Evaluation of Learning Content Standards at Autistic Schools in Surakarta

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Abstract: This research is aimed at evaluating the learning content standard of special schools for autistic students at the elementary level in Surakarta. Data were collected using questionnaires. Interviews and observations were conducted to obtain qualitative data in support of the quantitative data. The quantitative data were analyzed using descriptive statistical analysis. The results showed that the implementation of learning content standards for autistic schools in Surakarta is in a very good category with the average percentage of 81%. However, the implementation of the standards still faces obstacles; therefore it needs some adjustments with the new curriculum (2013 Curriculum). These results can be used as suggestions to improve the implementation of content standards for autistic school in Surakarta.

Keywords: Autism, Special School, Content Standard

INTRODUCTION

Education is one of the determinants of the quality of Human Resources. It is important to note in facing the challenges of global life (Masykuroh, 2016). Some characteristics of good quality human resources, described in the Law of the Republic of Indonesia No. 20 of 2003 that the national education aims to develop the potential of learners to become human beings who believe, faith to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become a democratic and responsible citizen. The education should be organized in a democratic and fair and non-discriminatory manner by upholding human rights, religious values, cultural values, and national pluralism (Hakim, 2017).

The purpose of education is applicable to every citizen of Indonesia, not least for children with special needs (Tantinia, 2015). Children with special needs are children who have abnormalities with special characteristics that are different from normal children in general and require special education according to the type of disorder (Andesta, 2017). One type of child with special needs is autism.

Autism is one of the groups of disorders in children that is marked by the emergence of disorders and delays in the field of cognitive, communication, interest in social interaction, and behavior (Apriyani, 2012). Symptoms of an autistic disorder in every child have different variations. Not all children show the same symptoms (Nugraheni, 2012). Interference for a child with autism in the diagnosis of autism disorders should meet the Diagnostic and Statistical Manual-V criteria (DSM-V) with code F 84.0 American Psychiatric Association (2014).

The prevalence of autism children has steadily increased over the last two decades, with the current estimate of the proportion of children with autism with regular children of 1 in 36. Inherited factors, a history of psychiatric disorders of the elderly, preterm delivery, and fetal exposure to psychotropic or insecticidal drugs are all associated with primary of children with autism (Sharma, Gonda, & Tarazi, 2018).

In Indonesia, education for autism can be provided at inclusive schools or special schools (Aprilia, 2017). Special schools are a place to carry out special education for children with special needs in accordance with their own disabilities (Latifah, 2015). Special schools that provide education for autism are called Autism Special Schools (Andriana, 2015). Special schools for autism have education levels from elementary to secondary education.

Elementary level education is the foundation for development to senior high schools and universities. Without attending elementary level in special school, children with autism cannot pursue the education at the next level. Therefore, improving the quality of education should also start on improving the quality of the special school in elementary level (Nuryani, 2014). Elementary level education for autism in special schools is held for 6 years. All elementary level education in Indonesia, both special and regular schools must meet the Indonesian National Education Standards regulated by the government to ensure the quality of education.

Indonesian Government Regulation No. 13 of 2015 on National Standards of Education provides guidance on the need to develop and implement eight national standards of education, namely: content standards, process standards, graduate competency standards, educator standards and education personnel, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards.

Table 1. Percentage of Implementation of Autism Special School Content Standards in Surakarta

Schools	N	∑	%	Category
Special School 1	180	150	83	Very Good
Special School 2	180	135	75	Good
Special School 3	180	155	86	Very Good
Mean			81	Very Good
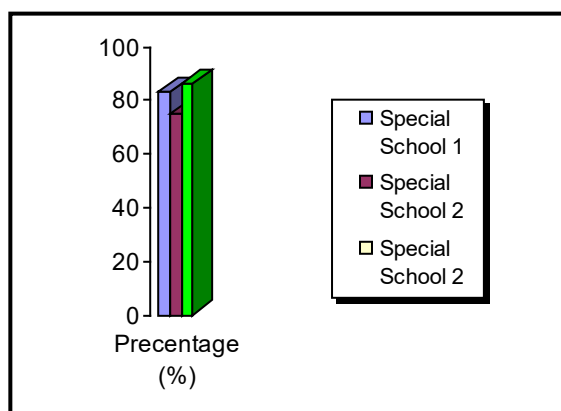
Figure 1. Histogram Percentage of Implementation of Autism Special School Content Standards in Surakarta

One of the most important standards for producing competent students is through content standards. The Content Standards set out the criteria regarding the scope of the material, the curriculum and the competency level of learners to achieve graduate competence at a particular level and type of education. Through the Regulation of the Minister of Education and Culture of Indonesia Number 21 of 2016 on Elementary and Secondary Education Content Standards, the Indonesian government arranges every elementary and secondary school to implement those standards in their respective schools.

Autism Special School in Surakarta that provides elementary education for autism should also apply standard content in schools. The condition of different autism children with regular students and different from other types of abnormalities makes the application of standard content in autism special schools at the elementary school level in Surakarta has differences. Therefore, researchers are interested in conducting research to evaluate the implementation of content standards in autism special schools in Surakarta.

METHOD

This study was conducted in three special schools of autism at the elementary level in Surakarta. Data collection techniques used questionnaires developed based on the Regulation of the Minister of Education and Culture of Indonesia No. 21 of 2016 on Elementary and Secondary Education Content Standards and Regulation of Director General of Elementary and Secondary Education of Indonesia Number 10 / D / KR / 2017 on Curriculum Structure, Main Competence, Basic Competence and the Special Education Curriculum 2013 Implementation Guideline. Interviews and observations were conducted to obtain qualitative data in support of research data. Questionnaires and interviews were given to all headmasters at autism special schools in Surakarta.

The results of the questionnaire data were analyzed using descriptive statistical analysis; the data are then categorized based on the range of values below: 81 - 100% : Very Good; 61 - 80% : Good; 41 - 60% : Less Good; 21 - 40% : Not Good; 1 - 20 % : Not Very Good.

Furthermore, the results are shown with histogram and described. Data from interviews and observations were analyzed and later were concluded to support statistical data.

FINDING AND DISCUSSION

Finding

Percentage of Implementation of Autism Special School Content Standards in Surakarta

Table 1 is the results of data collection about the implementation of content standards in three autism special school in Surakarta. The percentage of Implementation of Autism Special School Content Standards in Surakarta is drawn in Figure 1.

Based on table 1, it is known that Special School 1 has a percentage of 83%, Special School 2 has a percentage of 75%, and special school 3 has a percentage of 86%. The average percentage of standard implementation of autism school content in Surakarta is 81%. So, it can be concluded that the implementation of content standard at autism schools in Surakarta is in the very good category. The above data can be viewed in more detail based on the aspect of the content standard that is the competency level, the material scope, the curriculum development, and the curriculum structure.

Based on Competency Level

The percentage of content standard implementation based on competency level is drawn in Figure 2.

Table 2. Percentage of Content Standard Implementation Based on Competency Level

Schools	N	∑	%	Category
Special School 1	25	19	76	Very Good
Special School 2	25	18	72	Good
Special School 3	25	21	84	Very Good
Mean			77	Good

Table 3. Percentage of Content Standard Implementation Based on Scope of Material

Schools	N	∑	%	Category
Special School 1	45	30	67	Very Good
Special School 2	45	26	58	Good
Special School 3	45	40	88	Very Good
Mean			71	Good

Table 4. Percentage of Contents Standards Implementation Based on Curriculum Development

Schools	N	∑	%	Category
Special School 1	55	49	89	Very Good
Special School 2	55	43	78	Good
Special School 3	55	47	85	Very Good
Mean			84	Very Good

Figure 2. Histogram Percentage of Content Standard Implementation Based on Competency Level

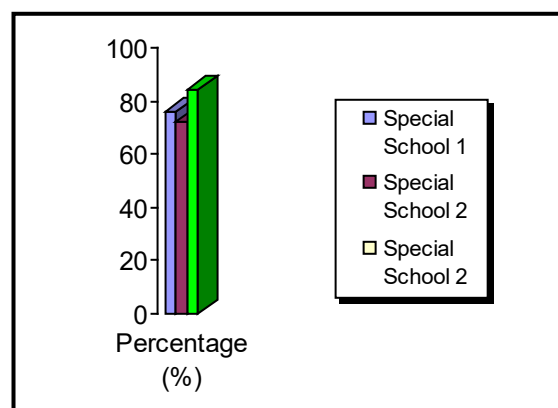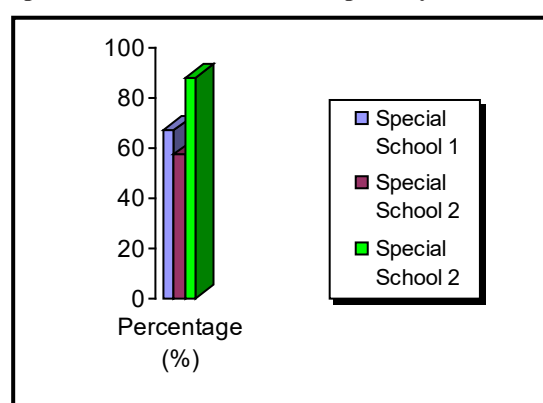**Figure 3. Histogram Percentage of Content Standard Implementation Based on the Scope of Material**

Based on table 2, it can be seen that Special School 1 has a percentage of 76%, Special School 2 has a percentage of 72%, and special schools 3 have a percentage of 84%. The average percentage of implementation of autism school content standard in Surakarta based on competency level is 77% and included the good category.

Based on the Scope of Materials

The percentage of content standard implementation based on the scope of the material is drawn in Figure 3. Based on the table 3, it can be seen that Special School 1 has a percentage of 67%, Special School 2 has a percentage of 58%, and special schools 3 have a percentage of 88%. The average percentage of the implementation of content standard at autism schools in Surakarta based on the material scope is 71% and included in the good category.

Based on Curriculum Development

The percentage of content standard implementation based on the curriculum development is drawn in the histogram in figure 4.

Based on the above data, it can be seen that Special School 1 has a percentage of 89%, Special School 2 has a percentage of 78%, and special schools 3 has a percentage of 85%. The average percentage of the implementation of content standard at autism schools content in Surakarta based on aspects of curriculum development is 84% and included in the very good category.
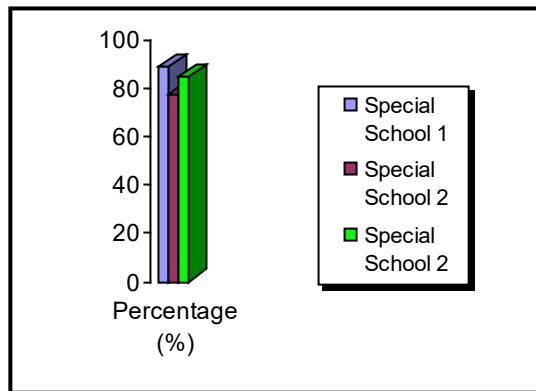
Based on Curriculum Structure

The percentage of content standard implementation based on the curriculum structure is drawn in Figure 5.

Based on table 5, it can be seen that Special School 1 has a percentage of 95%, Special School 2 has a percentage of 87%, and special school 3 has a percentage of 85%. The average percentage of implementation of content standard at autism schools in Surakarta based on curriculum development is 89% and included in the very good category.

Table 5. Percentage of Content Standard Implementation Based on Curriculum Structure

Schools	N	∑	%	Category
Special School 1	55	52	95	Very Good
Special School 2	55	48	87	Good
Special School 3	55	47	85	Very Good
Mean			89	Very Good

Figure 4. Histogram Percentage of Content Standard Implementation Based on Curriculum Development
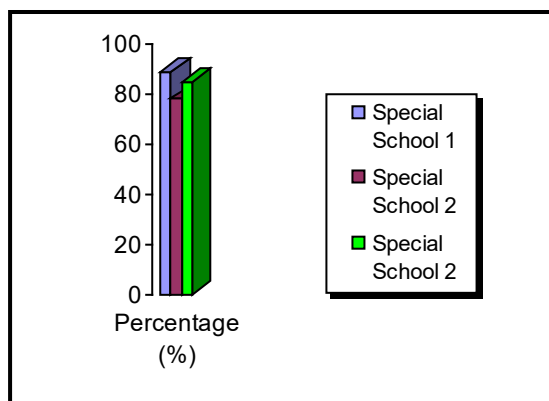
Figure 5. Histogram Percentage Implementation of Content Standards Based on Curriculum Structure

Discussion

Based on the results of the study, it shows that the implementation of autism special school content standards in Surakarta is included in the very good category with the average percentage of 81%. In the aspect of Competency Level, it has the average percentage of 77% included in the good category. Aspects of Scope Materials have an average percentage of 71% included in the same category as the previous aspect. Aspects of Curriculum Development and aspects of Curriculum Structure are both included in

the very good category with an average percentage of 84% and 89% respectively.

Although the percentage in the implementation of standard content in autism special schools in Surakarta is included in the very good category, there are still some barriers that make the implementation of standard content in autism special schools in Surakarta to be less optimal. Based on the results of interviews conducted with the principal at three special schools in Surakarta, it is known that the implementation of content standards in three special schools in Surakarta experienced several obstacles. The problem can be summarized as follows.

The 2013 Curriculum is difficult to implement in autism special schools. This is because of the condition of autistic students who have barriers in terms of behavior, communication, and social interaction. The condition of each student is different. This is in accordance with the opinion of Widiastuti (2014) who argue that children with autism have different behaviors between one and another, especially if they are in the category of mild or severe disability. Most of the students in autism primary schools in Surakarta are classified as severe, so the material prepared by the government does not match the condition of students in school. Therefore, teachers make modifications to the curriculum by creating individualized education programs (IEP) that suit the students' abilities.

Although the lessons learned in the 2013 curriculum use a thematic approach, it is difficult to apply to autistic students in three autism special schools in Surakarta. The obstacles that the autistic students have made the learning use a method adapted to the residual condition. Short span focus and attention in students leadthe thematic approach difficult to apply in autism special schools. This is in accordance with research conducted by Algifahmy (2016) on the implementation of thematic learning for students with autism which found that obstacles due to the characteristics of autistic students are severe and mild, making it difficult to perform thematic learning with scientific learning approach.

Another problem is the development of a less structured curriculum. The curriculum development team in making an individual education program (IEP) is still lacking in terms of the portion. Individual learning programs are only created by teachers tailored to the student's abilities. Ideally, individual education programs should be composed of teams of teachers, therapists, psychologists, doctors and other experts who support the preparation of learning programs to optimize student achievement in academic and non-academic fields. This is in accordance with research conducted by Lindsay et al. (2013) that several challenges found by teachers, including: understanding and managing behavior, socio-structural barriers and creating an inclusive environment

These obstacles should be resolved by the school immediately so that the implementation of standard content in autism special schools in Surakarta can run optimally. This will increase the student achievement in academic and nonacademic are.

CONCLUSION

Based on the results and discussion above, it can be concluded that the implementation of content standard in autism special school in Surakarta is included in the very good category with the average percentage of 81%. However, the implementation still faces some obstacles including: the material from the 2013 curriculum is not in accordance with the conditions of students, thematic approach that is difficult to apply and the development of a less structured curriculum. It can be used as an evaluation material to overcome the obstacles that occur so that the implementation of content standard in special schools in Surakarta is more optimal so as to optimize student achievement in the academic and nonacademic fields.

To be able, therefore, to implement content standards entirely in accordance with government regulations, teachers should be more creative in modifying the curriculum provided by the government according to the condition of the children with autism. Going forward, evaluating the implementation of content standards in special schools with other disabilities is essential in order to be an evaluation material for government and schools in the implementation of content standards in children with autism.

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