



Implementation of Inclusive Education at Elementary School Level in Surakarta

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Abstract. Inclusive education is a form of education which unites students with special needs with regular. Bringing together children who have different needs is not an easy thing. This study examines whether the implementation of inclusive education in SD Negeri Pajang 1 has met the standards. This study aims to describe the implementation of inclusive education at SD Negeri Pajang 1. Study a type of qualitative with phenomenological study approach. Data collection techniques techniques used data reduction, presentation, and drawing conclusions. Data collection used interviews with class teachers and school operators. The results of indicate the implementation of inclusive education at SD Negeri Pajang 1 is quite good, but there are still several aspects that need to be improved is the absence of special accompanying teachers who master learning methods inclusive education so that material delivered to students is not optimal. The implications obtained from this study SD Negeri Pajang 1 should have special accompanying teachers who master learning methods regarding inclusive, education so that learning materials can be conveyed properly to students. Special accompanying teachers better understand and know the basics in guiding students with special needs.

Keywords: Implementation, Inclusive Education, Students with Special Needs.

1 Introduction

The introduction is an opportunity for the author to convince the reader (including editors Education is one of the means that can be used by the community to develop their potential. In this case education has an important role related to the management of natural resources which seeks to change the mindset and behavior of students in acting [1]. In Law no. 20 of 2003 concerning the Inclusive Education System reveals that education is an effort to create conditions for active teaching and learning to develop students' self-potential to have spiritual skills, self-control, intelligence, noble character and personality that is useful for social life. The law has outlined the most important points for life which are packaged in an education to develop the potential and human resources of each individual.

Education is important for building quality human resources and is a right for various groups, including children with special needs. This is confirmed in Law no. 8 of 2016

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concerning Persons with Disabilities states that equal opportunity is a condition that provides access opportunities for persons with disabilities to develop their potential in all aspects of society. The article emphasizes that there is no difference in facilities from state administrators to each of its citizens, including in terms of education. There is no difference in the implementation of education, this can support the State of Indonesia in achieving the goal of educating the nation and having quality human resources. Education is not only held for normal individuals, but also applies to individuals who have special needs. There is a physical and mental difference between normal children and children with special needs, this means that there is no equal distribution of education at the elementary school level in Indonesia.

This phenomenon has made Indonesia have an education facility called inclusive education. Inclusive education is a learning model in the field of education that is creative and strategically expands access to education for students with special needs to obtain proper education [2]. Inclusive education is a form of education which unites students with special needs with regular students to learn [3]. With this program, the hope for children with special needs to go to school with other normal children is great and it is hoped that it will run optimally. Obstacles and obstacles certainly exist in the implementation of this inclusive education, because bringing together children who have different needs is not an easy thing. The concept of learning for students with special needs with inclusive education appears to provide optimal services and educational solutions without any discriminatory treatment for students with special needs. Inclusive education also has a basic principle where if conditions permit, all students, both regular students and students with special needs, can study together in one room without any difficulties or debating the differences that exist. Students with special needs are not always required to attend special schools (SLB). However, they can also mingle with other regular students in public schools as usual. However, these schools must meet the requirements, namely the fulfillment of infrastructure for students with special needs and have qualified teaching staff to provide learning to students with special needs. This kind of school is included in the scope of "inclusive education" [4]. Inclusive education opens opportunities and opportunities for all students, both regular and students with special needs, to receive education, inclusive education also prevents students from the negative aspects of labeling their deficiencies and inclusive education always checks and balances conditions [5].

Several studies regarding the implementation of inclusive education have been carried out before. Study conducted by Alfaarqi [6] regarding the implementation of inclusive education shows that the process of implementing inclusive education in elementary schools can be carried out by conducting assessments and approaches for students as a consideration to determine the right type of educational services according to the needs and abilities of students. Schools must also provide qualified teaching staff in providing inclusive education and adequate infrastructure for students with special needs. Other study related to the implementation of inclusive education conducted by Maemunah [7] shows that to get a good implementation of inclusive education it is very important to educate teachers, students and parents about children with special needs. Another study conducted by Munajah [8] revealed that in the implementation of inclusive education several obstacles were found including originating from internal factors

in the learning process which were then used as evaluation material for a better inclusive learning process. In his study, [9] states that the role and availability of schools in carrying out character education for students with special needs consisting of curriculum, facilities and teaching staff play an important role in the implementation of inclusive education.

One of the schools that organizes inclusive education for students with special needs is SD Negeri Pajang 1 Surakarta. As an inclusive school, SD Negeri Pajang 1 has unique methods and strategies for implementing and instilling this character education. This can be reflected based on the school's vision which reads "To form pious, intelligent, skilled, independent, harmonious and virtuous people". SD Negeri Pajang 1 provides good character building, especially the character of self-confidence and independence for students with special needs. One of the inclusive learning methods for students with special needs provided by the teacher is cooperative learning.

Based on the description of this explanation, the researcher wants to conduct an in-depth study regarding the implementation of inclusive education carried out at SD Negeri Pajang 1. This study aims to describe the implementation of inclusive education at SD Negeri Pajang 1.

2 Method

The type of used in this study is a qualitative study with a phenomenological approach. According to [10], the notion of qualitative study is study that describes ongoing phenomena or experienced by study subjects such as perceptions, behaviors, actions, and motivations in the form of descriptions or a series of words that have a scientific and natural context in accordance with reality. The analysis in this study was carried out descriptively. The data obtained through interviews with homeroom teachers and student operators are described in detail by looking at problems or cases that occur. The qualitative approach used is a phenomenological approach where study is carried out by listening and looking more closely and in detail regarding individual understandings and explanations related to their experiences [11]. This study uses case studies on children with special needs at SD Negeri Pajang 1 Surakarta, which is located on Jl. Transito No.18, RT.3/RW.8, Pajang, Laweyan, Surakarta, Central Java.

The data from this study are in the form of primary data obtained through interviews and observations regarding the implementation of inclusive education for children with special needs at SDN Negeri Pajang 1 Surakarta and secondary data obtained through library study and documentation from articles, books and study journals.

Observations are made to observe the objects and study subjects directly to obtain information about the problems to be studied [12]. In this study, observations were made by researchers, namely observing directly the implementation of inclusive education for students with special needs at SD Negeri Pajang 1 and following the direct learning process to know more about the topic of the problem in detail without taking a role in the teaching process.

Structured interviews were used in this study where the researcher referenced the question indicators given to the interviewees. Researchers conducted interviews with

informants regarding the learning process of inclusive education for students with special needs at SD Negeri Pajang 1 Surakarta. The question indicators that will be given to the informants are in the form of:

Teacher of 3b

- a. Planning and preparation carried out in the inclusive education process at SD Negeri Pajang 1.
- b. The form of the inclusive education process implemented in SD Negeri Pajang 1.
- c. The form of assessment in inclusive learning is implemented in SD Negeri Pajang 1
- d. The method used by educators in delivering material when learning takes place in inclusive classes.
- e. The use of language used in the inclusive learning process at SD Negeri Pajang 1
- f. The media used in learning in the inclusive class of SD Negeri Pajang 1

Operator of SD Negeri Pajang 1:

- a. The process of recruiting students with special and regular needs at SD Negeri Pajang 1.
- b. Process and maximum number of placements/class divisions for students with special needs at SD Negeri Pajang 1.

In data collection techniques in the form of documentation, researchers collecting data from informants are required to review or review notes regarding questions to be asked to informants to make it easier for researchers to collect data. The documents needed in this study are the process of implementing student inclusion learning at SD Negeri Pajang 1 to strengthen the data obtained in the study.

To validate the data and re-check the data obtained from interviews with the observational data obtained in this study, the researchers used data triangulation techniques. Data triangulation techniques are categorized into theory triangulation, source triangulation, method triangulation, time triangulation and inter-researcher triangulation [13]. The triangulation technique used in this study is source triangulation which comes from class teachers and school operators for students with special needs, as well as time triangulation in the morning and afternoon.

This study uses qualitative data analysis techniques with stages in the form of data collection, data reduction, data presentation, and drawing conclusions. The data reduction stage is carried out by summarizing, choosing important points, looking for themes and patterns, and removing unnecessary data. While the presentation of the data, namely some of the information data that has been obtained is then arranged logically and systematically and is presented in the form of a series of sentences. And finally, drawing conclusions is to conclude the results that have been obtained with convincing evidence to support these results [14].

3 Result and Discussion

3.1 Presenting the Results

The results of the study in the form of interviews obtained based on the resource persons of the class 3b teachers are as follows:

“Alright, we will answer questions regarding the preparation and planning of inclusive education that we apply in class 3b. Preparation and planning of inclusive education is done by separating the basic competencies taught to students. For regular students, the lesson plan we apply is in accordance with the basic competencies. Whereas for students with special needs, learning planning uses basic competencies for second grade. This is because after our attention, we found that the abilities of students with special needs are still on par with regular students in second grade, especially in the aspects of reading and arithmetic. If we use the same basic competencies as regular students, then the process of learning and receiving material will be difficult for students with special needs.”

“The inclusive learning process that takes place at SD Negeri Pajang 1 is still running smoothly even though there are several obstacles such as the absence of a special tutor for students with special needs. There used to be a special supervising teacher, but now he has resigned from his term of office due to personal problems. The teachers at this school have also attended training on the process of inclusive education, although only briefly, but we are trying our best to apply it in the teaching process in class.”

“For the assessment process in inclusive education, we use a form of assessment by applying curriculum 13 to affective assessment, spiritual assessment, cognitive assessment, and psychomotor assessment in class. Spiritual assessment is carried out by saying prayers before and after the learning process, carrying out activities to read juz ‘amma and praying in congregation at the prayer room located in the school environment. Affective assessment is carried out by helping friends when they are in trouble, making visits or visiting friends who are sick, etc. Cognitive assessment is carried out with light questions and answers about learning materials, written tests, and oral tests. This can be carried out considering that students with special needs in class 3b are at a mild level and not too heavy. And lastly for psychomotor assessment, we use assessments by practicing what they do according to the instructions of the teachers for students with special needs.”

“The method applied to the learning process in inclusive education is the cooperative learning method. Cooperative learning is done by forming groups of students and then discussing certain topics. The cooperative learning method in its implementation is assisted by media in the form of pictures, videos, audio, and surrounding objects that can support material reinforcement for students with special needs. The use of this media is based on the interest of students with special needs in things that attract attention. In addition, students with special needs such as autism prefer things that move and have lots of colors. Another example of media that can support the learning process is colorful chickens for chicken metamorphosis material. Students are asked to bring the eggs and animals, then the teacher will play a song entitled Chicks. The playback of the song uses the media of musical instruments. When it comes to counting material, the teacher

uses cube media attached with colorful square cloth to support learning media. In addition, we can enter a special room that is designed to contain many attractive learning media so that it can attract students' attention to want to learn."

"In the learning process, we obviously continue to use Indonesian, which is good and correct, adapted to Enhanced Spelling (EYD). This is because language is a daily communication tool so that in teaching students, we must teach it correctly according to the rules of the language, of course, with a fun method."

The results of interviews with school operator informants include the following:

"In the process of recruitment or registration of new students, there is no difference from the others. The recruitment process runs the same as in general for regular students, whereas for students with special needs they must first carry out an assessment of their 'needs' to know the results. If you meet the criteria, you can enter this school. For students with special needs such as deaf and speech impaired, we apologize profusely without reducing our respect that they cannot enter this school. SD Negeri Pajang 1 only accepts students with special needs in the mild level category. If you have entered a heavy level, you are immediately advised to go to a Special School (SLB)."

"For class assignments for students with special needs, we have a distribution system. In one class, a maximum of two students with special needs can be filled. This is because we do not yet have a special accompanying teacher for students with special needs, so we are afraid that if there are more than 2 students with special needs in one class, the teacher will be overwhelmed in teaching. Students with special needs are placed in classes with teaching staff who have attended inclusive education training."

Based on the results of interviews with informants, namely class teachers and school operators, they have a good understanding of the actions that need to be taken for students with special needs without discriminating against them. In implementing inclusive education in schools for students with special needs, schools place them in regular classes where they can mingle with other students without feeling isolated. In addition, the learning process is also adapted to the applicable curriculum.

3.2 Discussion

Based on the results of study conducted related to observations and interviews regarding the implementation of inclusive education for students with special needs at SD Negeri Pajang 1 Surakarta, the researchers found that teachers and student operators already had good and qualified knowledge of the actions that had to be taken regarding providing inclusive education to students with special needs. In implementing inclusive education, schools that are committed to implementing inclusive education need to have or create learning tools in the form of syllabi, lesson plans, semester programs (promes), annual programs (prota) and effective weeks to support the smooth learning process. SD Negeri Pajang 1 already has a lesson plan that is used as a guide in the learning process but does not have an PPI (Individual Learning Program) which is only intended for special assistant teachers. This is because SD Pajang 1 does not have a special accompanying teacher for students with special needs. In general, schools that are committed to implementing inclusive education are required to have special accompanying

teachers for students with special needs. Nonetheless, these obstacles can be overcome by the large number of teachers at SD Negeri Pajang 1 who have attended training for inclusive education so that they have the basics of inclusive learning that can be applied when teaching.

SD Negeri Pajang 1 applies the cooperative learning method in an inclusive class. The cooperative learning method has the meaning that is a learning method which emphasizes the learning process in discussion and group models to solve a problem [15]. The learning approach given during the learning process to students is not differentiated because if it is differentiated, students can feel neglected and can make class conditions less conducive. But of course, the teachers take a more different approach to students with special needs when the learning process takes place but not much different from other regular students. The process of implementing learning is carried out in stages that refer to the lesson plan as a guide in teaching. If there are things that are not appropriate or less than the lesson plan, then learning will continue flexibly according to class conditions.

The learning media used in inclusive education at SD Negeri Pajang 1 uses audio and visual media such as pictures and videos that are played using an LCD projector so that they can attract students' attention. The purpose of using this learning media is to make it easier for students with special needs to understand learning material at school. In communicating or delivering material in class, teachers use good and correct Indonesian in accordance with Enhanced Spelling (EYD). By using good and correct Indonesian, students will not find it difficult to understand the material taught by the teacher at school. For the type of assessment or evaluation used by teachers in the inclusive learning process, teachers use assessments with types of written tests, oral tests, question and answer related to material, practice and assessment of student attitudes. This includes spiritual, cognitive, affective and psychomotor assessments for students. The difference in assessment between students with special needs and regular students lies only in the Minimum Criteria of Mastery Learning (KKM) standards.

In implementing inclusive education for students with special needs, SD Negeri Pajang 1 has done well. Infrastructure related to the need for implementing inclusive education at SD Negeri Pajang 1 is well available, it is just that there are no special tutors for students with special needs. The existence of special supervising teachers is needed because they better understand the basics of good and appropriate inclusive education to be given to students. Several teachers at SD Negeri Pajang 1 have attended training on inclusive education so that they are equipped to continue the inclusive learning process in class.

4 Conclusion

This study reveals that inclusive education for elementary school students with special needs is carried out using learning methods, the language used for learning and learning media that are appropriate to the abilities of students with special needs. The findings of this study will be important for all parties in basic education, especially those providing inclusive education, to better understand the needs of students with special needs.

This study has limitations in collecting data based only on information from two informants, namely the class 3b teacher and the school operator. So, it is necessary to collect data from other informants so that the information obtained is broader. In addition, the need for special accompanying teachers or teachers with special abilities to instruct students with special needs is needed for schools that provide inclusive education so that students with special needs can receive learning material better. The advice given in this study is that school support for the fulfillment of infrastructure to carry out inclusive education is very much needed so that the inclusive learning process can run better and develop.

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