



How is the implementation of inclusive Education in South Sulawesi, Indonesia?

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Abstract. Inclusive education was born as dissatisfaction of Inclusive dissatisfaction with the implementation of education for students with special needs in a segregated education system, where the purpose is seen as contradicting the educational objectives for children with special needs. This study aims to photograph the implementation of inclusive education in Madrasah and Public Schools in Bulukumba, South Sulawesi Province. By using a qualitative approach, it was found that Madrasah in Bulukumba had organized inclusive education. However, they did not yet have an official decree from the Ministry of Religion, so the admission of students with special needs in Madrasah was based on humanitarian principles and fulfillment of student admissions quotas, not based on regulations. Acceptance of students with special needs in schools through the affirmation route with a quota of 15%. The decree of Public Schools providing inclusive education is only valid for one year and requires an extension. Teachers at Madrasah and Public Schools do not modify the curriculum or Learning Implementation Plans for students with special needs, and there is no Special Assistant Teacher. The learning model at Madrasah in Bulukumba uses a fully inclusive model, while Public Schools use a cluster and pull-out model.

Keywords: Inclusive education, Student with special needs, Madrasah, Public School

1 Introduction

Inclusive education was born as a form of dissatisfaction with the implementation of education for children with special needs using a segregated education system [1]. The segregated education service system is a school education system intended for children with special needs [2] [3]. This system is contrary to the purpose of education for children with special needs, which is to prepare children with special needs to interact socially-independently in the community [4] [5]. However, the segregation system is separated from the community in providing education. Therefore, an inclusive education system was born.

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According to the Directorate of Special School Development (SLB), inclusive education is an educational service system that provides opportunities for all children to study together in public schools by paying attention to diversity and individual needs so that children's potential can develop optimally. The spirit of inclusive education is to provide the broadest possible access to all children, including children with special needs, to obtain quality education and to provide educational services according to their needs. This is in line with Sharon Rustemier's opinion, as quoted from the Center for Study on Inclusive Education (CSIE), "inclusive education is all for children and adolescents with and without disabilities or learning difficulties together in the provision of regular pre-schools, colleges, and universities with appropriate support networks" [6] [7] [8]. Thus, inclusive education is an education that can be followed by everyone with or without restrictions and can take place at every level of education, from kindergarten to university. This statement is in line with [1], [10], [11], and [12].

The inclusive education program is one of the mandates 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. Even article 4 stated, "Regency/City government appoints at least one elementary and one junior high school in each sub-district and one secondary education unit to organize inclusive education which is obliged to accept students as referred to in article 3 paragraph (1). It is also strengthened with Law Number 8 of 2016 concerning persons with disabilities. In addition, a Decree of the Minister of Religion Number 90 of 2013 highlighted the implementation of Madrasah Education in articles 14, 16, and 18, which stated that Madrasah at the MI, MTs, and MA are obliged to provide access to students with special needs. The Regional Regulation of the Bulukumba Regency Government regarding children with disabilities as a research locus is stated in Regional Regulation Number 2 of 2018 concerning the protection and services of persons with disabilities.

Bulukumba is one of the second-level regions in South Sulawesi Province. Referring to the main data from the Ministry of Education and Culture, Bulukumba Regency only has two Special Schools (SLB) spread over Ujung Bulu District and Herlang District. In fact, administratively Bulukumba Regency consists of 10 sub-districts, namely Ujung Bulu District, Gantarang District, Kindang District, Rilau Ale District, Bulukumpa District, Kajang District, Herlang District, Bonto Tiro District, Bonto Bahari District, and Ujung Loe District. The limited number and location of special schools distributed in Bulukumba Regency, as well as the lack of information about public schools that provide inclusive education services, are also the causes of children with disabilities having difficulty accessing education.

Children with disabilities in this study have permanent special needs, namely children who experience obstacles and special needs due to certain disabilities. For example, special needs are caused by loss of vision function, loss of hearing function, low intelligence or cognitive development, impaired movement or motor function and so on. Children with temporary or permanent special needs require educational services that are in accordance with learning barriers and their needs.

Based on the above review, students with special needs also have the same rights in obtaining an education. Education is a human right because it clearly states a person's freedom to obtain an education [12] [13]. And this applies to each educational unit.

However, it should be realized that the educational services provided to children with special needs have a different pattern from children in general. Therefore, it is crucial that learning must be in such a way that it is planned, practised, and evaluated so that education can have a significant influence on children with special needs. Therefore, integrated learning is needed so that children with special needs can achieve their learning targets, namely independence [14] [15]. It is in line with the purpose of this research, which is to photograph the implementation of inclusive education in Madrasah and Public Schools in Bulukumba Regency, South Sulawesi Province, which focuses on detecting supporting factors and barriers to education services for children with special needs.

2 Methodology

This research was conducted in August 2021 for 15 days in Bulukumba Regency, South Sulawesi Province, using a descriptive method with a qualitative approach. The objects of this research were Madrasah (Madrasah Aliyah Negeri 1 Bulukumba, Madrasah Tsanawiyah Bacari, and Madrasah Ibtidaiyah Negeri 1 Bulukumba) and public schools (SMA Negeri 6 Bulukumba and SMP Negeri 25 Bulukumba) which provide educational services for children with special needs. The unit of analysis in this study was the Head of the Madrasah Education Section of Bulukumba Regency, Madrasah supervisors, madrasah and public school teachers who handled children with special needs and were selected purposively. Data were collected by systematic observation, in-depth interviews, and documentation. Observations were made by directly observing the implementation of learning by teachers in Madrasah and Public Schools. In-depth interviews were conducted with three teachers, namely Aisyah, S.Ag. Hadith Al-Qur'an teachers at MAN 1 Bulukumba, Nurwati, S.Ag, Akidah Akhlak (moral theology) teachers at MTS Bacari and Sri Anita, S.Ag Fiqh teachers at MIN 1 Bulukumba. In-depth interviews were conducted in a semi-structured, which contained a plan, implementation and evaluation of learning for students with special needs. Documentation was used to perpetuate the process of implementing the learning carried out by the teacher. The process of collecting and analyzing research data was guided by the steps of qualitative research data analysis proposed by [16] [17] [18], namely (1) data presentation, (2) data reduction and (3) drawing conclusions.

3 Results and Discussion

3.1 Overview of Research Locations

Bulukumba Regency is one of the second-level regions in the Province of South Sulawesi, Indonesia. This regency has an area of 1,154.67 km² and a population of 420,603 people, with a distance from Makassar City is about 153 km. Administratively, Bulukumba Regency is divided into ten districts, 24 sub-districts, and 123 villages. Based on ethnicity, the population in Bulukumba Regency consists of various ethnic groups. Most of them are Bugisnesse and Makassarese.

Access to education in Bulukumba Regency, there are public schools, Madrasah, and special schools for students with special needs. Based on data from the Education and Culture Office of South Sulawesi Province, in 2020, several public schools in Bulukumba Regency opened inclusive education programs for special-needs students. There are only two special schools in Bulukumba Regency, namely the ABCD Special School, which is private in Herlang District, and the Public Special School, which is located in the centre of Bulukumba Regency. Below is a portrait of the distribution of educational institutions in Bulukumba Regency, public schools, madrasah and special schools, as well as public schools and Madrasah that accept students with special needs.

The portrait of the distribution of Madrasah in Bulukumba Regency as one of this research targets is spread over 10 (ten) districts. Bulukumba sub-district has 114 Madrasah. It has 6 (six) Madrasah Tsanawiyah Negeri, the highest number in South Sulawesi Province. The number of state schools at the SD, SMP, SMA and SMK levels that have opened inclusive education programs in Bulukumba Regency with reference to the data from the Education and Culture Office of South Sulawesi Province are as follows.

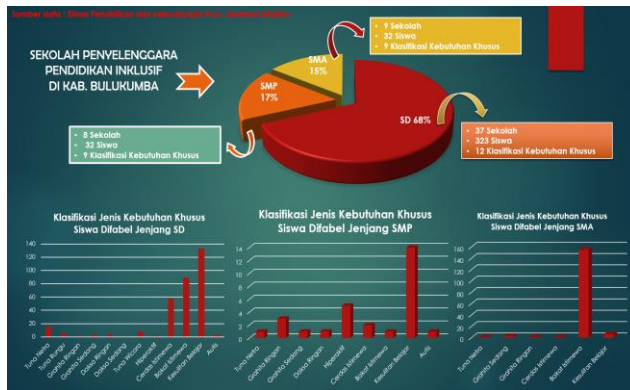


Fig. 1. 2020 Public Schools providing inclusive education in Bulukumba. Data processed by researcher.

Thirty-seven (37) elementary schools in Bulukumba Regency have opened inclusive education programs with a total of 323 students with special needs with a variety of special needs: 15 students are blind, 5 are deaf, 2 are mildly mentally disabled, 3 are moderately mentally disabled, 4 are mildly disabled, and 1 is moderately disabled. Also, 8 have speech disorders, 2 are hyperactive, 89 have special talents, 133 have learning difficulties, and 3 have autism. Meanwhile, at the junior high school level, 9 schools in Bulukumba Regency organize inclusive education programs with a total of 32 students. The distribution of types of special needs: 1 person is blind, 3 are mildly mentally disabled, 1 is moderately mentally disabled, 1 is mildly disabled. Also, 5 people are hyperactive, 2 have special intelligence, 1 have a special talent, 14 have learning difficulties, and 1 have autism. Based on the results of an interview with the head of the education division, Madrasah, Bulukumba Regency, he stated that so far in Bulukumba Regency, there are no Madrasah that are officially registered or have a decree as the organizer of inclusive Madrasah. Still, Madrasah can accept students with special

needs. Referring to the information obtained by researchers from Madrasah supervisors, the temporary data on Madrasah that accept students with special needs in Bulukumba Regency are Madrasah Ibtidaiyah Negeri 1 Bulukumba, Madrasah Tsanawiyah Bacari, and Madrasah Aliyah Negeri 1 Bulukumba.

3.2 Implementation of inclusive education in Madrasah and Public Schools in Bulukumba Regency

The following will describe the implementation of inclusive education by Madrasah and Public Schools in Bulukumba Regency. According to Stubbs (2002), inclusive schools include student affairs, curriculum, educators, facilities and infrastructure, finance/funds, school environment, and special services. However, particularly in the implementation of inclusive education conducted by Madrasah and Public Schools in Bulukumba Regency, the five sections of student affairs, curriculum, teaching staff, facilities and infrastructure, and special services will be explained.

3.2.1 Admission Paths for Students with Special Needs in Madrasah and Public Schools in Bulukumba Regency.

The admission path for students with special needs in Madrasah and Public Schools in Bulukumba Regency can be mapped into two pathways: the affirmation and public paths. Public schools carry out admission of new students with special needs through the affirmative pathway. Meanwhile, Madrasah and Public Schools accept new students with special needs in public paths in Bulukumba Regency.

The affirmation path is an admissions pathway for new students that aims to ensure people from economically disadvantaged families and children with special needs receive quality educational services. Students who go through the affirmation path live inside and outside the zoning area of the school. Thus, students do not need to be domiciled in the zoning area to follow this path. The affirmation path quota for each school is at least 15%. Suppose students who register through this path exceed the quota determined by the local government. In that case, students' determination is carried out by prioritizing the distance of residence of the closest prospective student to the school. Summarized from the Minister of Education and Culture Number 1 of 2021 concerning PPDB, through the confirmation channel referred to in Article 12 paragraph (2), letter b is intended for prospective new students: Coming from economically disadvantaged families; People with disabilities.

Admission of new students for children with special needs in Madrasah and Public Schools through the public path in Bulukumba Regency is a new student admission system for students with special needs equated with children or prospective students with normal or non-special needs. According to the researcher's observations, several Madrasah and Public Schools in Bulukumba Regency accept students with special needs through the public path, namely MAN 1 Bulukumba, MTS Bacari Bulukumba, MIN 1 Bulukumba, and SMPN 25 Bulukumba.

The causes of this situation are the quota for new student admissions is not being met due to the close distance between the madrasa and schools, students with special needs who have high motivation to learn, and the limited number of Special Schools (SLB) in Bulukumba Regency

3.2.2 Detection and Classification System for Students with Special Needs in Madrasah and Public Schools in Bulukumba Regency.

The detection and classification system of students with special needs in Madrasah and Public Schools in Bulukumba can be divided into two categories. The first category can be detected through the selection of new student admissions. Second, the teachers' limited knowledge in the micro and macro Madrasah in understanding the classification of the types of special needs experienced by students. Teachers generally understand that students with special needs are students who only have physical limitations. In comparison, special needs are not only physical limitations but also cognitive and intellectual limitations, such as slow learners, dyslexia, learning difficulties and cognitive barriers. In classifying students with special needs with cognitive and intellectual barriers, teachers and Madrasah can generally detect students after the teaching and learning process occurs. Students with special needs in Madrasah Bulukumba who are the target of research can be classified into four categories, namely dyslexia, dyslexia and dysgraphia, mild disorders, and slow learning. Based on observations, the researchers found that at Madrasah Ibtidaiyah Negeri 1 Bulukumba, 12 students had dyslexia (reading difficulties) because students did not recognize letters. The 12 students were spread in grade II, with as many as 7 students consisting of 2 female and 5 male students. There was 1 male student in grade III, 2 male students in grade V, and 2 students in grade VI consisting of 1 female and 1 male student. Meanwhile, for students with special needs in the categories of dyslexia and dysgraphia as well as mild disorders, researchers at Madrasah Tsanawiyah Bacari found 5 students. 3 male students could not read and write completely and had to be dictated to, which were spread out in grades VII, VIII, and IX. While the other 2 students were classified as mild disorders, consisting of 1 male student with a limp left leg and 1 student with incomplete, short, and curved fingers. At MAN 1 Bulukumba, 1 male student is classified as a slow learner with normal physical characteristics but low average learning achievement in almost all subjects, slow in completing academic assignments, capturing the power to slow down subjects, and unable to multitask in many subjects.

3.2.3 Curriculum, learning models and evaluation.

Madrasah and Public Schools in Bulukumba Regency, as the target of this research, generally use Kurikulum 2013. This curriculum used for students with special needs has not been modified. Teachers use the same curriculum and learning program design (RPP) for special and regular needs students. However, teachers still adjust methods, strategies, and classroom management.

The learning model is adjusted to the level of student needs. The researchers' findings indicate the Madrasah and Schools in Bulukumba Regency generally use a regular class learning model called full inclusiveness. The fully inclusive model is that students with disabilities who do not have significant intellectual impairments can participate in regular classes. This learning model is implemented by collecting or mixing students with disabilities with regular students. This fully inclusive learning model is used at SMPN 25 Bulukumba, MAN 1 Bulukumba, MTS Bacari, and MIN 1 Bulukumba. However, at SMAN 6 Bulukumba, as a school that has been appointed as an inclusive education provider, applies cluster and pull-out learning models. Such learning models combine cluster and pull-out learning models. This learning model is carried out at certain times. Students with disabilities are grouped separately but still in one regular class with special assistants.

Learning evaluation is a process that determines the level of achievement of predetermined learning objectives in a systematic way. Learning evaluation aims to determine the effectiveness and efficiency of the learning system, including objectives, materials, methods, media, learning resources, learning environment, and assessment system in learning, as well as to know the level of knowledge, skills, attitudes and values of students for certain types of education. Based on the interviews' results, PAI teachers from MIN 1 Bulukumba, MTS Bacari, and MAN 1 Bulukumba stated that in evaluating learning for students with dyslexia, dysgraphia, and slow learners, they use different assessment standards from regular students. The assessment standards prioritize affective aspects, which include four characteristics: interests, attitudes, self-concept, and values.

3.2.4 Educators, facilities and infrastructure.

Madrasah in Bulukumba Regency, which accepts students with special needs, do not yet have special assistant teachers (GPK). Therefore, classroom teachers and counseling guidance teachers cooperate and coordinate in handling students with special needs. Meanwhile, in public schools, SMA Negeri 6 Bulukumba provides special assistant teachers with extraordinary educational backgrounds. However, they are honorary teachers, not appointed specifically. The availability of adequate facilities and infrastructure is an element that is no less important in organizing education, especially for children with disabilities. Based on the results of the researcher's observations related to the availability of facilities and infrastructure for children with disabilities both at Madrasah and Schools in Bulukumba Regency, in general, is not adequate.

3.2.5 Special services for students with special needs.

Researchers found that at MIN 1 Bulukumba, Madrasah provided special coaching for students with disabilities. The homeroom teachers are instructed to collect data on students with learning difficulties to be collected in a certain room outside of study hours. Then, students who have learning difficulties are handled by auxiliary teachers

and honorary teachers at the Madrasah. While at MTS Bacari, Islamic religious education teachers, in this case, the Akidah Akhlak teacher, gave special assignments and treatments to students who experienced dyslexia and dysgraphia outside individual class hours.

3.3 Factors supporting and inhibiting the implementation of inclusive education in Bulukumba Regency

Based on the researcher's observations, it was found that several factors support the implementation of inclusive education in Bulukumba Regency, particularly at Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah levels. Such factors are the Madrasah had organized or provided educational services to students with special needs, the support from Bulukumba Regency government regulations, and the availability of special services offered to students with special needs. In contrast, some of the inhibiting factors for implementing inclusive education in Bulukumba Regency are government regulations, especially the Minister of Religion Decree No. 90 of 2013 regarding the obligation of Madrasah to accept students with special needs. The acceptance is not based on regulations but humanity and fulfilment of student admissions quotas. Another factor is teachers' limited knowledge related to the classification or categorization of students with disabilities, resulting in teachers having difficulty detecting students with disabilities. In addition, no facilities and infrastructure are provided by Madrasah for children with disabilities. Similarly, no curriculum and learning implementation plan is specifically designed for children with disabilities in Madrasah and public schools in Bulukumba Regency.

4 Conclusion

Admission of students with special needs is not based on regulations but humanitarian principles and fulfilling quotas. Public schools use the affirmation pathway with a quota of 15% for new students with special needs. The decree for inclusive education in public schools is only valid for one year and requires an extension. Teachers do not modify the curriculum or lesson plans for special-needs students. There are no special assistant teachers to handle students with special needs. Special services for children with disabilities are individual guidance or special classes for children with disabilities outside of learning hours. Madrasah in Bulukumba Regency generally use a fully inclusive model, while public schools use a cluster and pull-out model. Supporting and inhibiting factors in implementing inclusive education are the availabilities of regulations related to the implementation of inclusive education and religious education services for students with special needs at the Ministry of Education and Culture, the Ministry of Religion, and Bulukumba district government regulations, which can be the legal basis for providing educational services to children with disabilities. However, such regulations require socialization and commitment in their implementation because this regulation is still foreign to madrasa and schools in Bulukumba Regency. Madrasah at the level of

Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah in Bulukumba have organized or provided educational services for students with special needs. However, teachers still have limited knowledge regarding classifying the types of special-need students and their handling. As well as the unavailability of friendly facilities and infrastructure for students with special needs in Madrasah and Public Schools.

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