THE IMPLEMENTATION OF SPECIAL SERVICE CLASS (SSC) PROGRAM IN PRIMARY EDUCATION

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Abstract

The purpose of this research was to describe the special service class program, supporting factors and its obstacles, and the stakeholder's respond to the accomplishment of SSC program in Tandes Lor Elementary School of Surabaya, Indonesia. This research used qualitative approach and descriptive analytical method. The result of this research showed that the accomplishment of SSC program in Tandes Lor Elementary School of Surabaya ran quite well by reaching the purposes of SSC program in order to drag the students who had not yet or did not get education could go to school. The supporting factors of SSC program in Tandes Lor Elementary School of Surabaya were the availability of tools and infrastructures and the availability of the teachers. One of the obstacles was lack of parent's awarness about the important of education. The respond of stakeholder declared that they supported the SSC program in Tandes Lor Elementary School of Surabaya in order to help the children in the age of compulsory study to get the educational in formal school.

Keywords: Education, Special Service Class, Primary Education

1. INTRODUCTION

Education is the right and obligation for every individual listed in Law no. 20 of 2003 on National Education System chapter IV article 5 that every citizen has the same right to obtain quality education and 9 years compulsory education. Education is very urgent in an effort to improve the quality of human resources, but the urgency of education in Indonesia is accompanied by various problem factors, ranging from educators, learners, educational tools or infratructure, to educational and environmental goals. The issue is not solely the responsibility of the government nor the educators, but all these things should be the joint responsibility of all elements ranging from government, educators, community, up to the family.

In Law no. 20 of 2003 on National Education System chapter IV second part of article 7, the third part of article 8, the fourth chapter 10 and 11 states that all elements have responsibility for education. Parents of children of compulsory education have an obligation to provide basic education to their children, the community has an obligation to play an active role and provide resources supporting, and the government has the right to guide and has the obligation to provide ease of service delivery for every citizen without discrimination.

In fact, the development, construction, and distribution of the quality of education in Indonesia is still uneven.

The existence of compulsory school-age children who have not yet or have not been in school or who are on the streets during school hours become a portrait of education in Indonesia. That conditions are caused by several factors including economic demands that force those children (children of compulsory education) to help their parents earn a living in order to meet their daily needs. As a result, those who should get an education have to leave school (drop out) and some even never sit in school. Another factor is the lack of their parents' awareness about the importance of an education. Their parents think that work is more important than learning because according to them work will make money to connect their lives. Different if they have to study in school because it will increase the burden of family expenses.

The situation has been entrenched in large cities with high urbanization rates. Many residents leave from the village to try their best to find work in big cities. One of the cities is the city of Heroes (Surabaya) which is a large city with a large number of migrant population. Many immigrants find their fortunes in the hero's city, but the intense competition and limited ability of the individual or skills make them difficult to get a job. These conditions resulted in a child being victimized as a child dropped out of school or had not been educated due to family economic reasons.

Head of Primary Education Department of Surabaya City Education Office, Mrs. Eko Prastyoningsih (in an interview) explained that Surabaya is one of the big cities in Indonesia with many problems, especially in economic and social aspects. Limited family economic conditions caused parents who are less or even not concerned about the education of their children. Parents has lack of understanding of the terms of 9 years of compulsory education. Some parents still think conventionally that education is not so important so that it causes children to be victims who forced them to drop out or have never even sat in school due to reasons of limitations economic demands. As a result they work to help the family economy. This phenomenon is a portrait of the implementation of education in Indonesia is still uneven and should be immediately solved jointly of all elements for education can be perceived by every citizen.

Government efforts in order to improve the quality of human resources one of them through the distribution of education so that all citizens get a decent education. The government focuses on equality of education in every region both city and remote areas. Responding to the problems of the event and as a commitment effort in order to improve human resources with 9 years compulsory education and equality of learning opportunities (got education), Surabaya city government organizes special service class program (SSC) in order to capture or recall the compulsory school age children not yet or no school to get education in school.

The Special Services Class Program (SSC) is a basic education program developed by the Indonesia Ministry of National Education as an alternative model of educational services to attract dropouts or children who have not yet received education to enter the education system. Surabaya is one of the cities in Indonesia that organizes primary education program of Special Service Class (SSC), considering the number of drop out children. The implementation of the program is proven by the existence of 20 Elementary Schools appointed as the pilot project by the Education Department of Surabaya City to organize the SSC program. The appointment of the school by the Education Department of Surabaya City on the basis of areas that tend to be risky with the number of drop out children or children who are not in school. This was conveyed by Head of Basic Education Department of Surabaya City Education Office, Mrs. Eko Prastyoningsih (in an interview).

Of the 20 Elementary Schools of SSC program organizer in Surabaya, Tandes Lor Elementary School located in Tandes sub-district, Tandes sub-district of Surabaya is one of the primary schools appointed by the Surabaya City Education Authority to organize the SSC program. The SSC program in SDN Tandes Lor Surabaya has been implemented in the academic semester of 2014/2015, so it is not yet known portrait of SSC program implementation at SDN Tandes Lor Surabaya, starting from supporting factor and obstacle factor and response from stakeholder toward SSC program implementation in SDN Tandes Lor Surabaya.

Based on the above description, in order to know overall about the implementation of Special Service Class (SSC) program at SDN Tandes Lor Surabaya an evaluation is needed to know the description of program implementation, supporting factors and inhibiting the implementation of the program and the response of stakeholders. In the implementation of SSC primary education program developed by the Ministry of National Education as an alternative education services organized by the Regencies in this case that SDN Tandes Lor Surabaya involves and requires synergy of all elements, among others: (1) government; (2) educators; (4) learners; (5) parents; and (6) the community. However, not only that, it also has a component or system that is also a factor supporting the successful implementation of SSC program at SDN Tandes Lor Surabaya. These components or systems include: (1) understanding of the program; (2) program planning; (3) readiness of program organizers; (4) provisions of educators and learners; (5) curriculum; (6) infrastructure facilities; (7) stakeholder support; (8) program socialization; (9) SSC student and teacher recruitment system;

(10) teaching and learning activities; and (11) the results of program implementation.

2. RESEARCH METHODOLOGY

This research used qualitative approach with descriptive method because this research was based on event, human, and context. To reveal events, contexts or a circumstance related to humans and to collect such data and present accurate and objective information conducted with qualitative research. In this research have natural setting as primary source that SDN Tandes Lor Surabaya. This is in accordance with the opinion Sugiyono (2008: 8) which states that qualitative research is a naturalistic research because the research is done on natural conditions (natural settings).

Another expert stated that Qualitative method has five charactertics such as (1) the key instrument is the researcher, the data collected were in the form of words or pictures instead of number, concerning with process as well as product, tending to analyze the data inductively, and concerning on how people make sense out of their lives, Bogdan and Biklen (in Frankel, et al, 2015:424).

With qualitative approach and descriptive analysis method, this research is expected to produce comprehensive or comprehensive information about program implementation, supporting and inhibiting factors of the program and stakeholders' response toward SSC program implementation at SDN Tandes Lor Surabaya. This is in accordance with the opinion of Wiratna (2014: 19) which reveals that qualitative approaches are expected to produce in-depth descriptions of the words, writings, and/or observable behavior of a given individual, group, society and/or organization in a state specific contexts studied from a comprehensive and holistic perspective.

Through qualitative approach and descriptive analysis model, the data obtained based on the components of the SSC program include: (1) understanding of the program; (2) program planning; (3) readiness of program organizers; (4) provisions of educators and learners; (5) curriculum; (6) infrastructure facilities; (7) stakeholders' support; (8) program socialization; (9) student recruitment system and SSC teacher; (10) teaching and learning activities; and (11) the results of program implementation. In addition the data obtained also based on the supporting components of SSC program that is (primary and secondary data sources).

3.   RESEARCH RESULT AND DISCUSSION

3.1 Understanding of Special Service Class Programs (SSC)

Special service classes (SSC) is a program created by the Indonesian government with the aim to capture children of compulsory education age of 8-14 years who have not yet or no school to be able to enter the education system (school). Understanding of the program and its purpose is absolutely understood by the prospective program implementers before implementing the program in this case is the SSC program in SDN Tandes Lor Surabaya in order to implement in accordance with the program objectives to be achieved.

The results of interviews conducted on informants related to the understanding of SSC program and its objectives are known that the informants involved in the implementation of SSC program at SDN Tandes Lor Surabaya, understand very well about the program and objectives of SSC program that is held. This is conveyed by Mr. Jalil and Mrs. Umi Kalsum as the principal and teacher SSC SDN Tandes Lor Surabaya, the understanding is right that the SSC program held SDN Tandes Lor is a program that aims to attract and give special attention (in class) in school-age children who are late or not attending school due to family issues.

Based on data analysis of research results, it shows that in general the informants involved really understand about SSC program organized by SDN Tandes Lor Surabaya, especially the organizer of the School in the sense of Principal and teacher SSC SDN Tandes Lor Surabaya. This is based on the analysis of data sources related to the understanding of the program about the goals and objectives of the program and the basis of the implementation of the program which shows the same understanding of the SSC program.

SSC program is understood as a form of implementation of multicultural-oriented education which means respecting the difference and not discriminating against every citizen, especially the children of compulsory education age who have not or no school residing in SSC. This is in accordance with the opinion of Sukinah (2010) in his journal which explains that special education or inclusive education is an implementation of multicultural education that can help learners to understand, to accept, and to respect other different people tribe, culture, values, personality, and physical functioning and psychological.

Meanwhile, the understanding of SSC program will certainly have an impact on the planning or management

that will be done to achieve the objectives of the program that has been established is to complete the 9-year compulsory education and encompass children of compulsory age who have not or no school to get education. This is in accordance with the existing in the education management book (UPI lecturer team, 2009: 88) which explains that management education is the process of planning, organizing, directing, and supervision of education efforts in order to achieve educational goals that have been established.

3.2 Planning Programs of SSC

Planning in a program is an important thing where a program will not work maximally without a mature or maximum planning. In accordance with the opinion of Husaini Usman (2011) which states that planning is a number of pre-determined activities to be implemented at a certain period in order to achieve the goals set. No exception in the implementation of the SSC program at SDN Tandes Lor Surabaya, where the planning of the program implementation is to socialize the SSC program to stakeholders, then recruitment of students and teachers KLK, preparing facilities including determining the schedule of implementation of teaching and learning process.

But the planning done by SDN Tandes is not fully in accordance with the reality in the field or in practice. In terms of socialization of the program is still lacking so that the general public has not all know the existence of SSC program at SDN Tandes Lor Surabaya. Similarly, in terms of provision of infrastructure facilities, especially on the provision of learning space that felt not effective as a comfortable and good learning place for SSC students as a new child into the formal learning environment in school. So this is the lack in the implementation of SSC at SDN Tandes Lor that planning can not be realized properly.

Based on the findings it was known that SDN Tandes Lor Surabaya has planned the program well, but still needed a more mature planning and also written (written), so that it can realize all the plans that have been designed well to not only be a mere plan but also can be realized to be a real action in accordance with the planning and written schedule that has been prepared previously

3.3 Organizational Readiness

The readiness is important in the implementation of the program. The school or educational institution is the place where the object of the SSC program is the children of compulsory age that must be handled. In addition, the readiness of the program providers is very important in order to achieve the goal, if the program organizers are not ready in running the program then the program to be run will not run optimally or in other words not in accordance with the objectives to be achieved.

Basically the school program organizer must be ready to run the program to be run. This is indicated by the statement from the program implementer by Mr. Jalil as the Head of School who stated that SDN Tandes Lor is ready to run the program over the designation of the school as SSC program organizer by Surabaya Education Department.

SDN Tandes Lor Surabaya is ready to organize SSC program post appointed by Surabaya Education Department. This is based on an analysis of the results of interviews with the Head of Primary Education Department of Surabaya City Education Office stating that the school must be ready when appointed a program. It is also supported by the statement of school principals and SSC teachers who are ready to run the program when appointed by the Education Office.

Meanwhile, the readiness of the organizers was shown by supporting data which was proved based on the analysis of documentation study result. The supporting data was the existence of SKPBM (Decision on the Distribution of Teaching Expenses) stipulated by the Principal in which there is additional burden of teaching to one of the teachers at SDN Tandes Lor Surabaya.

The organizers in this case SDN Tandes Lor Surabaya express readiness in running the program indicated by the readiness in planning or efforts to meet the program components although in the implementation there are components that need to be maximized. SSC Program at SDN Tandes Lor Surabaya which is a government mission in the effort of educating and completing 9 year compulsory education for every citizen especially student who have not or dropped out of school with various cause factors, such as economic problem, family problem, number of dropout case in school-aged children, and poor understanding of parents of appropriate education for children.

This underlies the existence of the SSC program, which is also referred to as a special service as described in Law no. 20 of 2003 on the national education system of article 32, paragraph 2, that special education services constitute education for learners in remote or backward areas, isolated indigenous peoples, and / or natural disasters, social calamities, and economic inadequacies.

3.4 The Teachers and Students

School readiness in organizing the SSC program can also be seen with professional teachers. The existence of professional teachers or teachers who have a certain criteria or conditions that at least have experience teaching in regular classes. Given the criteria or requirements to become SSC teachers, it is expected that teachers can handle or teach maximally of course with various characteristics or background SSC students to achieve the goal of SSC program that is handling and assisting the lag of students in terms of academic and mentally and social prepare which will be included to the regular class. In addition, regular class teachers who are assigned or additional teaching burdens are the preferred criteria.

Provisions for teachers who teach at SSC is where for the election is preferred for those who have teaching experience, besides that it is also preferred graduate degree in the hope can educate maximally with various characteristics of students and develop potential SSC students maximally. This is supported by Law No.20 of 2003 article 39 paragraph 2 which says educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators at universities high. This is reinforced by Law no. 14 year 2007 article 6 (in UPI lecturer team, 2009: 233) which reads the position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of learners to become human beings who believe and fear God The Almighty, having a noble character, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

SSC Teachers at SDN Tandes Lor Surabaya have met the requirements. This was evidenced by the results of the documentation study, with the SKPBM (Decision on the Distribution of Teaching Expenses) set by the head of SDN Tandes Lor Surabaya, where the appointed teacher is a regular class teacher who gets additional teaching load at SSC although in the implementation of his learning, the appointed teacher not in accordance with SKPBM. Nonetheless, the substitute teacher also fulfills the stipulated requirements, whereby those appointed to replace the previous teacher are judged to have more experience in teaching.

Provisions of learners who become the object or target of the SSC program are children of compulsory age of 8-14 years of age who have not or no school. The result of the documentation study analysis proves that the provision for SSC students at SDN Tandes Lor Surabaya is fulfilled where SSC students in the school student data are of age which is in accordance with the provision that is 10-12 years old and has never been before. Supported by explanation in the substance of basic education in the 9-year compulsory education program (Udin, 2008) which reads that the 9-year Basic Elementary Education Program in Indonesia is more a universal education than compulsory education. Universal education seeks to open learning opportunities by fostering the aspirations of parental education so that children who are old enough to follow education. This is what supports that every Indonesian child is required to obtain education as a child in general. This should be supported with the support of parents as the educational center of the family environment. The importance of supporting from parents proves that in the implementation of an education program for children must be supported from all aspects, and proven between the elements of parents, schools and children have an integral relationship with each other.

3.5 Curricullum

Basically the SSC curriculum is the same as the curriculum applied to regular classes. This is based on the condition of the students is not much different from regular class students, only this SSC students experience delays in learning so require more attention and handling to be able to catch up.

Curriculum SSC program used by SDN Tandes Lor Surabaya is a curriculum that is used in general in regular students but in the implementation of material development that adapts the characteristics of SSC students. It is recognized that the curriculum aspect is an aspect that has not been touched by the education office in its development process. The teacher finds difficulties in making RPP for SSC students because in his daily life still pursue the regular curriculum clearly between SSC students and regular students have different ability in the absorption of material.

Supported by the theory contained in the inclusive education training module (2010: 75) which states that in the implementation process of inclusive education should use curriculum development model consisting of (1) duplication model, that is imitattion, (2) modification model, (3) the substitution model, that is replacing, and (4) omission model, that is elimination the objectives, content, process, and evaluation of the curriculum which then set out in teacher learning tools with adjustments to the characteristics and needs of students, because SSC is actually a form of special service that the system and its handling have the same reference.

In addition, SSC students are also included in the category of children with special needs in accordance with the opinion of Fredickson & Cline (in Astuti 2011: 9) gives the idea that inclusive education involves all learners, among others: 1) children who have difficulty seeing, listening, which unable to walk, or slower in learning; 2) a child who uses a different language than the introduction used in the class; 3) children who are at risk of dropping out due to illness, hunger, or not doing well; 4) children of different religions or caste; 5) the child being pregnant; 6) children infected with HIV / AIDS; and 7) school-aged children but not school.

3.6 Infrastructure

The result of the research shows that the component of infrastructure facilities in the implementation of the SSC program at SDN Tandes Lor Surabaya has been fulfilled where the SSC program is implemented in separate classroom or separate classes that are not combined with the regular class and also there is instructional media, instruction manual as supporting learning process. However, SSC space is considered less effective because it is implemented in one room with administrative room (TU) SDN Tandes Lor Surabaya. This is supported by the theory of educational management (UPI lecturer team, 2008: 112) which states that the physical environment of the learning place has an important influence on learning outcomes. A favorable and qualified physical environment supports the increased intensity of the learning process and has a positive effect on the achievement of teaching objectives. The physical environment in question is (a) the space in which the teaching and learning process enables the student to move freely, (b) seating arrangements allow for face-to-face encounters, (c) ventilation and lighting arrangements that should adequately ensure the health of the students; goods that are specifically placed in a convenient place if needed immediately.

3.7 Supporting of Stakeholders

Based on the results of data analysis indicate that the implementation of SSC program at SDN Tandes Lor Surabaya supported by related parties and stakeholder in its implementation such as Head of Basic Education Department of Surabaya City Education Office, Principal, SSC Teachers, Parents, SSC students, . The involvement or support of related parties can not be separated from efforts to achieve the goal and succeed the course of SSC program held by SDN Tandes Lor Surabaya. As has been explained that the success of an educational program that requires the assistance or support of all related components is inseparable from the participation of the community, as explained in the Act. No. 20 year 2003 article 54 paragraph 1 that the participation of the community in education includes the participation of individuals, groups, families, professional organizations, employers, and community organizations in the implementation and quality control of education services.

3.8 Sosialisasi

Socialization is an important part in the planning and implementation of programs where the purpose and objective of disseminating the program. In addition to disseminating the program and its objectives, socialization in a program also intends to establish cooperation with stakeholders in order that the implementation can be done maximally to achieve the objectives of the program.

Based on the results of data analysis shows that the SSC program socialization held by SDN Tandes Lor Surabaya has not been implemented maximally because the socialization is only done by word of mouth, without any creation and installation announcement of SSC students' open acceptance as described in education management book (UPI lecturer team, 2009: 208). The installation of this announcement is a form of effective socialization in introducing the SSC program to the community in addition to using oral socialization. The installation of this announcement also can also lead parents to enter their children who are late or drop out due to economic factors so as to obtain the right education.

3.9 The Recruitment System of The Teachers And Students

Based on the results of data analysis shows that in the recruitment system SSC students at SDN Tandes Lor Surabaya in the academic year 2014/2015 conducted on the basis of parents who enrolled into the post-school received explanations and directions from the Department of Education who came to the house together with local community leaders. Meanwhile, the lack of SSC students owned by SDN Tandes Lor can be sourced from the socialization of the SSC program and the recruitment stages of students who have not done well as explained in the education management book (UPI lecturer team, 2009: 208) that the recruitment steps of the students are wrong one of which is the creation and installation of the announcement of acceptance of new learners is done openly. This should be done by SDN Tandes Lor to simultaneously publish the SSC program, so that people who know it can make efforts in handling slow

children or dropping out of school in providing proper and appropriate education. So no more children who do not go to school or drop out of school around the community.

Meanwhile, for the SSC teacher recruitment system implemented by SDN Tandes Lor Surabaya in the academic year 2014/2015 is based on SKPBM (Decision on the Distribution of Teaching Expenses) issued by the Principal by knowing the Head of Education Department of Surabaya City. This is in accordance with the opinion of Achmad S Ruky in the book of education management (2009: 242) which explains that performance management is related to the business, activity, or program initiated and implemented by the head of the organization (company) in this case the principal for: planning, directing and controlling the achievement of employees in this case teachers who have the competence and active personally and deemed able to handle SSC students as children with special needs whose services must also be in a special setting, which is not the same as handling children in general.

3.10 The of Tecahing And Learning Activities

The process of teaching and learning activities in the SSC program at SDN Tandes Lor Surabaya is slightly different from the planning that has been planned in the beginning. The process of teaching and learning activities is held every Monday to Friday which starts from 06.30 - 10.00 WIB (Indonesia local time). This is in accordance with the statement submitted by SSC Teacher SDN Tandes Lor Surabaya that the implementation of teaching and learning activities at SDN Tandes Lor Surabaya is held every Monday to Friday. The SSC program starts at 06.30 - 10.00 WIB, while the regular class starts at 07.00 - 12.00 WIB. This is slightly different from the initial planning because it adapts to the willingness of students who are still adaptation by learning in school.

Data analysis shows that SSC teaching and learning activities at SDN Tandes Lor Surabaya refers to the same curriculum as regular class but the material is developed according to the students' ability. The learning process has been done well. Teachers used instructional media that support the achievement of learning objectives and used the individual approach as well in the learning process. Meanwhile, in the evaluation of learning is considered less in the absence of learning evaluation results such as report cards provided by SDN Tandes Lor Surabaya to students. Whereas it has been explained explicitly in the Education Unit Level Curriculum (KTSP) in Uno & Mohamad (2014) that the position of teachers in Teaching and Learning Activities is very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the subject matter by sorting and selecting the lesson material that will be presented to the students. This is the core point that teachers should understand in performing their duties so that there is a basis used in designing and developing learning, which then ends with the final responsibility in reporting the results of cognitive, affective, and psychomotor development of children to parents in the form of report cards.

3.11 Supporting and Inhibiting factors

In the implementation of the SSC program at SDN Tandes Lor Surabaya is inseparable from the supporting factors and also the inhibiting factors. Supporting Factors of the implementation of the SSC program at SDN Tandes Lor Surabaya is the availability of space, available time of execution, the existence of teachers who teach and assistance from the government for SSC students in the form of school supplies. Meanwhile, the inhibiting factors are, the limitation of SSC study space, the socialization of programs that have not been implemented optimally, the recruitment system is not in accordance with the planning. In addition, the spirit of learning SSC students who are still lacking and the lack of attention of parents to the education of their children become obstacles and inappropriate teachers SSC determined by the Principal in SKPBM with implementation.

3.12 Result of SSC program implementation

Based on the results of data analysis shows that the implementation of the SSC program in SDN Tandes Lor Surabaya has reached the planned goal of capturing compulsory school age children who have not or no school to be able to school. In addition, other achievements are in accordance with the goal that there is one student who successfully entered into the regular class because they are capable and ready mentally and academically and socially.

This is in line with the national education function set forth in the Act. No. 20 of 2003 article 3 which reads, national education function to develop the ability and the character and civilization of dignified nation in order to educate the nation's life, aims to the development of potential learners in order to become a man of faith and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. That is what is trying to be realized through the implementation of SSC,

children who initially do not know the education well, in the learning process SSC children are taught from the basic level until the ability to increase and can be included in regular classes with other regular students.

3.13 Stakeholders' Responding

The success or achievement of the program can be seen based on the responses of the parties involved (stakeholders). Successful implementation of SSC program at SDN Tandes Lor Surabaya can be seen from stakeholder response either from government, principal, teacher, parent or society involved. Response from stakeholders stated that support the existence of SSC program at SDN Tandes Lor Surabaya. This is certainly in line with those listed in Law no. 20 of 2003 chapter IV of the second chapter of chapter 7 which reads that the parents of the compulsory education children are obliged to provide basic education to their children. Of course with the SSC program to help parents in providing basic education to their children. Not only the parents, but also the community is obliged to provide support resources in the implementation of educational programs. This is in accordance with article 8 of the third section of Chapter IV of Law no. 20 Year 2003.

4. CONCLUSION

Based on the analysis of research results and discussion can be summarized as follows: 1) The implementation of SSC program at SDN Tandes Lor Surabaya has been running quite well with the achievement of the objectives of the SSC program that encompasses children of compulsory age who have not or no school to be able to school. In addition, well managed to prepare the mental, academic, and social that is evidenced by the presence of one of the four SSC students who can join into the regular class. But in the implementation of the SSC program there are still some systems or components that need to be implemented optimally so that the goal can be achieved optimally. These components are infrastructure, socialization, curriculum, recruitment and implementation system that is adjusted based on the planning that has been declared. 2) Supporting factors of the SSC program at SDN Tandes Lor Surabaya is the availability of space, available time of execution, the presence of teachers teaching and assistance from the government for SSC students in the form of school supplies. Meanwhile, the limiting factor is the limitation of SSC study space, the socialization of the program that has not been implemented maximally, the recruitment system that has not been in accordance with the planning. In addition, the spirit of learning SSC students are still lacking and the lack of attention of parents to the education of their children become obstacles and inappropriate teachers SSC determined by the Principal in SKPBM with the implementation. 3) The stakeholder responses from the government, principals, teachers, parents or the community involved stated that they supported the SSC program at SDN Tandes Lor Surabaya to help deal with late child compulsory schooling.

5. ACKNOWLEDGEMENT

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