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Implementation of Inclusive Education in Regular Schools

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Implementation of inclusive education is currently a necessity for students who need special guidance in regular schools. Students with Special Needs (PDBK) have the same rights in obtaining education. For the good of the development and social needs of students with special needs, the government must prepare regular schools that accept students with special needs to study together with regular students in general in classes at the same school, these schools as Schools Providing Inclusive Education (SPPI). SPPI must be well prepared, starting from PPDB technical guidelines, curriculum, facilities and infrastructure, financing, learning methods, Special Guidance Teachers (GPK) to meet students with special needs in learning activities at school adapted to the conditions of students with special needs. City/district education offices need to prepare a ULD (Disability Services Unit) which functions as an important institution to facilitate and seek educational adjustments for students with special needs in the implementation of inclusive education. The city/district education office appoints one of the SPPIs to be a Learning Resource for SPPI schools as a source of support in developing learning for students with special needs in schools. Students with special needs, apart from studying in regular classes, also study with a special curriculum called the Individual Learning Program (PPI). PDBK are also taught about life skills accompanied by GPK in inclusive and scheduled rooms.

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1. Introduction

Education is a human right of every citizen, so children with special needs are included. Education is a must available 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 paragraph (1) of the 1945 Constitution states that "every citizen has the right to opportunity get an education." Because education is everyone's basic right. And in Article 10 paragraph (1) Disability Law no. 4 of 1997 stated that "equal opportunities for people with disabilities in all aspects of life and livelihood must be achieved through accessibility".

In principle, it regulates the obligations and rights of children who need help are rights and obligations reserved for citizens. This can be seen from the contents of the Declaration Universal Human Rights published in 1948. Then the contents of the 1989 Declaration in The Convention on the Rights of the Child is becoming increasingly clear. Then there is the Salamanca Declaration and the UNESCO Framework for Action in 1994. Then there was the World Declaration on Education for All which was published in 1990, then the UN Code on Gender Equality in 1993. Opportunities for the Disabled, in 1997 there was the Disability Law, and three years later, in 2000, the operational framework was also passed. In 2003, this rule also confirmed in Law no. 20 RI which became the background for the declaration of International Children's Convention a year later. (Satmoko, 2010:132).

In an effort to fulfill the right to education without discrimination, education is also intended for Students with Special Needs (PDBK). Education provided for students Special Needs is called Inclusive Education. Inclusive education is an education where All students with special needs can attend regular schools together with students with special needs generally. So far, children with special needs can only attend special schools students with special needs. Inclusive education is an approach that can fulfill this problem learning needs of all children with special needs. The principle of inclusive education is to equip children with special needs with a variety of activities and experiences so they can participate and study successfully with students usually in general classes.

In the general guidelines for implementing inclusive education (according to Minister of National Education Regulation no. 70 of 2009) PPK-LK Director General of Basic Education Ministry of Education and Culture (2011:1) said in Article 31(1) of the 1945 Constitution and Law no. 20 of 2003 concerning the National Education System shows that the state guarantees that all children, including children with special needs (ABK), have opportunities and quality educational services. As regulated in Chapter IV Article 5 Paragraph 1 of the Law Number 20

of 2003, every citizen has the same right to quality education. In addition, Paragraph 2 states that citizens who are physically, mentally, intellectually, and intellectually disabled social rights have the right to education.

In implementing inclusive education, all students receive equal support learning process in class. It's just that students with special needs will get it assistance from a special guidance teacher (GPK). (Overview of Inclusive Schools in Indonesia, 2016:2). The need for special attention to be given to crew members encourages local governments to organize programs and provide facilities for the convenience of crew members in get their rights like society in general. (Agustina, Rahayu, 2021).

The definition of inclusive education according to (Permendiknas Number 32 of 2008 concerning Standards Academic Qualifications and Competencies of Special Education Teachers), that inclusive education is education that provides opportunities for students with special needs due to special disorders due to physical, emotional, mental, intellectual, social disorders and having the potential for intelligence and/or talent special opportunity to study together with other students in general education units and units vocational education, by providing facilities and infrastructure, educators, education staff and curriculum tailored to the individual needs of students.

According to Amka (2020:7); Special education is the provision of education for participants students with disabilities or students who have extraordinary intelligence are organized inclusive (joining a regular school) or in the form of a special education unit at the educational level elementary and intermediate. Getting a decent education is every child's right. School attendance

Inclusion in Indonesia is an effort to change society's paradigm towards people with disabilities disability. (Yulia Anjarwati Purbasari, 2022)

Inclusive education according to Dedy Kustawan (2016:13) is education that respects differences in students and provide services to each student according to their needs. Inclusive education is education that is not discriminatory. Education that provides services towards all students regardless of their physical, mental, intellectual, social, emotional, economic, gender, ethnicity, culture, place of residence, language and so on. All students learn together the same, both in formal and non-formal classes/schools in their adapted place of residence with the conditions and needs of each student.

According to Imam Yuwono and Utomo (2021:5) inclusive education aims to build coherent

concepts and policy frameworks contextual to environmental conditions are thus provided access and equality in basic education for all children, and what that entails education, so that diverse educational needs can be responded to and met in the main stream education (ordinary education), both formal and non-formal education.

The goal of inclusive special education is to ensure that all children have needs specifically educated effectively in special facilities from early childhood to school education middle school, to achieve maximum development as a provision for life in current society they leave school (Husna et al., 2019).

The process of becoming a school providing inclusive education is not easy. In order to implement a new policy, there needs to be struggle and a level of patience which is quite high, because not all teachers, committees, and students and parents accept the decision the. Of course, you need to be prepared to move towards more advanced education by serving the diverse needs of students. (Lalak, 2021).

Inclusive education is a combination of providing special education with regular education in one unified education system. Inclusive education also has the same goals as general education, but the method of implementation is somewhat different from general education. Inclusive education is open education, where all children who wish to go to school can continue to inclusive education. In the implementation of inclusive education, all students receive the same support in the learning process in class. It's just that students with special needs will get assistance from a special accompanying teacher (GPK) (Gambaran Sekolah Inklusif di Indonesia, 2016:2).

2. Research Method

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.

3. Result and Discussion

a. Inclusive Education

Inclusion is a disability rights term used by persons with disabilities and activists who

emphasize the idea that every person with disabilities must be free, open and unceasing in providing comfort or protection, without denial or hindrance to obtain equal rights in various matters. Inclusive education is a human right, that is, 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 should not be discriminated against, separated, ostracized because of disabilities or difficulties in learning, (3) There are no rules for sequestering children in obtaining the right to education. Inclusive education refers to all people who want to achieve something without exception. Give all children the opportunity to fully participate in these activities in the regular classroom regardless of disability, race or other property disability.

Education that respects the differences of students and provides services to each student according to their needs. Inclusive education is education that is not discriminatory. Education that provides services to all students regardless of physical, mental, intellectual, social, emotional, economic, gender, ethnicity, culture, place of residence, language and so on. All students learn together, both in formal and non-formal classes/schools in their homes which are adapted to the conditions and needs of each student (Dedy Kustawan, 2016:13).

One of the goals of inclusive education is to create an inclusive and child-friendly learning environment, which allows all students to achieve their potential optimally and positively according to their characteristics and potential limits. Kavale's (2020) historical review and meta-analysis of inclusion and special education. shows that inclusive education is successful in helping students with special needs achieve academic and social success, as well as providing benefits for students without special needs. The success of inclusive education for students was found to be manifested in improving academic skills, social skills, feelings of self-esteem, as well as increasing awareness of inclusion and tolerance (Mag et al., 2017). Students with special needs (PDBK) are one of the students with the same rights as children their age who are jointly served in inclusive education. These services include curriculum, environment, and social interaction opportunities (Powell, 2021).

More specifically, the services that need to be provided to achieve inclusive education include curriculum adjustments, alternative or special learning approaches, tools needed according to students' special needs, and counseling support if necessary (Cologon, 2019; Forlin et al., 2013). Inclusive education includes changes and modifications in content, approaches, structures and strategies that can accommodate the needs of all children according to their age group.

Here are the type of category of students with special needs (BSKAP; Kemendikbudristek, 2022:6):



In 1945 Constitution article 28H paragraph (2) states that everyone has the right to receive special facilities and treatment to obtain the same opportunities and benefits in order to achieve equality and justice. (Law Number 20 of 2003 concerning the National Education System) Chapter IV Article 5 paragraphs 2, 3, and 4 and Article 32 which states that special education is education for students with disabilities (physical, emotional, mental, intellectual, and/ or social) or students who have extraordinary intelligence which is carried out in an inclusive manner, both at primary and secondary levels. (Law Number 8 of 2016 concerning Persons with Disabilities) Article 10 states that students with special needs have the right to receive quality educational services in all types, pathways and levels of education

Flow of Implementation of Inclusive Education (BSKAP; Kemendikbudristek, 2022:6-22):



The function of inclusive education is to ensure that all students with special needs have the same opportunities and access to obtain educational services that suit their needs and are of good quality in various pathways, types and levels of education, and create an educational

environment that is conducive for students with special needs to develop its 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).

City or regional governments must make technical instructions or regional head regulations in the implementation of inclusive education. Through the city/regional education office, designate schools that are designated as schools providing inclusive education, and designate one of the schools to be a learning resource school. As well as preparing facilities and infrastructure as well as funds used for the implementation of inclusive education. The education department also formed a Disability Services Unit (ULD). ULD-RC, as an institution supporting the implementation of inclusive education, is still facing problems. (Ishartiwi:2023). ULD is as a place for consultations for parents of students with special needs. Schools providing inclusive education form a kind of inclusive teacher communication forum which functions as a place to discuss and share experiences in inclusive education learning in their respective schools challenges in terms of function originating from stakeholders.

One of the movements to improve school quality was carried out by a non-governmental organization in England called Save the Children, by launching a program called Responsive School Systems which has the following characteristics: (1) It is inclusive, which responds to the needs of all children in society, (2) Strive for resources that are appropriate to needs and adequate, (3) Develop quality education which is characterized by the relevance of education to community life and provides a response to the developing 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 provides educational programs that are appropriate, challenging, but in accordance with the abilities and needs of each child, as well as assistance and support that can be provided by teachers so that children are successful. More than that, an inclusive school is also a place where every child can be accepted, becomes part of the class and helps each other with teachers and peers, as well as other community members so that their individual needs can be met.

Furthermore, (Sunardi, 2005) argued that inclusive education places PDBK at the light, medium, and severe levels fully in the regular class. This shows that the regular class is a place of learning that is relevant for PDBK, of all types and gradations of abnormalities. Meanwhile, Skjorten (2000) argues that inclusive education as an education service system requires: (1) there are PDBK in public schools; (2) there is support from the school community; (3) flexible curriculum; (4) varied learning; (5) there are class teachers and special teachers; (6) there was a modification of the evaluation technique, and (7) there were no children left

Schools providing inclusive education are regular schools in which there are students with special needs who attend school together with students in general in the same class. Regular schools that organize inclusive education will have managerial implications for the school, with adjustments for students with special needs, such as; (1) Regular schools provide class conditions that are warm, friendly, accept diversity and respect differences, (2) Regular schools must be prepared to manage heterogeneous classes by implementing an individualized curriculum and learning, (3) Teachers in regular classes must implement interactive learning, (4) Teachers in inclusive schools are required to collaborate with other professions or resources in planning, implementing and evaluating, (5) Teachers in inclusive schools are required to involve parents meaningfully in the educational 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 quality standards for inclusive education learning, SPPI must fulfill components, such as; a. There is a target of PDBK students, b. identification of ABK students, c. Test/Assessment, d. curriculum modifications and PPI, e. Availability of GPK, f. Facilities and infrastructure, g. Learning activities (planning, process and evaluation/assessment), h. Budget, i. existence of ULD (expert/psychologist) and learning resources, j. Understanding of teachers and regular students, k. Parental and community involvement (BSKAP; Kemendikbudristek, 2022).

c. Inclusive Education Learning

Learning is a systematic process through the stages of design, implementation and evaluation. In this case learning does not occur instantly, but has gone through the stages of learning design. The process of learning activities is in the form of teaching and learning interactions in an atmosphere of educative interaction, namely interaction that is aware of goals, meaning interactions that have been planned for a specific purpose, at least is the achievement of instructional goals or learning objectives that have been formulated in the unit of study. Learning activities programmed by the teacher are integralistic activities between education and students. Learning activities are methodologically rooted in the educator's side, namely; teachers, and pedagogically learning activities are rooted in the learner's side (Lefudin, 2017:14).

Learning cannot be separated from the components produced in the form; professional skills of teachers and/or instructors, curriculum components (curriculum, methods, media), management components (tools, time, resources), process components (methods of implementing learning) and outcome components, namely learning outcomes from learning objectives (Ajat Rukayat, 2018:24).

Inclusive education is actually education that requires changes and modifications to curriculum content, approaches, structures and learning strategies that are adapted to learning obstacles and children's needs. In line with this, inclusive education is supported by the following elements: 1) embracing all children, 2) implementing child-centered learning not on the curriculum, 3) respecting and accepting differences and diversity, 4) the school environment is easy to reach, 5) teachers work in a team, 6) parents are involved in learning at school, 7) curriculum, learning methods and assessments are adjusted to the child's

needs.(Kemendikbud,2019:9)

Schools providing inclusive education must facilitate students with special needs by preparing 2 curricula, namely; firstly the general curriculum in regular classes which has been modified (planning, process and assessment of learning) as well as the PPI curriculum which is guided by a special supervisor teacher (GPK), students with special needs are also given lessons on life skills. SPPI managers have the authority and therefore must have expertise in developing and adapting curricula as learning guidelines that are adapted to the needs and individual conditions of their students (especially for students who have special needs), including the implementation of special programs.

National Education Standards are regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards. The central and regional governments are obliged to provide accommodation for education in the form of providing budget and/or funding assistance, providing facilities and infrastructure, preparing and supplying educators and educational staff, and providing curriculum. Providing accommodation to improve teachers' skills and competencies regarding inclusive education held at the sub-district, district/city, or provincial level.

Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery states that educational units need to develop a curriculum with the principle of diversification in accordance with the conditions of the educational unit, regional potential and students.

PPI (Individual Learning Program) is a form of educational service aimed at students with special needs status, students who must receive special education services from schools providing inclusive education, previously known as Children with Special Needs (ABK) then their current designation is called Students with Special Needs or GDPK. In implementing PPI, GPK teachers must create a PPI/planning design, implement the PPI design, design follow-up actions based on the PDBK formative and summative assessments (BSKAP; Kemendikbudristek, 2022:2)

PROGRAM PENDIDIKAN INDIVIDUAL



LANGKAH-LANGKAH PELAKSANAAN PPI



(BSKAP.Kemendikbudristek,2022:29-30)

4. Conclusion

Inclusive education is acceptance and service for students with special needs in regular schools. Students with special needs have the same rights as regular students in fulfilling their educational needs. In implementing it in regular schools, teachers are needed who are able to create a friendly classroom climate, with child-friendly, interactive and cooperative learning methods with a modified curriculum adapted to the needs of students with special needs. The school community, such as teachers and students work together to minimize the obstacles faced by students with special needs in learning and support the participation of all students in learning activities at school, so that it becomes a friendly school (Welcoming School).

City or regional governments must make technical instructions or regional head regulations

in the implementation of inclusive education. Through the city/regional education office, designate schools that are designated as schools providing inclusive education, and designate one of the schools to be a learning resource school. As well as preparing facilities and infrastructure as well as funds used for the implementation of inclusive education. The education department also formed a Disability Services Unit (ULD). ULD is as a place for consultations for parents of students with special needs. Schools providing inclusive education form a kind of inclusive teacher communication forum which functions as a place to discuss and share experiences in inclusive education learning in their respective schools. The school forms a PPI preparation team, the PPI team consists of the education unit (school/madrasah principal, class teaching staff, field of study teaching staff, special education teachers/supervisors (GPK), guidance and counseling staff), parents, and professional staff related. Subject teachers must actively gather, discuss and share experiences at learning resource schools that have been appointed by the city education office to align the vision and mission in preparing learning plans, learning processes and evaluation or assessment of inclusive education at all SPPI.

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