

Completeness of Facilities and Infrastructure at Swadaya Kendal Special School (SLB)

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Abstract

The availability of facilities and infrastructure in the field of education is quite important. The existence of facilities and infrastructure, especially for Special Schools (SLB), can determine whether or not the teaching and learning process runs smoothly at the school. The aim of the research carried out was to find out and explain the completeness of the facilities and infrastructure at SLB Swadaya Kendal based on the Department of Disability, as well as to find out and explain the completeness of the supporting facilities and infrastructure at SLB Swadaya Kendal based on standard facilities and infrastructure. The research was conducted using a qualitative descriptive approach. Data sources were obtained through observation, documentation, and questionnaires. The data obtained through questionnaires is the main reference in the research. Then, the data obtained through observation and documentation is used as a tool to confirm the results of the questionnaire data. The results of research regarding the completeness of facilities and infrastructure at the Kendal Swadaya Special School found that the facilities and infrastructure in the general learning room could be said to be quite complete, but unfortunately, the facilities and infrastructure in the special learning room for the disabled major were very incomplete. Then the facilities and infrastructure in the supporting space are incomplete. This then results in the facilities and infrastructure in general learning rooms, special learning rooms, and supporting rooms not being up to standard.

Keywords: *Facilities and Infrastructure, Children with Special Needs, Special Schools.*



A. INTRODUCTION

Education has a major contribution to the development of the country. There have been many literature studies that explain that the progress of a country is caused by the quality of its education. According to Law Number 20 of 2003 on the National Education System, each individual has the right to obtain education that suits their circumstances and needs. This of course also applies to children with special needs. They have the right to have the same educational opportunities as children in general. In the past, children with special needs had the nickname Extraordinary Children (ALB), so their education was called Special Education (PLB) (Hernández-Torrano & Ibrayeva, 2020).

The good quality of education, especially in teaching and learning activities, is greatly influenced by many factors such as environmental factors, teaching and education staff, students, funds, curriculum, facilities, and infrastructure, as well as other factors. If these factors can be fulfilled properly, then the quality of education in our country will be good too. One way that can be done to improve the quality of education is to set standards that are used as guidelines and references in achieving the expected quality. If this is implemented well, the quality of education will be better (Eze et al., 2020).

Facilities and infrastructure in education are important things whose availability is very necessary. Not only for schools with regular students but also for children with special needs. In learning activities for children with special needs, facilities, and infrastructure are adapted to the circumstances and needs of each disabled department. Apart from that, the available facilities and infrastructure need to be adjusted based on the child's level of difficulty in carrying out teaching and learning activities (Humaira et al., 2021).

One of them is the Kendal Swadaya SLB which is located on Jalan Raya Timur Kaliwungu No. 136, Karangtengah Lor, Adem Regency, Brangsong District, Kendal Regency, Central Java. SLB Swadaya Kendal is a special school with many levels, but the teaching and learning activities or learning processes occur in one school. In Kendal Swadaya SLB there are several types of disabilities or impairments, namely blind, Mentally disabled, and deaf. So, there are differences between the Kendal Swadaya SLB and other SLBs. Of course, complete infrastructure is needed to help the student learning process at the SLB run smoothly. Then, learning organizers also need to receive assistance regarding complete educational infrastructure (Azwar, 2023).

In previous research conducted by Cahyaningrum Prabawati, Yogyakarta State University Education Management, in her thesis entitled "Adequacy of Facilities and Infrastructure at the Bantul 1 State Special School (SLB)"; It was found that the facilities and infrastructure based on the disability department were not as complete as the facilities and infrastructure in the support room. Facilities and infrastructure based on disability departments still really need attention (Supena et al., 2020).

Based on the background above, the author was motivated to conduct research with the title "Completeness of Facilities and Infrastructure at the Kendal Swadaya SLB." The author hopes that the results of this research will be useful in improving the quality of education, especially for children with special needs. Apart from that, an analysis of the completeness of infrastructure can help the process of managing facilities and infrastructure for both the Kendal Swadaya SLB and other SLBs.

B. LITERATURE REVIEW

1. Special School

Children with special needs are children who experience disharmony in their growth and development, such as mental (psychological), physical, or emotional abnormalities. So, children with special needs need a different education from regular children. Special Education or Special School (SLB) is education for students who have a level of difficulty in following the learning process due to physical, emotional, and mental social disorders, but who have special intelligence and talents. For example, SLB-A guides deaf children, SLB-B guides children with physical impairments, SLB-C provides learning for blind children, SLB-D provides learning for Mentally disabled children, SLB-E guides autistic children, as well as several other SLBs (Chen et al., 2020).

However, facts on the ground prove that the existing SLB is still limited. Apart from that, the limited number of children with disabilities and the large number of

children in other categories, for example Mentally disabled children, means that SLBs have to accept some disabilities. One of the positive impacts of having an SLB that can accommodate some disabilities is that children with special needs can go to the nearest SLB. To maximize teaching and learning activities, children in SLB are grouped according to the type of disability (Susetyo et al., 2021).

To obtain good quality education for special children, adequate learning infrastructure is needed at the special school. Barnawi and M. Arifin explained that standardization of school facilities and infrastructure is an alignment of the criteria for form, quality, and quantity of school infrastructure with predetermined criteria to improve the work capacity of school administrators. In the Minister of National Education Regulation Number 33 of 2008, educational facilities and infrastructure at SLB are regulated into three studies, namely land, buildings, and completeness of school facilities and infrastructure (Pakpahan & Hidayati, 2021).

2. Children with Special Needs

Children are said to have special needs if these children have difficulties in learning so special provisions are required for them. According to Thomson, children have special needs if:

- a. Have learning difficulties that are much greater than most children their age,
- b. Have a disability that hinders or prevents them from using educational facilities that are generally provided by children their age at school (Francisco et al., 2020).

Meanwhile, according to Delphi, children with special needs (students with special needs) need a separate pattern according to their individual needs which are different from each other. Alfani'ma stated: Children with special needs can be defined as slow or retarded children who will never succeed in school like children in general. Many terms are used as variations of special needs, such as disability, impairment, and handicapped (Cooc, 2019).

According to the World Health Organization (WHO), the definition of each term is as follows:

- a. Impairment: is a condition or condition in which an individual experiences loss or abnormality of psychological, physiological, or anatomical structure functions in general at the body organ level. For example, someone who has one leg amputated will experience leg disability (Culberson et al., 2023).
- b. Disability: is a condition where an individual experiences a lack of ability which is possible due to an impairment such as a disability in a body organ. For example, people who have disabled legs will feel a reduction in the function of their legs for mobility (Baweja et al., 2021).
- c. Handicapped: is an individual's disadvantage resulting from an impairment or disability that limits or inhibits the individual's fulfillment of normal roles. Handicapped can also be interpreted as a condition where an individual experiences an inability to socialize and interact with the environment. This is possible due to abnormalities and reduced function of individual organs. For

example, a person who has a leg amputation so that for mobility activities or interact with his environment he needs a wheelchair (Condie, 2021).

Children with special needs (ABK) are somewhat different from children in general. Children with special needs process and grow without normal physical capital, therefore it is very natural that they sometimes tend to have a defensive (avoidant) attitude, low self-esteem, or perhaps aggressiveness, and have a weak enthusiasm for learning (Satispi & Salam, 2023).

Based on the description above, it can be concluded that children with special needs (ABK) are children with special characteristics that are different in general because they have learning obstacles caused by obstacles to the development of perception, obstacles to physical development, obstacles to behavioral development and obstacles to the development of intelligence (Sari & Sugioarto, 2023). Even some children with special needs have extraordinary abilities and intelligence. Special needs look more at the child's needs to achieve achievement and develop their abilities optimally. Therefore, children with special needs require a form of educational service that suits the abilities and potential of ABK (Klingner, 2022).

3. Special Facilities and Infrastructure

In general, the public facilities and infrastructure for special schools are the same as regular schools. However, SLB has several special facilities and infrastructure that are tailored to the needs of its students. The facilities available will differ depending on the type of child received (Azzahra et al., 2022).

a. Visually impaired

Blind children are children who have eye disorders so their vision is hampered. Special facilities for blind children include assessment, orientation, and mobility tools, learning/academic aids, auditive aids, physical aids, and visual aids. The special infrastructure for blind children includes assessment rooms, orientation, and mobility rooms, learning to write braille, listening training rooms, physical training rooms, consultation rooms, remedial teaching rooms, skills rooms, equipment storage rooms, and sports fields (Tchombe et al., 2023).

b. Deaf

Deaf children are children who have hearing loss, so they cannot perceive stimuli, especially through their ears. Special facilities for deaf children include assessment tools, sound and rhythm perception training, learning/academic aids, physical aids, and hearing training tools. The special infrastructure for deaf children includes assessment rooms, speech training practice rooms, consultation rooms, remedial teaching rooms, physical training rooms, equipment storage rooms, and sports fields (Torppa & Huotilainen, 2019).

c. Mental disability /children who are slow to learn

Mentally disabled children are children who are unable to participate in educational programs like children in general but still have competencies that can be developed through education even though the results are not optimal. Special facilities for Mentally disabled children include assessment tools, tactile

sensory training, visual sensory training, taste and taste sensory training, number concepts and symbols, language teaching tools, creativity and thinking power, perceptual motor training, and self-development training. Special infrastructure for Mentally disabled children includes assessment rooms, sensory training rooms, self-development training rooms, perceptual motor training rooms, consultation rooms, remedial teaching rooms, skills rooms, goods storage rooms, and sports fields (Francisco et al., 2020).

d. Physically disabled

A quadriplegic child is a child who has a movement system disorder so the body parts are not perfect. Special facilities for children with physical impairments include assessment tools, self-development tools, physical training tools, orthotic and prosthetic tools, and learning/academic aids. Special infrastructure for children with physical impairments includes an assessment room, physical training room, consultation room, self-development room, remedial teaching room, skills center, equipment storage room, and sports field (Gumiandari et al., 2019).

e. Unsociable

Children with developmental disabilities are children with extreme behavioral conditions. Children with hearing impairments have very unstable emotions. Special facilities for children with hearing impairments include behavioral disorder assessments, physical therapy tools, and behavioral therapy tools. Special infrastructure for children with hearing impairments includes assessment rooms, behavioral therapy rooms, game therapy rooms, physical therapy rooms, consultation rooms, storage rooms, remedial teaching rooms, and sports fields (Huang et al., 2020).

f. Gifted Children

Special facilities for gifted children include assessment tools and teaching/academic aids. The special infrastructure provided for gifted children is the assessment room (McGrath et al., 2020).

g. Children who experience learning difficulties

Special facilities provided for children who experience learning difficulties are assessment tools. The special infrastructure provided for children who experience learning difficulties is an assessment room and a remedial room (Azzahra et al., 2022).

C. METHOD

The research was conducted using a qualitative descriptive approach. The quantitative descriptive research method is a method used to describe and describe existing phenomena, both natural and human-engineered, which pays more attention to the characteristics, quality, and interrelationships between activities. Researchers explored data related to facilities and infrastructure. This research aims to find out and explain the completeness of the facilities and infrastructure of Kendal Swadaya SLB for each disability department (Kusumastuti & Khoiron, 2019).

D. RESULT AND DISCUSSION

1. Profile of Kendal Swadaya SLB

Kendal Swadaya SLB serves several disabled people from various levels, namely elementary, middle, and high school. The study group at the Kendal SLB educational unit is not yet up to standard. According to standards, the number of study groups for SDLB, SMPLB, and SMALB that join is 12. Meanwhile, the study group at SLB Swadaya Kendal is 5. This is due to the limited number of children with disabilities/needs in the area.

The land area at SLB Swadaya Kendal does not meet the standards for facilities and infrastructure in the Regulation of the Minister of National Education of the Republic of Indonesia Number 33 of 2008 concerning Standards for Facilities and Infrastructure for Special Elementary Schools (SLDB); Special Middle School (SMPLB), and Special High School (SMALB). According to standards, the land area of SDLB, SMPLB, and SMALB combined is 1800 m² for a one-story building. Meanwhile, the land area at SLB Swadaya Kendal is 600 m². This is due to the limited number of children with disabilities/needs in the area, which influences the determination of land area. However, the provisions for land are following standards such as being located in a location close to health facilities, avoiding potential dangers, not being on a train route, avoiding pollution, following Regional Regulations, and having land rights status.

The building area at SLB Swadaya Kendal almost meets the standards for facilities and infrastructure in the Regulation of the Minister of National Education of the Republic of Indonesia Number 33 of 2008 concerning Standards for Facilities and Infrastructure for Special Elementary Schools (SLDB); Special Middle School (SMPLB), and Special High School (SMALB). According to standards, the area of the SDLB building. The combined SMPLB and SMALB are 540 m². Meanwhile, the building area at SLB Swadaya Kendal is 600 m². Overall, the building provisions are following standards. Provisions that are not in compliance include building layout provisions, safety requirements, and accessibility requirements.

2. Completeness of Facilities and Infrastructure

The completeness of the facilities and infrastructure at SLB Swadaya Kendal can be divided into 3 parts, namely the General Learning Room, Special Learning Room, and Supporting Room.

a. General Learning Room

The classroom capacity of SLB Swadaya Kendal is almost in line with standards. According to standards, the maximum classroom capacity is 5 students for SDLB classrooms and 8 students for SMPLB and SMALB classrooms. Meanwhile, the classroom capacity of SLB Swadaya Kendal is 6 students. The width of the classroom is also almost following the standard. According to standards, the minimum width of a classroom is 3 m. Meanwhile, the minimum width of a classroom is 4 m. The facilities available are also complete according to standards.

The minimum width of the Swadaya Kendal SLB library room is following the standard, namely 5 m. Apart from that, most of the facilities in the library are complete according to standards. Some of the facilities that are not available include newspaper racks, catalog cabinets, abacuses, lens set magnifiers, the Indonesian Braille Symbol System, and geometry boards.

b. Special Learning Room

According to the facilities and infrastructure standards in the Regulation of the Minister of National Education of the Republic of Indonesia Number 33 of 2008 concerning Facilities and Infrastructure Standards for Special Elementary Schools (SLDB), Special Middle Schools (SMPLB); and Special High Schools (SMALB), SLBs need to have special learning space infrastructure. However, SLB Swadaya Kendal does not have this infrastructure.

This special learning room can be divided into 4 parts as follows:

1). Orientation and Mobility (OM) Room for the Blind

Kendal Swadaya SLB does not have this space so it is said to not comply with standards. However, Kendal Swadaya SLB has several facilities that should be placed in that space.

2). Communication, Sound, and Rhythm Perception Development Room (BKPBI) for the Deaf

Kendal Swadaya SLB does not have a speech coaching room so it is said to not be up to standard. However, Kendal Swadaya SLB has several facilities that should be placed in that space. The Kendal Swadaya SLB also does not have a Sound and Rhythm Perception Development room, so it is said to not comply with standards. However, Kendal Swadaya SLB has several facilities that should be placed in that space.

3). Self-Development Space for the Mentally Impaired

Kendal Swadaya SLB does not have this space so it is said to not comply with standards. However, Kendal Swadaya SLB has several facilities that should be placed in that space.

4). Skills Room

Kendal Swadaya SLB does not have this space so it is said to not comply with standards. However, Kendal Swadaya SLB has several facilities that should be placed in that space.

c. Support Room

The supporting room in the SLB consists of 10 sections. The following is the equipment that Kendal Swadaya SLB has regarding the supporting space:

1). Leadership Room

The minimum width of the Swadaya Kendal SLB leadership room is by the standard, namely 3 m. Apart from that, most of the facilities in the leadership room are complete according to standards. The facility that does not exist is a statistics board.

2). Teacher's room

The minimum width of the Kendal Swadaya SLB teachers' room is almost following the standard. According to the standards, the minimum width for a teacher's room is 4 m. Meanwhile, the minimum width of the Kendal Swadaya SLB teacher room is 5 m. Apart from that, most of the facilities in the teacher's room are complete according to standards. The facility that does not exist is a statistics board.

3). Administration room

The minimum width of the TU SLB Swadaya Kendal room is almost following the standard. According to the standard, the minimum width for TU is 4 m. Meanwhile, the minimum width of the Kendal Swadaya SLB TU room is 3 m. Apart from that, most of the facilities in the TU room are complete according to standards. The facility that does not exist is a statistics board.

4). Place of worship

Kendal Swadaya SLB does not have this space so it is said to not comply with standards. However, Kendal Swadaya SLB has several facilities that should be placed in that space.

5). UKS room

The minimum size of the SLB Swadaya Kendal UKS room does not comply with standards. According to standards, the minimum area for UKS is 12 m². Meanwhile, the minimum area of the SLB Swadaya Kendal UKS room is 9 m². Apart from that, most of the facilities in the UKS room are complete according to standards. The means that are not available are stretchers.

6). Counseling/Assessment Room

Kendal Swadaya SLB does not have a counseling/assessment room and does not have facilities related to this room so it is said to not comply with standards.

7). Toilet

The number of toilets at SLB Swadaya Kendal is following standards. According to standards, there are a minimum of 2 latrine units in an SLB. Meanwhile, at SLB Swadaya Kendal there are 4 toilet units. The minimum area of 1 latrine unit meets the standards. According to standards, the minimum area of 1 latrine unit is 2 m². Meanwhile, the minimum area of 1 latrine unit at SLB Swadaya Kendal is 4 m². The toilet is also equipped with equipment that makes it easier for students with special needs to use the toilet, has a roof, can be locked, and is easy to clean. Clean water is available in each latrine unit, and the existing facilities are also up to standard.

8). Warehouse

Kendal Swadaya SLB does not have this space so it is said to not comply with standards. However, Kendal Swadaya SLB has several facilities that should be placed in that space.

9). Circulation Room

SLB Swadaya Kendal does not have a circulation space and does not have facilities related to this space so it is said to not comply with standards.

10). Play/Exercise Place

Kendal Swadaya SLB has a play/exercise area as well as supporting facilities that comply with facilities and infrastructure standards.

E. CONCLUSION

This research found that the facilities and infrastructure in public learning spaces are quite complete. Classroom infrastructure almost meets standards and library room infrastructure meets standards. The majority of facilities in the classrooms and library are complete, although there are some deficiencies in the library. Then the facilities and infrastructure in special learning rooms for disabled majors are very incomplete. There is no Orientation and Mobility (OM) room for the blind, Communication Development, Sound and Rhythm Perception (BKPBI) room for the deaf, self-development room for the mentally retarded, and skills room. However, some facilities can help children even though the number of facilities is small. Furthermore, the facilities and infrastructure in the supporting rooms are incomplete. There are no places of worship, consultation/assessment rooms, student organization rooms, warehouses, and circulation rooms. However, some facilities can assist activities even if the infrastructure does not exist. Lastly, the facilities and infrastructure in general learning rooms, special learning rooms, and supporting rooms are not yet up to standard. Apart from some facilities and infrastructure not being available, the provision of facilities and infrastructure does not fully comply with standards such as area, width, and capacity.

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