities of vocational education to empower individuals and lower their need on family support when students participate in activities like welding and agriculture. The successful hiring of at least one graduate in a nearby company supports this even more since it shows that such programs may produce noticeable results.

Still, the study also exposes less often discussed gaps in the literature. For example, whereas earlier studies have recognized the need of teacher preparation (Sopa, 2017), this one offers specific data of how the absence of skilled professionals directly influences instructional quality and student involvement. The fact that some students just "sing" in art classes without directed instruction emphasizes the need of customized instructional strategies catered to the many needs of CSNs.

Furthermore, the low level of parental involvement in the SLBN Pidie educational process contrasts with models in other areas, such Jakarta, where parental involvement is more institutionalized. This result implies that the efficiency of special education initiatives could be much influenced by regional differences in educational approaches. The results of this study have various significant ramifications for policy, practice, and next research projects. First of all, they highlight the need of funding initiatives for teacher preparation especially intended for special education. Although the government-sponsored S1 PLB effort is a positive start, its limited reach only five instructors had completed at the time of the study suggests that additional strong and scalable solutions are needed. Peer learning networks, mentoring, and ongoing professional development could assist to close the skill gap between teachers.

Second, the study emphasizes the need of sensibly combining religious and vocational education in a context sensitive to culture. Using Islamic principles to encourage ethical behavior and social responsibility can help educational interventions be more relevant and accepted in areas like Aceh, where religious identity is firmly ingrained in daily life. Concurrent with local economic possibilities, vocational training must be matched to guarantee that students pick skills with value and marketability.

Third, absence of parental involvement suggests a lost chance to reinforce learning results at home. Schools should take into account creating organized initiatives such parent-teacher seminars, home-based learning projects, and frequent lines of contact that actively involve parents in the educational process. Such projects could enhance the continuity between home and educational settings and assist to build a more coherent support network for CSNs.

At last, the behavioral difficulties seen among students from emotional outbursts to self-harming activities emphasize the requirement of thorough support services including counseling, behavioral therapy, and customized education plans (IEPs). These services guarantee that CSNs get the attention and care they need for their whole development and help to meet their complicated needs. This work has certain limits even if it offers insightful analysis of the function of SLBN Pidie. First, the study was carried out at one institution, so restricting the generalizability of the results. Though SLBN Pidie is the sole state-run special school in the district, its policies and issues might not entirely reflect those of other schools under different administrative systems or in other areas.

Second, the study mostly used qualitative data, which although highly detailed could be prone to interpretation bias. Although triangulation and member verification help to guarantee reliability, the subjective character of qualitative research means that results should be taken carefully. Third, the data collecting process excluded directly the voices of the students themselves. Although observations give some understanding of student behavior and involvement, future research would gain by including student viewpoints using modified interview approaches or participatory tools.

Based on the results and constraints of this study, numerous directions of next inquiry are advised. Comparative research including several SLBs throughout various areas could first help to clarify best practices and contextual issues in special education. Such research might also look at how area regulations, cultural standards, and resource availability affect CSN educational results. Second, long-term effects of religious and vocational education on the life of CSNs need to be evaluated by longitudinal studies. Monitoring graduates over time could help to clarify how well school programs foster social integration, employment, and independence. Third, more thorough investigation of the function of parental participation in future studies is warranted. Examining the obstacles to parental involvement and testing programs to strengthen cooperation between families and institutions might result in doable plans for raising academic results. At last, multidisciplinary research combining ideas from public health, sociology, psychology, and education could provide a more complete knowledge of the needs and possibilities of CSNs. Such strategies would be especially helpful in creating culturally grounded, fair inclusive education systems.

CONCLUSION

This study aimed to investigate how Sekolah Luar Biasa Negeri (SLBN) Pidie might help Pidie District, Aceh, children with special needs (CSNs) meet their developmental and educational needs. By means of a qualitative investigation comprising interviews, observations, and document analysis, the study revealed a multifarious institutional effort combining religious education and vocational training as main strategies for fostering character, independence, and social integration among students with different disabilities.

The results expose that SLBN Pidie is not only a moral and social support system for its pupils but also a vital educational tool. Deeply ingrained in the curriculum of the institution, religious education forms the basis for character development by imparting qualities including empathy, discipline, and spiritual consciousness. Concurrent with this, vocational education gives pupils useful skills ranging from metallurgy to agriculture that improve their chances for future employment and self-reliance.

The report does, however, also draw attention to a number of structural and operational issues restricting the efficacy of the institution. Among issues are shortages of qualified special education teachers, parents' restricted participation in the learning process, and inconsistent application of programs. These problems highlight how urgently institutional support systems, stakeholder cooperation, and teacher preparation should be improved systemically.

This research has policy oriented as well as pragmatic ramifications. The results underline for teachers and school managers the need of culturally sensitive education fit for local values and community expectations. Particularly in underdeveloped areas, the study recommends more funding in inclusive education infrastructure for legislators. Essential first steps toward a more inclusive and successful educational system are improving teacher abilities, increasing parental involvement, and guaranteeing continuity between home and classroom settings.

Finally, this study confirms that children with special needs may grow, contribute, and have dignity with the right tools, compassion, organization, and support. SLBN Pidie is evidence of what is achievable when education is seen as a commitment to human development rather than only as teaching. Such efforts must be sustained, scaled, and constantly improved as inclusive education develops in Indonesia and worldwide so that no child from any ability level is left behind.

DECLARATION OF CONFLICTING INTEREST

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

BIBLIOGRAPHY

- Ahmadi, A., & Supriyono, W. (2004). *Psikologi belajar*. PT Reneka Cipta.
- Ahmadi, A. (2008). *Psikologi belajar*. PT Rinekacipta.
- Al-Hajjaj, A. H. M. (2001). *Shahih Muslim*. Daar Ibnu Al Haitam.
- Alhairi. (2015). *Penanaman pendidikan karakter bagi siswa berkebutuhan khusus tunagrahita (Studi atas siswa SMA-LB Negeri 1 Yogyakarta)* [Master's thesis, Universitas Negeri Sunan Kalijaga Yogyakarta].
- Basrowi, & Suwandi. (2008). *Memahami penelitian kualitatif*. Rineka Cipta.
- Bungin, B. (2007). *Penelitian kualitatif: Komunikasi, ekonomi, kebijakan publik dan ilmu sosial lainnya*. Peranan Media Group.
- Burwani, & Arifin, M. (2012). *Manajemen sarana dan prasarana sekolah*. Ar-Ruzz Media.
- Cut Zahri Harun. (2013). Manajemen pendidikan karakter. *Jurnal Pendidikan Karakter*, 3(3).
- Dokumen dan Arsip SLBN Pidie. (2018–2019).
- Efendi, M. (2009). *Pengantar psikopedagogik anak berkelainan*. PT Bumi Aksara.
- Hidayat, et al. (2006). *Bimbingan anak berkebutuhan khusus*. UPI Press.

- Husnizar. (2007). *Konsep subjek didik dalam pendidikan Islam*. Ar-Raniry Press IAIN.
- Jalaluddin. (2003). *Teologi pendidikan* (3rd ed.). PT Raja Grafindo.
- Tika, M. P. (2006). *Metodologi riset bisnis*. Bumi Aksara.
- Mudjito, et al. (2014). *Pendidikan layanan khusus*. Baduouse Media.
- Muhaimin. (2006). *Nuansa baru pendidikan Islam*. PT Raja Grafindo.
- Dinata, N. S. S. (2002). *Metodologi penelitian pendidikan*. Rineka Cipta.
- Panjidi, D., et al. (2013). *Sudahkah kita ramah anak special needs?* PT Elex Media Komputindo.
- Purwanto, H. (1988). *Pendidikan anak berkebutuhan khusus*. UPI.
- Daulay, H. P. (2004). *Pendidikan Islam*. Kencana.
- Ritzer, G., & Goodman, D. J. (2012). *Teori sosiologi modern*. Kencana.
- Saelan, M. (2002). *Spiritualisasi pendidikan*. Yayasan Syifa Budi.
- Sarwono, W. (2010). *Pengantar psikologi umum*. Rajawali Pers.
- Sopa, A. (2017). *Model penanganan anak berkebutuhan khusus* [Undergraduate thesis, UIN Ar-Raniry].
- Sugiono. (2014). *Metode penelitian kuantitatif, kualitatif dan R&B*. Alfabeta.
- Sukardi. (2003). *Metodologi penelitian pendidikan*. Bumi Aksara.
- Suparno. (2007). *Pendidikan anak berkebutuhan khusus*. Dirjen Dikti Depdiknas.
- Shihab, U. (2003). *Kontekstualitas Al-Qur'an* (1st ed.). Penamadani.
- Undang-Undang Republik Indonesia Nomor 3 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Walgito, B. (1978). *Psikologi sosial*. PT Andi.
- Wulan, R. (2011). *Mengasah kecerdasan pada anak*. Pustaka Pelajar.
- Ya'qub, H. (1983). *Etika Islam pembinaan akhlakul karimah*. CV Diponegoro.
- Wawancara dengan Abdul Hadi, Kepala Sekolah SLBN Pidie, 30 Agustus 2018.
- Wawancara dengan Maria Ulfah, Guru Pendidikan Agama Islam SLBN Pidie, 25 Oktober 2018.
- Wawancara dengan Rasuna, Guru Autis SLBN Pidie, 25 Oktober 2018.
- Wawancara dengan Orangtua Siswa SLBN Pidie, 22 November 2018.