

Education for All Citizens

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Abstract— Indonesia towards inclusive education is declared in Bandung West Java at August 11, 2004. Determined by the government for the implementation of the education for all program. The implementation of inclusive schools in the hope that they can mobilize regular schools to organized educational programs for all children including disabilities. Every disability person has right to education in all sector, paths, types and level of education. They have the right to develop talents, abilities and social life, within the family and society Several years after being declared The 4 Bandung High School, assigned by the government to accept ability children. The disabilities have unique learning, the teacher must serve according to his cognitive development, otherwise the measurement of learning outcomes is somewhat different from normal children. Those characteristics provide certain variations for the Pancasila and Civic education teacher. The subject purpose to foster good, intelligent, democratic, disciplined, and responsible citizens. The problem is how the characteristics of Pancasila and citizenship in teaching in inclusive classes, is there a different with regular classes.

Keywords: *educational for all, inclusive class, disability*

I. INTRODUCTION

An inclusive school is a school that organizes education programs for all students, by not distinguishing normal children and those who have abnormalities in one environment. Meaning that disabilities and normal children are served at the nearest school as usual classes with friends of their age. Bandung is a city of education and as pilot city towards inclusive education in Indonesia. An interesting problem is that often there is a perception of children with disabilities being addressed by some people who must be treated specially. Even though they have the same right to obtain education in various ways, types and levels of education [1].

However, because there is a special abnormality in the child, there is a need for certain attitudes and understandings by the teacher in the school, facilitated by certain learning facilities as well, somewhat different from normal children in school. Schools can provide learning facilities and other facilities so that they are worthy of holding a class discussion program so that it can run well. Inclusion education aims to enable children with

disabilities to attend regular schools, and can live like other children, giving them the opportunity to socialize with peers without any obstacles. Inclusion education also develops high social values so that they are no longer excluded or avoided and eliminate the stigma that they are disabled children. However it must be admitted that they have a lot of potential that can be extracted from them. Many figures, and world motivators born of special children, such as Helen Keller, and Nick Vujicic [2].

The West Java Provincial Government, in the past ten years, has sought to build inclusive schools in every public school in various levels of schools ranging from elementary schools to universities to meet the educational needs of students with special needs. According to the Governor of West Java "Inclusion schools are built in public schools "It is normal to be able to directly organize education for students with special needs," [3] West Java Governor Ahmad Heryawan after the 2014 National Education Day commemoration ceremony at Gedung Sate Bandung, Friday. Furthermore, according to the governor of the elementary, junior and senior high school level, the effort to meet the educational needs of the community for disabled children does not need to study at a State or Private Extraordinary School which is far away.

The disability students who participate in inclusive education include blind, deaf speech, mentally disabled, Autistic, learning difficulties, slow learning, having motor impairments, victims of drugs, Special Intelligence Talent Specialties (CIBI), disorders concentration, and other disorders. The city of Bandung as a place to become a pilot project for the development of inclusive schools seeks to serve the community, especially education for disable, can learn properly like other children at every level of school. In facilitating the process, the Bandung City Inclusive Working Group was formed. Acting as mediation and support for schools, to be able to develop inclusive education by collaborating with various parties.

The number of inclusive schools that are under the auspices of the provincial government is around 70 units, while the schools which became inclusive pilloting of Bandung City are only nine schools. At present, there are around 1,200 schools in Bandung for all levels. However, inclusion schools in the city of Bandung are less than 10 percent. Based on data from the Bandung City Education Office Kanor, currently there are 1,000 inclusive students in Bandung City [4]. In Indonesia, based on the BPS survey, the number of people with disabilities continues to

increase from year to year. In 2003 there were 2,454,359 people with disabilities or around 2% of the total population of Indonesia. (215,276,000 people) in 2006 to 2,810,212 people, and in 2015 to 3,654,356 children or 2% of the total population of Indonesia (244,775,796 inhabitants) [5].

In the present reality in some schools there are still crew members who are treated unfairly, even excluded, and are considered disturbing, schools are not comfortable, or are constrained if children are accepted will make it difficult for teachers in managing learning, due to limited resources, but if not accepted will violate the law. Schools are considered as the dream of every child to be able to learn, but for disabilities they will need extra energy to guide, direct, and determine their choices. The teacher is a professional educator whose job is to educate, teach, guide, direct, train, assess, and evaluate students, early childhood, formal education, basic education and secondary education. Thus every student at an educational institution becomes his duty and responsibility. An interesting issue to be explored is how schools prepare various things for the implementation of inclusive education programs in schools. Because after all there are certain characteristics of disability with normal children in their learning process which must be addressed by the teacher in the learning process so that special preparation is needed for the implementation of different educational programs than before. Therefore the problem in this research is (a) how do schools prepare programs to conduct disability children's education (b) how do teachers' perceptions / understandings and attitudes towards children with disabilities (c) how is the interaction between the teacher and child in the classroom learning process.

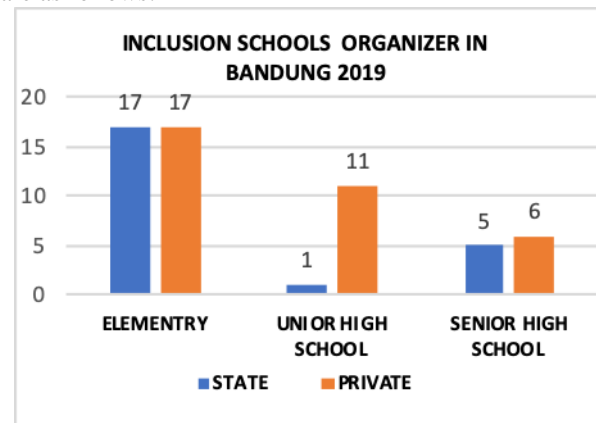
II. RESEARCH METHOD

This research was taken place in Bandung Indonesia on April-March 2019. Data and information of this qualitative research with exploratory approach include significant subjective perception, of teacher, head master, student, and stake holders related to school inclusion. Inclusion school research requires careful and in-depth study, because it involves the individual problems of teachers, principals, children, and other learning environments in schools. Studies like this suggested by Gall and Gall, Borg (2003) specialized traditions of qualitative reseach [6] in his view that traditional research is research that has forms such as individual's experienced reality, traditions involving the study of culture, and society, and traditions involving the language and communication [7]. Special study because in-depth studies study about individuals, groups, communities, and communities. Data collection techniques used depth interviews, namely interviews that repeatedly. The informants chosen were the principal, Civic Education teacher, conselor, , parents, and one of the students in each school. Documentation study; towards people and institutions, as well as and observations in schools, classes. Schools that become research units are chosen by porposive, according to the level, and school path. Gegerkalong Girang Elementary School, Tunas Harapan

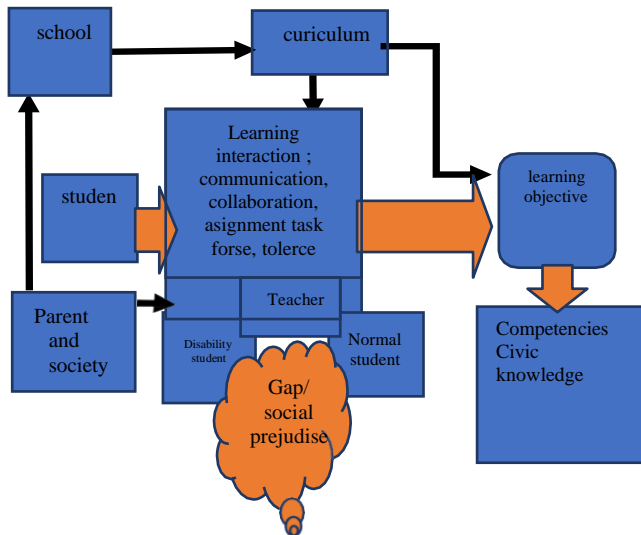
Junior High school, and SMAN IV Senior High school Bandung. This school was chosen because this institution has been implementing inclusion schools for a long time in addition to other schools in Bandung. Likewise there are public schools and private schools, so that there is a difference in the atmosphere of education in each school. Usually in public schools it has a more rigorous learning atmosphere, discipline towards rules and order that applies to both teachers, principals and students. In private schools it is rather looser to the prevailing norms and rules, so there is a tendency in the interaction of education to be more free, free and appreciative between teachers and students in various ways not only in class, school or outside of school. There are not many disability students who enter inclusive schools, less than five people at each school level in Bandung. Academically, private schools in the last five years have the highest achievements compared to public schools, the top ten results of the 2015-2019 state final examinations are controlled by private schools ranging from public, elementary and junior high school examinations in the city of Bandung.

III. RESULTS AND DISCUSSION

According to the records of the Bandung City Education Office until 2019 there were 57 schools [8] that held special education from various education programs carried out by the state and the private sector. The figures are as follows:



The number of elementary schools that provide inclusive education in Bandung in 2019 is 34 schools (17 state, 17 private), 12 junior high schools (1 state and 11 private) and 11 high schools (5state and 6 private). This illustrates that the government and the community pay great attention to the availability of education in inclusive schools. The learning experience of children with disabilities in elementary schools provides a meaningful picture, that they can socialize, socialize, learn together with their friends to teachers at school.



Likewise teachers are more confident that children with disabilities can take part in learning together with their friends at school, so that when they continue at the next level of education, they have strong experience. Although there is public concern that sending children to a higher level is fearful that children cannot get along, this can be seen from the involvement of junior secondary schools that tend to be small. If in junior high school it is successful then the tendency to attend further education is increasing.

Teachers and principals' perceptions of children with disabilities show their readiness for the tasks given by the government, by following the procedures set by the government. The teacher and headmaster for the first time felt a difficult task, because there was an addition to guiding children with disabilities, who must get special attention, different from the others in the class. The teacher tried to accept especially in elementary school, children with disabilities were rather difficult to unite together with other children in the class. Feeling unable to be together in class, children with disabilities often leave the classroom at will, without asking permission from the teacher, or acting on friends and teachers out of habit, such as asking, acting, and acting. Like disability children who have been missing from the class and all are trying to find it, or snack disabilities in the stall do not pay then report to school, and finally the child's parents pay every week at each hawker stall. Thanks to the collaboration of all parties (principals, parents, students, staff, and residents around the school), the learning process in schools for children with disabilities can be carried out.

Cases which according to some people are 'troublesome', it is not surprising that the disability of the disability children, there are teachers and schools rejecting the inclusion school program in their class. But in elementary school Gegerkalong Girang the inclusion class program over time. To reduce and eliminate social jealousy it is mediated by teachers and parents (look at the picture). Media that are more familiar with school children is an activity coordinated by the OSIS (intra-school organization) respectively. There are extra-curricular

activities; scouts, cultural arts, youth scientific work, youth mosques, rock climbing, etc. Public holiday activities, performing arts, sports, social activities carried out by the Student Council such as raising funds for victims of natural disasters, helping affected friends etc. In the learning process in class even mediated by the teacher so that all students can be facilitated to achieve the competence of each child according to their level of cognitive development. Behavior development, democratic, tolerant, disciplined, responsible, love of the country grows in line with the level of development, their behavior and cognition. What distinguishes between normal children and children with disabilities is the speed of learning each one is fast (the best ten group / high level) there are those who are (middle / normal level) and slow learning (the lowest ten / bottom level). Of course, the school that organizes the inclusion program must prepare in advance that there will be children with disabilities entering this school, more specifically for BP teachers and PPKn teachers to attend training to prepare themselves in class. Notification to children of students to be able to accept and not be negative, even must be cooperative in class, and help each other in learning.

V. CONCLUSION

Inclusion schools are programs that can provide education for all students by not distinguishing between normal and abnormal children physically and mentally. Therefore, good preparation is needed by good schools regarding school facilities and infrastructure, as well as the readiness of teachers and students to provide learning convenience for all children. Teacher readiness serves all children by not differentiating the condition of the child, although there is still a negative perception and jealousy between teacher and child towards children with disabilities. This can be overcome by mediating various intra and extra-curricular activities, flag ceremonies, commemorating national/religious holidays, social services, which can bring them closer, tolerance, caring, discipline and their respective responsibilities.

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