

Program Transisi dari rumah ke Sekolah untuk anak berkebutuhan khusus usia dini

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ABSTRACT

For most children, starting school for the first time is the most important milestone. Success in this transition period determine school outcomes in the future. The transition period for children with special needs becomes more complex and challenging because of the nature of the disability experienced by the children and the availability of support services. This study aims (1) to describe the transition programs provided by schools for young children with special needs (2) Explain the supporting factors and inhibiting factors in implementing transition programs for young children with special needs. This research was conducted using a qualitative approach with focus group discussion as data collection technique. The participant of the study were 17 parents and 10 teachers from three special schools in the Special Region of Yogyakarta. Result shows that parents of student with mild disability do not make any preparations in transitioning their children to school while parents of more complex needs children prepared school by sending their children for therapy. There are no special programs in schools except managing the learning space and doing fun activities. Opportunities are given to parents to discuss their children development before and during the learning process. Barriers experienced transitioning children to school is due to the disability experienced by the children. Supporting factors include harmonious relationships between schools and parents and open-minded schools. Inhibiting factors include the complexity of the disability experienced by the children, and inadequate facilities and infrastructure.

Kata Kunci: Transition program, children with special needs, disability, special school