

# Assistance for Children with Special Needs in Inclusive Schools Through Guidance and Counseling Services

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## Abstract

Children with Special Needs in inclusive schools in Tegal City, especially at the junior high school level, are currently only present in two schools: SMPN 9 and SMPN 5. There are 9 children with special needs at SMPN 9 and 3 children with special needs at SMPN 5, all of whom require assistance in their learning processes. However, in practice, they have not received optimal support due to a lack of specialized human resources in the field. As a result, these students are still provided services similar to those given to normal children, which significantly hinders their learning development in school. Based on the results of the Special Needs Child Assistance activities in Inclusive Schools in Tegal City, especially at SMPN 5 and SMPN 9 Tegal City, there have been changes in social levels, particularly an increase in self-confidence. The learning difficulties experienced have shown improvement, with children starting to complete their tasks well, writing becoming more organized, and being able to speak coherently and manage their emotions. The findings of this activity indicate that special needs children require assistance activities to enhance their development, especially in learning. However, the weakness of this activity is that special needs children in inclusive schools in Tegal City, specifically at SMPN 5 and SMPN 9 Tegal City, still need to be accompanied by special teachers, but in reality, the human resources available in those schools are lacking.

*Keywords:* Children with Special Needs, Inclusive Schools in Tegal City, Learning Assistance, Limited Educator Human Resources, Social and Emotional Development

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## 1. Introduction

### 1.1. Situation Analysis

Presidential Regulation Number 24 of 2010 mandates the Ministry of Women's Empowerment and Child Protection to manage affairs in the field of women's empowerment and child protection with core duties and functions covering: 1. Formulation and determination of policies. 2. Coordination and synchronization of policy implementation, and 3. Supervision of the implementation of duties in the field of women's empowerment and child protection. Specifically regarding children and the two

deputies responsible, namely the Deputy for Child Protection and the Deputy for Child Growth and Development.

The presence of companions for children with special needs holds significant meaning for their protection and development process. Therefore, knowledge and capacity building for caregivers, namely parents, families, and communities, in dealing with children with special needs from an early age will have a significant impact on caring for, nurturing, educating, and developing the talents or potential of each child with special needs. The readiness and vigilance of parents and families with children with special needs are key to successful handling, along with support from the community and government in providing an environment and facilities that are friendly to children with special needs.

Handling children with special needs requires cultural and structural support from various parties, including parents, the community, and the government. This is due to the continued existence of misconceptions and discriminatory attitudes towards children with special needs in family and community environments, both in verbal and nonverbal forms. In addition, children with special needs are vulnerable to violence and mistreatment. In dealing with children with special needs, caregivers require knowledge about these children, as well as skills to nurture and care for them. Children with special needs need encouragement, guidance, and gradual hands-on practice. The potential possessed by children with special needs will grow and develop in line with the success of the caregiver's role in understanding and nurturing that potential.

Children with Special Needs in inclusive schools in Tegal City, specifically at the junior high school level, are currently only present in two schools: SMPN 9 and SMPN 5. There are 9 children with special needs at SMPN 9 and 3 children with special needs at SMPN 5, all of whom require assistance in their learning processes. However, in practice, they have not received optimal support due to a lack of specialized human resources in the field. As a result, these students are still provided services similar to those given to normal children, which significantly hinders their learning development in school.

Related to this matter, there is a need for support for children with special needs, one of which is counseling services that are deemed necessary for students. Counseling services are provided to students at the school by utilizing time according to the schedule given by the school authorities.

## **1.2. Partner Issues**

PERMENDIKNAS No. 70 of 2009 on Inclusive Education requires every region to establish inclusive schools. At least in one sub-district, there should be a minimum of one elementary school and one junior high school that implement an inclusive education system. This also has implications for preschool education, one of whose goals is to prepare the mental and physical well-being of students to continue to higher levels of education. Inclusion has a diverse meaning.

Regarding the above matter, inclusive schools in Tegal City have not yet been implemented in all districts; only 2 out of the 4 districts in Tegal City have been implemented, namely in the Tegal Timur District, specifically SMPN 9 Tegal City, and the Tegal Selatan District, specifically SPN 5 Tegal City.

The condition of children with special needs at partner schools currently requires handling, especially in the learning process, which needs assistance from teachers or technical staff who are experts in the field of special needs children. However, in practice, there are still no special staff for handling at partner schools. Therefore, based on the above issues, we from the Guidance and Counseling Study Program at Pancasakti University Tegal have taken the initiative to provide assistance to children with special needs at inclusive schools in Tegal City, especially at the junior high school level, specifically at SMPN 9 and SMPN 5 Tegal City. Based on the above, it encourages lecturers and students of BK UPS Tegal to conduct community service at partner schools.

## **1.3. The Purpose of the Community Service Activity**

Based on the findings in the field, we are encouraged to realize this community service goal, which is the need for an activity called guidance and counseling support so that students can have the ability and self-confidence despite the limitations in the learning process at school.

## **1.4. Benefits of Research**

This activity benefits all parties involved, especially the special needs students at SMPN 5 and SMPN 9 in Tegal City. In addition to receiving information, participants also gain knowledge and understanding related to the learning process at school. With this guidance, students become more confident in themselves, especially those with special needs, and can accept their situation. Additionally, students are more open in expressing their problems with the support of counseling services.

### **1.5. Problem Solution**

1. There are still issues with children with special needs who require special assistance in the learning process at school due to a lack of human resources who are experts in handling children with special needs.
2. Providing assistance to children with special needs in inclusive schools, namely at SMPN 5 and SMPN 9 in Tegal City, in the form of guidance and counseling services related to the problems experienced by students, whether academic, social, career, or personal issues.

### **1.6. Output Target**

Based on the proposed solution, the expected outcomes in this PKM are as follows.

1. The presence of human resources specifically for children with special needs that can be implemented in schools.
2. The continuous support for children with special needs in schools through guidance and counseling services.

### **1.7. External Product**

The intended output here is the change in the attitudes and behaviors of students or children with special needs in inclusive schools after receiving guidance and counseling services, which includes improvements in learning outcomes, attitudes, motivation, and communication.

## **2. Method**

### **2.1. Execution Time**

The activities of this community partnership program are carried out from October to December 2023.

### **2.2. Target**

The target of the community partnership program activities is children with special needs at SMPN 5 and SMPN 9 in Tegal City. The location of the community partnership program activities is at the Inclusive SMPN in Tegal City.

### **2.3. Steps of the Activity**

#### **2.3.1. Preparation**

1. Coordinate with the Tegal City Education Office regarding inclusive schools in the Tegal City area. Next, coordinate with the representatives from SMPN 5 and SMPN 9 Tegal City, the inclusive schools at the junior high school level, to conduct interviews related to the issues faced by children with special needs studying at those schools.

2. Conducting needs assessments and subsequently providing guidance and counseling services.

### **2.3.2. Implementation of Activities**

1. Planning Guidance and Counseling Services activities after conducting a needs assessment for children with special needs in inclusive schools in Tegal City, namely at SMPN 5 and SMPN 9 Tegal City.
2. Conducting Guidance and Counseling Services activities for children with special needs according to the assessment results.

### **2.4. Performance of Research and Community Service Institutions**

The vision of the LPPM Universitas Pancasakti Tegal is to become a center for the development of research and community service that is productive and of high quality, in accordance with the demands of science, technology, art, and an entrepreneurial spirit. The mission of LPPM Universitas Pancasakti Tegal (1) Conducts research and community service as a manifestation of the Tri Dharma of Higher Education in accordance with the principles of the development of science and technology that are beneficial for human life based on Pancasila and the 1945 Constitution. (2) Conducting research and community service as an effort to enhance the fulfillment of community needs and/or solve various problems faced to improve community welfare. (3) Conducting research and community service as an effort to encourage the improvement of human resources in accordance with the demands and dynamics of development. (4) Conducting research and community service as an effort to strengthen existing institutions in the community, so they can function and play a more significant role in development. (4) Becoming a center of input for the Government, the community, and all parties in need.

The Community Service Institute (LPM) of UPS Tegal is quite consistent in implementing community service programs. The execution of these service programs is greatly felt by the community. Currently, community service activities at UPS Tegal are conducted both in a programmed and unprogrammed manner. In addition, the University provides funding for community service activities, conducts mentoring and guidance for young lecturers in community service, and trains students who will be involved in the lecturers' community service. In four years.

The collaboration between Universitas Pancasakti Tegal, represented by the Institute for Research and Community Service (LPPM), and Yayasan Damandiri 14 14 Jakarta began in 2012 and continues to this day through the student Community Service Program (KKN). The outcome of this KKN activity is the establishment of Posdaya, which has been increasing year by year. The guidance activities conducted by LPPM UPS Tegal towards Posdaya involve directing research and community service activities carried out by lecturers so that the target community is Posdaya.

### **2.5. Type of Expertise in Partner Issues or Needs**

The proposing team has expertise in "Assisting Children with Special Needs in Inclusive Schools Through Guidance and Counseling Services." The head of the proposing

team is an expert in group guidance. The head of the proposing team teaches courses on group guidance, learning counseling, and family counseling. The courses taught by the head of the proposing team are Group Guidance and Learning Counseling. The proposing team members are lecturers in the Guidance and Counseling Study Program who are proficient in curriculum and teaching and learning. The proposing team members are students of guidance and counseling.

The implementation of the PkM activities at the Inclusive Schools in SMPN 5 and SMPN 9 Kota Tegal will run smoothly and receive a positive response from the children and teachers at the partner schools due to the experience possessed by the proposing team. The involvement of 7th-semester students from the Guidance and Counseling Program at Pancasakti University Tegal greatly aids the implementation of the Student Community Service Program. These students have completed courses in Group Guidance and Learning Counseling, Behavior Change Analysis, Mental Health, and Fundamentals of Learning Behavior. Their understanding of behavior and learning knowledge is quite adequate, so it is hoped that they can assist the faculty team in the community service implementation as operators or activity documenters.

**2.6 Tasks and Expertise of Each in the Community Partnership Program activities**

The description of tasks and expertise of the proposing team in the activity "Assistance for Children with Special Needs in Inclusive Schools Through Guidance and Counseling Services" is presented in Table 1 as follows.

Table 1. Description of Expertise from the Proposing Team of Lecturers

No.	Name and Academic Title	Field of Expertise	Task Description
1	Mulyani, M.Pd	Group Learning Family Individual Personal Counseling, Childhood Education, Classical Guidance.	Guidance, Counseling, Social Early Education, Guidance. Organizing the needs of the proposing team to the school authorities and creating a support program for children with special needs in inclusive schools. Providing support to students with special needs in inclusive schools, namely at SMPN 5 and SMPN 9 Kota Tegal, through classical and individual guidance and counseling services.

2	Dr. Suriswo,M.Pd	Learning and Teaching, Curriculum Teaching	Helping the Chairperson condition the mentoring activity process
3	Tisya Nailin Amali	Guidance Counseling	and Providing assistance to children with special needs at the inclusive school in SMPN 5 Kota Tegal
4	Pristi Aidy Sundari	Guidance Counseling	and Providing assistance to children with special needs at the inclusive school in SMPN 9 Kota Tegal
5	Vina Maulina	Guidance Counseling	and Providing assistance to children with special needs at the inclusive school in SMPN 9 Kota Tegal
6	Mawa Nihlakh	Guidance Counseling	and Providing support to children with special needs at the inclusive school in SMPN 5 Kota Tegal

### **3. Results and Discussion**

In this chapter, the results obtained from the activities of mentoring children with special needs in Inclusive Schools in Tegal City, namely at SMPN 5 and SMPN 9 Tegal City, are explained as an effort to reduce the problems faced by children with special needs, especially in their learning, thus requiring tutoring and counseling services.

#### **3.1. Results Achieved**

Community service activities with the theme of Supporting Children with Special Needs in Inclusive Schools Through Guidance and Counseling Services as an effort to help children with special needs in these schools develop like other normal children through guidance and counseling services. The first step taken is to conduct a needs assessment for the students to identify the problems faced by children with special needs in inclusive schools. After the analysis of the results is completed, the next activity is to provide scheduled guidance and counseling services to children with special needs according to the time agreed upon with the child or by the teacher at the school, especially the guidance counselor. During the support activities, the timing is staggered between children to maximize the results achieved.



Table 2. Summary of Results After Providing Assistance to Children with Special Needs in Inclusive Schools at SMPN 5 and SMPN 9 Tegal City

No.	Name	The disturbance experienced	Change	
			Before	After
1	Nadif Azara Albaehaqi	Tunagrahita	Still confused about forming words when writing (need to spell each letter one by one) and can't do single-digit multiplication. (kecil).	There is an improvement in trying to spell one word at a time in writing and becoming proficient in answering single-digit multiplication problems after being given continuous exercises by the math teacher.
2	Meyshika Laurita	Tunarungu	Lacks confidence in socializing with friends, because it's difficult to communicate.	There is an increase in wanting to interact with friends by bringing books and a ballpoint pen as a means of communication to her friends.

3	Marsanda Karina P	slow learner	Not confident when called an inclusion child when summoned by the guidance counselor.	Started to accept when called by the guidance counselor and had the willingness to get to know other inclusive children.
4	Adinda Dwi Listiana	slow learner	Cannot complete the assignment given by the teacher.	There is an improvement in completing the teacher's assignments with the help of his friend.
5	Faiatul Maulida	slow learner	Less understanding of paragraph in Indonesian subjects and less understanding of imperative sentences.	There is an improvement in trying to understand paragraph by paragraph in the Indonesian language subject and also starting to understand command sentences.

6	Alvin Rozua Mubarok	Tuna Rungu	Ragu dalam mengambil keputusan untuk mengikuti organisasi osis dan dewan penggalang	Ada rasa percaya diri untuk mengikuti oragisasi osis dan dewan penggalang
7	Syafa Hannafis	slow learner	Likes to arrive late to school because of being lazy to study. (Likes playing games)	There is an improvement in coming to school on time because there is a detention system at school.
8	Muhammad Ega Aaabinaya	autism	Still can't distinguish between good and bad language.	There is an improvement in distinguishing between good and bad language.
9	Nur Intan Maulia	Tuna rungu	Lack of motivation in developing talent for drawing	There is support from his parents and close friends to develop his talent in drawing.

10	Kevin edias Putra	slow learner	The writing is completely illegible, the letters are unclear. Not memorized basic multiplication. (Small number)	Can write the alphabet correctly, the writing is already readable. Already somewhat familiar with multiplication of small numbers.
11	Risky Aditya Kurniawan	Tuna Rungu	Not yet familiar with Indonesian, struggling with multiplication and division, unable to memorize names of months and days, and unable to recognize names of fruits and vegetables.	Already familiar with Indonesian little by little, able to perform multiplication and division, able to memorize the names of months, days, and recognize the names of fruits and vegetables.
12	Echa Nurdiana	Tuna Daksa	Not confident, dislike mathematics because feel that mathematics is a difficult subject.	More confident because I want to step forward and read a poem on Teacher's Day, I already like math more because I want to try to calculate.

### 3.2. The outcomes achieved

The outcomes achieved in this PKM are that after student mentoring, there has been progress in behavioral changes in children with disorders and special needs. After the mentoring, there has been an increase in their skills and an improvement in their learning motivation, both in the classroom and outside the classroom, as well as in other developmental tasks.

### 3.3. Plans and Next Steps

The plan after conducting this PKM activity is to conduct research related to the analysis of the needs of special needs students in inclusive schools in the city of Tegal.

#### **4. Conclusion**

Based on the results of the Special Needs Child Assistance activities in Inclusive Schools in Tegal City, especially at SMPN 5 and SMPN 9 Tegal City, there have been changes in social levels, particularly an increase in self-confidence. The learning difficulties experienced have shown improvement, as they have started to complete their tasks well, their writing has become more organized, and they can speak in an orderly manner and manage their emotions. The findings from this activity indicate that special needs children require assistance activities to enhance their development, especially in learning. However, the weakness of this activity is that special needs children in inclusive schools in Tegal City, specifically at SMPN 5 and SMPN 9 Tegal City, still need to be accompanied by special teachers, but in reality, the human resources available in those schools are lacking.

##### **4.1. Suggestion**

In this mentoring activity, it is necessary to convey the suggestion that in the learning activities for inclusive schools, there are still no special teachers for children with special needs who accompany them in their studies, so the learning process is still combined with regular students, making it difficult for these students to keep up optimally.

To the policymakers, especially the Education Office of Tegal City, to support the smooth learning process of students in inclusive schools, it is necessary to have special accompanying teachers so that the learning can proceed according to educational demands, especially for students who require assistance.

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