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Implementation of Student Management in Malaysian and Indonesian Special Education Middle Schools

Erine Zhellina^{1*}, Abdul Huda², Ediyanto Ediyanto³

Departemen of Special Education, Universitas Negeri Malang

Corresponding Author : Erine Zhellina erine.zhe@gmail.com

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ABSTRACT

Indonesia and Malaysia are countries that build quality education in a sustainable manner. The quality of education, which is a measure of educational success, is related to the ability or intelligence of students. In order to be able to manage students in a special education secondary school, student management is needed. The research process uses qualitative methods with a multi-site research type design. Data collection techniques are by interview, observation, and documentation. The results of this study indicate that the management of students carried out in special education secondary schools both in Indonesia and in Malaysia is carried out in accordance with the regulations in force in each country, because the two schools that are used as research subjects are national schools in Malaysia and public schools in Indonesia so that the rules from the government must be fully implemented, the difference lies in the grouping of students where in Malaysia they are grouped permanently according to the type of skill interest while in Indonesia they are grouped based on the level and type of disability

INTRODUCTION

Education is a basic element in human rights. Support the policy issued by the United Nations (UN) in article 26 of the Universal Declaration of Human Rights which reads "Everyone has the right to education". The global policy related to this is the concept of education for all, as well as for children with special needs.

Education service systems for children with special needs in various countries are carried out in various ways considering the different conditions and local politics, but the essence of implementing special education remains the same, namely to provide equal opportunities to all students, including persons with disabilities (Kurnianti, 2020). The equal rights that all citizens have to get education then give birth to an educational service, one of which is through the school system.

National High School is a type of school in Malaysia for children aged 13 to 19 years. In national secondary schools, students with special needs will be included in the inclusion class in the primary stream or in Indonesia it is called a regular school, or in the integration special education program unit (PPKI). The system is actually almost the same as in Indonesia if in Indonesia the level of secondary school is at the level of Junior High School (SMP) and Senior High School (SMA). To involve students with special needs at the secondary school level, special education services that are separate from regular children or are called segregation education services in Indonesia for the secondary school level are called Special Junior High Schools (SMPLB) and Special High Schools (SMALB).

School as a place for the educational process has a role in developing the elements within it, one of which is students. The existence of the school institutional system aims to develop the learning potential of its students. (Firmansyah et al., 2021) To develop the potential of students with special needs, schools need to carry out student management.

Meanwhile, student management according to Knezevich is a service that focuses on regulation, supervision and student services in class or outside the classroom such as: introduction, registration,

individual services such as developing abilities, interests, needs until students mature in school (Ali Imron, 2011). According to Amirin (2010) student management includes several activities, namely: 1) planning of students, 2) coaching students, 3) evaluating students, 4) student mutations.

The importance of research on student management is because student management is closely related to the quality of education. The quality which is the benchmark for education has a relationship with the ability or intelligence of students (Arifin, 2018).

METHOD

The research process uses qualitative methods with a multi-site research type design. Data collection techniques are by interview, observation, and documentation. Then the steps of data analysis include data collection, data reduction, data presentation, and drawing conclusions. The technique of checking the validity of the data uses source triangulation and technical triangulation.

RESULT AND DISCUSSION

The results in this study can be described according to the scope of management of students at special education schools PPKI SMK Jalan Reko in Malaysia and SLBN Pembina National Level Part C Malang in Indonesia.

Student Planning

The planning of students in the Special Education Program for SMK Jalan Reko Malaysia and SLBN Pembina National Level Part C Malang is the same as in other regular schools including: (1) Analysis of the needs of students; (2) Acceptance of students; (3) Selection of students; (4) student orientation; (5) Placement of students; (6) Recording and reporting of students;

Analysis of student needs. The school conducts an analysis of student needs or capacity. In Malaysia and Indonesia both consider school readiness related to the ratio of teachers to students.

Acceptance of students, special education schools in Malaysia and Indonesia accept students in the new academic year. In both Malaysia and Indonesia the requirements are the same

administratively, only the name of the document differs according to the language used in each country.

Selection of students, through the stages of a diagnostic test, special education schools in Malaysia select student admissions, and through an assessment test, special education schools in Indonesia select student admissions. The essence of these two forms of tests is the same, not to select students who are rejected, but to find out the right intervention for students.

Student orientation, activities carried out during orientation in Malaysia and Indonesia are the same to recognize the school environment. It is intended that students are able to recognize the location and function of school buildings and programs from the school.

The placement of students, taking into account the results of the selection of students, the placement of students in Malaysia and Indonesia is different. In Malaysia, students are grouped based on interest in vocational skills, while in Indonesia, students are grouped based on the type of disability and class level.

Recording and reporting of students, in Malaysia and Indonesia Recording and reporting of students is done both online and offline. The purpose of recording and reporting students is to facilitate administration in the educational process in special education schools.

Overall, based on the data found in the field regarding student planning, it is in accordance with the manual for the operation of the Typical Integration Education Program published by the special education section of the Malaysian ministry of education printed first in 2015 (Bahagian Pendidikan Khas, 2015) and Juknis PPDB East Java in 2022. Expert interviews support the existence of student management stages in student planning activities in accordance with implementation in both Malaysia and Indonesia.

Student Development

Student development is carried out in accordance with the applicable curriculum, PPKI SMK Jalan Reko in Malaysia uses a curriculum issued by the government, namely the Middle School Unit Curriculum (KSSM) and the curriculum for vocational skills National Occupational Skills Standards (NOSS) and SLBN Pembina National Level Part C Malang in Indonesia also uses two curricula issued by the government, namely the 2013 curriculum and the independent curriculum trial.

Student coaching is carried out to develop the potential of students through intracurricular, extracurricular activities and special services.

Expert interviews validate the importance of coaching students according to the characteristics of students who emphasize independence and vocational skills.

Student Evaluation

Evaluations carried out at PPKI SMK Jalan Reko in Malaysia and SLBN Pembina National Level Part C Malang in Indonesia are in the form of assessments from various aspects including knowledge assessment, skills assessment and attitude assessment. Report Book. Aspects of skills and attitudes are assessed based on teacher observations in class and interviews with parents of students while aspects of knowledge with test techniques in administering exams.

Student Mutations

Transfers of students in Indonesian and Malaysian secondary schools both pay attention to the procedures set by the government where the transfer history must be clear and with justifiable reasons.

CONCLUSION

Based on the results of research and discussion, it can be concluded as follows.

1. Management of students carried out in special education secondary schools both in Indonesia and in Malaysia is carried out in accordance with the regulations in force in each country, because the two schools that are used as research subjects are national schools in Malaysia and public schools in Indonesia so that government regulations must be enforced. apply completely.
2. Analysis of the needs of students in the student admission process is carried out in special education secondary schools in Indonesia and Malaysia prioritizing students with the closest residence distance, the quota prepared by the school is based on the teacher-student ratio. but both schools have implemented zero reject police rules where schools may not refuse students. The difference in student management in the aspect of student planning is that students who are accepted into secondary schools in Malaysia are required to take a diagnostic test, and are grouped based on barriers and interests for students whose results are very low may take a trial period. Whereas in Indonesia, assessment tests are carried out so that students are only grouped based on obstacles.
3. The development of students in Indonesian and Malaysian special education secondary schools is equally carried out with intra-curricular, extra-curricular activities and special services. The difference in the management of student development in Indonesian and Malaysian secondary schools lies in the types of subject groups.
4. Evaluation of students in Indonesian and Malaysian secondary schools is the same as evaluating aspects of skills, attitudes, and knowledge.

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