



# Inclusive Education for Competence Development of Children with Special Needs a Kulon Progo High School of Indonesia

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**Abstract.** Inclusive school is a school education service that is held to provide good educational services for students with special needs (disabled). This inclusive education is held because it is intended that in the future there will be no gap between normal students and students with special needs. In implementing inclusive education, external and internal schools sometimes experience several challenges to implementing inclusive education into the system of learning and teaching activities. This study aims to find out how to develop the potential of children with special needs or disabilities in the inclusive education system. This research is included in a qualitative research type of case study where the researcher will collect information data in depth, detail, intensive, holistic and systematic about a problem through the process of observation, documentation, and interviews. With the implementation of this research, it can be concluded that with the development of the potential of children with special needs or disabilities in the inclusive education system, there will be a challenge for schools as well as the impact that will be felt in the future for students.

**Keywords:** inclusive education · potential special need

## 1 Introduction

Education is the main provision in the steps to create an advanced nation and able to compete with other nations. The government has an important role in overcoming educational equity, namely as an education policy maker. The policy is not only about education for regular students but also education for non-regular students or with special needs. This is stated in the Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for students who have disabilities and have the potential for intelligence and/or special talents [1].

Inclusive education is an effort by the government to achieve equal distribution of education regardless of children with special and normal needs so that all students get the same and quality education rights. Inclusive education is formed from educational

reforms, where there are many children with special needs in various parts of Indonesia including Yogyakarta who need attention, the government provides facilities, namely including inclusive education in public/private schools from elementary, junior high, high school/K, to higher education.. Inclusive schools provide the idea of social justice that supports the principle of normality. Inclusive education has been running in certain schools in Indonesia. There are several things that must be considered by schools to be able to carry out such education, including adequate facilities, accompanying teachers, use of the curriculum, readiness of teachers and non-ABK students, as well as cooperation between teachers, students, parents, and the community [2]. It is expected that in each region there is at least one inclusive education provider school so that it can be affordable for students with special needs.

In meeting the needs of inclusive education, one of the regions in the Special Province of Yogyakarta, namely Kulon Progo Regency, has implemented an inclusive school system in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 70 of 2009. Although it is quite difficult to implement an inclusive education system due to the lack of availability of teachers for children's needs. Specifically, the Kulon Progo Regency Government provides training for teaching staff to be able to implement the inclusive school program. The Kulon Progo Regency Government appointed SMA N 1 Pengasih as an inclusive school in the area. Inclusive education at SMA N 1 Pengasih can be seen in its implementation during the PPDB period. With the presence of ABK students in this school, it is hoped that there will be no gap in learning between normal students and ABK students to develop the potential of each student. So, the researchers tried to dig deeper into how to implement the potential development of children with special needs at SMA N 1 Pengasih Kulon Progo.

## 2 Research Methods

This study used qualitative research methods. This qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon; focused and multimode, natural and holistic; prioritizing quality, using several methods, and presented in a narrative manner (Muri Yusuf: 2014). In this study, researchers tried to obtain information from several sources through the interview and observation process at SMAN 1 Pengasih Kulon Progo. The type of research used is a case study, we describe the findings as well as problems that exist with group culture in natural conditions through observation and interviews. The implementation is done by means of interviews, observation and documentation of the object of research.

## 3 Result

This research was conducted at SMA Negeri 1 Pengasih Kulon Progo which is located at Jl. KRT Kertodiningrat, Mt. Gondang, Margosari, Kec. Pengasih, Kulon Progo Regency, Special Region of Yogyakarta. The school is one of the public schools in Yogyakarta that provides inclusive education for high school students in the category of children with special needs or disabilities and capable in the academic field. Students with special needs

or disabilities feel helped by the existence of inclusive schools. The supporting factors for inclusive students include factors from friends, teachers, and the school environment. The form of equality of human rights in obtaining education for every individual without discrimination can be seen with the existence of this inclusive education program.

Interviews with parents of students are a way to see the condition of students when they are at home, whether there are differences when they are at school and at home. By comparing data related to student activity from teachers and parents, we will understand the developments in students such as being more responsible, disciplined, diligent, social, polite and courteous. Although inclusive education for students with special needs or disabilities has not been implemented optimally, schools continue to strive to develop learning management.

People think that inclusive schools really help students with special needs or disabilities to develop their academic and non-academic potential. The community shows an agreement that schools in various regions can be categorized as inclusive schools because it really helps students with special needs or disabilities to find the closest inclusive school and can provide many lessons for everyone to be grateful, share, love, love, and respect people others, especially to students.

Researchers made observations to see the state of the school and observed the differences between inclusive schools and regular schools. The facilities at SMAN 1 Pengasih are adequate to support smooth learning, and can also enable students to develop their inclusive potential. To reach the classrooms from the parking lot, there are roads that will be used for people with disabilities. The school area which is quite large and does not have multi-storey buildings also makes it easier for ABK students to reach rooms to support learning. There are supporting facilities such as ceremonial fields, sports fields, laboratory rooms, libraries, meeting rooms, classrooms for each religion and others. The completeness of existing facilities in schools makes inclusive education run smoothly and can also make students develop their potential.

## **4 Discussion**

### **4.1 Implementation of Inclusive Education**

Inclusive education is a form of equal rights for every child in Indonesia to get an education. The results of the study indicate that the implementation of learning in inclusive schools has been carried out well. It is proven by the existence of adequate school facilities and infrastructure as well as supervising teachers for students with special needs. Facilities related to inclusive education consist of sloping streets in the school area and no stairs to make it easier for students who use wheelchairs, special bathrooms for students with special needs, different floor surfaces as access for blind students, special rooms as a place of guidance, and space storage of inclusive education supporting tools. In addition, the school has provided special teachers who are ready to guide students with special needs in the learning process. Various extracurricular activities are also provided as a means of developing students' interests and talents. The learning curriculum used is the school curriculum in general, this is because students with special needs are able to follow the regular curriculum without the need for additional curriculum. The service process and school consultation on the development of achievement of ABK and

non-ABK students during the pandemic is carried out online through BK teachers and subject teachers who work together.

#### **4.2 Challenges of Implementing Inclusive Education**

Teachers have an important role in the development of student learning. The process of implementing inclusive education is a challenge for teachers, especially in adjusting the regular curriculum and the conditions of ABK students. Another challenge is the lack of coordination of the implementation team. It is necessary to add and update more facilities to support its implementation.

#### **4.3 Impact of Inclusive Education for Students**

The impact of inclusive education for students is very positive. This is evidenced by the many studies that have been carried out with results that show positive values for academic and social. The process of increasing the learning spirit of children with special needs can be seen from the same graduation rate as other normal children. The implementation of inclusive education is always carried out with checks and balances so that the success achieved can be seen and observed clearly.

### **5 Conclusion**

Education is the main provision in the steps to realize an advanced nation and able to compete in various fields with other nations. Everyone who lives in Indonesia has the right to obtain education in accordance with Law Number 20 of 2003 concerning the National Education System, article 5 paragraphs 1 to 4. Education has no limitations in terms of student acceptance, everyone has the right to education. Without discrimination about their physical, social and emotional. SMA N 1 Pengasih is one of the schools that implement inclusive education in Kulon Progo Regency. The researcher uses a qualitative research method of case study type where the researcher will collect information data in depth, detail, intensive, holistic and systematic. Data collection in this study included interviews, observations, and documentation.

In general, inclusive education is an integrated education concept aimed at providing an educational feasibility, especially for persons with disabilities, which is organized by formal schools. Children with special needs in an educational environment can be defined as someone who has characteristics of physical, mental, emotional or behavioral deviations that require modification services and special services in order to develop optimally. Children with special needs include the deaf, blind, physically handicapped, mentally retarded, autistic, down syndrome. Learning theories that can be done in inclusive education learning are Behaviorism Theory, Constructivism Theory, and Cognitivism Theory.

The existence of adequate school facilities and infrastructure and special teachers who are ready to guide students with special needs are evidence of the ongoing implementation of inclusive education. In addition, the regular curriculum and service system have been implemented. The challenges that become the evaluation material for schools

that run inclusive school education programs. In this high school, the challenges encountered include: the application of the regular curriculum, the lack of cohesiveness of the teacher team in implementing it, and the school facilities that are required to always be adequate according to the needs of students. Inclusive education has a positive impact on academic and social needs of children with needs and their peers. The enthusiasm for learning increases when children with special needs are comfortable with the conditions of their learning environment. Coupled with the motivation of teachers, support from parents, tolerance from friends, and acceptance from the community, the learning development of students with special needs can be achieved as expected.

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