

The Implementation of Inclusive Education in School Providing Inclusive Education

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ABSTRACT

The method used in this research is a literature study, which is a method of collecting data by understanding and studying theories from various literatures related to this research, this research aims to Inclusive Education at the Inclusive Education Provider School, Currently the implementation of inclusive education has become a necessity for students who need special guidance in regular schools. For the good of the development and social needs of students with special needs, the government provides regular schools that accept students with special needs to learn together with regular students in general classes in the same school, these schools are called Inclusive Education Provider Schools (SPPI). SPPI must be well prepared starting from the PPDB technical guidelines, curriculum, facilities and infrastructure, financing, learning methods, Special Guidance Teachers (GPK) to guide students with special needs in learning activities at schools that are tailored to the conditions of students with special needs. Students with special needs in addition to learning in regular classes also learn with a special curriculum called the Individual Learning Program (PPI).

INTRODUCTION

Education is a human right of every citizen, so children with special needs are also included. Education must be accessible to all levels of society in all situations. The state must take care of the needs of children so that they receive a normal education. Article 31(1) of the constitution (1945) states that "every citizen has the right to education". Because education is everyone's basic right. And paragraph 1 of the Disability Act No. 10. Section 4 of 1997 stated that "through accessibility, equality of opportunity will be achieved for persons with disabilities in all areas of life and livelihood".

Basically, it regulates the responsibilities and rights of children in need, which are reserved for citizens. This can be seen from the content of the Universal Declaration of Human Rights published in 1948. Then the content of the 1989 Declaration of the Convention on the Rights of the Child becomes increasingly clear. Then there is the Declaration of Salamanca and the Action Framework of UNESCO in 1994. Then there was the Universal Declaration on Education published in 1990, then in 1993 the Code on Gender Equality of the UN. Opportunities for disabled people, in 1997 there was the Disability Law and three years later, in 2000, the operational framework was also approved. In 2003, this rule was also confirmed in Act No. 20 RI, which became the background for the promulgation of the International Children's Convention one year later (Satmoko, 2010: 132).

To fulfill the right to education without discrimination, education is also intended for students with special needs (PDBK). The special education of students is called inclusive education. Inclusive education is education where all students who need special education can attend a regular school together with students who need special support. Currently, children with special needs can only attend special needs schools. Inclusive education is an approach that can meet this challenging learning need for all children with special needs. The principle of inclusive education is to offer different activities and experiences to children with special needs, so that they can participate and learn successfully together with students usually in general classes.

In the general guidelines for the implementation of inclusive education (according to the Regulation of the Minister of Education No. 70 of 2009), the General Director of Basic Education of PPK-LK said in subsection 1 of 31 of the Ministry of Education and Culture (2011:1) in 1945. Section 20 of the Constitution and the Education System Act No. 2003 indicates that the state guarantees opportunities and quality educational services for all children, including children with special needs. According to Act No. 20 of 2003, Chapter IV, Section 5, Paragraph 1, every citizen has an equal right to quality education. Paragraph 2 further affirms that citizens with social rights who are physically, mentally, intellectually and mentally disabled have the right to education.

In implementing inclusive education, all students receive the same support in learning in class. Students with special needs simply get help from a special tutor (GPK). (Review of Inclusive Schools in Indonesia, 2016:2). The need to pay special attention to crew members encourages local government to

organize programs and provide crew members with their rights, as in society in general (Agustina & Rahaju, 2021).

Based on the background that has been stated, therefore the formulation of the problem in this study is "How is the inclusive education program implemented in schools that provide inclusive education?". Based on the background and problem formulation, the purpose of this study is to describe the implementation of inclusive education programs in schools that have organized inclusive education.

LITERATURE REVIEW

According to the definition of inclusive education (Permendiknas number 32, 2008 on academic qualifications and qualifications of special educators), inclusive education is education that gives opportunities to students with special needs due to physical, emotional, mental illnesses, intellectual, social disorders. and special opportunities for intelligence and/or talented potential to study with other students in general education and professional education units, providing space and infrastructure, teachers, lecturers and curriculum adapted to the individual needs of students.

According to Amka (2020:7); Special education is the provision of education to participating students with disabilities or exceptional intelligence in the form of an inclusive school (belonging to a regular school) or a special education unit at the primary and secondary education level. To receive a proper education is the right of every child.

School participation Inclusion in Indonesia is an attempt to change the paradigm of society towards people with disabilities (Yulia Anjarwati Purbasari, 2022).(Zakia, 2015)

According to Dedy Kustawan (2016:13), inclusive education is education that respects the differences of students and offers services that meet the needs of each student. Inclusive education is non-discriminatory education. Education that provides services to all students regardless of their physical, mental, intellectual, social, emotional, financial, gender, ethnic background, culture, residence, language, etc. All students study together in both formal and non-formal classes/schools in their own personalized accommodation according to the circumstances and needs of each student.

According to Imam Yuwono and Utomo (2021:5), the goal of inclusive education is to create coherent concepts and policy frameworks related to environmental conditions so that all children receive access and equality to basic education and its education, so that diverse education can respond to needs and respond to general education (regular education), and formal and informal education.

The goal of inclusive special education is to ensure that all children can effectively meet their special educational needs in special environments from early childhood through preschool to high school in order to achieve the maximum development necessary for life in the current society in which they live drop out of school (Husna et al., 2019).

The process of becoming a school offering inclusive education is not easy. Implementing a new policy requires struggle and patience, which is quite high because not all teachers, committees and students and parents agree with the decision. Of course, one must be prepared to delve deeper into education, serving the diverse needs of students (Putri, 2019).

Inclusive education is a combination of special education and regular education in one unified education system. Inclusive education has the same goals as general education, but the way of implementation is somewhat different from general education. Inclusive education is open education where all children who want to go to school can continue in inclusive education. When implementing inclusive education, all students receive the same support in learning in class. Simply put, students with special needs receive help from a special education teacher (GPK) (Gambaran Sekolah Inklusif di Indonesia, 2016:2).

METHODOLOGY

The method in this article uses library research, which is a method of collecting data by understanding and studying theories from various literature related to this research. The data collection uses ways to find sources and construct from various sources, for example books, journals and research that has been done. The library materials obtained from various references are critically and in-depth analyzed to produce a research result that can be accounted for..

RESEARCH RESULTS

Research conducted using the desk study methodology may reduce the ability to make broader generalizations. Broader research on inclusive education implementation at the national or provincial level could provide more comprehensive information on program challenges and outcomes. Available data on inclusive education implementation in different regions could also support more in-depth research on the factors that influence program success.

A curriculum that is tailored to students' needs is the foundation for implementing inclusive education. The curriculum development carried out by both schools indicates that students with special needs can learn more effectively. However, further research could explore in more depth how the inclusive curriculum can be adapted to meet the various needs of students, Adapting teaching methods, such as providing materials and assessing learning outcomes, is essential in experiential education. One important factor to consider in implementing inclusive education is peer and teacher support and individual engagement. However, there are some factors that need to be considered for this program to run smoothly, such as students' lack of understanding of basic education, lack of funding and lack of developmental competencies. Further investigation could further explore how these factors may interact. A qualitative and comprehensive evaluation is essential in determining the effectiveness of the program and identifying areas for improvement. Participating in the evaluation process with all stakeholders can

increase understanding, commitment and awareness towards inclusive education.

a. Inclusive Education

Inclusion is a disability rights concept used by disabled people and activists who emphasize the idea that every disabled person should be free, open and constantly provided with comfort or protection without denying or hindering equal rights in various matters. Inclusive education is a human right, ie. good education increases social tolerance. In doing so, we consider several things; (1). All children have the right to study together, (2) The presence of children must not be discriminated, separated, excluded because of disabilities or learning difficulties, (3) There are no rules to isolate children during education. Inclusive education means all people without exception who want to achieve something. Give all children the opportunity to participate fully in these activities in the regular classroom, regardless of disability, race, or other disability.

Education that respects student differences and provides services tailored to the needs of each student. Inclusive education is non-discriminatory education. Education that provides services to all students regardless of physical, mental, intellectual, social, emotional, financial, gender, ethnic background, culture, residence, language, and more. All students study together, both in formal and informal classes/schools in their homes, adapted to the circumstances and needs of each student (Dedy Kustawan, 2016:13).

One of the goals of inclusive education is to create an inclusive and friendly learning environment where all students can optimally and positively use their potential according to their characteristics and the limits of their possibilities. Historical Review and Meta-Analysis of Inclusion and Special Education in Kavale (2020). Shows that inclusive education helps students with special needs achieve academic and social success and benefits students without special needs. It has been found that the success of inclusive education of students is manifested in the improvement of academic skills, social skills, self-esteem and increased awareness of inclusion and tolerance (Mag et al., 2017).

Special students (PDBK) are one of those students who have the same rights as children of their age, who are served together in inclusive education. These services include curriculum, environment and opportunities for social interaction (Powell, 2021).

More specifically, the services needed to achieve inclusive education are curriculum adaptations, alternative or special learning methods, tools that meet the special needs of students and, if necessary, counseling support (Cologon, 2019; Forlin et al., 2013). Inclusive education involves modifications and changes in content, approaches, structures and strategies able to meet the needs of all children according to their age group.

In 1945, Section 28H (2) of the Constitution states that everyone has the right to special services and treatment to obtain equal opportunities and benefits for equality and justice. (State Education System Law No. 20 of 2003)

Chapter IV Section 5 Sections 2, 3 and 4 and Section 32 which states that special education is the education of students with disabilities (physical, emotional, mental, spiritual and/or social).) or students with exceptional intelligence, applied in an inclusive manner at both the primary and secondary levels. (Law on Disability No. 8, 2016). According to Article 10, students with special needs have the right to receive high-quality educational services at all types, paths and levels of education and to create a favorable educational environment for students with special needs for their development. potential optimally.

b. Schools Providing Inclusive Education

The inclusive school is a school that organizes inclusive education and provides educational programs that are appropriate, challenging, but according to the abilities and needs of each student. Inclusive schools are also places where every student is accepted, becomes part of the class, and helps each other with teachers and peers, as well as other community members to meet their individual needs. Schools that provide inclusive education can be easily reached by the community, so that the community can send their children who have special needs to school. Schools providing inclusive education must meet the minimum standards for implementing an inclusive education system. The unavoidable principle is to carry out the process of developing components of the education management system in Inclusive Education Providing Schools (SPPI).

Criteria for Prospective Schools Providing Inclusive Education (Directorate of PPK-LK Basic Education, Ministry of Education and Culture, 2011):

- a) School readiness to organize inclusive education programs (school principal, school committee, teachers, students and parents).
- b) There are students with special needs in the school environment.
- c) GPKs are available, either with the status of permanent teachers or teachers seconded from other institutions, or the ability to provide GPK teachers.
- d) Commitment to completing compulsory education with proof of statement.
- e) Has a collaborative network with other relevant institutions.
- f) Supporting facilities are available that can be accessed by all students.
- g) The school has received socialization about inclusive education.
- h) Fulfill the provisions of administrative procedures stipulated in each region.

Establishment Procedures The Regency/City Government appoints at least one elementary school unit (SD) and one secondary school unit (SMP) in each sub-district as the provider of inclusive education. The school is obliged to accept students with disabilities and those with potential intelligence and/or special talents. Furthermore, a letter of determination as a school providing inclusive education is issued by the Regency/City Government.

The implication is that the Regency/City Government is obliged to: (1) guarantee the implementation of inclusive education in accordance with the needs of students; (2) guarantee the availability of inclusive education resources in designated educational units.

To implement inclusive education, cities or regional governments must issue technical instructions or orders from regional directors. Name schools

designated as inclusive education schools through the city/county board of education and designate one of the schools as a learning resource school. As well as the preparation of the region and infrastructure and the tools used to implement inclusive education. The Department of Education also formed the Disability Services Unit (ULD). ULD-RC continues to have problems as an institution supporting the implementation of inclusive education (Ishartiwi, 2023)

ULD is a counseling center for parents of students with special needs. Schools offering inclusive education form a kind of inclusive teacher communication forum, which is a place to discuss and share the experiences of learning inclusive education in their schools. One movement to improve the quality of schools was carried out by the English NGO Save the Children, launching the program Responsive School Systems, which has the following characteristics: (1) It is inclusive and meets the needs of all children. in society, (2) striving for appropriate and adequate resources, (3) developing quality education characterized by the importance of education in the life of the community and meeting the evolving needs of each child (Kemendikbud, 2019:13).

(Stainback & Stainback, 1990) argued that an inclusive school is a school that accommodates all students in the same class. This school offers educational programs that are relevant, challenging but appropriate for each child's abilities and needs, as well as the help and support that teachers can provide to help children succeed. A more inclusive school is also a place where every child can feel welcome, become part of the class and help each other with teachers and peers and other members of the community to meet their individual needs.

In addition, Sunardi (2005) argued that inclusive education places PDBK at easy, medium and difficult levels in a completely normal classroom. This shows that the regular classroom is a school that is important for PDBK, for all types and levels of deviance.

At the same time, Skjorten (2000) states that inclusive education as a system of educational services requires: (1) public schools to have a preliminary budget plan; (2) the school community receives support; (3) flexible curriculum; (4) versatile learning; (5) are class teachers and special pedagogues; (6) the assessment technique was changed and (7) there were no children left. Inclusive education schools are regular schools with special education that attend school together with other students of the same class.

Mainstream schools that offer inclusive education influence school management and make adaptations for students with special needs, for example; (1) In a regular school, the classroom has a warm, friendly environment that accepts diversity and respects differences. (2) Regular schools must be prepared to manage heterogeneous classes by implementing individualized curriculum and teaching, (3) regular teachers must embrace interactive learning, (4) Inclusive school teachers must collaborate with other disciplines or resources in planning, implementation and evaluation, (5) Inclusive school teachers must significantly involve parents in the learning process (Imam Yuwono dan Utomo, 2021: 13-14).

Snell (in Sunardi, 2005) suggests that there are many things that need to be considered in PDBK education services that must be adapted to their individual needs, namely: (1) PDBK learns differently from normal children, the more severe the level of disability, the more complex the way of learning. PDBK requires modification and a different time span compared to normal students; (2) Schools are responsible for providing functional skills so students can be independent. Thus, it is hoped that schools can teach functional skills that students need in carrying out their lives both at school, at home, and in the community; (3) Teachers must be in contact with parents of students in running the program and evaluating the program; (4) Teachers play a very important role in achieving learning objectives. The teacher must also be able to convince the public that the material objectives in individual learning programs are acceptable: practical, effective and humane; (5) PDBK requires educational services with the principles of behavior modification.

In the learning quality standards of inclusive education, SPPI must fulfill such components as; a The target is PDBK students, p. Identification of ABK students, c. Test/Assessment, d. curriculum changes and PPI, e.g. GPK availability, f. Facilities and infrastructures, g. Learning activities (planning, process and assessment/evaluation), h Budget or ULD (expert/psychologist) and availability of learning resources, j. Understanding of teachers and primary school students, k Participation of parents and community (BSKAP; Kemendikbudristek, 2022).

c. Inclusive Education Learning

Learning is a systematic process that goes through stages of planning, implementation and evaluation. In this case, the learning does not happen immediately, but has gone through stages of learning planning. The learning process takes place in the form of teaching-learning interactions in an atmosphere of nurturing interaction, i.e. interaction that is aware of goals, i.e. interactions that are created for a specific purpose, at least to achieve learning goals or learning objectives that are formulated. in the teaching work. of the course. The learning activities programmed by the teacher are inseparable between education and students. The learning is methodologically rooted from the coach's side, namely; the roots of teachers and pedagogical learning are on the side of the student (Lefudin, 2017:14).

Learning cannot be separated from the components produced by the form; professionalism of teachers and/or supervisors, curriculum components (curriculum, methods, media), management components (tools, time, resources), process components (learning implementation methods) and outcome components, i.e. learning outcomes of learning objectives (Ajat Rukayat, 2018:24).

Inclusive education is actually education that requires changes and changes in the content of the curriculum, approaches, structures and learning strategies adapted to learning barriers and needs of children. Therefore, inclusive education is supported by the following elements: 1) coverage of all children, 2) implementation of child-centered learning outside the curriculum,

3) respect and acceptance of differences and diversity, 4) the school environment is easily accessible. , 5) teachers work in a team, 6) parents are involved in learning at school, 7) the curriculum, teaching methods and assessments are adapted to the needs of the child (Kemendikbud, 2019:9).

Schools offering inclusive education must facilitate students with special needs by developing 2 curricula, namely; In particular, the revised general curriculum for basic classes (learning planning, process and evaluation) and the PPI curriculum (GPK) supervised by a special teacher, students with special needs also receive lessons necessary for life. SPPI leaders have the authority and therefore must have the expertise to develop and adapt curricula to meet the needs and individual circumstances of their students (especially students with special needs), including the delivery of special programs.

National education standards are regulated by the Government of the Republic of Indonesia Regulation No. 57 of 2021 on National Education Standards, as amended by the Government of the Republic of Indonesia Regulation No. 4 of 2022 Amendments to the Government of the Republic of Indonesia Regulation. No. 4 of 2022. 57, 2021. National Education Standards. National and regional administrations are responsible for organizing training accommodation by providing budgetary and/or financial support, providing a venue and infrastructure, preparing and equipping trainers and lecturers, and providing curricula. Provision of residential facilities to improve the skills and competence of teachers in the field of inclusive education at the sub-urban/provincial level.

In the Regulation of the Minister of Education, Culture, Science and Technology No. 56/M/2022 Guide to Implementing Curriculum in relation to revitalizing learning, it is stated that educational units must develop a curriculum that follows the principle. diversification according to the conditions of the curriculum. educational unit, regional potential and students. PPI (Individual Learning Program) is an educational service aimed at students with special needs, students who need to receive special education services in schools that provide inclusive education (formerly known as children with special needs (SEN). now called students with special needs , or GDPK. When implementing PPI, GPK teachers must prepare a PPI/planning plan, implement PPI planning, plan additional resources based on PDBK formative and summative assessments (BSKAP; Kemendikbudristek, 2022:2).

CONCLUSIONS AND RECOMMENDATIONS

Inclusive education is the acceptance and service of special education students in a regular school. Special students have the same rights as mainstream students to meet their educational needs. For this to happen in a regular school, teachers are needed who can create a friendly classroom atmosphere with child-friendly, interactive and cooperative learning methods, whose curriculum is adapted to the needs of special pedagogy. The school community, such as teachers and students, work together to minimize the barriers to learning faced by students with special needs and to support the

participation of all students in the learning of the school to make it a Welcoming School.

To conduct inclusive training, cities or regional governments must issue technical instructions or orders from the regional director. Name schools designated as inclu, Further research could explore inclusive curricula that suit students' needs. Further research on curriculum modifications and effective teaching strategies could be conducted, More specialized research on factors affecting the implementation of inclusive education could be conducted. More in-depth analysis of how these factors can be addressed to provide better advice, More extensive research on the evaluation and improvement of implicit learning can be conducted. In inclusive education, human resources such as special mentor teachers and physical resources such as infrastructure and facilities are very important.

live education schools through the city/county board of education and designate one of the schools as a learning resource school. As well as the preparation of the region and infrastructure and the tools used to implement inclusive education. The Department of Education also formed the Disability Services Unit (ULD). ULD is a counseling center for parents of students with special needs. Schools offering inclusive education form a kind of inclusive teacher communication forum, which is a place to discuss and share experiences of learning inclusive education in their schools.

The school forms a PPI preparation team, the PPI team includes the educational unit (school/Islamic school director, class teachers, subject teachers, special pedagogues/counselors (GPK), inspector and counseling staff), parents and related professional staff. Subject teachers must actively collect, discuss and share experiences in learning resource schools that have been appointed by the municipal board of education to harmonize the vision and mission of curricula, learning processes and inclusive education evaluation or evaluation preparation in all SPPIs (schools Providing Inclusive Education). Research conducted using the desk study methodology may reduce the ability to make broader generalizations. Broader research on inclusive education implementation at the national or provincial level could provide more comprehensive information on program challenges and outcomes. Available data on inclusive education implementation in different regions could also support more in-depth research on the factors that influence program success.

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