

The Implementation of Inclusive Education in Yogyakarta's Primary Schools

Ratna Sari

Universitas Muhammadiyah Yogyakarta
Ratna.sari@umy.ac.id

Abstract

This study's objective is to discover the implementation of inclusive education in Primary schools. Inclusive education is a single education environment which provides chances for all students to study together. As mentioned in the Minister of National Education Regulation Number 70 of 2009 - Article 1, students having various needs such as a student with special needed and uncommon capability should receive the same opportunity to study indifferent atmosphere. This study is unique because the samples are taken from not only inclusive schools but also public schools. A case study methodology is used in this research. The sampling technique is a purposive sampling technique. In-depth interviews and observations are used as the data collection technique. Furthermore, the thematic analysis method would be used to analyze the data. The data collection is conducted in Primary schools in Yogyakarta area. The result of this research would bring benefits for the educational policymaker, teacher, headmaster, and stakeholder to facilitate students with different needs in a similar education environment in order to achieve better education for all, particularly in inclusive education.

Keywords: education, primary school, inclusive education

1. INTRODUCTION

The diversity of students is one of the requirements in education, especially in inclusive education. The regulation of the Republic of Indonesia Minister of National Education Number 70 of 2009 explains that the diversity of students is assessed from the cognitive side classified into two categories, namely students with abnormalities and students who have the potential of intelligence and or special talent (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2009). The abnormalities of the students referred to the Ministerial Regulation are students with physical, emotional, mental and social abnormalities. There are 13 categories of students having abnormalities such as blind, deaf, speech impaired, mental retardation, physically disabled, unsociable, students with learning difficulties, slow learner, autism, motoric disorders, being a victim of drug abuse, drugs, and other addictive substances, double handicap, and having other abnormalities (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2009).

Indonesia, as stated in the state law 1945, would provide education services to all citizens without exception. This is in line with the objective of Inclusive schools to provide equal learning opportunities for all students, including children with special needs and carried out in the same educational environment (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2009).

Education in Indonesia aims to develop the ability of students to become human beings having faith, fear God, are

noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Undang-Undang Republik Indonesia, 2003). Based on the Educational objective, inclusive schools are organized to facilitate students for both regular and inclusion students to be able to take part in learning according to their individual needs in order to become independent individuals and to have intellectual, spiritual and emotional intelligence.

However, the implementation of inclusive education in Indonesia still faces many problems (Ariyanto et al., 2017). The number of schools that provides inclusive education is inadequate in either quantity or quality. The number of inclusive schools is still limited. Overall there are 370 primary schools in one district in Yogyakarta but there are only 13 schools that implemented inclusive education (Aniska, 2016). In the implementation of inclusive education, facilities are an important component (Ediyanto, Atika, Kawai, & Prabowo, 2017). Some inclusive schools in one district in Yogyakarta do not have adequate facilities for inclusive students, students with special needs use regular facilities (Aniska, 2016). In terms of teacher competency, teachers are often incapable about dealing with children with special needs because they have never received training (Aniska, 2016). Based on the preliminary research, some regular schools have implemented inclusive education even though they are not directly appointed by the government.

Some research have hold to evaluate the implementation of inclusive education in Indonesia, such as Evaluation of Inclusive Education for Children with Special Needs in Central Java Province (Haryono, Syaifudin, & Widiastuti, 2015), Evaluation of Learning for Children with Special

Needs in SD Plus Darul Ulum Jombang (Miftahudin, 2014), and Evaluation of Inclusive Education Programs in SD Negeri Gejayan Sleman Regency Yogyakarta (Wantah, 2008). All of these research aims to evaluate the implementation of inclusive education in the schools appointed by the government to hold inclusive education. While these research aims to find out the implementation of inclusive education in a regular school that implements inclusive school independently. According to Mangunsong, there are essential components to implement an inclusive school, such as; positive perspective and attitude of all school elements, classroom management and environmental adjustment, training for all school members, the partnership between teachers, parents, and other institution (Ahmad, 2010).

2. METHOD

This research is a case study methodology. The sampling technique is a purposive sampling technique. The sample is taken from 1 inclusive school and 4 regular schools. The sample consists of 5 headmasters and 5 teachers. The data collection is conducted in Primary schools in Yogyakarta area using an in-depth interview and observation technique. Finally, the data analyzed by the thematic analysis method. Presentation of data uses anonymous school names by categorizing schools in five categories, Primary School A, B, C, D, and E.

3. RESULTS AND DISCUSSION

3.1 Students

The diversity of students consists of student learning abilities, race, ethnicity, religion, physical condition and students' needs (Bonner, Warren, & Jiang, 2018). In this study, all schools receive students both regular students and students with special needs. However, only one school (E) accepts students with a physical disability. The reason is that the schools do not have the facilities and infrastructure needed by students with special needs in the category of physical disability. In addition, the teacher feels difficulty in dealing with children with disabilities. Thus, these schools (A, B, C, D) only accept students with special needs with categories; mental retardation, Attention Deficit Hyperactive Disorder (ADHD), low vision, slow learner, and moderate mental retardation.

3.2 Curriculum

All Primary schools (A, B, C, D, and E) in this study use the 2013 Curriculum. Barriers are often experienced by students with special needs. They often need time to adjust themselves to learn in inclusive classes. The inclusive class which consists of regular and special needs students who have various learning necessities needs to modify the curriculum,

learning strategy, and assessment system (Widiastuti, Suwitri, Warella, & Haryono, 2017b). Development and adjustments to the curriculum are adapted to the students' needs and conditions (Wati, 2014). In this study, there are only 4 Primary schools (B, D, C, and E) that modified the curriculum. Modifications to the curriculum carried out include; specifying the Competency Achievement Indicator, decreasing the Minimum Completion Criteria value, and making adjustments to the syllabus.

Primary School (B) and (D) expand the Competency Achievement Indicator. It is a formulation of abilities that should be performed and displayed by students to show the achievement of basic competencies.

To meet the learning needs of all students both inclusion students and regular students, the Competency Achievement Indicator stretching needs to be done (Rosada, 2018). The indicators in the Competency Achievement Indicator are determined from the lowest to the indicators that are in line with the provisions of the curriculum. The lowest indicator is set to facilitate students with special needs, so they could achieve learning goals according to their abilities. In addition to detailing the curriculum, Primary School (D) also applies policies that do not use a ranking system in the final grades. This is used to narrow the gap between regular students and students with special needs in terms of academic achievement.

Meanwhile, Primary School (C) modifies the curriculum by reducing the value of the Minimum Completion Criteria (KKM). This method is taken, therefore, all students could achieve completeness in learning. Students with special needs having obstacles in learning are given a score with lower KKM, while regular student assessments are used the KKM value specified in the syllabus.

Another curriculum modification method is carried out by Primary School (E) by compiling a syllabus according to the needs of each student. In compiling this method, the teacher groups the needs of each student. This method requires the teacher to develop varied learning and evaluation methods in delivering the same material to each student.

3.3 Educational Staffs

Regular classes generally have class teachers and subject teachers. Class teachers are teachers who hold and manage a class and subject teachers are teachers who teach certain subjects. In inclusion schools, there are additional teachers, namely Special Guiding Teachers (GPK). Special Guiding Teachers are teachers obtaining from special education background or having received training in special education. In Yogyakarta, the Regional Education Office has not been able to facilitate GPK for all schools, therefore GPK could not accompany special need students every day and they usually only come to school twice a week (Aniska, 2016). Only one Primary school (E) of the entire subject of this study has GPK. Meanwhile, the other 4 schools (A, B, C, and D) do not have GPK, so the class teachers also have a role in teaching children with special needs.

Teamwork and collaboration are pertinent for all teachers or staff in an inclusive school (O'Gorman & Drudy, 2010). In the implementation of inclusive schools, classroom teachers,

subject teachers, special assistant teachers and all staff in schools should collaborate for the successful implementation of inclusive learning.

Class teachers in the Primary school (A), (C), and (D) claim that they do not have competences in teaching students with special needs because they have never received special education or training related to teaching students with special needs. The class teachers in Primary schools (B) receive education and training to organize inclusive classes and how to deal with students with special needs in class every semester. This program is helpful for classroom teachers in teaching students with special needs, even though they do not have a Special Education background. Training related to the implementation of inclusive learning is a way to overcome the limitations of the ability of regular school teachers to deal with students with special needs.

In addition, the Primary school (B) also applies shadow teachers in the classes of students with special needs. The shadow teachers have a role in helping the learning process of students with special needs, thus, the students could take part in classroom learning like regular students. However, the Primary school (B) feels that the role of the shadow teacher could be constrained if there are some special needs students in a class, so the school also implements peer tutors. Peer tutors are a method of teaching by fellow friends. In this method, the teacher assigns assignments to some clever students to provide assistance or guidance to friends who are included in the category of students with special needs.

Primary school (A) does not also have a special assistant teacher or shadow teacher. This school establishes a mentoring policy for students with special needs. In its implementation, regular classroom teachers place students with special needs in easily supervised areas therefore all activities during learning activity could be monitored by teachers. Also, the teachers provide intensive guidance for them.

3.4 Facilities and Infrastructure

Complete facilities are one of the helping factors for the success of an inclusive program (Widiastuti et al., 2017b). Facilities and infrastructure are needed in supporting the success of teaching and learning activities. Inclusive schools should prepare facilities and infrastructure according to the needs of all their students, both students with special needs and regular students. Special need students often find difficulties at school because adequate facilities have not prepared by the school (Widiastuti, Suwitri, Warella, & Haryono, 2017a).

Four schools, namely Primary school (A), (B), (C), and (D) only have facilities for regular students. Only one school has facilities for special needs, especially in the category of physical disability. The Primary school (E) has a wheelchair and crutches, so it accepts students with physical disabilities to study at the school. The reason for the other four schools that do not accept students with the physical disability is because there are no facilities available so that students could be constrained in participating in the teaching and learning process at the schools. In addition, Primary school (D) provides policies for parents of students with special needs to

equip students with supporting facilities or individual tools, in order that students with special needs could receive their rights in getting their learning rights even though the school does not have complete facilities in carrying out inclusive education.

3.5 Educational Funding

Funding is closely related to the adequacy of the execution of a program (Widiastuti et al., 2017b). It is an element of the budget for the implementation of learning activities. In the implementation of inclusive schools, there is a need for separate financing that is different from regular school education. This funding is utilized for student activities, curriculum renewal, and development, education staff funding, community contributions, also the process of teaching and learning activities (Wati, 2014). The government has allocated funds for schools designated as schools providing inclusion education, but regular schools that are not appointed by the government do not receive funds. In this research, all schools (A, B, C, D, and E) do not receive funding allocations in managing the learning process with inclusive settings in their classes.

3.6 Relationship Between Community and Schools

Regulation of the Minister of National Education Number 70 of 2009 article 11 states that the central government, regional government, and the public could provide professional assistance to educational units providing inclusive education. Professional assistance could be in the form of planning to evaluate the learning process, assessment for students, modification of curriculum, and student advocacy services. Meanwhile, the education unit that organizes inclusive education could also cooperate with other parties, such as; rehabilitation institutions, community health centers, non-governmental organizations, and special education units. In this study, there is only one school, namely Primary school (E) which had cooperation with a Special School. Primary school (E) collaborates in terms of organizing training and providing guidance and counselling to improve teacher competency. Guidance and counselling activities by professional staff for regular school teachers are very important. The goals of the activities is that learning activities could take place easily, orderly, and regularly, and could accomplish the desired learning goals (Haryono et al., 2015).

4. CONCLUSION

An inclusive education is one form of government efforts to educate the nation's life through education. Inclusive education provides opportunities for students with special needs to be able to study with other students as in regular schools. The implementation of inclusive education requires competent human resources, facilities, and infrastructure

according to the needs of all students. Adequate resources would create a comfortable learning atmosphere according to the necessities of students so that the implementation of teaching and learning activities could be done effectively. Effective learning would have a direct impact on achieving learning goals. As in the implementation of schools in Primary schools (A), (B), (C), (D), and (E), even though there are still shortcomings in the resources in the schools, the implementation of learning activities could run well.

Facilities and infrastructure are still lacking, but one school has been able to meet the minimum standards of the needs of students in learning activities. In implementing the curriculum, regular students could take part in the implementation of the 2013 Curriculum without obstacles, while those with special needs are aligned with the curriculum by adjusting to their abilities.

The existence of education staffs is the main point for the successful implementation of learning in inclusive schools. Regular school teachers who do not have a background of schools with special needs could improve their competence in conducting inclusive learning by attending training or guidance. Training could be in the form of curriculum modification, organizing guidance and counselling for students, selecting methods and learning media, and making evaluation materials. The higher the competence of teachers in the implementation of inclusive education, the upper the success rate of conducting classroom learning for students with special needs. Finally, community support is one of the important things for the successful implementation of inclusive education.

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