
A PORTRAIT OF PANCASILA EDUCATION LEARNING FOR CHILDREN WITH SPECIAL NEEDS AT A SPECIAL SCHOOL (SLB) NEGERI 2 MATARAM

Ari Hudrianto¹, Sunarso², Suharno³

Univeristas Negeri Yogyakarta, Indonesia

arihudrianto.2022@studnet.uny.ac.id¹, sunarso@uny.ac.id², suharno@uny.ac.id³

ABSTRACT

This study aims to determine and identify the learning of Pancasila education for children with special needs at special school 2 mataram. This research method uses a case study with a qualitative approach, data collection techniques using observation, interviews, and searches for documents and archives related to the purpose of this research. Based on the research, the subjects used were random (snowball). Based on the research subjects who came from the parties involved either directly or not in learning Pancasila Education for children with special needs at SLB 2 Mataram institution. Such as principals, students, SLB educators, and educators, especially Pancasila Education educators. To get valid data, researchers use data analysis techniques, namely data condensation, data collection, and conclusion drawing. Data triangulation techniques from both techniques and sources were obtained when researchers conducted research in the field. Therefore, the results of this study indicate that the components that make up the Pancasila Education learning tool for children with special needs are logical, structurally relevant, procedurally comprehensive, instructional, and interactive. Then, from these components to apply the Pancasila Education learning tools for children with special needs to realize inclusive education, identification, duplication, modification, adaptation, substitution, and omissions are carried out. By paying attention to several aspects such as collaboration between educators who are linear in the field of Pancasila Education in the preparation of learning tools. Then the number of educators who teach in class and the curriculum that is relevant to the needs of children with special needs.

Keywords: Education Learning, Children With Special Needs, Learning Tools, Pancasila.

Corresponding Author: Ari Hudrianto

E-mail: arihudrianto.2022@studnet.uny.ac.id



INTRODUCTION

Pancasila education is a subject that not only focuses on developing science and knowledge but also on forming human character by the values of Pancasila as the basis of the Indonesian state (Listyarini et al., 2023). In general (Sularmi, 2018), Pancasila education is formulated to prepare the younger generation to take on the roles and responsibilities of good citizenship. Perception (Juainah et al., 2022) about Pancasila Education as the cultivation of character through the world of education in order to erode the bad attitudes and behaviours that are often carried out by humans (Listyarini et al., 2023) because Pancasila Education humans, not only learn science but attitudes and skills to become good human beings in life both in society, nation and state. Learning activities in Pancasila Education become a bridge to form noble human character education in the next generation (Asih & Aufa, 2023). Therefore, Pancasila Education reflects the quality of citizens who are qualified and productive in the sphere of life of society, nation, and state. Through school education institutions, Pancasila Education can be implemented to create quality and globally competitive humans.

However, the results of data processing by (PDS Kemendikbud, 2017) from the Centre of Data and Statistics on Education and Culture by the directorate of the Ministry of Education and Culture,

Research and Technology (Ismail et al., 2021) 2017/2018. The total number of students at the Special School (SLB, *Sekolah Luar Biasa*) level is 128,510 people, with the number of admissions from 2017 to 2018 reaching 28,763 students. While the number who successfully graduated or declared graduated in 2017 from SLB Education was only 126 students, as many as 99,189 students still could not be declared graduated in SLB institutions or exceptional education levels. This means that as many as 99.50% of students at the particular school education level need help to complete their education. This is due to the quality of education from the analysis conducted by (Idris et al., 2019) in 2019 looking at the quality of education from the existing zoning system in one region of Indonesia, namely the West Nusa Tenggara region, which has an existing quality of education that does not touch up to 50%.

The causes of poor education quality according to Soedijarto (Syukri et al., 2019), low quality or quality of education is caused by less than optimal school management as an educational institution, ineffective learning programs such as planning, implementing, and managing curriculum systems, then measuring the achievement of student learning outcomes is only done cognitively as the only indicator of educational success. Then the weakness in education management is also the cause of the poor quality of education in addition to the gap in educational facilities and infrastructure in urban and rural areas, support from the government that is still weak, the existence of an old-fashioned mindset in society, the low quality of teaching resources, and weak learning evaluation standards (Madani, 2019). (Budiharso & Tarman, 2020) The financing component of education is one of the important aspects of education management and is believed by some education experts to have a significant influence on improving the quality of education itself.

This can be explicitly seen from the research results at Sekolah Luar Biasa 2 Mataram, where students experience obstacles in understanding learning from educators and have difficulty doing assignments (Rokhmat et al., 2022). This happens in children with tunalaras or tunagrahita, which shows that most have poor cognitive development and only a small proportion of child respondents have good cognitive development (Sumartini, 2020). These results show the problems that occur from using teaching materials, LKPD and prepared assessment tools. Then, the perception (Saqyla et al., 2023) The current problems being faced, one of which is at Sekolah Luar Biasa 2 Mataram about the average disabled person when adapting to a broader environment and a typical environment as a person with a disability requires time to adapt. Even educators also have difficulty understanding the meaning of the behaviour and behaviour of autistic children through non-verbal communication who are less focused or cannot know what the educator is asking and questioning, as well as the ability to think or their knowledge is still far from children in general (Yulianti, 2020). Coupled with inadequate facilities/infrastructure and the ability of Pancasila Education educators to use strategies that are still felt to be less relevant to the treatment that should be received by children with special needs in SLB 2 Mataram and the scarcity of education personnel, especially Pancasila Education who are specially educated for the teaching profession at Sekolah Luar Biasa 2 Mataram institutions (Sari & Hotimah, 2021).

From the problems that arise above, the low number of graduate students in particular school institutions is due to the poor quality of education, which results in learning not being maximized when run by the Indonesian state. Especially in the particular school institution 2 Mataram West Nusa Tenggara Province. Then how do we deal with the problems that occur? Of course, this can be done by improving lesson plans, teaching materials, learning media, LKPD (*Lembar Kerja Peserta*

Didik), and assessment sheets for each learning process carried out in order to improve the education system, especially in learning Pancasila Education. A case study can be used to improve this. The case study referred to here is how the planning implementation process evaluates learning tools such as lesson plans, teaching materials, learning media, LKPD (*Lembar Kerja Peserta Didik*) and assessment sheets in SLB 2 Mataram in learning Pancasila Education. After that, an in-depth examination will be conducted to build and improve these devices to make learning activities more qualified.

Based on the above background, the purpose of this study is to determine and identify Pancasila education learning for children with special needs in public special school 2 Mataram. The benefits of this research are expected to improve the quality of education and the productivity of students both in individual life, society, state and nation, especially in children with special needs. In addition, this research is also expected to encourage increased cooperation between educators, as well as curriculum development that is more relevant and responsive to the needs of children with special needs.

METHOD

Researchers use case study research or case study in theory (Yin & Yin, 2016). Case study research is a type of research that tries to solve a problem raised in the research background. These cases are supported by concrete data and evidence, especially in the extraordinary school institution 2 Mataram for children with special needs in learning Pancasila Education. In solving these cases, researchers use the type of case study research to answer all the problems described in the introduction. With the parallel case study form, researchers can answer all these problems simultaneously at one time. As stated by (et al., 2021), The parallel case study type is used to examine several simultaneous cases. Through a qualitative approach, the research results obtained by researchers are in the form of the results of a Pancasila Education learning process towards learning outcomes for children with special needs, as well as the system and management of educators as a form of learning evaluation. (Ardiansyah et al., 2023) interpret the qualitative approach as a study of the natural environment in which the phenomenon under study occurs, thus enabling researchers to understand the broader and more complex context between types and approaches in research.

By determining subjects sourced from informants who are still relevant and will develop after conducting research in the field (Susanti, 2019). Therefore, in this qualitative research, researchers describe the term subject or informant in research data sources to explain it concretely. Subjects and informants are selected proportionally and are a snowball in nature, as argued by (Guardian, 2014) Population and snowball sampling are methods for identifying, selecting, and sampling in a network or chain of continuous relationships. The primary data obtained comes from the subject of this research in the form of people who have experience with or are directly involved. In this case, the population raised by the researcher is the usual institutional structure of Mataram's two special schools, both from Pancasila Education educators in the Special Elementary School, Special Junior High School and Special Senior High School, students to the principal.

Secondary data obtained from informant sources in the form of people indirectly involved in the object of the learning process in the school environment in the institutional structure of special schools, in this case, are educators in the scientific field of Special Education, educators in the field of curriculum making and educators who are relevant to the scientific field of Pancasila Education.

By using interview techniques, namely observation, wawawancara, and documentation, researchers analyze it by condensing data using theoretical concepts (Creswell & Miller, 2000), which offers nine procedures to improve data validity to achieve validity of qualitative research data, including triangulation, disconfirming evidence, research reflexivity, member checking, prolonged engagement in the field, collaboration, the audit trail, thick and rich description and peer debriefing through source triangulation and technique triangulation techniques.

RESULTS AND DISCUSSION

Special school education institutions, or SLB, are classified as an exclusive type of education, such as SLB 2 Mataram. Through the services provided at both SDLB (*Sekolah Dasar Luar Biasa*), SMPLB (*Sekolah Menengah Pertama Luar Biasa*), and SMALB (*Sekolah Menengah Atas Luar Biasa*) levels, students are educated to remain productive despite their limitations. Together, students learn with students who have other special needs, such as the Deaf, the Disabled, the Disabled, the Disalaras, and the Autistic.

Development of Learning Tools at the Special Needs Primary School Level

Making learning tools for Pancasila Education, such as the Pancasila Education Learning Implementation Plan (RPP, *Rencana Pelaksanaan Pembelajaran*) at the Extraordinary Primary School Education level (SDLB), first, the RPP at the SDLB level for Pancasila Education must be conditioned by the needs and abilities of students based on their specialities, namely deafness, disability, disability, tunalaras and autism. Pay attention to the formulation of learning indicators that will be written into the Pancasila Education lesson plan with themes or topics outlined in the curriculum, then state these objectives into the lesson plan through essential competencies that are basic and general according to the abilities of students with special needs. Effective learning materials should be aligned with the content of the curriculum and provide comprehensive coverage of the learning material (Yardi et al., 2024). While learning objectives are the direction students must achieve, learning objectives must refer to the indicators students have after participating in the organized learning process (Chen et al., 2023). In line with perception (Sunardi et al., 2017), indicators are a synthesis of KD in the form of behaviour that can be measured and observed as a reference to the achievement of KD and as a benchmark for assessing a subject.

Then, teaching materials are made flexible with children's language using a unique approach, namely scientific and individualistic learning, to implement Pancasila Education learning media with tools such as relevant images. Well-chosen images can effectively convey complex information and make it more accessible to learners with special needs (Hwang et al., 2018). The material should also be organized logically and sequentially to facilitate progressive learning (Amka, 2021). It is essential to do this because using a scientific and individualized learning approach can enable the active participation of learners with special needs through understanding the teaching materials and learning media used. Educators are encouraged to use learning assessment sheets that are easy and straightforward, simple, practical activities. The reason for this is that in assessing learners with special needs, such as deaf, disabled, disabled, tunalaras and autistic, they are very slow in managing, analyzing and integrating any information they receive. In identifying questions, the weight of the questions should include a brief definition, information, and background linked to real-life examples accompanied by media to help learners with special needs understand the relevance and importance of the topic (Matson & Hong, 2018).

Development of Learning Tools at the Junior High School Level for Children with Disabilities

Developing learning tools such as the Pancasila Education Learning Implementation Plan at SMPLB is a step to consider the problems faced by students with special needs they have in life. The design of lesson plans involves the adaptation of educators with deaf, deaf, disabled, disabled, tunalaras, and autistic learners, then poured into essential competencies and elaborated in detail in the indicators. According to (Talbot et al., 2018), the development of learning indicators is used to achieve the learning objectives of students with special needs. Therefore, the Pancasila Education learning indicators evaluate the learning outcomes of students with special needs, which can be measured (Amin et al., 2023). The design of Pancasila Education lesson plans must cover all the needs and abilities of students, both deaf, deaf disabled, tunalaras and autistic at the SMPLB education level. Then, the internal needs (such as textbooks and notebooks) and learning objectives, as well as the prior knowledge of learners with special needs and their learning styles, are factors that must be considered as well (Armaida & Jatiningsih, 2022). Well-designed, instructionally created Pancasila Education teaching materials should have clear learning outcomes and provide opportunities for the active participation of learners with special needs (Ezepue et al., 2023). Perception (Casmara et al., 2023) also explained that creating a supportive and inclusive learning environment that encourages active participation and collaboration among learners with special needs is essential. As expressed by (Reich & Checkoway, 2014), Embarking on a campaign of culture change intended to make "active citizenship" a defining part of the institution's ethos, we have advanced civic education in all parts of the institution through extensive programs of faculty support, student leadership development, community partnerships, and alumni activities.

As a result, the teaching materials for Pancasila Education learning to be achieved in the lesson plan are general and simple but cover all aspects of the speciality of deaf, deaf, disabled, tunalaras and autistic students. Making universal materials is a solution offered to make Pancasila Education lesson plans at the SMPLB level at SLB 2 Mataram institution. Therefore, using media such as illustrations becomes an alternative tool used in learning Pancasila education that is universal. The use of interactivity media allows them to develop their cognitive, motor, and social abilities while fostering their understanding of Pancasila Education (Sulastri et al., 2023).. Then, an assessment sheet will be created to determine learning outcomes that can be achieved broadly and applied. Educators must design assessments that match learning objectives and indicators and provide meaningful feedback for learners with special needs (Deimel et al., 2024).. Develop learning activities that are easy for learners with special needs to understand—describing the type of assessment by the characteristics of learners with special needs and determining the time allocation set in the curriculum. It determines learning resources relevant to learners with special needs that are easy to understand because of their characteristics.

Development of Learning Tools at the Senior Secondary School Level for Children with Disabilities

The making of learning tools such as Pancasila Education lesson plans at the SMALB level at SLB 2 Mataram institutions emphasizes helping students build personalities who are ready to enter the broader world of society. Making Pancasila Education lesson plans is the key to achieving this goal. (Ivry, 2020) emphasizes that the instructional material must be designed quickly to encourage meaningful learning experiences for students with special needs. These instructional materials serve as valuable tools in effectively conveying the core values and principles of Pancasila to learners to assist their moral and character development through the preparation of teaching materials for

Pancasila Education lesson plans that have been developed in a conditional and structured way so that students can apply them to acquire the knowledge, attitudes and skills needed to develop their abilities. According to (Sobrina & Fitriyani, 2023), examples of instructional media design can include quizzes, interactive exercises, simulations and games. By engaging learners in interactive activities, instructional structured media encourages active learning, thinking and simple problem-solving skills. Technically, when viewed from the learning system applied by SLB 2 Mataram, namely thematic learning, the development of Pancasila Education assessment sheets at the SMALB level is prepared by accommodating vocational learning according to the scientific field in learning by making detailed lesson plans from a topic. Students with hearing impairments or deafness dominate the SMALB 2 Mataram level. As a result, audio and visual aids are essential in facilitating their learning process. In addition, audio elements can also include sound effects or background music, which can contribute to creating a more engaging and impressive learning environment (Masood et al., 2023). Such aids include hearing aids, cochlear implants, and videos with captions. In addition, sign language and other communication tools are also used to enhance their understanding and participation in class.

The steps to make an assessment sheet are to review the thematic syllabus, specifically poured into a separate Pancasila Education lesson plan. It identifies learning materials with the abilities, needs, and specifications of students with special needs so that they can be applied. As stated (Hornby 2014), Traditionally, one thinks of assessment as divided into achievement or summative testing (assessment of learning) versus classroom or formative assessment (assessment for learning). Summative assessments maximize the information about students' abilities on a unidimensional scale while maintaining psychometric solid properties and cost and time efficiency. This can be done by developing a curriculum that integrates character values, paying particular attention to developing student attitudes and behaviours and creating a learning environment that supports character development (Efifani Krismitha Saroro, 2022).. The application of lesson plans in learning Pancasila Education in Schools must also align with the curriculum that prioritizes life context-based learning and active empowerment (Indriyani et al., 2023)..

Based on the analysis above, one of the key components in the development of Pancasila Education learning tools for children with special needs in primary and secondary education lies in the formulation component.

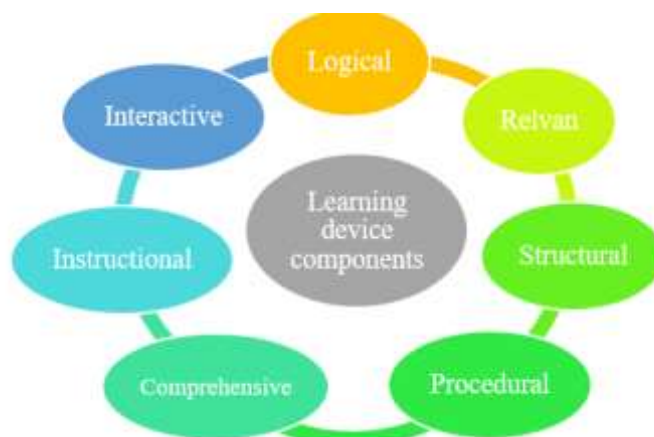


Figure 1. Components of developing Pancasila education learning tools for children with special needs in SLB 2 Mataram

Specifically, it can be seen in table 1.

Table 1. Components of Pancasila education learning tool development

No.	Name of Pancasila Education Learning Tool	Forming Components
1	Learning Implementation Plan (RPP)	<p>It contains core competencies, essential competencies, indicators, and learning objectives where the amount of learning load intended is less than students in general.</p> <p>Referring to the curriculum development implemented by SLB 2 Mataram institution</p> <p>The content consists of themes, KI, KD, indicators, objectives, materials, strategies (methods, models and approaches), learning activities, and learning assessment.</p> <p>Lesson plans for more than one meeting can be used for one semester.</p> <p>Formulation of learning indicators with the input of operational learning verbs because the learning system applied is thematic.</p> <p>Expected learning outcomes emphasize affective and psychomotor aspects.</p>
2	Teaching Materials	<p>Based on the needs of learners with special needs</p> <p>The examples should be accompanied by relevant, concrete, and authentic images of their daily lives.</p> <p>Less learning weight</p> <p>Shorter, more concise and more explicit sentence structure</p> <p>The language of teaching materials tends not to be standardized.</p> <p>Every learning material must display images so that every material provided can be conveyed.</p>
3	Learning Media	<p>Using concrete props, images and illustrations</p> <p>Props, pictures and illustrations should be relevant to the topic at hand.</p> <p>The learning media used is simple and easy to understand for learners with special needs.</p> <p>Educators become media capable of demonstrating and illustrating learning.</p>
4	Learner Worksheet (LKPD)	<p>Learning media becomes a bridge to conveying learning material</p> <p>Tailored to the needs of learners with special needs</p> <p>The structure of the question sentence should be simple.</p> <p>The question language in the question needs to be standardized.</p> <p>There are not too many options to choose from</p> <p>The answer key on essay questions is short.</p> <p>Preparation of questions: Try to have a picture to provide concrete information on students' questions.</p> <p>The difficulty level of the question is at the <i>lowest level</i>.</p>
5	Assessment Sheet	<p>Not too many questions</p> <p>The learning outcomes assessed emphasize the affective and psychomotor aspects.</p> <p>Drinking completeness standards are adjusted to the abilities of students with special needs.</p> <p>Have a practical assessment to become a good citizen.</p> <p>Developed in teams in collaboration with skills educators</p> <p>Learning outcomes that emerge as good citizens according to their specific needs</p>

Integration of Education through Pancasila Education Learning in Learning Tools Applied in SLB 2 Mataram Institution to Create Inclusive Education

The concept of "Blended Education" in education refers to integrating and harmonising various educational approaches, methods, values and concepts to foster a holistic and comprehensive learning experience. View (Prasetyo et al., 2024) some focus on academic excellence and knowledge acquisition, while others prioritize skills development and character building. The aim of "Blended Education" is to balance these approaches, ensuring that learners acquire knowledge and develop critical thinking, creativity, empathy and ethical values (Margot & Kettler, 2019). Apart from that, according to (Montgomery, 2015), Three types of integration were identified involving different levels of participation in mainstream education. Locational integration is where exceptional pupils are educated in a close location, such as a particular unit on the mainstream campus. Social integration is when the pupils join each other for play activities in and out of the classrooms and do artwork and movement activities together. Functional integration-where it was made possible for pupils with special needs to take part in mainstream classroom lessons. Therefore, the integration of inclusive education is intended as a form of equalization of education for students with special needs so that they can attend school in regular classes through Pancasila Education learning. Specifically, it can be seen in the table below.

Table 2. Integration of learning tools through Pancasila education learning in SLB 2 Mataram to create inclusive education

No.	Learning Devices	Education Integration		
		Exclusive Education	Regular Education	Inclusive Education
1	RPP	The learning load outlined in the learning indicators is small.	The learning load outlined in the learning indicators is a lot	The learning load must be adjusted to the needs of students with special needs and regular students.
2	Teaching materials	The learning materials provided are easy and flexible, and the language used is not standardised, with a sentence structure that is short, concise, clear, and easily understood by students, as well as non-standard grammar. Teaching materials must apply images, illustrations or props in a complex manner to provide information and images on learning materials.	The learning materials provided are concrete and complex and use standardized language. Students use A sentence structure based on the spelling provisions consisting of subject, object, predicate, and description in the national language. Teaching materials are conditionalized in applying images, illustrations and props as learning media to provide information on learning materials,	The learning materials provided must be conditioned to the needs of students with special needs and regular students, from the use of sentence structure language to the learning media used to explain learning materials.
3	Learning media	The use of learning media is flexible, simple, and easy to understand. It must be applied and implemented in learning as concrete information.	The use of learning media is complex, interesting, innovative, and creative, and it must be applied and implemented conditionally.	Learning media must be tailored to the needs of both students with special needs and regular students.

No.	Learning Devices	Education Integration		
		Exclusive Education	Regular Education	Inclusive Education
4	LKPD	The preparation of questions is based on a small learning load that refers to the low other level. Sentence structures, answers, and grammar are simple, not standardized, short, concise, and clear. They must also include pictures, illustrations, or props to be easily understood by students.	The preparation of questions is based on the learning load, which refers to the low other level to the high other level. Sentence structures, answers, and grammar that are concrete, complex, and standardized are used, and illustrative images or props are used conditionally so that they are easily understood by students.	The preparation of questions must first be identified between students with special needs and regular students, both in terms of sentence structure and grammar and in terms of the level of difficulty of the questions.
5	Assessment sheet	Assessment is more individualistic and holistic towards affective and psychomotor assessment.	Assessment is more of a universal assessment, cognitive, affective and psychomotor.	Assessment must be objective, conditional, and relevant to the learners' needs, conditions, and circumstances, both those with special needs and regular learners.

The integration has six stages: Identification, which means analyzing each educational institution's education and learning system to determine its relevance to students with special needs; Duplication, meaning taking the exclusive education learning system and learning strategies into regular learning by making changes, either adding or subtracting from the education and learning system. Modification means developing more than one learning device in terms of lesson plans, teaching materials, media, LKPD and learning assessment sheets, namely part or all of the materials, media, procedures and learning strategies used in learning. Adaptation means that every learning system and management implemented in such a way must be conducive and practical to be applied to students with special needs and regular students. So that both the material, media, and learning strategies are based on the child's characteristics. Substitution replaces materials, media and learning strategies that apply to "normal" children's learning, even replacing certain subjects; for example, drawing subjects for blind children are replaced with sound art or literature appreciation. Additional learning/extra-curricular activities related to compensatory activities that do not exist in the regular curriculum should be provided. For example, mobility orientation courses, activities of daily living (ADL), speech computers, speech therapy, movement guidance, self- and social development, communication guidance, etc. Omissions are the removal of certain materials that apply to "normal" children's learning for learners with special needs.

Obstacles and Solutions to Overcome Problems that Occur in Learning Pancasila Education at Special School 2 Mataram

Pancasila Education is an integral part of the education curriculum in Indonesia, which aims to shape the character and morality of students. However, when teaching Pancasila Education to children with special needs, several obstacles can arise. These obstacles include a weak understanding of the scientific field of Pancasila Education in developing learning tools because they are not in the scientific field. Then, handling classes that are only effective if done by one educator and implementing a curriculum that is on the needs of students and the lack of educators and

educators who manage school education management. Therefore, the solution offered by researchers to SLB 2 Mataram institutions from these problems is to consult with educators who are linear or in accordance with their scientific fields, in this case, Pancasila Education and Citizenship. Add educators in the classroom to make it more effective and review or evaluate the use of the curriculum that is applied according to the needs of students. Then, the acceptance of competent educators and educators will increase so that school management becomes more effective and efficient.

CONCLUSION

Conclusion The development of learning tools for children with special needs, such as deaf, disabled, tunagrahita, tunalaras and autism in learning Pancasila Education at SLB Negeri 2 Mataram is a complex process, all of which are arranged logically, relevant, structural, procedural, comprehensive, instructional, and interactive, all of which are arranged logically, relevant, structural, procedural, comprehensive, instructional, and interactive, all of which are arranged logically, relevant, structural, procedural, comprehensive, instructional, instructional, and interactive, all of which are arranged logically, relevant, relevant, structural, and interactive, all of which are arranged logically, relevant, structural, instructional, instructional, and interactive through the use of learning tools such as lesson plans, teaching materials, learning media, LKPD and assessment sheets. In order to realize inclusive education, these tools can be integrated using identification, duplication, modification, adaptation, substitution and omissions.

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