

Implementation of Inclusive Education in Yogyakarta Private Primary School

Agnes Rina Widyawati¹, Sugiyono²

¹Educational Management, Postgraduate Program, Yogyakarta State University

²Educational Management, Postgraduate Program, Yogyakarta State University

¹ agnesrinaw19@gmail.com, ² sugiyono_1953@yahoo.com

Abstract: Inclusive education becomes the concern of the world community nowadays, including Indonesia. In Indonesia, inclusive education has been going on for more than a decade. However, the lack of information and research related to the implementation of inclusive education is one of the things that impede effective inclusive education services. The purpose of this study is to explore the implementation of inclusive education in Yogyakarta private primary schools. The study applied descriptive qualitative research methods. Data collection techniques used were semi-structured observation and interviews with principals, curriculum officers, student staff, teachers, students, and shadow teachers. The results of the study indicate that: a) the curriculum model used is the regular curriculum with modifications; b) variations in academic and non-academic services, c) provision of inclusive teachers; and d) educational facilities with inclusive character.

Keywords: *inclusive education, implementation, primary school, children with special needs*

INTRODUCTION

Inclusive education in the 21st century is a trend in international education. Inclusive education is seen as an international agenda and spearhead in realizing the Education For All (EFA) movement, which is a movement to realize education for all, without discrimination (UNESCO, 2000: 4; Supana, 2009: 145).

The emergence of inclusive education is due to the world concern for the high number of Children with Special Needs, lack of availability of services in the field of education, and negative views of the community on children with special needs (Rieser, 2012: 1). According to the Central Statistics Agency (BPS) in 2016 the number of children with special needs reached 1.6 million children and one million of them have not received educational facilities. Therefore, since 11 August 2004 in Bandung the Indonesian government began to establish that Indonesia was heading towards formal inclusive education.

Good service at SPPI must meet several requirements including having an operational license, having a flexible curriculum, providing educators and education staff, providing educational facilities, and getting designation recommendations as schools providing inclusive education (Kustawan, 2012: 49-50). These requirements emphasize that an SPPI school must have and be able to manage the curriculum, Human Resources, facilities, and infrastructure. But in its implementation there are still some obstacles experienced by some schools such as inadequate facilities, a limited number of shadow teachers, undeveloped curriculum, lack of evaluation activities, and still discrimination in inclusive education environments (Srivastava et al. 2015; Poernomo, 2016 ; Haryono et al., 2015). Whereas according to Ainscow et al (2004: 16), good inclusive education services do not occur instantly, but gradually by implementing a dynamic system. Dynamic attitudes can be reflected in the implementation of inclusive education management by developing all available resources in schools.

Lack of information related to the implementation of inclusive education is one of the things that inhibits effective inclusive education services. Therefore, the researcher is interested in

researching Yogyakarta private Primary schools. It is hoped that this research will be able to provide information regarding the implementation of inclusive education management that is friendly to children with special needs.

METHOD

This study used a qualitative descriptive approach. The study was conducted one of the inclusive private Primary schools in Yogyakarta, this school was chosen because it has been running inclusive education for ten years. The research subjects consisted of the main informants (principals, teachers, and shadow teachers) and supporting informants (curriculum officer, student staff, and students). The technique of collecting data uses semi-structured observation and interviews. The analysis technique using Milles-Huberman (Miles & Huberman, 2007) includes data reduction, data presentation, and drawing conclusions and verification.

RESULTS AND DISCUSSION

Inclusive education is a program of government policy to provide services for Children with Special Needs to be able to take regular education like other children. The implementation of inclusive education must meet several requirements including having an operational permit, having a flexible curriculum, the availability of educators and education staff, the availability of educational facilities and infrastructure, and obtaining a recommendation as a school providing inclusive education (Kustawan, 2012: 49-50). The Yogyakarta Education and sports agency (DIKPORA), in the decision of the Head of the Yogyakarta City Service, stated that every education unit that will organize inclusive education must at least meet the following success standards:

- 1) Providing special tutors who can provide learning programs for children with special needs.
- 2) Providing the facilities and infrastructure for children with special needs, schools pay attention to accessibility and tools according to the needs of students.
- 3) Providing programs, management, and process activities that aim to develop inclusive education.

The above criteria can be the indicators of the success of an inclusive school, so the effectiveness in implementing inclusive education must refer to this. The following is an explanation of the results of the observations and interviews from Yogyakarta Inclusive Private Primary School:

The curriculum used

The curriculum is an important component in realizing the goal of inclusive education. Basically, the curriculum used by inclusive schools is the same as regular schools, except that the curriculum in inclusive schools is adjusted so that this curriculum can be used by regular students or students with special needs. The Private Primary School uses a modified 2013 curriculum, curriculum modification refers to curriculum changes for the benefit of individual children, especially children with special needs. Modification of the curriculum that has been carried out by the Inclusive Private Primary School is by changing the existing indicators according to the conditions and characteristics of the students. This is consistent with what was revealed by Mudjito et al. (2014: 87-88) that inclusive schools have three curriculum models, one of which is a modified curriculum.

Curriculum modification also influences learning devices, to support the effectiveness of the modified curriculum, teachers and shadow teachers to make Individualized Education Programs (IEP). This program is prepared by considering the abilities and needs of students to enable students to learn optimally and master certain levels of material that have been set so that the private Primary school can be said as an inclusive school that uses the curriculum flexibly and has effective learning tools to implement. This is also supported by the results of the research of Timothy & Agbenyega (2018: 25-26) which concluded that the IEP is a quality program that provides a means to effectively communicate student learning needs.

Education Services

Educational services are very closely related to the development of Human Resources. Marzuki Mahmud (2012: 63-65) broadly has five educational services, namely information services, administrative services, guidance services, development services for talents and interests and skills, and welfare services. Inclusive schools have their own strengths in guidance, welfare, development of talents and interests and skills. The specific characteristics that seen in the Yogyakarta Inclusive Private Primary School are:

- 1) School guidance services that are so striking are; a) this school applies regular classes with pull-outs, namely students who have difficulty understanding the material in the regular class will be invited to be guided individually, besides the class settings used are U-form and theater settings that aim for students to easily receive learning material; b) assessment is carried out so that the school gets information about student growth and development; c) therapy given is self-care therapy for mentally disabled, Applied Behavioral Analysis for autistic children, and Behavior Therapy for blind children d) counseling is done to help students overcome their problems.
- 2) Welfare for students is obtained from scholarships, for students with special needs in Yogyakarta every year the city government of Yogyakarta will provide inclusive scholarships. Scholarships can be used to purchase assistive devices for children with special needs individuals.
- 3) The development of talents and skills of the Yogyakarta Inclusive Private Primary School is carried out through extracurricular activities. The school has two extracurricular namely compulsory extracurricular (Scouting and English) and elective extracurricular options (Drum band, ICT, Dance, Martial Arts, Futsal, Music, Karawitan, TPA). This extracurricular service has made achievements in non-academic fields, namely:

Table 1. List of Championships for Students with Special Needs

No.	Type of Championship	Level	Ranking
1	2015 Singing competition	Yogyakarta City	Ranking I
2	2017 Single singing competition	Province	Contender III
3	2018 Gifted students in the dance category	Province	Ranked 15 th
4	2018 talented student in the painting category	Province	Ranked 15 th

Source: School Document Data (04/04/2019)

The table shows that the development of talent and skills in the school has been successfully carried out. The existence of educational services provided by the school makes students with special needs able to compete with regular students, besides that the service provides space for students so that they can develop talents according to their respective interests.

The Educators

What inclusive education program will run effectively if there is support from several parties, one of which is support from educators. Educators in inclusive schools differ slightly from regular schools, this difference can be seen in the presence of shadow teacher educators. Yogyakarta Inclusive Private Primary School has three types of shadow teachers, namely independent shadow teachers, government shadow teachers, and shadow teacher schools. While for the number of shadow teachers there is 1 shadow teacher from the office, 2 shadow teachers from the school, and 23 independent shadow teachers. The task of the shadow teacher in the Inclusive Private Primary School, in general, is to provide assistance for students with special needs so that they get services that are appropriate to their individual needs, for the specific task each shadow teacher has a different task:

- 1) The task of government shadow teacher:
 - Becoming a communication link between education and school offices
 - Becoming a liaison and establish cooperation with the Extraordinary School
 - Becoming a liaison and establish cooperation with PUSKESMAS
 - Become an assessment, therapy and counseling committee.
 - Conduct monitoring and evaluation of inclusive programs
- 2) The task of school shadow teachers:
 - Becoming an inclusive education coordinator
 - Assisting in curriculum development, making IEPs, providing educational facilities, and providing services for students with special needs (assessment, therapy, counseling)
 - Conducting monitoring and evaluation of inclusive programs
- 3) The task of the independent shadow teacher
 - Accompany children with special needs individuals and intensely
 - Make a diary of child growth and development individually
 - Become an intermediary between teachers to students in delivering material

Shadow teachers play a major role in helping teachers and schools to successful learning. Collaboration between teachers and Shadow teachers can ease the burden of teaching and administration for teachers (Holmberg & Jeyaprathaban, 2016: 122). Shadow teacher at the Yogyakarta Inclusive Private Primary School has their own main tasks and are well organized, this has a positive influence on the services of children with special needs because they can be served according to their individual needs. Also, Shadow teachers at the school have been provided with special training such as seminars and training. This is supported by the results of a study conducted by Sharma & Salend, (2016: 128) which states that if Shadow teachers should be used in inclusive classrooms, they also need to be given training that helps them understand their responsibilities and apply skills to their respective roles. each one.

Educational Facilities

Educational facilities are a supporting factor in conducting education in schools. Inclusive schools need more complete facilities than regular schools. Facilities contained in inclusive schools are facilities that exist in the school itself plus accessibility and learning media for students with special needs (Tarmansyah, 2007: 169). The supporting facilities for inclusive

education owned by one of the inclusive schools in Yogyakarta are more clearly found in table 02.

Table 2. Types of facilities specifically for children with special needs

No.	Type of inclusive facilities	Total
1	Motoric props (rubber ball)	1
2	Letter props (puzzle)	10
3	Greenhouse	1
4	Lain gading block	3
5	Special elevator inclusive	1
6	Inclusive toilet	1

Source: Data on Observation Results (15/05/2019)

The availability of these facilities was obtained by schools from donations from various sources, namely from the ministry of national education, education offices, foundations, and student guardians. This facility can be said to have an inclusive character because the facilities provided can facilitate student mobility and are safe for students.

CONCLUSION

Based on the results of discussions on the implementation of inclusive education in the Yogyakarta Inclusive Private Primary School, it can be concluded that in general, the implementation of inclusive education has been running effectively. The effectiveness of the implementation of inclusive education is because the school meets the following indicators: a) the curriculum model used is a regular curriculum model with modifications in which there is an IEP which aims to make all students get learning according to their abilities; b) a variety of academic and non-academic services that support student growth and development and can develop students' talents, c) the provision of quite inclusive teachers so that all students can be served optimally; and d) inclusive character education facilities that support students in their mobility, are safe to use and help them understand the material.

REFERENCES

- Ainscow, M., Booth, T., & Dyson, A. (2004). Standards and inclusive education: Schools squaring the circle. Paper presented at the Teaching and Learning Research Programme annual conference, Cardiff, UK.
- Haryono, Ahmad, S., Sri Widiastuti. (2015). Evaluasi Pendidikan Inklusif Bagi Anak Berkebutuhan Khusus (Abk) Di Provinsi Jawa Tengah. Semarang: Jurnal Penelitian Pendidikan. (32). 2 <http://jurnal.untan.ac.id/index.php/jpdpb/article/download/645/pdf>
- Holmberg, J. B. & Jeyaprabhan, S. (2016). Effective Practice In Inclusive and Special Needs Education. *International Journal Of Special Education*, 31 (1), 119-134. <https://eric.ed.gov/?id=EJ1099986>
- Marzuki, M. (2012). Manajemen Mutu Perguruan Tinggi. Jakarta: PT Raja Grafindo Persada.
- Miles, Matthew B. and A. Michael Huberman. (2007). Qualitative Data Analysis (terjemahan). Jakarta : UI Press.
- Mudjito. (2014). Memahami Pendidikan Khusus dan Pendidikan Layanan Khusus. Yogyakarta: Pustaka Pelajar.
- Poernomo Baby. (2016). The Implementation of Inclusive Education in Indonesia: Current Problems and Challenges. Jakarta: American International Journal of Social Science

- (5). 3 http://www.ajssnet.com/journals/Vol_5_No_3_June_2016/17.pdf
- Republik Indonesia. (2009). *Peraturan Menteri Pendidikan Nasional Nomor 70, Tahun 2009. tentang Pendidikan Inklusif Bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa*
- Richard Rieser. (2012). *Implementing Inclusive Education*. London: *British Library*
- Sharma, U. & Salend, S. J. (2016). Teaching Assistants in Inclusive Classrooms: A Systematic Analysis of the International Research. *Australian Journal of Teacher Education*, 41 (8). <http://dx.doi.org/10.14221/ajte.2016v41n8.7>
- Srivastava M, dkk. (2015). Inclusive education in developing countries: a closer look at its implementation in the last 10 years. New York: Routledge. (67). 2
- Supena Asep. (2009). Model Pendidikan Inklusif Untuk Siswa Tunagrahita di Sekolah Dasar Jakarta: Jurnal Parameter. (29). 2
- Tarmasyah. (2007). Inklusi Pendidikan untuk Semua. Jakarta: Departemen Pendidikan Nasional.
- Timothy, S. & Agbenyega, J. S. (2018). Inclusive school leaders' perceptions on the implementation of individual education plans. *International Journal of Whole Schooling*, 14 (1), 1-30. <https://eric.ed.gov/?id=EJ1170727>
- UNESCO. (2000). Inclusion in Education: The Participation of Disabled Learner