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Role Person Old and Teacher in Guidance Counseling for Talent Children in School Base

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ABSTRACT

This research documents the implementation of guidance and counseling services at the Bekasi Jaya Special School (SLBN), Indonesia, in the context of inclusive education. Inclusive education provides equal opportunities for Children with Special Needs (ABK), in accordance with the Minister of National Education Regulation No. 70 year 2009. With method study qualitative, study This focus on the role of consultation, improvement, and communication in guidance and counseling services. Consultations serve as an urgent response to emerging problems, allowing for quick and tailored solutions to student needs. Improvements focused on infrastructure constraints to create an optimal learning environment. Intensive communication with parents is a key element to involve them in their children's education. This service reflects implementation principle democracy education, in where every child recognized have equal rights to quality education. The conclusions of this study support the theory of inclusive education which emphasizes response to the unique needs of each student. Guidance and counseling services at SLBN Bekasi Jaya are not only a response to problems, but also a proactive strategy for optimal learning success. This conclusion provides an in-depth understanding of the implementation of inclusive education at the special school level, with a focus on consultation, improvement and communication as integral elements.

Consultation, Communications, Education, Implementation, Optimal

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INTRODUCTION

The presence of guidance and counseling services (guidance counseling) in Inclusive Schools or Special School (SLB) is an integral element that cannot be separated in the implementation of inclusive education. The importance of inclusive education, as has been regulated in Permendiknas No. 70 of 2009, emphasizes that this system aims to provide opportunities for all students who have them abnormalities, potential intelligence, or special talents in order to be

able to participate in the learning process in an educational environment together with general students.

Inclusive education, according to the definition in the regulation, is a means of involving Children with Special Needs (ABK) in the teaching and learning process together with their peers in Regular Schools. The existence of inclusive schools is a real step in facilitating students who have special needs and providing opportunities for them to receive education tailored to their needs, without any elements of discrimination.

Implementation of inclusive schools is embodiment of basic educational democracy. Several reasons supporting the need to implement inclusive education include: (1) The principle that every child has the same right to receive quality education without experiencing discrimination; (2) Belief that every child has the potential to participate in the learning process regardless of differences or disabilities; (3) Recognition that diversity is a strengthening factor that can improve the quality of learning for all children; (4) Awareness that educational institutions and educators have the capacity to respond to varying learning needs.

Rusyani (2009 in Sab'na, 2019) mentions two aspects that support and facilitate education inclusive that is friendly school And friendly teacher. Friendly school here is where all students have the right to learn to develop their potential to the maximum in a comfortable school environment. Then, friendly here will happen if all parties participate naturally well.

Apart from that, it is necessary to realize that inclusive education has fundamental characteristics in its implementation, including: (1) Children with special needs participate in the learning process in regular (state) schools. (2) Placement of children with special needs is carried out by placing them in classes according to their age group. (3) The learning process for children with special needs is accompanied by the provision of special education services tailored to their abilities and needs.

Special education (inclusion) needs to be directed so that the individual can optimizing development its potential in period front. Importance adapt curriculum and learning processes in educational institutions with individual needs, so that it is hoped that students with developmental disabilities can experience independent personal growth through educational experiences at school. One concrete effort to achieve this goal is through the implementation of inclusive education.

In the context of evaluating students with special needs, attention is focused on mentally disabled. Intellectual disability refers to a condition where a child faces disturbances or retardation in his development in the context of

intellectual function, and requires special educational services (inclusion) to stimulate the development of his potential.

The main characteristics of mentally retarded students include hampered intellectual development, which results in various obstacles and problems in fulfilling their needs. These obstacles, if not overcome, can hinder the rate of development. Furthermore, if this problem is not treated immediately, it may lead to negative behavior, including physical and verbal aggressive behavior. Therefore, the significant role of It is hoped that parents and educational institutions can have a positive impact in meeting the developmental needs of students with intellectual disabilities.

Mental retardation experiences limitations in two main aspects. First, related to the intellectual function possessed by the individual, it is measured using the term IQ, which includes the ability to learn, reasoning, decision making, and the ability to solve problems. Second, there are limitations in adaptive behavior, which includes skills needed for daily life, such as the ability to communicate, interact with other people, and look after oneself. (Byrd, 2020 in Prastika et al., 2022)

According to Mayasari (2019 in Covid- & Tandiarrang, nd) Children Mentally disabled is a child who is mentally retarded and has an intelligence level (IQ) below the average for children in general. Their intelligence and intellectual function depends on the causes of problems that arise during the development of a person with intellectual disability or mental retardation.

Efendi (2006 in ZF et al., 2019) mentally retarded children are children who have a low level of intelligence, requiring special education and guidance services to pursue their developmental tasks. Mentally disabled children are children who experience obstacles and mental retardation, far below average. Not only do they experience difficulties in communicating, but also difficulties in completing academic assignments. This is caused by imperfections in brain development and nerve function. Children with this condition are generally born to mothers from the lower middle class and experience a lack of adequate nutritional intake and antibodies during pregnancy.

Sutjihati (2006 in ZF et al., 2019) Mental retardation is a term used to express a condition where mental retardation occurs, which is characterized by obstacles in the development of intelligence, therefore, not reaching an optimal level of development. Yosiani, (2014 in Astuti et al., 2023) Children with mental retardation refer to children who experience obstacles in mental and intellectual development, which directly affects their cognitive development and adaptive behavior.

Children with intellectual disabilities have difficulty in adjusting their behavior so that they are unable to achieve a level of independence and social responsibility that is in line with other normal children.

According to Budiyanto (2018 in Putri et al., 2021) Mental retardation is a child who has limitations in thinking or reasoning abilities. Children with mental retardation show an inability to care for themselves, help themselves, communicate, adapt to the environment, and involve themselves in simple skills. Cahya (2015:4 in Nurmaya, 2018) Children with special needs refer to children who have different characteristics in terms of type and characteristics, which differentiate them from normal children in general. A child is considered to be a child with special needs if he experiences difficulties or delays in the process of development and growth.

Inclusive education was originally a strategy aimed at increasing the effectiveness of general education, with the aim of creating schools that are able to meet the varied needs of children and society. Therefore, it is assumed that through inclusive education, the availability and quality of education can be guaranteed. The main goal of inclusive education is to provide opportunities for children with special needs to study in regular classes, together with other children who have disabilities, with support Which tailored to their individual needs.

The entire educational process can achieve optimal effectiveness if supported by three crucial environmental factors, known as the educational triad, namely the home, school and community environment. By providing advice to educators, parents have great potential to play a significant role in the learning process of children with special needs in a supportive learning environment. Parental contributions are a crucial element in learning for children with special needs in an environment that supports learning, as well as providing input to teachers in compiling learning tools based on assessment results.

Wasliman, (2009: 138 in Education et al., 2017) Participation of parents plays a key role in implementing special education, providing guidance study at home And continue material lessons received _ from school .

Parents, as companions, have the responsibility to help children with special needs to develop their independence. Parents routinely observe their children's behavior every day and provide responses to improve their children's development.

Guidance outside the school environment is a very important responsibility for parents, especially for children with special needs. This is done so that parents can guide and continue the learning their children receive

at school. Without guidance, children may face difficulties in coping with their personal development. Although children initially depend on the help of others, with increasing age, children's dependence on their parents will decrease. Therefore, guidance from parents remains important, especially when children have not yet achieved independence. According to Zubaidah (2021 in Zubaidah & Utomo, 2021) The guidance and counseling (BK) program in the school environment is a support service implemented with the aim of helping students achieve their overall personal potential.

Sumar, W. T., & Razak, I. A. (2016 in Kurniawan, 2018) The significant role of counseling is to provide support, understanding and guidance to students to overcome the various problems and challenges they experience. In realm education , students at level school base often face various problem And challenges , both related _ with matter academic and non- academic .

Special guidance and counseling services aim to provide assistance and efforts to facilitate the development of students with intellectual disabilities, with the hope that they can develop self-concept, self-adjustment, ability to develop effectively, independent living skills, interests and talents, as well as social and personal abilities.

The two main elements in this service are guidance, which is guidance assistance, and counseling. N. Sari, (2016 in Zubaidah & Utomo, 2021) Guidance can be given to individuals or groups, regardless of age, to anyone who needs it . Therefore, both children and adults can be recipients of guidance. Walgito, (2010 in Zubaidah & Utomo, 2021) Meanwhile, counseling or counseling is assistance provided to individuals in solving their life problems through interviews and through appropriate method with situation faced individual To use reach well-being his life .

Guidance and counseling programs in inclusive schools are an essential aspect in implementing inclusive education. The guidance and counseling service aims to provide support to students with intellectual disabilities in various dimensions, such as self-identification, adapting to the environment, planning for the future, and overcoming personal obstacles and weaknesses.

In this situation, as educators, counselors or counseling guidance teachers (BK) have full duties, responsibilities and authority in providing guidance and counseling services to students with intellectual disabilities. In this way, it is hoped that the role of Counselors or Guidance Teachers can be maximized to help students with intellectual disabilities achieve personal development and overcome developmental challenges.

Based on the previous explanation, it can be concluded that as part of efforts to increase the potential, independence and optimal development of

students with intellectual disabilities, guidance and counseling services are instruments or methods that have a very significant role in helping their development. The presence of a Counselor or Counseling Guidance Teacher is expected to provide the guidance and support needed to support the development of mentally retarded students effectively. The aim of this research is to assess the extent of the role of parents and teachers in guidance and counseling services for children with intellectual disabilities.

Therefore, cooperation between parents and the school, as well as teachers, is essential to participate actively in the implementation of more optimal and inclusive education. significant. The successful implementation of an inclusive education system will also provide support for improving the overall quality of education in this country. Besides that, Inclusivity can also form an attitude of tolerance and mutual respect among regular students, because students with disabilities also have equal rights in life and education.

RESEARCH METHODE

This research applies a qualitative approach, which aims to collect information about the status of symptoms at the time the research or observation is carried out, describing the phenomena that occur in the field. Qualitative research is a type of research that aims to understand the various experiences experienced by research subjects, such as behavior, perceptions, motivations, actions and other aspects thoroughly through a descriptive approach using words and language. (Moleong, 2005:16).

Location study This done in SLBN Bekasi Jaya Indonesia The reason for choosing the research location at the school was because the researchers found that there were a number of mentally retarded children there, so the researchers decided to make the school the research location.

In this research, the interviewer focused on the 6th grade homeroom teacher in a class specifically for mentally retarded children. The number of subjects to be studied is 5 children from grade 6. The research object includes the data to be obtained from the research subject. In order to obtain data in this research, interviews are considered as an instrument used to collect information related to children with special needs who are mentally retarded.

The data analysis technique used in this research is descriptive qualitative with a narrative approach, which aims to explain and describe research results related to events that occurred during the research. The data that has been compiled is then analyzed based on the facts obtained from the interviews. The data analysis process is carried out through certain methods : Field observations, interviews, and taking documentation studies.

RESULT AND DISCUSSION

The role of parents in providing counseling guidance services to mentally retarded children

Guiding and providing counseling services to mentally retarded children is a critical element in developing their potential and well-being. Parents play a central role in supporting mentally retarded children through counseling guidance services, by understanding and actively involving themselves in this process. One of the main functions of parents is to organize effective communication between children and counselors.

Parents need to form a collaborative relationship with the counselor, aiming to exchange relevant information regarding the child's development. Through this active participation, parents are able to provide a deeper understanding of the characteristics and special needs of children with intellectual disabilities. In addition, parents act as agents for implementing guidance and counseling recommendations. They have the responsibility to implement strategies or interventions recommended by counselors in the context of the child's daily life. This includes establishing a supportive environment, implementing specific teaching techniques, as well as providing necessary emotional support. In the context of mentally retarded children, parents must also understand the importance of developing social and emotional adaptation skills. They act as positive role models, helping children to understand and manage emotions and interact effectively in their social environment.

Parents are also expected to be involved in family counseling programs to improve the overall welfare of the family. Furthermore, parents function as monitors of the child's progress in implementing guidance and counseling recommendations. Through this monitoring, they can identify positive changes or obstacles that may arise in the child's development process. Parents can also provide feedback to counselors to ensure that the strategies implemented are appropriate to the child's needs and characteristics. In conclusion, the role of parents in counseling guidance services for children with mental retardation requires active involvement, collaboration, and a deep understanding of the child's needs. In this way, parents are not only passive recipients of information, but also active partners in creating an environment that supports optimal growth and development for mentally retarded children.

Role Educator in Counseling Guidance Services For Mentally Retarded Children

The pedagogical role of the educator Supporting mentally retarded children through counseling guidance services requires in-depth understanding

and strategic implementation. In this framework, Teachers function as assessment agents, designers and implementers of adaptive learning programs, as well as collaborators involved in interprofessional teams.

Below is a scientific analysis detailing the role of teachers in supporting children with mental retardation through counseling guidance services:

a. Evaluation and Identification Need Special

Teachers carry out the role as initial assessors by using valid and reliable assessment instruments, involving an objective approach to identifying accurate characteristics and special needs of children with mental retardation.

b. Development Program Learning Special

The teacher's role involves designing adaptable curricula, integrating innovative teaching methodologies and utilizing educational technology to create learning programs that are responsive to the specific needs of children with intellectual disabilities.

c. Collaboration Interprofessional

Teachers participate as members of interprofessional teams, collaborating with counselors and parents. With effective communication and structured exchange of information, teachers contribute to designing and implementing comprehensive counseling strategies .

d. Facilitator Social And Emotional

Teachers play the role of facilitators of social and skill development emotional child. Through aligning the curriculum with social and emotional development goals, teachers create a learning environment that supports development positive social relationships and adjustment skills.

e. Monitoring And Evaluation Continuously

The teacher, in his or her capacity as a monitor, continuously evaluates the child's progress against counseling recommendations. Periodic evaluations are carried out to assess the effectiveness of the program and respond to the dynamics of children's development with appropriate adjustments.

f. Advocacy For Education Inclusive

Teachers act as advocates for inclusive education, involving themselves in the implementation of inclusive policies and actively participating in the process of designing and implementing school policies to achieve the goals of educational inclusion.

With this approach, the teacher's role is not only limited to the instructional dimension, but is holistic, combining cognitive, social and

emotional aspects to create a learning environment that supports optimal growth and development for children with intellectual disabilities.

Guidance Counseling (BK)

Guidance counseling, which comes from the word "counselling" in English, has meaning Which covers giving advice, suggestion, And discussion For exchange thought. Substantially, guidance counseling is an interactive process that involves providing advice and discussing problems with the aim of providing guidance for individuals who experience challenges or difficulties. Guidance and counseling in the context of guidance and counseling are directed by, for, and by humans, referring to services that are based on the nature of humanity. In this framework, guidance and counseling services rely on the human dimension, making humans the center of attention. The goal is that this service has a positive impact on human life as a whole, with a focus on achieving noble, noble and positive life goals in accordance with the principles believed in by the individual. So, this service aims to provide an overall positive influence on human life. Based on theories presented by experts in this field, guidance and counseling can be explained as a process that involves help and direction, either directly or indirectly, provided by an expert to individuals who are facing problems. This process aims to help individuals become independent and experience development in accordance with the direction of life they want, in line with the values and morals they adhere to.

Service Guidance Counseling in Education: Type and Function

Guidance and counseling services in the educational context can be implemented through various types of services. According to Tohirin (2015), type service That as following :

1. Orientation Services

This service aims to provide assistance to students or understanding counseling environment new Which they enter, facilitating the individual's role in the environment, and accelerating adjustment.

2. Information Services

Engaging giving information to student or counselee so that they can accept and understand this information, so that it can be a factor to consider in making decisions related to their interests.

3. Service Placement And Distribution

Purposeful so that student or counselee placed and distributed based on their potential, interests, talents and personal conditions.

4. Material Mastery Services

Involves efforts to improve the personal development of students or counselees related to positive attitudes and effective study habits, in accordance with values and morals.

5. Individual Counseling

Services are carried out through direct meetings between guidance and counseling teachers and students or counselees, with the aim of discussing and explaining personal problems faced by students.

6. Guidance Group

Services that involve a number of students in one group, with the aim of obtaining special material and discussing relevant topics together.

7. Counseling Group

A type of service where students or counselees are given the opportunity to discuss and solve problems through group sessions.

8. Consultation Counseling Services

Includes the provision of guidance and counseling services by a counselor or supervisor to a client or consultant.

9. Mediation Services

Services provided by a counselor or teacher with the aim of helping two or more people who experience incompatibility, with the aim of achieving agreement or goals desired by the counselor.

Guidance and counseling services have a role in overcoming obstacles in the learning process, developing learning needs, and forming students' moral values. Apart from that, this service can also be a means to motivate learning and comply with school rules and regulations, both in terms of learning tasks and student attitudes and behavior.

Child Mentally Disabled

Mental retardation refers to individuals with a level of intellectual intelligence (IQ) that is far below average as a result of obstacles in mental, emotional, social and physical development, so that they have difficulty adapting to their surrounding environment. Mentally retarded children need special education and training to overcome their mental limitations And can works in a way independent. Support extra from family And environment is very necessary so that they can live optimally. WHO describes mentally retarded children as individuals with intellectual functioning below the average level and difficulties in adapting to social norms which are characteristic of mentally retarded children.

According to the American Association on Mental Deficiency (AAMD), the condition of mental retardation is characterized by the presence of general

intellectual functioning that is below average from an early age or backward mentally refer on condition in where The development of a person's intelligence experiences obstacles, so that it does not reach the optimal level.

a. Limitations Intelligence

Child mentally disabled experience limitations in ability Study, including aspects like think abstract, creative, evaluative, And planning period front They have limitations in their ability to learn abstract things such as writing, arithmetic and reading.

b. Limitations Social

Besides limited in a way intellectual , child mentally disabled Also experience difficulty in do tasks life daily And interact with environment social. They often interact with more children young And very need help from other people. Dependency This result difficulty in carry not quite enough answer social with wisdom.

c. Limitations of Mental Function

Children with intellectual disabilities take longer to adapt to a new environment, with the best response seen when following a daily routine. In addition, they experience limitations in mastering the language, which is caused by a limited vocabulary that is not optimal.

Additional characteristics of children with intellectual disabilities include lagging behind in development, difficulty in changing routines, short attention span, language and communication limitations, difficulty For help self Alone, motivation Study low, rhythm development Which untidy, and lack of attention to the surrounding environment.

The classification of mentally retarded children is generally considered based on their level of intelligence:

a. Mentally disabled Light

Child mentally disabled light, that too known as maroon or debil, has an IQ between 68-52 according to Binet or 69-55 according to Scale Weschler (WISC). Although Still capable Study reading, writing, and counting on level certain , generally they only reach level fourth grade at school elementary (SD). With proper guidance, them can develop possible skills they obtain income , like working in semi- skilled jobs .

b. Mentally disabled Currently

Child mentally disabled medium, or known as imbesil, has an IQ between 51-36 according to Scale Binet or 54-40 acc Scale Weschler (WISC). They can reach development equivalent mental age is about 7 years And capable look after self Alone as well as protect self from danger. Although

experience difficulty in learning academic, they Still capable operate tasks daily And can work on site protected work.

c. Mentally disabled Heavy

Category child mentally disabled heavy, which is often called an idiot, divided Again become mentally disabled heavy And very heavy. Child mentally disabled heavy have an IQ between 32-20 (Binet) or 39-25 (WISC), whereas child mentally disabled very heavy have an IQ below 19 (Binet) or below 24 (WISC). Child mentally disabled heavy need total deep care life daily, temporary child mentally disabled very heavy need help extra And protection throughout life they. Support special from family very important For both of them.

Factor Reason Mentally disabled

According to Apriyanto (2012), several factor reason mentally disabled involve factor hereditary, disorder metabolism nutrition, infection And poisoning , trauma and substance radioactive, problem on birth, and factor environment (socio-cultural).

- Problem And Learning on Child Mentally disabled

Amin (1995) stated that child mentally disabled face a number problems , incl difficulty in life everyday, learning, adjusting self, channeling to place work, distraction personality And emotional, as well utilization time free. By Because that 's them need education, guidance, and support from parents, family and teachers .

- Optimize Ability on Child Mentally disabled

Efendi (2006) emphasized that child mentally disabled can optimizing his abilities through learning reading, writing, and arithmetic functional. They Also need given teaching Skills For adapt self with environment, attitude independent, and obtain Skills vocational as preparation For life mature.

CONCLUSION

In the context of the Bekasi Jaya Indonesia Special School (SLB), guidance and counseling services are implemented holistically through consultation, improvement and communication. Consultations provide a quick response to urgent problems, enabling schools to provide solutions that suit each student's unique needs. Improvements focus on chronic barriers, particularly related to infrastructure and facilities, which form the basis for creating an optimal learning environment. Intensive communication with parents, as an important element, strengthens their involvement in children's education.

From a theoretical perspective, inclusive education at SLB Bekasi Jaya Indonesia is in line with Permendiknas No. 70 of 2009 which underlines the right of every student, including Children with Special Needs (ABK), to receive quality education without discrimination. The concept of inclusive education also reflects the basic democratic principles of education, where every child is recognized as having the potential to participate in learning regardless of differences or disabilities. The active involvement of parents and teachers in guidance services shows successful implementation of inclusive education. Updates to infrastructure and facilities reflect the school's commitment to creating an environment that supports effective learning for all students. Thus, the results of this service are not only a response to problems, but also a proactive strategy to ensure smooth and optimal learning success.

This conclusion supports inclusive education theories which emphasize the importance of understanding and responding to the unique needs of each student, both academic and non-academic. Tutoring services at SLB Bekasi Jaya Indonesia are the foundation for this holistic approach, ensuring that inclusive education is not just a concept but also an implementation that can have a positive impact on the development and involvement of students with special needs. In facing the future, it is necessary to consider continuous efforts to improve the quality of services, so that inclusive education can continue to be a vehicle that allows all students to reach their potential without limitations.

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