Analysis of the impact of inclusive programs on social interaction for children with special needs in elementary school

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Abstract

Social interaction is a person's ability to react appropriately certain social situations around him. Inclusive schools are a means of increasing children's social interaction because in them there are children with special, normal needs so they can practice caring for one another. The research aims to determine the impact of inclusive programs on the social interaction of students with special needs at the Muhammadiyah Elementary School in Reinforcement. The research method used in this study is a quantitative method of descriptive type. The research population was the accompanying teacher for ABK students at Muhammadiyah Elementary School Tulangan District totaling 30 people. Sampling was done by purposive sampling technique. Data collection techniques are carried out by: 1); Interview 2); Questionnaire. Data analysis methods consist of: descriptive analysis, prerequisite test, and simple linear regression analysis. The results showed that inclusive programs had a positive and significant effect on children's social interactions of 43.8%, while the remaining 56.2% were influenced by other factors not examined in this study. The research results obtained tcount>ttable (4.670 > 2.042) which meets the criteria for accepting the hypothesis. This means that the existence of inclusive programs has an influence on the level of social interaction of children.

Keywords: interaction, Inclusive, Children with Special Needs (ABK)

INTRODUCTION

Education is a basic right that must be obtained by every citizen. Getting a proper education is a major asset in facing the challenges and increasingly fierce competition in the era of globalization. Every citizen, especially minors, has the right to equal access to education, including those with special needs (Husna, Yunus, and Gunawan 2019). Education is not only given to those who have physical perfection, but must also be given to those who have physical and intellectual limitations. Article 31 of the 1945 Constitution explains that basic education is the right and obligation of every citizen and in the application system the government is obliged to finance it, and continued in Article 5 paragraph 2 of Law No. 20 of 2003 concerning National Education System which states that every citizen who has a physical, mental, emotional and intellectual disorder is entitled to special education (Rahajeng 2017).

This foundation is the benchmark for the creation of inclusive education.

Inclusive education is an education that can accommodate all students who have special needs or not, by respecting the diversity that exists ranging from ethnicity, race, ethnicity, to culture (Irawati and Winario 2020). Through the provision of appropriate learning methods and supportive learning facilities, it can help them to actively participate in the learning process in the classroom so as to achieve learning success for all students (Irdamurni 2019). On the other hand, inclusive schools are schools that accept all students in class without seeing the advantages they have. Schools provide decent and quality education that is tailored to the needs and abilities of each student. The idea of this inclusive program is contained in some verses of the Qur'an. Including in QS. Al-Hujurat/49: 10. Where the contents of the letter explain morality or ethics to treat others.

The following are the contents of the verse and the interpretation (Daimah 2018).

اِنَّمَا الْمُؤْمِنُوْنَ اِخْوَةٌ فَاَصْلِحُوْا بَيْنَ اَخَوَيْكُمْ وَاتَّقُوا اللهَ لَعَلَّكُمْ تُرْحَمُوْنَ ۝

Meaning: Verily, the believers are brothers, so reconcile with your brothers and fear Allah that you may find mercy.

Based on the verse above, it is explained that every believer is a brother, and brotherhood is the key to the birth of religious tolerance. In this case, an attitude of tolerance plays a very important role in inclusive education so that good morals and morals are formed in children. Because in fact children with special needs need other people in dealing or interacting with others. Interaction can arise because of a relationship to exchange based on take and give (Sari 2022). One type of interaction is social interaction. Social interaction is a relationship between individuals and groups in which one person's actions affect, change, or improve the actions of others, and vice versa (Suharsiwi 2022). When two people meet, social interaction will begin when students greet each other, shake hands or play together. This activity shows that social interaction is related to everyday life, where humans always need interactions with other people for the next life process to take place, in this case the school environment which has a big role in helping to develop social confidence in children. (Mellyza and Kurniawati 2018).

When a person performs or participates in a particular activity, his or her mind is focused on achieving the desired outcome, which often results in students' social trust (Septiani and Purwanto 2020). Basically, children with special needs have fewer friends and are less close to each other than normal children (Khoirin Nida 2018). Children with special needs prefer to communicate with their teachers, because they are less accepted by ordinary children. This is due to social interaction between each other, lack of analysis and application with normal children, so that interactions with each other are less cohesive due to the background of the child. It is known that children with special needs have gaps in peer relationships at school that affect the quality of friendship relationships in the school environment (Rahim 2016).

Based on the results of observations that have been made at SD Muhammadiyah 2 Tulangan through direct interviews with the teacher in charge of inclusive child education. From the results of interviews that have been conducted, information is obtained that there is an impact of the inclusive program on students who have special privileges. In implementing the inclusive program, students do learning directly together with other normal students, but the books used for some inclusive children are slightly different in terms of appearance and content are more concise and colorful according to the needs of student barriers. The social interaction of some inclusive students has been well established such as greeting, responding when called, and mingling with fellow friends. However, there are still some students who still have difficulty communicating with their friends because they are still not confident and lack the courage to talk to other people, so it is necessary to further analyze the impact of the inclusive program on the social interactions of students with special needs at SD Muhammadiyah Tulangan.

In research with the results of analyzing the role of social interaction skills on the quality of friendship of children with special needs in inclusive schools in DKI Jakarta, it can be concluded that there is a significant influence of social skills on the quality of friendship by 42.8% while 51.2% is influenced by other variables (Mellyza and Kurniawati 2018). This phenomenon is also obtained in the journal The Impact of Inclusive Schools on Children's Social Sensitivity at Slerok 2 Elementary School, Tegal City, From this study researchers found that 64.5% of inclusive schools have a positive and significant impact on children's social sensitivity, while the remaining 35.5% is influenced by other factors (Puspa Wijayanti, Afita, and Wilantanti 2019).

This study aims to determine the impact analysis of the inclusive program on the social interaction of students with special needs at SD Muhammadiyah Tulangan. There are several differences in this study with previous

studies, namely related to the object, period, time, and differences in variables in the study. The expected benefits of this research are, 1). For researchers, it can explain the impact of the inclusive school program on the social interaction of students with special needs of SD Muhammadiyah Tulangan. 2). The school, get information related to the implementation of the inclusive program at school. 3). Other parties, can provide a foundation for other researchers in conducting similar research with the aim of solving student problems..

RESEARCH METHODS

This research uses quantitative methods for descriptive types. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism which are useful for studying certain populations or samples (Candra 2021). Based on the research title, the analysis of the impact of the inclusive program on the social interactions of students with special needs at SD Muhammadiyah Tulangan. The variable in the study for the independent is the inclusive program, while the dependent variable is social interaction. Time and place of research was conducted at SDM 2 Tulangan and SDM 8 Tulangan with the research time being conducted from March to April even semester of the 2023 academic year. The population of this study were accompanying teachers of children with special needs in grades 4, 5, 6 in Muhammadiyah Elementary Schools in Tulangan District, totaling 30 people with sampling in SDM 2 Tulangan 20 people and SDM 8 Tulangan 10 people. In selecting the sample, purposive sampling technique was used. This sampling technique is to select samples based on certain characteristics related to known population characteristics (Kristanto 2018).

Data collection in the form of a questionnaire using a Likert scale in the Research Instrument (Ramdhan 2021). The instrument in the study is a number of written statements that must be answered by respondents in an open questionnaire sheet presented to the accompanying teacher. The questionnaire is made in a multiple choice

format, namely the teacher only checks (√) the available SS, S, KS, TS, or STS answers. The following are indicators of an inclusive school program (Wijaya. S.E 2019) and social interaction (Sudarmi 2010) in Figure 1:

Variables	Principle	Indicator	Aitem F	Aitem UF	Question Item
Inclusive Program (x)	Compassion	Not indulgent and assign tasks according to ability	1	12	2
	Individualized Service	The number of children served by the teacher is no more than 3-6 per class	6	13	2
		Curriculum and lesson schedules are flexible	7	2	2
	Readiness	Readiness to provide fun and relaxed learning	8	5	2
	Staffing	The use of teaching aids in learning for children with special needs	9	10	2
	Motivation	How to teach and provide evaluation according to the conditions of children with special needs	16	4	2
	Study and Group work	Learning and working in groups	15	17	2
	Skills	Learning is Selective, Educational, Recreational, and Therapeutic	14	11	2
	Attitude Cultivation and Refinement	Efforts to cultivate a good attitude	3	18	2
Social Interaction (y)	Imitation	Children imitate or follow the behavior of others	11	2	2
	Suggestion	Influencing the views of others	16	1	2
	Empathy	Ability to understand other people's conditions and feelings	12	14	2
		Putting yourself in someone else's shoes	13	4	2
	Identification	Tendency to be the same as other individuals	10	3	2
	Motivation	Encouragement of one's behavior given to others	6	9	2
		provide stimulus to others	5	7	2
	Sympathy	The feeling of attraction that arises from the self	15	8	2

Figure 1.
Instrument Grille

Evaluation For scale likert as in table 1 below

Table 1.
Weight Likert Scale Assessment

Information	Weight
Strongly agree (SS)	5
Agree (S)	4
Disagree (KS)	3
No Agree (TS)	2
Very No Agree (STS)	1

If $r_{count} > r_{table}$, it can be said that the validity test calculation is valid. The reliability test can be said to be reliable, if all statement items with a Cronbach alpa value > 0.6 mean that the reliability is sufficient (Budiastuti and Bandur 2018).

The results of the reliability and validity test of the scale show that some items have a significant validity coefficient ($\alpha = 0.05, r > 0.279$), and 18 items were identified as the "inclusive education" variable, for the "social interaction" variable, 16 items were obtained.

The data analysis techniques used in this study are descriptive analysis, prerequisite test analysis, and simple linear regression analysis. This data analysis technique uses SPSS 22.0 software. Descriptive analysis of inclusive school program variables and social interactions was carried out by using index analysis. Index analysis serves to determine the overall perception of respondents on the variables to be studied. The required analytical tests include normality test and reliability test. The normality test is designed to ensure that the research data is normally distributed. Meanwhile, reliability testing aims to test the consistency of data across repeated measurements (Riyanto and Hatmawan 2020).

Table 2.
Normality Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	7,18961906
Most Extreme Differences	Absolute	,072
	Positive	,072
	Negative	-,072
Test Statistic		,072
Asymp. Sig. (2-tailed)		,200[c,d]

Simple regression analysis serves to determine the direction of the relationship or influence of inclusive school variables on social interaction variables. The decision criteria for this hypothesis are to accept H_0 if the t_{count} value $\leq t_{table}$ value. If $t_{count} \geq t_{table}$, reject H_0 (Saputra and Listyaningrum 2022).

RESULTS AND DISCUSSION
Results

The subjects who became respondents in this study were 30 accompanying teachers of children with disabilities from SDM 2 Tulangan and SDM 8 Tulangan. Characteristics of the The process of distributing and collecting questionnaire data lasted for 2 weeks starting on March 27 to April 8, 2023, by distributing questionnaire sheets to the homeroom teacher of each school to be given directly to the accompanying teacher. Researchers analyzed

the tabulated data of respondents' answers with descriptive statistical data analysis techniques.

The results describe the statistics of inclusive education in the form of a questionnaire. The instrument to measure the inclusion program is a questionnaire consisting of 18 questions, each with 5 alternative answers on a scale of 1 to 5. Thus, the total score is 90. Based on the total score, the score range for each variable can be determined including very high, high, medium, low, and very low.

Table 3.
Distribution of Inclusive Program (x)

	N	Minimum	Maximum	Mean	Std. Deviation
Program Inklusif	30	44	83	70.90	9.204
Valid N (listwise)	30				

Based on Table 3, it is known that the inclusive program data collected from 30 respondents quantitatively shows a trend in the results of inclusive education variables having a minimum score of 44 and a maximum of 83, which means that the inclusive program variable on social interaction for the mean value is 70.9 with a standard deviation of 9.204. The mean is greater than the standard deviation, which means that the data that occurs is low so that the distribution value is evenly distributed (Widayanti and Triaryati 2016).

The results of descriptive testing of social interaction using a measuring instrument in the form of a questionnaire consisting of 16 questions, each with 5 alternative answers score 1 to. Thus, the total score is 80. Based on the total score, it can be determined that the score range for each variable includes very high, high, medium, low, and very low.

Table 5.
Distribution of Social Interaction (y)

No.	Interval	Presentase (%)	Category
1.	78 - 90	86% - 100%	Very High
2.	63 - 77	70% - 85%	High
3.	48 - 62	53% - 69%	Medium
4.	33 - 47	37% - 52%	Low
5.	18 – 32	$\leq$ 36%	Very Low

The results of the descriptive statistical test of variable y are shown in the following table.

Table 4.
Results of Descriptive Test of Social Interaction Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Interaksi Sosial	30	38	72	66.90	9.589
Valid N (listwise)	N30				

Based on Table 4, the social interaction data collected from 30 respondents quantitatively shows the tendency that the inclusion program outcome variable has a minimum score of 38 and a maximum score of 38. The maximum is 72. For the mean of social interaction variables 66.90 with a standard deviation of 9.589. The mean is greater than the standard deviation, indicating that the data is well distributed.

Before conducting a simple regression analysis, first fulfill the prerequisite tests of analysis including normality and linearity tests. Normality test to conduct a proof that the data is normally distributed or not. The linear test is used to determine whether the data has a linear relationship with the linear test. At a significance level of 0.05 with n = 30, it was achieved as shown in the table below.

Tabel 5.
Linearity Results

			Sum of Squares	df	Mean Square	F	Sig.
Interaksi Sosial * Program Inklusif	Between Groups	(Combined)	2378,367	20	118,918	3,712	,024
		Linearity	1167,672	1	1167,672	36,448	,000
		Deviation from Linearity	1210,695	19	63,721	1,989	,146
	Within Groups		288,333	9	32,037		
	Total		2666,700	29			

The magnitude of the linearity test value is 0.000. Based on the table above, the results of testing the linearity of social interaction with

the inclusion program obtained a significance value of 0.000 (0.000 <0.05), meaning that the data has a linear relationship. Based on these results, the data passed the hypothesis analysis test. It is known that the inclusion program variables and social interaction data are normally distributed and have a linear relationship. Furthermore, testing was carried out using simple regression analysis.

Table 7.
Test Coefficient of Determination (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,662[a]	,438	,418	7,317

a. Predictors: (Constant), Pendidikan Inklusif

The correlation or relationship value (R) is 0.662. From these results, the coefficient of determination (Adjusted R square) is 0.438, which means that the influence of the independent variable (x) on the dependent variable (y) is 43.8%, the remaining 56.2% is due to the influence of other factors not investigated by the researcher.

Table 8.
Simple Linear Regression Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,020	10,551		,760	,454
	Pendidikan Inklusif	,689	,148	,662	4,670	,000

a. Dependent Variable: Interaksi Sosial

From the data above with a significance level of 0.05 and a table of 1.982, it is known that the result of the calculation is 4.670. Because tcount> ttable (4.670> 2.042), it can be concluded that there is a significant impact of the inclusion program on the social interaction of children with special needs at SD Muhammadiyah Tulangan Regency. The following is a simple linear regression equation:

$Y = 8.020 + 0.69X$

Description:

Y = Social Interaction

a = Constant

b = Regression coefficient

X = Inclusive School

Simple linear regression analysis based on the test can be explained as follows:

1.   The constant value of 8.020 states that if the inclusive program variable (X1) is equal to zero (ceteris paribus) then social interaction (Y) is 8.020.

2.   The coefficient value of the inclusive program variable (X1) is 0.69 and has a positive sign. This shows that the value of the social interaction variable (Y) will increase by 0.69 units or by 69%. The positive coefficient indicates that there is a unidirectional relationship between the inclusive program variable (X1) and social interaction (Y).

Discussion

Based on the results of data analysis, hypothesis testing obtained data on the positive and significant influence of social interaction between inclusion programs. This proves that the research hypothesis is accepted, namely that the inclusion program contributes to encouraging the social interaction of children with special needs.

The impact of the integration program on social interaction is statistically shown through the results of the significance and regression tests with the regression equation $Y = 8.020 + 0.68X$. that is, if variable X increases 1 unit, it will increase variable Y by 0.68 units.

The strength of the influence of the Inclusive Program on Social Interaction path coefficient is 0.32. The coefficient price indicates that there is a moderate influence of the Inclusive Program variable on Social Interaction. This statement is based on the results of the study, where the tcount of 4.670 is greater than the t table of 2.042. While at a significance level of 0.000 <0.05. These results have met the criteria for acceptance of the hypothesis, meaning that the learning received by students through the inclusive program has a positive influence on the social interactions of children with special needs so that inclusive program services can be put to

good use by parents who have children with special needs as a means of school services to make children more able to mingle with others without fear in themselves. If interactions with the school environment develop well, the self-confidence of children with special needs will also increase so that children will feel comfortable in learning if the surrounding environment is also supportive.

The results of this study are in line with research conducted by Tarindra Puspa Wijayanti, Wiwi Afita, Grehas Wilantanti (Puspa Wijayanti, Afita, and Wilantanti 2019) which states that inclusive schools have a positive and significant effect on children's social sensitivity by 37.5%, while the remaining 73.5% is influenced by other factors not examined in this study. Research from Rina Diahwati, Hariyono, Fattah Hanurawan (Diahwati and Hanurawan 2018) which states that the social skills of students with special needs occupy a moderate percentage in inclusive elementary schools. Thus, the results of this study can be concluded that the inclusive program has an effect on the social interaction of children with special needs.

CONCLUSION

Based on the discussion of the results of data analysis regarding data processing of the results of the research conducted, it can be concluded that the inclusion program has a positive and significant impact of 43.8% on the social interaction of Muhammadiyah Elementary School children in Tulangan District while the percentage of 56.2% is influenced by other factors, this shows that the existence of an inclusive program in elementary schools has a big influence on children's social interactions, especially on inclusion students. The higher the value of inclusion instilled in schools, the greater the level of social interaction of children. Conversely, if the value of inclusion is not applied in schools, then the level of social interaction of students will be low. The implementation of the inclusive program needs to be prepared more thoroughly in various aspects, especially the community

environment and there needs to be an overview of the schools implementing the integration program. This is done so that people are not worried when sending their children to inclusive program schools. A teacher is required to be able to instill an attitude of social interaction to students from an early age, instilling social values such as caring for each other, appreciating, respecting each other to mutual tolerance. Schools must also create an environment conducive to the development of children's social interaction skills so that adults become people who care about the environment and are not afraid to mix with others.

Suggestions for academics and readers are expected to be useful in increasing knowledge related to issues that examine inclusive programs on student social interactions, so that in the future both parents and teachers together are able to restore the situation and improve better education in the future. Suggestions for other researchers are that this research can be a source of data and reference for future research development.

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