

GUIDANCE AND COUNSELING SERVICES FOR CHILDREN WITH SPECIAL NEED IN INCLUSIVE PRIMARY SCHOOLS

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Abstract

Children with special needs often face complex challenges beyond their primary disability. These challenges can significantly impact their overall well-being and academic performance. This study aimed to assess the provision of guidance and counseling services for ABK in inclusive primary schools in Surakarta, Indonesia. A survey involving 10 inclusive primary schools was conducted, utilizing questionnaires and semi-structured interviews with teachers and parents. Data analysis employed descriptive analysis of both quantitative and qualitative data. The findings indicate that while most inclusive primary schools in Surakarta offer guidance and counseling services, these services are often limited by factors such as a lack of specialized personnel, inadequate infrastructure, and insufficient time allocation. Additionally, the integration of guidance and counseling services into classroom activities can be challenging due to diverse student needs. To enhance the effectiveness of guidance and counseling services for ABK, it is crucial to provide adequate training for teachers, allocate dedicated time and space for these services, and foster strong collaboration between schools, families, and community organizations.

Keywords: Inclusive Schools, Children with Special Needs, Guidance and Counseling

Abstrak

Anak-anak berkebutuhan khusus (ABK) sering menghadapi tantangan kompleks di luar kebutuhan khusus utama mereka. Tantangan-tantangan ini dapat berdampak signifikan pada kesejahteraan dan kinerja akademik mereka secara keseluruhan. Penelitian ini bertujuan untuk mengetahui penyediaan layanan bimbingan dan konseling bagi ABK di sekolah dasar inklusif di Surakarta, Indonesia. Penelitian ini menggunakan pendekatan kuantitatif-kualitatif yang dilakukan pada 10 sekolah dasar inklusif, menggunakan kuesioner dan wawancara semi-terstruktur dengan guru dan orang tua. Analisis data dilakukan dengan analisis deskriptif dari data kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa meskipun sebagian besar sekolah dasar inklusif di Surakarta melaksanakan layanan bimbingan dan konseling, layanan tersebut sering kali terbatas oleh beberapa faktor, seperti kurangnya tenaga khusus, infrastruktur yang tidak memadai, dan alokasi waktu yang kurang. Selain itu, integrasi layanan bimbingan dan konseling ke dalam aktivitas kelas dapat menjadi tantangan karena kebutuhan siswa yang beragam. Untuk meningkatkan efektivitas layanan bimbingan dan konseling bagi ABK, penting untuk memberikan pelatihan yang memadai bagi guru, mengalokasikan waktu dan ruang khusus untuk layanan ini, serta mendorong kolaborasi yang kuat antara sekolah, keluarga, dan organisasi masyarakat.

Kata kunci: Bimbingan dan Konseling, Anak Berkebutuhan Khusus, Sekolah Inklusif

How to Cite: Rejeki, D.S, Supratiwi, M. Widyastono,H., Gunarhadi, Hermawan, Yuwono, J., Cahyani, L.A.. (2024). Guidance and Counseling Services for Children with Special Needs in Inclusive Primary Schools. *Journal of Disability*, 4 (2), 48 – 57.

INTRODUCTION

Inclusive education, which supports the integration of students with disabilities into regular educational settings, is a critical focus in Indonesia's educational development. Educational services for children with disabilities can be provided through both special education units, known as Sekolah Luar Biasa (SLB) or Special Schools, and general education units designated as SPPI (Sekolah

Pendidikan Perbaikan Inklusif) or Inclusive Schools. Several researchers stated that inclusive education has proven to be more effective and provides many benefits for students with special needs (Cologon, 2014; Cologon et al., 2019). The purpose of inclusive education is to expand educational opportunities, addressing both the limited availability of special schools and the need to support the basic educational rights of children with disabilities across the country (Hallahan et al., 2014; Heward et al., 2017; Hornby, 2021). According to recent studies, approximately 60 districts in Indonesia (11.7%) still lack access to SLBs, highlighting the ongoing challenge of equitable educational access for children with disabilities. This gap in infrastructure impacts not only educational access but also the quality of teaching and learning experiences for students with special needs.

To address these gaps, the Indonesian government has progressively enhanced inclusive education policies, making substantial commitments to accommodating all students, regardless of their physical or cognitive abilities, within mainstream education (Arini, 2020). The foundation of these inclusive education policies lies in the principles of respect for diversity, equity, and accessibility, promoting learning environments that are welcoming to all students, including those with disabilities. The recent issuance of Regulation No. 48 of 2023 by the Ministry of Education, Culture, Research, and Technology, which mandates appropriate accommodations for students with disabilities across all educational levels—from early childhood education through to higher education—has further reinforced the commitment to inclusive education in Indonesia (Ministry of Education, 2023). This regulation signifies a crucial step in establishing a more inclusive educational landscape that is prepared to meet the unique needs of students with disabilities, ensuring they have equal opportunities for academic and social development.

The city of Surakarta stands out as a leading example in the implementation of inclusive education in Indonesia. All schools within Surakarta, from early childhood education (PAUD) to junior high schools, are required to accept students with disabilities and are prohibited from discriminatory practices, such as denying admission based on a student's disability. As of the most recent data from 2022, a total of 1,619 students with disabilities are enrolled across inclusive public schools in Surakarta, distributed across 117 PAUD institutions, 560 elementary schools, and 942 junior high schools. These students encompass a broad range of disabilities, including visual and hearing impairments, intellectual disabilities, physical disabilities, learning difficulties, special intelligence and talents, autism, ADHD, and Down syndrome (Dapodik, 2022). This inclusive setting allows students with disabilities to learn alongside their non-disabled peers, encouraging mutual adaptation and understanding within a heterogeneous environment that prepares all students for social integration and participation in society.

Inclusive education extends beyond mere physical inclusion; it requires a comprehensive approach to integrating students with special needs into regular school programs (Hornby, 2014, 2021; Kauffman & Hornby, 2020). This involves creating an educational experience where students with disabilities receive tailored support to thrive alongside their peers. In Indonesia, inclusive education is formally defined as an education service system that allows students with disabilities to study with their

peers in the nearest available public school. This approach not only enables students with disabilities to interact with their peers but also requires schools to cultivate an environment where all students can learn from each other, promoting a culture of inclusivity and empathy (Sukardari, 2019; Taryatman & Rahim, 2018).

Effective inclusive education in schools requires active support from a range of stakeholders, including school administrators, classroom teachers, special education teachers, and other professionals (Heward et al., 2017; Hornby, 2021; Kauffman & Hornby, 2020). These stakeholders play essential roles in facilitating an inclusive environment and ensuring that students' needs are met. In particular, supporting students with disabilities through well-planned transitional support and career counseling is essential to help these students navigate their educational journey successfully (Azwar, 2022; Badijah, 2017; Fitri & Iswari, 2022; Mareza, 2019; Mustaqim et al., 2024). For instance, during secondary education, students with disabilities benefit greatly from guidance and support from their educational team to aid in their transition to higher education or vocational settings.

Nevertheless, the successful implementation of inclusive education in Indonesia remains challenged by a range of factors (Amka, 2019; Sukardari, 2019; Wardani & Dwiningrum, 2021). Interviews and surveys conducted with parents and teachers indicate that children with disabilities often face significant obstacles, both in terms of direct disability-related challenges and in social adaptation, further compounded by limited resources for personalized support (Mangunsong & Wahyuni, 2018; Taryatman & Rahim, 2018). This underscores the need for comprehensive guidance and counseling services within inclusive schools to address these unique challenges. Such services are essential to support the mental, emotional, and social development of students with disabilities, assisting them not only in managing their disabilities but also in overcoming additional challenges they may face in the educational environment (Azwar, 2022; Badijah, 2017; Mustaqim et al., 2024).

This study examines the scope and effectiveness of guidance and counseling services for children with special needs in inclusive elementary schools in Surakarta. It focuses on key aspects such as the areas covered by these services, the personnel involved, the timing and location of service delivery, and the challenges encountered in implementation. By analyzing these factors, the study identifies both the strengths and areas for improvement in current practices.

To support the development of inclusive counseling services, the study proposes a blueprint for guidance and counseling programs tailored to inclusive elementary schools. This blueprint includes preparatory stages—such as program design, coordination with school administrators and parents, and resource procurement—alongside a structured implementation phase. The implementation phase offers individual, group, and consultation counseling services (Dapa & Mangantes, 2022), helping schools establish a comprehensive support system that addresses the personal and social needs of students with disabilities. By equipping students with essential life skills and fostering their social participation, these programs contribute to their overall development and integration into society.

Through a detailed analysis of service delivery, personnel involvement, and implementation challenges, this study provides valuable insights for improving inclusive education policies and practices in Indonesia, supporting the long-term goal of creating a truly inclusive educational environment that accommodates all learners.

METHOD

Research Approach

This study employed a descriptive approach to examine the guidance and counseling services available for children with special needs in inclusive elementary schools within the Solo Raya area, focusing on both the development of these services and the challenges they face. The research was conducted across ten inclusive elementary schools selected through purposive sampling to ensure representation of various levels of inclusion and student needs. The selected schools include SD Al-Firdaus, SDN Petoran, SDN Mojosongo, SDN Pajang 1, SDN Manahan, SDN Ngemplak, SDN Kartodipuran, SD Lazuardi Kamila GCS, SD Al Islam 1, and SD Al Islam 2, each of which was chosen based on its established commitment to inclusive practices and diversity in student disability profiles.

Sampling and Participants

Purposive sampling was used to identify schools that had demonstrated an established framework for inclusive education, encompassing a variety of support systems for students with disabilities. This method allowed the researchers to target schools with diverse approaches and resources, providing a more comprehensive view of current practices. Participants in this study included a mix of stakeholders, specifically parents of children with special needs and teachers involved in inclusive education. The total number of respondents for the needs analysis stage was 20, comprising both teachers and parents who interact with and support children with disabilities daily.

Data Collection

Data collection was carried out in several stages, beginning with a needs analysis to understand the existing challenges and support requirements for students with disabilities in inclusive settings. A structured questionnaire was developed for this purpose, addressing key areas such as accessibility of counseling services, the effectiveness of support provided, and areas where improvements could be made. This questionnaire was distributed to the 20 respondents, allowing for quantitative data collection on specific needs and service gaps as identified by teachers and parents.

In addition to the questionnaire, further data were gathered during the instrument validation stage to refine the tools and ensure their relevance and reliability. This stage was conducted through a Focus Group Discussion (FGD) involving professionals with specialized expertise in inclusive education and measurement. The FGD was held with two experts in Special Education. The psychologist provided insight on the social and emotional aspects of counseling services necessary for children with special needs, particularly in inclusive educational environments. This collaborative approach helped to validate and refine the instrument, making it suitable for the target demographic. The FGD was

conducted in two sessions, one session for parents and one session for teachers.

Data Analysis

Data analysis in this study employed both quantitative and qualitative descriptive techniques to interpret the findings comprehensively. For the quantitative data collected through questionnaires, descriptive statistical methods were used to calculate frequencies, means, and standard deviations, providing a snapshot of the needs and challenges faced by parents and teachers. This quantitative analysis helped to identify trends and commonalities among respondents, such as frequently cited needs or recurrent challenges in delivering guidance and counseling services.

The qualitative data, gathered primarily from FGD transcripts and open-ended questionnaire responses, were analyzed through thematic analysis. Key themes were identified and categorized based on the main research objectives, such as the perceived effectiveness of current guidance and counseling services, the role of teacher and parent collaboration, and specific needs for improvement in inclusive education practices. Each theme was examined in detail to provide a nuanced understanding of the contextual and systemic factors affecting inclusive education in the Solo Raya area. The qualitative findings were used to complement and enrich the quantitative results, allowing for a more in-depth discussion of the challenges and opportunities in providing support for children with special needs in inclusive schools.

RESULTS AND DISCUSSION

The preliminary survey conducted at the needs analysis stage revealed significant gaps in awareness and understanding among parents and teachers regarding guidance and counseling (BK) services for children with special needs in inclusive elementary schools in Surakarta. Findings from the survey indicated that 75% of respondents, both parents and teachers, were unaware of the existence of specialized guidance and counseling services available for children with disabilities in these inclusive educational settings. This finding resonated with previous research that stated that teachers and parents are lack of coordination and communication (Aini et al., 2024; Elviana, 2019). Additionally, none of the respondents (0%) were aware of the educational backgrounds of their children's teachers, specifically whether these teachers were trained in special education or had received any formal preparation in working with children with disabilities. This finding resonated with previous research that stated that teachers and parents are lack of coordination and communication (Aini et al., 2024; Elviana, 2019). This initial lack of awareness underscores a critical issue in inclusive education in Surakarta that it needs for greater visibility and communication regarding the availability and nature of support services for children with special needs.

Building on these preliminary findings, the research team developed a more in-depth interview instrument, designed to capture detailed insights from both parents of children with special needs and their teachers. This instrument was carefully crafted to address identified needs and was validated by two experts in special education. This rigorous validation process ensured that the instrument would be

both reliable and sensitive to the nuances of special needs education, thus providing a strong foundation for subsequent data collection (Creswell & Creswell, 2021; Miles et al., 2014).

Following the development and validation of the instrument, a Focus Group Discussion (FGD) was organized to gain more nuanced insights into the challenges and perceptions of stakeholders. The FGD was conducted in two separate sessions: the first session, held in the morning, involved parents of children with disabilities attending inclusive elementary schools in Surakarta, while the second session in the afternoon included teachers from the same schools. Separating parents and teachers in this way facilitated open communication and allowed each group to express their views and concerns candidly. According to previous studies, such an approach helps establish trust and encourages participants to discuss sensitive topics more openly, thereby yielding richer and more reliable data (Creswell & Creswell, 2021; Miles et al., 2014). The findings from these FGDs and the subsequent data analysis provided several insights:

Availability of Guidance and Counseling Services

Approximately 80% of the inclusive elementary schools in Surakarta reported offering some form of guidance and counseling services for children with special needs. However, these services were often informally structured and lacked dedicated personnel trained in special education, suggesting a significant area for improvement. Previous studies have emphasized the importance of structured guidance and counseling services in supporting the emotional and social development of children with disabilities (Azwar, 2022; Badiah, 2017; Fitri & Iswari, 2022; Mareza, 2019; Mustaqim et al., 2024), as these services are integral to fostering their sense of belonging and self-confidence in an inclusive environment (Badiah, 2017; Mustaqim et al., 2024; Tejaningrum, 2017).

Lack of Specialized BK Teachers

The results showed that 70% of inclusive elementary schools in Surakarta did not have dedicated guidance and counseling (BK) teachers. In the absence of these specialists, regular classroom teachers assumed responsibility for providing counseling services, despite often lacking the necessary training to meet the unique needs of children with disabilities. This finding aligns with other research indicating that teachers without specialized training in guidance and counseling may struggle to deliver adequate support for students with special needs, leading to suboptimal outcomes for these students (Abu Bakar & Ahmad, 2020; Indreswari & Ediyanto, 2024; Oluka & Okorie, 2014). This lack of specialized personnel highlights the need for additional training and recruitment of qualified BK teachers who can provide targeted support for children with disabilities (Abu Bakar & Ahmad, 2020; Oluka & Okorie, 2014).

Lack of Designated Space and Time

Furthermore, 60% of schools reported that they lacked a dedicated time schedule and designated space for guidance and counseling activities. Instead, these services were often integrated into regular classroom activities, limiting the effectiveness and privacy of counseling sessions. Research indicates that designated spaces for counseling are crucial in creating a supportive and confidential environment

where children with special needs feel safe and comfortable discussing their concerns (Dapa & Mangantes, 2022; Elviana, 2019; Oluka & Okorie, 2014). Without such dedicated spaces, the integration of counseling into classroom activities may hinder students' willingness to participate openly, thereby diminishing the effectiveness of the support provided.

Challenges in Implementing Guidance and Counseling Services

Finally, the data revealed that 90% of inclusive elementary schools in Surakarta encountered significant challenges in implementing guidance and counseling services. Commonly cited challenges included a lack of trained personnel, limited resources, and inadequate facilities. These barriers align with findings from other studies, which have reported similar obstacles in the implementation of inclusive education policies across Indonesia, particularly in resource-limited settings (Aini et al., 2024; Elviana, 2019). Addressing these challenges requires a multifaceted approach, including increased funding, capacity-building initiatives, and policy support to ensure that schools are equipped to meet the diverse needs of students with disabilities effectively.

Based on these findings, it is evident that while guidance and counseling services for children with special needs have been implemented in Surakarta's inclusive elementary schools, there is considerable room for improvement. Schools should prioritize the recruitment of trained BK professionals with expertise in special education, as well as the establishment of designated spaces and time slots for counseling sessions (Abu Bakar & Ahmad, 2020; Kahveci, 2016; Oluka & Okorie, 2014). Furthermore, increased awareness and communication with parents regarding the availability and purpose of these services is essential (Elviana, 2019; Supiartina & Khaldun, 2018). Research suggests that parental awareness and involvement are key factors in the success of inclusive education programs, as they can provide valuable insights and reinforce the support system necessary for children with special needs (Lilawati, 2020; Mangunsong & Wahyuni, 2018; Monika, 2018; Tárraga García et al., 2018; Wardani & Dwiningrum, 2021).

The strengths of this research lie in its comprehensive mixed-methods approach, incorporating surveys, in-depth interviews, and focus group discussions (FGDs) to provide a holistic understanding of the state of guidance and counseling (BK) services for children with special needs in Surakarta's inclusive elementary schools. The use of expert-validated instruments and rigorous qualitative and quantitative data collection methods enhances the reliability of the findings (Creswell & Creswell, 2021; Miles et al., 2014). Additionally, the study contributes to the limited body of research on inclusive education in Indonesia by identifying specific barriers and gaps, particularly regarding the lack of trained personnel, inadequate facilities, and low parental awareness. However, the research is limited by its scope, as it focuses solely on inclusive elementary schools in Surakarta, which may not be fully representative of broader national or international contexts. The small sample size of participants, particularly in the FGDs, may also limit the generalizability of the results (Palinkas et al., 2015). Furthermore, while the study identifies key challenges, it does not extensively explore long-term interventions or policy-level solutions, leaving room for future research to investigate effective

strategies for enhancing BK services in inclusive education settings (Abu Bakar & Ahmad, 2020; Lilawati, 2020; Tárraga García et al., 2018).

CONCLUSION

The findings of this study highlight that while progress has been made in implementing guidance and counseling (BK) services for children with special needs in inclusive elementary schools in Surakarta, significant gaps remain, particularly in terms of accessibility, staffing, and structured implementation. Although 80% of these schools have some form of counseling services, only 30% employ trained BK teachers, leaving untrained classroom teachers to take on this responsibility. Furthermore, 60% of schools lack dedicated schedules and spaces for counseling, leading to services being integrated into regular classroom activities, potentially compromising privacy, focus, and effectiveness. The research findings indicate that all surveyed schools (100%) continue to struggle with maintaining consistent and effective counseling support for students with special needs. To enhance the quality of these services, schools must prioritize training more specialized BK teachers, equipping classroom teachers with inclusive counseling skills, and allocating dedicated time and space for these activities. Additionally, flexible and adaptable counseling programs should be encouraged, considering the resource constraints in many schools. Policy interventions at national and local levels must focus on increasing funding, strengthening resources, and ensuring professional development opportunities to improve guidance and counseling services. Ultimately, achieving an optimal support system for children with special needs requires collaboration among policymakers, educators, and parents to develop comprehensive and inclusive counseling programs, fostering a learning environment where all children can thrive and reach their full potential.

ACKNOWLEDGMENTS

The authors would like to thank Sebelas Maret University for giving funds for research in 2024, which made it possible for this study to be finished and conducted without any problems.

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