



DESIGNING AN INCLUSIVE SCHOOL MODEL AT SD NEGERI PINAYUNGAN II TO FOSTER INTERESTS AND TALENTS IN STUDENTS WITH SPECIAL NEEDS

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Received: 28 Juli 2024; **Revised:** 14 Agustus 2024; **Accepted:** 21 Agustus 2024

Abstract

This research aims to explain the designated school plan as an inclusive school to foster talents and interests to students with special needs (SWSN) which consists of several stages, vis, recruiting, identification, assessment, compiling a curriculum, preparing human resources, class placement, training, competitions and supervision. This research aims to foster talents and interests in SWSN. This research was conducted at SD Negeri Pinayungan II, East Telukjambe District, Karawang Regency, West Java. The method utilized in this research uses the case study with embracing descriptive qualitative. The data collection technique is by using interview and observation. The results of the research presented that the designated school plan is carried out through the school's vision and mission, through several stages including recruiting, identification, assessment, compiling the curriculum, preparing human resources, class placement, training, competitions, and supervision and referring to the 8 National Education Standards which consist of content standards, process standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, assessment standards, and graduation competency standards. Based on the all these stages, there are factors that contribute to success in growing interest and talents of students with special needs at SD Negeri Pinayungan II Karawang. These factors can be divided into intrinsic factors and extrinsic factors.

Keywords: Designated School plan, Talents and Interests, Student with Special Needs.

I. INTRODUCTION

Education refers to an intentional effort to provide positive learning environments and evaluation systems for students. Its primary purpose is to assist people in developing spiritual understanding, self-regulation, cognitive capacity, personality values, morals, and talents. Through pedagogy, education transmits knowledge, skills, and behaviors from one generation to the next. The objective is to maximize national growth through effective education methods. Article 3 of Law Number 20 of 2003 on the National Education System (SISDIKNAS Law) articulates that the primary terminus of national education is to develop abilities, character, and a cultured civilization to enlighten the public and support the state. Teaching aims to develop students into faithful, conscientious people with noble morals, good health, knowledge, skills, creativity, independence, and democratic responsibility. Indonesia expects a steady increase in its population's intellectual capacity by pursuing these

educational goals, highlighting the importance of education in raising a high-quality generation.

The government is currently implementing concrete measures to accomplish national goals with the aim of enhancing the overall well-being of all citizens (Aniska, 2016). This dedication is based on the belief that every person, regardless of their circumstances or abilities, should have the opportunity to get an excellent education. This belief has been officially established in Indonesian legislation since 2003. This comprehensive approach includes individuals of all abilities, including those who experience physical, intellectual, mental, or sensory impairments that may impact their everyday lives and interactions. Acknowledging the significance of guaranteeing equitable possibilities, the government has moreover implemented measures to protect the rights of persons with disabilities, encompassing their entitlement to education, as delineated in Indonesian rules implemented in 2016. In the school setting, these people are called "Children with Special Needs." Ensuring that everyone has access to high-quality education, irrespective of their requirements, is a continuous commitment of the government.

Children with special needs (CWSN) can be supported and enabled to achieve their maximum capabilities. By doing so, individuals can attain self-reliance within society, therefore mitigating any possible strains on their families and the wider community (Herawati, 2021). *Talent* can be defined as an individual's inherent capacity to attain future success (Djamarah, 2008). It is of greatest significance to recognize and cultivate the unique aptitudes or skills that students possess, making sure they are cultivated and utilized effectively within their particular areas of expertise (Ali et al., 2011). The actualization of talent in any field requires assistance from the surrounding environment, including opportunities for practical experience, access to information, social support, and moral reinforcement (Pratiwi Marpaung & Pasila Putra, 2022). *Talents* can be observed in both academic and non-academic domains. Academic talent refers to exceptional achievement in academic subjects, while non-academic talents encompass other areas such as social involvement, arts, athletics, and leadership (Anggraini et al., 2020). Teachers are responsible for implementing programs and establishing requirements to meet the service and talent development needs of Children with Special Needs. Their role becomes crucial within the school paradigm. In broad terms, anyone who provides information on new topics might be classified as an educator. In pursuance of Constitutional Law Number 14 of 2005, a teacher is acknowledged as a highly skilled professional with extensive knowledge in instructing, educating, mentoring, leading, coaching, appraising, and assessing individuals at different educational stages, from early childhood to intermediate education.

Therefore, teachers are required to fulfil their duty by providing learning opportunities, delivering instruction, and offering mentorship to all students, as specified by Article 31, Paragraph 1 of the 1945 Constitution No.2 of 1989 concerning the National Educational system. These constitutional provisions guarantee equitable access to education for every student, irrespective of their specific needs, such as dyslexia, dysgraphia, dyscalculia, visual impairments, hearing impairments, physical disabilities, behavioural disabilities, and intellectual disabilities. Teachers are responsible for implementing programs and establishing requirements to meet the service and talent development needs of Children with Special Needs. Their function within the educational framework is essential. In general terms, anyone who provides information on new topics might be classified as an educator. In accordance with Constitutional Law Number 14 of 2005, a teacher is acknowledged as a highly skilled professional with extensive knowledge in instructing, educating, advising, leading, coaching, appraising, and assessing individuals at different educational stages, from early childhood to intermediate education.

Furthermore, teachers must carry out their responsibilities by enabling the process of academic achievement, delivering instruction, and providing guidance to all students, as specified by Article 31, Paragraph 1 of the 1945 Constitution No.2 of 1989 pertaining to the National Educational system. These constitutional provisions guarantee equitable access to education for all individuals, regardless of their specific needs, such as dyslexia, dysgraphia, dyscalculia, visual impairments, hearing impairments, physical disabilities, behavioral disabilities, and intellectual disabilities.

As specified in Minister of National Education Regulation Number 39 of 2008, it is crucial to cultivate students' interests, talents, and creativity. This necessitates maximizing their inherent capacity in these areas, bolstering their ability to withstand adverse influences, aiding the manifestation of their aptitudes, and equipping them to make constructive contributions to society. *Interests* are defined as intense proclivities towards specific activities or themes that demonstrate true preferences without any external influence. *Talent*, on the other hand, refers to innate abilities that need to be developed and cultivated in order to achieve their full potential. Each person has distinct abilities that allow them to flourish in particular areas without relying simply on considerable education and training. One of the services provided at school inclusion is to encourage the growth of students' interests and skills, with the purpose of ensuring that every student has the opportunity to develop their potential to the fullest extent (Bintani et al., 2020). In order to foster the enthusiasm and talent of children, it is essential to involve not only students and teachers but also the school principal, the school environment, and the parents of the children (Purnamawati & Pradipta, 2020).

SDN Pinayungan II, located in Karawang, West Java, actively fosters inclusivity. The researchers' observations at SD Negeri Pinayungan II Karawang emphasized the integration of students with special needs into regular classrooms, in accordance with the ideas advocated by Ratri & Herawati (2024) for inclusive education. According to an interview with Mrs. Mimi Martiningsih, S.Pd, the principal of SD Pinayungan II Karawang, the school has a staff of 24 teachers, most of whom have Bachelor of Education degrees. The school adheres to a thorough daily schedule similar to typical educational institutions, which includes flag ceremonies, literacy programs, Friday or Dhuhur prayers, Saturday morning exercises, environmental cleanliness initiatives, and extracurricular activities. Mrs. Martiningsih attributes the school's success to its exceptionally competent teachers, who skillfully mentor, train, and educate children, as well as the presence of proficient sports instructors, musically gifted educators, and creatively capable teachers.

In addition, the principal is proud of the ongoing achievements of students at SD Negeri Pinayungan II in a wide range of sports and artistic events throughout the years. The accomplishments in sports and creative endeavors, which have received praise, are especially remarkable. Female students, specifically, enthusiastically participate in regularly arranged extracurricular activities. The public assessment of SD Negeri Pinayungan II has continuously received A 'very good' rating, which has further bolstered its reputation and attractiveness to potential candidates. This elementary school's acclaimed reputation serves as a strong incentive for parents to choose it for their children, resulting in an annual surplus of applicants who exceed the available spots. Since its designation as an inclusive school, SD Negeri Pinayungan II has been welcoming students with special needs every year. Nevertheless, the complete execution of inclusive education techniques is still awaiting completion. These issues encompass the unadjusted curriculum, the scarcity of special education-trained teachers, and inadequate infrastructure.

The researchers' inquiry and interviews at SDN Pinayungan II led to an interesting observation. The lack of particular involvement of students with special needs in extracurricular activities was clearly apparent, and there was a significant overlook in

exploring their potential talents and interests. This omission prompts an examination of the unexplored capacity of students with special needs to cultivate their interests and talents, particularly in domains like the arts and sports. Inspired by this insight, the researcher is inclined to delve more into the implementation of inclusive education. "Designing an Inclusive School Model at SD Negeri Pinayungan II to Enhance Interests and Talents in Students with Special Needs" is the name of the research project.

II. RESEARCH METHODS

The methods for collecting data incorporate combining components of different techniques to provide thorough coverage and rigorous analysis:

1. Techniques for participatory observation are applied, allowing firsthand immersion in the school setting to watch regular activities, interactions, and organizational dynamics.
2. Semi-structured interviews are conducted with the school principal, faculty members, and student representatives to delve into various viewpoints, experiences, and insights about implementing inclusive education practices.
3. Document analysis involves carefully examining historical documents, such as photographs, school records, official correspondence, and pertinent documentation, to validate and enhance the conclusions gained from observation and interviews.

The study aspires to use multiple methods to gather data, confirm results, and gain a thorough understanding of the difficulties, possibilities, and strategies involved in promoting inclusive education for students with special needs at SD Negeri Pinayungan II.

III. RESULT AND DISCUSSION

RESULT

Designating school as inclusive increases student interest in joining. Children with special need (Henceforth: CWSN) *talent* at SD Negeri Pinayungan II Karawang involves collecting, identifying, assessing, composing curriculum, preparing source human power, placement classes, training, contests, and supervision. The party the school characterized organized education into appropriate inclusion based on the Minister of National Education Regulation. SD Pinayungan II surveyed nearby residents' environments. One need of Netted is for youngsters who have not attended elementary school—children who are physically aberrant, socially incapable, or from a prostitute or sex deviation.

According to the Minister of Education and Culture Regulations and Regional Regulations, "There is zoning for the child with special needs" after netting and identified from results at "Pendaftaran Peserta Didik Baru" or Admissions for prospective students. Assessing suspected CWSN entails deeper study from multiple sources of information based on identification results. The assessment procedure includes IQ testing, academic exams (reading, writing, and arithmetic), motor tests, interests and talents tests (art, culture, and sports), health and history data collecting, and parent interviews. A neurologist-diagnosed CSN, but a child psychologist can also assess activity. The same is true for hospitals, clinics, or health centers, or it can be used to get health reports for prospective students from pediatricians or development aspects from other specialists. Specialist doctors can examine more accurately to give recommendations, such as from ophthalmologists and ENT. Designating school as inclusive can increase student interest in joining the classroom. CWSN talent at SD Negeri Pinayungan II Karawang involves collecting, identifying, assessing, composing curriculum, preparing human power sources, placement classes, training, contests, and supervision. The party the school characterized organized education into suitable inclusion based on the Minister of National Education Regulation. SDN Pinayungan II surveyed nearby residents' environments. One need of Netted is for children

who have not attended elementary school. Children who are physically aberrant, socially incapable, or coming from prostitution or children who have potential sex deviation can be detected as early as possible.

Moreover, after the assessment, data was collected and expressed that the student with special needs had special treatment in an educational setting. Special educational needs (SEN) teachers guide each student following the abilities and potential contained in each student's goal to get an appropriate learning program with his abilities. Grouping students aims to “guarantee” students get access in accordance with the needs, talents, and abilities of their students (Al Ikhwan, 2019). The next phase is compiling the curriculum. Curriculum customized with the curriculum used in schools. However, modification of students with special needs (Now, move to use of this term (the aforeterm is using CWSN, such as SWSN) to obtain curriculum at the national level, curriculum modification, or *Program Pendidikan Individual* (PPI) curriculum is a need. If one academic institution has designed the curriculum stage, the next step is to prepare a source of human power, namely the teacher, who must look for and receive (special educational need; SEN) teachers. Supervising (SEN) teachers and focusing on improving student needs, especially in inclusive classrooms. Ideally, inclusive classrooms must possess at least one (SEN) teacher, as regulated in Minister of National Education Regulation No. 70 of 2009 Article 10 concerning inclusive classroom education. The piece confirms that hosting school education in descending inclusive classrooms is a must-have (SEN) teacher.

The next stage is to determine the class. Placement model participants need students, especially in inclusive classrooms (Darma & Rusyidi, 2015: 1) regular classes (inclusive complete), 2) regular class with cluster, 3) regular class with pull out, 4) regular class with cluster and pull out, 5) class special with various integration, and 6) particular class entire. Stage furthermore that is stage training. At this stage, students will be taught by their interests and talents using modified exercise methods based on their abilities and the conditions of their respective physiques. The training was assisted by (SEN) teachers, physical education (PE) teachers, and a senior teacher with expertise in teaching art. The role of the teacher is responsible enough for guidance, teaching, and or training (Hufon et al., 2016). As for the training, interest, and talent schedule, students with special needs should be repeated regularly.

Furthermore, the next phase is race. A SWSN has an opportunity to be included in the race. Race is done as an event proof that a SWSN has unique capabilities for showing his achievements. Besides, it is also purposeful for developing trust in self and abilities to socialize the child's needs, especially at the front general. The final stage is supervision, which must be observed by the department of education, subdistrict, and in the city intermediate or regency. Monitored for three months, already three months, then three semesters (six months) until one year. After one year, if the result is ‘good,’ and done with ‘good,’ everyone is fulfilled, especially since there is an SEN teacher. Everyone accomplished smoothly, so the school stated that the hosting school education could include growing talents and interests in entering inclusive classroom education. Hence, the school labeled SDN Pinayungan II provides inclusive education. This leads to developing *talents* and *interests* in children with special needs.

Of all stages, some factors contribute to success in developing interest and talent student needs, specifically at SD Negeri Pinayungan II Karawang. The factors can differentiated into factors intrinsic and extrinsic. Intrinsic factors refer to natural default individuals, like the talents possessed by students and the interests that support them. Extrinsic factors cover originating motivation from the environment, such as students, family, teachers, and environment, as well as the availability of supporting facilities. Support provided by the

environment social students is incredibly very influential in the development child (Nofiani, 2015).

DISCUSSION

Drafting of The Designing School

The concept of a "designing school" encapsulates a conceptualization or blueprint of an ideal educational institution that aligns with the aspirations and desires of groups. This term refers to educational establishments with comprehensive learning facilities and environments, engaging and applicable curricula, innovative teaching methodologies, a competent faculty comprising qualified educators, and an inclusive and supportive school culture. The "designing school" is often perceived as a facilitative environment capable of fulfilling every student's various needs and potentials to their entire extent, cultivating a positive and inspiring atmosphere for learning, and delivering a satisfactory educational experience for all stakeholders involved. The specifics of this conceptualization may vary depending on the perspectives and expectations of individuals or groups employing it. The term "designing school" pertains to a conceptualization or vision of an idealized or desired educational institution held by individuals or groups. It is commonly utilized to depict schools characterized by an optimal learning environment, a relevant and engaging curriculum, comprehensive facilities, competent teaching staff, and an inclusive and supportive school culture.

Cultivating the Talents and Interests of Students with Special Needs in Inclusive School Environments

Developing the interests and talents of SWSN within inclusive classroom environments offers numerous benefits (Salend, 2010):

1. Quality of Life Improvement: Nurturing SWSN students' interests and talents boosts their confidence and satisfaction with life.
2. Academic Achievement Boost: Focusing on SWSN students' interests and talents motivates them, leading to improved academic performance.
3. Individual Empowerment: Supporting SWSN students in developing their interests and talents promotes independence and active engagement in their education.
4. Social Inclusion: Encouraging SWSN students to explore their interests and talents helps them participate in social activities, fostering integration within the school community.
5. Holistic Potential Development: Every student, including SWSN students, has unique potential waiting to be unlocked by cultivating their interests and talents.
6. Future Readiness: Developing SWSN students' interests and talents lays a foundation for them to pursue fulfilling careers aligned with their strengths, preparing them for success in the future.

Fostering SWSN's interests and talents within inclusive educational settings is paramount to guarantee that all students have equal opportunities to develop and realize their full potential. This practice also underscores the principles of inclusion and equality in education.

Descriptions of The School and Designing School Plans

SDN Pinayungan II is located in Karawang City. The occupancy is among the region's regular schools promoting inclusive education. Notably, SDN Pinayungan II boasts a rich history. Comprehended initially as SD Negeri Pinayungan II, it was formed by merging two schools, SD Negeri Pinayungan III and SD Negeri Pinayungan VI, established in 1979. This consolidation occurred in 2010, resulting in the formation of Pinayungan II State Elementary

School, located at Jalan Lapang Bola Pinayungan Dusun Sukadana RT 001 RW 001, Pinayungan Subdistrict, East Telukjambe, Karawang Regency, West Java Province 41316.

The school is staffed by 25 teachers and three educational support staff. As of the academic year 2023/2024, the student population at SD Negeri Pinayungan II Karawang stood at 647, including 12 students with special needs. These special needs students are categorized based on specific criteria, as detailed in the accompanying table.

Table of Types and Number of SWSN at SD Negeri Pinayungan II Karawang

No.	Type of character	Amount
1.	Hyperactive	1
2.	Interaction and Communication	1
3.	Speech Delay	2
4.	Difficulty Study	1
6.	Disability Intellectual	2
7.	Spina Bifida	1
8.	ASD	1
9.	Slow Learner	2
12.	Dyslexia	1
Amount		12 people

The number of students with special needs at SD Negeri Pinayungan II in Karawang is distributed across various grade levels: two students in class 1, two in class 2, two in class 3, three in class 4, and three in class 5, totalling nine male and three female students. Based on the researcher's observations:

1. SDN Pinayungan II in Karawang City openly accepts students with special needs.
2. Teachers provide services to all students without discrimination.
3. There is no special education need (SEN) teacher at SDN Pinayungan II in Karawang City who can assist SWSN in learning. Thus, regular teachers provide services to them based on their own abilities.
4. The utilization of inclusive spaces has yet to be optimized.
5. Collaboration with particular education service providers, such as special education (SPED) schools or other inclusive schools, has yet to be established at Pinayungan II State Elementary School in Karawang City.

During the implementation of school inclusion programs, several challenges and obstacles are encountered, including:

1. There is a need for specialized teachers to support students with special needs.
2. Teachers and staff need to understand effective teaching and guidance methods for children with special needs, even though this is still being developed.
3. Inadequate facilities, such as a lack of accessible amenities tailored to the requirements of students with special needs, make it challenging to develop teacher skills.

The challenges and obstacles encountered while implementing inclusive classroom school education do not hinder SD Negeri Pinayungan II Karawang from meeting the educational needs of students with special requirements. On the contrary, these challenges serve as additional motivation for the school to prioritize an education model that focuses on the interests of students and to devise future strategies, which include:

1. Conduct regular training sessions and workshops to enhance services for students with special needs.
2. Organize socialization activities for parents and public education campaigns to raise awareness about inclusive education services for students with special needs.

3. Collaborate with relevant stakeholders to procure necessary facilities and infrastructure to support the learning needs of students with special requirements.
4. Develop programs to prevent bullying and ensure the safety of students with special needs within the school environment.
5. Establish partnerships with specialized institutions such as Special Schools (SLB) or other inclusive schools to exchange knowledge and resources.

The initial step in the plan to establish the "Designing School" as an inclusive educational institution at SD Pinayungan II, aimed at nurturing the talents and interests of students with special needs, commenced with formulating its vision and mission. Vision and mission statements serve as formal declarations and fundamental pillars for effective school management and development. The envisioned mission is to foster "the manifestation of noble moral character, intelligence, creativity, and a spirit of collaboration among participants." In alignment with this mission, the school is committed to (1) cultivating the talents and interests of students with special needs and (2) enhancing their artistic and athletic potential.

Subsequently, the implementation stages entail various activities such as data collection, identification, assessment, curriculum development, human resource preparation, classroom allocation, training sessions, competitions, and ongoing supervision. The final step involves establishing standards by the 8 National Education Standards (SNP), which serve as predetermined criteria mandated by the government to ensure the quality of education provided by educational institutions nationwide. These standards guarantee that the educational process across various educational institutions, including primary schools, adheres to the specified benchmarks necessary to achieve national educational objectives.

Table 8 National Education Standards

No.	8 National Education Standards	Explanation
1.	Content Standards	The curriculum for 'designing inclusive school' will be designed with particular attention to the individual needs of children who need special attention. It will include diverse art activities, like painting, music, drama, and dance, according to their interests and potential.
2.	Process Standards	The learning process will be customized to the characteristics and needs of each child, using creative and inclusive teaching methods in learning art.
3.	Standard Educators and Education Personnel	Teachers and staff educators will accept training in approach learning inclusiveness and appropriate teaching strategies with children who need special attention in art.
4.	Facilities and Infrastructure Standards	The school will provide a complete and friendly art facility for children with special needs, including adequate accessibility for support in their participation in art activities.
5.	Standard Management	The management school will ensure that supportive policies and procedures create an environment that supports the inclusive development of talents and interests that meet the art child's unique needs.
6.	Standard Financing	The school manager will allocate sufficient funds to support the implementation of inclusive programs to develop talents and

		interests in art, including training teachers, procurement of facilities, and other needs.
7.	Standard Evaluation	Evaluation will be done holistically, considering progress in development, talents, and interests. Art within children needs particular attention and will be awarded for their creativity and innovation.
8.	Standard Competence Graduation	The school has an aim to develop competence in appropriate art with abilities and interests that children's need, specifically to produce work of quality and appropriate art with their potency.

Talent and Interest Development Strategies

The following are definite strategies that can be implemented to foster the interests and talents of students with special needs (SWSN) within inclusive educational settings (Tomlinson, 2017):

1. Provision of Specialized Interest and Talent Development Programs: Design tailored programs that cater to the unique interests and talents of each SWSN. These programs may encompass a variety of extracurricular activities, clubs, or specialized courses offering training and development opportunities in fields such as art, music, sports, science, or technology.
2. Utilization of Interest-Based Learning Approaches: Implement instructional approaches that are attentive to the interests and preferences of SWSN. Teachers can design curriculum units or engaging projects that align with students' interests, incorporating appropriate learning materials and resources to enhance their engagement.
3. Collaboration with Specialists and Professionals: Engage specialists and professionals with expertise in specific fields to support SWSN's development of interests and talents. The collaboration may involve inviting local artists, music experts, or professional athletes to provide training or workshops tailored to students' interests.
4. Individual and Group Support: Offer individualized and group support to SWSN to help them identify, explore, and develop their interests and talents. Teachers and counselors can provide guidance and encouragement to facilitate students' maximum potential.
5. Participation in Competitions and Exhibitions: Encourage SWSN to participate in competitions, shows, or exhibitions aligned with their interests and talents. Involving students in competitions and exhibitions can allow them to showcase their abilities, build self-confidence, and receive recognition for their performances.
6. Specialized Coaching and Training: Provide specialized coaching and training programs for SWSN students who demonstrate particular interests and talents. The activity may involve mentorship programs, private lessons, or coaching sessions conducted during or outside regular school hours.
7. Evaluation and Feedback: Conduct regular evaluations to monitor students' progress in developing their interests and talents and provide constructive feedback to support their ongoing growth. Students' progress can be routinely observed through formative assessments, observations, or individual discussions with students.

By consistently and purposefully implementing these strategies, inclusive educational environments can foster a supportive atmosphere for developing interests and talents among SWSN, ultimately assisting them in realizing their full potential.

IV. CONCLUSION

Based on the study's findings, several conclusions can be drawn in response to the formulated research questions. These conclusions pertain to the cultivation of talents and

interests among SWSN at SD Negeri Pinayungan II, encompassing the following aspects, establishing a Vision and Mission: It is imperative to articulate a comprehensive vision and mission statement that embodies the aspiration to foster noble moral character, intelligence, creativity, and a collaborative spirit among participants. The mission statement underscores the commitment to promoting creative inclusion in the school environment, with specific objectives aimed at nurturing the talents and interests of students with special needs and fostering their artistic and athletic potential. Implementation Stages: The process involves a series of stages, including data collection, identification, assessment, curriculum development, human resource preparation, classroom allocation, training, competitions, and ongoing supervision. These stages are crucial for facilitating the comprehensive development and support of SWSN. Adherence to National Education Standards: Adherence to the 8 National Education Standards is essential. These standards encompass content, processes, educators and educational personnel, facilities, infrastructure, management, financing, assessment, and graduation competencies. Compliance with these standards ensures quality education that aligns with national objectives.

Driven by the enthusiasm and expertise of the educational staff, the availability of facilities and infrastructure, and the moral and material support from school leadership, SD Negeri Pinayungan II is poised to realize its vision of becoming a dream school. In this envisioned school environment, students with special needs are afforded equal opportunities to cultivate their talents and interests in the arts, supported by a conducive and inclusive educational setting.

SUGGESTION

Based on the earlier conclusions, several recommendations can be proposed, including the necessity for every inclusive school to appoint a teacher with special needs by established regulations. Additionally, inclusive schools should facilitate their students' participation in competitions tailored for students with special needs, fostering healthy competition both locally and nationally and extending to international arenas.

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