



Analysis of Elementary School Readiness Levels in Efforts to Create an Inclusive Culture in Boyolali

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Abstract. The purpose of the study is to analyze the readiness of the school environment in realizing an inclusive culture. This study focused on the level of school readiness in providing special services and the readiness of children with special needs to receive education in regular schools. This research is qualitative research using questionnaire as a means to collect research data. The research subjects were teachers and children with special needs and/or children suspected of having special needs. The research was conducted in 5 regular elementary schools in Boyolali. The selection of schools as research samples was carried out by purposive sampling. The results of the study show that schools have actually accepted children with special needs, especially slow learner children and have learning difficulties, even though they do not understand that those children are children with special needs. Children with special needs in the school do not yet have compensatory skills and special needs skills so that they experience some difficulties in learning at school. The conclusion is that regular elementary schools are not ready to carry out facilitation for children with special needs, but they already have the basic capital in realizing an inclusive culture.

Keywords: Readiness, Inclusive Culture, Children with Special Needs, Acceptance.

1 Introduction

The development of inclusive education services in Indonesia has been quite rapid in the last decade. The existence of various policies that support the implementation of inclusive education services and the increasing understanding of the general public towards children with special needs have indirectly supported the creation of an inclusive culture.

Inclusive education for some may be a new thing. But actually, inclusive education has received legality from the World Congress for Education for Students with Special Needs organized by UNESCO in Salamanca, Spain, in 1994 [1,2]. The issue was raised as a follow-up effort on various conditions of educational services for children with

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special needs which are highly discriminatory. The rights of children with special needs both as human beings and the right to access proper education are not fulfilled so that any potential they still have cannot be developed optimally. Since 2003, Indonesia through the Directorate General of Primary and Secondary Education (Direktorat Jendral Pendidikan Dasar dan Menengah) has issued Guidelines for Special Education which contain strategic policies related to the obligation to provide inclusive education services at least 1 school at the elementary, junior, and high school levels in each district/city.

Apparently, it is not easy to implement it. Based on a preliminary study conducted this year, there are still some obstacles from the school and disability. From the school side, the problem in the form of the low competence of teachers related to special and inclusive education services causes an attitude of refusal. This is natural, because every child with special needs has unique conditions that require a unique individual approach as well. In terms of the environment, normal student acceptance that is still low can trigger the emergence of bullying practices. Parents/guardians of students have a stigma against children with special needs, so they also tend to refuse. In addition, schools are worried about school rankings if there are children with special needs. All of these problems have actually been around for a long time since 2003, but still these problems are still encountered in 2022.

Each of these problems in a decade has been resolved one by one with the support of new policies so that it has a strong legal umbrella and does not cause administrative problems in schools. However, once again, the process of socialization and education must also be carried out periodically and with a wider school/area coverage.

Sunardi, Yusuf, Gunarhadi, Priyono, and Yeager [3] found that the number of children with special needs in schools reached 12% (3,419) students. The majority of these schools have developed strategic plans (for inclusive programs), as many as 54% of schools have provided quotas for students with needs, only about 50% of schools have modified curriculum, learning processes and assessments. The biggest obstacle is the lack of special learning facilities for blind, deaf, mute, and physically disabled students. Sunardi, Maryadi and Sugini [4] found that teachers in regular schools who were trained through workshops had significantly positive attitudes and increased self-confidence in receiving and providing educational services for children with special needs.

Gunarhadi, Sunardi, Anwar, Andayani and Shaari [5] found that Culter Based Instruction (CBI) was significantly superior to Full Inclusive Instruction (FII) in improving mathematics learning achievement. Magyar, Krausz, Kapas and Habok [6] state that the most influential factor is knowledge of special education obtained in pre-service education. In line with Fragkoulis and Dimakis [7] who concluded the importance of pedagogical foundations, psychology, and learning methods for teachers / mentors of children with special needs in an inclusive context.

There are still many research results and scientific studies that show the success of efforts in implementing inclusive education services. However, this research is more aimed at analyzing the level of readiness of elementary schools in an effort to create an inclusive culture in Boyolali. The primary schools in question are general or regular schools, not regular schools that have been or are designated as inclusive schools by the government.

2 Method

This study only focused on aspects of the level of school readiness in providing special services and the readiness of children with special needs to receive education in regular elementary schools. The regular primary schools in question are primary schools that have never implemented inclusive education services and are not schools designated by the government as inclusive schools. There are several types of research methodologies, one of which is qualitative research. Qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups [8]. One of the objectives of qualitative research is to describe the object of research and this description can be carried out on objects in the form of events, social interactions, religious social activities, and so on [9]. This research is a small/limited ethnographic qualitative research to understand inclusive culture in non-inclusive public/regular schools. It was conducted on April until June 2022.

The research data was collected through questionnaires, observations, and document analysis. Data sources that differ from each other are compared with data triangulation. So that in the process of drawing conclusions the data can be balanced. The research subjects are teachers and children with special needs and/or children suspected of having special needs. It is still suspected, because the research location school is not an inclusive school so there is no provision to facilitate the identification and diagnostic assessment process. However, subjectively the children who are suspected of having special needs are in accordance with the characteristics of children with special needs. The research was conducted on teachers and children with special needs in 5 regular elementary schools in Boyolali Regency. The selection of schools as research samples was carried out by purposive sampling.

Research data analysis is done through reading and reviewing data to detect emerging themes or patterns. Then proceed with the interpretation and dissemination of research results. The researcher summarizes and explains descriptively related to the themes and patterns generated during data analysis.

3 Results and Discussion

The results of the study show that so far, schools have actually accepted children with special needs, especially children who are slow learners and have learning difficulties. Schools still accept, even though they do not understand that the slow learner children and having learning difficulties are children with special needs. Of course, this is a good starting point in an effort to create an inclusive culture, which starts from an attitude of acceptance. Children with special needs in the school do not yet have compensatory skills and special needs skills so that they experience some difficulties in participating in learning at school. Especially the slow learners who have difficulty adapting to the speed of their peers in following the learning process.

The research data are presented in table 1 below.

Table 1. Research data score

No	Indicator	Score (%)
1	Schools provide opportunities for children with special needs to register as new students	84
2	Schools give socialization of inclusive service programs	20
3	Schools provide assistance during the new student registration process.	100
4	Only certain types of special needs are allowed to apply and can be accepted as new students	88
5	Children with special needs follow the identification and assessment process	20
6	Schools have potential data as the advantages of each child with special needs	32
7	Schools have data on weaknesses/difficulties experienced by children with special needs	20
8	Schools have individual learning programs for children with special needs	20
9	Individual learning programs for children with special needs are designed based on the results of identification and assessment	20
10	The curriculum followed by children with special needs is an adaptive/differentiated curriculum	64

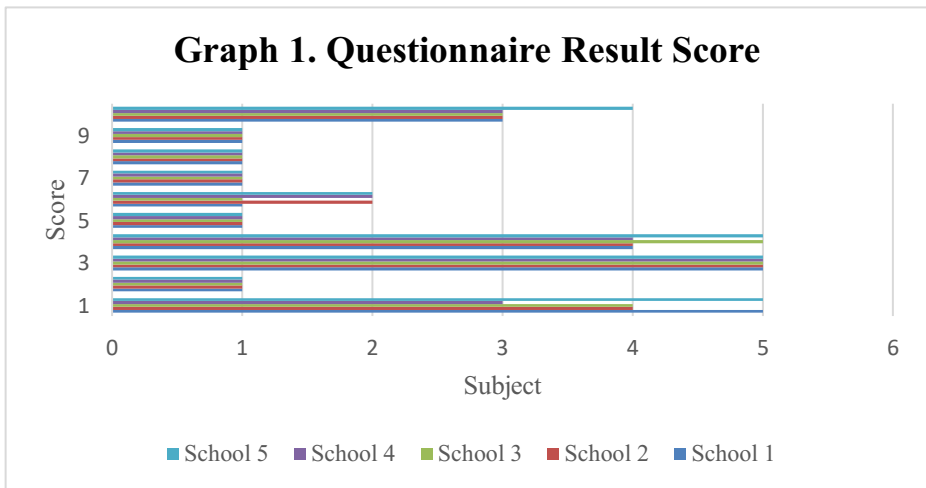


Fig. 1. Questionnaire Result Score

Based on the data taken from the five schools, on average, they have the basic capital to build a good inclusive culture, namely: (1) schools provide opportunities for children with special needs to register as new students, (2) provide assistance during the new student registration process, (3) certain types of special needs that are allowed to register and can be accepted as new students, and (4) curriculum followed by children with special needs is an adaptive/differentiated curriculum. Although on some other indica-

tors the score obtained is low. This is understandable because the subject is not an inclusive school, does not have a special supervising teacher, and has never participated in inclusive education service training so that it is still weak and not ready to carry out inclusive socialization, especially when it comes to preparing individual teaching programs that are characteristic of inclusive schools.

In general, most of the teachers, whether they are willing or not, remain committed to support every potential possessed by children with special needs. One of them is by adapting the curriculum for students with special needs. Both in objectives, materials, processes, time, tools and evaluation in learning devices that are adapted to the characteristics and learning needs of children with special needs. The results of this study are in line with the results of research by Radojchikj and Jovanova [10] who found that most teachers try to support individual abilities, make some adaptations to student needs, and use various assessment procedures for all students. But they feel uncomfortable in interacting with children with special needs who have mental and physical barriers, as well as in communicating with parents/guardians of children with special needs. The results also show that differences in learning disabilities will affect a person's ability to learn. Teachers who help children understand and discuss differences help create an educational environment that supports empathy for all individuals. This is what really supports the creation of an inclusive culture. Damastuti and Rapisa [11] who found that the acceptance of elementary school teachers at SD N 1 Palembang, SDN 4 Palembang and SDN Tingggiran 2 for the presence of children with special needs in school was quite good. From the research conducted by Bahri [12], 8 management of inclusive education at SD Negeri 2 Barabai, especially student management, management of facilities and infrastructure shows that inclusive schools at SD Negeri 2 Barabai show that schools are friendly to inclusive students. Although, in terms of learning, teachers still feel burdened because they feel they do not have the ability to serve children with special needs according to their needs such as modifying learning for children with special needs, this is because most of the educational backgrounds of these teachers do not come from special education graduates/ special education. Besides, problems that arise related to the implementation of inclusion are related to teachers, students, parents, schools, communities, government and the lack of infrastructure that supports the implementation of inclusive schools [13]. This can be solved by one of which is special assistant teacher. So that efforts are needed to overcome this impact by recruiting through the cooperation of the nearest special school teacher, recruiting teachers with special education qualifications and regular teachers who receive training on special needs children and from educational clinics or child development centers [14].

4 Conclusion

The conclusion is that regular elementary schools are not ready to carry out facilitation for children with special needs yet, but they already have the basic capital in realizing an inclusive culture because they have a good level of readiness in terms of understanding the potential and acceptance of children with special needs. Of course, it is not

possible to fulfil all aspects of readiness to be able to start implementing inclusive education services. With the level of readiness in the aspect of understanding the potential and acceptance of children with special needs, it is enough to be able to pioneer or implement inclusive education services in Boyolali Regency so that Boyolali becomes a city that is increasingly child-friendly and child with special needs-friendly. It is hoped that the result of this research can be a preliminary research for the next researcher and also useful for other inclusive school to consider recruiting special assistant teacher.

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